

2022-2023

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



文部科学省委託 令和4年度
新時代の教育のための国際協働プログラム

2022-2023 International Coordination Programme for Education
in a New Age entrusted by the Ministry of Education, Culture, Sports,
Science and Technology of Japan (MEXT)

Introduction

In line with the basic principles of UNESCO, the Asia-Pacific Cultural Centre for UNESCO (ACCU), working closely with the people of the Asia-Pacific region, promotes regional cooperation and exchange in the fields of culture and education in order to contribute to the realisation of a peaceful and sustainable society in which cultural diversity is duly respected.

ACCU began its international educational exchange programme for teachers in 2001 to promote mutual understanding and friendship among countries in the Asia Pacific region. Continuing uninterrupted for over 20 years, this programme was first implemented by UNESCO and the United Nations University (UNU) before being taken over by the Ministry of Education, Culture, Sports, Science and Technology of Japan (MEXT) in 2018. Japan's partner countries in this programme are Korea since 2001, China since 2002, Thailand since 2015, and India since 2016. We are currently working with those four countries, having expanded from East Asia to Southeast and South Asia. Since the programme's inception up to 2023, more than 4,300 teachers from these four countries and more than 1,200 teachers from Japan have contributed significantly to the promotion of mutual understanding and friendship among these countries through international exchanges in the field of education.

From the perspective of preventing the further spread of COVID-19, in 2022 we continued to conduct the programme mainly online, further promoting international exchange. 2022 was the third

year of our exchange programme being online. In this third year, while enriching the online experience so that participants could be actively involved in the exchange, we focused on deepening exchanges between overseas and Japanese teachers through dialogue with topics such as "What is needed to create inclusive schools in which diverse children can participate" and "My Education for Sustainable Development (ESD)." In addition, based on MEXT's overview of primary and secondary education in Japan, we invited overseas teachers to visit Japanese schools online, so that they could gain first-hand experience of both the policy and the actual situation of education in Japan as they had in the past.

After years of not being able to travel abroad, we are rediscovering the importance of "new encounters," connecting with people from overseas, and international exchange itself. We also need to ask ourselves how we should develop the programme's goal of a "Learning space where teachers and children are inspired to change the future." Although it has become difficult to see clearly what the future holds and social situations change ever constantly, we will continue to work with our counterparts in other countries and diverse teachers in Japan and abroad to create more desirable opportunities for international exchange, while keeping an eye on the challenges facing us.

Finally, we would like to express our sincere gratitude to all those involved for their generous support and cooperation in carrying out this programme.

March 2023

Asia-Pacific Cultural Centre for UNESCO (ACCU)

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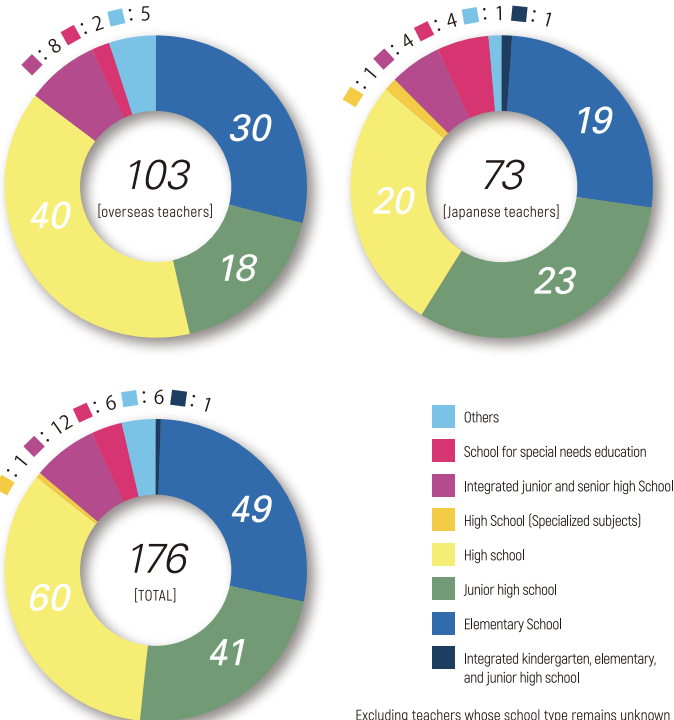
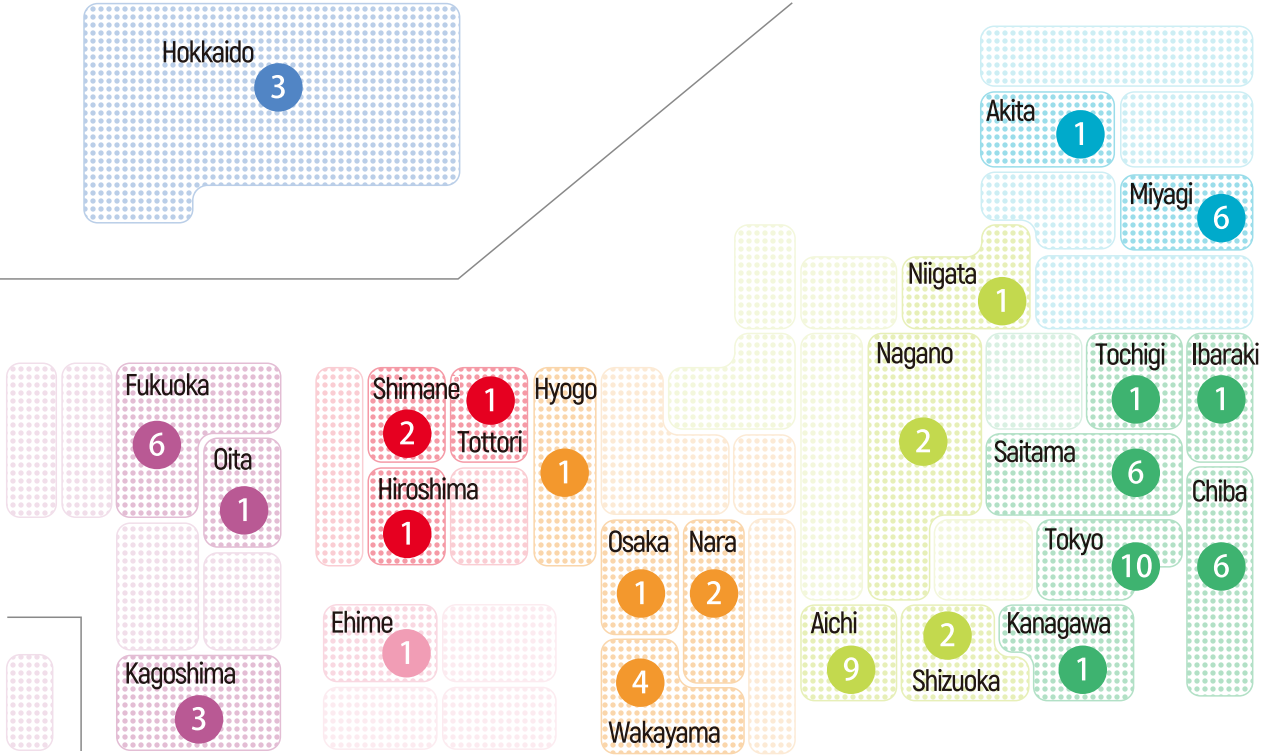
Diversity of participants in 2022-2023 (region and school type):

ACCU places importance on providing opportunities of international exchange to be benefitted by all, by not limiting the demographics of the participants and making sure those from rural areas are able to access the programmes as well.

This year, 32 Japanese teachers participated in the dispatch programme, 104 overseas teachers participated in the invitation

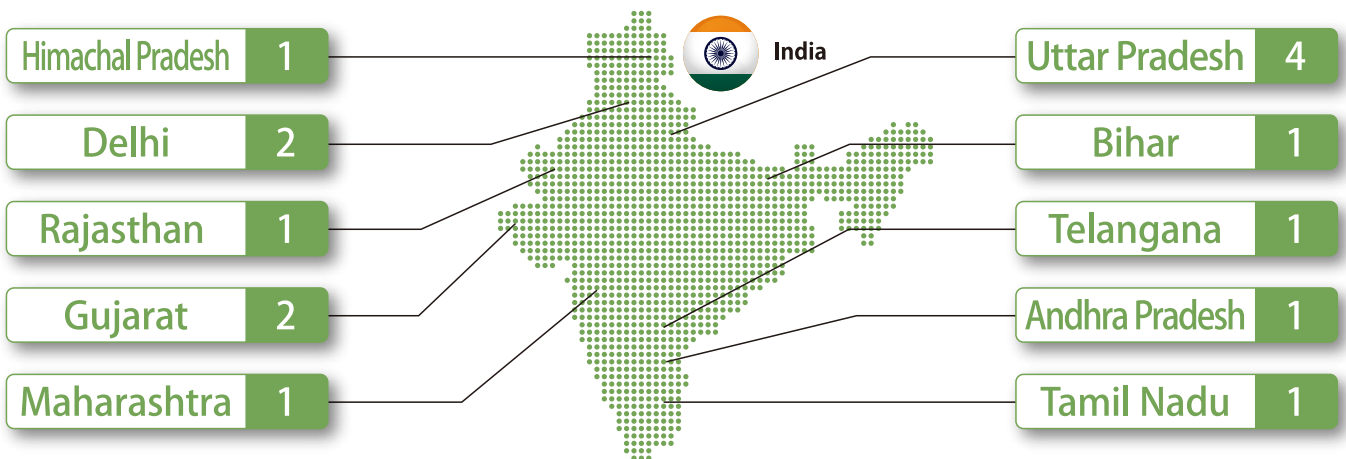
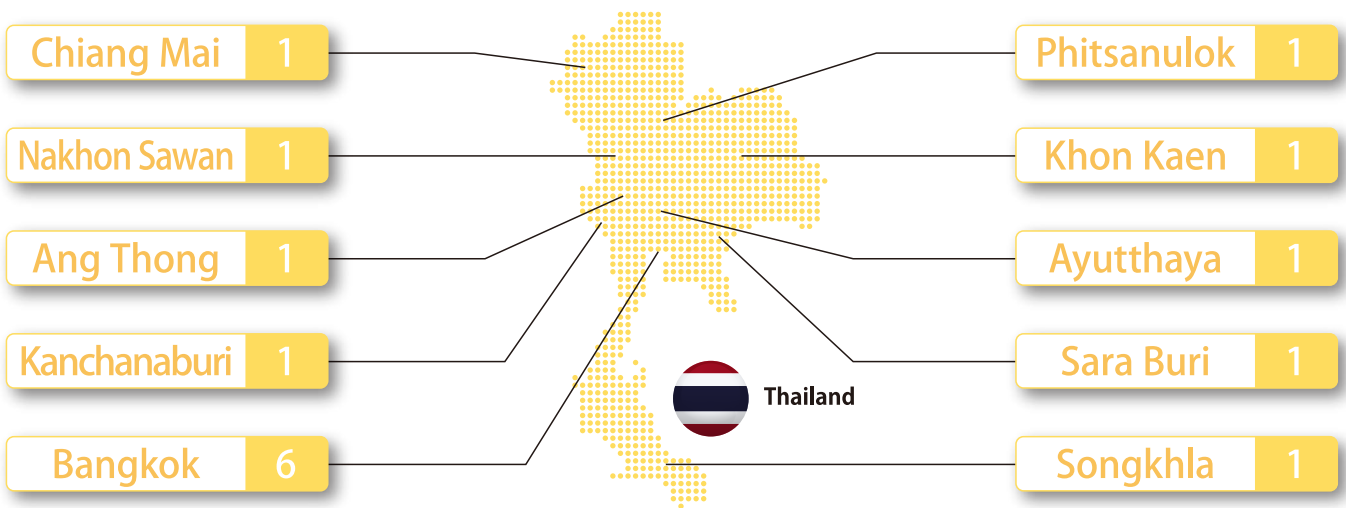
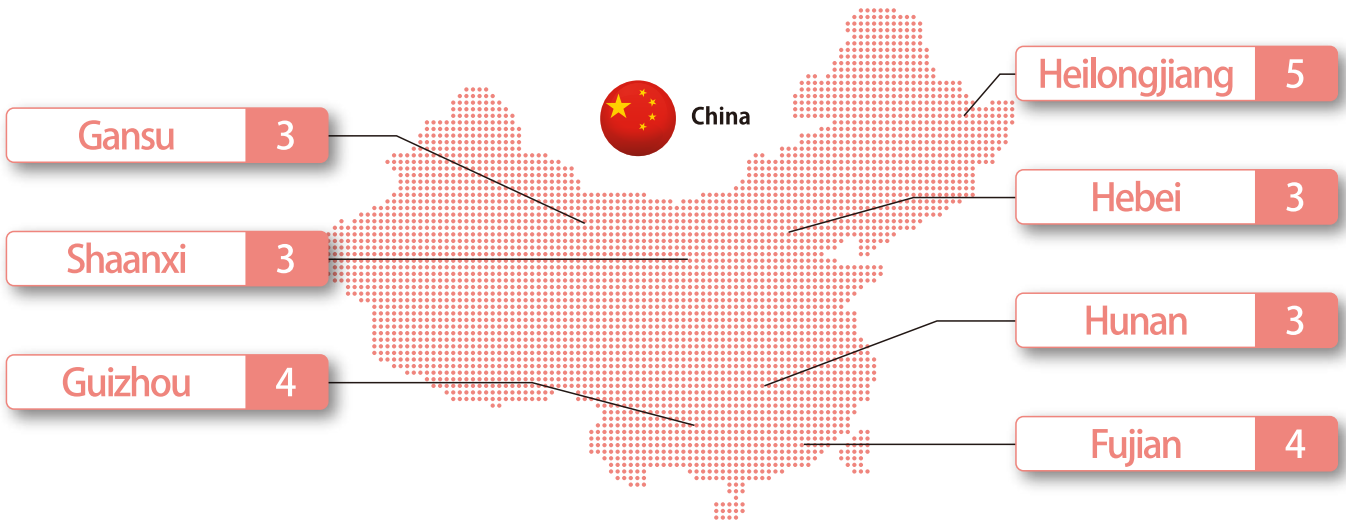
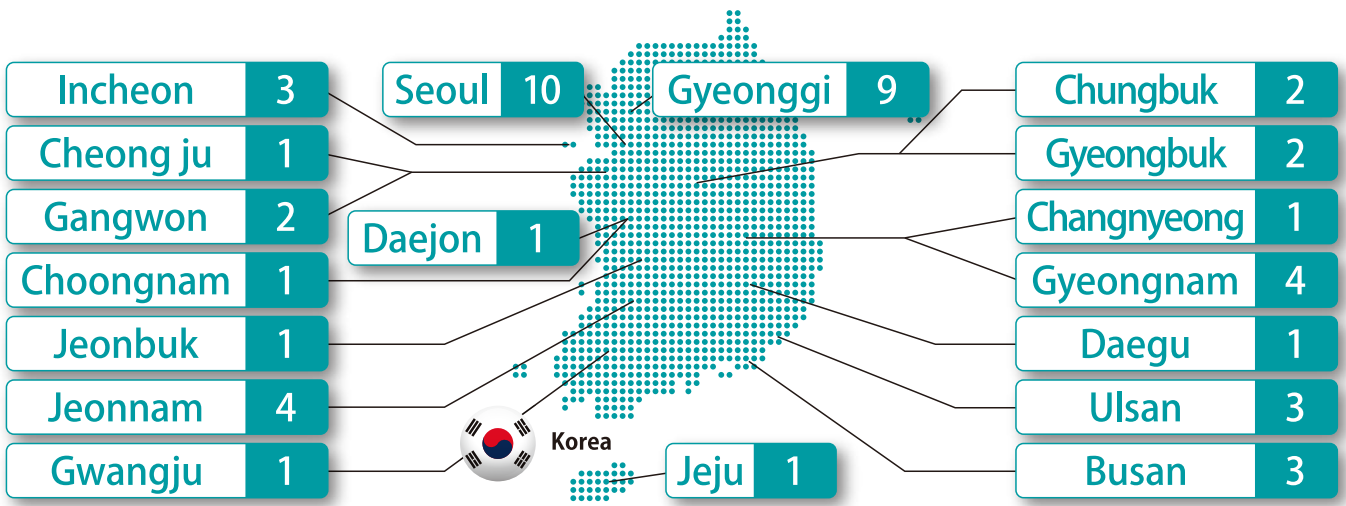
programme, and 41 Japanese teachers participated in the invitation programme exchanges. The maps and graphs on this page show the diversity of the regions and school types of the teachers who participated in the programmes from the four exchange countries (Korea, China, Thailand, and India) and Japan.

List of participants by region



	Integrated kindergarten, elementary, and junior high school	Elementary School	Junior high school	High school	High School (Specialized subjects)	Integrated junior and senior high school	School for special needs education	Others
Invitation Programme	Korea Korean teachers	-	12	8	25	-	-	4
	China Chinese teachers	-	11	7	5	-	-	2
	China Japanese teachers	-	6	4	3	-	2	1
	Thailand Thai teachers	-	5	-	-	-	8	-
	Thailand Japanese teachers	-	4	1	5	-	-	-
	India	-	2	3	10	-	-	-
Dispatch Programme	India Japanese teachers	-	2	7	2	1	2	-
	Total	0	42	30	50	1	11	5
	Korea Japanese teachers	-	3	8	6	-	-	-
	Thailand Japanese teachers	1	4	3	4	-	1	1
Total	1	7	11	10	0	1	1	

Excluding teachers whose school type remains unknown



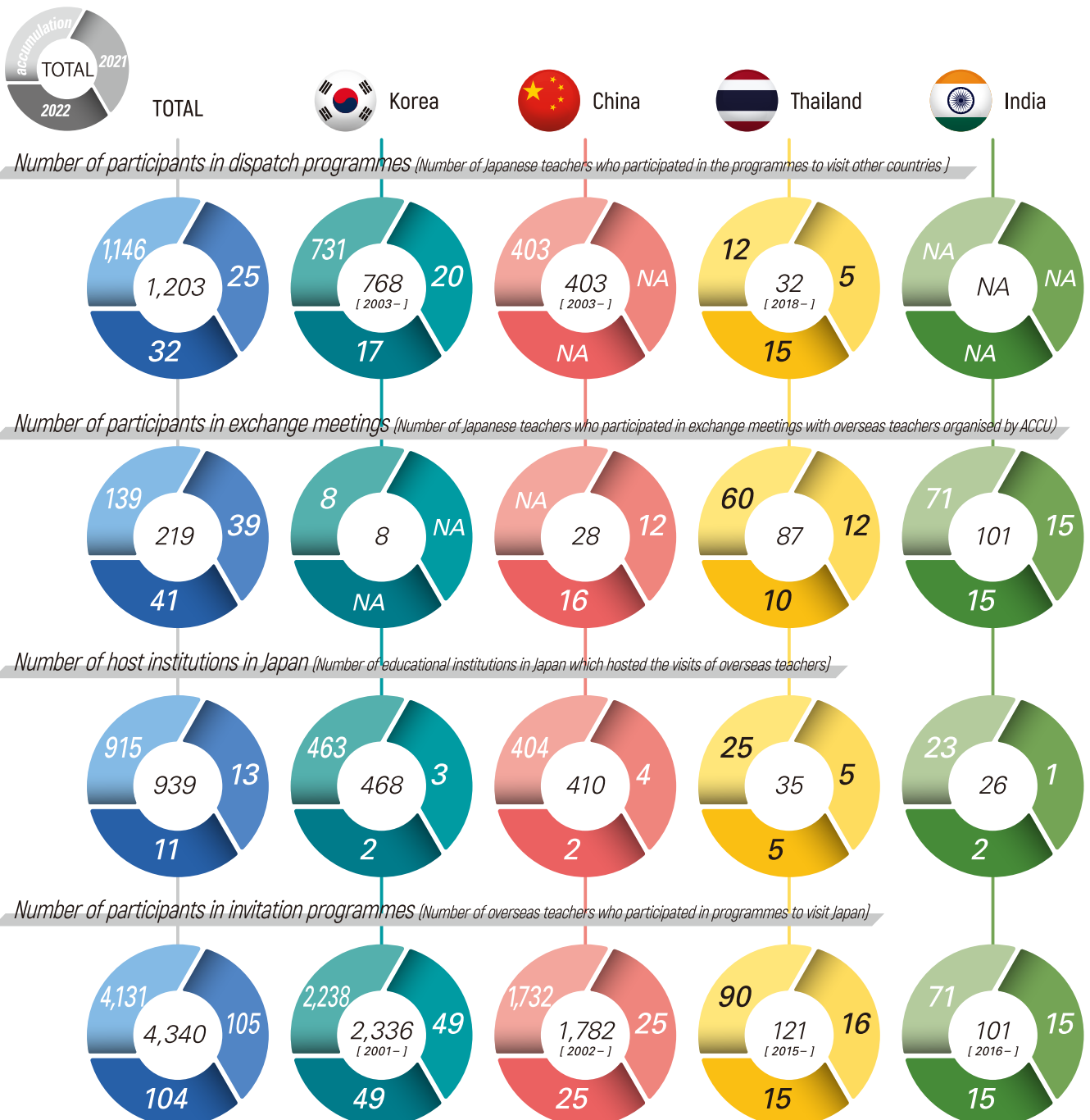
Programme Overview

In line with UNESCO's principles, the Asia-Pacific Cultural Centre for UNESCO (ACCU), working closely with the people of the Asia-Pacific region, promotes regional cooperation and exchange in the fields of culture and education in order to contribute to the promotion of mutual understanding and the realisation of a sustainable society. Since 2001, ACCU has been implementing international exchange programmes for teachers as they have a great influence on the children in whose hands the future lies. In 2022, the "International Exchange Programme for Primary and Secondary School Teachers" was conducted as part of the "International Coordination Programme for Education in a New Age" entrusted by the Ministry of Education,

Culture, Sports, Science and Technology of Japan (MEXT).

This exchange programme aims to vitalise international exchange activities and promote international understanding in the field of education by creating a learning environment based on international dialogue between teachers. It offers opportunities for teachers to have exchanges with each other so that they deepen their understanding of different educational systems, educational practices, and cultures. This would encourage them to transform themselves, and contribute eventually to the achievement of a peaceful and sustainable society where cultural diversity is duly respected.

Achievements





Chapter 1

Japan - Korea
Exchange

2022 UNESCO Korea-Japan Teachers' Online Dialogue Programme

— A Cross-border Collaboration Between Students and Teachers for a Sustainable Future, Post COVID-19 —

Background

The outbreak of COVID-19 brought new challenges for this international exchange programme, and KNCU had to re-organise the Invitation Programme for Japanese Teachers as an online programme for the past two years. Although the online exchanges had their limitations, they also provided unexpected opportunities, as well as lessons with the wider potential to bring a paradigm shift in the way traditional exchange programmes operate, as shown in last year's joint online classes between Korean and Japanese schools. Through the co-development of a course of classes, the Invitation Programme's primary aim was for the Japanese participants to gain in-depth knowledge of the educational system and UNESCO Associated Schools Network (ASPnet) activities in South Korea, by having the chance to closely interact with Korean teachers and students over an extended period of time, and indirectly experiencing the South Korean educational system through projects and class demonstrations.

Based on the fruitful results of the joint online classes held last year, this year's method of cooperation, engaging students from both countries, was expected to promote mutual understanding and friendship, and to facilitate the sharing of experiences and ideas on common education issues found in both countries, thus helping to strengthen networks between Korean and Japanese schools. Despite the difficulties of the current global public health crisis, it is our belief that educational and cultural sharing based on UNESCO's principles and values should not be stopped, as it is a fundamental means to strengthen the mutual understanding and friendship between countries, as well as to facilitate capacity-building of teachers from both countries involved.

Objectives

- 1) To give the Japanese participants an understanding of the primary, secondary, and special education systems and related issues in the Republic of Korea
- 2) To explore good practices in the field of ESD and GCED in schools (including ASPnet schools) and communities, by co-developing a new blended learning course on the practical implementation of the SDGs and engaging Korean and Japanese students to have them collaborate on an SDGs project as part of the class course
- 3) To improve the quality of teaching in both countries by providing the opportunity to exchange experiences in teaching
- 4) To strengthen network-building among teachers and students in the Republic of Korea and Japan

Programme Activities

- 1) Learning about contemporary educational policies and issues in the Republic of Korea, including in relation to ASPnet, peace and sustainable development, by means of online lectures and exchanges with Korean teachers.
- 2) Discussing ways to develop the blended learning course on practical implementation of the SDGs in local communities, taking account of COVID-19.
- 3) Exploring how Global Citizenship and Peace are taught in schools (notably in the current COVID-19 pandemic) and in local communities to create community sustainability.
- 4) Identifying Korean cultural features in the educational system through online teacher exchanges and discussions in small groups.
- 5) Using the online forum to demonstrate and share ways to practically implement SDGs and spread the values of Global Citizenship and Peace within ASPnet, and to overcome difficulties caused by COVID-19.

Examples of Activities

Development of Teaching Models (Blended Learning)

- Discussion and Debate (e.g. using the Havruta approach), problem-based learning, project-based learning, virtual experiences, online cooperation, etc.
- Participants can freely develop the concept for the joint classes as they think appropriate, but the results of the online class should include collaborative projects between Korean and Japanese students to put their learning into practice

Themes

- [Sustainable Development Goals focused on ASPnet's three thematic action areas]
- Global citizenship and a culture of peace and non-violence
 - SDG 4.7 (Global Citizenship Education), SDG 16 (Peace, Justice, and Strong Institutions)
 - Sustainable development and sustainable lifestyles
 - SDG 13 (Climate Action), SDG 15 (Life on Land)
 - Inter-cultural learning and the appreciation of cultural diversity and heritage
 - SDG 4.7 (Cultural Diversity), SDG 11.4. (World Heritage)

Outcome

- Co-Development of blended learning course on practical implementation of the SDGs in school and local communities
 - Method: Google classroom, YouTube, Zoom, etc.
- Online class demonstrations for both Korean and Japanese students
- Korean and Japanese students' joint project on SDGs implementation as the result of the online class
- Strengthening of network of teachers and students for sustainable international exchanges after the programme

Schedule and Activities

Date/Period	Activities
16th July (Sat.)	· Opening ceremony, lectures, programme orientation
July to September	· Intergroup discussions and workshops (online, multiple times) · Interim report meeting (Saturday, 27th August) *Face-to-face meeting in Tokyo on the Japan side · Online classes in both countries
15th October (Sat.)	· Closing ceremony, presentation of the outcomes including students' projects

Number of Participants

6 schools (primary, middle school, high school) / 2-3 teachers responsible for up to 20 students in a class/group/club per school

Qualification of Participants

Participants must be:

- 1) A primary, secondary or special-needs education school teacher, or school administrator, in Japan.
- 2) Highly-motivated and willing to exchange his/her teaching experiences with Korean counterparts. Also, schools willing to initiate/continue international exchanges with ASPnet schools in the Republic of Korea are preferred.
- 3) In good health and capable of completing all the scheduled events and activities on the programme itinerary.
- 4) Actively involved in ASPnet activities, or in promoting Education for Sustainable Development (ESD) or Global Citizenship Education (GCED)

Interpreter

Japanese-Korean interpretation was provided throughout the official schedule.

Participant List

	Name	School/Organisation	Teaching Subject
1	Tae Terasaka	Wakayama Prefectural Kosadagaoka Junior High School	
2	Kazuyuki Konishi	Wakayama Prefectural Kosadagaoka Junior High School	English
3	Yuko Yabuchi	Wakayama Prefectural Kosadagaoka Junior High School	English
4	Akira Ogawa	Kitakyushu Municipal Sugao Junior High School	Social studies, special support education
5	Kohei Hoshika	Kitakyushu Municipal Sugao Junior High School	Physical Education, special support education
6	Takahiro Kubota	Kitakyushu Municipal Sugao Junior High School	Health and Physical education, special support education
7	Takashi Murase	Kagoshima prefectural Kanoya High School	Health and Physical Education
8	Naomi Fujihara	Kagoshima prefectural Kanoya High School	Health and Physical Education

	Name	School/Organisation	Teaching Subject
9	Kana Haraguchi	Kagoshima prefectural Kanoya High School	English
10	Mioko Suzuki	Owada Minami Elementary School	
11	Ayaka Nakano	Owada Minami Elementary School	
12	Tomoya Tamai	Owada Minami Elementary School	
13	Koji Sakamoto	Junior High School, Nara University of Education	English
14	Motokazu Nakamura	Junior High School, Nara University of Education	Social Studies
15	Shinichi Takahashi	Saitama Prefectural Koshigaya Kita Senior High School	English
16	Satoru Takeuchi	Saitama Prefectural Koshigaya Kita Senior High School	Civics(Contemporary society, Politics and Economy)
17	Mie Araki	Saitama Prefectural Koshigaya Kita Senior High School	English

Summary

The 2022 Korean Government Invitation Programme for Japanese Teachers was implemented as the "UNESCO Korea-Japan Teachers' Online Dialogue Programme - A Cross-border Collaboration Between Students and Teachers for a Sustainable Future, Post COVID-19." The programme consisted of Japanese and Korean teachers working in groups to create a joint lesson, which was then offered to students in both countries. From the Japan side, 17 teachers from six schools (one primary school, three junior high schools, and two high schools) participated in the programme.

Each group of teachers was assigned three themes (selected from among the SDGs goals, focusing on the three action areas of the UNESCO Associated Schools Project Network (ASPnet)) presented in advance by the organiser, the Korean National Commission for UNESCO (KNCU), and was required to conduct lessons based on these themes.

The programme was rich in content, starting with the opening ceremony on 16th July followed by four group meetings (preparation for and reflection on the joint classes) and one or two joint classes before the final report meeting on 15th October. The participants patiently repeated the process of discovery and cooperation, from introducing themselves and their schools at the beginning, then by sharing their awareness of issues related to each other's educational activities and agendas, and finally in coming up with ideas for joint classes and constructing them.

In the previous "dispatch programmes," networking among participants from the same country was found to be highly fruitful, as visiting a foreign country together was a great opportunity for them to have exchanges. Before and after the COVID-19 outbreak, teachers from various regions, school types, specialties, and experience backgrounds participated in the programme, but opportunities for participants from the

same country to know each other well were decreasing as the programme became online. In the 2022 programme, we made the interim report meeting, held on Saturday, 27th August at a meeting room in Tokyo, a face-to-face event for the participants in Japan to which those who wished to were welcome to attend in person. Although the meeting was not very long, it turned out to be a great opportunity for the participants to meet face-to-face with those from other schools and share information on the status of interaction in one another's groups.

The programme this time was based on applications from schools, while many applications were made by groups of teachers led by one who had experience of Japan-Korea or other international exchanges. This means that application could be more difficult for those who did not have other teachers interested in the programme in his or her school, although others managed to form groups with colleagues for application. As such, the current school-based application framework may need some changes. It is vital for the programme's further success to make it known more widely and make it easier to participate in by taking various related factors into consideration, both on the Japanese and Korean sides.

Voice of Participants

- I believe that this programme was very good for both the teachers and the students. I had always wanted to make connections with different countries, so it was a good opportunity for me to create new connections while receiving support in both the hard and soft aspects. I am very grateful for this programme.
- I truly appreciate the opportunity to meet such respected Korean teachers, as well as Korean students who are high level in every aspect of their education. This experience made me want to improve myself to be as good a teacher as them, and to teach my students for them to be able to interact confidently with those amazing students.
- As one student commented that he "felt the kindness of caring for others" in Korean students who prepared their presentations in Japanese, in this programme we were able to learn the importance of "mutual understanding" across borders.



Invitation Programme for Teachers from the Republic of Korea

Background

This year, the ACCU organised its 22nd programme, inviting 49 teachers from the Republic of Korea. Among these 49, 37 teachers took part in the on-line programme and 12 teachers or other staff visited Japan. For the on-line programme, the ACCU adopted a new format, combining compulsory and elective programmes that participants could use to follow their own experiences and interests in various activities.

This programme consisted of two different forms of programme – on-line and face-to-face. This does not mean that these two programmes (on-line and face-to-face) are separate. In both programmes we are collaborating with Geoparks, a UNESCO's programme. The concept that runs through the entire programme is the emphasis on reflection and reimagining by each participant.

Participants reflected through exchange and dialogue activities, and put their experiences into their own context, in a repeated form throughout the programme. This would encourage them to find clues to make the most of their experiences in the programme in their own situations.

Objectives

The objective of this programme was to deepen mutual understanding of the educational systems, circumstances, and cultures of the two countries through exchanges among teachers. This opportunity opened the door for the teachers to undergo a transformation. Through this transformation, the programme aimed to foster understanding and respect for diversity, and as a result, contribute to the realisation of a peaceful and sustainable society where diverse cultures are respected.

Programme Activities

The following activities were carried out by using the web conferencing system:

- Lectures on educational systems in Japan
- School visits (including real-time interactions with teachers and students)
- Exchange and dialogue with teachers in Japan
- Cultural experiences
- Workshops
- Reflection session

Schedule and Activities

This year's invitation programme consisted of two different types of programmes: <face-to-face> and <on-line>. The face-to-face programme focused on discussion, while the on-line programme combined a plenary programme in which everyone participates (opening ceremony/orientation, lecture, Geopark workshop, reflection/closing ceremony) with choice-based programmes (school visits, cultural experiences, etc.).

< Face-to-face Programme >

Programme	Schedule	Contents
Programme to visit Japan	10-15 January, 2023 (5 nights 6 days)	- Discussion (sharing experiences and outcomes of on-line exchanges, exchanging ideas to implement a new-style face-to-face programme after the pandemic) - Visit Geosites in Shizuoka, interaction with Japanese educators

< On-line Programme >

Programme	Type	Schedule	Contents
Opening Ceremony/ Programme Orientation	Compulsory	27 Jan. PM	- Opening Ceremony - Lecture on overview of educational system in Japan - Programme Orientation
Workshop with Geopark	Compulsory	2 Feb. PM	- Workshop about collaborations between Geopark and schools
Choice-based programme 1-4	Choice-based	Late Jan. to early Feb.	- Online school visit, workshop, cultural experiences
Reflection/ Closing Ceremony	Compulsory	10 Feb. PM	- Reflection session - Closing Ceremony

Number of Participants

In all, 50 teachers including administrators participated in this programme as seen below.

	Teachers and educational administrators	KNCU staffs	Total number
face-to-face	10 people	3 people	13 people*
on-line	37 people	observer	37 people
	47 people	3 people	50 people

*: As for the face-to-face programme, one teacher has cancelled his participation due to ill health.

Qualification of Participants

<For both programmes (face-to-face/on-line)>

The participants should be:

- 1) highly interested in Education for International Understanding, Education for Sustainable Development and Sustainable Development Goals;
- 2) highly motivated to share the outcomes of the programme with his/her institution and eventually to the education of Korea;
- 3) highly motivated to engage in activities for mutual understanding and international exchange with Japan during and after the programme;
- 4) a citizen of the Republic of Korea;
- 5) a primary or secondary school teacher, school manager, or

educational administrator in Korea who has been recommended by his/her institution; and
6) able to complete all activities throughout the programme.

<For face-to-face programme only>

The participants should

- 1) have actively participated in online Japan-Korea exchange programmes (whether organised by the Japanese or Korean side) between 2020 and 2022;
- 2) have a valid passport and be able to submit it as soon as possible after nomination as well as being able to provide proof of travel insurance prior to the programme; and
- 3) be able to comply with COVID-19 quarantine procedures upon entry into Japan, as stipulated by the Japanese Ministry of Health, Labour and Welfare

<For on-line programme only>

Teachers who have participated in the past invitation programme (face-to-face and on-line) can apply for the on-line programme.



Evaluation and Report

Participants must complete the evaluation form within one week of the end of the programme (face-to-face/on-line).

Interpreter

Consecutive interpreters (Korean-Japanese) were arranged throughout the programme.

Participant List

Face-to-face Programme

	Name	School/Organisation	Teaching Subject
1	HAN Kyung Koo	Korean National Commission for UNESCO (KNCU)	—
2	CHO Eun Kyeong	Jeonju Geun-Young Middle School	History

	Name	School/Organisation	Teaching Subject
3	—	—	—
4	HAN Sangjoon	Jin-Gyeong Girls Highschool	Education
5	HAN So Young	Puhung High School	World Geography, Travel Geography
6	KIM Ji Young	Eonyang highschool	Korean
7	PARK Chansoo	Saemmaru Elementary School	All subjects
8	PARK Junesung	HapcheonGaya Elementary School	All subjects
9	SHIN Junghoon	Changnyeong Daeseong High School	History
10	YEOM Sookyung	Attached Elementary School of Gwangju Education University	English
11	YOON Jieun	Taejeon High School	English
12	SHIN Jong Beom	Korean National Commission for UNESCO (KNCU)	—
13	SOH Ki Joon	Korean National Commission for UNESCO (KNCU)	—

On-line Programme

	Name	School/Organisation	Teaching Subject
1	AN Kyounga	Incheon Cheonryang Elementary School	History
2	CHOI Somang	Okgwa High School	Social studies (politics and law, economics, social culture)
3	CHUNG Jinsun	Seoul Global High School	Social studies (politics and law)
4	EUM Dayeong	Bucheon Ilsin Middle School	Social studies (geography)
5	HAN Jongoh	Eonyang highschool	English
6	JEON Hye-In	Munsan Su-Eok High School	Geography, politics and law, combined social studies
7	JEON Yerin	Saemmaru Elementary School	Elementary
8	JUNG Gun Woo	San Ja Yeon Middle School	Information/computer
9	JUNG Yurina	Damyang Middle School	English
10	KIM Hyunhee	Jeonnam Foreign Language High School	English
11	KIM Hyunsook	Janggok High School	English
12	KIM Kildong	Poongmoon High School	English
13	KIM Kyoung Hwan	Peniel Middle School Of The Arts	English
14	KIM Seungchul	Shinheung High School	English
15	KIM Yiseul	Incheon Foreign Language High School	Korean
16	KOH Sounohk	Samsung Girls' High School	Social curriculum, life and ethics
17	KWON Haeju	Soha High School	Economics, global problems and future society

	Name	School/Organisation	Teaching Subject
18	KWON Jihye	Seoul Konghang Elementary School	Elementary
19	LEE Jae-Won	Seonhwa Girls' Middle School	English
20	LEE Jihyeon	Taereung High School	Geography
21	LEE Jinhee	Chungnam Girls' High School	Music
22	LEE Jongmyung	Hapcheongaya Elementary School	Elementary
23	LEE Jungmeen	Seoul Daelim Elementary School	Elementary
24	LEE Junho	Incheon Dangsan Elementary School	Elementary
25	LEE Mira	Daegu Seobu High School	English
26	LEE Misuk	Taejeon High School	Japanese
27	LEE Seung Min	Yeosu Jungang Girls' High School	English
28	LIM Hee Jung	Suwon Songlim Elementary School	Elementary
29	RYU Dong Gu	Gyeonggi Management High School	Japanese
30	SEO Kang Dyuk	Jin Ryang High School	History
31	WIE Jin	Yumkwang Middle School	English
32	KANG Jiyeon	Samjuk Elementary School	English, Science
33	CHOI Sung-Woo	Bae Jeong High School	English
34	CHOI Woo Seok	Cheong Ju-Shin Heung Highschool	English
35	SHIN Junghoon	Changnyeong Daeseong High School	History
36	PARK Junesung	Hapcheongaya Elementary School	All subjects
37	KWON Song	Korean National Commission for UNESCO	

Summary

ACCU designed this year's Invitation Programme for Teachers from the Republic of Korea as a transitional one, situated in the process of returning from being completely online back to face-to-face. As such, it consisted of two different forms of programme: The face-to-face programme aimed to exchange ideas for new-style face-to-face programmes post-pandemic, while sharing experiences and outcomes of previous online exchanges, and the online programme was choice-based, offering a variety of activities from which participants could choose ones that suited their interest. 49 Korean teachers in total (one cancelled the face-to-face part) participated in the programme.

The face-to-face programme, held from 10th to 15th January prior to the main part, was exclusively for teachers who had taken part in online exchanges with Japanese counterparts in the past two years. It consisted mainly of opinion exchange sessions and regional visit plans

(Mishima, Shizuoka Prefecture, and Hakone, Kanagawa Prefecture). For the opinion exchange part, we held three sessions in which we shared our experiences of the online programmes, findings from the programmes in Japan, and prospects for the programme after the pandemic. In the regional visits, participants visited a UNESCO-designated Geopark and learned from local educators about examples of collaboration in education, thereby acquiring first-hand knowledge of ESD and sharing experiences of educational practices with the locals. Despite some last-minute schedule changes due to the influence of COVID-19, the programme was successfully completed without any illness or spread of infection among the participants or related parties during the period. Although it was difficult to return fully to the past form of exchanges this time, we will proceed steadily hoping to bring back as the next step direct visits to school with health and safety ensured.

ACCU conducted the online programme from 27th January to 10th February. The programme was a combination of a plenary programme in which all participants took part and a elective-based one. The common element of both the face-to-face and online programmes was "collaboration between Geoparks and schools," about which we organised workshops in the plenary programme. Although there were quite a few participants who were not familiar with Geoparks, the workshop provided a good opportunity to learn ideas for future educational activities, as there was a trend in Korea, too, to add climate change-related courses to the curriculum. Among the choice-based programmes, the online school visit, which had been conducted in previous online programmes, allowed participants to observe educational practices and exchange views with students and teachers by connecting with two schools in real-time. Furthermore, for the first time in the Invitation Programme for Teachers from the Republic of Korea, we introduced two new workshops apart from the school visits and teacher exchange meetings. Since the number of participants in this Invitation Programme is larger than programmes for other countries, a choice-based system was adopted so that each programme could be conducted with a smaller number of participants. The Invitation Programme for Teachers from the Republic of Korea has the longest history among the four exchange programmes implemented as part of our project. Even under the pandemic situation, the programme remains one step ahead by bringing back partial face-to-face plans, thanks to the close distance and no time difference between the two countries.

To a considerable extent, the success of this year's programme was due to the combination of two forms, face-to-face and online. We witnessed a number of benefits of the two forms, such as mutual chemistry born out of face-to-face interaction; new activities made possible online; and the participation of schools and teachers that would not have been possible if it were not for online programmes. Those benefits gave the organiser important perspectives for the management of programmes that will continue to evolve according to the pandemic situation, while also providing participants with the experience of learning and interacting through a wide range of topics in different formats. The programme was fruitful both in face-to-face and online, and was a step forward for the International Exchange Programme for Teachers as a whole.

Voice of Participants

<Face-to-face>

- By spending time together at face-to-face meetings, I could learn know-how from teachers from other regions of Korea also visiting Japan as well.
- (After visiting the Geopark and learning about its utilisation in educational practices) This made me want to see my school children enjoying the natural environment around them.
- Even though my school is a member of the UNESCO Associated Schools Network (ASPnet School), there are difficulties in sustaining related activities due to changes in teaching staff and I am looking for ways to overcome them. What about the idea that teachers who have participated in such programmes as this become "UNESCO Teachers" and when they move to a different school, that school becomes an ASPnet School?

<Online>

- I was very happy to see the exchange between Korean and Japanese teachers under the concept of UNESCO. The visit to the junior high school and the tea ceremony workshop, among others, were excellent, too.
- I was surprised that such a wide variety of online programmes were available. I would like to thank all those who prepared the programmes as well as the schools, teachers, and students who accepted our school visits. I am honoured to be a part of such a wonderful programme.
- The direct communication I had during the online visit to the elementary school made me think that international exchange, which I had thought was difficult, might not be that hard. I am also very happy that I could learn more about Japan.





Chapter 2

Japan - China
Exchange

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

Background

International Exchange Programme between Japan and China was launched in 2002 as an invitation Programme for primary and secondary school teachers from China. Further promotion of the exchange between both countries had been realised by the outbound programme for Japanese teachers to China underway since 2003. Accordingly, more than 2,000 Japanese and Chinese teachers altogether have been dispatched from both countries so far.

Continuing from the previous year, ACCU organised the online exchange programme in place of an exchange programme held in person this year. The programme created an opportunity for teachers from China to learn about Japanese education, understand Japan in depth, and realise an exchange with Japanese teachers. In this programme, teachers from China and Japan with diverse experiences deepened their mutual understanding through dialogue and collaboration on the theme: "what is needed to create inclusive schools in which diverse children with different background can participate", as the importance of education for students with diverse backgrounds is increasing. This programme also introduced successful educational practices of Japanese schools and deepened the understanding of Japan through exchanges with teachers and students. ACCU also expected Japanese participants to learn about China through exchange and contribute to international understanding.

Objectives

The goals of this programme were as follows:

- To deepen understanding of the educational settings of Japan and China and learn from each other through the programme's activities
- To learn successful practices of unique activities used in schools in Japan
- To facilitate an exchange with teachers from China and Japan through sharing opinions
- To accelerate mutual understanding, build friendships and foster networks between China and Japan
- To promote international understanding and international exchange activities in an educational/school setting in participants' home country after the programme

Programme Activities

- Receiving a lecture on educational systems and policies in Japan [online platform]
- Online visit of Japanese schools [online platform]
- Exchange and communication with teachers and students [online platform]
- Introducing the cultures of both countries [online platform]

Schedule and Activities

Date (2022)	Group A (13 Chinese teachers)	Group B (12 Chinese teachers)
	Exchange at primary school	Exchange at junior and senior high school
6 December (Tue)	<ul style="list-style-type: none"> • Opening Remarks - Ms. DEGUCHI Natsuko Director, International Affairs Division, Office for International Cooperation, Minister's Secretariat, Ministry of Education, Culture, Sports, Science and Technology-Japan - Mr. ZHANG Huiwu Director, General office, Department of Basic Education, Ministry of Education the People's Republic of China - Ms. ZHANG Qiongqiong Second Secretary, Department of Education, Embassy of the People's Republic of China in Japan - Ms. SHINDO Yumi Director, International Educational Exchange Department Asia-Pacific Cultural Centre for UNESCO • Programme orientation • Lecture on Japanese Education by MEXT • Workshop • Lecture by Mr. SAKAI Satoshi, Professor, Faculty of Education, Kagawa University 	
8 December (Thu)	<p>【Online School Visit 1】 Exchange with teachers and students about the programme theme at Horizon Sendai Primary School</p>	
11 December (Sun)	Discussion and Exchange about the programme theme with Japanese teachers	
14 December (Wed)		<p>【Online School Visit 2】 Exchange with teachers and students about the programme theme at AICJ Junior & Senior High School</p>
21 December (Wed)	<p>Reflection session</p> <ul style="list-style-type: none"> - Reflection from several Chinese teachers - Reflection from Japanese schools - Feedback from Mr. SAKAI Satoshi, Professor, Faculty of Education, Kagawa University - Closing address from ACCU <p>Ms. SHINDO Yumi Director, International Educational Exchange Department</p>	
5 January 2023 (Thu)	Submission of evaluation (questionnaire) completed by the participants	

Number of Participants

- 25 Chinese teachers

-For the online school visit dates of 8 (Thu) and 14 (Wed) December, 13 teachers from Group A (visit to Horizon Sendai Primary School) and 12 teachers from Group B (visit to AICJ Junior & Senior High School) participated in the session respectively.

-All 25 participants participated in the other sessions on 6 (Tue), 11 (Sun), and 21 (Wed) December.

- 16 Japanese teachers

-16 Japanese teachers recruited across Japan participated in the session on 11 December (Sun).

-Sessions on other dates were attended by teachers from the host school of the online visit.

Qualification of Participants

Chinese and Japanese participants must satisfy the following criteria:

- (1) Be highly motivated to promote exchange between Japan and China
- (2) Be equipped to actively engage in international exchange and understanding after the programme
- (3) Have good internet skills and be able to operate a PC and use online platform.
- (4) Be able to participate on all dates during the programme

Exclusively for Chinese participants:

- (1) Must be of Chinese nationality
- (2) Must be primary and secondary education teachers/administrators in China

Exclusively for Japanese participants:

Must be primary and secondary education teachers/administrators in Japan

Evaluation and Report

Participants must complete the evaluation form, which is collected by the Ministry of Education in China, MOE and submitted to the ACCU after the debriefing session.

Interpreter

Consecutive interpretation was arranged between Japanese and Chinese (Putonghua) participants during the programme.

Participant List

Teachers from China

	Name	School/Organisation	Teaching Subject
1	YIN YING	Harbin City School of Special Education.	Math
2	YIN NA	New District Primary School attached to Harbin Normal University	Comprehensive practice

	Name	School/Organisation	Teaching Subject
3	SUN LEI	Harbin Normal School Affiliated to the primary school	Math
4	ZHANG LIN	Langfang No.10 Primary School	Music
5	CHENG MINGJIE	The Fourth Primary School Affiliated to Fuzhou University of Education	National language
6	LI YOUYOU	The Primary School affiliated to Xiamen Foreign Language School	English
7	XIE TIAN	Changsha Lushan International Experimental Primary School	English
8	WANG YUNXIA	Changsha Experimental Primary School	Thought politics
9	XU DAN	No.2 Elementary School of Shuicheng District, Liupanshui	English
10	WANG YANG	Zunyi Special Education School	Special education "moral and rule"
11	LI CHEN	Xi'an Primary School of Shanxi Province	English
12	LIU WEIHONG	Lanzhou Experimental Primary School, Gansu Province	National language
13	LI YING	No.2 Primary school of Fuli East Road in Xigu District, Lanzhou, Gansu	English
14	LIU KUNLONG	Harbin No. 113 Middle School	English
15	DONG QIULEI	Harbin No.1 Senior High School	Japanese
16	LIU FENGLING	Langfang No.7 Middle School of Hebei Province	National language
17	LI CHUNSHENG	Langfang City No.3 Middle School	Math
18	ZHU JIAHAN	Fuzhou No.19 Middle School	English
19	WANG QIUYUE	Xiamen Foreign Language School	Japanese
20	GAO YUAN	Changjun Bilingual School	Morality and law
21	LIU SUI	No.40 Middle School of Guiyang	National language
22	LIU TINGTING	Xingyi No. 1 middle school, Guizhou province	Biology
23	SONG RONG	Shaanxi Xi'an Aizhi Middle School	History
24	JING JING	Xi'an Middle School of Shaanxi Province	English
25	ZHU JINRUI	Lanzhou No.1 Senior High School, Gansu Province	English

Teachers from Japan

	Name	School/Organisation	Teaching Subject
1	FUKUSHIMA Miki	AICJ junior and senior high School	Science
2	AKIYAMA Shigeharu	Yamawaki Gakuen High School	Scientific issues research
3	TERASHIMA Eichi	Kukizaki High School	Commerce
4	KUMAIDO Yumi	Sikamoto Gakuen	All subjects

	Name	School/Organisation	Teaching Subject
5	KUMAZAWA Hozumi	Shizuoka Seiko Gakuin Junior High school and Senior High school	Japanese
6	KATO Atsuhiko	Hagiwara Elementary School	Foreign language (English)
7	HUANG Shanquan	Fuchu Municipal Sengen Junior High School, Tokyo	Math
8	HORI Hiroki	Kodaira No.5 Elementary School	All subjects
9	NAKACHI Kosei	Kaiji Elementary School	All subjects (excluding science, music department, home economics)
10	HORITA Akiko	Hokkaido Makubetsuseiryō High school	Home welfare
11	KORIYAMA Juri	Fujimidai Junior High School	English
12	FUKUDA Hayato	Honjyohigashi Elementary School	Mathematics
13	SASAMURA Yoko	Shizuoka Seiko Gakuin Junior High school and Senior High school	Japanese
14	IGATA Kuniyasu	Hokkaido Suttsu Choritsu Suttsu Junior High School	Japanese language (Japanese) department, English course
15	WATANABE Hiromi	Hokkaido Tomakomai Numanohata Elementary School	All subjects
16	KIMURA Shunsuke	Kasugai West Junior High School	Science

Summary

This year's programme was conducted over a period of five days, focusing on dialogues between teachers with the theme, "What is needed to create inclusive schools in which diverse children can participate." The theme was chosen in light of the growing importance of education for children from diverse backgrounds in both Japan and China.

At the opening ceremony and orientation held on the first day, we invited as a guest Professor Satoshi Sakai from Kagawa University, who presented valuable ideas about the creation of schools that embrace diversity from the perspective of environment construction. Professor's talk provided the participants with very important insights for thinking about the creation of inclusive schools before they went on to the exchange programme. The exchange consisted of an online visit to Japanese schools and an exchange meeting. During the online school visit, the participants interacted with students and teachers at Horizon Sendai Primary School and AICJ Junior & Senior High School to deepen their understanding of the diverse educational practices of the Japanese host schools. Furthermore, they exchanged views with the teachers about the joys and difficulties of interacting with diverse students and also about the values and practices that are important in creating an inclusive school. The exchange meeting was an opportunity to discuss the practices in diverse communities and schools with teachers from all over Japan who had applied individually to participate in the programme. In keeping with the theme of diversity, we also organised a session in which the participants presented photographs to introduce the diverse cultures of the

regions they are familiar with. This was an opportunity for the participants to learn about not only the education but also the culture of both countries.

On the final day, Professor Sakai gave a speech to summarise the programme, commenting that "This programme provided an opportunity to open new doors for teachers in both countries to create schools that embrace diversity in the future through exchange." He also reiterated that "All children must receive love from their teachers," which was warm encouragement for the participants who would continue making efforts in teaching.

Through the theme "Creating Inclusive Schools," this year's programme encouraged participants to think deeply about exceptionally tough questions concerning the complicated issue of diversity through dialogue with others from various backgrounds. Facing such questions was an opportunity for the participants to reflect on their own lives and work outside of their daily routines.

Voice of Participants

- I realised once again that teachers in both countries share the same enthusiasm for creating inclusive schools, even though educational practices and systems are different. (Chinese participant)
- I obtained various hints for working on the creation of inclusive schools, and I would like to make use of them in my future practice. (Chinese participant)
- Although we are in different social situations, I could feel that as educators we are all struggling with the same issues in our daily workplaces. (Japanese participant)
- This programme made me recognise clearly the diversity in Japanese society that I had only vaguely been aware of. So, it was a good opportunity for me to broaden my perspective, and also to reflect on myself as well. (Japanese participant)





Chapter 3

**Japan - Thailand
Exchange**

Invitation Programme for Primary and Secondary school Teachers from Japan

Background

Exchange programmes between Japan and Thailand for primary and secondary education started in 2015 with a programme that invited Thai teachers to Japan. Since then, every year 15 Thai teachers have been visiting Japan to deepen exchanges with teachers and students in this country. In recognition of such achievement, the Thai Government Invitation Programme for Japanese Teachers was launched in 2018, following a proposal by the Thai government to invite Japanese teachers made at a meeting between the Japanese and Thai education ministers in 2017. Accordingly, 12 Japanese teachers had visited Thailand by FY2019. For FY2022, an art-themed workshop Programme was offered to 15 Japanese teachers in cooperation with the Thai Ministry of Education and Chulalongkorn University. It was conducted online, as in the previous year.

Objectives

- (1) To enhance knowledge and best practices in Thai education for Japanese teachers through online workshops as well as sharing experiences in activities
- (2) To provide the Japanese teachers with a knowledge and understanding of the context of the Thai education system
- (3) To promote a better understanding of Japanese teachers to strengthen educational cooperation between Thailand and Japan in the future

Programme Activities

Lectures and workshops with the theme "Art is the Universal Language of the World: Let us learn from Thai culture and art education."

Date and Time	Activities
	Opening Ceremony
Day 1 19 September 2022 16:00-19:00 (JST)	<p>Workshop 1 : After School Museum Tour: The Combination of Thai and Japanese Art By Dr. Sarita Juaseekoon and Dr. Sirikoy Chutataweesawas</p> <p>This workshop took the participants to explore the Bangkok National Museum, the oldest museum in Thailand, to appreciate Thai culture expressed through the arts. The participants learned the shared values between Thai and Japanese culture and environment that inspire the arts, such as nature and Buddhism. After the exploration, the participants chose some elements from Thai art that they have learned in the workshop to design their Haori motif cape in the worksheet.</p>

Date and Time	Activities
Day 2 20 September 2022 16:00-18:00 (JST)	<p>Workshop 2 : Art for Children's Development By Assistant Professor Apichart Pholprasert (Ph.D.)</p> <p>This workshop provided a foundation for the understanding of art and its values to children's development in various skills. While emphasising the chief benefits of art in promoting creativity and imagination, the presentation also demonstrated how art can promote human well-being in diverse dimensions throughout lifespans. Through friendly and relaxing drawing activities, the participants could gain confidence in creating art, and ultimately be able to integrate art into their classes.</p>
Day 3 23 September 2022 16:00-18:00 (JST)	<p>Workshop 3 : Integrating Thai Music and Dance into a School Curriculum By Assistant Professor Vitthatalum Laovanich (Ph. D.) and Ms. Jutimaporn Paojinda</p> <p>This workshop provided a foundation for the understanding of Thai traditional music and dance and their values to children's development in various skills. The participants could learn about Thai music and dance elements through various activities.</p>
	-Closing Ceremony

Number of Participants

15 Teachers and educational administrators from primary and secondary schools in Japan.

Qualification of Participants

All participants should be:

- (1) Teachers or educational administrators from primary and secondary schools in Japan;
- (2) Highly interested in International Educational Exchange as well as being interested in exchanging or sharing their experiences and engage in activities for a mutual understanding during and after the programme;
- (3) Able to prepare and use the necessary devices such as computers/laptops or smartphones with internet access as the programme will be run by an online platform;
- (4) Good health condition and able to complete all activities throughout the programme.

Evaluation and Report

Thai teachers completed the prescribed form, which is collected by the MOE Thailand and submitted to the ACCU after the programme.

Interpreter

Consecutive interpreters (Thai-Japanese) were generally arranged throughout the programme.

Participant List

	Name	School/Organisation	Teaching Subject
1	OKUDA Maiko	Chiburi Island Board of Education	Hometown education
2	METSUGI Yuko	Shinagawa Etoile Girls' High School	English
3	ODA Ayumi	Osaka Prefectural Shibutani High School	Society (world history and modern society)
4	ITO Hideo	Arakawa Ward Daisan Haketa Elementary School	School management
5	MORI Yukiko	Chiba Prefectural Sakuragaoka Special Needs Education School	All subjects
6	YOSHII Reika	Ama Town Ama Junior High School	Art
7	YAMADA Yuji	Karuizawa Kazakoshi Gakuen	English
8	MAKITA Toru	Aichi Prefectural Kariya Kita High School	World history and society
9	MATSUNO Itaru	Nagoya University of Economics, Ichimura Senior High School	Social studies, Civics
10	SASAKI Momo	Yokohama City Motomachi Elementary School	International class
11	WATANABE Masako	Shikoku-Chuo City Sangawa Elementary School	—
12	KATO Hiromi	Ina City Nishi Minowa Junior High School	Art and special education
13	HATANO Kimie	Niigata Prefectural Tsunan Secondary School	Math
14	SATO Kenichi	Sendai City Tomizawa Elementary School	All subjects
15	HIROI Mariko	Kasugai City Seibu Junior High School	Science

Summary

This year's Thai Government Invitation Programme for Japanese Teachers, the second such programme held online, was a three-day workshop event focusing on the art and traditional cultural education of Thailand.

Traditional cultural education in Thailand has always been one of the main interests of the Japanese participants of the programme in the past, but this was the first time in the eight years of the Japan-Thailand teacher exchange programme that "art" became the main subject. 15 participants from all over Japan experienced various aspects of Thai culture, including history, art, crafts, music, and dance, and learned how they were integrated in school education as "traditional cultural education." All the lecturers were teaching staff from Chulalongkorn University and university-affiliated educational institutions, and photos and videos of the children's work and learning were presented.

Lecture and practice worked in tandem in all the workshops. For example, in "Art for Child Development" on the second day, an

experimental activity was featured as the children were asked to move their hands freely to draw lines and pictures while listening to traditional music. There was also time for sharing the resulting drawings/pictures through platforms such as Padlet. The workshop made the children more familiar with Thai art using their minds, hearts, and bodies.

Voice of Participants

- Although the programme was conducted via Zoom, I realised that even in this way we could connect with and learn from people in other countries. I really wanted to participate in this workshop programme, offered under the slogan that people can connect internationally through art and culture, because I was strongly attracted by its contents, such as a workshop in which participants could learn about the Thai culture and use that knowledge in designing Japanese haori kimono jackets, and artistic activities that would help children learn and grow well. I was very happy that I could participate in this programme – I found it truly exciting and felt that the time passed very quickly.
- I had a wonderful time participating in this Programme. I felt that it was valuable to be able to communicate with people from countries that I had little to do with in everyday life, even though our interactions were online, because such exchange made me feel closer to them and want to get to know them better. As a person whose job is to teach, I also think that programmes like this could also be part of recurrent education.



Invitation Programme for Teachers from Thailand

Background

The international exchange programme between Japan and Thailand was launched in 2015 in cooperation with the Ministry of Education (MoE) of Thailand and the Ministry of Education, Culture, Sports, Science and Technology of Japan (MEXT). It serves as an invitation series for primary and secondary school teachers from Thailand.

The 8th iteration of this programme occurred in the autumn and winter of 2022-2023, when 15 Thai primary and secondary education teachers were invited to participate in an online exchange programme.

The purpose of the programme's agenda was to deepen the understanding of Thai teachers vis-à-vis the education system and scholastic circumstances in Japan. It employed the methodology of dialogue and exchange to enable and encourage participating teachers to transform themselves as proactive change makers so they could ultimately actualise a peaceful and sustainable society that respects diverse cultures.

Objectives

The five programme objectives outlined below were centred around the theme of "Encounter, Dialogue, and Transformation":

- (1) Thai teachers intensify their knowledge of the Japanese education system and scholastic circumstances.
- (2) Thai teachers are exposed to Japan (a different environment/culture/people) by stepping out of their comfort zones and encountering "others."
- (3) Thai and Japanese teachers are exposed to diverse values and ways of thinking through dialogues to promote mutual understanding and friendship.
- (4) Participants are empowered to reflect on their educational practices and initiate action through shared insights and learnings.
- (5) A network of programme participants is established.

This programme was executed to achieve the above objectives with Dr. YOSHIDA Atsuhiko (Professor, Osaka Metropolitan University) as the programme advisor.

Programme Activities

Thai teachers performed the following activities using an online web conferencing system:

- Attend lectures on the Japanese education system, etc.
- Visit Japanese schools
- Deliver lectures to Japanese students and interact with them
- Interact with Japanese teachers (workshops)
- Share their visions through reflection

Schedule and Activities

Date	Activities
26th November, 2022 (Saturday)	-Opening ceremony
	-Opening remarks Ms. DEGUCHI Natsuko, Director of the Office for International Cooperation, International Affairs Division, Ministry of Education, Culture, Sports, Science and Technology (MEXT)
	Ms. Supranee Khamyuang Acting Director Bureau of International Cooperation Ministry of Education of Thailand
	Ms. SHINDO Yumi, Director, International Educational Exchange Department Asia-Pacific Cultural Centre for UNESCO (ACCU)
	-Programme orientation by ACCU
	-Introduction of Key persons Dr. YOSHIDA Atsuhiko Professor, Osaka Metropolitan University
	Ms. NAKAO Yukiji, Principal, Nara Prefectural Kokusai High School
	Mr. SUMITA Masaharu Principal, Shonan Gakuen
	Ms. IIHOSHI Nozomi Chief Teacher, Yokohama City Ooka Primary School
	Mr. TAKANO Shintaro Teacher, Jiyu Gakuen Junior and Senior High School for Girls
Ms. MATSUMOTO Maki Chief Teacher of Global Exploration, Nara Prefectural Kokusai High School	
-Lectures on the educational system in Japan by MEXT Ms. SATO Naoko Deputy Director, Office for International Planning and Coordination Policy Division Elementary and Secondary Education Bureau	
International Exchange at School	
30th November, 2022 (Wednesday)	A visit to Nara Prefectural Kokusai High School
9th December, 2022 (Friday)	Lectures by Thai teachers to Japanese high school students from Nara Prefectural Kokusai High School Main theme: Thai teachers and school initiatives for a sustainable society

Date	Activities
9th December, 2022 (Friday)	Six sub-themes: 1. A happy community built by all 2. Communicating the brilliance of life to the future 3. Connecting our planet to the future 4. Delivering the wisdom of our ancestors to the future 5. Power created by the global community 6. Mutual support through our differences
Dialogue and exchange between Thai and Japanese teachers: My Education for Sustainable Development (ESD)	
19th December, 2022 (Monday)	1. Icebreaking 2. Guest speaker My ESD [Part 1] Mr. SUMITA Masaharu (Principal, Shonan Gakuen, Kanagawa Prefecture) Keywords: Nurturing ESD with care to empowerschools, colourful school, school management
23rd December, 2022 (Friday)	My ESD [Part 2] Ms. IHOSHI Nozomi (Chief teacher, Yokohama City Ooka Primary School, Kanagawa Prefecture) Keywords: ESD connecting schools to communities, community development, relaxation yoga
26th December, 2022 (Monday)	My ESD [Part 3] Mr. TAKANO Shintaro (Teacher, Jiyu Gakuen Junior and Senior High School for Girls, Tokyo) Keywords: Mediopassive voice, emergence, generative change, sexual diversity
9th January, 2023 (Monday)	My ESD [Part 4] Ms. MATSUMOTO Maki (Chief Teacher of Global Exploration, Nara Prefectural Kokusai High School, Nara Prefecture) Keywords: Creating lessons using my (teacher's) own earnestness/seriousness, connecting with people, communities, world society
20th January, 2023 (Friday)	Reflection (sharing visions and other ideas) Closing ceremony
February-March	Questionnaire and activity reports

Number of Participants

- (1) 15 Thai teachers - 10 newly selected teachers and 5 teachers selected from the 2015 - 2019 programme participants - officers from the MoE of Thailand who will join the programme as observers are not counted
(2) 10 Japanese teachers (through open call)

Qualification of Participants

Thai and Japanese participants must satisfy the following criteria and must be:

- (1) elementary and secondary education teachers highly motivated to establish exchanges between Japan and Thailand
- (2) interested in ESD and sustainable development goals and/or practicing them
- (3) able to prepare the necessary equipment/device for online exchanges, have an adequate Internet connection, and be able to operate a computer and manage applications
- (4) active participants for the entire duration of the programme
- (5) part of an educational environment where they can maximise their awareness and learning

Thai participants:

- (1) must be Thai nationals
- (2) the five participants who have visited Japan in the past must be willing to transmit their experiences and recount the significance of international exchange during the programme

Japanese participants:

- (1) must be Japanese nationals

Evaluation and Report

Thai participants completed an evaluation form (questionnaire) provided by ACCU, which was compiled by the personnel in charge of the Ministry of Education Thailand and submitted to ACCU.

Interpreter

Consecutive interpreters (Thai-Japanese) were arranged during the exchange programme. Thai subtitles were provided in the videos and lectures delivered in Japanese.

Participant List

Teachers from Thailand

	Name	School/Organisation	Teaching Subject
1	Sirada Kaeoparakam	Nongrua Wittaya School	English
2	Boonlue Sangsom	Nonsiwitthaya School	English
3	Sirinoot Suvarnakuta	Saipanya School Under the Royal Patronage of her Majesty the Queen	Japanese
4	Kanjana Madsari	Chumchonwatkhampeang School	English
5	Wararat Sangsuk	Debsirinromklao School	Mathematics

	Name	School/Organisation	Teaching Subject
6	Darakan Charoenchitt	Benjarachalai School Under the Royal Patronage of His Majesty the King	Japanese
7	Piyarat Wimantong	Watsamorsuwannaram school	Thai
8	Khwanchanok Sripalatham	Yothinburana school	Japanese
9	Yuttana Muangsanam	Watlinthong (Jomwisitrachbumroong)	Science
10	Netchanok Wiwat	Latplakhaophitthayakhom School	Physics
11 (2015)	Sasitorn Sangsatan	Kaengkhoi School	Japanese and English
12 (2015)	Tidarak Molek	Srinagarindra The Princess Mother School Kanchanaburi	Japanese
13 (2018)	Tuannur Akman Semmad	Ban Khokmao School	Science
14 (2018)	Suksawat Preeyachot	Preeyachot School	Mathematics
15 (2019)	Adisorn Nettip	Bankadwittayakhom School	Social studies

Teachers from Japan

	Name	School/Organisation	Teaching Subject
1	YAMAGUCHI Mieko	Kasori Junior High School	English and Special Educational Needs
2	TAKAHASHI Shinichi	Saitama Prefectural Koshigaya Kita H.S.	English
3	SUZUKI Mari	Keio Yochisha Elementary School	English
4	HANADA Yoshihiro	NSSU Kashiwa High School	English
5	MIZUNO Mutsuko	Tokoji Elementary School	Whole subjects
6	KONO Daiki	Oita Uenogaoka Senior High School	Geography, History and Civics
7	TAKANO Ryunosuke	Ariake Elementary School	Whole subjects
8	MATSUNO Itaru	Nagoya University of Economics, Ichimura Senior High School	Social studies, Civics
9	KUHARA Miki	Aichi Prefectural Zuiryo Senior High School	Chemistry
10	KATO Atsuhiko	Hagiwara Elementary School	English

Summary

The 2022 programme was conducted under the theme of "Encounter, Dialogue, and Transformation," with 15 Thai teachers invited to participate. It featured two topics, "International Exchange at School" and "Dialogue and exchange between Thai and Japanese teachers: My ESD."

Regarding the topic "International Exchange at School," Thai teachers visited online the Nara Prefectural Kokusai High School twice. Prior to the visits, the Thai teachers watched the school's introduction video for preparation, and the first live exchange exposed them to Japanese school environment and culture through various activities prepared by the teachers and

students of the school. During the visit, one Thai teacher asked the students, "Do you like fieldwork? What did you learn from it?" One student replied, "I like fieldwork because it makes me aware of things I didn't notice in school, and I could gain various kinds of new knowledge from it, which broadens my perspective and helps me do further research." Such was an exchange exemplifying freer and more open education, which is one of the notable characteristics of the host school. The visit was an opportunity for the visiting Thai teachers to learn directly about the Japanese style of education in detail, as pointed out by the MEXT official' lecture on the first day.

In the second visit, the Thai teachers gave lectures to second-year high school students. The teachers were allocated in groups to six seminars with different subjects, to which the second-year students at the school belong. Thus, each of the six groups of two or three Thai teachers gave a lecture to around 30 students. The topics of their talks included the major focuses of efforts in Thai education. Since the lectures were held online, the teachers were only able to get a limited sense of the students' presence and the atmosphere of the class, but it was a valuable experience for them to give a lecture to a class at a Japanese school, a challenge which they would not have in Thailand. At one of the lectures, given to the seminar group with the subject "Support Each Other Because Everyone is Different," the Thai teacher talked about the efforts being made in Thai schools regarding LGBTQ and sexual orientation. (During its Q&A session after this lecture, there seemed to be some instances when the communication between the Japanese students and the Thai teacher was not completely smooth, possibly due to the interpreter's misunderstandings.) In general, Thailand is often regarded as more mature and advanced than Japan in terms of LGBTQ-related issues and social inclusiveness. However, the lecture explained that even in Thailand it was not the case that all aspects of Thai society had a religiously and culturally inclusive environment. As such, the Thai teacher's lectures became valuable learning opportunities for the students and teachers of the host school to interact with overseas teachers directly and to compare first-hand information with public images.

As for the topic "Dialogue and exchange between Thai and Japanese teachers: My ESD," 15 Thai teachers and 10 Japanese publicly-recruited teachers exchanged views and had discussions over four sessions. The purpose of this dialogue exchange was not just to provide information on what ESD is or what ESD should be, but rather to offer participants an opportunity to exchange their thoughts and perspectives in friendly conversations, stimulated by the life history, challenges, and approach of each session's guest speaker. By doing that, the participants would deepen their own educational practice and the way they work as teachers. The main focus was to promote mutual understanding with empathy by sharing each other's episodes and stories, and by knowing about each other's cultural backgrounds and circumstances. Five small groups were formed with three Thai teachers and two Japanese teachers, which remained the same without shuffling throughout the sessions. The Q&A session

between the guest speakers and the participants focused on exchanging questions and facts that would be useful for their teaching practice in the future. It also dealt with some questions about fundamental issues, such as the initial motivation of the project, the transformation of children, and the evaluation of the practices' outcome.

The Thai and Japanese teachers had an experience that brought them out of their own worlds, by making them take time out of their busy schedules. We will keep an eye on the "encounters" created in the programme, and also the "transformations" that result from such encounters in the future. In the 2022 programme, we set aside some time each day for the participants to verbally express their own ideas and communicate with one another properly. The core idea of this programme was not to seek easy "understanding" of others, but to question oneself and think by oneself while being aware of one's own "lack of understanding," and also to renew relationships with those around you through dialogue so that mutual understanding and friendship deepen naturally.

Voice of participants

The following are six answers randomly selected from those provided by the Thai and Japanese participants to the question, "What impact have the knowledge, perspectives, and challenges you gained from this programme had on you?":

- Many of the questions posed during the programme were thought-provoking and very meaningful. The perspectives we gained through the exchange between Thai and Japanese teachers were diverse, and there are considerable differences in our ways of thinking.
- The programme has given me the opportunity to reflect on my own learning process with my students and to think about making it more continuous and sustainable.
- This programme made me ask myself a variety of questions, such as: if I was doing properly what I had become so accustomed to doing on a daily basis; if I was doing things that I actually did not want to do just because they were part of my responsibility; if my way of teaching was founded on solid ethical values with the spirit of being a good teacher; and if my perspectives in teaching require changes or adjustments. After all, it is all about making changes in students, and for that goal we must first change ourselves.
- Thanks to the encounters in the programme, I came to want to learn more to broaden my perspective and engage in activities beneficial for myself and others.
- I was impressed by Mr Sumita's remark that he spends most of his time staying in good spirits and engaging in dialogue. The headmaster's attitude is so influential that it is said that when the headmaster changes, the school changes. Now I too aim to be a headmaster who is always in good spirits and engages in dialogue.

- I understood that the teaching environment and education itself will not change unless we change ourselves.

To each of the six questions below, one answer is randomly selected from the responses of teachers at Nara Prefectural International High School:

Q. Please describe your overall impression of these online visits (on 30th November and 9th December) by Thai teachers. We would appreciate it if you could include specific examples of events or remarks that particularly impressed you.

A. Despite the difficult request to give lectures on each of the six topics, the Thai teachers prepared enthusiastically, and the students were drawn into the lecture at every seminar.

Q. What do you think the students gained from this online exchange with Thai teachers? Please tell us specifically what you think they gained.

A. Due to being an online project, there were times when it was difficult to communicate with each other very well, but overall, it was very exciting to be able to interact with them in this way, even with the limitations. I would definitely like to meet those Thai teachers face-to-face next time.

Q. What did the Japanese teachers and school gain from this online exchange with Thai teachers? Please tell us specifically what they gained.

A. Knowing the Thai teachers was really good for me. It may not be so easy, though, to keep this new connection alive if we do nothing after this programme. I hope that we, the teachers at our school who were involved in the programme, remain motivated and inspired and the Thai teachers want to stay connected with us.

Q. What were the difficulties you encountered in preparing, planning, and implementing the exchange with the Thai teachers?

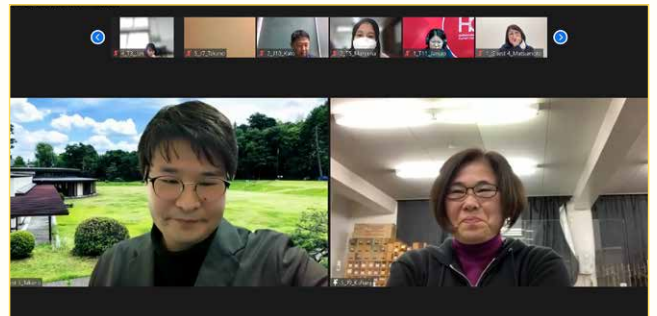
A. We struggled with how to convey the atmosphere and dynamism of the calligraphy performance in the online communication.

Q. Please suggest activities that you think would be good to add to the content of future international exchange programmes.

A. When we showed the Thai participants the calligraphy performance, we received a good response online, but it would have been even better if we had been able to actually see them commenting.

Q. Please tell us if you have any suggestions for improving the international exchange programmes for teachers in the future.

A. As a benefit to the host school, it would be valuable if the programme helps the host school's teachers learn new things as well.





Chapter 4

Japan - India
Exchange

Invitation Programme for Teachers from India

Background

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, the ACCU organised the 7th programme and conducted several online exchange meetings and workshops among 30 teachers and other educational personnel: specifically, 15 from India and 15 from Japan.

Objectives

The objective of this programme was to promote the transformation of teachers into proactive 'change-makers'. Through exchange activities, the participants deepened their mutual understanding of the educational system, educational practices and cultures. They were expected to nurture understanding and respect for diversity as they enjoy new encounters and collaboration and to pass their learnings from the programme to the next generation. Therefore, the ultimate objective of this programme was to create a peaceful and sustainable society where cultural diversity is duly respected.

Programme Activities

The following activities were conducted using a web conferencing system:

- Virtual visits to schools and other educational/cultural institutions (observing facilities and classroom practices by video viewing)
- Online lectures on educational systems in Japan and India
- Online exchange meetings and dialogue amongst teachers in Japan and India
- Online workshop for students in India and Japan

Schedule and Activities

Date	Day	Activities
6 November (Sun)	1	-Opening ceremony -Programme orientation -Lectures on the educational system in Japan and India -Cultural activity of Japan
Video 1: Introduction of host schools in Japan		
17 November (Thu)	2	-Teachers' exchange meeting based on video 1
Video 2: Introduction of host schools in India		
21 November (Mon)	3	-Workshop for Japanese and Indian students

Date	Day	Activities
22 November (Tue)	4	-Teachers' exchange meeting based on video 2
27 November (Sun)	5	-Presentation and reflection -Closing ceremony -Cultural activity of India

Number of Participants

The participants include 15 teachers and educational administrators from India, one MoE officer, one CEE officer and 15 teachers and educational administrators from Japan.

Qualification of Participants

All participants should be:

- (1) able to communicate in English or Japanese;
- (2) able to prepare and independently operate the necessary communication devices (laptops/desktops are preferable over smartphones);
- (3) able to complete all activities throughout the programme; and
- (4) highly motivated to engage in promoting mutual understanding and the realisation of a peaceful and sustainable society through international exchange.

Participants from India only should be:

- (1) primary and secondary school teachers or non-formal education centre teachers, including school managers or educational administrators in India; and
- (2) Indian nationals

Participants from Japan only should be:

- (1) primary and secondary school teachers, including school managers or educational administrators in Japan; and
- (2) Japanese nationals

Evaluation and Report

Participants must complete the evaluation form by 4 December 2022.

Interpreter

English subtitles were provided for videos and lectures conducted in Japanese.

Japanese subtitles were provided for videos and lectures conducted in English.

Consecutive interpreters (English-Japanese) were arranged during the exchange and dialogues between teachers and students.

Participant List

Teachers from India

	Name	School/Organisation	Teaching Subject
1	Motiur Rahman	Holy Cross School	Physics
2	Arun Kumar	Jawahar Navodaya Vidyalaya Kinnaur	Biology
3	Ashish Kumar Pathak	Kendriya Vidyalaya Gomtinagar	English
4	Rani Chahar	Upper Primary School Balhera Composite	English and Environment
5	Mussarrat Fatima	Upper Primary School, Bhanpur, Hasanganj	English, Mathematics, Environmental Science and Science
6	Vaibhav Awasthy	Bajaj Public School	Science
7	Kinjal Doshi	Universal High School	English
8	Shirin Madhuri Kommagiri	Pallavi Model School	English
9	Kusum Lata	Little Flower Public School	English
10	Meenakshi Khushu	Shree Vasishtha Vidhyalaya	Science
11	Sirisha Kummara	Delhi Public School, Nacharam	Biology
12	Meenakshi Narayana Iyer	The Indian Public School	Math, English, Unit of Interest
13	Sital Patro	Bal Bhararti Public School	Science
14	Nisha Choudhary	St. Anselms Pink City School	Science and Environment Science
15	Nishita Bhimsaria	CEE's Planet Discovery Centre	Environment and Language
	Observer Renuka Rawat	ASN Senior Secondary School	–

Teachers from Japan

	Name	School/Organisation	Teaching Subject
1	MATSUMOTO Taro	Hyogo Prefectural Hyogo Senior High School	English
2	KUMAZAWA Hozumi	Shizuoka Seiko Gakuin Junior and Senior High School	Japanese
3	YONEHARA Mitsuaki	Kogakuyoseikan High School	Health and Physical Education
4	AKAGI Ayaka	Tottori Pref. Sakaiminato Sogo Gijutsu High School	English Expression and English Communication
5	FUKUSHIMA Takumi	Furukawa Elementary School	All subjects
6	MORI Yukiko	Sakuragaoka School for Special Needs Education	All subjects and Physical Education
7	KAWAHARA Shinobu	Fukuoka Prefectural Special Education High School for the Blind	Acupuncture and English
8	ISHIKAWA Sachiko	Tochigi City Manago Elementary School	All subjects
9	TAJIMA Koki	Obara Junior High School	Mathematics
10	FUJITA Masashi	Obara Junior High School	Health and Physical Education

	Name	School/Organisation	Teaching Subject
11	KIKUCHI Kenichi	Shiroishi Junior High School	English
12	OMIYA Yoko	Shiroishi Junior High School	English
13	KITAZAKI Taichi	Shiroishi Junior High School	Mathematics
14	WATANABE Kai	Hotei Junior High School	Japanese
15	MIYAMOTO Tatsuaki	Kishi Junior High School	Mathematics

Summary

This year's Invitation Programme for Teachers from India was conducted as a 5-day exchange programme with the overall theme "Networks extending beyond school, networks connecting local communities, with educational and cultural diversity as a common asset."

The exchange programme with India is the newest and smallest of the four bilateral exchange programmes. In addition, the programme does not send Japanese teachers to India, so the full-day exchange meeting with Japanese teachers has been regarded as an important constituent of the programme even since pre-pandemic times. This time, the programme was designed to offer Japanese teachers more days to participate, providing multiple opportunities to engage in dialogue and learn about each other's educational situations. This change is aimed to help the Japanese and Indian teachers from diverse backgrounds encounter and discover one another.

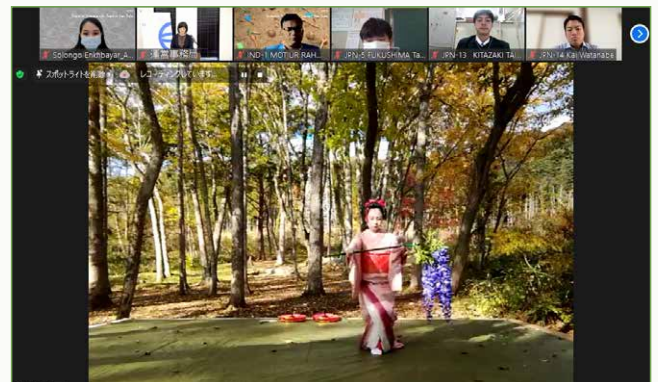
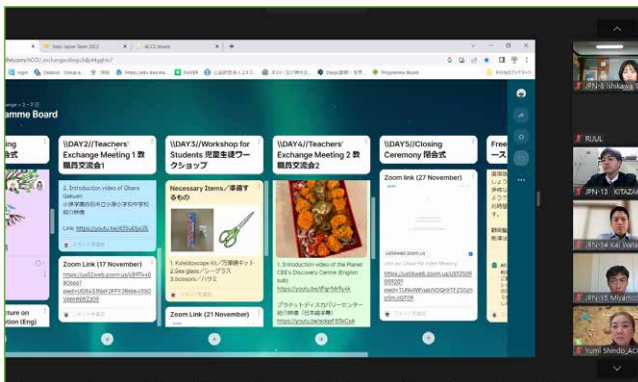
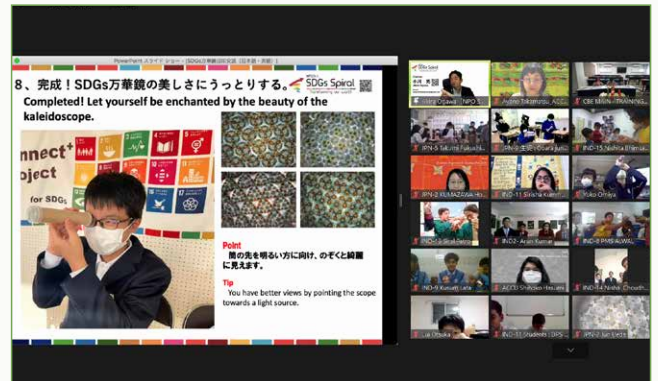
As part of the programme, with the cooperation of two "host schools" each in Japan and in India, introductory videos were filmed prior to the programme to show what the schools are like. Then, sessions were held during the programme to exchange views based on those videos. This was a new type of session, which was different from real-time school visits, and not only teachers at the host schools but also those at other schools were able to join the view exchange.

Another new attempt made this time was a workshop to which children and students from the schools that the Japanese and Indian participants belonged to could participate in together. This workshop was facilitated by Mr. Akira Ogawa, a Japanese participant of the previous year's programme, and included kaleidoscope making using sea glass collected through the facilitator's own activity to solve ocean issues through coastal clean-up. One of the Indian teachers said, "I am pleased to see the rural kids at my school engaged in an activity like this, which would not be available in their everyday environment." On top of that, the students from Japan and India were able to interact with each other.

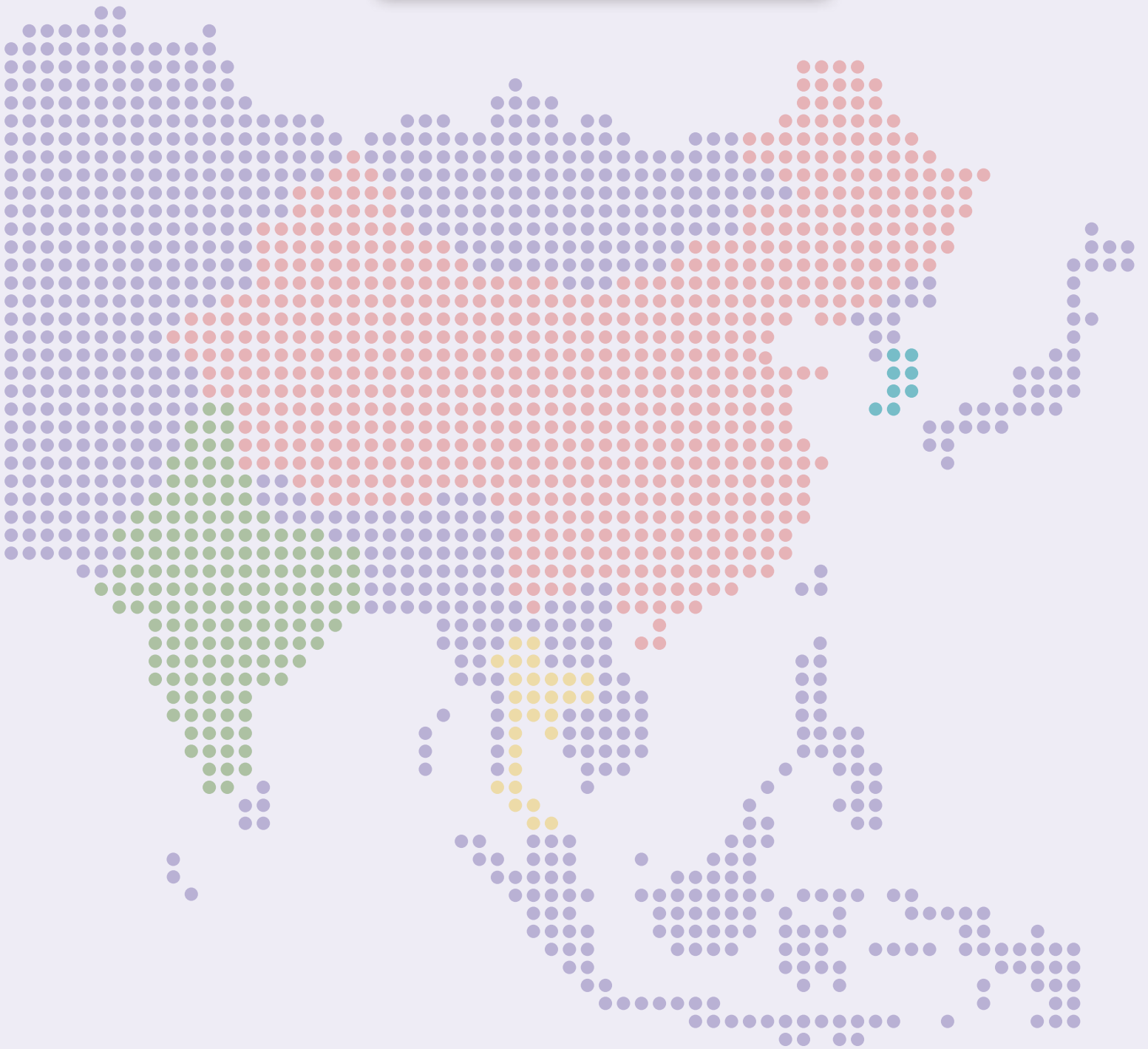
The overall programme was an opportunity to learn about the diversity of Japan and India and to discover the commonalities among the different cultures.

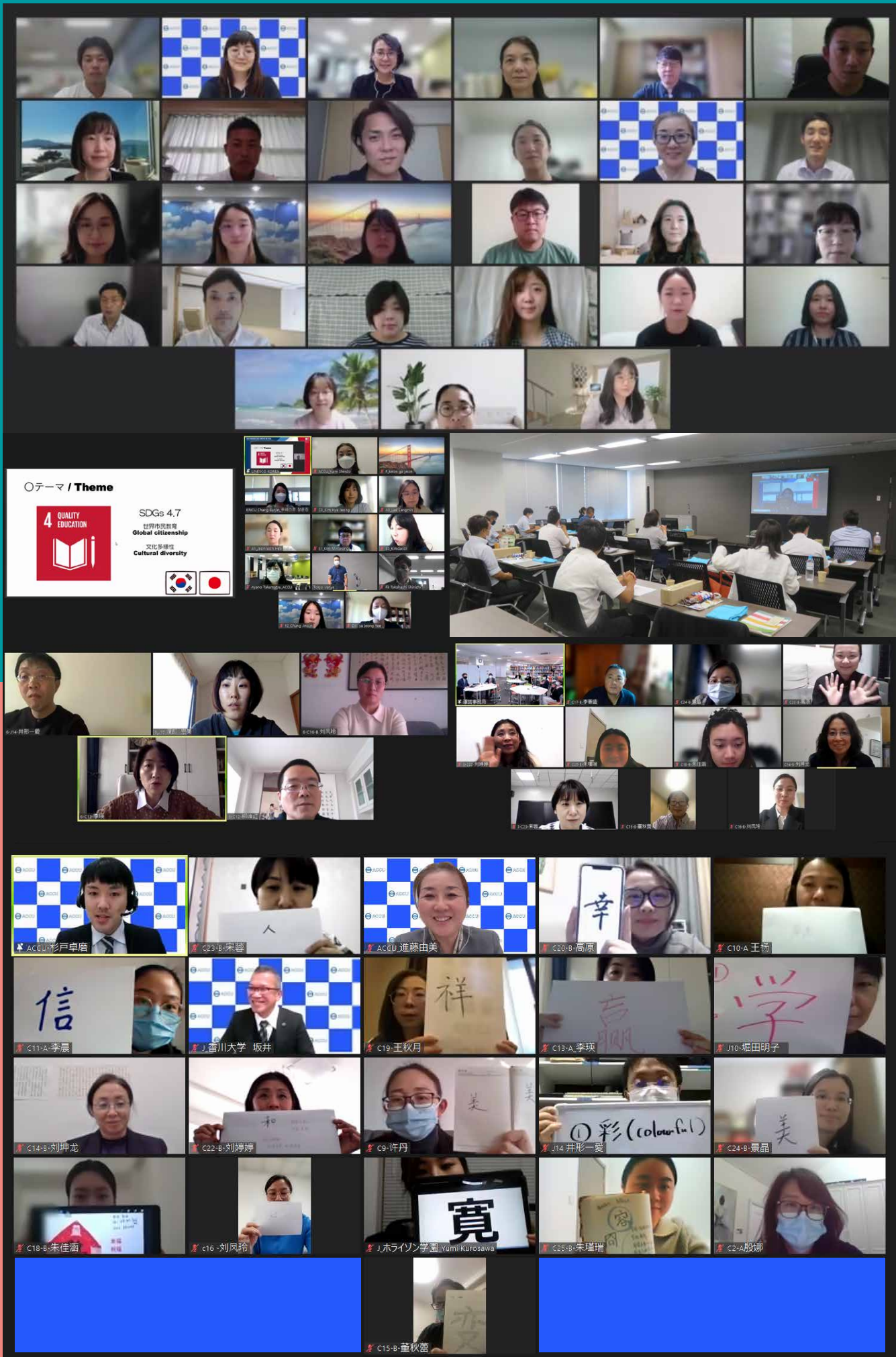
Voice of Participants

- I was most impressed by the exchange of ideas on the p4c (philosophy for children) initiatives and community partnerships that are being implemented at the host school in Japan to achieve sustainable development. (Indian participant)
- It was an experience beyond words. I learned a lot as a teacher and became highly inspired by the programme. It gave me a lot of new knowledge about Japan. (Indian participant)
- During a break I saw one of our students speaking to the Indian students. Although it was not a proper part of the programme activity, I thought that it would be an invaluable experience for the students to have such an opportunity to interact with overseas students. (Japanese participant)
- I was able to broaden my perspective and thinking by interacting not only with teachers from overseas but also with teachers from other prefectures of Japan. (Japanese participant)



Appendix



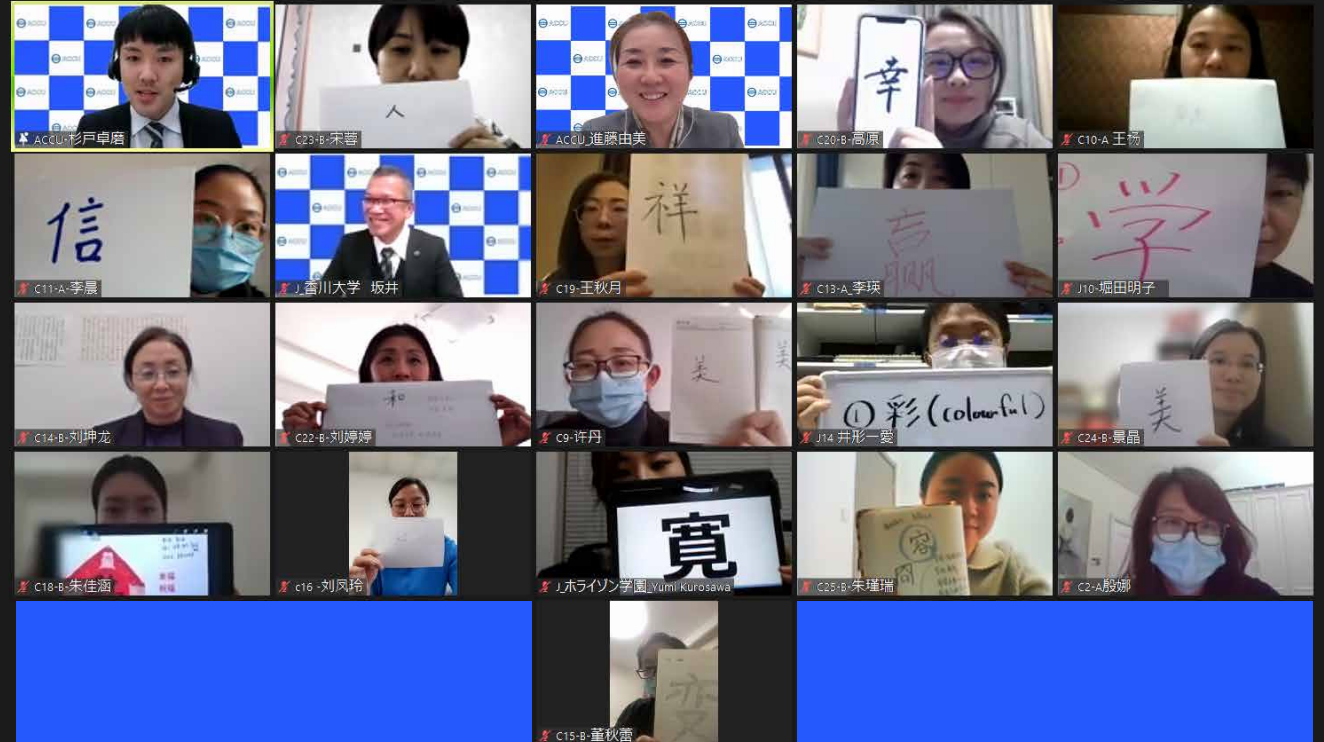
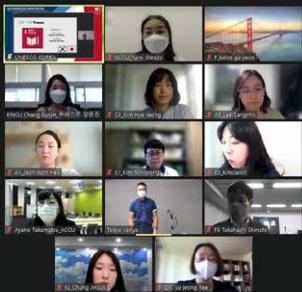


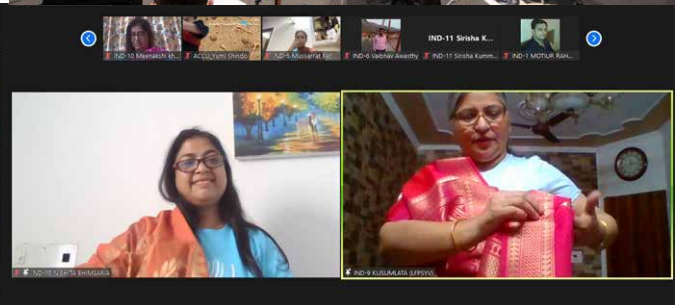
○テーマ / Theme

4 QUALITY EDUCATION

SDGs 4.7
世界市民教育
Global citizenship
文化多様性
Cultural diversity





● Invitation Programme for Teachers from the Republic of Korea

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Mr. OTSUKA Akira, Councilor, The Japanese Society of Education for Sustainable Development (JSESD) / Former principal of Izu Municipal Amagi Junior High School

Dr. YAMAMOTO Ryuta, Assistant Professor, Education Centre for Regional Development, Shizuoka University

Mr. SUZUKI Yusuke, Professional Engineer (Applied Science and Geology), Topographical Imaging Division, STORY, Ltd.

<On-line>

Ms. TANAKA Yoshiko, Principal, Yachiyo Municipal Owadaminami Elementary School
Dr. YAMAMOTO Ryuta, Assistant Professor, Education Centre for Regional Development, Shizuoka University

Dr. NARITA Kiichiro, Former professor of Tokyo Gakugei University

Mr. IZUTSU Masafumi, Principal, Wakayama Prefectural Kosadagaoka Junior High School

Dr. KOBAYASHI Makoto, Professor, Tamagawa University

● Invitation Programme for Teachers from the People's Republic of China [Online Teachers' Exchange with China]

Mr. SAKAI Satoshi, Professor, Faculty of Education, Kagawa University

Mr. Aruku Barissyu, Principal, Horizon Sendai primary school

Mr. David Cooper, Principal, AICJ junior and senior high school

● Invitation Programme for Teachers from Thailand

Dr. YOSHIDA Atsuhiko, Professor, Graduate School of Sustainable System Science, School of Social Welfare and Education, Osaka Metropolitan University

Ms. NAKAO Yukiji, Principal, Nara Prefectural Kokusai High School

Mr. SUMITA Masaharu, Principal, Shonan Gakuen

Ms. IIHOSHI Nozomi, Chief Teacher, Yokohama City Ooka Primary School

Mr. TAKANO Shintaro, Teacher, Jiyu Gakuen Junior and Senior High School for Girls

Ms. MATSUMOTO Maki, Chief Teacher of Global Exploration, Nara Prefectural Kokusai High School

● Invitation Programme for Teachers from India

Mr. KAIDO Setsuo, Director, Shiroishi UNESCO Association

Ms. Baikyo Wakayagi, Permanent Director, Traditional Japanese Dance Jikiha-Wakayagi School

Mr. HIGUCHI Hideaki, Principal, Shiroishi Municipal Shiroishi Junior High School

Mr. TAKEDA Yoshihiro, Principal, Shiroishi Municipal Obara Elementary and Junior High School

Mr. OGAWA Akira, Director General, SDGs Spiral (Non-Profit Organisation)

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

● Overseas Partner Organisations

• 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

• Department of Education

Embassy of the People's Republic of China in Japan

• Royal Thai Embassy

• Embassy of India

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What is 'Asia-Pacific Educators' Platform: TREE'?

TREE is a membership-based social media service for teachers who have participated in or cooperated on International Exchange Programmes for Teachers to facilitate exchanges among them and fully operated in Japanese and English since 2020.

TREE stands for

Transformative learning,
Respect for diversity,
Exploration and
Exchanges.

Join TREE

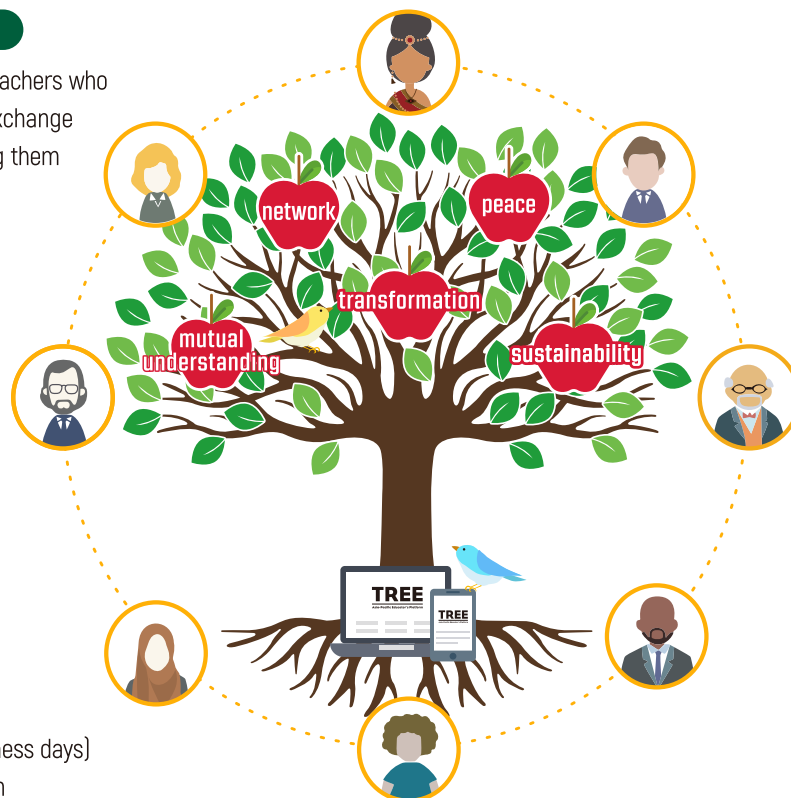
1. Apply for registration



← Scan the QR code to register your membership on computer or smartphone

2. Wait for identification by administrator (within 3 business days)

3. Receive an e-mail announcing registration completion



The booklet on International Teacher Exchange Programme 'TREE of International Exchange: Weaving the Future Through Dialogue'

The booklet is fully available on our website to share the achievements and voices from participants of the programmes with the people in the front line. We hope that this booklet would motivate you, with or without the experience of the programme, to join us!

- (Chapter 1) Learning space where teachers and children are inspired to change the future
- (Chapter 2) Nurturing through dialogue
- (Chapter 3) International teacher exchanges during the current COVID -19 crisis



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