

# Action Plan (English)

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

Group A



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



## Establishment of UNESCO School Culture

1

Establish a school culture that respects diversity, promotes harmony, and encourages cooperation.

Establish a cooperative system for embedding the UNESCO school curriculum, where students, parents, and teachers share the values and vision pursued by UNESCO.

## Development of Cultural Exchange Class Models

2

Implement global citizenship education through international joint classes at least once per semester.

Cultivate talented individuals who contribute to humanity with a sense of responsibility through continuous SDGs (Sustainable Development Goals) education.

## Strengthening Student Self-Governance and Civic Education

3

Expand opportunities for students to independently plan and implement various school educational activities.

Activate eco-civic environmental self-governance activities that respond to the climate crisis.

**There is no 'they.' We are all 'us'**



# Follow-up Activity Plan

**Program Purpose** •We share excellent examples of Korean-Japanese educational culture, and particularly seek progressive direction in the context of continuous education on tradition and culture, and wish to preserve the value as a UNESCO school.

**Program Overview** •We discuss the direction of traditional and cultural education for in-school faculty and staff, and by utilizing educational cases from Japan, we aim to mutually share the meaning of tradition that should be taken in education in new era amid change, and to preserve the value as a UNESCO school.



## Core Values

- Enhance co-existential values gained through understanding and preservation of tradition, and cultural diversity to form broad consensus on the interrelationship of achievement and mutual respect.
- Move away from knowledge-focused traditional education and provide practical, experiential, and life-connected learning.



## Main Content

- Discussion of direction for implementing traditional education for faculty and staff - Sharing of Japanese educational cases for establishing student-centered traditional programs
- Securing practical on-site cultural education through year-end visits to Japan and other means



## Implementation Schedule

- March 2026: Discussion of direction for traditional and cultural education
- April - June 2026: Implementation of traditional education program
- August - October 2026: Planning and implementation of 2nd semester exchange program
- November - December 2026: Program results sharing meeting



# Selfie,

which inherits and expands the history of self-expression through self-portraits

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- Networked Self-portraits Selfies: A new Era of Communication
- Finding yourself, Looking around and Drawing the World together
- Creating a new Self in a space that captures the time
- Domestic Cultural Heritage Tour in Collaboration with Seoul High School
- International : SNS communication and research classes with Tokyo and Kyoto Girls' High School in Japan
- Time : 2026.4.6- 2026.11.30.



# Korea–Japan Teachers' Dialogue: Follow-up Activity Plan for the 2025–2026 Korea Educators' Invitation Program to Japan

Planning Background
 <p>This plan aims to expand continuous and substantive exchanges between Korean and Japanese youth, based on the experience of previous invitation programs to Japan.</p> <ul style="list-style-type: none"><li>• Strengthening the foundation for exchange</li><li>• Expanding existing achievements</li><li>• Promoting mutual understanding and friendship</li><li>• Advancing cultural exchange based on regional characteristics</li></ul>

Purpose
<p><b>1) Mutual Understanding</b></p> <ul style="list-style-type: none"><li>✓ Korea–Japan student exchange</li><li>✓ Cultural experiences for deeper understanding</li><li>✓ Improved communication skills</li><li>✓ Increased cultural respect</li></ul> <p><b>2) Global Citizenship</b></p> <ul style="list-style-type: none"><li>✓ International exposure</li><li>✓ Broader global perspective</li><li>✓ Stronger diversity and inclusion awareness</li><li>✓ Encouraged engagement in global issues</li></ul> <p><b>3) Sustainable Exchange / Korea–Japan Educational &amp; Cultural Cooperation</b></p> <ul style="list-style-type: none"><li>✓ Sustainable exchange model</li><li>✓ Student friendships</li><li>✓ Future-oriented bilateral relations</li></ul>
<p><b>Project Timeline</b></p> <p><b>1) 2025 International Exchange Delegation to Shiogama, Japan</b></p> <ul style="list-style-type: none"><li>• Date: December 26, 2025 (Friday), 13:30–20:00</li><li>• Venue: Yonggang Middle School and five designated host families</li></ul> <p><b>2) Faculty Professional Development (Follow-up Sharing Session)</b></p> <ul style="list-style-type: none"><li>• Date: February 2026 (as part of the New Academic Year Preparation Program)</li><li>• Venue: Multimedia Room</li><li>• Participants: All faculty members</li></ul> <p><b>3) Planned 2026 Exchange with Middle School, Japan</b></p> <ul style="list-style-type: none"><li>• Date: Scheduled for August 2026</li></ul>
<p><b>Expected Effects</b></p> <p><b>1) Educational Benefits</b></p> <ul style="list-style-type: none"><li>• Experience with diverse instructional and learning environments</li><li>• Enhanced creative thinking and problem-solving skills</li><li>• Improved international communication competencies</li></ul> <p><b>2) Cultural Benefits</b></p> <ul style="list-style-type: none"><li>• Direct exposure to traditional and modern Korean culture</li><li>• Development of respectful attitudes toward cultural diversity</li></ul> <p><b>3) Fostering Global Citizenship</b></p> <ul style="list-style-type: none"><li>• Strengthened global awareness and open-minded perspectives</li><li>• Increased sense of responsibility toward the international community</li></ul> <p><b>4) Building a Sustainable Exchange Foundation</b></p> <ul style="list-style-type: none"><li>• Establishment of a long-term exchange model</li><li>• Enhanced school and community capacity for international exchange</li></ul> <p><b>5) Benefits of Teacher Exchange Training</b></p> <ul style="list-style-type: none"><li>• Improved competencies in managing International exchange programs and instructional practices</li><li>• Expansion of global education networks</li></ul>





# Follow-up Activities after the Korea–Japan Teachers' Dialogue (2025–2026)

## Sharing Outcomes of the Japan Invitation program for Korean Educators

☞ Target Group  
Teachers, Students, Parents

### Method of Sharing

- Teachers:  
Sharing key outcomes through the February Intensive Professional Development program and promoting the use of shared materials in classroom instruction
- Students:  
Sharing of experiences and insights through student-led autonomous activity sessions

- Parents:  
Presenting key outcomes during Parent-Teacher Association meetings and School Management Committee meetings

☞ Shared Resources from:  
visits to Japanese schools, cultural education materials, home-visit experiences, and records of professional dialogue with Japanese educators

## Integrating UNESCO Values into the School Curriculum

☞ Implementing **UNESCO education principles** across subject classes, student-led autonomous activities, and extracurricular clubs

☞ Designing and implementing school-based inquiry programs aligned with **global citizenship, environmental, sustainability, and population education**

☞ Conducting **Peace Day activities** in collaboration with the local chapter of the National Unification Advisory Council

☞ Establishing **professional learning communities** for teachers to develop UNESCO education practices

## School-Based and Community Activities Linked to Ecological Transition Education

☞ Implementing **ecological and environmental education** through a school with local residents

- Conducting community-based service activities through joint cultivation and shared food preparation
  - ◆ 1<sup>st</sup> semester: Jung-gu Office, Ulsan
  - ◆ 2<sup>nd</sup> semester: Lions Club
- Promoting **resource circulation initiatives** through PET bottle recycling and **microplastic reduction campaigns**

☞ Delivering **renewable energy education** utilizing on-campus solar power facilities

☞ Encouraging **low-carbon classroom practices**, including classroom temperature reduction initiatives

☞ Promoting **voluntary energy-saving practices**

☞ Implementing **barrier-free activities**

## International Exchange with Overseas UNESCO Schools

☞ Developing and implementing plans to link school excursions with exchange activities involving UNESCO schools in Japan.

☞ Participants:  
Approximately 200 students and staff members

### Preparatory Phase

- Exploring potential partner schools in Japan
- Conducting **pre-exchange online interactions**
- Coordinating joint cultural and sports activities
- Operating **small-scale learning communities** for teachers and students to foster mutual understanding
- Conducting a **school excursion to Japan in the first half of 2027**

☞ Strengthening international exchange with **Falcone Foreign Language High School (Italy)** through online interactions with student clubs



# Plan for follow-up activities of exchange between Korea and Japan

## 1. 'One fence' Festival operation

- Student-led countries around the world Clothing life, dining life experience booth
- Participation of Local Residents and Parents

## 2. Operation of Gyeonggi Ecological School

- Urban School Farm
- School Healing Garden
- Student club activities

## 3. Multicultural Special Class Operation

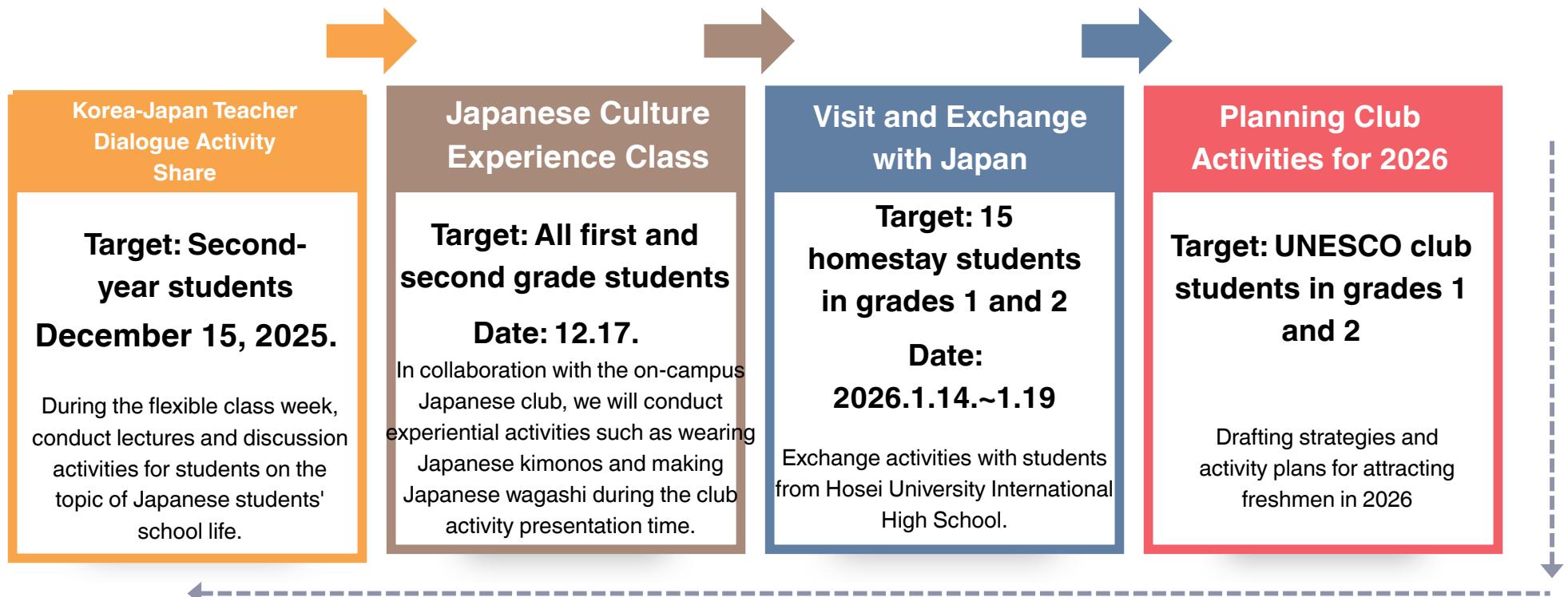
- Support for educational activities for students from migrant backgrounds to adapt
- Korean language and culture education

## 4. Student-centered Global Citizen Education Practice School

- International exchange activities
- human rights and peace education



# PLAN FOR FOLLOW-UP ACTIVITIES AFTER KOREA-JAPAN TEACHER DIALOGUE





# [UNESCO Post-Activity Plan]

1

## **an institution of the agency Sharing results of all teachers' training results**

1. Sharing education philosophy and operating system of UNESCO School
  - emphasizing students autonomy and students autonomy
  - The process of creating school students
2. Observing lessons and educational activities in Japan Sharing Educational Implications
  - the educational policy emphasized in Japanese schools
  - Share the activities of each school club
  - Thoughts on Japan's unique "whole-personality education" Sharing

2

## **Special education and students in Busan Materials Introduction to UNESCO and Korea-Japan Cultural Exchange**

1. Korea-Japan cultural exchange program for college students Description of overview and participation
  - The purpose and international destination of UNESCO invitation Introducing the value of teaching
  - You need to prepare for college college students emphasizing global citizenship competency
2. Introducing actual educational activities
  - The case of "Korean traditional play" case
  - Experience type of experience and language Analysis of Culture Classification of Culture class
3. international sensitivity as a preliminary special teacher
  - Expand cultural diversity, education accessibility recognition
  - In the process of meeting with other countries shared experience one's experience

3

## **Special Support School in Japan A special school inspection in Busan Material School (25. 12. 29., 09:00~15:00)**

1. Special Support School and Boys' Middle School in Saitama Four teachers are scheduled to visit our school
2. Special school inspection in Busan (09:00-15:00)
  - Introduction of school facilities, curriculum, and operation types
  - Introduction of Community-linked Project and Educational Welfare System
  - Areas of interest of the Japanese teachers' group (independent education, vocational education, Treatment support services, etc.) Comparison, Q&A
  - Method of Student Guidance and Operation of Individualized Education Plan
  - A full day visit to a special school in Busan (Visit classes, school meal experience, joint classes, etc.)
3. A proposal for exchange between school teachers and students in each country
  - Online class exchange, cultural project operation proposal



# UNESCO Follow-up Activities

## Support for Inter-School International Exchange Programs

**Collaboration with Japanese UNESCO Schools**  
**Support for International Exchange Programs of Gwangju UNESCO Schools**  
– Assistance for On-site and Online Exchange Activities

## Education Office Pilot Initiative

**Pilot Operation of Education Offices for Global Korean Language Education (2024–2026)**  
**Overseas Training Program for Educators in Japan**  
**UNESCO School Visits**

## Support for UNESCO ASPnet Schools

**Support for UNESCO Associated Schools in Gwangju, Including Budget Assistance and Activity Support**



# FOLLOW-UP ACTIVITIES AND FUTURE PLANS FOR THE KOREA-JAPAN TEACHER DIALOGUE

## 1. SHARING OF EXPERIENCES IN KOREA-JAPAN TEACHER DIALOGUE

\*TARGET: ALL STUDENTS (80  
STUDENTS IN 4 CLASSES)

\*DATE: NOVEMBER 10TH ~ 14TH

\*METHOD: PHOTOS AND VIDEOS IN  
CLASS SHARE EXPERIENCES THROUGH

\*EXPERIENCE SHARING FOR  
TEACHERS IS PLANNED FOR THE END  
OF DECEMBER

## 2. PLANNING TO EXCHANGE WITH JAPANESE TEACHERS

\*WITH A TEACHER I HAD A  
CONVERSATION WITH DURING MY VISIT  
TO JAPAN

SCHEDULED TO MEET (END OF  
DECEMBER) - YANGSAN, GYEONGNAM

\*NAGANO WEST HIGH SCHOOL

\_\_\_\_\_ AND 2 OTHERS

\*SEEKING WAYS TO INTERACT WITH  
JAPANESE STUDENTS

## 3. UNESCO SCHOOL ACTIVITIES

\*SUSTAINABLE DEVELOPMENT EDUCATION  
ECOLOGICAL TRANSITION LEARNING - SCHOOL  
GARDEN PROGRAM OPERATION

\*GLOBAL CITIZENSHIP EDUCATION  
UNDERSTANDING AND PRACTICING WORLD  
PEACE, HUMAN RIGHTS, AND CULTURAL  
DIVERSITY

\*CROSS-CULTURAL UNDERSTANDING AND  
HERITAGE LEARNING  
FIELD TRIPS TO UNESCO WORLD HERITAGE SITES



# Topic: Understanding the SDGs through Global Citizenship Education and Implementing Moral and Cultural Diversity Classes

1

## Background

- The importance of global citizenship education and cultural diversity, shared through UNESCO Schools Korea-Japan teacher dialogue, is being expanded into school classes.
- Utilizing the free semester system to operate curriculum-linked SDGs education and experiential classes.
- Strengthening the ability to respect other cultures and practice moral values through understanding Japanese culture.

2

## Class linkage direction

- Global Citizenship Education: Fostering the Values of Respect for Diversity, Mutual Understanding, and Peaceful Coexistence
- SDGs Education (Utilizing Free Semester):
  - Linked with SDGs 4 (quality education), 10 (reducing inequality), 16 (Peace and Justice)
- Linked to morality:
  - Linking core values (respect, consideration, responsibility, justice) to the topic of cultural diversity

3

## Examples of lesson content and activities

- Japanese Culture Understanding and Ethics Class
  - Introduction to Japanese school life, music, greeting culture, and community norms
  - Comparison of similarities and differences with Korean culture
- SDGs-based inquiry activities (free semester)
  - "Why is cultural diversity important for a sustainable society?"
  - Exploring multicultural cases in Japan (foreign workers, school education, etc.)
- Participatory activities
  - Reconstructing cultural misunderstandings and exploring ways to coexist culturally

4

## Expected effect

- Improving cultural sensitivity and ethical judgment as a global citizen
- Increasing learning immersion through integrated subject management in free semester classes
- International expansion of moral education through understanding of Korean and Japanese cultures
- Sustainable education practices in line with the UNESCO Schools philosophy



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

## 1. Introduction to the Experience of the Invitational Training Program for Korean Educators in Japan

- **Target:** Teachers and Students
- **Method:** Introduction using photo and video materials in Professional Learning Communities and during subject classes
- **Content:** Sharing the field of school education in Japan, comparison of school education in Korea and Japan, and thematic discussions

## 2. Reflection and Operation of UNESCO Values and Ideals within the School Curriculum

- **Content:** Full reflection of global citizenship, peace, sustainable development, cultural diversity, and other related contents when organizing the 2026 school curriculum
- **Scope of Application:** Creative experiential activities, school-autonomous curriculum, cross-curricular education, etc.
- **Operation:** Implementation according to the school education plan and detailed plans

### 3. On- and Off-Campus Activities in Connection with Ecological Transformation Education

- **School-Led Programs:** Plogging/Climate Crisis Overcoming Campaign, Zero-Waste lifestyle product making experience, ecological sensitivity development activities, humanities field trips, etc.
- **Local Government-Linked Programs:** Operation of carbon neutrality practice events and UNESCO school promotion activities in collaboration with Changwon City Hall, lectures by invited local experts, etc.

### 4. International Exchange with Overseas UNESCO Schools

- **Target School:** Hyogo Prefectural Wakeshizutani High School, Japan, etc.
- **Participants:** Around 40 students and educators from Korea and Japan
- **Exchange Method:** Semester-based (July, December) online educational exchange, in-person visits to be coordinated according to the circumstances of both schools
- **Content:** Introduction of school culture by Korean and Japanese students, sharing of UNESCO school implementation cases, Q&A, etc.





# **UNESCO School Follow-up Activity Plan 2026**

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Jingyeong Girls' High School

2025-2026 Korean Teachers' Study Program in Japan

**UNESCO Associated School**

November 2025

# 2026 UNESCO School Follow-up Plan

## Quarterly Roadmap

### Q1 — SDGs/Padlet Activity Expansion

Expand participating classes (3+)

Enhance practice certification and reward system

Assign lead teacher and build monitoring system

Readiness: 25%



### Q2 — International Exchange Regularization

Culture Box exchange (once per year)

Online joint classes with Shiogama High School (twice per year)

Collaborative projects (environmental posters/videos)

Readiness: 5%



### Q3 — Environmental Education Expansion

Institutionalize on-campus campaigns (cafeteria, whole school)

Upgrade "Let's Rewrap the Environment" initiative

Launch on-campus recycling improvement project

Walking campaign experience and shared records

Readiness: 10-15%



### Q4 — World Heritage & Citizenship Development

Domestic UNESCO heritage field trips (once per semester)

Comparative study of World Heritage with partner school

Readiness: 10%





# FOLLOW-UP ACTIVITIES PLAN

## 01 SHARING ACTIVITIES

- TARGET: TEACHERS, STUDENTS
- DATE: NOVEMBER 16, 2025 (STUDENTS)  
NOVEMBER 26, 2025 (TEACHER)
- HOW TO: SHARE THE CONTENT AND IMPRESSIONS OF THE KOREA-JAPAN TEACHERS' DIALOGUE ACTIVITIES, THEN CONDUCT A Q&A SESSION.

## 03 PROMOTING ONLINE EXCHANGES

- TARGET:  TEACHER
- DATE: MARCH 2026 ~

## 02 JAPANESE CULTURAL EXPERIENCE CLASS

- TARGET: 1ST AND 2ND GRADERS
- DATE: NOVEMBER 16, 2025
- HOW TO: TASTE JAPANESE SNACKS, EXPERIENCE JAPANESE ELEMENTARY SCHOOL CHILDREN'S FAVORITE GAMES, JAPAN
- CLEAN THE CLASSROOM LIKE A STUDENT (ONGOING ACTIVITY)



# Self-management for growth, a Japanese classroom with personal responsibility



- Maintaining clean classrooms and hallways (a lifestyle of daily organization)
- School lunches with no leftovers
- Classrooms where order and responsibility are valued

- Exhibitions that document students' growth and learning
- Classes that encourage deep thinking and inquiry into topics
- Lessons where students support each other's development

- School events led by students (chorus contests, student council activities)
- A wide range of after-school programs that reflect students' interests

Students who are grounded in basic life habits and character,  
yet able to adapt flexibly to change.

Where is the balance between Japan's education, based on fundamentals and character, and our system, which values adaptability, speed, and efficiency?

What education do our students need for the future?

# Education for responsible citizenship through small and joyful daily actions.

Purpose, activities, and  
practical methods.



Classes that build  
competencies as global  
citizens.

- 1. Realizing UNESCO values through teaching and assessment.
- 2. Exploring themes for nurturing ethical financial citizens by integrating UNESCO's value of responsibility into various subjects, including themes for responsible consumption and production.



Operating clubs for  
sustainable change.

- 1. Creating clubs to realize UNESCO values and running them based on student autonomy.
- 2. Planning and carrying out experience-based activities themed around sustainable change, including campaigns and challenges.



Exploring local cultural  
heritage to understand cultural  
diversity.

- 1. Spreading a culture that respects cultural diversity based on understanding local identity and the value of local heritage.
- 2. Forming responsible attitudes through cultural heritage visits and preservation activities.





# Overview of the Korea-Japan International Student Exchange Program

## purpose

- ▶ By introducing school life and culture of both countries, we promote understanding between the two countries and foster global citizenship.

Establishing a foundation for continued international exchange between

## Date and location

- ▶ date : First half of 2026
- ▶ Location : Paldal Elementary School ( Korea ), Owada Minami Elementary School ( Japan ) - Scheduled

## Target

- ▶ 55 11 -year-old adolescents ( 4th graders ) ( 25 Koreans , 30

## Method and content

- ▶ Promoting online cultural classes
- ▶ School life , meals and food culture , presentations, etc.



# Program Promotion Plan ( Draft )



## Promotion schedule

## Program composition ( not )

Sun	schedule	Promotional items	note	Sun	area	detail	note
1	2025. 12	• Establishment of a promotion plan and discussion between officials from both countries		1	Greetings and Introduction	• Student representative greetings ( 1 person each ), watching a video introducing the school	
2	2025. 12	• Online Access Test		2	Presentation 1	• School Life Presentation and Q&A ( Owada Minami Elementary School - Paldal Elementary School )	
3	2026. 2	• Script and video production , translation		3	Presentation 2	• Food Culture and School Lunch Presentation and Q&A ( Paldal Elementary School - Minami Elementary School )	
4	2026. 4	• Cultural exchange in progress		4	Presentation of impressions	• Presentations by both sides (2-3 people ) ( Minamicho - Haldalcho )	
				5	Commemorative photo	• Students lined up holding national flags from both sides ( Minami Elementary School - Paldal Elementary School photo )	
				6	greeting	• Saying goodbye in each other's language	





# FOLLOW-UP ACTIVITIES

## POINT 01.

### Sharing Lesson Cases from the Japan Program

- Sharing student-focused teaching methods and environmental education practices observed during the Japan visit.
- Delivering insights on school culture and SDGs-based lesson structures, supported by small practice cases from grade meetings and research groups.

## POINT 02.

### Applying Ideas in Class

- Designing discussion-based classes on climate and ecological transition connected to middle school ethics lessons.
- Applying a structure that turns environmental issues into everyday action, not just knowledge.
- Planning and running a carbon-neutral campaign at school.

## POINT 03.

### Plans for Activities and Exchange

- Class-based daily environmental action checklist.
- More campaigns, exhibitions, and class activities tied to environmental days like Earth Day.
- Plans to begin exchange activities with Japanese schools in 2026.



## <Follow-up Activity Plan>

### **Activities to be conducted through the experience and network of Japanese invitation training.**

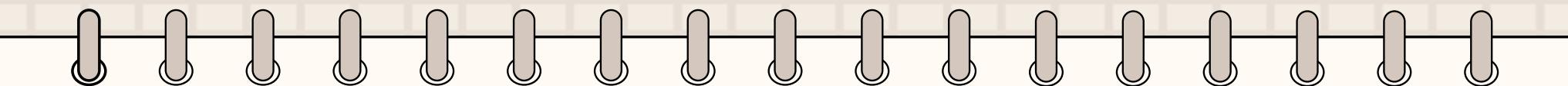
- UNESCO Club: An environmental organization that embodies the unique attributes of the region and institution, with plans to maintain its operations as an independent entity.
- School autonomous time: Educational materials focused on environmental issues will be developed for 4th and 6th graders to foster ecological transition education regarding the climate crisis and carbon neutrality.
- Sustainable development initiatives in energy, environmental education campaigns, the continuous utilization of clean school facilities, and the implementation of ongoing environmental projects by grade level.

<Follow-up Activity Plan>

## Promotion timetable

- **UNESCO Club:** For students in grades 5-6, club recruitment commences in March -> club activities take place from April to December.
- **School autonomous time:** For students in 4th and 6th grades, the production of environmental textbooks and teacher training will occur in February, followed by ecological transition education from March to December.
- **Environmental Education Campaign:** Held biannually in June and October, led by the Student Council.
- **Ongoing utilization and evaluation of transparent educational facilities (year-round)**
- **Environmental projects by grade level:** Curriculum development for each grade level in February, followed by the implementation of professional learning communities and environmental projects from March to December.





## Follow-up Activity Plan for the 2025 Korea–Japan Teachers’ Conference

1

### Sharing the Korea–Japan Teachers’ Conference

\*Date: February 20, 2026 (Teachers) /  
March 27, 2026 (Students)  
\* Participants: All teachers and all students in 2026  
\*Method:  
- New School Year Teachers’ Workshop in 2026 (Teachers)  
- Global Citizenship Education as part of Creative Experiential Activities (Students)  
\*Through discussion at the teachers’ workshop, the 2026 UNESCO School operation plan will be established.

2

### Korea–Japan Student International Exchange

\*Date: December 18, 2025 (Thu)  
\*Participants:  
- Club students of XX High School in Hokkaido  
- Club students of my school  
\*Format: Online cultural exchange (via Zoom)  
\*Content: K-Culture Package Box Exchange  
- Introduction to traditional Korean culture  
Presentation of eight items (key rings, snacks, etc.)  
- Sharing the key ring production process  
- Reflections and presentations

3

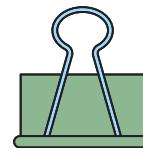
### Sharing UNESCO Values



\*Future Theme Research (Integrated into the Regular Curriculum)  
- Main Theme: A Sustainable Future  
- Participants: All students  
- Period: July 13–15, 2026 (3 days)  
\*Operation of Japan and Spain Cultural  
- Experience Day:  
Scheduled for the first semester of 2026  
\*UNESCO Day:  
- Scheduled for October 2026  
\*World Cultural Heritage Exploration:  
- Scheduled for October 2026



# 2025 Korea-Japan Teachers' Dialogue Follow-up Activity Plan



## Share Korean-Japanese Teacher Dialogue Activities

### 1. Global Citizenship Education Teacher Learning Community Activities

#### A. Activity Sharing 1.

-Date: Tuesday, November 11, 2025

-Target: 7 teachers from the Teacher Learning Community

-Content: Sharing details of training activities in Japan

Pride in UNESCO schools,

Systematizing global citizenship education throughout the entire curriculum, etc.

#### B. Activity Sharing 2.

-Date: Monday, December 22, 2025

-Target: Workshop for the entire teacher learning community

-Content: Sharing all activities of the 2025 Teacher Learning Community

Introduction to UNESCO's Future of Education Project Activities

Sharing details of training activities in Japan

Introduction to Character Education and Arts and Physical Education in Japanese Schools

Systematizing global citizenship education throughout the entire curriculum, etc.

## Practical activity 1. Expanding teacher exchanges

### 1. UNESCO School Domestic Teacher Exchange Activities

-Date: Saturday, December 20, 2025

-Target: 4 domestic teachers participating in the Korea-Japan Teachers' Dialogue

-Content: Korea-Japan Teacher Dialogue, Organization of a Domestic Teacher Learning Community

Sharing UNESCO School Programmes for each school

Discussion on quarterly school solidarity activities

### 2. International teacher exchange activities

-Date: January 5 (Mon) – January 7 (Wed), 2026

-Target: Approximately 40 faculty and staff members applying for international exchange programs in Hong Kong

All faculty and staff of Hong Kong Mo Kwang Foreign Language High School

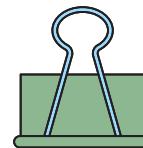
-Content: Inter-school teacher exchange and school tour

Mogwang Foreign Language High School Education Status and Programs

Discussion of visit experience and visit plan for next year

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# 2025 Korea-Japan Teachers' Dialogue Follow-up Activity Plan



## Practical activity 2.

### Japan International Exchange Activities

#### 1. Production of international joint teaching results

– Date: December 18 (Thursday) – 19 (Friday), 2025

– Target: Students at Shiojiri High School in Japan

Students from the international joint class club promoting Korean culture at our school

– Content: Summary of 2025 cultural exchanges and calendar production  
International Parcel Gift Exchange

#### 2. International exchange activities in Japan

– Date: January 28, 2026 (Wed) – February 1, 2026 (Mon).

– Target: Principals, supervising teachers, and students

– Content: Commemorating the 45th anniversary of the Saitama Prefecture Shukyu Tokyu Girls' High School exchange

Exploring and discussing new methods of international exchange in 2026

Homestay exchange program for students visiting our school in October

–

## Practical activity 3.

### Direction of UNESCO School Operations in 2026

#### 1. Strengthening thematic expertise in international exchange

– Date: March–August 2026

– Target: International exchanges in Japan, Hong Kong, the UK, Greece, and Indonesia

– Content: Ongoing exchanges on topics, not just one-time visits.

– Outcome: Expanded understanding between exchange regions and student teachers.

#### 2. Local project-based volunteer work

– Date: March – November 2026

– Target: Local affiliated organizations, instructors, students, and faculty

– Content: Developing practical volunteer activities in cooperation with local communities, including human rights, equality, climate crisis response, and understanding of diversity.

– Achievement: Expanding global citizenship  
Sustainable Development Education

–



# Post Activity Plan

1

## Sharing Training Results

### 1. Peer Supervision

Presenting the 'Cleaning & Etiquette Education' case study of Owada Minami Elementary School to the professional learning community.

### 2. Class Application

Open class on making 'Ulleungdo Promo Goods', adapting the Japanese culture class (Hangul pencil case) idea.

2

## Student Exchange - Connecting Islands

### 1. Life Practice

Conducting & sharing the 'Ulleungdo Sea Eco Challenge', benchmarking Japan's cleaning culture.

### 2. Cultural Exchange

Sending 'Heart Delivery Boxes' (Goods + Letters) featuring Ulleungdo specialties and Hangul to the Japanese class.

### 3. Online Meeting

Introducing island life to each other via Zoom real-time interactive classes.

3

## Sustainable Network - Korea-Japan Teacher Growth

### 1. Network

Maintaining a bond through continuous contact and resource sharing with teachers from the visited school.

### 2. Educational Vision

Fostering Global Citizenship in Ulleungdo students through exchange experiences that transcend physical isolation.



# Follow-up Activities Plan for the UNESCO Korea-Japan Teachers' Conference

Incheon Cheongna Middle School

## 1. Experience Diffusion: On-campus teacher training and information session (November 14)

Explaining the activities of the Korea-Japan Teachers' Conference to teachers centered on professional learning communities.



## 2. Experience dissemination: Sharing data with the Incheon World Citizenship Education Research Association.

Currently working as a leading teacher for Incheon World Citizens, sharing the results of the Korea-Japan Teachers' Conference online with the Incheon World Citizens Education Research Association.

## 3. Future Activity Plan for 2026

### 1) Promoting international exchanges in the Japan-Taiwan-Korea triangle.

We are promoting international exchanges with Taiwanese schools, which are currently in international exchange with our school, and Japanese schools that we learned about at this Japan-Korea Teachers' Conference.

- Conducted over the course of one year on various topics, including language exchange mini-classes, photo exhibition/exhibition exchange, and introduction to school uniforms and school culture.

### 2) Expanding and strengthening the global citizenship club

Support is provided to several currently operating global citizen clubs to select a central theme and operate for one year, enabling them to participate in the 2026 UNESCO School Education Future Project Competition.



# "Korea–Japan Teacher Exchange Dialogue: 2025–2026 Training Program for Korean Educators in Japan" Follow-up Activities

Sharing Insights from the Japan Training	UNESCO School Selection and Certification Ceremony	Global Sensitivity Talk Concert	Student Declaration of Global Citizenship Practice
<p>Delivered a school-wide presentation on the “Korea–Japan Teacher Exchange Dialogue: 2025–2026 Training Program for Korean Educators in Japan.”</p>	<p>Held the official certification ceremony for joining the UNESCO Associated Schools Network (ASPNet) in 2025.</p>	<p>Hosted a Global Sensitivity Talk Concert.</p> <ul style="list-style-type: none"> <li>Themes included: UNESCO schools and global citizenship education, public diplomacy, lesser-known cultures of the Global South, and “Why the world fights.”</li> </ul>	<p>Students presented a declaration of their commitments to practicing global citizenship.</p>
			<p>세계시민 실천 다짐 발표</p> <p>저희 학생들은 오늘 유네스코 학교 현판식을 통해 세계시민으로서의 책임과 실천을 약속합니다. 평화로운 학교 문화를 만들고, 생명과 다양성을 존중하며, 지속가능한 미래를 위해 일상 속에서 행동하겠습니다. 차별과 혐오 없는 존중의 문화를 실천하고, 더불어 살아가는 세상을 만들기 위한 작은 행동을 실천해 나가겠습니다.</p> <p>2025년 11월 28일 학생대표</p>

# "Korea–Japan Teacher Exchange Dialogue: 2025–2026 Training Program for Korean Educators in Japan"

## Plans for the First Half of 2026

Opening of "Dream-Nurturing Empathy Classroom" (Global Culture Zone)	Schoolwide Global Citizenship Education	Book Talk Lounge on Coexistence and Peace
<ul style="list-style-type: none"><li>The school is reviewing the opening of the Global Culture Zone, Dream-Nurturing Empathy Classroom, and will assess feasibility after adjusting the academic schedule.</li><li>Small-scale experiential programs to enhance students' cultural sensitivity are being prepared, though the specific format will be finalized through further discussions.</li><li>The opening schedule and scale may vary depending on the academic calendar and the status of space preparation.</li></ul>	<ul style="list-style-type: none"><li>The school is considering introducing schoolwide global citizenship education during the first half of 2026. Content will be adjusted to fit school circumstances.</li><li>Both lecture-based and experiential formats are being reviewed, and final implementation may be modified after gathering feedback from students and teachers.</li><li>Decisions regarding external guest speakers will depend on available budgets and scheduling flexibility.</li></ul>	<ul style="list-style-type: none"><li>A schoolwide book-sharing program on the theme of coexistence and peace is under discussion, and participation formats for students are being explored.</li><li>Recommended book lists and activity structures may change depending on organizational conditions.</li><li>The implementation schedule may be adjusted depending on overlaps with school events or academic timelines.</li></ul>



# Follow-up Activity Plan

## 1. In-school Professional Development Related to the Japan Invitation Program and Korea-Japan Teacher Dialogue

- **Date:** November 28, 2025 (Fri) / For faculty
- Sharing observations on Japanese schools and students' daily life
- Discussing educational practices to be adopted by comparing schools in Japan and Korea
- Discussing approaches to international student exchange

## 2. Introducing Experiences from the Japan Invitation Program During Subject Classes

- **Period:** December 8, 2025 - January 2, 2026
- Students observe Japanese students' school life, identify differences, and discuss the mindset required to become future leaders
- Reflecting on the importance of essential educational skills—writing and speaking—in the digital age
- Laying the groundwork for future international student exchange

## 3. Operating Programs for Sustainable Development

- **Period:** March - December 2026 / For all students
- K-SDGs No. 13 (Climate Action), No. 14 (Life Below Water), No. 15 (Life on Land)
- Encouraging the protection of natural heritage to preserve the planet for future generations

#### 4. Understanding UNESCO World Cultural Heritage

- **Date:** December 2025 - May 2026 / 1st-2nd year high school students
- Field study at the UNESCO World Heritage Site *Songhak-dong Ancient Tombs*
- Broadening understanding of UNESCO World Cultural Heritage and fostering pride in local culture

#### 5. Cultural Diversity Experience Event

- **Period:** May 21-29, 2026 / For all students
- Understanding that cultural diversity represents a shared heritage of humanity and expresses group identity and creativity
- Building a foundation for overcoming conflicts that arise from cultural differences

#### 6. Promotion of International Student Exchange

- Coordination in progress with **Ueda Someyaoka High School** (Nagano Prefecture) for an online exchange involving about 20 students before Christmas 2025
- Discussion underway with **Nozawa Kita High School** (Nagano Prefecture) regarding an in-person exchange in 2026 (specific schedule and methods to be finalized by each school)



## Educational Exchange Activities with Nakadai Elementary School, Itabashi City, Tokyo and Teacher

1. Korea–Japan Cultural Exchange Classes
2. Joint Development of Teaching and Learning Materials
3. Exchange of Student Work and Lesson Outcomes between Korea and Japan
4. Collaborative Education Activities Related to the SDGs

## UNESCO Korea–Japan Teacher Dialogue *Presentation of Cultural Exchange Lesson Practices*

1. Professional Learning Community Presentation in school
2. Sharing Korea–Japan exchange lesson cases during the **Comprehensive Curriculum Evaluation Conference**
3. Submission of achievement reports to the **Gangwon Education Institution Teacher Network**.

## Using of Multicultural and Global Citizenship Education Materials

1. Conducted as a follow-up activity to the **UNESCO Multicultural Exchange Program with Target Countries**.
2. Utilized as foundational evidence for multicultural exchange projects not only with Southeast Asian countries, but also with East Asian countries such as Japan.



# 2025-2026 Japan Invitation Program for Korean Educators Post-Program Action Plan of Nonsan Daegeon High School

Theme: Expanding International Exchange Experiences into School Education

## 1. Background (UNESCO & GCE Perspective)

**Experiencing UNESCO Values:** Through the Japan Invitation Program, participants experienced UNESCO core values such as cultural diversity, mutual respect, peace, and sustainability in Japanese school settings.

**Educational Expansion:** There is a strong need to expand these international exchange experiences from individual teacher training into school-wide, student-participatory global citizenship events.

**Establishing a Practice Ground:** Based on the school's educational philosophy emphasizing character education and community, this program aims to establish a UNESCO-oriented school culture through experiential learning.

## 2. Objectives

To enhance students' awareness and attitudes as global citizens.

To foster understanding of cultural diversity and the value of peaceful coexistence.

To strengthen students' civic competencies through participation, solidarity, and responsibility.

## 3. Key Activities (Event-Based)

### ① Global Citizenship & UNESCO Day

A school-wide event centered on experiences from the Japan Invitation Program.

Themes: Cultural Diversity, Peace, and Sustainable Development Goals (SDGs).

Festival-style programs combining exhibitions, hands-on activities, and discussions.

### ② Sharing Korea-Japan Exchange Experiences

Presentations on Japanese school life, classes, and student autonomy.

Participatory dialogue exploring similarities and differences between Korean and Japanese youth.

Student discussions under the guiding question: "How are we connected as global citizens?"

### ③ Student-Led Global Citizenship Action Booths

Planned and operated by student councils.

Campaigns and activities related to climate action, peace, human rights, and environmental protection.

Encouraging small, everyday actions aligned with the SDGs.

#### 4. Timeline (Draft)

**Mar-Apr 2026:** Sharing outcomes of the Japan Invitation Program and event planning.

**May-Jun 2026:** Implementation of the Global Citizenship & UNESCO Day.

**After Jul 2026:** Review of outcomes and linkage to future international exchange and GCE programs.