

**2024-2025**  
**International Exchange Programme**  
**for Primary and Secondary School**  
**Teachers Programme Report**



**ACCU**

**Asia-Pacific Cultural Centre for UNESCO**  
**公益財団法人ユネスコ・アジア文化センター**

文部科学省委託 令和6年度 新時代の教育のための国際協働プログラム  
2024-2025 International Coordination Programme for Education in a New Age entrusted by the Ministry of Education,  
Culture, Sports, Science and Technology of Japan (MEXT)

## Introduction

For 25 years, the Asia-Pacific Cultural Centre for UNESCO (ACCU) has been implementing the International Exchange Programme for Primary and Secondary School Teachers in Japan, South Korea, China, Thailand and India. In the process of planning and operating this programme, we have always been seeking out international teacher exchanges that are truly needed now through dialogue, exchange and discussion with a wide variety of relevant people, including teachers, experts and people from cooperating organisations, both in Japan and overseas. From the FY2024 programme, we are putting more effort into the follow-up of participants as well as research and analysis from a medium- to long-term perspective. We hope that, with such efforts made constantly by ACCU, we will improve our exchange programme, making it highly beneficial for everyone who has participated in or cooperated on past programmes, as well as everyone in the education sector who will be involved in future ones.

Currently, there are plenty of learning opportunities and platforms for teachers. Among these, the International Exchange Programme for Primary and Secondary School Teachers organised by ACCU stands out as one aiming to open up the way for teachers to collaborate with diverse actors and play an active role as Change Makers, based on encounters and dialogues with different people and cultures. We would suppose that teachers' views of exchange with overseas teachers and schools are diverse: some may be very much interested in interacting with them, while some others may be concerned about language barriers, and some others are not interested. Regardless of such difference in views, it is our sincere hope that this report will increase readers' interest in our programme and international exchange and stimulate them to take on new challenges.

Finally, we would like to express our sincere gratitude to all those involved for their tremendous support and cooperation in the implementation of this programme.

March 2025

International Educational Exchange Department  
Asia-Pacific Cultural Centre for UNESCO (ACCU)

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# 01

## Programme Overview and Objectives

**Program Outline** Since 2001, ACCU has been implementing the International Exchange Programme for Primary and Secondary School Teachers as a project of UNESCO and the United Nations University (UNU). From 2018, the programme has been a commissioned project by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) and has continued for 25 years uninterrupted. Created for teachers in Japan and overseas, this programme has been running since 2001 in South Korea, since 2002 in China, since 2015 in Thailand, and since 2016 in India, having expanded from East Asia to Southeast and South Asia with those four partner countries.

### Main features of International Exchange Programme for Primary and Secondary School Teachers implemented by ACCU

Our programme is an international exchange programme for teachers, rather than a training for acquiring skills for class planning or educational practice, and as such it focuses on exchange for participants, allowing them to experience different education and culture; think anew about way of learning in the future; and create opportunities for collaboration. There are following three main features of this programme implemented by ACCU:



**1** Implementation and management based on the principles of UNESCO

ACCU is implementing this programme with the vision "contribute to the realisation of a peaceful and sustainable society in which cultural diversity is duly respected". The planning and management of our programme are based on the deepening understanding of that vision and the principles of UNESCO, shared with our counterparts in South Korea, China, Thailand and India.

**2** Programme in which teachers work together to address common issues

By sharing the concerns and issues that they face in daily teaching activities with other teachers in the same country and overseas, participants can create ideas for overcoming those issues as well as "new learning", which would not be possible if they stay within their own circle.

**3** Construction of sustainable network

Participants can build a network with domestic and overseas teachers. There have been many cases where encounters and connections born out of this programme developed into international exchange between schools.

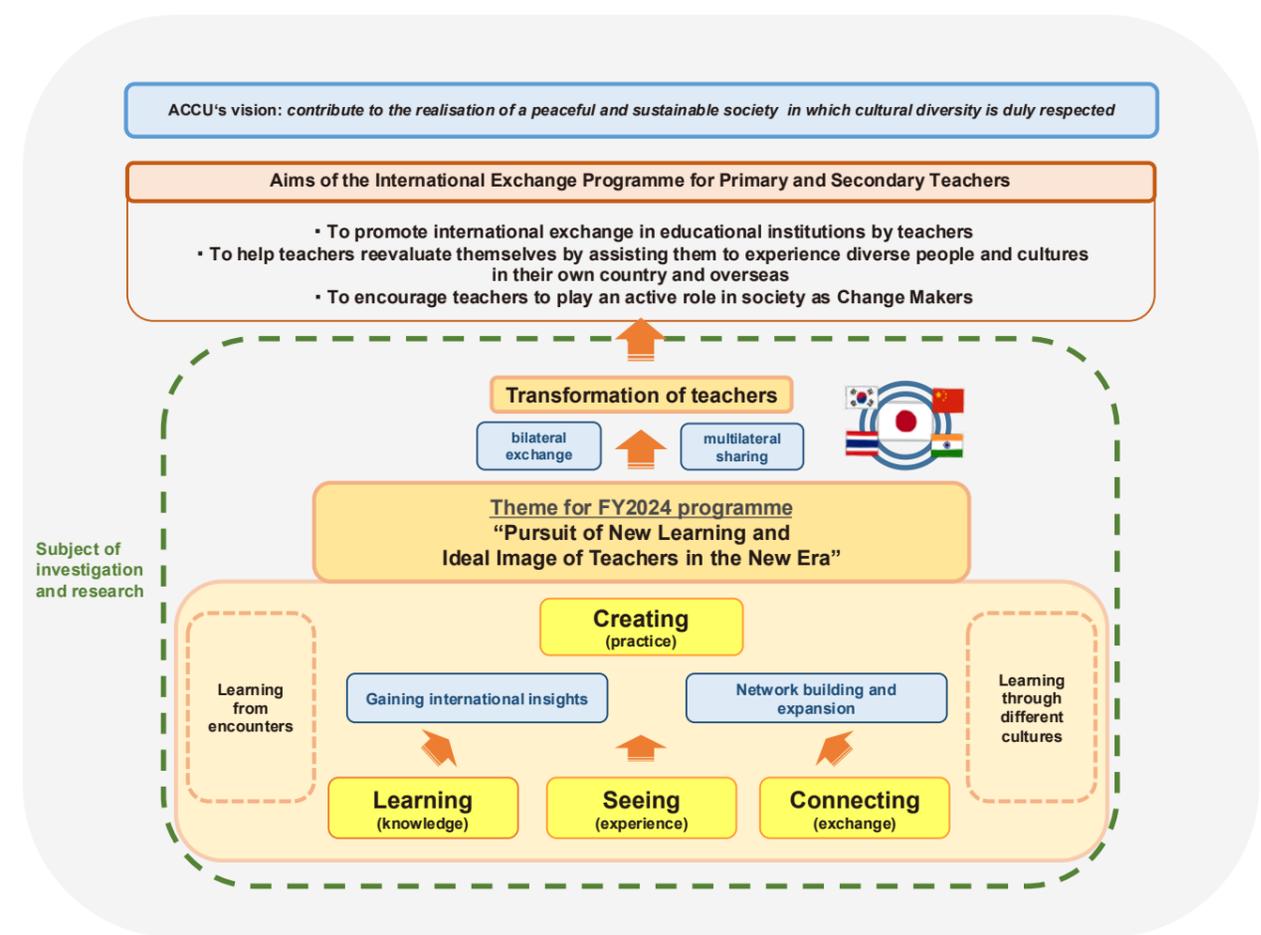


Figure 1: Overview of the program ©2025 Asia-Pacific Cultural Centre for UNESCO (ACCU)

Building on the uniqueness of the projects implemented by ACCU, in 2024 we planned and operated the programme with the following three objectives (Figure 1):

- 1 To promote international exchange in educational institutions
- 2 To help teachers reevaluate themselves by assisting them to experience diverse people and cultures in their own country and overseas
- 3 To encourage teachers to play an active role in society as Change Makers

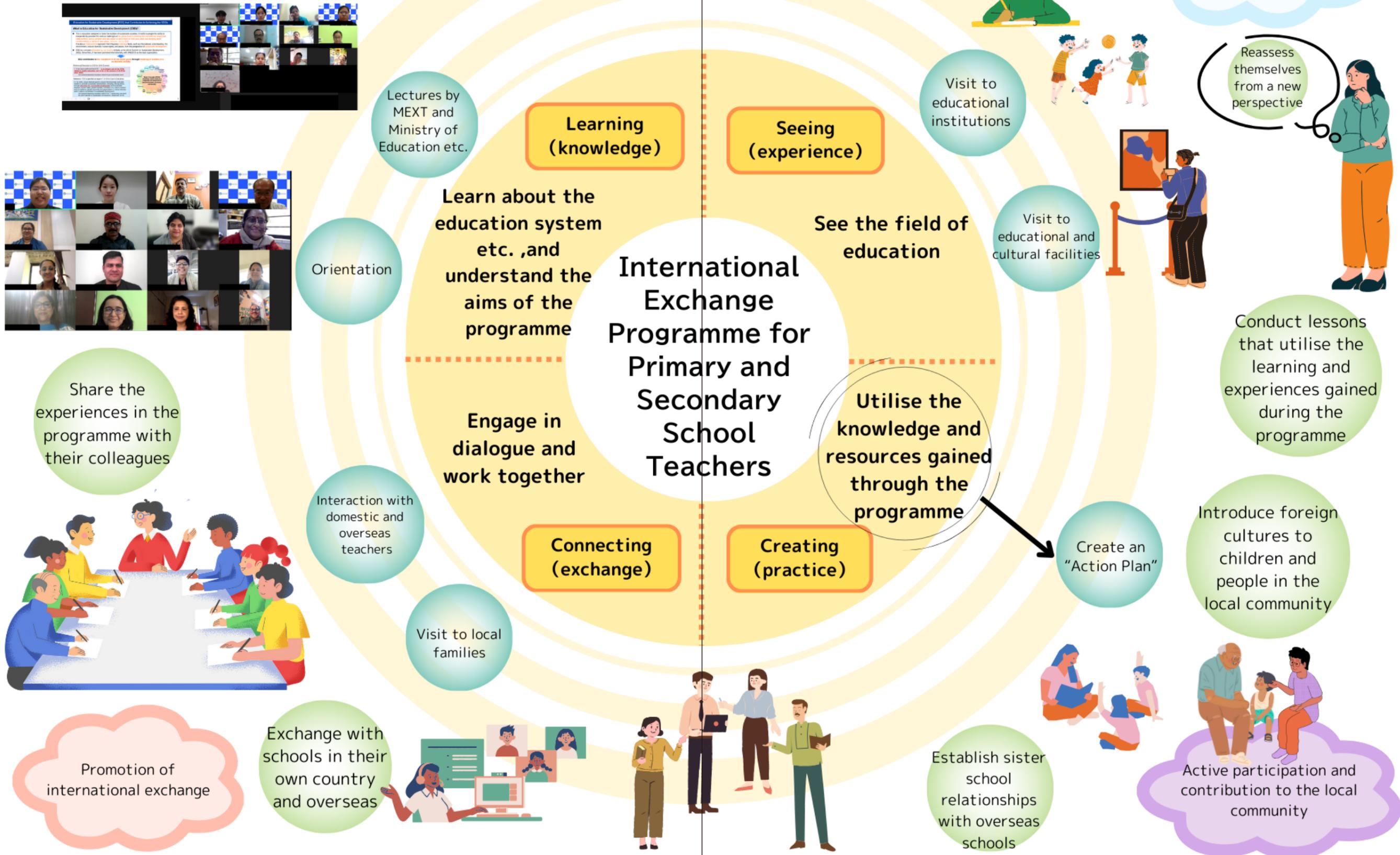
Since we live in an age where the future is difficult to predict and the circumstances surrounding the educational field are constantly changing, it has become an urgent issue to reconsider (re-examine) the way school education and teachers should respond to changes. It is not easy to find answers to questions about the new ways of learning and the ideal image of teachers that will be needed in the future, but we believe that it is extremely important that teachers, whose role is to guide children who will bear the future, deepen their dialogue and exchange with people inside and outside the school and to continue to refine the idea of "learning needed now." In that context, in FY2024, we implemented the International Exchange Programme for Primary and Secondary School Teachers with the theme "Pursuit of New Learning and the Ideal Image of Teachers in the New Era".

During the programme, we conducted exchange and other activities related to "learning," "seeing" and "connecting" both online and face-to-face. After the face-to-face programme that lasted for about a week, the teachers from each country created action plans based on the learning and knowledge they gained and the network they built with other teachers (the activity that "creating" refers to). Currently, a variety of initiatives in the participants' respective countries are in place according to those action plans. While each programme focuses on bilateral exchange, the action plans allow participants from the five countries to share their results and knowledge with each other, transcending the boundaries of the programmes. The contents of the action plans are wide-ranging, including exchange with schools in the country the participants visited and organizing international exchange events in the local community.

In FY2024, we also started putting more effort into aging analysis and follow-up after the programme. We will observe changes in participants' actions before, during and after the programme, their international exchange practice in educational settings, and initiatives as Change Makers inside and outside schools over the medium to long term and will use the findings to improve the quality of future programmes. Moreover, we will widely disseminate the participants' post-programme exchange activities and expand the circle of programme-results dissemination and that of teacher exchange further beyond the programme participants.

Overview of the programme and the practices by participants

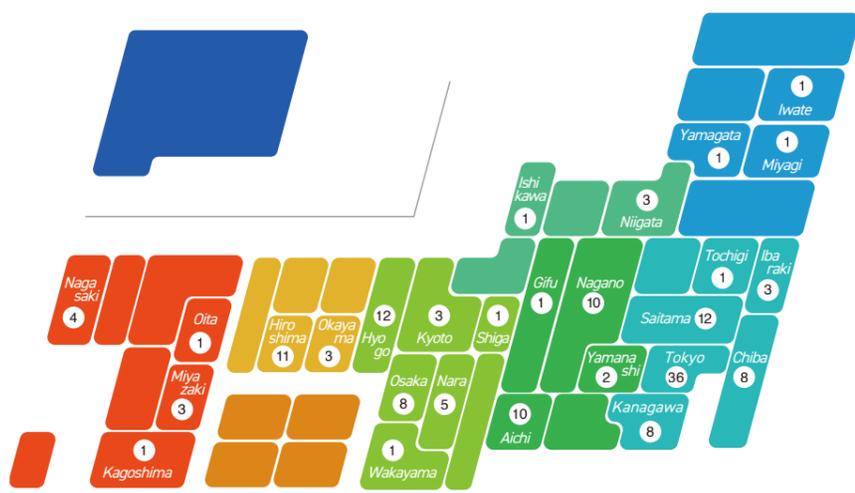
The activities (only a part of them) during the programme are illustrated in light blue circles, and the teachers' practices (some examples) after participating in the programme are described in green circles. The exchanges in various places have led to international exchanges in the educational field and in the local community, as well as to changes in the teachers themselves.



# 02

## Diversity of Participants in FY2024 (region and school type)

ACCU implements its programmes for teachers with diverse backgrounds without limiting participants by school subject, position, school type, or region where they live. This is one of the features of the programmes implemented by the ACCU, which also function as a platform for building a wide range of networks in Japan and overseas. This year, 76 Japanese teachers participated in the dispatch programme, 98 overseas teachers participated in the invitation programme, and 75 teachers participated in the educational exchange meeting. The maps etc. on this page show the diversity of the region and school types of the teachers who participated in the programme from the four exchange countries (South Korea, China, Thailand, and India) and Japan.



	Elementary School	Junior High School	Senior High School	Specialized School	Technical School	Others
<b>Invitation Programme</b>						
South Korea	10	8	0	24	0	2
China	5	6	0	7	1	0
Thailand	1	2	0	6	0	0
India	1	1	0	7	0	0
Total	42	31	3	60	9	10
<b>Dispatch Programme</b>						
South Korea	8	10	0	17	7	3
China	10	5	1	7	0	0
Thailand	2	1	0	4	1	0
India	5	2	0	4	0	1
Total	20	16	1	28	8	3

\*Dispatch Programme is conducted only for Japanese Teachers.



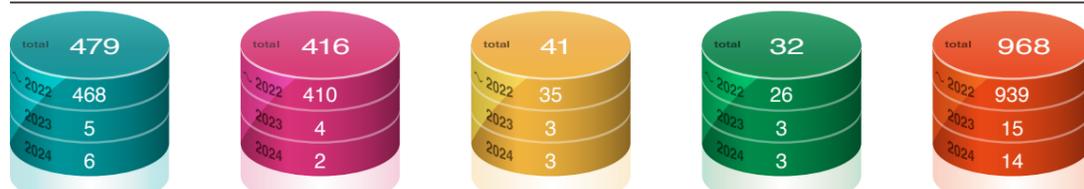
### Number of participants in dispatch programmes (Number of Japanese teachers who participated in the programme to visit other countries)



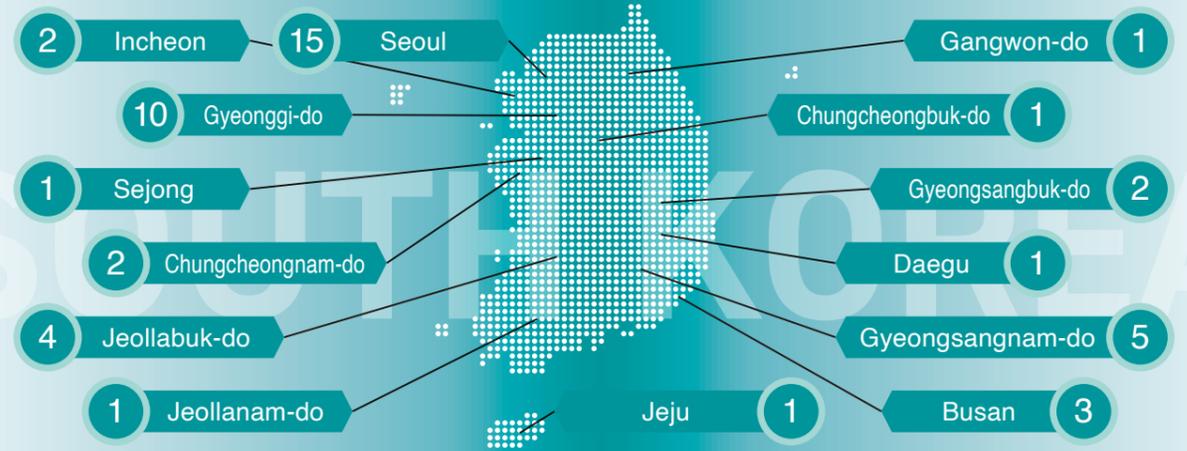
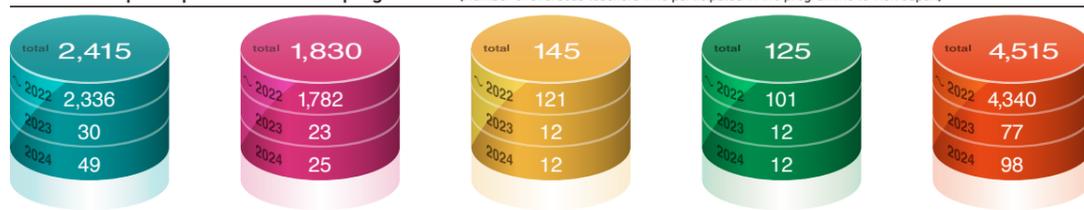
### Number of participants in educational exchange meeting (Number of Japanese teachers who participated in educational exchange meeting with overseas teachers organised by ACCU)



### Number of host institutions in Japan (Number of educational institutions which hosted the visits of overseas teachers)



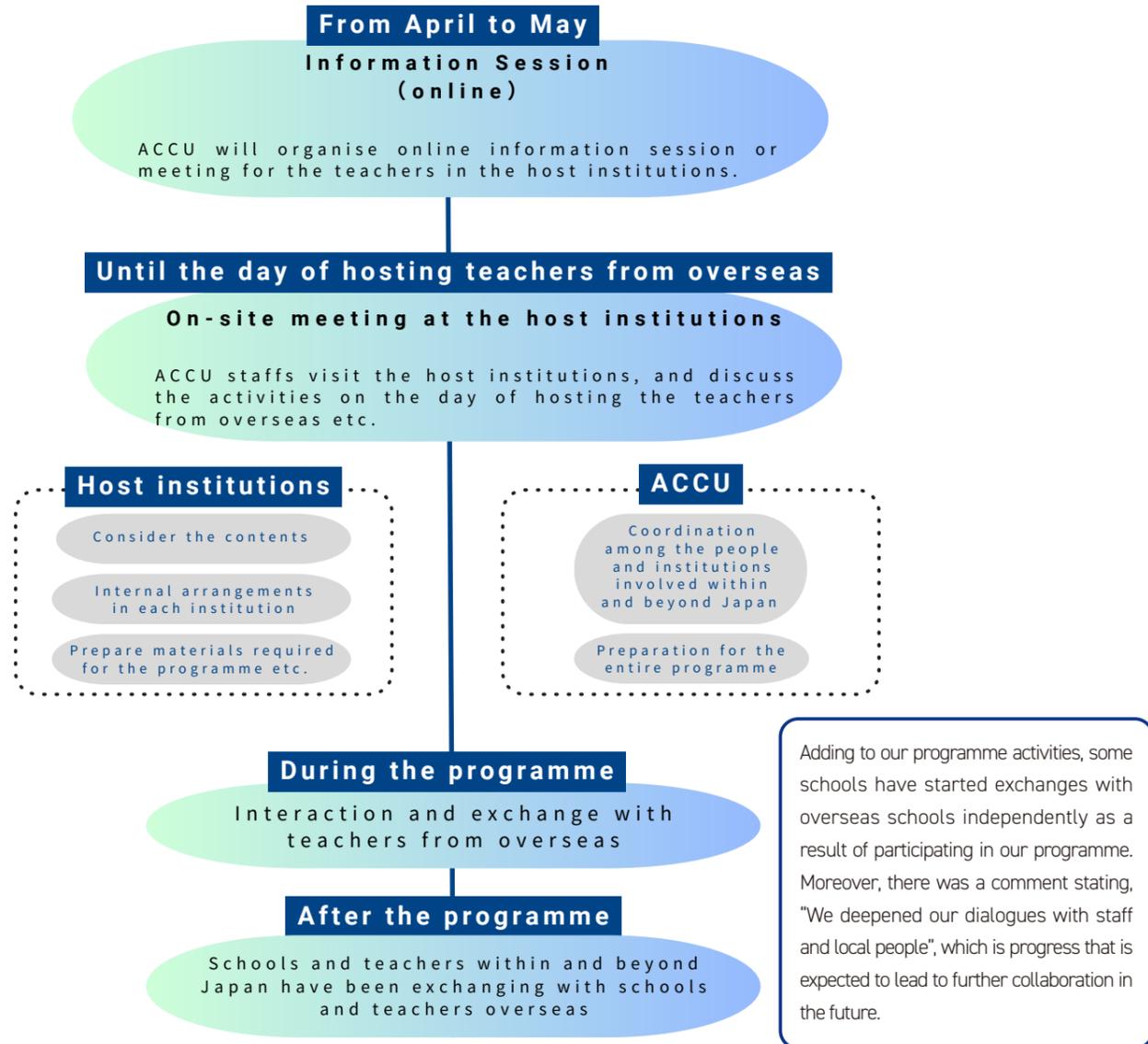
### Number of participants in invitation programmes (Number of overseas teachers who participated in the programme to visit Japan)



# 03

## Process of Preparing for the Programme

ACCU programmes ask educational institutions throughout Japan to host teachers from overseas. Based on the partnerships with the host institutions selected via a survey of host preferences, a variety of activities are carried out every year. The general flow of the programme implementation is as follows:  
 Note: The following content is subject to change depending on the situation.



## Comments from the Host Institutions and the Co-operators

### [Invitation Programme for Teachers from India]

#### Kuki East Elementary School:

I feel very honoured to have been involved in this rare opportunity, which was like a once-in-a-lifetime experience for me in my life as a teacher. The valuable words of the Indian teachers were very stimulating, and I learned a lot from them. I hope that we will continue to encourage and inspire each other as fellow educators.

#### Tokyo Yurikago Kindergarten:

The exciting experience of yoga and dance with Indian teachers remains vividly in children's memory, and we hope to continue this kind of exchange in the future. After the exchange with Indian teachers, the children had the opportunity to experience magic tricks performed by an Indian magician and to learn about Indian vegetables from people living in India, so for the children, it was a year with stimulating opportunities to learn about India. We have also realised that children learn more deeply when first-hand experiences are linked to everyday experiences of researching (using picture books, for example) the things that interest them. We would like to continue to create opportunities for this kind of exchange in the future by actively incorporating the experiences of learning directly about different countries and cultures, such as India, into our children's education.

#### Saitama Prefectural Koshigaya Kita High School:

The students' active attempts to communicate with Indian teachers made me realise once again the value of face-to-face interactions. I would think that this exchange was a good opportunity to further motivate the students to learn. During the time for teachers exchange, the Indian teachers explained in detail about the situation of schools in India and the position of teachers and others, so it was a good learning opportunity for us as teachers.

### [Invitation Programme for Teachers from Thailand]

#### Nigata Junior High School:

Our school has students of Thai, Chinese and Brazilian nationalities, but we had not been doing any activities or learning about international exchange or multicultural coexistence. The reason for that was that those students of foreign nationality had their everyday conversations in Japanese, while we had not encountered any situations that required cross-cultural understanding. However, in this programme, we had teachers visiting from Thailand, and they interacted with our students in a very kind way, which eased their initial nervousness, and it became a very pleasant exchange. As a result of this visit, our students' interest and curiosity about the country of Thailand and other foreign countries seemed to have increased. I used to think that international exchange was a rather difficult topic to deal with, but once I worked on it for this programme, I came to think that it is very exciting and has a high educational effect.

#### Zao Primary School:

The thing that struck me most during the exchange was the warmth and natural kindness with which the Thai participants interacted with us. Thanks to that, the children of all grades wanted to play with and talk to the Thai teachers not only during class but also during break times, and we had a natural and comfortable exchange. I would think that we achieved our goal in participating in this programme, which was to have a natural and comfortable exchange.

#### Dr. Takayoshi MAKI, Associated Professor, Graduate School of Humanities and Social Sciences, Hiroshima University :

I was much impressed by the successful exchange event with the smiles of the Japanese and Thai teachers, and the detailed support and care of the staffs at the Asia-Pacific Cultural Centre for UNESCO. The radio exercise, Higashi-Hiroshima Ondo (Higashi-Hiroshima City folk song for dance), and especially the campus orienteering were new activities for my students, and they would be able to use them as extracurricular activities at their own workplaces (such as teacher training schools) after returning to their home countries. In addition, by giving the students the opportunity to take charge of the campus

orienteering, they gained experience in planning and managing events and had a sense of achievement when it was completed. I was able to get to know the teachers from the Thai and Japanese schools, and I learned a lot from the staffs at the Asia-Pacific Cultural Centre for UNESCO, including the careful preparation and organisation of this exchange event, the icebreaking activity of introducing a radio exercise, and how to run workshops.

### [Invitation Programme for Teachers from the People's Republic of China]

#### Yashio City Hachijo Junior High School:

As a teacher, I felt that it was a very good opportunity to share and empathise with the challenges and worries that teachers face regardless of nationality, such as educational counselling, student guidance, special needs education and dealing with parents and guardians. I would think that it was a great gain to learn about some of the systems and ways of thinking that were different from ours (those of our school and/or Japan), such as the ICT environment and initiatives that help students improve their academic abilities.

#### Kamisu City Ikisu Elementary School:

More teachers and children than ever are now interested in Chinese history, culture, language and education. Following the exchange, we had a moral education class with the topic of international understanding. In that class, one of the pupils said, after mentioning the differences between Japanese and Chinese culture that the Chinese teachers had taught them, "Even though there are differences, each of the cultures has its own strengths". Also, responding to the questions from the Chinese teachers at the teachers exchange was a good opportunity for us to think again about Japan and our school's education systems.

### [Invitation Programme for Teachers from the Republic of Korea]

#### Oji North Compulsory Education School:

This visit was a valuable opportunity for us as teachers to deepen our understanding of different cultures. The enthusiasm of the South Korean teachers made us broaden our horizons, providing many hints that we can apply in our future educational activities. I also feel that the exchange with the South Korean teachers was a very meaningful experience for the children in terms of developing their international sensibilities. I am confident that exchanges between Japanese and South Korean educators can contribute to the development of education in both countries.

#### Kobe Municipal Shinkotachibana High School:

The exchange of opinions between our teachers and the visiting teachers was particularly impressive to me because it allowed us to share our education-related thoughts and issues. Even though we are neighbouring countries, some of our students were found to have prejudiced ideas about South Korea due to the cultural differences. However, the enthusiastic efforts the visiting teachers made in the classes and dialogues deepened the exchange and had a stronger impact on those students' minds than the superficial information obtained through the internet and other media. As a result, they changed their prejudiced views and started to make comments, such as "I want to know more", "I would like to go there", and "I'm interested in participating in more exchange activities".

# 04

## Efforts and Educational Practices of the Participants after the Programme

The encounters in each programme have developed into a variety of international exchange activities in different locations. The following are the efforts of the participants after the FY2023 and FY2024 programmes.

### Mr Tadashi MIHARA (Kaichi Junior and Senior High School)

Our school has formed a sister school partnership with Chilwon High School in Gyeongsangnam-do, South Korea, which we visited as part of the South Korean government's 2024 Invitation Programme for Teachers from Japan (the South Korean dispatch programme). At the end of the year, the teachers with some of their students revisited Chilwon High School where they engaged in presentations on Japan and South Korea's respective SDGs activities and research, a workshop of making traditional Japanese crafts (kimekomi-style kimono wooden dolls of Iwatsuki city), and the experience of playing traditional Korean games. In 2025, we will start an exciting exchange programme that will put a greater focus on cultural exchange, class participation and homestays, on top of sightseeing activities, so that the students and teachers would make lifelong friends.

### Ms Natsuko SAKAGUCHI (Tokyo Kodaira Special Needs School, Musashi branch)

We held an online exchange event with students in the Busan SungWoo School, which I visited as part of the 2024 Invitation Programme for Japanese Teachers, and students from the junior high school division of the Tokyo Kodaira Special Needs School. At the event, the children had a fun time together enjoying activities, such as dancing and giving each other quizzes, while showing a positive interest in each other.

### Ms Taeko MARUYAMA (Nagano School for the Blind)

Online exchanges with the Seoul National School for the Blind began as a result of the relationship formed through the 2024 dispatch programme in South Korea. In the online exchanges, we carried out various activities, such as self-introductions, introduction to our school, and explanations of the Japanese Koto harp as well as its performances. In January 2025, several of our school's teachers visited the Seoul school in person where they observed the school's facilities and educational activities and exchanged opinions with the teachers there. In the future, we would like to continue to actively promote exchanges between teachers, in addition to those between students.

### Ms Ryoko ISHIKUMA (Nagasaki City Doinokubi Junior High School)

As an extension of the 2024 Invitation Programme for Teachers from Thailand, Doinokubi Junior High School first-year students exchanged greeting cards with Sirindhorn School first year students in Thailand. Ms Eiw, a teacher at that Thai school is one of the Thai teachers with which we became acquainted at the Japan-Thailand Educational Exchange Meeting held at Hiroshima University. This activity was successful with positive feedback, such as "The students communicated with one another feeling the presence of the recipient", "They learned about Thai and Japanese cultures and increased interest in them", and "They increased motivation to use English". There also were suggestions for further improvement, including "More emphasis should be put on the reflection", "We should create a system for continuous and developmental exchange", and "Other methods of exchange should be tested, besides sending greeting cards".

### Mr Jun TABELI (Tachikawa Daihachi Elementary School, Tokyo)

We met Ms Meenakshi Khushu at the Japan-India teacher exchange meeting and have been engaged in online exchanges with the school she works for (Shree Vasishtha Vidhyalaya). In February 2025, the fifth-grade students of our school and their counterparts at the Indian school introduced traditional games from their own countries to each other. The Japanese children introduced and demonstrated how to play the Japanese games of koma (top) and kendama (duce ball). The Indian children taught us Indian games and yoga, and although there were some yoga poses that the Japanese children struggled to make, all of us enjoyed the exchange throughout. We hope to continue this kind of exchange in the future and use it as a way to help children understand and communicate with people from different cultures.



Japan-India international online exchange organised by the schools in Tokyo and Delhi

### Mr Jun TAKESHIMA (Okayama City SONAN Junior High School)

Following on from the 2023 Thailand-Japan International Educational Exchange Programme, Invitation Programme for Primary and Secondary School Teachers from Japan (the Thai dispatch programme), we have been promoting exchanges between Hokkaido Oketo High School (the institution to which the participants in the programme belong), Sung Noen School in Nakhon Ratchasima Province, and our school. After returning from Thailand, the students of each school developed activities, such as introducing their own schools online, and in 2024 we concluded a three-school educational exchange agreement. In January of this year, we held an event for the early celebration of the first anniversary of the online three-school educational exchange agreement, and we plan to continue to promote exchanges in the future.



Group photo of the early celebration of the first anniversary of the Japan-Thailand three-school educational exchange agreement

### Ms Makaporn KHANPLOO (Kanlayanawat School)

After participating in the 2024 Invitation Programme for Teachers from Thailand, Ms Makaporn held an exhibition at her school based on her experiences in Japan, which was highly evaluated by the Ministry of Education of Thailand and was awarded the first prize. The display included figures and models made with recycled paper, inspired by the Japanese anime Gundam and the Hiroshima Peace Memorial Museum that she visited on 10 November. She also exchanged New Year's cards with Zao Primary School, hoping that this will not just be a school-to-school exchange, but would develop into an exchange between children in the future.



Display leading to education for international understanding in the school in Thailand

### Mr Shin NONOYAMA (Aichi Prefectural Obu High School)

Using the learning and experience gained from the 2024 Thailand-Japan International Educational Exchange Programme, he immediately gave a special world history lesson to the second-year students (Class 3 and 4) at the high school where he works. Mr Nonoyama is a top leader in promoting proactive and interactive lessons at his school, and has also received several visits from people observing his lessons from within and outside Aichi prefecture. His approach, which linked the students' world history research activities to the theme of "Learning about Multicultural Coexistence from Thailand", was organised into four parts in March 2025: (1) introduction and deciding on the theme used in the lessons, (2) research activities, (3) research activities and summary, and (4) presentation and reflection. The introduction was based on learning materials that would arouse interest in Thailand (photos taken by the teacher while jogging in the morning in Thailand, photos of Thai food, photos of characteristic Buddha statues that symbolise each era in Thailand, photos of Thai children of the same generation, etc., with photos that would interest the students of the class used in the lessons), and it was carried out through dialogue between the teacher and students, and between students, with questions being asked of the students at all times. In addition to the historical and geographical information in the textbooks and reference books, he also conveyed information about the culture, towns and schools in Thailand he saw during the programme, we look forward to seeing how the students perceive and deepen their understanding of Thailand in future.



"Learning about Multicultural Coexistence from Thailand" class (Inquiry-Based Learning)

### Action Plan

In 2024, each participant created a personal action plan after the programme. Please visit the ACCU website to see the insights and future visions the teachers gained from the programme!



[https://www.accu.or.jp/en/teachers\\_action\\_plan/](https://www.accu.or.jp/en/teachers_action_plan/)

**Dialogue between Teachers in South Korea and Japan**  
 – Bond between Two Schools Grown from the Encounter of Japanese and South Korean Teachers –

We conducted an interview with Ms Juhee PARK, a Korean principal, and Ms Kana ISHIBASHI, a Japanese teacher, both of whom participated in our programme from FY2023 to FY2024. The two met in July 2024 at the Invitation Programme for Japanese Teachers (South Korean dispatch programme) held in South Korea, and now they are promoting exchanges between their schools. In the interview, they talked about various topics from how they came to participate in the programme to the exchange between the two schools in which they are currently involved.



**Ms Juhee PARK,**  
Principal,  
Yongnam Elementary School

(participated in the 2023-2024 Invitation Programme for Teachers from the Republic of Korea)



**Ms Kana ISHIBASHI,**  
Teacher,  
Fukuyama City  
Yamate Elementary School

(participated in the 2024 Invitation Programme for Japanese Teachers)

**The significance of international exchange, by Ms Park**

In school education, international exchange is a way of putting Global Citizenship Education (GCED) into practice. Through international exchange, teachers and school staffs can come into contact with different cultures and new teaching methods and gain the ability to view problems from diverse and new perspectives. It is also possible to expand networks and gain opportunities for further collaborations as part of GCED. Above all, I think that international exchange is the best way to show pupils and students a wider world.



**The significance of international exchange, by Ms Ishibashi**

I think that a significant benefit of international exchange is that it allows us to expand the circle of people who appreciate the appeal of each other's countries. As teachers, we are in a position where we can interact with many people and put our educational activities into practice and further development, and I think that we are expected to play a role as a bridge to the world. There are many ways for teachers to experience the appeal of different countries around the world, not just the country in which they live. Among them, I think that international exchange between teachers is one of the most essential ones because it would be very meaningful for us to exchange with other teachers from a different country deepening their understanding of the country, its education, culture, traditions and so on, and to try and communicate what they can do as a bridge between the two countries. Once one starts communicating, we would surely move forward, and the awareness and feelings of the people around us would gradually change. In time, those people may be inspired by us and spread my ideas to other people. In this way, I would think, the circle of international understanding education would expand further.

**Ms Kana ISHIBASHI (Ms Ishibashi):** What made you decide to participate in the Invitation Programme for Teachers from the Republic of Korea, principal Park?

**Ms Juhee PARK (Ms Park):** I first knew about this programme from the official documents sent to the school where I was working then. I had never been to Japan before, but I was interested in Japanese education and culture, and as a principal, I was also interested in international exchange. I decided to take part in the programme because I wanted to show children a wider world through educational practices, and in particular, I wanted them to learn about Japan. How about you, Ms Ishibashi?

**Ms Ishibashi:** I had never been to South Korea before, either, but I had always been interested in South Korean culture. When I heard about the programme to send teachers to South Korea, I decided to take part because it would be a great opportunity to visit South Korea and learn more about the education, culture, teachers and children in South Korea. Another reason for my decision was that I thought it was a plus for both Japan and South Korea, two

neighbouring countries, to learn more about each other and apply what we learn to our educational practices.

**Ms Ishibashi:** I still remember clearly the first time I met principal Park in July. I happened to be sitting next to her at a joint activity for Japanese and South Korean teachers held in Busan during the programme. I was very nervous because I couldn't speak Korean, but principal Park used a translation app on her smartphone and spoke to me with a lovely smile, so I was able to relax and enjoy the exchange.

**Ms Park:** Ms Ishibashi also treated me warmly, and I was very attracted to her personality. She was full of curiosity and answered my questions with sincerity. From such a personality, I got the impression that she must be a good teacher.

**Ms Ishibashi:** What I remember in particular is that after the joint activities, she came to me and said, "I'm so happy to have met you, Ms Ishibashi." It made me so happy, because I felt the same way about principal Park.

**Ms Park:** After that day, we started exchanging messages online, and you proposed an exchange between Yongnam Elementary

School and Yamate Elementary School, didn't you?

**Ms Ishibashi:** I felt a very warm feeling when I went to South Korea and spoke directly with the teachers and children there. I wanted to share this warm feeling with the other teachers and children at Yamate Elementary School after I returned to Japan, rather than keeping it to myself. So after I returned, I discussed the matter with the principal of my school and proposed an exchange plan with Yongnam Elementary School to principal Park.

**Ms Park:** When I spoke to the teachers at Yongnam Elementary School about the international exchange plan with Yamate Elementary School, some of them said, "We'd love to do it!" As the principal, I was very happy to see that the teachers at our school were so enthusiastic about the exchange. I am very grateful to Ms Ishibashi for giving us the opportunity to exchange with a Japanese school.

**Ms Ishibashi:** When we first started our exchange with principal Park's school, we set a theme for the children of each school, "We love Korea" for the Yamate Elementary School and "We love Japan" for the Yongnam Elementary School and asked them to tell the other school's children about the things they liked about the country. Sending each other videos in English at the start of the exchange was a great idea for easing the language barrier between them. In the videos, the children at Yamate Elementary School introduced their favourite Korean foods and idols.

**Ms Park:** The exchange with Yamate Elementary School was the first international exchange for Yongnam Elementary School. Given that context and the language barrier, it was truly good that we started with an exchange of videos. The video that Yongnam Elementary School sent to Yamate Elementary School was made by the teacher in charge of international exchange at our school, together with the children in the 5th grade. The video included clips of the children playing the theme song from a Japanese anime with kalimba, and dancing to a famous Japanese song.

**Ms Ishibashi:** After exchanging the videos with Yongnam Elementary School, the children at Yamate Elementary School said repeatedly that they want to exchange more with children at Yongnam Elementary School. Seeing this, other teachers suggested that we should form a club, and so we set up the Yongnam-Yamate International Exchange Club, and made a dance video and sent it to Yongnam Elementary School.

**Ms Park:** So that was how that club was formed. I would like to discuss with the teachers in charge of international exchange at

my school how we, too, can improve our international exchange activities, such as creating a club like the one at your school.

**Ms Ishibashi:** We also sent each other videos introducing our local areas.

**Ms Park:** Yes, we did. Yamate Elementary School sent us a video introducing Fukuyama city.

**Ms Ishibashi:** We were also very happy to receive a wonderful video from the Yongnam Elementary School introducing tourist attractions in Tongyeong. Your school also sent us photos, which we displayed in the school library, and we held an event highlighting the charm of South Korea.

**Ms Ishibashi:** As our video exchange has continued over a number of times, have you noticed any changes in the teachers or children at the Yongnam Elementary School since you first started international exchange with the Yamate Elementary School?

**Ms Park:** Yes, there have been changes. First of all, "international exchange" has been added to our official school duties. Until 2024, it was carried out as one of the activities of the volunteer teachers, so this was a big change for the school. This change would not have been brought about if it were not for Ms Ishibashi's proposal, so I am very grateful for that. Also, the fact that the children at our school have become interested in international exchange through their exposure to Japanese culture is also a positive change for the school and one of the joys I have had from this programme.

**Ms Ishibashi:** The children at Yamate Elementary School have also become more interested in South Korea and international exchange through this exchange.

**Ms Park:** I'm very happy to hear that. I would like to continue our international exchange activities and hope that our exchange will develop into in-person meetings between the children of Yamate Elementary School and Yongnam Elementary School.

**Ms Ishibashi:** I, too, would like to see a continuous exchange between my school and Yongnam Elementary School. And in the future, I would also like to try other forms of exchange, not just videos, such as online real-time exchange and face-to-face exchange.

**Ms Park:** It would be wonderful to have a real-time online exchange, where the children could perform dances and sing songs for each other.

**Ms Ishibashi:** That would be great. Let's continue to think about how to promote sustainable exchange together!

**Messages from Ms Park and Ms Ishibashi – To teachers considering participating in the International Exchange Programme for Teachers –**

**Ms Park:** Everyone who wants to participate in future programmes! The International Exchange Programme for Primary and Secondary School Teachers is the first step towards understanding diverse cultures and developing valuable bonds with new people. Please take the first step towards a wider world with an open mind and a challenging spirit. The small first step will be a great opportunity for you to interact with a different culture and society. I believe that our world will be more beautiful when we learn to respect other cultures transcending differences through new experiences.

**Ms Ishibashi:** Everyone has their own reasons for being interested in foreign countries and international exchanges. Above all, I would like you to cherish the positive feeling of liking something, being interested in and curious about something, and wanting to do something. You would probably need courage and determination to take the first step, but once you have taken it, things around you will start to change, and you will be able to move forward towards your goal. In the process of your exchange, you will have a variety of encounters, your horizons will broaden, and I believe that your valuable experiences will have a positive effect on your everyday educational activities and your life as a whole. Then, with the passion and curiosity in your heart, why don't you take the first step?



# 06

## Evaluation of the FY2024 Programme

In order to re-examine the significance of our programme and improve it further for the benefit of participants, we invited Prof Aki YONEHARA as a programme advisor, who then helped the programme in many aspects, for example, programme planning, research and analysis. In the following, based on the research and analysis of our programme by Prof Yonehara, we present the thoughts of the participated teachers on this fiscal year's theme and the results of this programme shown by the questionnaire survey.



**Prof Aki YONEHARA**  
Professor, Department of Sociology,  
Toyo University

Prof Yonehara specialises in comparative education policy, evaluation studies, international cooperation, human development, social statistics and surveys.

She applies her expertise in evaluation research to initiatives related to human development, such as the SDGs and ESD, while currently serving as vice president and secretary general of the Japan Evaluation Society (JES) and as a certified advanced social researcher. Her written works include co-authoring *SDGs jidai no hyōka: Kachi wo hikidashi, henyō wo unagasu itonami* (lit. *Evaluation in the age of SDGs: Activities to extract values and promote transformation*. Tsukuba shobō, 2022).

As a framework for evaluating the programme, we introduced the programme evaluation method this fiscal year (Yamatani et al., 2020). Programme evaluation is a comprehensive evaluation method that consists of five evaluation areas: needs, theory, process, outcome, and efficiency (Figure 1). Unlike ex-post evaluation that focuses only on results, a programme evaluation allows us to conduct an evaluation from a comprehensive perspective that does not turn the process into a black box.

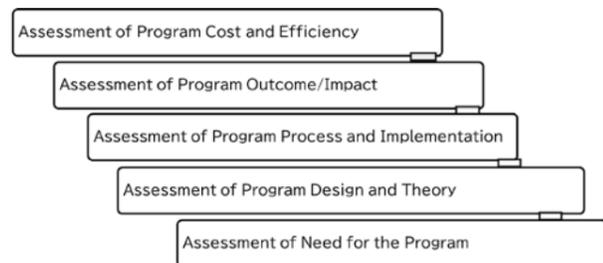


Figure 1: Five areas of a programme evaluation

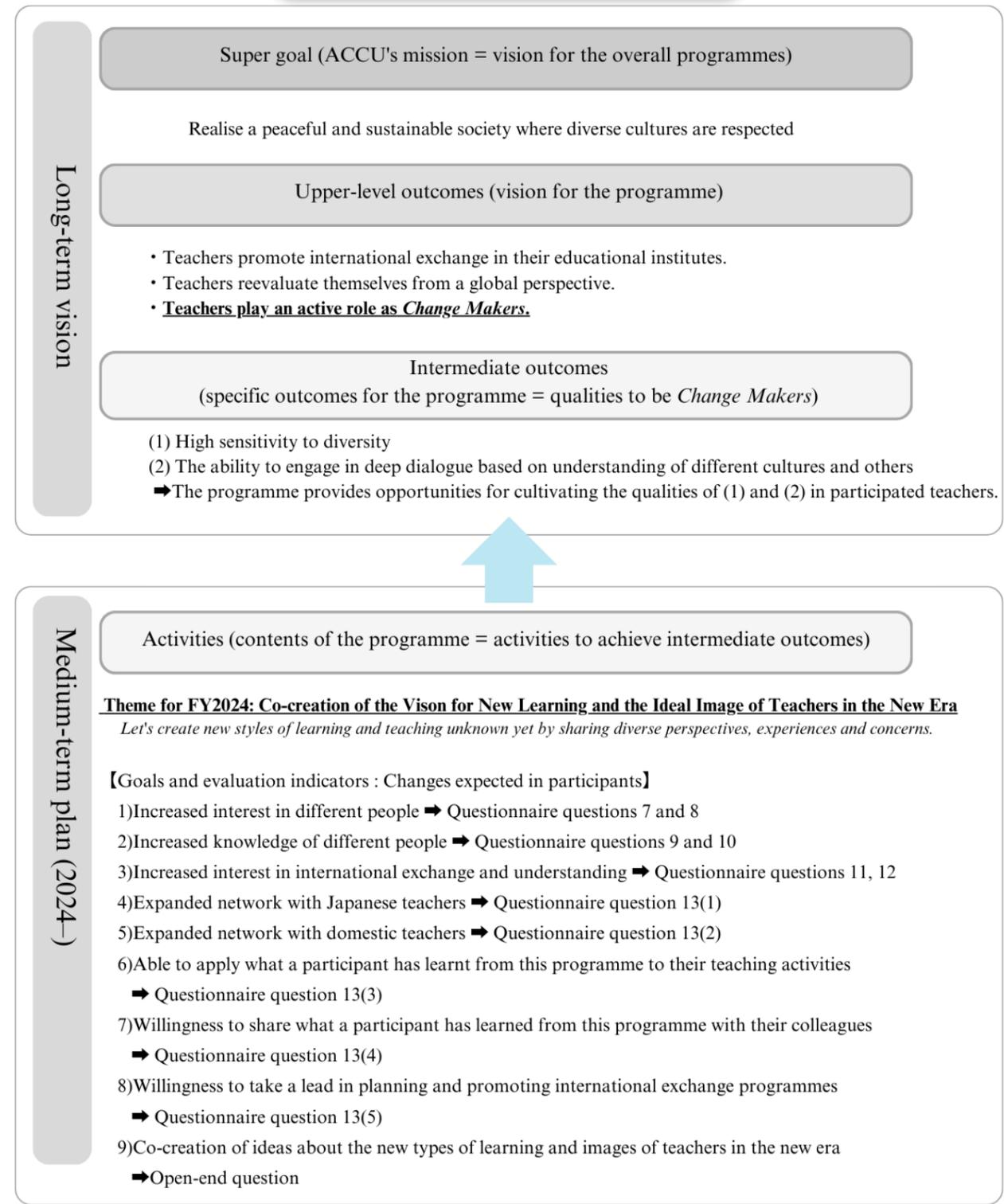
One of the characteristics of a programme evaluation is that it constructs a logic model at the theory evaluation stage. In the case of our programme, a logic model was constructed through collaboration between ACCU staff members and the author as shown on page 16. This logic model shows the vision of the project, the specific activities to achieve that vision, and the indicators to visualise the results of these activities.

### Why there is a need for a teacher programme that emphasises dialogues and diversity

Since there are many incidents in various regions around the world shaking the foundations of a peaceful society, there is a growing need for long-term efforts for human development in order to realise a peaceful world through dialogue and mutual recognition of diversity. Teachers are important stakeholders in this context. This is particularly true of teachers involved in primary and secondary education because they are in a position to act as a hub in their local area by connecting children, parents, and local residents and promoting dialogue between them. On the other hand, schoolteachers tend to spend most of their time in a homogenous environment and have few opportunities to meet people from diverse backgrounds. The experience of encountering and interacting with diversity through this exchange programme will provide teachers with hints for understanding diversity in their educational settings and will also be an opportunity for teachers to cultivate qualities to be *Change Makers*.



### Logic model of this programme



\*Please refer to the [Questionnaire of the FY2024 programme] on page 22 for the survey questions.

In accordance with this logic model, the evaluation with mixed methods were conducted, which employed both quantitative and qualitative data as presented below. The results of the analyses will be outlined in following three sections, I, II and III. The data were collected from the 24 participants in the invitation programmes from India and Thailand (12 teachers from each country). The programme content for the Japanese teacher dispatch programmes differed greatly depending on the host institution, so they were not included in the analysis.

I. Quantitative evaluation based on questionnaire  
 II. Qualitative evaluation based on open-end questions  
 III. Summary

I. Quantitative evaluation based on questionnaire

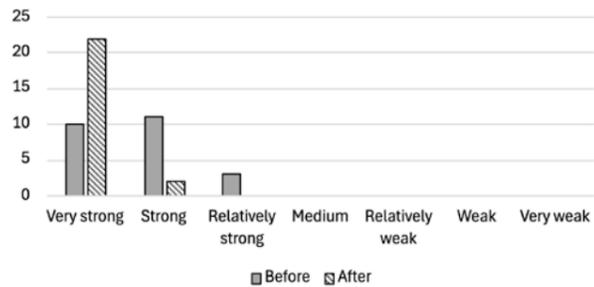
As part of the evaluation activities for the programme, a questionnaire survey was conducted at the end of it (the questionnaire attached). In this questionnaire, there are questions designed to evaluate the goals in the activity part of the above logic model (questions 7-13), which are the evaluation indicators for the programme. In the following, the results of the statistical analyses of those question items will be examined.

I-1. Increase and deepening of interest and knowledge

The following figures show the results of the analyses of how (1) interest in Japan, (2) knowledge of Japanese education, and (3) interest in international exchange and understanding changed before and after the programme. The results of the t-test show that all of those showed a statistically significant increase, which verifies the positive effect of the programme.

(1) Changes in interest in Japan (7-point scale)

[Question 7-8] Interest in Japan

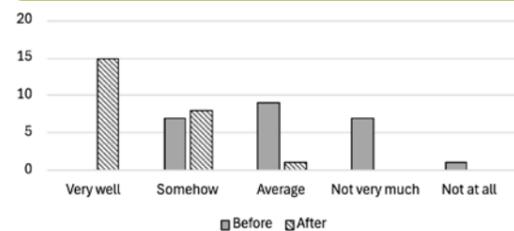


	After	Before
Mean	6.92	6.29
(Variation)	0.63	
Variance	0.08	0.48
Observations	24.00	24.00
Degree of freedom	23.00	
t Stat	4.73	
P(T<=t) two-tail	0.00	

Note: Paired-sample t-test by Excel ver. 2412.

(2) Change in knowledge of Japanese education (five-point scale)

[Question 9-10] Knowledge related to Japanese education

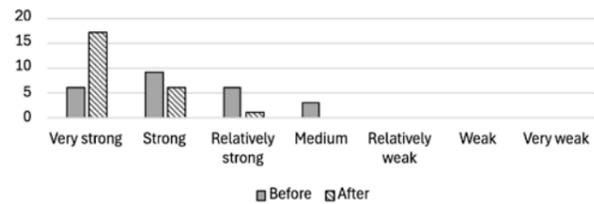


	After	Before
Mean	4.58	2.92
(Variation)	1.67	
Variance	0.34	0.78
Observations	24.00	24.00
Degree of freedom	23.00	
t Stat	11.63	
P(T<=t) two-tail	0.00	

Note: Paired-sample t-test by Excel ver. 2412.

(3) Change in interest in international exchange and international understanding (seven-point scale)

[Question 11-12] Interest in international exchange and understanding



	After	Before
Mean	6.67	5.75
(Variation)	0.92	
Variance	0.32	0.98
Observations	24.00	24.00
Degree of freedom	23.00	
t Stat	6.26	
P(T<=t) two-tail	0.00	

Note: Paired-sample t-test by Excel ver. 2412.

These results revealed that the goals 1 to 3 articulated in the activities in the logic model were achieved. In other words, it can be said that through this programme many of the participated teachers increased their interest in people different from themselves, deepened their knowledge of them, and enhanced their interest in international exchange and understanding.

I-2. Changes in awareness brought about by this programme

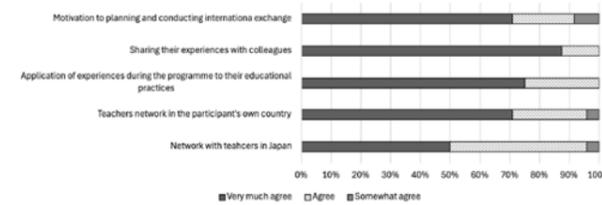
Next, we examined the changes in the participants' awareness brought about by this programme, and the following trends were identified.



Question 13 (1)-(5) (seven-point scale)

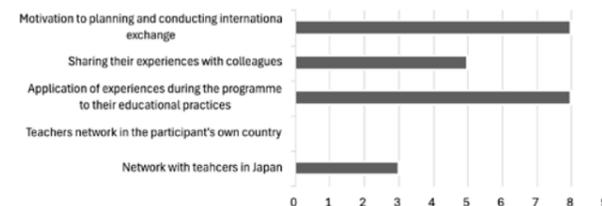
- Through this programme, I feel that I have created or expanded my network with teachers in Japan.
- Through this programme, I feel that I have created or expanded my network with teachers in my country.
- I would like to apply what I have learnt in this programme to educational activities and practices.
- I would like to share this experience with my colleagues.
- I would like to set up or promote a new international exchange programme at my school/organisation.

[Question 13-①~⑤] Participants' awareness brought about by this programme



These questions were asked using a seven-point scale, but none of the participants chose any of the lower four points, from "Neither agree nor disagree (4)" down to "Not at all agree (1)", which means that all of the teachers chose either of the higher three, from "Somewhat agree (5)" to "Very much agree (7)". As is clear from the above graph, more than half of the participants responded "Very much agree" to all of the questions, so it can be said that this programme had a certain impact on changing the participants' awareness. Furthermore, as for the question "Regarding 13 (1) to (5), which of the following do you feel most strongly about?", the most common responses were "I would like to set up or promote a new international exchange programme at my school/organisation" (5), which represents their motivation for international exchange programmes, and "I would like to apply what I have learnt in this programme to educational activities and practices" (3), which expresses their interest in the application of what they gained to wider educational activities.

Which of the following do you feel most strongly about?

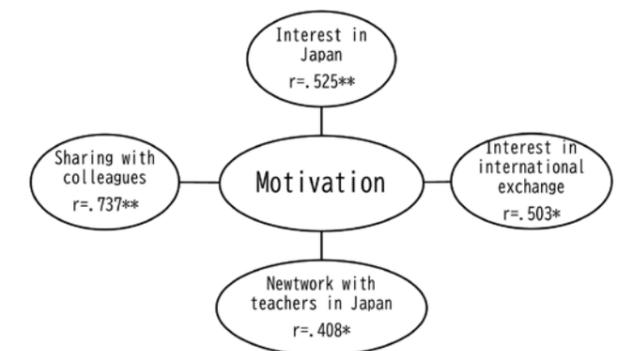


From these responses, we can see that at least by the end of the programme, the participants were motivated to apply what they had learned to their educational activities after returning to their home countries. As to whether these motivations have actually borne fruit after they returned home, and what kind of educational activities and international exchange programmes have been realised, please refer to the post-programme activities of the participants and the dialogue between Japanese and South Korean teachers introduced on the previous pages.

In response to the final question, "Do you think this exchange programme should be continued?", all of the participated teachers answered, "Very much agree" or "Agree".

I-3. Factors affecting the motivation of participated teachers

The above analysis clarified that many of the participated teachers felt most strongly "motivation for international exchange programmes" and "application to educational activities" through this programme. This being the case, we created a variable called "motivation" by synthesising those two variables and analysed the relationship between this variable and the other variables. As a result, the following relationships were extracted (correlation analysis by SPSS ver. 29: \*\* 1% level, \* 5% level significant).



From this diagram, we can see that participants who were highly motivated to use what they had learnt in the programme in their educational activities and international exchange programmes after returning to their home countries tended to have a high level of interest in Japan and international exchange to begin with. Furthermore, they tended to be proactive about sharing with their colleagues and felt that they had been able to expand their network with Japanese teachers.

The tendency of the teachers who participated to have a high level of interest in Japan and international exchange is a trend that can be seen across all teachers who participate in programmes like this, and we would think that this trend will not change significantly in the future. On the other hand, "sharing with colleagues" and "network with teachers in Japan" seem to be variables that can be strengthened through the encouragement provided by the programme. Although it is not possible to identify causal relationships from correlation analysis, it appears to be effective to create programmes that promote those elements that could have an impact on their motivation after returning home.

## II. Qualitative evaluation based on open-end questions

The theme of the FY2024 programme was "Co-creation of the Vision for Learning and Teaching in the New Era". This theme intended the teachers from different localities to reconsider and co-create "new types of learning" and the "ideal image of teachers in the new era", as a result of which, through the synergy of learning transcending the boundaries of each other's common sense and experience, they would gain new insights that are unobtainable if each of them stay within one's own context. In this section, we will examine the qualitative data to see what kind of insights the teachers gained as a result of the programme, and what kind of changes occurred in their understanding of "new types of learning" and the "ideal image of teachers in the new era".

The data used for analyses are the words of each participated teacher regarding "new learning" and the "ideal image of teachers in the new era". The following outlines the results of content analysis, which extracts keywords from their written responses, and text analysis using an AI text mining tool (User Local: <https://wordcloud.userlocal.jp/>).

### II-1. Teachers from India

Figure 2 and figure 3 show the keywords used by the Indian teachers in expressing their thoughts about new learning and the ideal image of teachers in the new era before and after the programme.



Looking at the changes in the Indian teachers before and after the programme, we identified a couple of key concepts that may represent their ideas of "new learning", such as *active and collaborative learning by the learners* and *learning based on the spirit of inquiry*. As for the other topic in the theme "ideal image of teachers in the new era," the Indian teachers referred to the qualities of ideal teachers, such as *willingness to learn continuously to improve one's skills and abilities, ability to respond*

*flexibly to the situation and needs of society and children, and facilitating skills.*

The figure below is the word cloud created using the text mining tool based on the written responses of Indian teachers.

[ India before participation ]



[ India\_after participation ]



Comparing the Indian teachers' understanding of "new learning" and the "ideal image of teachers" before and after the programme, we can see that before participating in the programme they used a good number of key terms from India's national education policy, such as *problem-solving skills, critical thinking* and *social inclusion*. Also, the word cloud above shows the word "learner" in larger letters than the word "educator."

In contrast, after participating in the programme, the word "teacher" appeared in the same size as "children," while some words that did not appear in the pre-programme questionnaire were extracted, including "facilitator" and "global citizen" as presented on the left. This change might have occurred because, having been exposed to the practices of the Japanese host organisations and having interacted with the teachers of those organisations, the way in which the Indian teachers perceived the roles and missions required of them changed, and they recognised the importance for teachers of nurturing children as global citizens and taking the role of facilitator to create better learning opportunities.

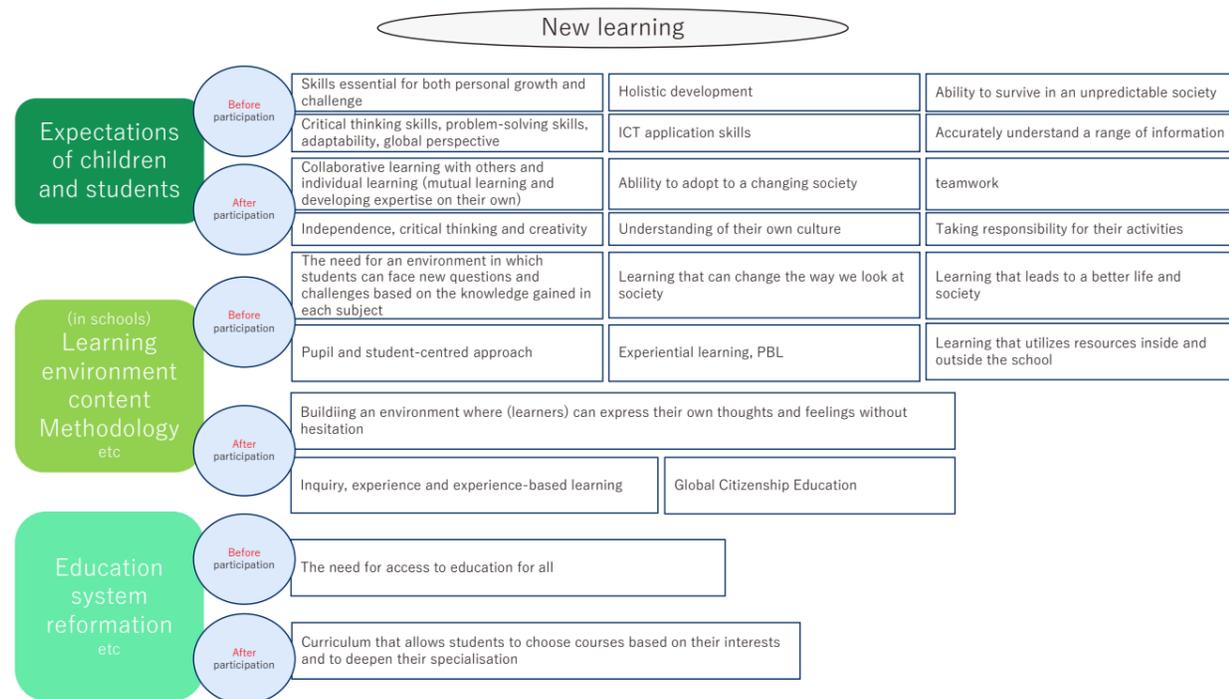


Figure 2. Key words for "new learning" which Indian teachers expressed.

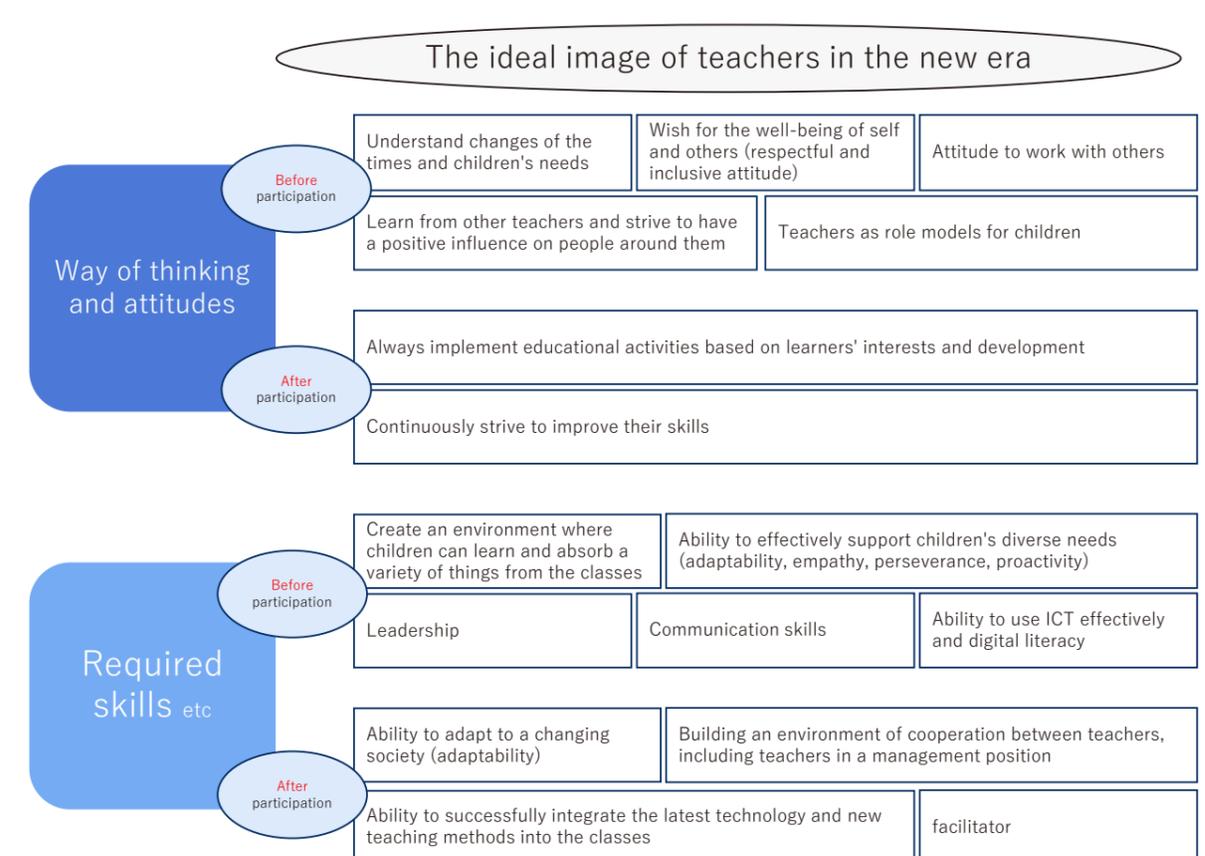


Figure 3. Key words for "ideal image of teachers" which Indian teachers expressed.

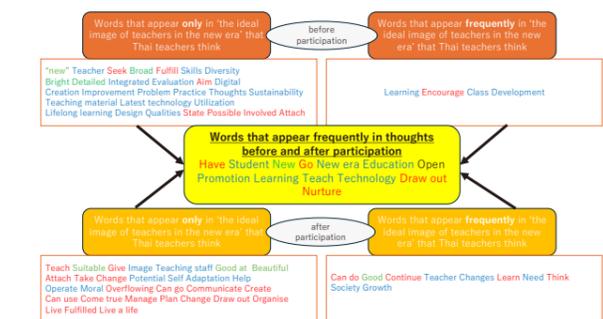
## II-2. Teachers from Thailand

The following figures show the word cloud created using the text mining tool for the written responses of Thai teachers. In the case of Thailand, unlike India, the teachers were asked to respond separately to the questions about "new learning" and the "ideal image of teachers in the new era." In addition, because of the number of words analysed, more detailed analyses were possible with the Thai data than the Indian data.

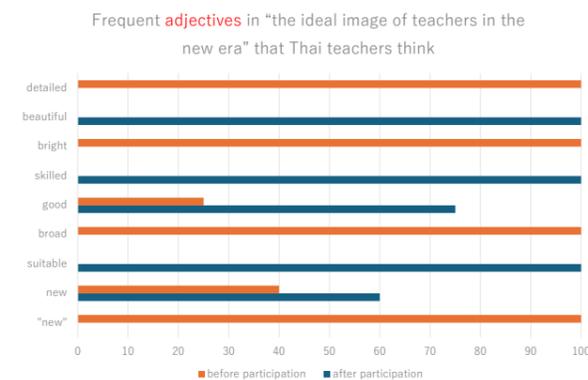
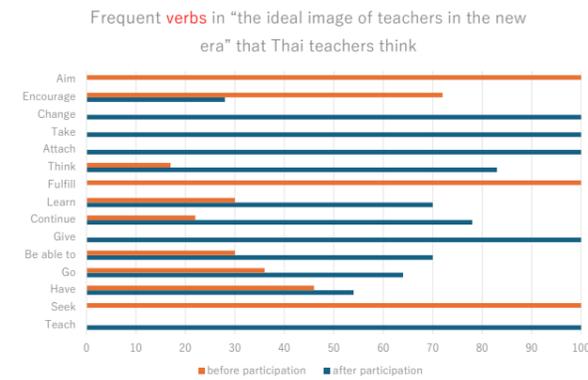
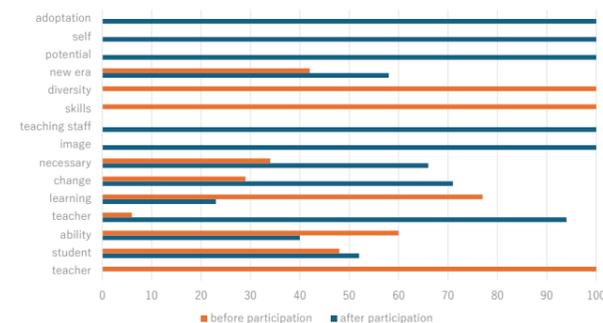
[ Thailand\_ideal image of teachers in the new era\_before participation ]



[ Thailand\_ideal image of teachers in the new era\_after participation ]



Frequent nouns in "the ideal image of teachers in the new era" that Thai teachers think



As we focus on the "ideal image of teachers in the new era", before participating in the programme, there were many nouns such as "integration", "evaluation", "improvement", "sustainability", "digital", "latest technology", and "development", but after participating in the programme, there were more verbs such as "change", "communicate", "create", "manage", "plan", "draw out", and "organise". In addition, one of the characteristics is that the words such as "potential" and "help" that did not appear before, as well as "collaboration", which appeared slightly larger.

During the programme in Japan, Thai teachers visited Japanese schools and participated in the process of nurturing children and students as Community Support Staff, Parent-Teacher Association (PTA) and the school discuss the issues of school education and management in cooperation with one another. And they also visited schools with above-average truancy rate, in which they were able to see the support system for each student.

These real experiences in Japanese schools might have provided Thai teachers with opportunities to re-evaluate the ideal image of teachers from the viewpoint of the one who is related to the growth of children as taking all steps necessary to it with others, rather than seeing a teacher as the one that affects teachers themselves only.



## III. Summary: Returning to the logic model

The quantitative and qualitative evaluations outlined above have demonstrated that the teachers who participated in the programme have become more interested in exchanges with others, international exchanges in particular and international understanding as well. From such results, this report can conclude that the FY2024 programme successfully contributed to cultivating the qualities to be a Change Maker in the participants. Specifically, the participants were eager to share their experiences in the programme with their colleagues, to apply them to their educational activities, and to launch international exchange programmes at their schools. Such outcomes indicate that this programme has influenced their motivation to take action after returning home.

In addition, looking back the theme for FY2024, "Co-creation of the Vision for New Learning and the Ideal Image of Teachers in the New Era", the following characteristics can be seen in the thoughts of the Indian and Thai teachers after completing the programme:

- Learning that supports children's curiosity and development
- Learning by the whole community
- Promotion of educational activities with teachers as facilitators

- Fostering lifelong learning attitudes in both teachers and learners for responding flexibly to changes in society

As already shown above, they co-created with Japanese teachers their own interpretation of "new learning" and the "ideal image of teachers in the new era" incorporating keywords and concepts that they were not using before the programme.

From the overall results, it can be seen that this programme brought about changes in the participants' views and mindset on education and also represented an opportunity for them to objectively reflect on themselves as teachers and their own teaching practice, thereby nurturing in them the qualities of a *Change Maker*. The concepts of "new learning" and the "ideal image of teachers in the new era" would be updated in the various contexts of the projects, and by continuing the teachers exchange programme and the pursuit of those ideas, it would be possible to create opportunities for more teachers to become *Change Makers*. By using the findings of the survey and analyses to improve the quality of programme contents, and by continuing to implement this programme while working to improve it towards the future, it is expected that this programme will contribute to the achievement of a peaceful and sustainable society where cultural diversity is duly respected.

### Questionnaire of the FY2024 programme

#	Questions
1.	Name
2.	Name of School/Organisation
3.	Why did you decide to participate in this programme? Because I was interested in exchange with Japan / Because I was interested in international exchange / Because I was interested in the activities and themes / Because I was recommended by a past participant or other relevant person / Other
4.	If you selected 'Other' in the above question, please explain about it in detail.
5.	How did you feel about participating in the programme?
6.	What is the most impressive activity in the programme?
7.	Before participating in this programme, how much interest did you have in Japan Options : Very strong / Strong / Relatively strong / Medium / Relatively weak / Weak / Very weak
8.	After participating in this programme(now), how much interest do you have in Japan? Options : Very strong / Strong / Relatively strong / Medium / Relatively weak / Weak / Very weak
9.	Before participating in this programme, how much did you know about education in Japan? Options : Very well / Somehow / Average / Not very much / Not at all
10.	After participating in this programme (now), how much do you know about Japanese education? Options : Very well / Somehow / Average / Not very much / Not at all
11.	Before participating in this programme, how did you measure the level of your interest in international exchange and education for international understanding? Options : Very strong / Strong / Relatively strong / Medium / Relatively weak / Weak / Very weak
12.	After participating in this programme (now), how do you measure the level of your interest in international exchange and education for international understanding? Options : Very strong / Strong / Relatively strong / Medium / Relatively weak / Weak / Very weak
13.	Please consider about the following statements (13-①~⑤) .
	13-① Through this programme, I feel that I have created or expanded my network with teachers in Japan. Options : Very much agree / Agree / Somewhat agree / Neither agree nor disagree / Somewhat disagree / Disagree / Not at all agree
	13-② Through this programme, I feel that I have created or expanded my network with teachers in my country . Options : Very much agree / Agree / Somewhat agree / Neither agree nor disagree / Somewhat disagree / Disagree / Not at all agree
	13-③ I would like to apply what I have learnt in this programme to educational activities and practices. Options : Very much agree / Agree / Somewhat agree / Neither agree nor disagree / Somewhat disagree / Disagree / Not at all agree
	13-④ I would like to share this experience with my colleagues. Options : Very much agree / Agree / Somewhat agree / Neither agree nor disagree / Somewhat disagree / Disagree / Not at all agree
	13-⑤ I would like to set up or promote a new international exchange programme at my school/organisation. Options : Very much agree / Agree / Somewhat agree / Neither agree nor disagree / Somewhat disagree / Disagree / Not at all agree
14.	Regarding question① to question⑤, which of the question do you feel most strongly about? ① / ② / ③ / ④ / ⑤
15.	Do you think this exchange programme should be continued? Options : Very much agree / Agree / Somewhat agree / Neither agree nor disagree / Somewhat disagree / Disagree / Not at all agree



## Basic Information of Each Programme

### 1. Dispatch Programme for Teachers in Japan

#### 2024 Invitation Programme for Japanese Teachers

The programme to dispatch Japanese teachers to the Republic of Korea has been implemented since 2003 with the cooperation of MEXT and the United Nations University. Since 2005, the Korean National Commission for UNESCO (KNCU) had been implementing this programme as part of the "UNESCO Japan-South Korea Teachers' Dialogue Programme". This year's programme was implemented on the following dates, as aiming for facilitating dialogue related to challenges between South Korea and Japan in the field of Education, Education for Sustainable Development (ESD), and Global Citizenship Education (GCED).

Day	Date	Activities	Venue
1	14th June (Fri.)	Orientation by KNCU (A lecture about the education in the Republic of Korea etc.)	Online
2	29th June (Sat.)	<ul style="list-style-type: none"> <li>Orientation by ACCU</li> <li>A lecture about the educational situation in the Republic of Korea etc.</li> <li>- Mr Mitsuharu TANAKA, Specialist, Overseas Education Research Unit II, Analytical Research Planning Division, Education Policy Bureau, Ministry of Education, Culture, Sports, Science and Technology (MEXT)</li> </ul>	Online
3	8th July (Mon.)	Pre-departure orientation	Chiba
4	9th July (Tue.)	<ul style="list-style-type: none"> <li>Departure from Japan (Narita International Airport)</li> <li>Arrival in South Korea (Gimhae International Airport)</li> <li>Opening ceremony and welcome dinner</li> </ul>	Gyeong sangnam -do
5	10th July (Wed.)	[ Group A ] <ul style="list-style-type: none"> <li>Visit to Chilwon High School</li> <li>Home visit</li> </ul> [ Group B ] <ul style="list-style-type: none"> <li>Visit to Gimhae Foreign Language High School</li> <li>Home visit</li> </ul>	Gyeong sangnam -do
6	11th July (Thu.)	[ Group A ] Visit to Milju Elementary School, Gyeongsangnam-do Office of Education and Upo Ecology Institute  [ Group B ] Visit to Jijeong Elementary School, Future Education Institute of Gyeongsangnam-do Office of Education and Uiryeong Office of Education	Gyeong sangnam -do

Day	Date	Activities	Venue
7	12th July (Fri.)	[ Group A ] Visit to Masan Sea of Wisdom Library, Happy Village School, Changwon Freedom School, and Changwon Art School  [ Group B ] Busan SungWoo School  [ Group A and B ] <ul style="list-style-type: none"> <li>Visit to Joseon Tonginsin History Museum</li> <li>A lecture and joint activities for Korean and Japanese teachers (1)</li> <li>Dinner with Korean teachers</li> </ul>	Gyeong sangnam -do Busan
8	13th July (Sat.)	<ul style="list-style-type: none"> <li>A lecture and joint activities for Korean and Japanese teachers (2)</li> <li>Farewell Luncheon and Debriefing Meeting</li> </ul>	Busan
9	14th July (Sun.)	<ul style="list-style-type: none"> <li>Departure from South Korea (Gimhae International Airport)</li> <li>Arrival in Japan (Narita International Airport)</li> </ul>	Chiba
10	24th August (Fri.)	Follow-up meeting (1)	Online
11	11th January (Sat.) 2025	Follow-up meeting (2)	Online

#### Participant list

Name	Name of School/Organisation	Teaching subject/Title/Department name
Etsuko MASUDA	Uozumihigashi Junior High School	Principal
Midori ABE	Suginomori Junior High School	Music
Satoshi MURAI	Tokyo Metropolitan Adachi Nishi High School	Health and Physical Education
Mitsuhiro KASHIYAMA	Meguro City Sugekari Elementary School	Chief clerk
Tomomi JIMBO	Niigata Prefectural Kokusai Joho High School	English
Shota YAMAMOTO	Yoko Elementary School	Science
Tadashi MIHARA	Kaichi Junior and Senior High School	English and Geography
Keiko TAKAGI	Yokohama Sogo High School	Commercial Department
Sayaka UEDA	Nara Prefectural Yamabe High School	Japanese
Ichie ONUKI	Fujihara Junior High School	School administration
Miki KUHARA	Aichi Prefectural Showa Senior High School	Science (Chemistry)
Yui WATANABE	Nobeokashiritsu Kuroiwa Elementary and Junior High School	Elementary school all subjects
Hirofumi MARUYAMA	Nara City Fushimi Elementary School	Science

Name	Name of School/Organisation	Teaching subject/Title/Department name
Nobuko URAKAWA	Nagasaki Higashi High School	Japanese
Masharu AFURIDEI	Nagoya University Affiliated Schools School of Education	Health and Physical Education
Toshiko MACHIDA	Chiba Prefectural Matsudo Kokusai High School	Art
Hitomi KARAKISAWA	Nakano Nishi High School	English
Koji SAKAMOTO	Junior High School, Nara University of Education	English
Junyu UJITA	Oita Prefectural Oita-Uenogaoka Senior High School	Geography
Yuta IMAZEKI	Makuhari Junior and Senior High School, Shibuya Kyoiiku Gakuen	Health and Physical Education
Rei TOMIYAMA	Takeda Junior & Senior High School	English
Tomoko KONISHI	Nippon Sport and Science Univ. Kashiwa High School	English
Shiho UTSUNO	Kanagawa Prefectural Shinei Senior High School	English
Yusuke MUROOKA	Educational Human Resources Policy Division Ministry of Education, Culture, Sports, Science and Technology (MEXT)	
Shihoko HASUMI	Asia-Pacific Cultural Centre for UNESCO (ACCU)	
Tomoko TANABE	Yachiyo Municipal Nishitakatsu Elementary School	Music
Toshiro UEDA	Wakabadai Elementary School	Principal
Noriyuki IKOSHI	Tokyo Machida City Musashioka Junior High School	Health and Physical Education
Keisuke AZUMA	Jissen Joshi Gakuen Junior & Senior High School	Art
Yumiko KOMIYAMA	Nagano Municipal Nagano High School	English
Natsuko SAKAGUCHI	Tokyo Kodaira Special Needs School, Musashi branch	English in junior and senior high school, and all subjects in elementary school
Taeko MARUYAMA	Nagano School for the Blind	Vice Principal
Takayuki MATSUMURA	Tama City Tama Nagayama Junior High School	Science
Ryutaro HIROSE	Kobeshiritsu Ibukimeisei Special Support School	Vocational department
Nobuyuki HASHIZUME	Kansai Soka Junior High School	English
Kana ISHIBASHI	Fukuyama City Yamate Elementary School	Japanese Language, Mathematics, Social Studies, Moral Education, Activities to Promote Independence
Yuko AOTA	Kyoto Prefectural Nishiotokuni Senior High School	English
Utaha SHIZUKA	Keisen Jogakuen Junior & Senior High School	Mathmatics
Akane SUZUKI	Hyogo Prefectural Maiko High school	Geography, History, Citizen
Isamu KAMEYAMA	Obirin Junior & Senior High School	Science
Miho KIUCHI	Toyoyoshi Senior High School	English
Miki YOMODA	Owada Junior High School	Social studies
Rutsu USHIZAKA	Saitama Prefectural Tokiwa High School	Nursing
Tomoka NISHIDA	Jionji Public Junior High School	Global Studies (English)
Saori TSUCHIYA	Todoroki Junior High School of Chiba City	Music
Satomi SUZUKI	Kougaya Elementary School	All subjects
Kazuma TAKADA	Kanagawa Prefecture Atsugi-nishi High School	English
Tadashi KURIBAYASHI	Asia-Pacific Cultural Centre for UNESCO (ACCU)	
Chihiro KANEKO	Elementary and Secondary Education Bureau, Ministry of Education, Culture, Sports, Science and Technology (MEXT)	
Narika TASHIRO	Asia-Pacific Cultural Centre for UNESCO (ACCU)	

#### 2024 Invitation Programme for Japanese Teachers to China

International Exchange Programme between Japan and China has launched as an invitation programme for primary and secondary school teachers from China since 2002. To promote further exchange between both countries, the dispatch programme for the Japanese teachers to China has started since 2003. Accordingly, more than 2,200 Japanese and Chinese teachers altogether have been dispatched from both countries so far. This year, the programme was implemented on the following dates with cooperation of the Ministry of Education of the People's Republic of China in November and December 2024.

Day	Date	Activities	Venue
1	15th November (Fri.)	<ul style="list-style-type: none"> <li>Orientation</li> <li>A lecture about the educational situation in the People's Republic of China etc.</li> <li>-Mr Satoshi ARAI, Unit Chief, Overseas Education Research Unit II, Analytical Research Planning Division, Education Policy Bureau, Ministry of Education, Culture, Sports, Science and Technology (MEXT)</li> </ul>	Online
2	24th November (Sun.)	Pre-departure orientation	Tokyo
3	25th November (Mon.)	<ul style="list-style-type: none"> <li>Departure from Japan (Haneda Airport)</li> <li>Arrival in China (Beijing Capital International Airport)</li> <li>Tour of the Qianmen street</li> <li>Reception</li> </ul>	Beijing
4	26th November (Tue.)	<ul style="list-style-type: none"> <li>Courtesy visit to the Ministry of Education of the People's Republic of China</li> <li>Visit to Beijing Jingshan School Daxing Experimental School</li> <li>Visit to Temple of Heaven: an Imperial Sacrificial Altar in Beijing</li> </ul>	Beijing
5	27th November (Wed.)	<ul style="list-style-type: none"> <li>Beijing Capital International Airport→Xi'an Xianyang International Airport</li> <li>Courtesy visit to Xi'an Bureau of Education</li> <li>Visit to Xidan University</li> </ul>	Xi'an
6	28th November (Thu.)	<ul style="list-style-type: none"> <li>Visit to the High School Affiliated to Xi'an Jiaotong University</li> <li>Visit to Terracotta Warriors Museum</li> <li>Watching a play "The Romantic Show of Xi'an"</li> </ul>	Xi'an
7	29th November (Fri.)	<ul style="list-style-type: none"> <li>Visit to Xi'an No.3 Middle School</li> <li>Xi'an Xianyang International Airport→Beijing Capital International Airport</li> <li>Closing ceremony</li> </ul>	Xi'an Beijing
8	30th November (Sat.)	<ul style="list-style-type: none"> <li>Departure from China (Beijing Capital International Airport)</li> <li>Arrival in Japan (Haneda Airport)</li> </ul>	Tokyo
9	13th December (Fri.)	Follow-up meeting	Online

#### Participant list

Name	Name of School/Organisation	Teaching subject/Title/Department name
Hiroyuki ONISHI	Hino City Hino 7th Elementary School	Principal
Hideki MATOBA	Kamagari Elementary School	Vice Principal
Tomoe AOKI	Saitama Prefectural Koshigaya Kita High School	English
Ryo AONO	Karuizawa Municipal Karuizawa West Elementary School	All subjects
Atsushi INOUE	Miyazaki Prefectural Nichinan High School	Art
Chikako OTSUKA	Nishi Elementary School of Ogaki	Multicultural coexistence education (guidance for foreign students)

Name	Name of School/Organisation	Teaching subject/Title/Department name
Tsunaki KANEKO	Kofu City Okuni Elementary School	All/Special Needs Class
Shota KOBAYASHI	Chofu Daiichi Elementary School	English
Chika SHIMOI	Achi Junior High School	Japanese
Toshihiko JINNO	Oshukan Secondary School	English
Kensuke TAKAHASHI	Yamagata Oguni High School	Social studies
Tetsuya TANAKA	Meiko Elementary School	All Subjects
Naoko TOGO	Mito Keimei High School	Geography and History
Motonobu NAGASE	Konan City Hotei Junior High School	Vice Principal
Takashi NAGANO	Kamaishi City Futaba Elementary School	Period of Integrated Studies
Tsubasa NISHIJO	Kuki city Shobu Junior High School	English
Ariko NISHIMURA	Aichi Prefectural Meiwa Senior High School	English
Hideki HAGIWARA	Machida City Machida Daiyon Elementary School	General Subjects
Hiroshi HASEGAWA	Tokai Shofu High School	Business, Information
Naoyuki HATAKEYAMA	Ikeda Senior High School Attached to Osaka Kyoiku University	Geography / History / Civics
Natsuki HAMADA	Koshuku Junior High School	English
Mayuko FUJITA	Kamihaya Junior High School	English
Kazuhiro WATANABE	Ome Daishichi Elementary School	Music, Foreign language activities
Satoshi ARAI	Overseas Education Research Unit II, Analytical Research Planning Division, Education Policy Bureau, Ministry of Education, Culture, Sports, Science and Technology - Japan	
Miku YAMAMOTO	Asia-Pacific Cultural Centre for UNESCO (ACCU)	

## 2024 Thailand-Japan International Educational Exchange Programme

As a result of the Thailand-Japan Education Ministerial Meeting in 2017, the Invitation Programme for teachers from Japan by the government of Thailand has started in 2018. This programme has been continued, combining face-to-face and online mode, and this year's programme was implemented on the following dates with the support from the Ministry of Education in Thailand, under the theme of "Educational Transformation for Sustainable Future", which includes the essence of ACCU's theme of the programme: "Pursuit of New Learning and the Ideal Image of Teachers in the New Era".

Day	Date	Activities	Venue
1	9th February (Sun.) 2025	<ul style="list-style-type: none"> <li>Orientation</li> <li>A lecture about the educational situation in Thailand etc.</li> <li>Dr Takayoshi MAKI, Associated Professor, Graduate School of Humanities and Social Sciences, Hiroshima University</li> </ul>	Online
2	15th February (Sat.)	Pre-departure orientation	Chiba
3	16th February (Sun.)	<ul style="list-style-type: none"> <li>Departure from Japan (Narita International Airport)</li> <li>Arrival in Thailand (Don Mueang International Airport)</li> <li>Orientation</li> </ul>	Bangkok

Day	Date	Activities	Venue
4	17th February (Mon.)	<ul style="list-style-type: none"> <li>Courtesy visit to Ministry of Education Thailand</li> <li>Visit to Kasetsart University Laboratory School</li> <li>*Depart for Nakhon Pathom</li> </ul>	Bangkok Nakhon Pathom
5	18th February (Tue.)	<ul style="list-style-type: none"> <li>Visit to Nakhon Pathom School for the Deaf</li> <li>Visit to Phra Pathom Wittayalai School</li> <li>Visit to Centre of the Development and Promotion of Science and Technology Talents Project</li> <li>Visit to Phra Pathom Chedi</li> </ul>	Nakhon Pathom
6	19th February (Wed.)	<ul style="list-style-type: none"> <li>Visit to Buddhamonthon Industrial and Community Education College</li> <li>Visit to Kanchanapisek Non-formal Education Centre (Royal Academy)</li> <li>Visit to Thai craftsmanship Laboratory</li> </ul>	Nakhon Pathom
7	20th February (Thu.)	Visit to Mahidol Wittayanusorn School	Nakhon Pathom
8	21st February (Fri.)	<ul style="list-style-type: none"> <li>*Depart for Bangkok</li> <li>Programme Evaluation Meeting at Ministry of Education Thailand</li> <li>Visit to Temple of Dawn (Wat Arun)</li> <li>Departure from Thailand (Don Mueang International Airport)</li> </ul>	Bangkok
9	22nd February (Sat.)	Arrival in Japan (Narita International Airport)	Chiba

### Participant list

Name	Name of School/Organisation	Teaching subject/Title/Department name
Kiyoshi ISHIHARA	Kobai Elementary School	Vice Principal
Mayuko OKA	Aichi Prefectural Meiwa Senior High School	English
Daisuke WATANABE	Jissen Joshi Gakuen Junior & Senior High School	Math
Shin NONOYAMA	Aichi Prefectural Obu High School	World history
Eri OZAWA	Ryuo-nishi Elementary School	All Subjects
Ayaka MORITA	Marukosyugakukan High School	English
Chihoko DOSAKI	Koganei City Daini Junior High School	Japanese
Keigo WASEKURA	Tokai Shofu High School	Math
Tae ITO	Asia-Pacific Cultural Centre for UNESCO (ACCU)	



## 2. Invitation Programme for Teachers from overseas

### Invitation Programme for Teachers from the Republic of Korea

The exchange programme between the Republic of Korea and Japan has the longest history of these programmes, having been implemented since 2001. A total of more than 2,400 teachers from the Republic of Korea have visited Japan, and they have contributed to mutual understanding and promotion of friendship. This year, celebrating 25th anniversary of the exchange programme, 49 primary and secondary school teachers and educational administrators in the Republic of Korea had been invited to Japan. The programme provided the participants with invaluable opportunity to collaborate with teachers in Japan and explore "new learning" and "ideal image of teachers in the new era" under the theme of "Happy Schools".

Day	Date	Activities	Venue
1	10th January (Fri.) 2025	<ul style="list-style-type: none"> <li>Orientation</li> <li>A lecture about the educational situation in Japan etc.</li> <li>Mr Yusuke HATA, Deputy Director, Office for Education System Reform, Policy Division, Elementary and Secondary Education Bureau, Ministry of Education, Culture, Sports, Science and Technology (MEXT)</li> </ul>	Online
2	21st January (Tue.)	<ul style="list-style-type: none"> <li>Departure from South Korea (Gimpo International Airport)</li> <li>Arrival in Japan (Kansai International Airport)</li> <li>Orientation</li> <li>Reception</li> </ul>	Osaka
3	22nd January (Wed.)	<ul style="list-style-type: none"> <li>[ Group A ]</li> <li>Visit to Tanabe Junior High School</li> <li>Home visit</li> <li>[ Group B ]</li> <li>Visit to Kobe Municipal Shinkotachibana High School</li> </ul>	Kyoto Hyogo
4	23rd January (Thu.)	<ul style="list-style-type: none"> <li>[ Group A ]</li> <li>Visit to Oji South Compulsory Education School</li> <li>[ Group B ]</li> <li>Visit to Kobe City Museum</li> <li>Visit to Sawanotsuru Museum</li> </ul>	Nara Hyogo
5	24th January (Fri.)	<ul style="list-style-type: none"> <li>[ Group A ]</li> <li>Visit to Oji North Compulsory Education School</li> <li>Visit to Horyu-ji</li> <li>[ Group B ]</li> <li>Visit to Uozumihigashi Junior High School</li> <li>Home visit</li> </ul>	Nara Hyogo
6	25th January (Sat.)	Japan-South Korea Teacher Exchange Meeting	Hyogo
7	26th January (Sun.)	<ul style="list-style-type: none"> <li>Departure from Japan (Kansai International Airport)</li> <li>Arrival in South Korea (Gimpo International Airport)</li> </ul>	Osaka
8	7th February (Fri.)	Follow-up meeting	Online

### Participant list

Name	Name of School/Organisation	Teaching subject/Title/Department name
Seongyul KIM	Korean National Commission for UNESCO	Vice-Chairperson
Byungil KANG	Busan Sungwoo School	Principal
Eunseong GONG	Elementary School affiliated with Seoul National University of Education	All subjects
Minhee KIM	Baeksa Elementary School	English
Serim KIM	Seoul Sindaerim Primary School	All subjects
Hyungsoo KIM	Cheongha Middle School	Korean
Yukyung NA	Jungwon Girls' Middle School	English
Kihyuk MOON	Jeju Special Self-Governing Provincial Office of Education	Supervisor
Hwa Young PARK	Incheon Byulbit Elementary School	All subjects
Jangwon BIN	Seonghwan Elementary School	Korean
Jeonghoon OH	Gyeongsangnamdo Office of Education	School Inspector
Kijong YOON	Jijeong Elementary School	All subjects
Arin LEE	Jinga Elementary School	All subjects
Eun Joo LEE	Hansol Middle School	Moral
Jieun LEE	Yeongseon Middle School	English
Cheolmin LEE	Sindun Primary School	All subjects
Yerin JEON	Sammaru Elementary School	All subjects
Hakyu JUNG	Changnyeong Daesung High School	Principal
Kwangrae JO	Dogae High School	Principal
Eunhui JO	Seonhwa Girls' Middle School	English
Heechang CHAE	Hamchang Middle School	Vice-principal
Ji Won HONG	Haneulbit Middle School	Social Studies
Daeun HWANG	Yeoncheon Elementary School	All subjects
Hyun Ju HWANG	Yeouido Middle School	English
Song KWON	Korean National Commission for UNESCO	Senior Programme Specialist

Name	Name of School/Organisation	Teaching subject/Title/Department name
Gayeon KWON	Gyeseong High School	Japanese
Miran KIM	Chungnam Foreign Language High School	English
Seungchul KIM	Jeonju Shinheung High School	English
Yongjae KIM	Yeosu Jungang Girls' High School	Principal
Inhee KIM	Seoul National School for the Blind	English
Hyunsook KIM	Janggok High School	English
Hyoung Kil KIM	Namsung Girls' High School	Principal
Donggu RYU	Gyeonggi Management High School	Japanese
Dongjoon BYUN	YumKwang High School	English
Mijin SONG	Seongam International Trade High School	Commerce (Trade)
Heejin SONG	Incheon Mansu High School	Japanese
Youngjae SHIN	Gochangbuk High School	Social Studies
Tongho YI	Gosaek High School	Principal
Sang Hyung LEE	Youngil High School, Seoul	English
Jihyun LEE	Kyunggi Girls' High School	Social Studies
Hyein JEON	Munsan sueok High School	Integrated Society, Geography
Jihye JUNG	Affiliated High School to Korea National University of Education	English
Sangju CHO	TaeReung High School	Principal
Kyungsim CHOI	Chilwon High School	Society, Politics, Law, Economy
Eunsuk CHOI	Gimhae Foreign Language High School	Japanese
Junghyun CHOI	Wonhwa Girls' High School	Korean
Hyejin HAN	Anhwa High School	Korean
Seon Mee HONG	Sangmyung High School	English
Hyunsook SEO	Korean National Commission for UNESCO	Assistant Secretary-General



Name	Name of School/Organisation	Teaching subject/Title/Department name
Natsuko SAKAGUCHI	Tokyo Kodaira Special Needs School, Musashi Branch	Teacher
Etsuko MASUDA	Uozumihigashi Junior High School	Principal
Sayaka HARA	Akashi Elementary School	School Nurse
Kazuma TAKADA	Atsugi-Nishi High School	Teacher
Hitomi KARAKISAWA	Nakano Nishi High School	Teacher
Yuko AOTA	Kyoto Prefectural Nishiotokuni Senior High School	Teacher
Sayaka UEDA	Nara Prefectural Yamabe High School	Teacher
Nobuko URAKAWA	Nagasaki Higashi High School	Teacher
Mari YAMADA	Akashi Municipal Takaoka-higashi Elementary School	School Nurse
Ryutaro HIROSE	Ibukimeisei special support school	Teacher
Hirofumi MARUYAMA	Fushimi Elementary School	Teacher
Saori TSUCHIYA	Todoroki-cho Junior High School	Teacher
Tomoko KONISHI	Nippon Sport and Science Univ. Kashiwa High School	Teacher
Taeko MARUYAMA	Nagano School for the Blind	Vice Principal
Satomi SUZUKI	Yokohama city Kougaya Elementary School	Teacher
Kana ISHIBASHI	Fukuyama City Yamate Elementary School	Teacher
Rei TOMIYAMA	Takeda Junior & Senior High School	Teacher
Mikako HANZAWA	Nishinomiya Kabutoyama High School	Teacher
Shintaro TAKADA	Kosei Gakuen Girls' High School	Teacher
Shinji KATSUMURA	Osaka Prefectural Board of Education	Teacher
Jun TAKEISHIMA	Okayama City SONAN Junior High School	Teacher
Yukio ASAMI	Osaka city Kami junior High School	Teacher
Rie YAMADA	Osaka-Hirakata city Yamadahigashi Elementary School	Teacher
Chika SHIMOI	Achi Junior High School	Teacher
Hironori TERASHITA	Semboku Special Education School	Teacher
Yuiko KOBAYASHI	Sakaishiritsu Hamadera Junior High School	Teacher
Tomoshige YAMAGUCHI	Yokawa High School	Teacher
Ryoko ISHIKUMA	Nagasaki City Doinokubi Junior High School	Teacher
Kaori TAI	Naniwa High School	Teacher
Midori ABE	Suginomori Junior High School	Head Teacher
Katsuma NOMOTO	Uozumihigashi Junioir High School	Teacher
Katsumasa HIGUCHI	Shinko Tachibana High School	Teacher



## Invitation Programme for Teachers from the People's Republic of China

International Exchange Programme between Japan and China has launched as an invitation programme for primary and secondary school teachers from China since 2002. To promote further exchange between both countries, the dispatch programme for the Japanese teachers to China has started since 2003. This year, ACCU had organized the programme in close cooperation with the Ministry of Education, Culture, Sports, Science and Technology of Japan (MEXT), the Ministry of Education of the People's Republic of China, China Education Association for International Exchange (CEAIE) and host schools in Japan. In line with this, we invited 25 primary/secondary teachers and/or educational personnel from China online and face-to-face .

Day	Date	Activities	Venue
1	10th December (Tue.)	<ul style="list-style-type: none"> <li>Orientation</li> <li>A lecture about the educational situation in Japan etc.</li> <li>Mr Yuki SHIGETA, Deputy Director, Office for International Cooperation Planning, International Affairs Division, Minister's Secretariat, Ministry of Education, Culture, Sports, Science and Technology (MEXT)</li> </ul>	Online
2	17th December (Tue.)	<ul style="list-style-type: none"> <li>Departure from China (Beijing Capital International Airport)</li> <li>Arrival in Japan (Haneda Airport)</li> <li>Reception</li> </ul>	Tokyo
3	18th December (Wed.)	Visit to Yashio City Hachijo Junior High School	Saitama
4	19th December (Thu.)	Visit to Kamisu City Ikisu Elementary School	Ibaraki
5	20th December (Fri.)	<ul style="list-style-type: none"> <li>Courtesy visit to Department of Education, Embassy of the People's Republic of China in Japan</li> <li>Courtesy visit to Ministry of Education, Culture, Sports, Science and Technology (MEXT)</li> </ul>	Tokyo
6	21st December (Sat.)	Japan-China Teacher Exchange Meeting	Tokyo
7	22nd December (Sun.)	<ul style="list-style-type: none"> <li>Departure from Japan (Haneda Airport)</li> <li>Arrival in China (Beijing Capital International Airport)</li> </ul>	Tokyo
8	26th December (Thu.)	Follow-up meeting	Online

### Participant list

Name	Name of School/Organisation	Teaching subject/Title/Department name
Jian TIAN	Chengdu Shishi High School	Chemistry
Hongbin DONG	Ministry of Education, People's Republic of China	Deputy Director, Department of Special Education and Teaching Management
Qiongqiong ZHANG	China Education Association for International Exchange	Director, Department of Basic Education Cooperation
Hua WEI	Tianjin Foreign Languages School Affiliated to Tianjin Foreign Studies University	Principal
Yan WU	Sichuan Yibin No.3 Middle School (Sichuan Yibin Sanjiang Middle School)	Principal

Name	Name of School/Organisation	Teaching subject/Title/Department name
Wei WANG	Tianjin Heping District Education Bureau	Deputy Director
Ran WANG	Tanggu Ziyun High School, Binhai New Area, Tianjin	Vice Principal
Jiwang SUN	Tianjin Juemin High School	Vice Principal
Ying ZHOU	Tianjin Hexi Central Primary School	Vice Principal
Yanyan LI	Tianjin Heping District Education Bureau	Elementary Education
Juan HU	Education Bureau of Hedong District, Tianjin	Elementary and Secondary Education
Zhe ZHANG	Tianjin Yaohua High School	Ideological and Political Education
Yanyan XU	Tianjin Seventh Middle School	Chinese Literature
Na LIU	Tianjin 54th Middle School	History
Lihua XU	Tianjin Hedong District Experimental Primary School	Chinese Literature
Shanshan LUO	The Education Department of Sichuan Province	Deputy Director
Juan CAI	Guang'an friend middle school in Sichuan province	Vice Principal
Chong FENG	Sichuan Linshui Middle School	Vice Principal
Jin ZENG	No.1 High School of Yibin Sichuan	Vice Principal
Yinghui HE	Chengdu Caotang Primary School	Vice Principal
Lin YANG	Chengdu Yandaojie Primary School Tonggui Campus	Executive Principal
Jian QIN	Chengdu No. 7 High School	Computer
Yong WANG	Chengdu Shishi Union Middle School	Mathematics
Lisi ZHOU	QiTong Middle School of Dongpo, Meishan	Morality and Rule of Law
Dan MO	No.1 Elementary School of Meishan	Psychological and health education

Name	Name of School/Organisation	Teaching subject/Title/Department name
Shanquan HUANG	Nishitokyo Municipal Meiho Junior High School	Mathematics
Takashi SAWADA	Iwatsuki Harukaze Special Needs School	Activities to Promote Independence etc.
Shunsuke KIMURA	Aichi Prefectural Nagoya School for the Deaf	Science
Kazuhiro WATANABE	Ome Daishichi Elementary School	Music, English
Hiroyuki ONISHI	Hino City Hino 7th Elementary School	Principal
Hayato FUKUDA	Honjyouhigashi Elementary School	Teacher
Masami TOMIYAMA	Ibaraki Prefectural Namiki Secondary School	English
Shota KOBAYASHI	Chofu Daiichi Elementary School	English
Kazunari NEGISHI	Miyagi Prefectural Shiogama High School	Principal
Ryo AONO	Karuizawa Municipal Karuizawa West Elementary School	All subjects

Name	Name of School/Organisation	Teaching subject/Title/Department name
Kaori MURAKAMI	Yui-Daisan Elementary School in Tokyo Hachioji	Chief Teacher
Toshihiko JINNO	Oshukan Secondary School	English
Hideki HAGIWARA	Machida City Machida Daiyon Elementary School	General Subjects
Takaya OGAWA	Jissen Joshi Gakuen Junior & Senior High School	Japanese
Saori OKAWA	Ritsumeikan Uji Junior and Senior High School	Social studies/Geography, History and Civics
Naoko TOGO	Mito Keimei High School	Geography and History
Tsunaki KANEKO	Kofu City Okuni Elementary School	All/Special Needs Class
Kimie HATANO	Tsunan Secondary School	Mathematics
Shinichi TAKAHASHI	Saitama Prefectural Koshigaya Kita High School	English

### Invitation Programme for Teachers from Thailand

Since this programme started in 2015, teachers from Thailand deepen exchange with teachers, children and students in schools in Japan. Online interactions between Thailand and Japan continued even during the COVID-19 pandemic. This year's 10th Invitation Programme was held under the theme of 'new learning' and 'the qualities required of teachers and educational administrators in the new era'. This programme provided opportunities to discuss the theme and to collaborate on creating new learning through 'learning from different cultures' and 'learning from encounters'.

Day	Date	Activities	Venue
1	26th October (Sat.)	<ul style="list-style-type: none"> <li>Orientation</li> <li>A lecture about the educational situation in Japan etc.</li> <li>Mr Yuki HORIKOSHI, Unit Chief, Minister's Secretariat International Affairs Division Ministry of Education, Culture, Sports, Science and Technology (MEXT)</li> </ul>	Online
2	2nd November (Sat.)	Orientation for Japanese teachers who participated in Japan-Thailand Educational Exchange Meeting on 9th November 2024	Online
3	5th November (Tue.)	<ul style="list-style-type: none"> <li>Departure from Thailand (Suvarnabhumi International Airport)</li> <li>Arrival in Japan (Fukuoka International Airport)</li> <li>Moving from Hakata station (Fukuoka) to Fukuyama station (Hiroshima)</li> <li>Orientation</li> </ul>	Fukuoka Hiroshima
4	6th November (Wed.)	Visit to Zao Primary School (1)	Hiroshima
5	7th November (Thu.)	Visit to Zao Primary School (2)	Hiroshima
6	8th November (Fri.)	<ul style="list-style-type: none"> <li>Visit to Nigata Junior High School</li> <li>Visit to Yamato Museum</li> <li>Board of Education Kure-City</li> </ul>	Hiroshima

Day	Date	Activities	Venue
7	9th November (Sat.)	Japan-Thailand Educational Exchange Meeting	Hiroshima
8	10th November (Sun.)	<ul style="list-style-type: none"> <li>Reflection</li> <li>Visit to Peace Memorial Park (Atomic Bomb Dome and Hiroshima Peace Memorial Museum)</li> <li>Moving from Hiroshima station to Hakata station (Fukuoka)</li> </ul>	Hiroshima Fukuoka
9	11th November (Mon.)	<ul style="list-style-type: none"> <li>Departure from Japan (Fukuoka International Airport)</li> <li>Arrival in Thailand (Suvarnabhumi International Airport)</li> </ul>	Fukuoka
10	1st March (Sat.) 2025	Reflection and follow-up meeting	Online

### Participant list

Name	Name of School/Organisation	Teaching subject/Title/Department name
Sammanakan BOONRUANG	Regional Education Office No.13, Ministry of Education	Deputy Regional Education Officer
Kumpon CHAINUNT	Mechai Bamboo School	School Director
Wichian CHAIYABANG	Lamplaimat Pattana school	Social studies
Jet JARIYANUSORN	Buriram Pittayakom School	Japanese & English
Hataikan PRAPHOTHING	Banthapmakham School	Social studies
Adchadaporn JAIYAI	Sirindhorn School	Japanese
Atitaya PHILAIKUL	Satrichaiyaphum School	English
Makaporn KHANPLOO	Kanlayanawat School	Japanese Language
Pipatsak CHAIYAWONG	Anukoolnaree School	Computer Science
Pornchai SUWAN	Khonburi School	English
Wimon LUMPIGANONTH	Bureau of International Cooperation, Ministry of Education	Director
Sarinapat DHAMABUS	Thai National Commission for UNESCO, Ministry of Education	Senior Programme Officer

Name	Name of School/Organisation	Teaching subject/Title/Department name
Ryoko ISHIKUMA	Nagasaki City Doinokubi Junior High School	English
Kana ISHIBASHI	Fukuyama City Yamate Elementary School	Japanese Language, Mathematics, Social Studies, Moral Education, Activities to Promote Independence
Chie KASHIMA	Inagi 2nd Elementary School	Activities to Promote Independence
Yuki FUJITA	Kidani Elementary school	Vice-principal
Tomohiro ASANO	Oono Elementary School	Vice-principal
Yurika YAMASAKI	Tsushima Elementary School	All subjects
Daisuke WATANABE	Jissen Joshi Gakuen Junior & Senior High School	Mathematics
Tomotake KATO	Takeda Junior & Senior High School	Science

Name	Name of School/Organisation	Teaching subject/Title/Department name
Noe OTSUKA	Takeda Junior & Senior High School	English
Harumi OKUMOTO	Takeda Junior & Senior High School	Home Economics
Koji SAKAMOTO	Hiroshima Prefectural Kurose Special Needs School	Vice-principal
Ryosuke GOTO	Hokita Elementary School	Science

### Invitation Programme for Teachers from India

In 2016, the international exchange programme between India and Japan, called the 'Invitation Programme for Teachers from India', began in close cooperation amongst the Ministry of Education (MoE), Government of India, Centre for Environment Education (CEE) and the Ministry of Education, Culture, Sports, Science and Technology of Japan (MEXT). This year, ACCU had implemented the programme both online and face-to-face, inviting 12 primary and secondary school teachers and education administrators from India.

Day	Date	Activities	Venue
1	24th September (Tue.)	<ul style="list-style-type: none"> <li>Orientation</li> <li>A lecture about the educational situation in Japan etc.</li> <li>Mr Yuki HORIKOSHI, Unit Chief, Minister's Secretariat, International Affairs Division, Ministry of Education, Culture, Sports, Science and Technology (MEXT)</li> </ul>	Online
2	30th September (Mon.)	Departure from India (Indira Gandhi International Airport)	Delhi
3	1st October (Tue.)	<ul style="list-style-type: none"> <li>Arrival in Japan (Haneda Airport)</li> <li>Orientation</li> <li>Tours of the Tokyo Metropolitan Government Building</li> </ul>	Tokyo
4	2nd October (Wed.)	Visit to Saitama Prefectural Koshigaya Kita High School	Saitama
5	3rd October (Thu.)	Visit to Tokyo Yurikago Kindergarten	Tokyo
6	4th October (Fri.)	Visit to Kuki East Elementary School	Saitama
7	5th October (Sat.)	Japan-India Teacher Exchange Meeting	Tokyo
8	6th October (Sun.)	<ul style="list-style-type: none"> <li>Departure from Japan (Haneda Airport)</li> <li>Arrival in India (Indira Gandhi International Airport)</li> </ul>	Tokyo
9	11th October (Fri.)	Follow-up meeting (1)	Online
10	23rd December (Mon.)	Follow-up meeting (2)	Online

### Participant list

Name	Name of School/Organisation	Teaching subject/Title/Department name
Neeraj Kumar PAL	Centre for Environment Education	Programme Coordinator
Archana BHATNAGAR	Centre for Environment Education	Sr. Programme Coordinator
Anamika DWIVEDI	Upper Primary School Matariya, Hasanganj, Unnao UP.	Science, Mathematics, Environmental Science
Anjali KUMAR	Delhi Public School, Bengaluru East	Biology
Manoj Kumar VARSHNEY	District Institute of Education and Training Agra	Science
Avijit BANDYOPADHYAY	Vidyayan Leadership Academy, Sitapur	Geography, SST
Meenakshi KHUSHU	Shree Vasishtha Vidyalaya	Science
Nikhath BANU	Delhi Public School-Mahendra Hills	Chemistry
Renuka RAWAT	ASN Senior Secondary School	Science, Environmental Science
Shiksha MISHRA	City Montessori School, Gomti Nagar Campus 1	Geography
Siddhartha CHAKRABARTI	Lee Collins High School (HS), Kolkata	Physics, Mathematics, ENWS
Tanusree GOSWAMI	Nawabganj Balika Vidyalaya	Mathematics and Science

Name	Name of School/Organisation	Teaching subject/Title/Department name
Hiroyuki SHIBATA	Yokohama City Aobadai Elementary School	Teacher (Developmental disability class)
Mari MIKAMI	Keio Yochisha Elementary School	English
Ichiko MATSUI	Niigata High School	Teacher
Mai TAKEUCHI	Fujisawa Daiichi Junior High School	Teacher
Mariko HIROI	Takamori-dai Junior High School	Teacher
Shinichi TAKAHASHI	Saitama Prefectural Koshigaya Kita High School	English
Mitsuhiro KASHIYAMA	Meguro City Sugekari Elementary School	Chief clerk
Takashi SAWADA	Iwatsuki Harukaze Special Needs School	Activities to Promote Independence etc.
Kaori MURAKAMI	Yui-Daisan Elementary School in Tokyo Hachioji	Chief Teacher
Jun TABELI	Tachikawa Daihachi Elementary School, Tokyo	Head Teacher
Miku NAKAGAWA	Saitama Prefectural Kasukabe Senior High School	English
Tomoe AOKI	Saitama Prefectural Koshigaya Kita High School	English





## Invitation Programme Co-operating Organisations and Co-operators

2024-2025 Invitation Programme Co-operating organisations and co-operators

### ● Invitation Programme for Teachers from the Republic of Korea

Ms Etsuko MASUDA, Principal, Uozumihigashi Junior High School  
Mr Mamoru NAKANO, Superintendent of Education, Town of Oji Board of Education  
Mr Atsuhito ARAKI, Principal, Oji North Compulsory Education School  
Mr Takeshi MAGATA, Principal, Oji South Compulsory Education School  
Mr Tohru NAKAI, Principal, Tanabe Junior High School  
Mr Yutaka SEIKE, Principal, Kobe Municipal Shinkotachibana High School  
Mr Hirokazu NAKAYAMA, CEO, All HEROs LLC

### ● Invitation Programme for Teachers from the People's Republic of China

Mr Masaya NAGASUE, Principal, Kamisu City Ikisu Elementary School  
Mr Katsumi HIDA, Principal, Yashio City Hachijo Junior High School

### ● Invitation Programme for Teachers from Thailand

Mr Yuji FUKUDA, Principal, Zao Primary School  
Mr Arinobu TERAMOTO, Superintendent, Board of Education, Kure-City  
Mr Hirohiko KAKIBAYASHI, Principal, Nigata Junior High School  
Dr Takayoshi MAKI, Associated Professor, Graduate School of Humanities and Social Sciences, Hiroshima University

### ● Invitation Programme for Teachers from India

Mr Kenichi WAKANA, Principal, Koshigaya Kita High School  
Mr Akihiro UCHINO, Director, Tokyo Yurikago Kindergarten  
Mr Tsukasa TOMIYAMA, Principal, Kuki East Elementary School

### ● 2024 Invitation Programme for Japanese Teachers

Mr Mitsuharu TANAKA, Specialist, Overseas Education Research Unit II, Analytical Research Planning Division, Education Policy Bureau, Ministry of Education, Culture, Sports, Science and Technology (MEXT)

### ● 2024 Invitation Programme for Japanese Teachers to China

Mr Satoshi ARAI, Unit Chief, Overseas Education Research Unit II, Analytical Research Planning Division, Education Policy Bureau, Ministry of Education, Culture, Sports, Science and Technology (MEXT)

### ● Invitation Programme for Teachers from Japan

Dr Takayoshi MAKI, Associated Professor, Graduate School of Humanities and Social Sciences, Hiroshima University

### ● Ministry of Education, Culture, Sports, Science and Technology (MEXT)

Mr Koji KITAYAMA, Director, International Affairs Division, Minister's Secretariat  
Mr Toshiaki MIZUNO, Director, Office for International Cooperation Planning, International Affairs Division, Minister's Secretariat  
Mr Yuki SHIGETA, Deputy Director, Office for International Cooperation Planning, International Affairs Division, Minister's Secretariat  
Mr Ren HAMANO, Unit Chief, International Affairs Division, Minister's Secretariat  
Ms Mayo TANAKA, Officer, International Affairs Division, Minister's Secretariat

### ● Overseas Partner Organisations

- Ministry of Education of the Republic of Korea
- Korean National Commission for UNESCO (KNCU)
- Ministry of Education of the People's Republic of China
- China Education Association for International Exchange
- Ministry of Education Thailand
- Ministry of Education, Government of India
- Centre for Environment Education (CEE)

### ● Overseas Cooperating Organisations

- Embassy of the Republic of Korea
- Royal Thai Embassy
- Department of Education, Embassy of the People's Republic of China in Japan
- Embassy of India

### ● Programme Advisor

Prof Aki YONEHARA, Professor, Department of Sociology, Toyo University

### Programme Organiser

#### Asia-Pacific Cultural Centre for UNESCO (ACCU)

Mr Tetsuo TAMURA, Director-General  
Mr Tadashi KURIBAYASHI, Director, International Educational Exchange Department  
Ms Tae ITO, Senior Programme Specialist, International Educational Exchange Department  
Ms Shihoko HASUMI, Programme Officer, International Educational Exchange Department  
Ms Miku YAMAMOTO, Programme Officer, International Educational Exchange Department  
Ms Narika TASHIRO, Programme Officer, International Educational Exchange Department

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2024-2025 International Coordination Programme for Education in a New Age

### International Exchange Programme for Primary and Secondary School Teachers

entrusted by the Ministry of Education, Culture, Sports, Science and Technology - Japan (MEXT)

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