



Introduction

Asia-Pacific Cultural Centre for UNESCO (ACCU) promotes regional cooperation and international exchange programmes in the fields of education and culture, in line with its mission to help create a sustainable and peaceful society in which cultural diversity is respected. For 25 years, ACCU has been implementing the International Exchange Programme for Primary and Secondary School Teachers for teachers from Japan, the Republic of Korea, China, Thailand and India.

This programme is designed for primary and secondary school teachers and provides opportunities to reconsider and co-create the future of learning beyond national and regional boundaries through two forms of learning: “learning through different cultures” and “learning through encounters”

In the 2025–2026 programme, with the aim of exploring what is truly needed in international exchange for teachers today, it was implemented under the theme of “Reconsidering ‘New’ Learning” and “Reconsidering the Ideal Image of Teachers for a New Era”.

This programme aims to provide opportunities for teachers to collaborate with diverse actors and to become “Change Makers” who play active roles both within and beyond their schools as contributors to the future. Participants come from a wide range of backgrounds, including those who are already actively engaged in international exchange, those seeking a first step towards such engagement, and those with no prior experience of international exchange.

The programme has been built and sustained for a quarter of a century through the steady accumulation of shared efforts to recognise the significance of international exchange and work closely over many years with many stakeholders, including teachers, cooperating organisations, and experts. This report presents an overview of each programme, the subsequent initiatives undertaken by former participants, and the evaluation of the programme. It is our sincere hope that this report will deepen readers’ understanding of the programme and serve as a source of encouragement for those engaged in international exchange to take on new challenges.

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

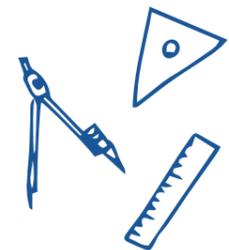
March 2026

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



Table of Contents

- 01 Introduction
- 03 Programme Overview and Objectives
- 05 Report on the Implementation of the 2025–2026 Invitation Programme for Overseas Teachers
- 13 Expansion of Educational Practice and International Exchange after Participation
- 17 Evaluation of the 2025-2026 Programme Outcomes and Long-Term Impact
- 25 Appendix



Programme Overview and Objectives



Programme Overview



Since 2001, ACCU has implemented 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 carried forward as a project commissioned by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) and has continued for more than 25 years.

This programme is an international exchange programme for teachers in Japan and overseas and consists of the following two components:

- Invitation Programme for Overseas Teachers: implemented by ACCU as the lead organisation
- Dispatch Programme for Japanese Teachers: implemented with cooperating organisations overseas

This programme started with the Republic of Korea in 2001, expanded to China in 2002, Thailand in 2015, and India in 2016, and now works in partnership with four countries while continuing to broaden the scope of exchange across Asia.

Theme for 2025–2026 Programme

Reflecting the increasingly diverse and complex roles of teachers, the programme was implemented under the following themes:

- “Reconsidering ‘New’ Learning”
- “Reconsidering the Ideal Image of Teachers for a New Era”

Main Activities in the Invitation and Dispatch Programmes

Each programme is conducted both online and face-to-face, with the in-person programme typically running for approximately one week.

- Lectures on education systems and educational contexts delivered by MEXT and experts
- Visits to educational institutions such as schools: class observations, school tours, cultural classes conducted by the participants, teacher exchange meetings, and school lunch experiences
- Home visits: visits to local host families and engagement in conversation over a shared dinner
- Visits to educational and cultural institutions
- Teacher exchange meetings: discussions on education and networking among teachers
- Development of Action Plans



Features of ACCU’s International Exchange Programme for Primary and Secondary School Teachers

Our programme is characterised not as a form of training aimed at acquiring lesson planning or instructional skills, but as an initiative that places emphasis on learning through interaction and dialogue.

Specifically, through two forms of “learning”:

- Learning through different cultures
- Learning through encounters

the programme provides opportunities to reconsider and co-create the future of learning. Through equal and reciprocal exchange among teachers, the programme encourages participants to reflect on their existing educational practices and to generate new insights and questions that can inform and enrich their future practice.

Four Core Components of the Programme

This programme is structured around four core components: “Learning (knowledge)”, “Seeing (experience)”, “Connecting (exchange)”, and “Creating (practice)”. By engaging with these four components in a progressive manner, participants are encouraged to move beyond individual knowledge and experience and to develop their learning into concrete practices in educational settings.

“Learning”, “Seeing”, and “Connecting” are addressed through online and face-to-face activities in each programme.

“Creating” refers to the initiatives implemented by participants in their respective regions and educational institutions, based on the learning gained through the programme. After the programme, each participant develops an Action Plan

outlining their intended initiatives.

These Action Plans are published on the ACCU website, enabling all participants from the five countries — Japan, the Republic of Korea, China, Thailand, and India — to share ideas and outcomes beyond the framework of the programme.

Intended Objectives of the Programme

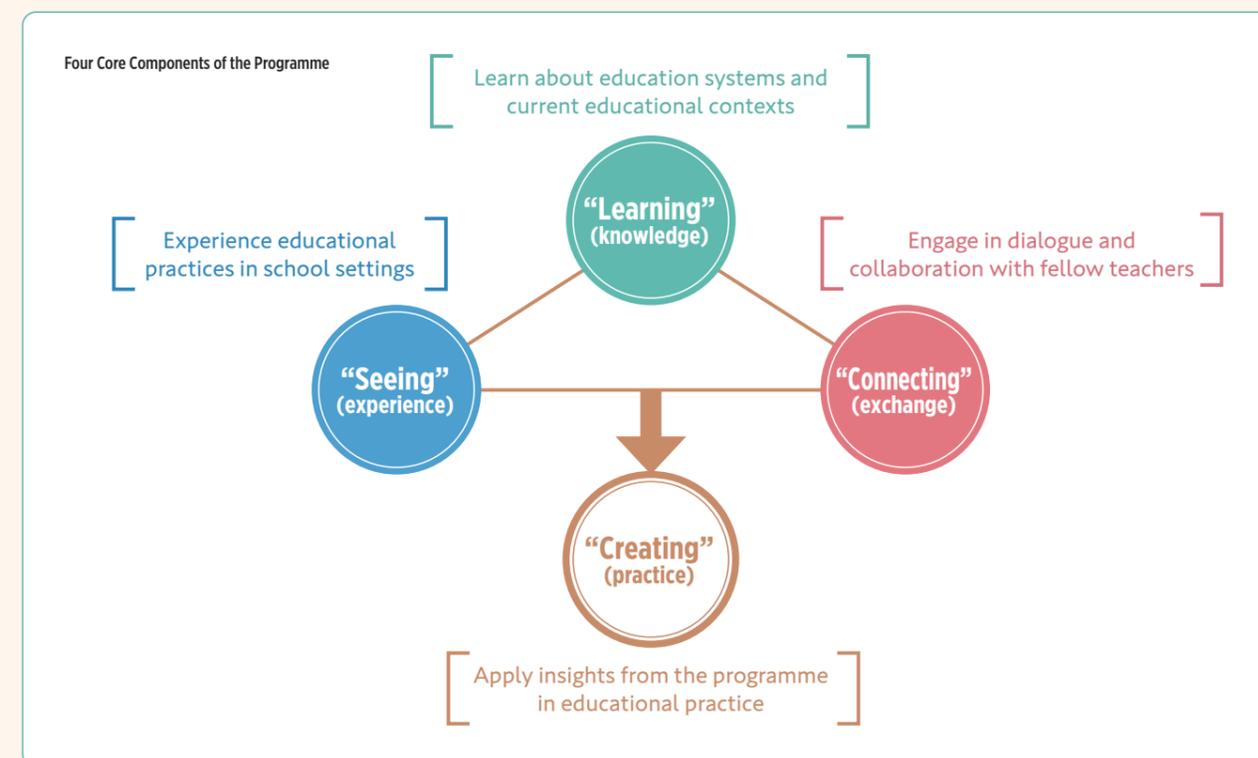
Through this programme, ACCU aims for teachers to develop in the following ways:

- Teachers actively promote international exchange in their educational settings.
- Teachers engage with diverse people and cultures in their own country and abroad, gaining a broader and more reflective perspective on themselves.
- Teachers play active roles in society as Change Makers.

Strengthening Long-Term Evaluation and Follow-up

From the 2024–2025 Programme onwards, greater emphasis has been placed on programme evaluation and post-programme follow-up. We track, over the medium to long term, changes in participants’ attitudes before and after the programme, their international exchange practices in educational settings, and their initiatives within and beyond schools as Change Makers.

Through this approach, we aim to capture not only the programme’s short-term outcomes but also the extent to which its impacts are embedded in educational practice and disseminated more broadly. Further details are presented in the chapter “Evaluation of the 2025–2026 Programme Outcomes and Long-Term Impact”.



Report on the Implementation of the 2025–2026 Invitation Programme for Overseas Teachers

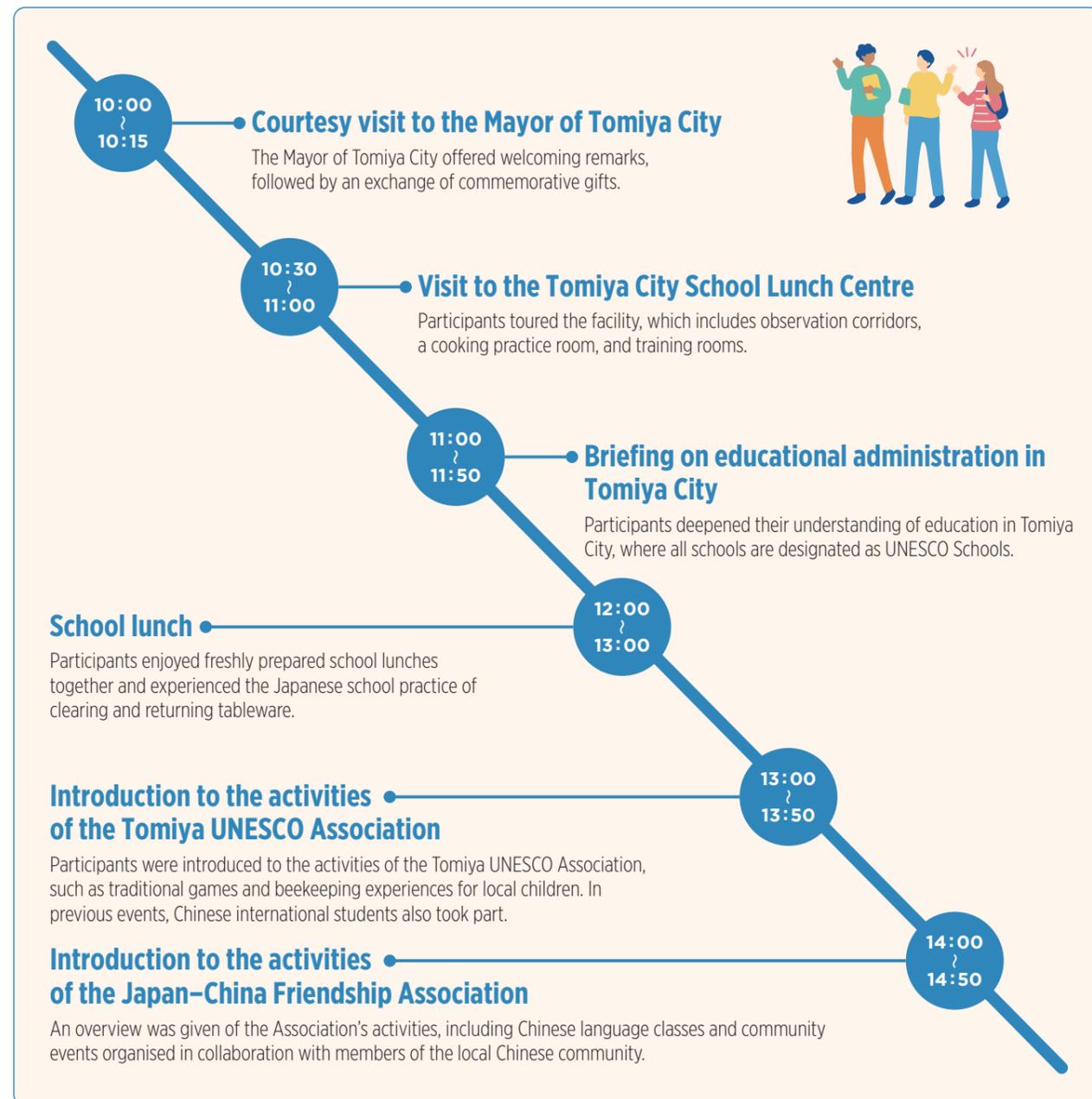
The detailed schedules for each Invitation Programme including both online and face-to-face activities are provided in the Appendix.

Invitation Programme for Teachers from China

On 9 September and from 16 to 22 September 2025, ACCU invited 24 Chinese primary and secondary school teachers and educational administrators to Miyagi Prefecture.

Programme Schedule: Visit to the Tomiya City Board of Education

The visit to the Tomiya City Board of Education provided participants with an opportunity to learn not only about the city's educational administration but also about educational initiatives undertaken by organisations rooted in the local community.



Voices from Programme Participants

Chinese Teachers

I felt that it was important to learn from each other's strengths and apply them in educational practice. I believe that the future of education can be opened up through exchanges that transcend national borders and ethnic backgrounds.

During the home visit, I was able to interact closely with the host family and experience their warm hospitality and thoughtful consideration. Through this cultural experience, I realised that educational exchange is not only about learning systems, but also about dialogue between cultures. Only by truly understanding each other's cultural backgrounds and perspectives can deeper mutual learning and understanding be achieved.

Host Institutions

Chinese teachers had friendly conversations with students during break with the support of an interpreter. When the teachers commented on how clean the school toilets were, the students happily explained that they cleaned the toilets themselves. This experience helped students to rediscover the significance of their daily cleaning activities.

Host Families (Home Visit)

At first, we thought that three hours might be too long, but it passed very quickly, and it was an enjoyable and meaningful experience. Using a translation app, I did not feel much difficulty in communicating. It was impressive to see how passionately the Chinese teachers spoke about their schools and students.



Photo (top): Visit to the Tomiya City Board of Education (stretching activity using a traditional Japanese hand game)
Photo (bottom): Lunch at a local company collaborating with Miyagi Prefectural Shiogama High School on educational activities

Activity Highlights: “Deepening ‘Learning’ and ‘Seeing’ through a University Visit”

In the latter half of the programme, the delegation visited Miyagi University of Education and Tohoku University. At Miyagi University of Education, participants exchanged views with Professor Tomonori ICHINOSE of the Department of Education on the themes of educational systems and teacher training in Japan and China. As the participants had already observed actual school settings, they raised a series of concrete questions, leading to a naturally deep discussion.

At Tohoku University, participants attended a lecture on the educational context of children with multicultural backgrounds in Sendai City delivered by Assistant Professor Lauren NAKASATO, together with Chinese international students. This was followed by interaction with the students while walking around the campus. In the calm atmosphere of the university, participants listened attentively to stories about the motivations for studying abroad and student life, resulting in lively and engaging conversations throughout.



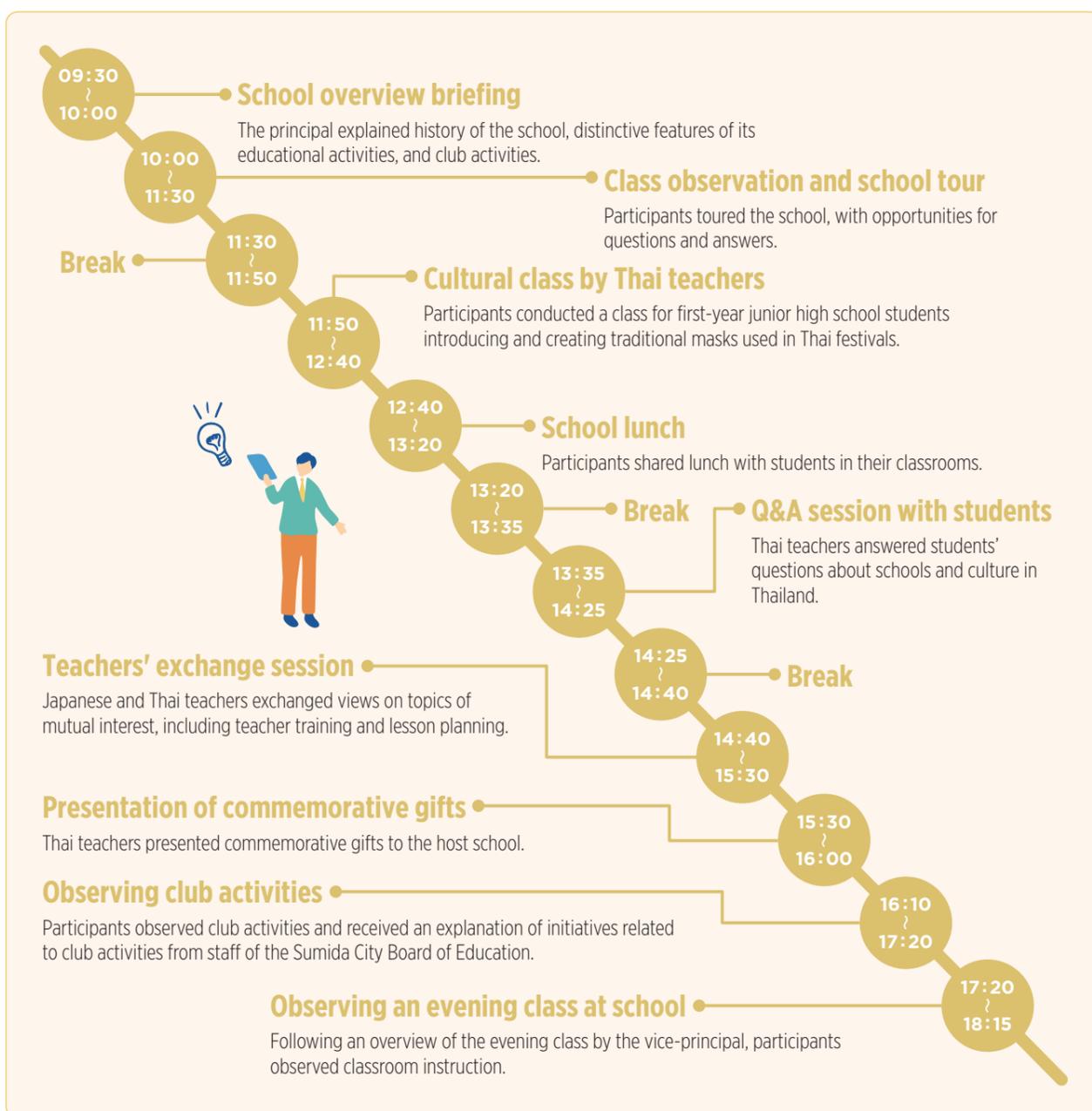
Group photo at Tohoku University

Invitation Programme for Teachers from Thailand

On 25 September, from 30 September to 6 October 2025, and on 7 March 2026, ACCU invited 10 primary and secondary school teachers and educational administrators from Thailand to Tokyo.

Programme Schedule: Visit to Sumida Municipal Bunka Junior High School

The school visits gave participants an opportunity to reflect on this year's programme theme through the interaction with teachers and students in Japan, and learning about distinctive initiatives in each host school.



สวัสดี



Voices from Programme Participants

Thai Teachers

What impressed me most during the school visits was how schools in Japan cultivate a sense of responsibility and consideration for others through their daily educational activities. It was clear that learning is enriched both inside and outside the school through classroom cleaning, school lunches, and cooperation with the local community. I also learned about inclusive education, and I feel that applying these approaches in Thailand could help nurture students' creativity and sense of public responsibility, ultimately fostering high-quality citizens who contribute to society.

Host Institutions

Having the opportunity to talk directly with Thai teachers was a valuable experience for the children. We later heard that the children even performed songs and dances they learned from the Thai teachers at home.

We were deeply impressed by the Thai teachers' passion for education. We also learned about the differences in educational systems and contexts between Japan and Thailand, and participating teachers from our school commented that it was "a very stimulating experience".

Japanese Teachers at the Teacher Exchange Meeting

Through exchanges with teachers from both Japan and Thailand, I was able to reflect on my daily work and gain new perspectives. It was also a very meaningful opportunity to establish new connections for cultural exchange.



Photo (top): A cultural class "Cultural Masks" by Thai teachers at Sumida Municipal Bunka Junior High School
Photo (bottom): Visit to Tokyo National Museum

Activity Highlights: "What Is an 'Inclusive School' from the Perspectives of Japanese and Thai Teachers?"

During the programme in Japan, Thailand-Japan Teacher Exchange Meeting was held, bringing together 10 Thai participants and 10 Japanese teachers for discussions on education and cultural exchange. In the discussions, participants exchanged views on initiatives and circumstances at their respective institutions and discussed what constitutes an "inclusive school" and what is necessary to realise it.

Ideas regarding inclusive schools included "schools where all children are able to learn" and "schools that provide educational activities tailored to the needs of each individual". Participants also noted the importance of collaboration both within and beyond schools, expanded opportunities for teachers' professional development, and the creation of foundations to welcome children from diverse backgrounds.

Through this exchange meeting, a network of educators was established, which is now developing into initiatives such as international exchanges in schools in Thailand and Japan.



Participants at the Thailand-Japan Teacher Exchange Meeting

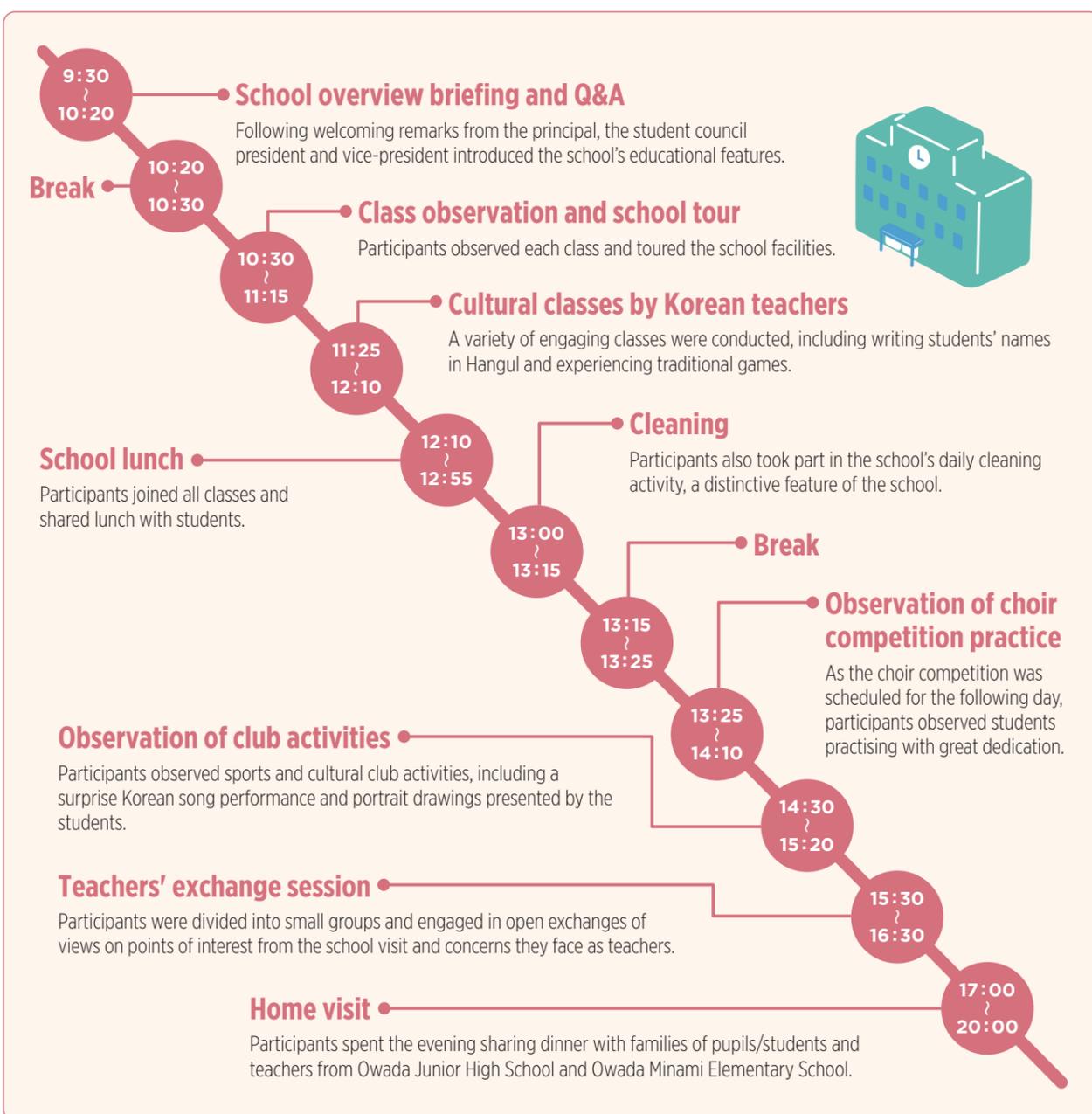


Invitation Programme for Teachers from the Republic of Korea

On 24 October, from 3 to 9 November 2025, and on 7 February 2026, ACCU invited 59 primary and secondary school teachers and educational administrators from the Republic of Korea to Chiba Prefecture and Tokyo.

Programme Schedule: Visit to Yachiyo Municipal Owada Junior High School

The visit provided participants with opportunities to gain a multifaceted understanding of education in Japan through the observation of classes, club activities, and school events, as well as through exchanges with students and teachers.



Voices from Programme Participants

Korean Teachers

I was particularly impressed by the classroom atmosphere in Japanese schools, where pupils' autonomy and sense of responsibility are respected. It was also striking to see how teachers and staff show attentive care for each individual child. During the teachers' exchange session held after the classes, we shared our educational philosophies and the challenges we face in our practice. Through these conversations, I felt that Japan and the Republic of Korea have great potential to further deepen mutual understanding and expand a circle of empathy through education.

Host Institutions

The classes conducted by the Korean teachers were very well received by the children. Through the classes, the students were able to learn about another culture and felt the warmth of the Korean teachers. Having the Korean teachers observe our school's initiatives also provided us with a valuable opportunity to reflect on our own educational practices. Common topics regarding educational challenges in both the Republic of Korea and Japan were raised, and it was reassuring to realise that many of our concerns are shared.

Host Families (Home Visit)

All of the teachers were very kind and warmly approached us, which I greatly appreciated. Although our communication was mainly through simple English and some Korean using translation apps, it was a truly valuable experience that allowed us to connect with one another despite the language barrier. The children also seemed to develop an interest in the Republic of Korea and expressed a wish to visit the country someday.



Photo (top): Participants experiencing Japanese calligraphy at Kojimachi Gakuen Girls' Junior and Senior High School
Photo (bottom): Cultural class by Korean teachers at Owada Junior High School

안녕하세요

Activity Highlights: "Expanding Educational Collaboration through the Korea-Japan Teacher Exchange Meeting"

Approximately 90 Korean and Japanese teachers gathered for the Korea-Japan Teacher Exchange Meeting. In the morning, the programme began with a lecture by Professor Yasuyuki IWATA of Tokyo Gakugei University, which served as a starting point for group discussions on the role of teachers in contemporary society. In the afternoon, time was set aside for free exchange, during which participants actively exchanged views and built networks aimed at fostering sustainable school-to-school collaboration in the future. The programme concluded with a performance of the traditional Korean folk dance and song Ganggangsullae by the Korean teachers, with Japanese teachers joining in the dance, creating a lively and memorable atmosphere. Participants commented that "I realised that it is important not to consider education solely within one's own country, but to adopt a perspective of thinking about it together with teachers from the Republic of Korea and other countries", and that "being able to exchange honest views about on-site challenges and teaching approaches, and gaining ideas that can be applied immediately in the classroom, as well as a sense of solidarity in education, were particularly memorable". The day further expanded the potential for collaboration between Japan and the Republic of Korea in the field of education.



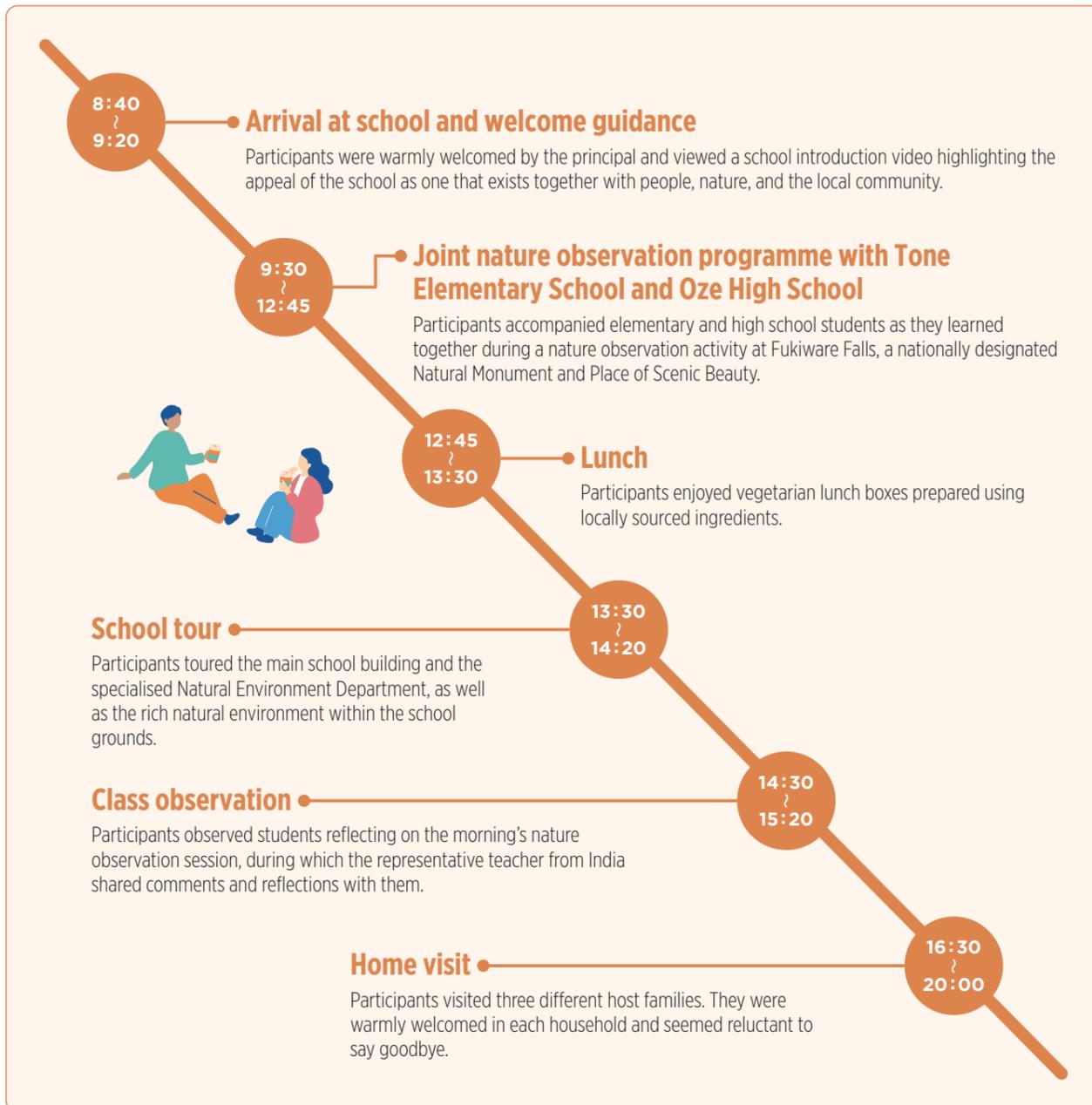
Dialogue and exchange during the Korea-Japan Teacher Exchange Meeting

Invitation Programme for Teachers from India

On 1 November, from 17 to 23 November 2025, and on 10 January 2026, ACCU invited 9 primary and secondary school teachers and educational administrators from India to Gunma Prefecture, Saitama Prefecture, and Tokyo.

Programme Schedule: Visit to Gunma Prefectural Oze High School

It was an active and enriching day, featuring a visit to a high school set amid the rich natural surroundings of Gunma Prefecture, where participants observed educational practices and school facilities, followed by a visit to a Japanese host family.



Voices from Programme Participants

Indian Teachers

I was able to observe actual teaching methods and learning practices in Japan, a country well known for science, mathematics, and sports. I was deeply impressed by the students' discipline, sense of responsibility, and strong concentration on learning. Observing systems that nurture such excellent learners, the respect shown towards teachers, and the progressive use of ICT in daily learning was a valuable learning experience.

Host Institutions

We were impressed by the strong motivation shown by the Indian teachers. Through the materials, explanations, and visits, the Indian teachers commented that many aspects were similar in India as well. There appeared to be many common points, such as the division between arts and science streams and ability-based grouping.

It seemed to give Japanese teachers greater confidence that their everyday educational practices are recognised and valued internationally. We were reminded of how much can be gained through exchanges with the local community. While planning this programme was honestly challenging at times, I was struck by how many cooperative staff members there were and pleasantly surprised to discover how many teachers are enthusiastic about international exchange.

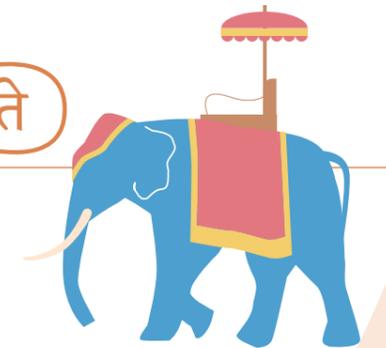
Japanese Teachers at the Teacher Exchange Meeting

I felt fortunate to have the opportunity to interact with people from India, whom I would not normally meet in my daily work. Through Mr. NARITA's lecture, I realised that poetry has great power in transcending barriers of culture, language, and religion. As an educator, it was an important learning experience to recognise that, in the end, it is not only well-structured and clear words that matter, but the speaker's passion and humanity. I would very much like to continue engaging in exchanges with people from other countries in the future.



School visit within the richly natural campus grounds

नमस्ते



Activity Highlights: "One Perspective"

On 22 November 2025, the India-Japan Teacher Exchange Meeting was facilitated by Mr. Kiichiro NARITA, Independent Researcher, Graduate School of Education, Tokyo Gakugei University. Through this meeting, he guided 19 teachers from India and Japan into a world of "New Learning". By likening education to the nature of water—formless yet capable of creating form and generating meaningful spaces in between—the Teacher Exchange Meeting functioned as a "third space" that went beyond the binary of lectures and workshops.

Where conventional reflection tends to lean either towards emotional expression or logical review, Mr. NARITA introduced a form of reflection grounded in an understanding of different brain functions, in which "learned phenomena and facts" are elevated through the addition of logic and evidence to imagination and inspiration. This approach prioritised participants' internal readiness and psychological safety, while also ensuring autonomy of participation. It also encompassed a caring approach that treated silence and a sense of discomfort as part of a natural "flow".

By balancing freedom of participation with depth of learning, the meeting was transformed into a space that fostered trust and agency. In this environment, distinct from everyday settings, participants listened to one another and engaged in meaningful dialogue.



"Reconsidering 'New Learning'" at the India-Japan Teacher Exchange Meeting

Expansion of Educational Practice and International Exchange after Participation

Teachers who participated in the programme continue to implement “Creating” initiatives in their respective educational settings, drawing on the insights and experiences they gained. The defining feature of this programme lies not merely in participation itself, but in the sustained practice that follows. This page introduces a diverse range of initiatives undertaken by past participants and their subsequent expansion.

Japan-Thailand Exchange through “Cultural Masks”



Nitcha BUDDEESUWAN
Teacher, Bannakhok School, Loei province, Thailand

● Programme Attended
2025-2026 Invitation Programme for Teachers from Thailand



Grounded in the professional insights I gained from being selected for the 2025-2026 Invitation Programme for Teachers from Thailand, I initiated an online exchange with Aijitsu Elementary School in Tokyo, which I had visited during the programme. Under the theme “Cultural Masks”, I introduced three spirit masks used in Thai festivals, namely Phi Ta Khon, Phi Khon Nam, and Phi Bung Tao. Pupils in our school presented the artistic and spiritual dimensions of these three masks, while the pupils in Aijitsu Elementary School shared the historical significance and cultural background of traditional Japanese masks. Afterwards, the pupils designed their own masks, took part in Q&A sessions, and wrote messages to one another. The exchange concluded with a mask dance performance and a reflective session. This initiative demonstrated that international exchange is achievable even for schools in rural areas of Thailand. It also served as a pilot educational model for schools across Loei Province and was subsequently shared nationwide.

In addition, I disseminated insights gained from the programme to a broader educational community, focusing on the Japanese educational framework and its harmonious integration of advanced technology with deep-rooted values such as respect and a strong sense of social responsibility.

Through the exchange with Japan, pupils demonstrated a marked increase in confidence in using English, along with significant improvements in intercultural understanding, and motivation to learn. Their growing interest in the Japanese language has led to the integration of Japanese vocabulary into our English classes, and the programme also strengthened the bonds between pupils in both countries.

The responses from fellow teachers were highly supportive of this mask-themed international exchange. They noted that it deepens the pupils’ understanding of their own traditional culture and enhances both teachers’ and pupils’ motivation to learn. The project has brought about notable changes in teachers’ perspectives and attitudes, encouraging them to see themselves as “Learning Leaders” who inspire innovation, social responsibility, and sustainability.

In preparing for the exchange with Japan, I faced challenges such as coordinating

different time zones and academic calendars, as well as language barriers. In particular, I developed learning materials so that pupils could confidently express complex cultural concepts in English. Engagement in these practices has taught me that successful international collaboration depends more on shared values than on linguistic perfection. I also discovered that when students are empowered with a sense of cultural ownership, their motivation to use a foreign language increases naturally. Real-time interaction often leads to unexpected yet valuable learning opportunities, which highlights the importance of flexibility in lesson planning. I learned that my role as a teacher has shifted from being a primary instructor to becoming a facilitator of global experiences.

Regarding future prospects, I intend to institutionalise this exchange as a permanent part of the school curriculum. My goal is to develop a sustainable trilingual exchange model that integrates Japanese disciplinary standards with Thai cultural identity. This will ensure that our students and teachers remain globally connected and committed to the principles of Education for Sustainable Development in the long term.



Learning Expanded through Japan-India School Exchange



Renuka RAWAT
Trained Graduate Teacher (TGT) Science & Primary Wing Coordinator,
ASN Senior Secondary School, Delhi, India

● Programme Attended
2024-2025 Invitation Programme for Teachers from India



We have conducted exchange programmes with Saitama Prefectural Koshigayakita High School, Tachikawa Municipal Daihachi Elementary School, and Kuki Municipal Shobu Junior High School. In the online exchange with Saitama Prefectural Koshigayakita High School, around 60 students and 10 teachers from our school participated. The event began with students exchanging Hindi and Japanese phrases, offering insights into daily life. In breakout rooms, participants showcased a diverse range of STEM projects, including home automation systems, recycling waste and sustainable material innovations. These sessions created a dynamic space for exchanging ideas, innovation, creative thinking, and academic collaboration.

The international exchange with Tachikawa Municipal Daihachi Elementary School was conducted to foster global understanding, cultural appreciation, and healthy lifestyle awareness. Around 150 students and 7 teachers from our school were successfully engaged in these sessions. Indian students showcased yoga and meditation, while Japanese students introduced calligraphy tools and a calligraphy demonstration, highlighting cultural parallels and diversity.

The middle years students of ASN School and Shobu Junior High School participated in a virtual session where they enthusiastically exchanged traditional and popular fitness practices. In addition to yoga and judo demonstrations and hands-on experiences, the session included discussions on healthy living styles, and festivals of respective countries.

Students expressed excitement and pride in interacting with peers from Japan, describing the sessions as eye-opening and enriching. Through cultural exchange, not only the students but also the teachers involved were able to thoroughly enjoy interacting with one another. In addition, many students shared that the sessions enhanced their confidence, communication skills, and global outlook.

The global collaborative projects always require an extra effort and zeal by all stakeholders involved. It is a very rewarding feeling when the partner school accepts the invitation and joins wholeheartedly. The various collaborations with the schools in Japan were very successful and enriching as partner schools were identified through networks developed during the 2024-2025 Invitation Programme for Teachers from India with further support and facilitation provided by ACCU team. Our school looks forward to a more fruitful and long-

lasting relationship with our partner schools. We also would like to engage with more Japanese schools and work in tandem with teachers to promote global citizenship and intercultural appreciation between the two countries.



Extending Chain Reaction of Inspiration to the World



Takashi SAWADA

Teacher, Saitama Prefectural Iwatsuki Harukaze Special Needs School

● Programmes Attended

- 2024-2025 India-Japan Teacher Exchange Meeting
- 2024-2025 China-Japan Teacher Exchange Meeting
- 2025-2026 Invitation Programme for Japanese teachers to the Republic of Korea
- 2025-2026 Thailand-Japan Teacher Exchange Meeting
- 2025-2026 Korea-Japan Teacher Exchange Meeting
- 2025-2026 India-Japan Teacher Exchange Meeting



I have wanted to visit schools in Asia ever since I visited schools in the UK and Sweden as part of my studies at the Graduate School of Education, Teikyo University, about ten years ago.

In 2024, I participated in the teacher exchange meetings in Japan that invited teachers from India and China to learn more about education in different countries. Those programmes taught me about the complex education system in India as well as differences between Japanese and Chinese systems despite their long history as neighbours since the time of the Japanese missions to the Sui and Tang Dynasties. The experience of those programmes in Japan piqued my interest in visiting schools outside Japan; therefore, in July 2025, I managed to join the Invitation Programme for Japanese Teachers to the Republic of Korea. In that programme, I conducted a lesson on Japanese culture at Samsung Girls' High School and Bomok Elementary School on Jeju Island. At the teacher exchange meeting, following the talk by Mr. Kang Byung-il, the principal at Busan Sungwoo School (an intellectual special-needs school like my one), I had the opportunity to have a conversation about special-needs education.

Returning home, I gave a report on August 25 to 23 teachers of my school interested in my experience. I talked enthusiastically for about one hour while wearing Okinawa Kariyushi clothes with a nametag on it, the one I wore at the closing ceremony of the Jeju Island programme where I sang the song "Shimanchu Nu Takara" ("Treasure of the Islanders").

I also reported on the programme to Year 9 students on September 4. I joined the morning session online while I was on Jeju Island, which was an effective help, and as a result, the students kept talking to me after my presentation, saying "Teacher Sawada, the Republic of Korea", to which I would reply "Annyeonghaseyo".

When one dream comes true, the next one comes along: I then wanted to visit special-needs schools for intellectual disabilities in the Republic of Korea. I had continuing contact with Mr. Ryu Donghun at Busan Sungwoo School, who told me that Christmas and New Year are the only holidays in the Republic of Korea at the end of the year/new year season. In September, we made plans where four Japanese teachers would visit the Republic of Korea on December 29. About that time, it was decided that, as part of the Invitation Programme for Teachers

from the Republic of Korea, Mr. Ryu Donghun would come to Chiba, Japan, in November. Such a development deepened our communication further.

Thanks to the new fellow teachers with whom I was able to pursue the same goals, I achieved objectives that I could not have achieved by myself. In November, the next morning of the Korea-Japan teacher exchange meeting, we saw them off as they left by bus to return to the Republic of Korea.

There is now a study group at my school which consists of some teachers including myself. We have sessions on Tuesdays after work and discuss exchange plans not only with the Republic of Korea but also with Thailand and India.

I feel that my world has now grown wider, the earth smaller, and world peace closer to reality. Although there are remaining tasks, for example, exchanges between students need to be realized, I hope that someday we can say together with fellow teachers, including those in the Asian countries, "Having disability is not a big deal".



Teachers' Learning Brings Positive Change to Schools: Progress Made through Exchange Practice



Yuki FUJITA

Vice Principal, Higashihiroshima Municipal Kidani Elementary School

● Programmes Attended

- 2018-2019 Invitation Programme for Japanese Teachers to the Republic of Korea
- 2019-2020 Invitation Programme for Japanese Teachers to China
- 2024-2025 Thailand-Japan Teacher Exchange Meeting



My school has been working on the enhancement of education for international understanding as a whole school policy following participation in the ACCU programmes. In July 2018, we organised six classes based on insights gained from the programme in the Republic of Korea for Year 5 and 6 pupils with the attendance of approximately 170 children. In September, we also had two classes for Year 3 and Year 4 pupils to teach them about differences in culture and school life in a manner appropriate to their developmental stages. We also held a 40-minute report session for 27 teachers in August which focused on the programme background, the findings obtained during my visit, and their possible application to the education in our school.

Moreover, we kept in contact with Eonyang Elementary School in the Republic of Korea that we got to know during the home visit, and in September, we organised online exchange activities for their Year 3 pupils and our Year 4 ones. The children asked each other questions in English, such as "What is your favourite anime?" or "Which Japanese food do you like?" Such common topics helped them communicate easily. Adding to that, our Year 5 pupils created and sent a video introducing themselves in Korean, and in response, a greeting video in Japanese arrived from the Republic of Korea, which brought great joy to the children. On top of that, in November, after sending a video of the Japanese drum performance showcased at our school's learning presentation event, the Korean school sent photographs of their drama and dance performances during their school events. Discovering that both schools had similar events, this programme allowed the children to learn about each other's cultures with positive interest.

The pupils of our school who participated gave quite a few positive comments on those activities, such as "My impression of the Republic of Korea has changed", "I want to know more about the country", "I want to visit the Republic of Korea", and "I am interested in learning the Korean alphabet". Positive words came from the teachers, for example, one teacher pointed out that classes connecting in real-time with overseas schools were found to be highly effective for fostering education for international understanding and motivating English language learning.

Although some issues occurred during the preparation for the online exchange, such as connection problems or finding the best class times, we now firmly believe that giving the experience of an international exchange helps greatly in

making children become familiar with other countries and raising their awareness of understanding them.

On top of that, the connections with other teachers nationwide that I got to know through the ACCU programmes remain active and have become valuable not only for international exchange but also for sharing problems and exchanging advice about everyday educational practices and challenges.

The multiple participation in those programmes convinced me that schools should offer continuous educational practice for children to understand differences and respect one another. When I visited a foreign country, my impression of it changed because I had firsthand experience there, and once I explained such a change to the children, their impressions of the country changed, too. Teachers have a very strong influence on pupils. I have been reminded of the fact that, not limited to international education, all the everyday words and behaviours of teachers can heavily affect children. Believing in the power of education, I hope to continue putting these ideas into practice in the classroom and contribute to the realisation of a society where people live together beyond national and cultural differences.



Evaluation of the 2025-2026 Programme Outcomes and Long-Term Impact

Professor Aki YONEHARA of the department of Sociology, Toyo University, who serves as Programme Adviser to the project, and the International Educational Exchange Department of ACCU jointly conducted a questionnaire survey targeting project participants. This chapter summarises the programme outcomes of the 2025-2026 Programme, as well as an impact evaluation covering the past seven years, based on the results of the analysis.

Professor Aki YONEHARA 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 *The role of evaluation in achieving the SDGs (Sustainability Science, 12(6), 969-973, 2017)*.

Evaluation of the 2025-2026 Programme

As a framework for evaluating the programme, we introduced the programme evaluation method this fiscal year (Yamaya 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.

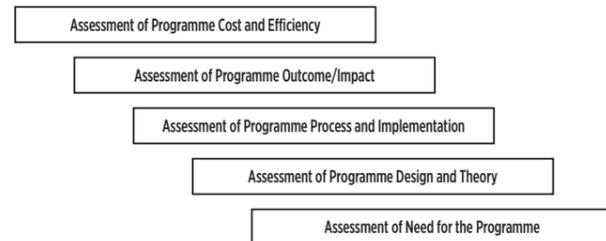


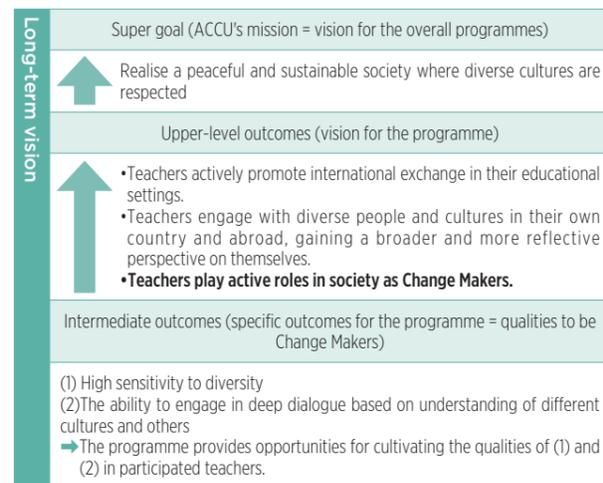
Figure 1. Five Areas of a Programme Evaluation

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 in Table 1. 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. By conducting an evaluation based on these indicators, this project aims to ascertain whether it is contributing to the achievement of its vision and to use the findings to inform further improvements.

In accordance with this logic model, the following aspects are examined in the section I: whether participants' interest in and knowledge of different people increased (Questions 7-10); whether their interest in international exchange and understanding increased (Questions 11-12); and whether they are using their network among teachers and what they learnt from the programme in their educational practice, sharing such learning with colleagues after the programme, and promoting new international exchange programmes (Questions 13(1)-(5)). The section II analyses how ideas were co-created regarding "New Learning" and the "Ideal Image of Teachers for a New Era" (Questions 14-15) through text mining of the open-ended responses.

The data were collected from the 78 participants in the invitation programmes from the Republic of Korea, Thailand and India (59 from the Republic of Korea, 10 from Thailand and 9 from India). The programme content for the dispatch programmes for Japanese teachers differed greatly depending on the host institution, so they were not included in the analysis.

Table 1. Logic Model of the Programme



I. Analysis and Discussion of Quantitative Data

[Questions 7-12] Increased and deepened interest and knowledge

The following figures show the results of the analyses of how interest in Japan, knowledge of Japanese education, and interest in international exchange and understanding changed before and after the programme. The results of the t-test show statistically significant increase of all questions, which indicates the positive effect of the programme.

Table 2. Results of the Analysis of Questions 7-12 (Paired-Sample t-test)

[Questions 7-8] Interest in Japan			[Questions 9-10] Knowledge related to Japanese education			[Question 11-12] Interest in international exchange and understanding		
	After	Before		After	Before		After	Before
Mean	6.40	5.10	Mean	4.05	2.87	Mean	6.36	5.38
Variance	0.71	2.20	Variance	0.49	1.10	Variance	0.65	1.95
Observations	78	78	Observations	78	78	Observations	78	78
Degree of freedom	77		Degree of freedom	77		Degree of freedom	77	
t	8.66		t	11.30		t	6.38	
p	<0.01		p	<0.01		p	<0.01	

[Question 13(1)-(5)] Participants' awareness nurtured by this programme

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

Question 13(1)-(5) [seven-point scale from Very much agree (7) to Not at all agree (1)]

- 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 initiate or promote a new international exchange programme at my school/organisation.

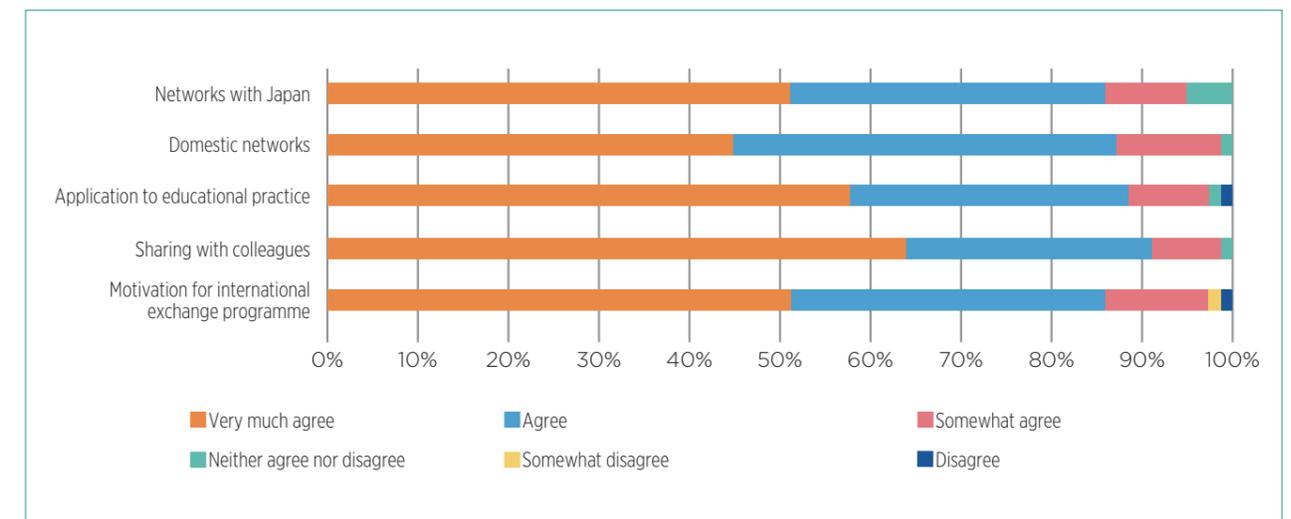


Figure 2. [Question 13(1)-(5)] Results of the Analysis of Participants' Awareness Nurtured by the Programme

These questions were asked using a seven-point scale, but none of the participants chose "Not at all agree (1)", which means that majority of the teachers chose either of the higher three, from "Somewhat agree (5)" to "Very much agree (7)", so it can be said that this programme had a certain impact on changing the participants' awareness.

II. Analysis and Discussion of Text Data

We aimed to grasp how the participants understood the theme concepts of the programme, viz., “Reconsidering ‘New’ Learning” and “Reconsidering the Ideal Image of Teachers for a New Era”, and whether they, teachers from different localities, gained new ideas that could not be obtained solely from their own life experiences by learning from each other. This section identifies the changes which emerged in the participants’ understanding of the “‘New’ Learning” and the “Ideal Image of Teachers for a New Era”, based on the free-text responses of the participants from the Republic of Korea, Thailand, and India. Because of space constraints, the detailed results of analyses by country are omitted; a consolidated results of analysis from the three countries is shown below.

The data we used for the analysis consists of the participants’ individual words related to “New’ Learning” and the “Ideal Image of Teachers for a New Era”. In the following, we outline the results of the content analysis, which extracted keywords from their narratives, and the text analysis using an AI text mining tool.

Regarding “New’ Learning”, the words “teacher” and “teaching staff” appeared in the pre-programme responses but were absent from the post-programme responses. This shift can be attributed to participants’ broadening of their perspectives from “New Learning for learners (pupils/students)” to “New Learning for all people”, including not only children but also teaching staff, and recognising that learning is not confined to the school environment but unfolds through collaboration and cooperation facilitated by resources both within and outside the school. These insights and recognitions can be considered outcomes of trans-local learning brought about by this programme.

As for the “Ideal Image of Teachers for a New Era”, the terms “learner”, “facilitator”, and “teacher” were consistently used both before and after the programme. Terms appearing only in post-programme responses included “mutual growth between teachers and learners” and “lifelong”. Based on these results, the “Ideal Image of Teachers for a New Era” envisaged by the participants can be summarised as follows:

- Teachers who continue learning throughout their lives
- Teachers who continually learn and grow from “others”, such as children and fellow teachers, in their daily educational activities
- Teachers who support the realisation of learning tailored to each individual based on learners’ current situations and needs, without confining themselves to one-way teaching practices

The fact that the participants acquired such new ideas indicates another positive result gained from the programme.



Pre-programme: “New’ Learning”



Post programme: “New’ Learning”



Pre-programme: “Ideal Image of Teachers for a New Era”



Post programme: “Ideal Image of Teachers for a New Era”

Figure 3. Text Mining on “New’ Learning” and the “Ideal Image of Teachers for a New Era”

* <https://wordcloud.userlocal.jp/> (Japanese)

Long-Term Impact Assessment since the 2018* Programme

As part of the survey and research activities for this project, we conducted a tracking survey and follow-up evaluation of the programmes over the period since 2018 when it was commissioned by MEXT for the first time. The outline and results of this evaluation survey are reported below. The quantitative data was analysed using Excel and SPSS, while the qualitative data was analysed through content analysis, using generative AI (ChatGPT).

The survey targeted Japanese teachers, 697 individuals in total, consisting of participants in the Dispatch Programme for Japanese Teachers from 2018 onwards; host teachers who cooperated in receiving overseas teachers under the Invitation Programme for Overseas Teachers and participants in the Teacher Exchange Meetings under the Invitation Programme for Overseas Teachers. Of those, contact details were available for 531 individuals. On 16 December 2025, an email request to fill out an online questionnaire was sent to this group. With a deadline of 9 January 2026, responses were received from 112 individuals (whose breakdown is shown below, response rate: approximately 21%, valid response rate: 100%). While the numbers of responses from participants were small during the COVID-19 pandemic when the programme was conducted online, the larger numbers of responses from the early years indicate that our programme has a long-lasting effect on the participants.

Table 3. Year of First Programme Participation

Programme Year (Number of Participants)	Number of Responses
2018 (134)	22
2019 (112)	10
2020 (52)	2
2021 (73)	4
2022 (92)	3
2023 (68)	16
2024 (166)	55
Total (697)	112
(multiple-year participants)	(19)

Table 4. Questionnaire Design

Demographics	Q1_Programme(s) Participated In / Q2_Year / Q3_School/Organisation / Q4_Position
Internal	Q5_Internal Changes (7-point scale) / Q6_Internal Changes (Descriptive)
Behaviour	Q7_Behavioural Changes (7-point scale) / Q8_Behavioural Changes (Descriptive)
Influence	Q9_Wider Influence (7-point scale) / Q10_Influence (Descriptive)
Impact	Q11_Social Impact / Q12_Ripple Effect / Q13_Suggestions

Questions 5, 7, and 9 asked about changes brought about by programme participation using a seven-point scale (Very much agree to Not at all agree). The responses were distributed as follows.

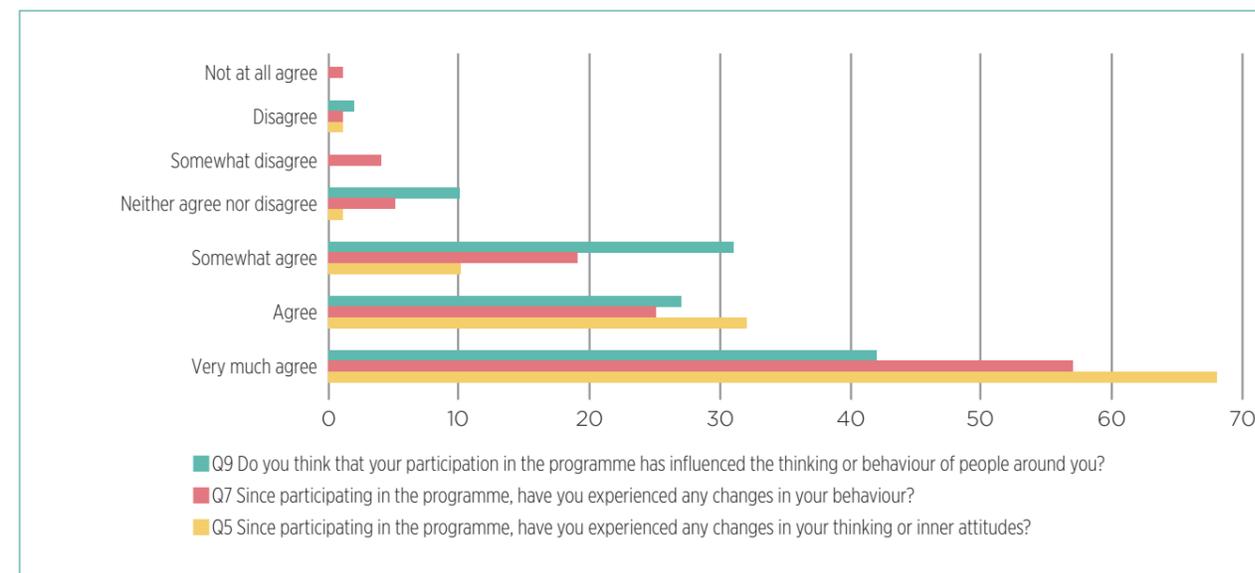


Figure 4. Changes and Effects After Programme Participation: All Categories

For all categories, internal, behavioural, and wider influence, a high proportion of respondents selected “Agree” or “Very much agree” (Q5: 98%, Q7: 90%, Q9: 89%). In the following, we analyse and discuss the content of the free-text responses for each category.

* The project has been carried out on a fiscal year basis (April to March). The year of the programme in the text refers to that period.

I. Internal and Behavioural Changes

Analysis of the open-ended question of Q6 regarding specific internal changes yielded the following six types:

Table 5. Internal Changes

Type of Internal Change	Specific Internal Changes
(1) Increased Motivation as a Teacher	Gained insights from the programme and interactions with domestic/international teachers leading to enhanced confidence, motivation, and proactivity in their role
(2) Broadened Perspective	Gained a perspective for self-relativization through comparison with other countries; broke out of conventional thinking; developed an attitude of respecting diversity; expanded areas of interest
(3) Renewed Educational Beliefs	Reflected on past educational practices and constructed a new educational beliefs
(4) Recognition of the Importance of Connections with Domestic and International Teachers	With the expanding domestic and international network, cultivated mutual support with other teachers promoting growth
(5) Increased Motivation for International Exchange	Heightened interest and drive for international exchange and international understanding education, along with greater awareness of world peace
(6) Enhanced Interest in and Understanding of Partner Countries	Improved understanding of their culture and education systems, coupled with increased affinity

From the above, we can see that this programme serves as an opportunity to renew teachers' own values and educational perspectives, fostering the motivation and sense of responsibility to bring international understanding, peace, and coexistence to the educational setting not as mere ideals but as practical actions.

Similarly, analysis of the open-ended question of Q8 regarding specific behavioural changes showed five distinct types, demonstrating broad and sustained shifts in participants' practical actions.

Table 6. Behavioural Changes

Type of Behavioural Change	Specific Behavioural Changes
(1) Initiation/Expansion of International Exchange	Launching online/face-to-face exchanges with overseas schools; enhancing quality and regularity of existing exchanges; developing personal-level relationships into school-to-school exchanges; facilitating school-to-school international exchanges
(2) Integration into Lessons and Educational Practice	Incorporating insights gained from the programme into lessons, inquiry-based learning, and integrated studies; introducing multicultural and multi-perspective approaches (including minority perspectives); highlighting international awareness in teaching practices; expanding lesson practices addressing international understanding, peace, SDGs, and ESD
(3) Dissemination in the School, Community, and Beyond	Sharing outcomes through in-school training and staff meetings; reporting practices to boards of education, headteachers' associations, and local communities; advising and supporting other schools and fellow teachers
(4) Network Building and Collaboration	Sustained exchange with overseas and domestic programme participants; consultation and collaboration utilising domestic and international teacher networks; strengthened links with universities and international organisations
(5) Self-Improvement and Career Actions	Starting or resuming language learning; applying for overseas postings or positions at overseas educational institutions; actively participating in international training and related programmes; planning and undertaking overseas visits and educational inspections

II. Wider Influence

Moreover, the open-ended question of Q10 regarding the wider influence indicated that there were further effects in the following aspects (1) to (5). Their main contents are as follows.

(1) Influence on Students' Inner Change and Behavioural Development

Some responses stated that students re-evaluated their fixed perceptions about specific countries or regions, while deepening their cross-cultural understanding and tolerance. Cases were also reported in which learning developed into practical actions, indicated by the development of proactive behaviour as well as improvements in self-efficacy and willingness to take on challenges, observed, for example, in voluntary foreign language learning and heightened interest in overseas exchanges and study abroad activities.

(2) Influence on colleagues' awareness and educational practice

Alongside increased interest in and understanding of international education, the responses indicated heightened motivation to participate in overseas training and international exchanges, creating a chain effect of programme applications and participation. Furthermore, changes in educational practice were observed, such as incorporating multifaceted perspectives and approaches based on SDGs, ESD, and multicultural coexistence into educational activities. It was recognized that the participants served as role models, fostering other teachers' willingness to challenge themselves and prompting behavioural changes.

(3) Influence on School Organisation and Systems: Embedding International Exchange into School Culture and its Organisational Development

International exchange has been positioned as an educational activity for the entire school with reports of strengthened internal cooperation systems. Moreover, progress towards the systematisation and sustained activity of exchange is observed through such examples as establishing new international exchange clubs, introducing Korean language elective courses, and signing agreements and implementing regular exchanges with overseas schools. These developments are cited as contributing to the materialisation of the school's educational objectives.

(4) Expansion to Families and Local Communities

It was recognised that the programme's reach into families and the local community led to the initiation of language learning among families, the fostering of familiarity with different cultures, and increased trust in and sympathy towards the school through the school's international educational activities. On top of that, the feedback indicated strengthened connections and mutual interaction between the community and the school through information dissemination via newspapers, school newsletters, websites and cable television, alongside deepened collaboration with universities, education boards, and international organisations.

(5) Sustained Development of Relationships and Learning Circulation through International Exchange

Continuous exchanges and collaborative practices between the teachers and schools took place, thanks to which value shifts were expected through communicating and sharing based on experiential first-hand accounts.

Furthermore, as individual learning is shared with those around the learners, it gradually ripples out to the organisation and community, creating a structure where learning circulates and develops smoothly one step after another.

III. Social Impact of the Programme

The programme's social impact (Q11) is summarised from participants' perspectives although the details cannot be included here due to space constraints. We identified key terms for the programme's social impact, such as **deepening international understanding, integrating international activities and perspectives into everyday school education, enhancing community recognition through school-community collaboration, and spreading effects across society over time**. It was observed that, triggered by the influence on participants' international outlook and educational beliefs, international exchange and multicultural understanding were increasingly made part of daily educational activities and school culture with schools functioning as hubs for international exchange in their localities.

Furthermore, a comparison of quantitative trends between responses obtained in the 2018-19 fiscal year (n = 32) and those obtained in the 2023-24 fiscal year (n = 71) revealed no statistically significant differences in any of the internal, behavioural, or wider-influence categories (Q5, 7, 9) (Q5: $t(47.18) = 1.06$, $p = 0.29$; Q7: $t(101) = 1.23$, $p = 0.22$; Q9: $t(101) = 0.83$, $p = 0.41$). This suggests that, even as time passes and cohorts change, the response patterns of participants remain about the same, indicating that the programme's initial effects have been sustained. This stability itself can be considered an important aspect of the programme's influence.

IV. Summary: Returning to the Logic Model

As a summary evaluation of this programme over the period since 2018, we have shown that the programme, starting from a shift in teachers' awareness, has expanded teaching practices to integrate international understanding, ESD, and inquiry-based learning into the daily routine of school education. Through the formation of a sustainable educational network transcending borders and generations, it is generating multi-layered and long-term social impacts. That is to say, progress has been made towards achieving the higher-level outcomes in the programme's logic model and the participating teachers have been functioning as change makers in their schools and communities. While the 112 responses may carry a positive bias from actively engaged teachers, it is clear that the programme has achieved significant outcomes over the past seven years, despite the challenges posed by the COVID-19 pandemic.

Appendix 1: Questionnaire for 2025–2026 Programme Evaluation (Invitation Programme for Overseas Teachers)

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 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? Very strong / Strong / Relatively strong / Medium / Relatively weak / Weak / Very weak
9	Before participating in this programme, how much did you know about Japanese education? 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? 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? 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? Very strong / Strong / Relatively strong / Medium / Relatively weak / Weak / Very weak
13	Please consider the following statements.
	13(1) Through this programme, I feel that I have created or expanded my network with teachers in Japan. 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. 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. 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. Very much agree / Agree / Somewhat agree / Neither agree nor disagree / Somewhat disagree / Disagree / Not at all agree
	13(5) I would like to initiate or promote a new international exchange programme at my school/organisation. Very much agree / Agree / Somewhat agree / Neither agree nor disagree / Somewhat disagree / Disagree / Not at all agree
	Regarding question 13(1) to question 13(5), which of the question do you feel most strongly about? (1) / (2) / (3) / (4) / (5)
14	After completing the international exchange programme in Japan, how would you now define or describe what "New" learning" means to you?
15	After completing the international exchange programme in Japan, how would you now describe the "Ideal Image of Teachers for a New Era"?
16	Did you experience any internal transformation as a teacher or as an individual after participating in the programme? Please share any specific details with us.
17	Do you think this exchange programme should be continued? Very much agree / Agree / Somewhat agree / Neither agree nor disagree / Somewhat disagree / Disagree / Not at all agree

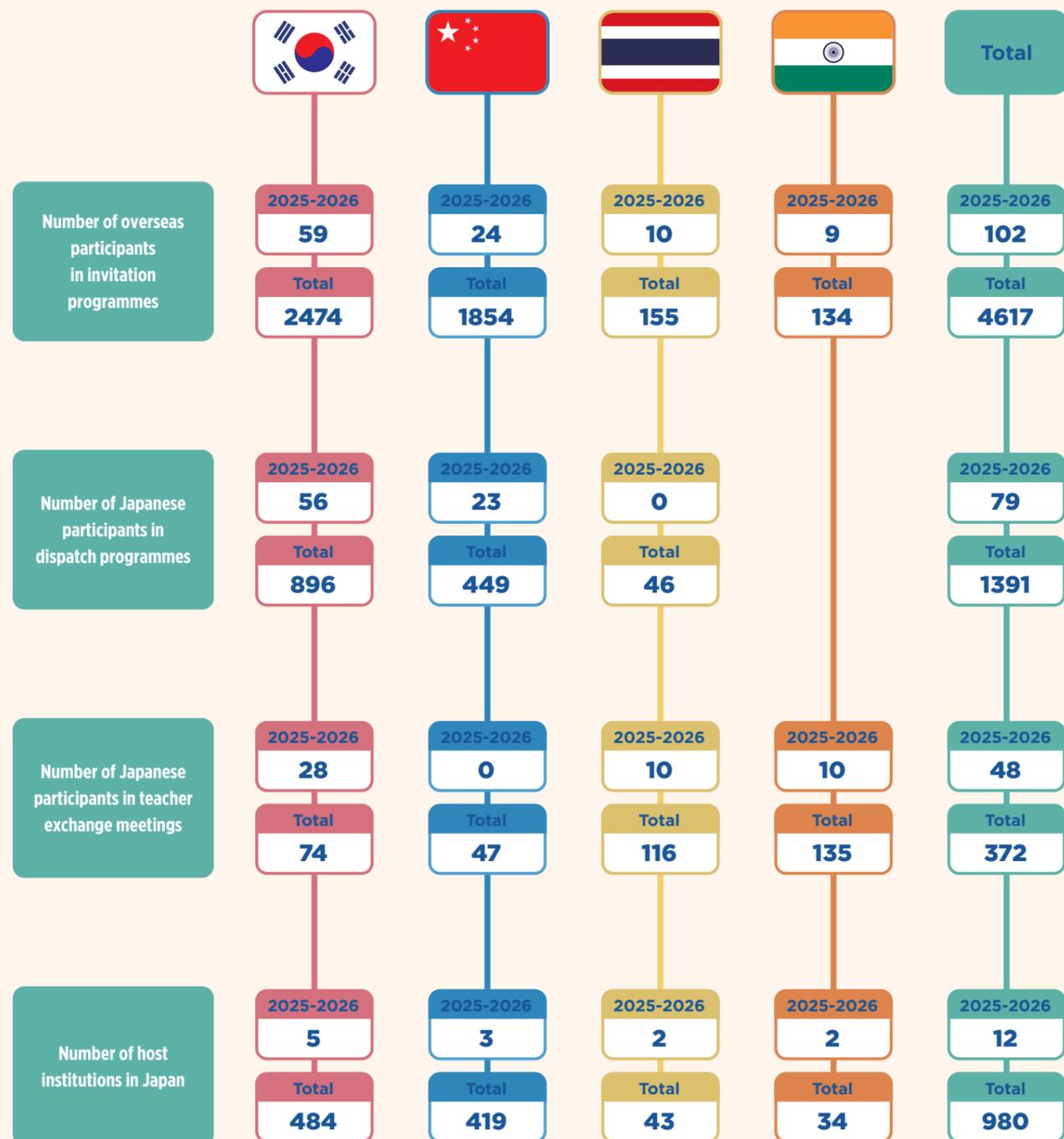
Appendix 2: Impact Assessment Questionnaire for Participants since the 2018 Programme

Q1	Programme(s) participated in
Q2	Year(s) of participation
Q3	Name of School/Organisation at the time of participation
Q4	Position at the time of participation
Q5	Since participating in the programme, have you experienced any changes in your thinking or inner attitudes? Very much agree / Agree / Somewhat agree / Neither agree nor disagree / Somewhat disagree / Disagree / Not at all agree
Q6	With reference to the previous question, please describe in detail any changes in your thinking or inner attitudes. Even minor changes are welcome.
Q7	Since participating in the programme, have you experienced any changes in your behaviour? Very much agree/ Agree / Somewhat agree / Neither agree nor disagree / Somewhat disagree / Disagree / Not at all agree
Q8	With reference to the previous question, please describe in detail any changes in your behaviour.
Q9	Do you think that your participation in the programme has influenced the thinking or behaviour of people around you (e.g. pupils/students, colleagues, the local community, friends, or family members) ? Very much agree/ Agree / Somewhat agree / Neither agree nor disagree / Somewhat disagree / Disagree / Not at all agree
Q10	With reference to the previous question, please describe in detail how your participation in the programme has influenced people or groups around you. If possible, please include specific episodes or examples.
Q11	Do you think that this programme has social value or social impact beyond changes in your own thinking or behaviour? If so, please describe what kind of social impact you perceive.
Q12	Since participating in the programme, have you undertaken any activities that make use of the learning or networks gained through the programme? If so, please describe these activities.
Q13	If you have any expectations, requests, or suggestions regarding future support from ACCU, or any other comments you wish to share, please feel free to do so.



Total Number of Programme Participants and Institutions

Since the start of the programme, a cumulative total of 6380 members of teachers have participated in our programmes. With the cooperation of 980 partner institutions, an international network for educational exchange has been developed.



Participant numbers include those who participated online.
All figures are as of March 2026.

Data on Participants in the 2025-2026 Programme

Participants of the Dispatch Programme (Japanese Teachers)

School Type

School type	Number of participants
Elementary School	27
Secondary School (Lower)	16
Integrated Elementary and Junior High School	1
Integrated Junior and Senior High School	7
Secondary School (Upper)	25
Special Needs School	3
Board of Education	0

Title

Title	Number of participants
Principal	5
Vice Principal	4
Teacher	68
Nursing Teacher	2

Participants of the Invitation Programme (Overseas Teachers)

School Type

School type	Number of participants
Elementary School	20
Secondary School (Lower)	22
Integrated Elementary and Junior High School	0
Integrated Junior and Senior High School	0
Secondary School (Upper)	40
Special Needs School	4
Board of Education	4
Others	12

Welcome Dinner (China Dispatch Programme)



Visit to the Palace Museum (China Dispatch Programme)

2025-2026 Dispatch Programme for Japanese Teachers

Invitation Programme for Japanese Teachers to the Republic of Korea

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, it has been organised by the Ministry of Education of the Republic of Korea and the Korean National Commission for UNESCO (KNCU). This year marks a significant milestone, commemorating both the 60th anniversary of the normalisation of diplomatic relations between Japan and the Republic of Korea and the 25th anniversary of the launch of this programme. To reflect on its history and achievements and to look ahead to its future development, the programme was held on Jeju Island in a special format incorporating a commemorative forum.

Date	Activities	Venue
28 June (Sat)	Orientation 1 by ACCU •Lecture on the Education in the Republic of Korea by MEXT •Past Participants' Experiences and Advice	Online
4 July (Fri)	Orientation 2 by KNCU •Lecture about the Education in the Republic of Korea by MOE •Welcome Remarks from the Host Institution	Online
13 July (Sun)	Pre-Departure Orientation •Programme Overview •Preparation for Performances and Cultural Classes	Wakayama
14 July (Mon)	Departure (Kansai International Airport → Jeju International Airport) Opening Ceremony & Welcome Dinner	Osaka/Jeju Province
15 July (Tue)	[Group A] Visit to Samsung Girls' High School Visit to Kkumkiolla Career Experience Center	Jeju Province
	[Group B] Visit to Pyoseon High School Visit to Jeju Multicultural Education Center	
16 July (Wed)	[Group A] Visit to Bomok Elementary School Visit to Seogwipo Student Culture Center Home Visit	Jeju Province
	[Group B] Visit to Inhwa Elementary School Visit to Jeju Institute of Convergence Science & Research Home Visit	
17 July (Thu)	Visit to Seongsan Ilchulbong Visit to Jeju World Natural Heritage Center Visit to Jeju 4.3 Memorial Hall	Jeju Province
18 July (Fri)	Reflection on Educational Sites Visits Teachers' Forum Celebrating Japan-Korea Teachers' Dialogue 25th Anniversary	Jeju Province
19 July (Sat)	Teachers' Forum Celebrating Japan-Korea Teachers' Dialogue 25th Anniversary Visit to Jeju Haenyeo Museum	Jeju Province
20 July (Sun)	Sharing Action Plan Drafts & Closing Ceremony Departure (Jeju International Airport → Kansai International Airport)	Jeju Province/Osaka
26 August (Tue)	Follow-up Meeting 1	Online
7 February (Sat) 2026	Follow-up Meeting 2	Online

Participants' Affiliated Institutions

Shikokuchuo City Nakanosho Elementary School	Etajima Municipal Ohgaki Junior High School
Nara Municipal ICHJO Junior High School Attached to ICHJO Senior High School	Tanabe Municipal Hongu Junior High School
Okinawa Municipal Misato Junior High School	Hokkaido Kutchan High School
Nagano Prefectural Nozawakita High School	Kashihara Municipal Bansei Elementary School
Tatsuno Municipal Tatsunohigashi Junior High School	Itabashi Municipal Midori Elementary School
Nagano Prefectural Ueda Someyaoka High School	Nagasaki Prefectural Seiryō High School
Kuki Municipal Wahinomiya Higashi Junior High School	Ishigaki Municipal Tonoshiro Elementary School
Miyagi Prefectural Komyo Special Education School	Saito Municipal Hokita Elementary School
Hino Municipal Hino Municipal Hino 7th Elementary School	Nagano Prefectural Yoshida High School
Nagano Prefectural Ueda High School	Kagoshima Shugakukan Junior and Senior High School
Senri International School of Kwansei Gakuin	Sado Municipal Minami Sado Junior High School
Yachiyo Municipal Midorigaoka Elementary School	Nagano Prefectural Komoro High School
Murakami Municipal Iwafune Elementary School	Institute of Science Tokyo High School
Saitama Prefectural Iwatsuki Harukaze Special Needs School	Tanabe Municipal Kamihaya Junior High School
Kosei Gakuen Girls' Senior & Junior High School	Miyagi Prefectural Shiogama High School
Naniwa High School	Daito Municipal Daito Junior High School
Osaka Prefectural Sembok Special Needs School	Karatsu Municipal Hamasaki Elementary School
Gunma Prefectural Oze High School	Hyogo Prefectural Agricultural High School
Hokkaido Biei Municipal Biei Elementary School	Ehime Prefectural Hojo High School
Higashiosaka Municipal Kamikosaka Elementary School	Kodaira Municipal Kodaira 5th Elementary School
Aichi Prefectural Niwa High School	Chiba Prefectural Matsudo Kokusai High School
Aichi Prefectural Kamogaoka High School	Chuo Municipal Tsukudajima Elementary School
Nippon Sport Science University Kashiwa High School	Izumi Municipal Izumi Commercial High School
Machida Municipal Oyama Elementary School	Osaka Prefectural Tsurumi Commercial High School
Minoh Municipal Saitonooka School	
Itabashi Ward Nakadai Elementary School	
Hokkaido Yakumo Municipal Higashino Elementary School	
Tomakomai Municipal Utonai Elementary School	
Joetsu Municipal Yachiho Junior High School	
Matsumoto Municipal Meizen Junior High School	
Kurashiki Municipal Masu Elementary School	
Akashi Municipal Asagiri Junior High School	

Visit to Seongsan Ilchulbong, a UNESCO Natural World Heritage Site (Korea Dispatch Programme)



Invitation Programme for Japanese Teachers to China

The China-Japan International Exchange Programme for Teachers was initiated in 2002 with the invitation of primary and secondary school teachers from China. Since 2003, the programme has included the visits by Japanese teachers to China. This year's programme was implemented with the cooperation of the Ministry of Education of the People's Republic of China and the China Education Association for International Exchange and included visits to Beijing and Tianjin.

Date	Activities	Venue
10 October (Fri)	Orientation •Lecture on the Education in China by MEXT •Past Participants' Experiences and Advice	Online
19 October (Sun)	Pre-Departure Orientation •Programme Overview •Preparation for Performances	Tokyo
20 October (Mon)	Departure (Haneda Airport → Beijing Capital International Airport) Visit to Beijing Economic Technological Development Area and Welcome Dinner	Beijing
21 October (Tue)	Courtesy Visit to the Ministry of Education of the People's Republic of China Visit to Beijing Yuetan High School	Beijing
22 October (Wed)	Visit to Beijing Navigation School Visit to the Palace Museum	Beijing
23 October (Thu)	Visit to iFLYTEK Co., Ltd. Move to Tianjin	Beijing/Tianjin
24 October (Fri)	Visit to Tianjin Foreign Languages School Affiliated to Tianjin Foreign Studies University Visit to Nankai University Visit to Affiliated Primary School of Nankai University Move to Beijing Closing Ceremony	Tianjin
25 October (Sat)	Visit to the Capital Museum Departure (Beijing Capital International Airport → Haneda Airport)	Beijing/Tokyo
19 December (Fri)	Follow-up Meeting	Online

Participants' Affiliated Institutions

Edogawa Ward Edogawa Elementary School	Osaka Municipal Tamatsukuri Elementary School
Bunkyo Gakuin University Girls Junior and Senior High School	Touh Gakkan Junior and Senior High School
Ibaraki Prefectural Namiki Secondary School	Osaka Municipal Chuo Elementary School
Hyogo Prefectural Yokawa High School	Nishinoomote Municipal Genna Elementary School
Chiba Municipal Inahama Junior High School	Kagoshima Municipal Taniyamakita Junior High School
Choufu Municipal Choufu Junior High School	Yamanashi Prefectural Kofu First High School
Ibaraki Prefectural Nakaminato High School	Kanagawa Prefectural Yokohama Senior High School of International Studies
Ibaraki Prefectural Ushiku Eishin High School	Fuefuki Municipal Kasugai Elementary School
Shiokusateba Elementary School	Hyogo Prefectural Himeji Commercial High School
Takaoka Junior High School	Ishigaki Municipal Nosoko Elementary School
Konan Municipal Kochinohigashi Elementary School	Tsukuba University High School
Hatsukaichi Municipal Kongoji Elementary School	

2025-2026 Invitation Programme for Overseas Teachers

Invitation Programme for Teachers from the Republic of Korea

Date	Activities	Venue
24 October (Fri)	Orientation 1 •Lecture on "The Outline of Elementary and Secondary Education in Japan" by MEXT	Online
3 November (Mon)	Departure (Incheon International Airport → Narita International Airport), Orientation 2, Welcome Dinner	Chiba
4 November (Tue)	[Group A] Visit to Yachiyo Municipal Owada Minami Elementary School [Group B] Visit to Kojimachi Gakuen Girls' Junior and Senior High School	Chiba/Tokyo
5 November (Wed)	[Group A] Visit to Yachiyo Municipal Owada Junior High School, Home Visit [Group B] Visit to Kojimachi Gakuen Girls' Junior and Senior High School, Visit to Waseda University	Chiba/Tokyo
6 November (Thu)	[Group A] Visit to Central Sports Syougai Gakusyu Plaza and Yachiyo Municipal Kayada Minami Elementary School Visit to Naritasan Shinshoji Temple [Group B] Visit to Itabashi Municipal Kamiitabashi Daini Elementary School, Home Visit	Chiba/Tokyo
7 November (Fri)	Reflection Meeting, Presentation on Korea-Japan School Exchange Practices Traditional Cultural Experience (Kimekomi Doll-Making)	Chiba
8 November (Sat)	Korea-Japan Teacher Exchange Meeting •Lecture by Prof. Yasuyuki IWATA, Tokyo Gakugei University	Chiba
9 November (Sun)	Departure (Narita International Airport → Incheon International Airport)	Chiba
7 February (Sat) 2026	Follow-up Meeting	Online

Participants' Affiliated Institutions

Kyunghee Girls' Middle School	Taejeon High School
Samsung Girls' High School	Namhae High School
Nam Sung Girls' High School	Andong Yeongmyeong School
Yonggang Middle School	Wongok Middle School
Sung Shin High School	Dogae High School
Samri Elementary School	Daejeon Goejeong High School
Songhyun Girls' High School	Wonhwa Girls' High School
Busan Sungwoo School	Seomgang Elementary School
Gwangju Metropolitan City Office of Education	Sungsim School for the Deaf
Bokwang Middle School	Gwansan Middle School
Busan International Middle School	Sejong Global High School
Changwon Yongho High School	Youngil High School
Jingyeong Girls' High School	The Attached Elementary School of Gongju National University of Education
Bomok Elementary School	Pyoseon High School
Sungil Information High School	Gunbook Elementary School
Paldal Elementary School	Jeju Special Self-Governing Provincial Office of Education
Jeonju Shinheung Middle School	Gyeongju Hwarang High School
Guksan Elementary School	Jeonju Geunyeung Middle School
Wabu High School	Hwikyung Girls' Middle School
Poongmoon High School	Bosung Girls' Middle School
Jeodong Elementary School	Geundeok Elementary School
Incheon Cheongna Middle School	Gimhae Yulha High School
Kyongdug Middle School	Sanjayeon Middle School
Cheolseong High School	Bojeoung High School
Saemmaru Elementary School	Shimwon High School
Nonsan Daegeon High School	Ministry of Education
Inhwa Elementary School	Korean National Commission for UNESCO

Invitation Programme for Teachers from China

Date	Activities	Venue
9 September (Tue)	Orientation •Programme Overview •Lecture on "The Outline of Elementary and Secondary Education in Japan" by MEXT	Online
16 September (Tue)	Departure (Shanghai Pudong International Airport → Sendai Airport) Visit to Matsushima Welcome Dinner	Miyagi
17 September (Wed)	Visit to Tomiya Municipal Tomiya Daini Junior High School Home Visit	Miyagi
18 September (Thu)	Visit to Tomiya City Board of Education	Miyagi
19 September (Fri)	Visit to Shiogama Shrine Visit to Shiogama City Tsunami Disaster Prevention Center Visit to Miyagi Prefectural Shiogama High School	Miyagi
20 September (Sat)	Visit to Miyagi University of Education •Lecture by Prof. Tomonori ICHINOSE Visit to Tohoku University •Lecture by Asst. Prof. Lauren NAKASATO •Exchange Meeting with Chinese International Students	Miyagi
21 September (Sun)	Visit to Ruins of the Great East Japan Earthquake: Sendai Arahama Elementary School Visit to Kawamachi Terasu Yuriage Move to Tokyo	Miyagi/Tokyo
22 September (Mon)	Departure (Haneda Airport → Beijing Capital International Airport)	Tokyo

Participants' Affiliated Institutions

Wuxi No.1 High School

International Center for Education Exchange of Guizhou Provincial Department of Education

Zunyi Institute of Educational Sciences

Tongren Municipal Education Bureau

Guizhou University High School

The Middle School Attached to Guizhou Normal University

Guizhou Experimental Middle School

Mingyuan Middle School, Guanshanhu District

Department of Basic Education, Jiangsu Provincial Department of Education

Suzhou No.1 High School of Jiangsu Province

Suzhou High School of Jiangsu Province

Suzhou No.10 High School of Jiangsu Province

High School Affiliated to Nanjing Normal University

Nanjing Municipal Healthcare Institute for Primary and Secondary Schools

Wuxi Jiangnan Middle School

Changsha Experimental Primary School

Changshashi Xiangjun Peicui Experimental Middle School

Nanya Meixihu Middle School, Changsha

No.1 Middle School of Anhua

Taojiang No.1 Senior High School

Xiangxi Zizhizhou Rongjiang Middle School

No.1 Middle School in Luxi, Hunan

Ministry of Education

China Education Association for International Exchange

Invitation Programme for Teachers from Thailand

Date	Activities	Venue
25 September (Thu)	Orientation 1 •Programme Overview •Lecture on "The Outline of Elementary and Secondary Education in Japan" by MEXT	Online
26 September (Fri)	Orientation for Teachers in Japan	Online
30 September (Tue)	Arrival (Suvarnabhumi International Airport → Haneda Airport) Orientation 2	Tokyo
1 October (Wed)	Visit to Shinjuku Municipal Aijitsu Elementary School	Tokyo
2 October (Thu)	Visit to Sumida Municipal Bunka Junior High School	Tokyo
3 October (Fri)	Visit to Tokyo Gakugei University •Lecture by Prof. Yasuyuki IWATA Visit to Tokyo National Museum	Tokyo
4 October (Sat)	Thailand-Japan Teacher Exchange Meeting	Tokyo
5 October (Sun)	Reflection on Exchange and Activities in Japan	Tokyo
6 October (Mon)	Departure (Haneda Airport → Suvarnabhumi International Airport)	Tokyo
7 March (Sat) 2026	Reflection & Follow-up Meeting	Online

Participants' Affiliated Institutions

Maptaputphanpittayakarn School

Banklongmanao School

Nakhon Pathom School for the Deaf

Bannakhok School

Bankhoksung School

Pasakpangmai School

Khuankhanun School

Triamudomsuksapattanakarn Ubonratchathani School

Saluang Phittayakom School

Ministry of Education

Group photo in Matsushima (Invitation Programme for Teachers from China)



Lecture at Tokyo Gakugei University (Invitation Programme for Teachers from Thailand)

Invitation Programme for Teachers from India

Date	Activities	Venue
11 October (Sat)	Pre-meeting for India-Japan Teacher Exchange Meeting (intended for Japanese participants) •Programme Overview •Lecture on “An Overview of Education in India” by Dr. Masayuki WATANABE, Biwako-Gakuin University	Online
1 November (Sat)	Orientation for Indian Teachers 1 •Programme Overview •Lecture on “The Outline of Elementary and Secondary Education in Japan” by MEXT	Online
17 November (Mon)	Arrival (Delhi Indira Gandhi International Airport → Haneda Airport) Orientation for Indian Teachers 2 Courtesy Visit to Embassy of India Tokyo Move to Gunma Prefecture	Tokyo/Gunma
18 November (Tue)	Visit to Gunma Prefectural Oze High School (Day 1) Home Visit	Gunma
19 November (Wed)	Visit to Gunma Prefectural Oze High School (Day 2) Observation of Kado (Japanese traditional flower arrangement)	Gunma
20 November (Thu)	Visit to Kichijoji Temple Visit to Kawaba Denen Plaza Visit to TUMO Gunma	Gunma
21 November (Fri)	Visit to Saitama Prefectural Kasukabe High School	Saitama
22 November (Sat)	India-Japan Teacher Exchange Meeting •Workshop by Mr. Kiichiro NARITA, Independent Researcher, Graduate School of Education, Tokyo Gakugei University •Cultural Exchange	Tokyo
23 November (Sun)	Departure (Haneda Airport → Delhi Indira Gandhi International Airport)	Tokyo
10 January (Sat) 2026	Follow-up Meeting	Online

Participants' Affiliated Institutions

Government High School, Dasgrain

Composite School Chakiya, Nindura Barabanki 225302

Shree Raja Rammohanray Pri School No 94

Composite School Godhauri, Mahmudabad, Sitapur

Delhi Public School, Nacharam

Government Model School, Nayagram Block

MES Boys' High School, Yakutpura

Government Senior Secondary School Mamring

Centre for Environment Education



India-Japan Teacher Exchange Meeting

Programme Partner Organisations and Experts

2025-2026 Host Institutions in Japan

● Invitation Programme for Teachers from the Republic of Korea

Yachiyo City Board of Education
Yachiyo Municipal Owada Minami Elementary School
Yachiyo Municipal Owada Junior High School
Kojimachi Gakuen Girls' Junior and Senior High School
Itabashi Municipal Kamiitabashi Daini Elementary School

● Invitation Programme for Teachers from China

Tomiya City Board of Education
Tomiya Municipal Tomiya Daini Junior High School
Miyagi Prefectural Shiogama High School

● Invitation Programme for Teachers from Thailand

Shinjuku Municipal Aijitsu Elementary School
Sumida Municipal Bunka Junior High School

● Invitation Programme for Teachers from India

Gunma Prefectural Oze High School
Saitama Prefectural Kasukabe High School
Gunma Prefectural Office, Department of Industrial Economic Affairs, Esports and Content Creation Division, Creative Workforce Development Office

Programme Experts

Prof. Tomonori ICHINOSE, Division for Teacher Training (International Education), Department of Education, Miyagi University of Education
Prof. Yasuyuki IWATA, Tokyo Gakugei University
Dr. Lauren NAKASATO, Assistant Professor, Graduate School of Education, Tohoku University
Dr. Masayuki WATANABE, Associate Professor, Biwako-Gakuin University
Mr. Kiichiro NARITA, Independent Researcher, Graduate School of Education, Tokyo Gakugei University

Programme-Related Organisations

International Cooperation Planning,
International Affairs Division, Minister's Secretariat,
Ministry of Education, Culture, Sports, Science and Technology (MEXT)

● Overseas Partner Organisations

Ministry of Education, 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 (CEAIE)
Ministry of Education, Thailand
Ministry of Education, Government of India
Centre for Environment Education (CEE)

Programme Organiser

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

2025-2026 International Coordination Programme for Education in a New Age International Exchange Programme for Primary and Secondary School Teachers Commissioned by the Ministry of Education, Culture, Sports, Science and Technology (MEXT)

March 2026

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