

2023-2024 International Exchange Programme for Primary and Secondary School Teachers Programme Report



Introduction



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

ACCU launched its international educational exchange programme for teachers in 2001 to promote mutual understanding and friendship among Asian-Pacific countries. Continuing successfully for over twenty years uninterrupted, 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 FY2018. Currently, Japan's partner countries in this programme are Korea since 2001, China since 2002, Thailand since 2015, and India since 2016 — having expanded from East Asia to Southeast and South Asia. Since the programme's inception up to 2024, more than 4,400 teachers from those four countries as well as more than 1,200 teachers from Japan have contributed significantly to the promotion of mutual understanding and friendship among these countries in the field of education.

After conducting the programme mainly online from the latter half of FY2019 to prevent the further spread of COVID-19 while keeping promoting international exchange, in FY2023 we brought back face-to-face exchanges fully for the first time in almost four years. As this was the first in-person exchange since the COVID outbreak and our circumstances had changed meanwhile in various aspects, we planned and managed the programme in close cooperation with related organisations both in Japan and the other countries. In bringing back face-to-face interaction, we focused on deepening the exchange between overseas and Japanese teachers through dialogue, with the help of various activities including visits to educational institutions and cultural facilities, exchanges with teachers and students, and home visits, while also setting a specific topic, such as "Cooperation between School and Local Community", for each subprogramme to enhance communication. On top of that, we also used the method of online exchange that we had developed over three years, and in this way made strong efforts to renew and further improve our programme.

After three years of not being able to travel abroad, in FY2023 we realised once again the importance of face-to-face interaction using the five senses and sharing the atmosphere of the place. At the same time, 2023 was also a year for us to test a new format of exchange by integrating online interactions that were not featured often before the pandemic. Despite the challenges we may face in the future due to social changes expected in various fields, 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.

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 2024
Asia-Pacific Cultural Centre for UNESCO (ACCU)

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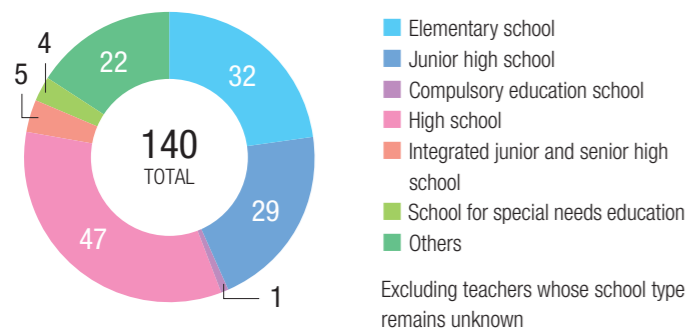
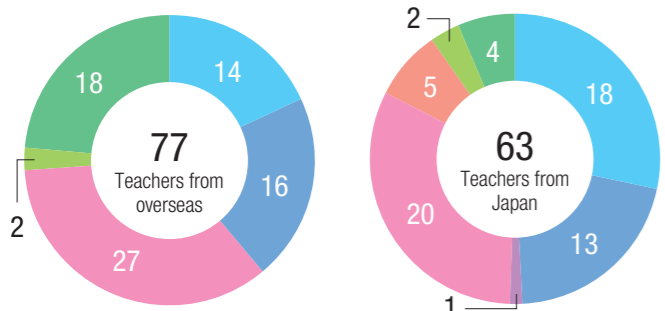
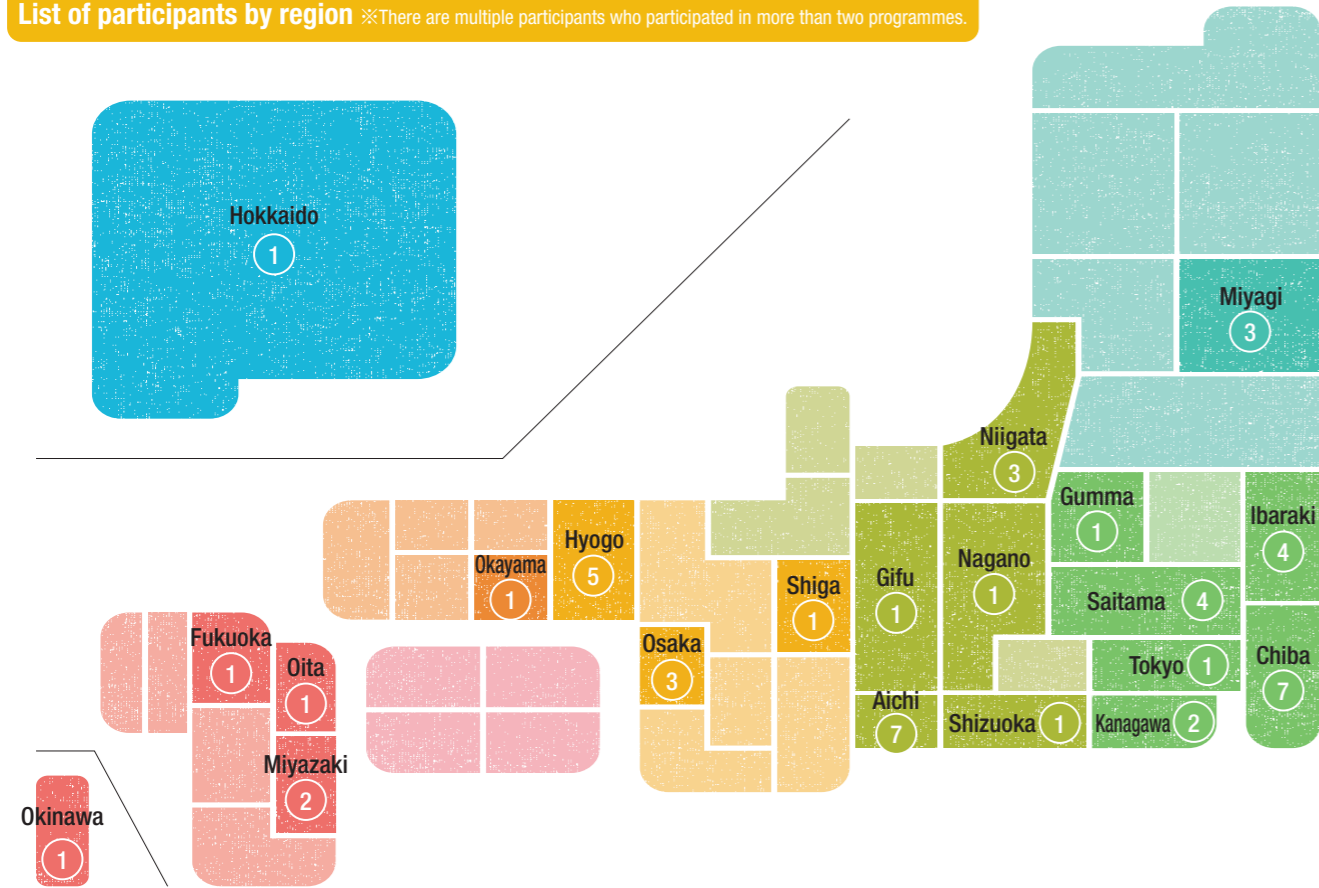
Diversity of participants in 2023-2024 (region and school type):

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.

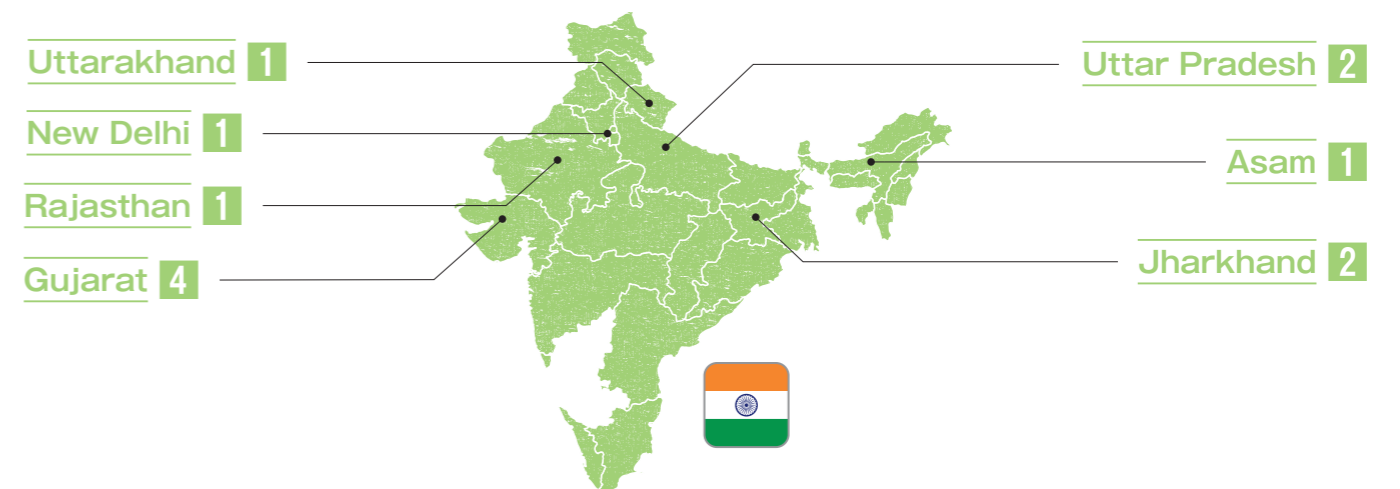
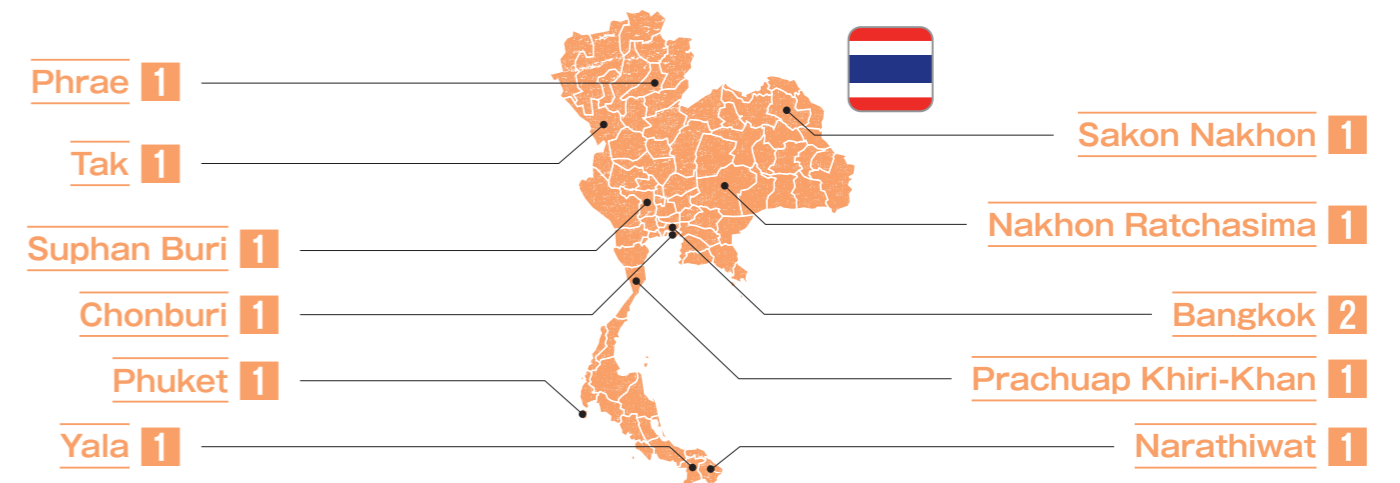
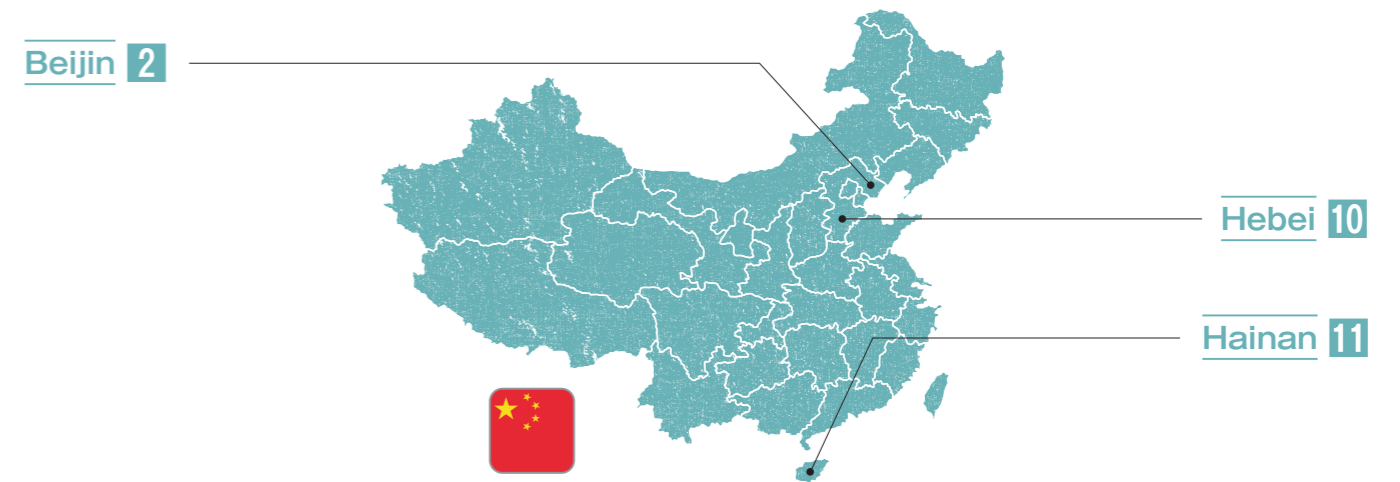
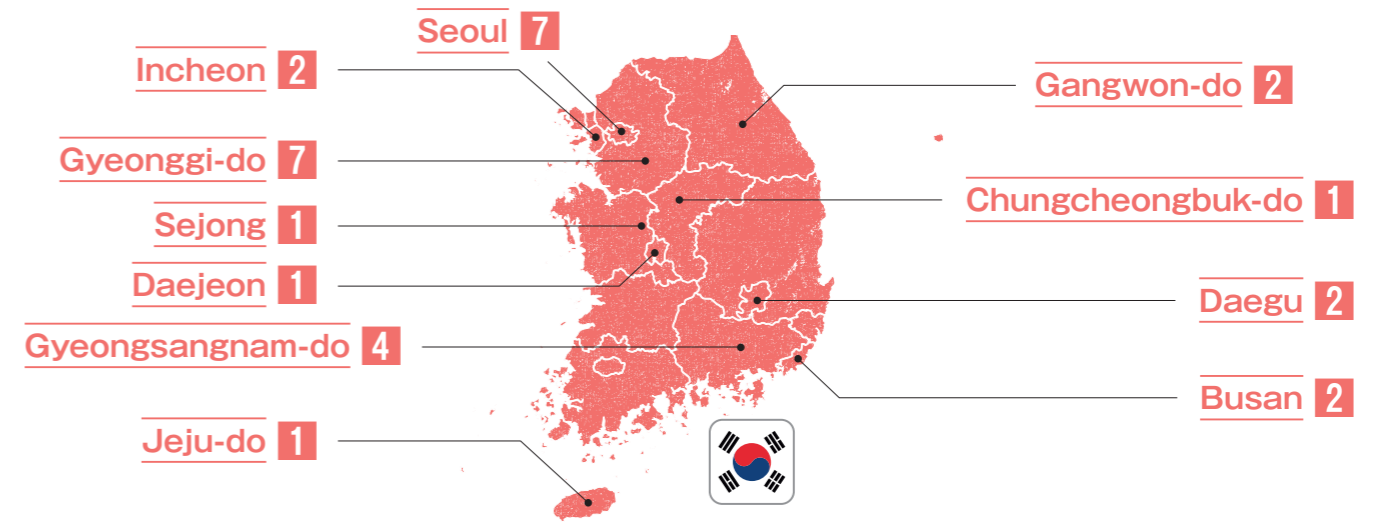
This year, 33 Japanese teachers participated in the dispatch programme,

77 overseas teachers participated in the invitation programme, and 30 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 ※There are multiple participants who participated in more than two programmes.



		Elementary school	Junior high school	Compulsory education school	High school	Integrated junior and senior high school	School for special needs education	Others
Invitation Programme	Korea (Korean teachers)	5	4	0	12	0	2	7
	China (Chinese teachers)	7	8	0	2	0	0	6
	Thailand (Thai teachers)	2	0	0	8	0	0	2
	Thailand (Japanese teachers)	5	1	0	4	1	1	0
	India (Indian teachers)	0	4	0	5	0	0	3
	India (Japanese teachers)	1	3	0	5	2	0	1
	Total	20	20	0	36	3	3	19
Dispatch Programme	Korea (Japanese teachers)	9	6	1	7	1	1	2
	Thailand (Japanese teachers)	2	2	0	2	0	0	0
	Total	11	8	1	9	1	1	2



Programme Overview

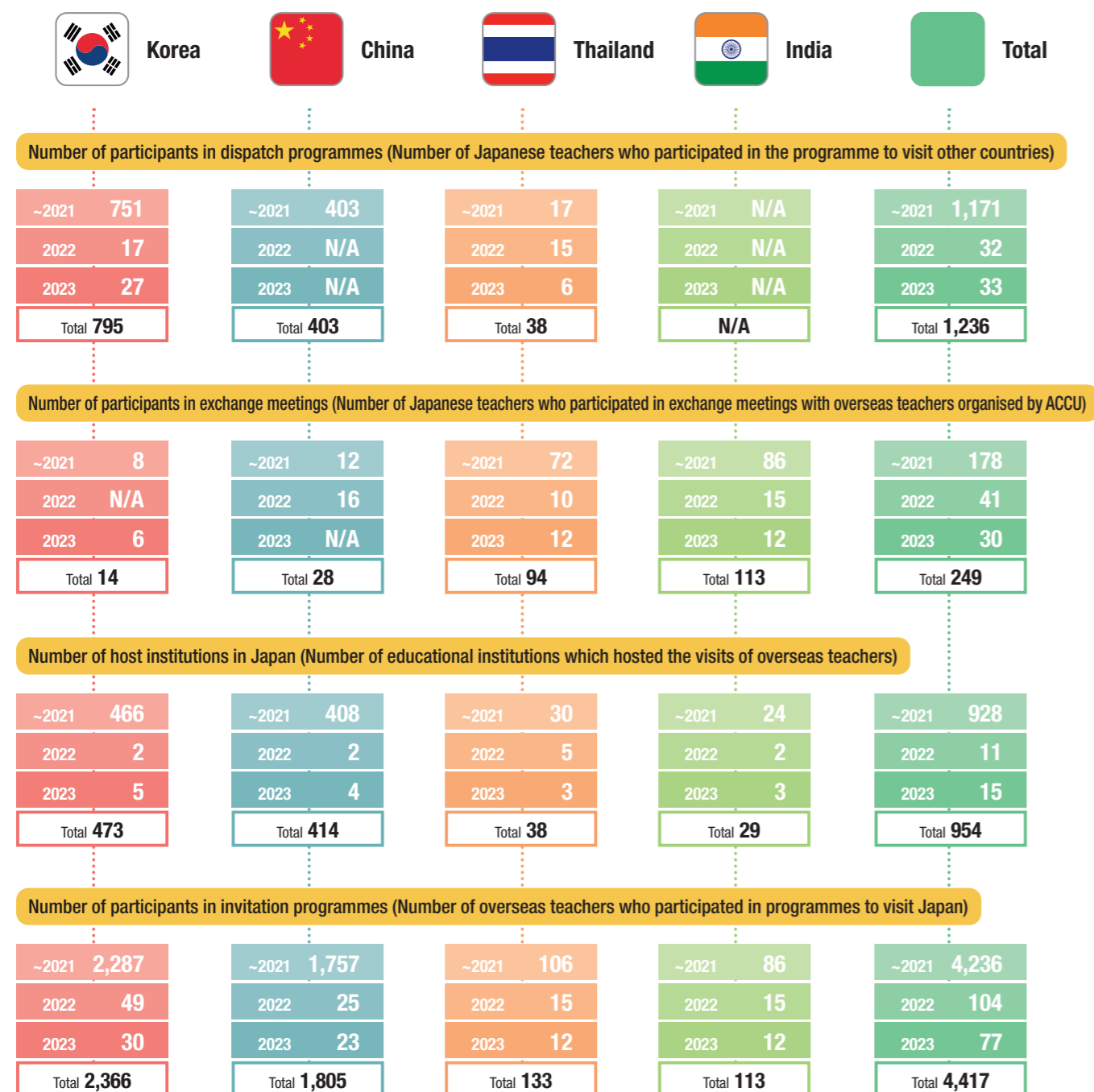
In line with UNESCO's principles, the Asia-Pacific Cultural Centre for UNESCO (ACCU), working closely with the people of the Asia-Pacific region, promotes regional cooperation and exchange in the fields of culture and education in order to contribute to the promotion of mutual understanding and the realisation 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 2023, 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





2023 Invitation Programme for Japanese Teachers

Korea-Japan Teachers' Dialogue

Background

With regard to international exchange programmes between Japan and the Republic of Korea, the "Invitation Programme for Teachers from Korea" has been implemented since 2001 with the cooperation of the Ministry of Education, Culture, Sports, Science and Technology (MEXT), and a programme to dispatch Japanese teachers to the Republic of Korea has been implemented since 2003 with the cooperation of MEXT and United Nations University.

These programmes have been highly evaluated by the Korean government, and since 2005, the Korean National Commission for UNESCO (KNCU) has been implementing the "Invitation Programme for Teachers from Japan" as part of the "UNESCO Japan-Korea Teachers' Dialogue Programme" with the cooperation of the Ministry of Education of the Republic of Korea. Through these programmes, a total of more than 3,000 Japanese and Korean teachers have crossed the sea to date, and online exchanges have continued even after the spread of the new coronavirus infection. This year, for the first time in four years, a hybrid programme was implemented, combining face-to-face exchanges and online pre/post sessions.

This year's programme was implemented at the invitation of the Korean National Commission for UNESCO (KNCU) as part of the "International Collaborative Programme for Education in the New Era: International Exchange Programme for Primary and Secondary Teachers" commissioned by the Ministry of Education, Culture, Sports, Science and Technology.

Objectives

- 1) To explore good practices in the field of ESD and GCED in schools (including ASPnet schools) and communities
- 2) To strengthen network-building among teachers in the Republic of Korea and Japan
- 3) To contribute to the culture of peace in East Asia

Programme Activities

- 1) Learning about contemporary educational policies and issues in the Republic of Korea
- 2) Exploring how ESD and GCED are used in schools (including ASPnet schools) and local communities for creating community sustainability
- 3) Observing classroom activities and communication between Korean teachers and students by visiting ASPnet schools
- 4) Identifying Korean cultural features through visits to cultural heritage sites and Korean homes

Schedule and Activities

Date	Venues	Activities
8 th July (Sat)	Japan Online	<ul style="list-style-type: none"> • Orientation • Lecture by MEXT about education in the Republic of Korea • Workshop
15 th July (Sat)	Japan Haneda	Pre-departure orientation
16 th July (Sun)	Korea Day 1 Haneda, Seoul	<ul style="list-style-type: none"> • Arrival in Seoul • Orientation • Lecture
17 th July (Mon)	Korea Day 2 Seoul	<ul style="list-style-type: none"> • Opening ceremony • Exchange meeting with Korean teachers • UNESCO World Heritage Site Tour • Welcome dinner
18 th July (Tue)	Korea Day 3 Seoul	<ul style="list-style-type: none"> • School visit 1 • Group programme review meeting • Home visit
19 th July (Wed)	Korea Day 4 Gyeonggi-do (Paju)	<ul style="list-style-type: none"> • School visit 2 • Field visit
20 th July (Thu)	Korea Day 5 Gyeonggi-do (Yeoncheon)	<ul style="list-style-type: none"> • Visit to Biosphere Reserve/ UNESCO Global Geopark • Debriefing meeting • Closing ceremony and farewell dinner
21 st July (Fri)	Korea Day 6 Seoul, Haneda/ Kansai	Arrival in Japan
26 th August (Sat)	Japan Online	Reflection on the programme
24 th January (Sat) 2024	Japan Online	Sharing of post-programme practices

Number of Participants

There will be a total of 30 participants, including ACCU and MEXT staff members.

Qualifications of Participants

Each participant should be:

- 1) A primary, secondary, or special-needs education school teacher, school administrator, or education official in Japan
- 2) Highly motivated and willing to exchange his/her teaching experiences and to participate in international exchange throughout the programme
- 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/Organization	School Type/ Teaching subject
1	IWATA Tomofumi	Aichi Konan Kochinominami Elementary School	Science
2	KORI Morihiko	Kobe City Compulsory Education School Hata Gakuen	Science
3	YONEYAMA Chisato	Saitama Prefectural Urawa Girls' Upper Secondary School	Japanese Literature
4	KAMO Atsushi	Tome Municipal Kagano Elementary School	Science
5	KONO Daiki	Oita Prefectural Oita-uenogaoka Senior High School	World History
6	SHIMADA Takuya	Chiba Prefectural Matsudo Kokusai High School	English
7	KOTOJI Fumikazu	Yasu Municipal Chuzu Elementary School	All subjects
8	NEGISHI Kazunari	Kami Agricultural High School	Japanese
9	FUJII Mika	Joetsu City Higashihoncho Elementary School (Joetsu University of Education, Graduate School of Teaching and Learning)	All subjects
10	OGAWA Akira	Kitakyushu Municipal Moji J.H.S.	Social studies
11	TSUMAGARI Yasuo	Kusagawa Elementary School in Kadogawa town, Miyazaki Prefecture	English
12	TOKURA Sayuri	Minato Elementary School	All subjects
13	TSUSHIMA Daiki	Nobeoka High School	English
14	OKADA Tsugumi	Higashi-Katsushika Junior High School	English
15	SAKAI Takuo	Uchino Junior High School	Social studies
16	NIKI Atsuhiko	Misato Junior High School	Social studies
17	GYOBA Nichika	Sanuma Elementary School	All subjects
18	TOMIYAMA Masami	Ibaraki Prefectural Namiki Secondary School	English
19	HIRASAWA Kaori	Yokohama Municipal Higashi High School	Social studies
20	HASHIMOTO Mari	Tatsuta Hokubu Elementary School	Japanese/Math
21	SARAGAI Yuko	Kobe Municipal Ryugadai Junior High School	English
22	ONO Ayaka	Takatsu Junior High School	Yogo (school nursing)
23	YAMAMOTO Kirin	Authorized NPO Cokreo no mori, Minoh Kodomo no Mori Gakuen	All subjects
24	TAKASAKI Chisato	Hyogo Prefectural Takarazuka-nisi High School	P.E.

	Name	School/Organization	School Type/ Teaching subject
25	KATAGIRI Nobuyuki	Yachiyo Board of Education	Social studies
26	MAEDA Yoshitaka	Osaka Prefectural Board of Education	English
27	KATSUMA Azusa	Ohira Special Needs School	English
28	YANAI Eri	Ministry of Education, Culture, Sports, Science and Technology (MEXT)	-
29	ITO Tae	Asia-Pacific Cultural Centre for UNESCO (ACCU)	-
30	SUGITO Takuma	Asia-Pacific Cultural Centre for UNESCO (ACCU)	-

Summary

Bringing back face to face interaction after almost four years, this year's programme attracted 27 primary and secondary school teachers and public officers in education from all over Japan. Following the orientation on the first day and the opening ceremony and workshop on global citizenship education on the second day, the participants received a grand welcome at the reception dinner in the evening. The dinner had a warm atmosphere as Japanese and Korean participants sang traditional songs from their respective countries. On the third day, the participants visited a primary school in Seoul, where the Japanese teachers gave a lesson to the children on traditional Japanese games and held discussions with the Korean teachers to deepen mutual understanding. Subsequently, the participants visited a Korean home as a home visit, which was an opportunity to learn about the daily life, culture and customs of Korea. On the fourth day, they spent the morning observing a rare ecosystem in the demilitarised zone (DMZ) and the afternoon at a high school in Gyeonggi Province, where they actively interacted with teachers and students. On the fifth and final day, after visiting the UNESCO Geopark, the participants again went to the DMZ to deepen their thoughts on peace. At the debriefing session in the evening, the Japanese teachers presented their insights and learnings from the five-day programme and expressed their gratitude to their Korean counterparts and staff.

After the completion of the programme in Korea, two follow-up meetings were held online on 26 August 2023 and 27 January 2024. These meetings aimed to enable the participants to make the most of their experience of the programme in Korea while ensuring the sustainability of its effects. The meetings provided an opportunity for the participants to discuss the impact of the programme on them and how they had applied their experience in Korea to their educational practices at their respective schools. Furthermore, the meetings also strengthened the network among the participants, expanding the possibilities for further collaborations.

As this year's programme was held face-to-face for the first time in years, the participants were reminded once again of the importance of in-person interactions and experiences using all five senses. We also took advantage of the experience gained from the past three years of online-based programmes this year and included online sessions before and after the face-to-face interactions, thereby offering a new form of interaction that incorporates the merits of the two methods of interactions. We hope that the insights and learnings from the face-to-face programme will not be transitory but will have a long-term impact on the participants' schools and communities.

Voice of Participants

- Participating in this programme, I strongly felt that international exchange plays an important role in strengthening the bonds between people. I learned that there are indeed many things you cannot understand unless you actually visit the country, not just reading about it in books or on the Internet, such as its charms and characteristics, and the differences in thinking and atmosphere that you do not know until you get involved with the local people.
- Thanks to this programme, I met many teachers with interesting values and experiences that I would never have met if I had worked only for my current school. Interacting with people from different countries, municipalities, and school types stimulated me to see my current workplace and the values I had taken for granted in a new light.
- This programme made me realise the importance of stepping out of my comfort zone from time to time. Now I would like to organise exchange programmes with other schools, little by little, as much as my circumstances allow, because I would like not only teachers but also students to experience that realisation.



Invitation Programme for Teachers from the Republic of Korea

Background

In the 23rd Invitation Programme that took place this year, 30 primary and secondary teachers and educational administrators in the Republic of Korea were invited to Japan for six days, from 14th January to 19th January 2024, at the behest of the Ministry of Education, Culture, Sports, Science and Technology (MEXT) of Japan. Online meetings were held on 5th January and 31st January, 2024. This year, teachers from the Republic of Korea and Japan with diverse experiences deepened their mutual understanding through dialogue and collaboration on a theme: "Life-enriching Education: The future potential of educational activities within and outside of schools" by stepping out of their comfort zones and encountering "others".

Objectives

The objective of this programme is 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 transform themselves. Through this transformation, the programme aimed to foster understanding, respect for diversity, and allow teachers to pass their experiences and awareness on to the next generation, and as a result, contribute to the realisation of a peaceful and sustainable society where diverse cultures are respected.

Programme Activities

- Lectures on educational systems in Japan
- School visit
- Exchange and dialogue with teachers in Japan
- Follow-up meeting

Schedule and Activities

Day	Date (2024)	Schedule	Venues	
			Group A	Group B
Pre	5 th January (Fri)	-Lecture about Japan's Educational System Ms. KAKIZAWA Seina Official, Office for International Planning and Coordination, Elementary and Secondary Education Planning Division, Elementary and Secondary Education Bureau, MEXT -Lecture about Community School (School-Community Partnerships) Ms. KOIKE Sae Unit Chief, Office for the Promotion of School-Community Partnerships, Community Learning Promotion Division, Education Policy Bureau, MEXT -Programme orientation 1	Online	

Day	Date (2024)	Schedule	Venues	
			Group A	Group B
1	14 th January (Sun)	-Arrival in Japan -Programme orientation 2 -Welcome reception		
2	15 th January (Mon)	-Lecture about Cooperation between Schools and Local Communities in Northeast Japan Prof. ICHINOSE Tomonori Division for Teacher Training (International Education), Department of Education, Miyagi University of Education -Visiting Natori City Museum of Earthquake Reconstruction and Lore Move to each location	Miyagi Prefecture	
3	16 th January (Tue)	Group A: -School visit (Kami Agricultural High School, Miyagi prefecture) -Welcome meeting for Korean delegates visited Miyagi prefecture		
		Group B: -School visit (Ono Town Ono Junior High School, Fukushima prefecture) -Home visit		
4	17 th January (Wed)	Group A -Visiting Kabukuri and Izu wetlands -School visit (Tome Municipal Kagano Primary School, Miyagi prefecture) -Home visit	Miyagi Prefecture	Fukushima Prefecture
		Group B: -School visit (Ono Town Ono Primary School, Fukushima prefecture) -Welcome meeting for Korean delegates visited Fukushima prefecture		
5	18 th January (Thu)	Group A -School visit (Tome Municipal Kagano Primary School, Miyagi prefecture) Group B -Visiting Ono Town Board of Education Group A and B -Reflection in Sendai city, Miyagi prefecture	Miyagi Prefecture	
6	19 th January (Fri)	Departure from Japan		
After	31 st January (Wed)	Follow-up meeting	Online	

Number of Participants

30 teachers [including staff from the Korean National Commission for UNESCO (KNCU) and the Ministry of Education].

Qualifications of Participants

The participants should be:

- 1) A citizen of the Republic of Korea.
- 2) Highly interested in exchange with Japanese teachers and schools.
- 3) Actively participate in face-to face and online exchange programmes.

- 4) Highly motivated to engage in activities for mutual understanding and international exchange with Japan during and after the programme.
- 5) Highly motivated to share the outcomes of the programme with his/her institution and eventually to the education of Korea.
- 6) 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.
- 7) A primary or secondary school teacher, school manager, or educational administrator in Korea who has been recommended by his/her institution.
- 8) In good health and able to complete all activities throughout the programme.

Evaluation and Report

- 1) Each participant completed an evaluation form after departure from Japan.
- 2) After the programme (after follow-up meeting)
Each Participant submitted the report regarding the outcomes from the programme and activities after the programme.

Interpreter

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

Participant List

	Name	School/Organisation	Title/ Teaching subject
1	HAN Kyung Koo	Korean National Commission for UNESCO	Secretary-General
2	CHOI Eun Hye	Haneulbit Middle School	Social studies
3	CHOI Soonju	Wabu High School	English
4	CHOI Soon Yang	Yonggang Middle School	Moral ethics
5	HAN Jongu	Nonsan Daegeon High School	English
6	HA Sang Chul	Gyeonggi Automotive Science High School	Automotive
7	HYEONG Jinyeong	Doraetul Middle School	Social studies
8	JEONG Hye Ri	Busan SungWoo School	Special elementary education
9	KIM Beomsik	Kyunghwa Girls' High School	English
10	KIM Chulhwan	Gyeongsangnamdo Office of Education	Head
11	KIM Jeong Hyeon	Gangwon Myeongjin School for the Blind	History, Social studies
12	KIM Jinsook	Gangwon State International Education Institute	Supervisor
13	KIM Minsu	Wonhwa Girl's High School	English
14	KIM Taejun	Yumkwang High School	English
15	LEE Jung Il	ShinSeong High School	Korean
16	LEE Seoyoung	Gimhae Foreign Language High School	Japanese
17	NAM Youjo	Kyungpook National University Elementary School	All subjects except music and P.E.
18	PARK Juhee	Jeseok Elementary School	Principal

	Name	School/Organisation	Title/ Teaching subject
19	RUE Ju Hee	Sejong City Office of Education	School Supervisor
20	SIM Seoyeon	Dasanhangang Middle School	Social studies
21	SONG Hyunjeong	Chirwon High School	Ethics
22	YOON Eunjin	Incheon Misong Elementary School	All subjects
23	KWON Song	Korean National Commission for UNESCO	Senior Programme Specialist
24	AN Jinhwan	Incheon Foreign Language High School	English
25	BAE Dongyul	Haengjeong Elementary School	Korean
26	CHUNG Jinsun	Seoul Global High School	Social studies
27	LEE Kee Kuen	Somyong Girls High School	English
28	KIM Jung Hye	Seoul Shinyongsan Primary School	All subjects
29	LEE Geonhee	Ministry of Education	English
30	SEO Hyunsook	Korean National Commission for UNESCO	Director

Summary

This year's Invitation Programme for Teachers from the Republic of Korea was designed around the theme of "Collaboration between Schools and Communities" consisting of both online and face-to-face programmes. The theme was chosen to provide an opportunity to think about how local communities and schools should work together as partners to address the various education-related issues of concern amid the declining birth rate, urbanisation, and globalisation in Japan and Korea. This time, 30 teachers and public officers in education from various parts of Korea participated in the programme, with face-to-face activities including visits to educational institutions and educational and cultural facilities in Miyagi and Fukushima prefectures.

On the first day of the face-to-face part of the programme, we held a welcome reception for Korean teachers in Sendai, the attendees of which included several participants of this year's "Korea-Japan Teachers' Dialogue 2023 Invitation Programme for Japanese Teachers" as well as teachers from the host institutions. The reception was an occasion for the Japanese and Korean teachers to connect with each other, as they had conversations about a variety of topics such as education and their own hobbies, and at one point even sang Japanese and Korean songs. On the following day (15 January), Professor Tomonori Ichinose from Miyagi University of Education gave a lecture on "Cooperation between Schools and Communities in Northeast Japan". The lecture provided an opportunity to think about the necessity of opening schools to society, based on relevant factors such as the policies of cooperation and collaboration between schools and communities that are being promoted nationwide, educational reforms related to these policies, and the current situation and practical examples of education in Northeast Japan. In addition, in-service teachers who are enrolled in Miyagi University of Education's Graduate School of Teacher Education also participated in the lecture, introduced their works and educational practices in the field and answered questions from the Korean teachers. Thus, the lecture was a valuable opportunity to learn about regional cooperation from both the theoretical and practical perspectives. After the lecture, the participants visited the Natori City Museum of Earthquake Reconstruction and Lore, where Mr. Naomitsu

Kakui, director of Fram Natori, spoke about the situation and his feelings at the time of the Great East Japan Earthquake. His words describing the disaster experience made the participants, while feeling a sorrow that cannot be expressed in words, also think about in what ways they could apply the lessons of the disaster to their own lives.

From 16th to 18th January, the participants visited Kami Agricultural High School and Tome Municipal Kagano Elementary School in Miyagi Prefecture, and Ono Junior High School, Ono Elementary School, and the Ono Town Board of Education in Fukushima Prefecture. The Miyagi Prefecture group visited the Kabukuri and Izu wetlands with Mr. Masayuki Kurechi, president of the Japanese Association for Wild Geese Protection, and Ms. Tomoko Wakami, Chairman of Miyagikita UNESCO Association as lecturers, while the Fukushima Prefecture group visited Natsui Suwa Shrine and the Furusato Cultural Museum of Ono town. These visits broadened the participants' knowledge in various fields, including educational practices inside and outside schools, culture, natural environment and agriculture. At each educational institution they visited, the participants were engaged in a wide variety of activities, which, in addition to the general introduction of school characteristics or locally focused matters, included a tour of the school and its club activities, class observations, an exchange class in which the Korean teachers introduced the pupils/students to Korea and its culture, Japanese culture experiences such as making seasonal sushi rolls and rice cakes, a presentation of the "Hometown Commercial" created by students as part of community learning, and exchanges between teachers were focusing on the exchange of opinions and dialogues between the Japanese and Korean teachers. During the teachers' exchange at each educational institution, the participants discussed topics of mutual interest to both Japanese and Korean teachers, and considered common problems teachers face in both countries. Those topics included how to select teaching materials and equipment, cooperation with families and local communities, how to deal with issues faced by students, and the work environment for teachers. The Japan-Korea teachers' exchange this year was an important opportunity for the teachers, working hard continuously in the field of education, to recognise and encourage each other.

Although the time was limited for both online and face-to-face exchanges, we were able to see how everyone involved with the programme became closer to the Japanese and Korean teachers through direct interactions in the



field. In addition, we were impressed and inspired by how freely and powerfully the children we met during our school visits and home visits (visits to ordinary Japanese families) were growing up, making us realise the importance of support for the growth of children from the community as a whole. Furthermore, this programme has motivated both the Japanese and Korean teachers to maintain school-to-school exchanges, and they have already started preparing a long-term exchange plan.

Voice of Participants

- The programme was very valuable because it provided opportunities to discuss common problems that Korea and Japan are facing (e.g., low birth rate, aging population, excessive workload of teachers and cooperation with local communities) and to consider various ways to solve them.
- This programme changed me in a certain sense as it reminded me of the value and importance of face-to-face interactions. I would like to conduct activities (programmes) like the ones I experienced in this programme at my own workplace and in my local community.
- What was particularly impressive was the warm welcome and hospitality given to us by the Japanese teachers. It was very meaningful for me to experience that we are able to connect with each other with a "heart for students" that transcended language and border barriers.
- I gained many insights into the theme of the programme, "Cooperation between Community and School". As I myself teach social studies, which is closely related to children's daily life and learning in the classroom, one of my concerns was how to connect the contents of the textbook to their daily lives. Witnessing many examples in Japan where students were able to enhance their love for their hometown and sense of self-esteem not only by utilising local facilities at school, but also by learning through their own activities in the community, I repeatedly thought that I would like to try such educational activities myself.
- Previously, I had the opportunity to learn about school life in Japan indirectly through an online exchange programme held at my school, but this time, through participating in the face-to-face exchange programme, I was able to learn a lot by directly observing how classrooms were set up in Japanese schools, activities that students participated in on a daily basis, as well as the school lunch process.





Chapter 2 Japan-China Exchange



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

Background

The first international exchange programme between Japan and China began in 2002 with the invitation of primary and secondary school teachers from China.

Since 2003, the programme has evolved into the Chinese government's programme for Japanese teachers to visit China, and mutual exchanges have continued to this day, with more than 2,000 Chinese and Japanese teachers crossing the sea.

This year, the programme resumed face-to-face exchanges with the cooperation of the Ministry of Education, Culture, Sports, Science and Technology, the Chinese Ministry of Education, the Tomakomai Board of Education, and the visiting schools. Twenty-three teachers and staff members from the People's Republic of China were invited to Japan.

Objectives

The objective of this programme is to deepen the understanding about Japan, to learn from each other, to promote mutual understanding and friendship with Japanese teachers and students, and to foster the network among teachers through the activities conducted during the programme.

Additionally, after the programme, teachers are supposed to disseminate their learning to students, colleagues, and communities, and promote education to realise a peaceful and sustainable society, including the application of education for international understanding (EIU), peace education, education for sustainable development (ESD) and global citizenship education (GCED) at the school level.

Programme Activities

- Visit schools and other educational institutions (observe classrooms, communicate with Japanese teachers and students, and learn good practices of education to realise a peaceful and sustainable society).
- Attend exchange meetings with Japanese teachers.
- Visit cultural heritage sites.
- Attend lectures on educational systems and related topics in Japan.

Schedule and Activities

Date	Day	Venues	Activities
17 th November (Fri)	Pre	Online	• Orientation • Lectures on education system and policy in Japan by MEXT
26 th November (Sun)	1	China/Hokkaido	• Arrival in Japan
27 th November (Mon)	2	Hokkaido Tomakomai	• Orientation • Visit to Tomakomai city education board

Date	Day	Venues	Activities
28 th November (Tue)	3	Hokkaido Tomakomai	• Visit to school (1) and cultural site
29 th November (Wed)	4	Hokkaido Tomakomai/Sapporo	• Visit to school (2)
30 th November (Thu)	5	Hokkaido Tomakomai/Sapporo	• Debriefing session • Visit to cultural site
1 st December (Fri)	6	Hokkaido/China	• Departure to China

Number of Participants

23 teachers including other educational personnel from China

Qualifications of Participants

- (1) A person who has been engaged in education to realise a peaceful and sustainable society including EIU, Peace Education, ESD, and GCED, or who is highly motivated to be engaged in that type of education and plans to promote that type of education after participating in the programme.
- (2) Primary and secondary school teachers or non-formal education centre teachers including school managers or educational administrators in China who were recommended by his or her institution.
- (3) Able to communicate in Chinese (Mandarin).
- (4) In good health and able to complete all activities throughout the programme.
- (5) National of the People's Republic of China.

Evaluation and Report

Participants completed the evaluation form.

Interpreter

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

Participant List

	Name	School/Organization	Teaching Subject
1	ZHAO Yu	Ministry of Education	-
2	CHEN Xiaodong	Sanya Education Bureau	-
3	MI Qi	The Sanya Branch School of RDFZ	Physics

	Name	School/Organization	Teaching Subject
4	ZHAI Hongwu	Sanya Tianjiabing Senior High School	Biology
5	PAN Qing	Hainan Overseas Chinese Middle School	English
6	XING Cuirui	Sanya No.1 Primary School	Chinese
7	LIN Lan	Sanya No.9 Primary School	Science
8	CHEN Jing	Haikou Changtong School	Math
9	SUN Yang	Sanya Jinjiling Primary School	Math
10	WANG Huayi	Qiongshan Middle School	Politics
11	LEI Li	Shuinan Primary School Yazhou Sanya	Chinese
12	ZENG You	Sanya Education Bureau	-
13	XIAO Lan	China Education Association for International Exchange	-
14	ZHANG Yu	Hebei Education Department	-
15	LIU Zhenhua	Tangshan Fengnan District Xugezhuang Town Yinfeng Middle School	-
16	ZHAO Lifen	Qian'an Seventh Primary School	Math
17	CONG Jinhui	Chengde County Fourth Primary School	Chinese
18	CHEN Zhifu	The Fourth Middle School of Guangping County, Handan City	Moral education
19	LYU Aiye	Shexian No.2 High School	Chinese
20	QIN Wenya	Shijiazhang City Hezuolu Primary School	Chinese
21	ZHANG Yingwei	Shijiazhuang No.2 High School	Chinese
22	LIAN Tie	The Fifth Primary School of Qinglong Manchu Autonomous County	English
23	HAN Xiaohan	Hengshui Taocheng District Education Bureau	-

Summary

This year's programme, themed "Learning about the Education, Culture, History, and Environment of Hokkaido", was attended by 23 teachers from China, mainly from Hebei and Hainan provinces, and offered opportunities for dialogue and exchange not only at educational sites but also through visits to cultural facilities, with the aim of promoting mutual understanding between China and Japan.

On the second day, the day after their arrival, the participants attended the opening ceremony and orientation, followed by a tour of the Tomakomai Fishing Port, which is connected to China by sea. Subsequently, they visited the Tomakomai Board of Education, where they were warmly welcomed by the superintendent and other members of the board, as well as by the Tomakomai City official mascot character Tomachop. In the session "Current Situation and Challenges in Promoting Education in Tomakomai", they watched a presentation on Tomakomai-AI19, an initiative created to address the increasing number of issues that cannot be solved by individual schools alone. The participants realised again the importance of regional cooperation by learning about the initiative, which promoted actions such as sharing issues on a school district basis, cooperation by related organisations, and the entire Tomakomai city working together in order to support children throughout the community, thereby contributing to human resource development to create a society of the future.

The participants visited Shimizu Primary School and the adjacent Kaisei Secondary School on the third day, and visited Misono Primary School on the fourth day. Those visits were ideal opportunities for both the Chinese and Japanese sides to deepen their mutual learning and dialogue through activities including observation of classes, viewing of students' singing and dancing, introduction of schools and education in China by the Chinese participants, and presentation of examples of Chinese traditional culture such as Chinese knots by the Japanese counterparts.

Visits to cultural facilities included the Space Station MIR Exhibition Hall, the National Ainu Museum, and the Historical Village of Hokkaido (Kaitaku no Mura). At those facilities, the participants were able to have meaningful experiences such as watching aerospace/science and technology training for young people, as well as learning experientially about Ainu traditions, which is a valuable part of Japanese culture, and the lifestyle of Hokkaido pioneers. On the last day, the participants had an opportunity to hear about the SDGs activities of a company supporting ACCU's overall activities. They gained knowledge about not only education in Hokkaido, but a lot more, such as culture, history, and the environment there. As such, the programme contributed to the strengthening of friendship between China and Japan as well as to the deepening of their exchange in the future.

Voice of Participants

- This programme is of great significance in deepening the friendship between China and Japan and their mutual understanding. Through the workshops and visits to educational institutions, I felt deeply that the China-Japan private exchange had such a friendly basis.
- I felt the enthusiasm and friendliness of the Japanese teachers and students and was impressed by the students' autonomy and independence. I was also moved by the teachers' sincere concern for every child and the fact that no one was left out.
- The relationship between teachers and students in Japanese schools is equal and harmonious, and they seem to have complete trust in each other, which is something we should learn from.
- The most fundamental characteristic of Japanese basic education seemed to be its scientific and practical nature. Science is the link between the national character and students' physical and mental development, while practise gives each educational item the most concrete form in reality.





Chapter 3 Japan-Thailand Exchange



Invitation Programme for Primary and Secondary School Teachers from Japan

Background

Since the start of the Programme to invite Thai teachers to Japan in 2015, 15 Thai teachers have visited Japan every year to deepen exchanges with teachers and students. In recognition of these achievements, the Thai government proposed the acceptance of Japanese teachers at a meeting between the Japanese and Thai education ministers in 2017, which led to the implementation of the "Invitation Programme for Teachers from Japan" in 2018. In 2019, seven Japanese teachers were dispatched to Thailand, and exchanges between the two countries have continued online during the COVID-19 pandemic.

In 2023, face-to-face exchange was reinstated and 6 Japanese teachers visited Thailand as part of the "International Exchange Programme for Elementary and Secondary School Teachers" commissioned by the Ministry of Education, Culture, Sports, Science and Technology, with the cooperation of the Ministry of Education Thailand.

Objectives

- (1) To provide an opportunity for participants to share their ideas and educational practices in order to promote exchange between Japanese and Thai teachers and staff
- (2) To deepen understanding of Thailand by gaining knowledge of the educational situation in Thailand
- (3) To build a network between Japanese and Thai teachers and staff in order to promote cooperation between schools
- (4) To strengthen ties between Japanese and Thai teachers and staff.

Programme Activities

- (1) Visits to schools and other educational facilities
- (2) Interaction and exchange of opinions with Thai teachers and students at educational sites
- (3) Visits to educational and cultural facilities

Schedule and Activities

Date	Venue	Activities
28 th August (Mon)	Japan Online	Orientation (1) A lecture about the Educational Situation in Thailand Dr. MAKI Takayoshi Associate Professor, Graduate School of Human and Social Sciences, Hiroshima University Orientation by ACCU Self-introduction, etc.

Date	Venue	Activities
2 nd September (Sat)	Japan Near Naita airport	Orientation (2) Orientation by ACCU Activities for participants
3 rd September (Sun)	Thailand Day 1 Bangkok	Departure from Tokyo (Narita) Arrival in Bangkok Programme orientation by Thai Ministry of Education
4 th September (Mon)	Thailand Day 2 Bangkok	Visit to Debsirin School Courtesy visit to Ministry of Education Thailand
5 th September (Tue)	Thailand Day 3 Nakhon Ratchasima Province	Visit to the Demonstration School of Nakhon Ratchasima Ratchapat University
6 th September (Wed)	Thailand Day 4 Nakhon Ratchasima Province	Visit to Korat Fossil Museum and Korat Geopark ("UNESCO World Geopark") Sung Noen School Visit to Train Office's House Wat Thammachak Semaram/ Visit to Geosite, Khao Chan Ngam Cave & Prehistoric Paintings/ Yai Thiang Cuesta
7 th September (Thu)	Thailand Day 5 Saraburi Province	Kaeng Khoi School
8 th September (Fri)	Thailand Day 6 Bangkok	Programme evaluation meeting at the Ministry of Education Thailand Visit The Grand Palace and Wat Pra Kaew (Emerald Temple) / Wat Arun (Temple of Dawn) Departure from Bangkok (evening)
9 th September (Sat)	Flight Japan	Arrival in Japan
28 th October (Sat)	Japan Online	Follow up meeting

Number of Participants

- 6 teachers involved in elementary and secondary education in Japan
- 1 each from the Ministry of Education, Culture, Sports, Science and Technology (MEXT) and Asia-Pacific Cultural Centre for UNESCO (ACCU)

Qualifications of Participants

- (1) Have Japanese citizenship.
- (2) Have not participated in this Programme in the past (except for FY2021 and FY2022).
- (3) Be primary and secondary education faculty members (including educational administration staff) who have been recommended by their

superintendent of education or school headmaster.

- (4) Be in good health and able to participate in the entire Programme, including online sessions.
- (5) Be able to actively participate in the exchange of ideas and cultural exchange activities during the Programme
- (6) Be able to take a role in communicating what they learned during the Programme to students, schools, and the community after they return to their home countries.
- (7) Be able to contribute to the promotion of educational exchange between Thailand and Japan in the future.
- (8) Be able to maintain the discipline of group behaviour and actively participate in the Programme on their own initiative.
- (9) Understand that this is an exchange Programme with a country with different customs and culture, and be flexible to accommodate sudden changes in the Programme.
- (10) Be able to communicate smoothly via e-mail and LINE, and enter and submit necessary information in the prescribed format using Microsoft Word/Excel.
- (11) Have a daily conversational level of English.
- (12) Be able to prepare and use a PC and communication environment required for online access.

Evaluation and Report

Upon their return to Japan, the participants submitted the following reports to ACCU in the prescribed form.

- (1) First Participant Report
Report mainly on the achievements during the Programme
 - (2) Second Participant Report
- * Mainly reports on efforts and results after returning to their home countries

Interpreter

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

Participant List

	Name	School/Organization	Teaching Subject
1	TAKESHIMA Jun	Okayama City Sonan Junior High School	English/Integrated Studies
2	GOTO Yukihiko	Hokkaido Oketo High School	Home economics & Welfare
3	ASAMI Yukio	Osaka City Kami Junior High School	Health and Physical Education
4	NAKANO Ayaka	Owada Minami Elementary School	All subjects except gymnastics, music and English
5	NEGISHI Ayaka	Omama High School	English
6	KAWADA Masatoshi	Moriya Elementary School	English
7	NAMATAME Yumi	Ministry of Education, Culture, Sports, Science and Technology (MEXT)	-

	Name	School/Organization	Teaching Subject
8	ITO Tae	Asia-Pacific Cultural Centre for UNESCO (ACCU)	-

Summary

The applicants were selected from amongst dozens of applicants from all over Japan. The selected six Japanese teachers visited Thailand this year accompanied with one official from MEXT and ACCU respectively.

Prior to their dispatch to Thailand, the participants learned about the Thai educational situation and carried out team-building activities online. They also took on their respective roles and prepared for cultural classes to be held at the Thai school while still in Japan.

There were a variety of activities during their stay in Thailand. In addition to a courtesy visit to the Ministry of Education Thailand, the programme included visits to a variety of schools: a national boys' school; a university-affiliated school with a kindergarten and primary school attached; a municipal school under the jurisdiction of the Ministry of Interior that collaborates with a UNESCO Global Geopark; and a public middle school. In particular, the visit to the UNESCO Global Geopark in Nakhon Ratchasima Province (Korat) was one of the unique activities that characterised the education and culture-oriented programme. The Geopark had internationally valuable geosites as well as educational facilities such as a museum and schools, and the importance of this site was explained with its relationship to Fukui Prefecture in Japan also taken into account. In addition, educational activities were conducted by the local community to protect the land, which had various values, from development and to use it most appropriately in the future. The content of those activities included elements of educational learning for the promotion of nature conservation in partnership with schools.

During the school visit, there were occasions for the Japanese teachers to give lessons to Thai students. Their lessons were divided into three groups with the themes of "learning Japanese sports (karate and judo)", "discussing SDGs", and "experiencing Japanese culture (origami and calligraphy)". The Japanese teachers demonstrated their respective strengths to introduce aspects of Japan to Thai students. Thai students studying in the Japanese language course seemed to further enhance the overall students' interest in and curiosity about Japan. During the cultural exchange, the Japanese delegation danced to "Koi Suru Fortune Cookie" and they ended up dancing together with the Thai teachers and students at the venue. Through not only having conversations but also dancing to the music and having fun together, the Thai and Japanese participants became closer both physically and mentally.

The Japanese participants used the network they gained from the programme to continue actively communicating with those in Thailand after returning to Japan, and organised a number of exchange events among teachers, students and schools, which are: the three-school exchange between Sung Noen School, Sonan Middle School (Okayama) and Hokkaido Oketo High School (Hokkaido); the exchange between Kaeng Khoi School and Ohmama High School (Gunma); and the one between Debsirin School and Moriya Primary School (Ibaraki). The teachers are also making efforts to spread the results/achievements to the local communities by utilising local resources (local radio, PTA association, public lectures, etc.) as well as those available at schools. The seeds of understanding of and exchange

with Thailand are sprouting and taking root.

Voice of Participants

- This programme has increased my interest in, attachment to, and familiarity with Thailand considerably. I was able to reunite with old friends and meet good people who were motivated and interested in Japan-Thailand friendship exchange, which gave me a lot of energy. I am now realising once again the effectiveness and importance of the preparation-on-the-spot-following-up learning process in learning about the country with which one is to interact.
 - It seemed to me that the development of collegiality fosters psychological safety and creates a warm school atmosphere, which is similar to what we have in Japan. I was impressed by their ingenuity and efforts to create an independent learning attitude among students.
 - I was able to have a variety of cultural experiences, even though it was the first time I actually went to an Asian country other than Japan, not knowing what to expect at all. The programme was full of surprises and discoveries for me, for example it was surprising to actually see that things that were commonplace in Japan were often not so in Thailand.
 - Through my participation in this Thailand programme, I was able to experience first-hand how wonderful international exchange was, and I strongly felt that I wanted to share my experiences with my students and encourage them to look to the world outside Japan and think about things from a broader perspective.
- So, I started sharing my experiences with my students in class and other daily-life occasions, and have already found that my effort had a positive effect on them, as they became more interested in Thailand and began to think positively about the future with a broader perspective.
- I realised that there were many things I did not know about the Japanese education system when I tried to ask questions about education in Thailand, so I think that experience overseas can be a trigger to learn more about Japan.



Invitation Programme for Teachers from Thailand

Background

The programme, which started in 2015, has continued online exchanges during the COVID-19 pandemic. In the 9th Invitation Programme this year, 12 Thai teachers involved in primary and secondary education were invited to Japan for seven days from 2 to 8 October 2023. Meetings were also held online on 25 September and 26 December 2023. The programme has contributed to more active mutual exchanges between the two countries.

Objectives

- (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) Build a network of both Thai and Japanese teachers who participated in the programme.

Programme Activities

- Attend lectures on the Japanese education system, etc.
- School visits
- Give classes to Japanese students and interact with them
- Exchange and dialogue with teachers in Japan

Schedule and Activities

Date	Day	Venues	Activities
25 th September (Mon)	Pre	Online	- Lecture about Japan's Educational System Ms. KAKIZAWA Seina Official, Office for International Planning and Coordination, Elementary and Secondary Education Planning Division, Elementary and Secondary Education Bureau, MEXT - Lecture about on the Initiatives of the Ministry of Education, Culture, Sports, Science and Technology (MEXT) on the promotion of ESD Ms. MISHIMA Hana Unit Chief (ASPnet, ESD, PR) Office of Director-General for International Affairs - Programme orientation 1
2 nd October (Mon)	1	Aichi prefecture, Gifu prefecture	- Arrival in Japan - Programme orientation 2
3 rd October (Tue)	2	Nakatsugawa City, Gifu Prefecture	- Magome-juku - School visit 1-1 (Misaka Junior High School)
4 th October (Wed)	3	Nakatsugawa City, Gifu Prefecture	School visit 1-2 (Misaka Junior High School)
5 th October (Thu)	4	Aichi prefecture, Gifu prefecture	- Visit to local Kabuki theatre "TOKIWAZA" - School visit2 (Kasahara Elementary School)
6 th October (Fri)	5	Konan city, Aichi prefecture	School visit 3 (Aichi Prefectural Bihoku High School)
7 th October (Sat)	6	Aichi prefecture	Educational Exchange Meeting (Peer exchange)
8 th October (Sun)	7	Aichi prefecture	Departure from Japan
26 th December (Tue)	After	Online	Follow-up meeting

Number of Participants

12 teachers and educational administrators

Qualification of Participants

The participant should be:

- (1) Highly interested in Education and culture of Japan.
- (2) Highly interested in interacting with Japanese teachers and schools.
- (3) Highly motivated to engage in activities for mutual understanding and international exchange with Japan during and after the programme.
- (4) Highly motivated to share the outcomes to his/her institution and eventually to the education of Thailand.
- (5) A national of Thailand.
- (6) A primary or secondary school teacher, school manager or educational administrator in Thailand who has received recommendation by his/her institution (including educational administrator and educational specialist).
- (7) In good health to be able to complete all activities throughout the programme (including online sessions).

Evaluation and Report

- (1) About the programme (soon after the programme)

Each participant completed an evaluation form before departure from Japan.

- (2) About making the most of the programme experience

Each Participant submitted the report regarding the outcomes from the programme and activities after the programme.

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	Title/ Teaching Subject
PHUMMAI Phutanaphat	Takpittayakhom School	Director
SRIPOR Amornrat	Maryvit Bowin School	Principal
CHAROENCHAI Winulas	Sungnoen School	Math
BOTO Nur-ehsan	Darussalam School	Biology
TANTINIMITKUN Taweetip	Kuiburiwittaya School	Science / Chemistry
BULAH Je-ana	Satriyala School	English
KAEWMA Anuwat	Sakon Nakhon Phattana Sueksa School	English
PUTSADEE Wipharat	U-Thong School	English
WONGSAWAT Benjawan	Srinagarindra the Princess Mother School, Phuket	Japanese
JAIWONG Kasamaporn	Anuban Phrae School	English
SIRIPRAPA Patsri	Ministry of Education	Director
KWANTINPU Kanokwan	Ministry of Education	Foreign Relations Officer

Teachers from Japan

	Name	School/Organisation	Title/ Teaching Subject
1	IWATA Tomofumi	Kochino Minami Elementary School	Science
2	ASAHI Hitomi	Itoigawa Municipal Itoigawa Elementary School	Librarian
3	TANAKA Hiroko	Hyogo Prefectural Sanda Shoukan S.H.S.	English
4	FUJISAWA Yoko	Aichi Prefectural Meiwa Senior High School	English
5	KACHI Masahiko	Kasahara Elementary School	Principal
6	KUSHIDA Shinichiro	Aichi Prefectural Aichi High School of Technology and Engineering	Physics
7	SUZUKI Yosuke	Shizuoka Seiko Academy	English
8	KUBOTA Suzuka	Nakano Rishshikan High school	Geography History Civics
9	KIMURA Shunsuke	Kasugai Maruta Elementary School	Science
10	ITO Hiromi	Ibaraki Prefecture Ishioka Special Needs School	All subjects
11	TERAZAWA Yuko	Kochino Minami Elementary School	English
12	NIKI Atsuhiko	Toyota Municipal Misato Junior High School	Social Studies

Summary

We put even stronger emphasis on the significance of in-person exchanges between people from different countries, appreciating the concept of “encounters” that had been a focus of ACCU activities since the previous year. The programme this year was held under three main themes, “International Exchange at School”, “Cultural Experience”, and “Pair Exchange with Japanese Teachers”.

Thai teachers visited public primary, middle, and high schools for “International Exchange at School.” They had a one-and-a-half day visit to Misaka Junior High School in Nakatsugawa, in which they engaged in a wide variety of activities, including a school tour and introduction of the school and local community by students, a cooking experience of local cuisine, observation of club activities; para-sports experience in wheelchairs, a Thai food cooking experience, a visit to Japanese teachers’ classes, school lunch and cleaning, classes taught by Thai teachers, and exchange meetings between Japanese and Thai teachers. It is a small school in the mountains with only 38 students who are growing up under the careful guidance and watchful eye of the teachers. During the Thai teachers’ visit, the students actively communicated with them without hesitation.

At Kasahara Elementary School in Tajimi, which is recognised by MEXT as a Special Curriculum School, English classes begin in the first grade, and the Thai teachers joined a sixth-grade English class. Using a tablet, the students explained about Japan in English to the Thai teachers. The students, who are studying at the school that recognises the good qualities of each individual, freely and fully enjoyed communicating with the Thai teachers, expressing themselves with their whole body. The Thai teachers seemed impressed by the children’s energy and enthusiasm. This was a good exam-

ple of a school where important perspectives on education in Japan can be found in terms of the relationship between the children and teachers and educational philosophy.

At Bihoku High School, Aichi Prefecture, there was a class tour that included art, home economics, calligraphy, English, classical literature, physical education, information, geography, mathematics, music, and physics. In the class on making African musical instruments, the Thai teachers paid particular attention to the design of the class that aims to foster international understanding by introducing different musical cultures. In the cross-cultural understanding class, students debated in groups in English on the theme “Why is the elephant important in Thailand?” At the exchange meeting between teachers and students, one Thai teacher asked if any of the students were interested in studying abroad in Thailand and four students raised their hands in response, an interaction which could hopefully be the seed of further successful exchanges with Thailand in the future.

One of the “Cultural Experiences” during the programme in Japan was a walk around Magomejuku, a post station on an old highway, an activity to learn about the area of the host school. Mr. Tomoyuki Nakatani, vice principal of Misaka Junior High School in Nakatsugawa, volunteered as the guide. Another cultural experience activity was a soba (buckwheat noodle) making session using locally grown buckwheat seeds. This was an opportunity to learn about soba, one of the characteristic foods of Japanese cuisine “*Washoku*”, which has been registered as a UNESCO Intangible Cultural Heritage.

The pair exchanges between Thai and Japanese teachers were held in Nagoya on the day before Thai teachers returned home. While walking around the city, the pairs of teachers engaged in education in Thailand and Japan talked with each other. In Aichi Prefecture, with its abundance of educational and cultural facilities, they took buses and trains to visit local places they wanted to, having time to get to know each other. They communicated using translation apps and other tools because there were no interpreters available for this pair exchange. This activity offered a fun experience of connecting with a person from a different country despite occasional difficulties. We hope that this experience will be a stepping stone for teachers to open doors to the world and explore new possibilities in educational practice. As we have already seen that some of the “encounters” in the activity developed into further exchanges later, this one-day pair exchange has a lot of potential.

Voice of participants (excerpts)

Thai teachers:

- I was impressed by the host schools’ warm welcomes, systematic activities, punctuality, disciplined students, and sanitary environment. I was also moved by the activities that allowed the students to demonstrate their abilities, the environment and atmosphere of Japan, and the Japanese food.
- It gave me the idea of sending Thai students as well as teachers to Japan in the future to participate in learning exchanges.
- The activity that impressed me the most was the exchange with a Japanese teacher, my partner in the activity, for a total of six hours on 7 October 2023. We exchanged views on culture, lifestyle, living, transportation, travel, geography, and more. What I found particularly important

was preparation for classes by the school and teachers, classroom atmosphere, and stories about teaching students. What I liked the most was the visit to the science museum. The time I spent there was very valuable for me. We saw fossils from all over the world and watched a high-quality science show.

- The programme had a wide variety of activities. In the academic part, we were able to see classes at primary, middle, and high schools, while in the art and culture part, we learned about Japanese art and culture, and through this programme we developed a love of Japan, fostered a sense of identity, and created connections between the schools.
- It was good to connect with teachers from various schools because when I had questions after the visit, I was able to ask them to solve them. The Japanese teachers gave us a lot of useful information.
- The Thai teachers and the Japanese students worked hard to communicate with each other during the cooking activities, so even in a short time, we were able to get to know each other.

Japanese teachers at the host schools:

- Through conversations with the Thai teachers, I developed a desire to engage in international exchange using English. I was also able to foster an overseas connection, so I would like to create opportunities to interact with them again if possible.
- This was a very good event, as some of the students from the English class visited by the Thai teachers said, “I want them to come again!” Although there were anxieties at first among the teachers who were to welcome the guests, when they actually came it was all good since there was an interpreter and the visit itself was not burdensome. It was a wonderful experience for both the children and the teachers, broadening our worldview.
- It was a good opportunity for us to start revitalising international exchange activities, which is a unique feature of our school.

Japanese teachers who participated in the pair exchange activity:

- In order to accept diversities such as the diversity of values in the field of education, I think it is necessary for teachers themselves to be exposed to diverse values and to accept them naturally. To this end, it would be good to have opportunities to find differences interesting and experience the feeling of wonder in knowing something new to us.
- It was a great opportunity to understand different cultures and customs through real people. Such understanding would lead to respect for diversity on an emotional level, not just on an intellectual one. After all, having friends or knowing people in different countries is important for building international cooperation and empathy. So, as a first step, I think we should promote international exchange that actually involves people. Online exchanges are also convenient, but as people inevitably talk in turn, it is difficult to have a situation where chats are happening here and there. However, I felt again that such chat situations are actually necessary for making friendships.
- I think the most significant thing was that we were able to have cross-border dialogues and exchanges with the common characteristics of “being involved in education” and “nurturing children who will create the future”. The programme also gave me insight into my own views on education and what I could do in the future.



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, ACCU organised the 8th programme and inviting twelve teachers and other educational personnel from India for eight days.

Objectives

The objective of this programme is to deepen the understanding about Japan, to learn from each other, to promote mutual understanding and friendship with Japanese teachers and students, and to foster a network among teachers through the activities conducted during the programme.

Additionally, after the programme, teachers are supposed to disseminate their learning to students, colleagues, and communities, and promote education to realise a peaceful and sustainable society, including the application of education for international understanding (EIU), peace education, education for sustainable development (ESD), and global citizenship education (GCED) at the school level.

Programme Activities

- Visit schools and other educational institutions (observe classrooms, communicate with Japanese teachers and students, and learn good practices of education to realise a peaceful and sustainable society).
- Attend exchange meetings with Japanese teachers.
- Visit cultural heritage sites.
- Attend lectures on educational systems and related topics in Japan.

Schedule and Activities

Date	Day	Venues	Activities
13 th September (Wed)	Pre	Online	-Programme orientation for pre-departure -Lectures on education system and policy in Japan by MEXT
17 th September (Sun)	1	Delhi	Departure from India (night flight)
18 th September (Mon)	2	Tokyo (Haneda) Tochihi	-Arrival in Japan -Orientation -Move to Tochihi
19 th September (Tue)	3	Tochihi	Visit to junior high school (1) / cultural sites

Date	Day	Venues	Activities
20 th September (Wed)	4	Tochihi Tokyo	-Visit to junior high school (2) / cultural sites -Move to Tokyo
21 st September (Thu)	5	Tokyo	-Reflection meeting -Free time/Visit to cultural sites
22 nd September (Fri)	6	Tokyo	Visit to junior school and high school (3)
23 rd September (Sat)	7	Tokyo	- India-Japan teachers exchange meeting - Debriefing session and closing ceremony
24 th September (Sun)	8	Tokyo (Haneda)	Departure from Japan

Number of Participants

Participants from India: 12 primary and secondary teachers and administrators (including CEE staff)

Japan participants (9/23 exchange meeting participants): 12 elementary and secondary school teachers and administrators)

Qualification of Participants

Participants from India

- (1) A person who has been engaged in education to realise a peaceful and sustainable society including EIU, Peace Education, ESD and GCED, or who is highly motivated to be engaged in that type of education, and plans to promote that type of education after participating in the programme.
- (2) Primary and secondary school teachers or non-formal education centre teachers including school managers or educational administrators in India who were recommended by her or his institution.
- (3) Able to communicate in English.
- (4) In good health and able to complete all activities throughout the programme.
- (5) National of the Republic of India.

Participants from Japan only should be:

- (1) Those who are interested in interacting with Indian faculty and staff.
- (2) Those who are able to participate in the programme from start to finish, and who are able to communicate and interact proactively with others on their own initiative.

Evaluation and Report

- (1) Post-evaluation

Participants filled out the evaluation form provided by ACCU.

(2) Activities after returning home

Participants submitted a report on their activities and results after returning to India.

Interpreter

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

Participant List

Participants from India

	Name	School/Organization	Specialisation/Teaching Subject
1	PANICKER Archana	Centre for Environment Education and Planet School	Environment Education
2	DAVE Gayatri	Centre for Environment Education	EE and ESD
3	RATHORE Nandini	Block Resource Centre, Basic Education Department	English, Environmental Science
4	GOGOI Karabi	Balya Bhawan High School	Social Science, English, Geography
5	MISHRA Shipra	Tata Workers Union High School	Science
6	PAL Chetan Rajendrakumar	Kunjad Primary School	Science, Maths, Sanskrit
7	SUNDI Shristi	Kasturba Gandhi Balika Awasiya Vidyalaya	English
8	THAKUR Vandana Chandansingh	Rachna School	EVS, Maths and Science
9	ANTIL Monika Lamba	Gyan Mandir Public School	Science
10	MALI Sarupa Ram	Government Higher Senior Secondary School	English
11	YADAV Anita	Delhi Public School	English
12	KAUR Gurpreet	Sri Dasmesh School	Biology

Participants from Japan

	Name	School/Organization	Teaching Subject
1	TAKAHASHI Shinichi	Saitama Prefectural Koshigaya Kita Senior High School	English
2	SARAGAI Yuko	Kobe Municipal Ryugadai Junior High School	English
3	IWAMI Rika	Uekusa Gakuen University	English
4	HIRASAWA Kaori	Yokohama Municipal Higashi High School	Social studies
5	ISHII Makoto	Minamiboso Municipal Tomiura Junior High School	English
6	OKADA Tsugumi	Chiba Prefectural Higashi-Katsushika Junior High School	English
7	FUJIMURA Keima	Kanagawa prefectural Arima High School	English
8	YONEYAMA Chisato	Saitama Prefectural Urawa Girls' Upper Secondary School	Japanese literature
9	TOMIYAMA Masami	Ibaraki Prefectural Namiki Secondary School	English

	Name	School/Organization	Teaching Subject
10	FUKUDA Hayato	Honjou Municipal Honjouhigashi Elementary School	Math
11	ISHIMOTO Yuko	Ibaraki Prefectural Namiki Secondary School	Social studies
12	FUJINO Akihiko	Tokyo Metropolitan Higashikurume Sougou High School	World history

Summary

Twelve teachers and educational administrators from across India participated in this programme. The programme focused on exchanges with Japanese teachers and students through visits to secondary schools in Utsunomiya, Tochihi Prefecture, and the Tokyo metropolitan area.

The participants stayed in Utsunomiya from 18 to 21 September to visit Ichijo Middle School and Yonan Middle School located there. At Ichijo Middle School, a welcome ceremony was held with all students attending. The Indian participants were very moved by the warm welcome, which included a kendo (Japanese sword martial art) demonstration by the principal as an introduction to traditional Japanese culture and a brass band performance by the students. Following that, the participants visited classes. During the visit, they asked various questions not only about the classes but also about things unfamiliar to them including posts on the wall and equipment in the classrooms. The participants also enjoyed the student-guided tours of local temples, shrines and other cultural facilities, deepening their understanding of the local culture.

The visit to Yonan Middle School next day consisted mainly of various opportunities for the participants to deepen exchanges with the students. For example, the Indian participants gave the students Indian yoga and Indian mathematics classes as well as an introductory lecture about Indian schools and local cultures. They also participated together with the students in music, chemistry, physical education, and calligraphy classes. The students at the classes taught by the Indian participants seemed to enjoy learning new information about Indian yoga, mathematics, local communities and schools, as well as interacting with the teachers. Other activities included an exchange meeting with Japanese teachers, where the participants from both countries actively exchanged views and opinions about the situation of education in both countries, while the Indian participants asked questions about Japanese education that arose from their two-day school visit.

In Tokyo, the participants visited Tokyo Metropolitan Hakuo Senior High School and its attached Hakuo Junior High School. At those schools, the participants engaged in various activities, such as observing as well as giving classes, and an exchange meeting attended by teachers from both countries. The participants who observed classes on Japanese culture, such as tea ceremony, flower arrangement and calligraphy, which were part of the schools' regular education, showed great interest in the school policy that provided learning opportunities with a first-hand Cultural experience in the classroom to pass on traditional culture to the next generation.

In addition to the visits to the above schools, there was a Japan-India educational exchange meeting in which Japanese teachers who applied individually also participated. At the meeting, small group discussions were held on the theme of "Significance of Engaging in Dialogue with Diverse People". During the discussions, the participants exchanged opinions about

the significance of dialogue with diverse people in the field of education in a society that is expected to be increasingly diverse and uncertain, and also discussed how each participant would like to act as an educator in the future.

Throughout the programme, the participants seemed to be stimulated by a variety of new information they obtained using all the five senses but would not have been able to through online exchanges. On top of that, immediately after returning to India, they started using the network connecting the Indian and Japanese participants, created through the exchange activities in Japan, to continue having exchanges online. It will be exciting to see how the participants' experiences in this programme will be reflected in their educational practices in the future.

Voice of Participants

- This programme has broadened my knowledge of Japanese education and culture. It was also very stimulating to know the experiences of the various people I met during the programme. (Indian participant)
- I learned a lot of new ideas from the interactions with the Japanese students and teachers. After returning from Japan, I immediately put into practice at my school the various ideas I learned and was able to make positive changes. (Indian participant)
- One of the things that I learned from the programme and changed my previous impression of India was the fact that the Indian and Japanese teachers shared the same viewpoints and goals. When we discussed self-affirmation and self-efficacy, some Indian teachers told me that they were also making efforts to help their students develop a sense of self-affirmation. They also described educational practices that I would like to adopt to use in my classes in Japan. (Japanese participant)



Summary

Overview of This Year's Programme

A New Era of International Exchange for Teachers



For the past three years, ACCU's international exchange programmes for teachers were conducted mainly online due to the impact of the COVID outbreak, but face-to-face exchanges have fully resumed this fiscal year. In the course of planning and managing this year's exchange programme for teachers, we realised once again that there were different ways of learning for participants according to the format of the programme. This means that the triggers (hooks) for participants' learning can differ and vary.

To be specific, when online the sole focus of participants' attention is the screen, and the information they can obtain is rather limited. When face-to-face, on the other hand, participants have access to a much wider variety of information in the space where they are present. For example, when an Indian teacher was observing a class at a Japanese junior high school as part of the programme, he happened to find a class-duty roster for students posted in the classroom, which strongly attracted his interest and drove him to start learning the Japanese-style classroom management. Although the duty roster itself had nothing to do with the class he was observing, it inspired him in a way that the management had not specifically intended, thereby turning out to be an example of numerous learning hooks available to the participants.

The fact that various learning opportunities lie in activities when face-to-face suggests that, in a sense, the width of interest and the degree of motivation of the participant play a bigger role in making most of the in-person format in comparison with the online one. Face-to-face also requires different methods of communication from those for online. There is more information available on the spot in a face-to-face meeting than in an online meeting, and it is possible to see how each other is doing clearly and get a feel for each other's feelings. Furthermore, the option of having a chat during coffee breaks and other short breaks is a unique feature of the face-to-face format, which can help participants get to know each other better.

While the face-to-face format has those advantages, ACCU is trying to create exchange programmes using both formats, drawing on our experience in running online exchanges during the pandemic. For example, this year's programme added online sessions before and after the face-to-face exchanges. It produced several positive effects as a result, including the enhancement of participants' sense of purpose even before the programme began, the forming of relationships among the participants, and smoother connection between the learning gained from the post-programme review workshop and the subsequent changes in participants' views and actions. On top of that, the development of online interaction tools during the pandemic has created an environment in which face-to-face interaction could continue even after the completion of the programme. This has also contributed to the realisation of a new form of international exchange utilising past and recent experiences, rather than simply returning to the way it was before the pandemic.

In the future, too, ACCU will continue to seek a more fulfilling way of international exchange while flexibly responding to the changes of the times.

Memories of international exchange



2023–2024 Invitation Programme Co-operating organisations and co-operators

● Invitation Programme for Teachers from the Republic of Korea

Mr. NEGISHI Kazunari, Principal, Kami Agricultural High School

Mr. NIKAIDO Koichiro, Principal, Tome Municipal Kagano Elementary School

Mr. ARIGA Jinichi, Superintendent of Education, Fukushima Prefecture Ono Town Board of Education

Mr. TOMIOKA Yasunari, Principal, Ono Town Ono Junior High School

Mr. KOARAI Shinsuke, Principal, Ono Town Ono Elementary School

Prof. ICHINOSE Tomonori, Division for Teacher Training (International Education), Department of Education, Miyagi University of Education

Mr. KURECHI Masayuki, President of Japanese Association for Wild Geese Protection

Ms. WAKAMI Tomoko, Chairman of Miyagikita UNESCO Association

Mr. KAKUI Naomitsu, Director of Fram Natori

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

Mr. FUKUHARA Isao, Superintendent of Education, Tomakomai Board of Education

Mr. NAKAJIMA Tsutomu, Tomakomai City Misono Elementary School

Ms. IMURA Tomomi, Principal, Tomakomai City Shimizu Elementary School

Mr. HOSOBÉ Yoshitomo, Principal, Tomakomai City Kaisei Junior High School

Ms. ITO Takako, Manager, Sustainability Social Innovation, FAST RETAILING CO., LTD.

● Invitation Programme for Teachers from Thailand

Mr. YOSHIDA Tomoki, Principal, Misaka Junior High School

Mr. KACHI Masahiko, Principal, Kasahara Elementary School

Mr. NAYA Mamoru, Principal, Aichi Prefectural Bihoku High School

Mr. GOTO Koki, Vice-Principal, Aichi Prefectural Bihoku High School

● Invitation Programme for Teachers from India

Mr. MASUYAMA Takayuki, Principal, Utsunomiya City Ichijo Junior High School

Mr. TEZUKA Hiroyuki, Principal, Utsunomiya City Yonan Junior High School

Mr. IKEDO Shigeki, Principal, Tokyo Metropolitan Hakuo Senior High School-Junior High School

● Korea-Japan Teachers' Dialogue 2023 Invitation Programme for Japanese Teachers

Mr. TANAKA Mitsuharu

Specialist

Overseas Education Research Unit II

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Education Policy Bureau

Ministry of Education, Culture, Sports, Science and Technology

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● 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

• Royal Thai Embassy

• Department of Education

Embassy of the People's Republic of China in Japan

• Embassy of India

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