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Impressions and Action Plan

impression

■ 1. Impressions

- During the 2025 Invitation Programme, I experienced the following various characteristics of the Japanese education scene.

1. An atmosphere that emphasizes order and concentration in the classroom

- In Japanese classrooms, both teachers and students made an effort to maintain a quiet environment so that students could concentrate on the lesson.
- The students listened carefully to the teacher's explanations and showed a self-motivated attitude to learning.

2. A culture of mutual respect and consideration among students

- The students respected each other's opinions and showed an attitude of listening when making presentations and participating in discussions.
- A culture of mutual consideration was naturally established regardless of grade or gender.

3. Learning and living culture that reflects Japanese traditions

- It was impressive to see that cleaning activities were carried out systematically within the school, which fostered a sense of responsibility and community.
- The habit of tidying up and preparing the learning space before and after classes was naturally internalized by the students.

4. Self-development through active club activities

- Students were actively taking advantage of opportunities for self-development through club activities and sports competitions.
- Through this, we were able to confirm that the process of fostering students' autonomy and collaborative skills is well established.

- Through this programme in Japan, we experienced firsthand how international educational exchanges can be an important driving force for educational innovation. We learned that fostering students' self-directed attitudes, a culture of order and consideration, and a sense of community contributes to improving the quality of education in the long term.

- I will continue to maintain our cooperative relationship with Japan and strive to share and develop the educational strengths of both countries.

Action Plan

■ 2. Future Activities

- Based on the experience and network gained in Japan, I will continue to promote educational exchanges to maintain cooperative relations between the two countries.

1. Sharing educational cases using the network of Japanese teachers

- **Sharing excellent educational cases and teaching methods** between Korean and Japanese teachers to continuously learn and apply global educational trends
- Regular exchange of opinions and joint research through online and offline channels

2. Developing and sharing materials for joint educational projects

- Developing and sharing joint lesson materials and project materials to promote educational innovation between South Korea and Japan
- Creating and collaborating the contents on the SDGs (Sustainable Development Goals) and cultural exchange education

■ 3. Educational Action Plan

1. Implementation of SDGs and cultural exploration project between the two countries


- Having a project to explore ways to implement the SDGs through online exchange classes
- Cultivating international thinking and cultural understanding skills through activities in which students directly research and present the traditions and cultures of both countries.
- Sharing the results of the project with Japanese teachers to promote educational exchange between South Korea and Japan.

2. Creation of a culture of self-directed learning among students


- Encouraging students to take responsibility for their own learning environment in Korean classrooms by referring to the preparation and organization culture of Japanese classrooms.
- Support students in taking the initiative to gain a variety of experiences by promoting club and after-school activities.

3. Building the foundation for international educational cooperation

- Promoting continuous exchanges to learn and apply the strengths of both countries through educational cooperation between South Korea and Japan
- Contributing to educational innovation and class improvement by continuous cooperation with Japanese teachers
- Creating a wider range of educational synergies by forming a multinational teacher network



Action Plan for the Invitation Programme



Sharing programme experiences and building a network of teachers

In-school training and presentation

- Sharing the characteristics of education in Japan and programme experience
- Analyzing the differences in educational philosophy and life guidance
- Sharing the value of the Invitation Programme and UNESCO activities

Forming a teacher network between South Korea and Japan

- Online communication with connected Japanese participants
 - Promotion of continuous exchange between Korean and Japanese teachers
-

Student exchange and educational application

Planning a student exchange program between South Korea and Japan

- Exchange of letters and videos with schools I visited in Japan
- Planning of online discussion and cultural exchange events

Applying to classes and projects

- Linking to global citizenship education
- Researching educational direction that balance upholding standards and allowing students' individuality

Long-term activity plan

- Promoting continuous exchanges based on programme experience
 - Providing guidance in the regional council for the future participants
-

UNESCO School Operation Plan for the 2025 Academic Year

**UNESCO Club: Once a week,
Contents: Environment, Global Citizenship Education**

International joint classes: Twice a month, exchange with Nagano Prefectural School for the Blind, for middle school students

**English Speech Contest: July
* Topic: My opinion on the Earth and environmental issues**

Community service activities: Participate in the Turtle Marathon and the planting trees campaign

**Presentation of the programme experience for school teachers:
Faculty meeting in the second week of March**

Japanese language training: distance learning, joining a Japanese language study club

Education on understanding
visual impairment: Walking



Education on understanding
visual Impairment
:Braille education



UNESCO club
activities

UNESCO Environmental
Campaign



Environmental education
: Making eco-bags



International joint classes
:Nagano School
for the Blind



Japanese language class



Japanese Culture
Experience: Food



International
joint classes
Global
citizenship
education



Action Plan 1

Promoting Continuous exchange between Korean and Japanese

- Operating online cultural exchange programs with partner schools in Japan (non-face-to-face video conferencing, email exchanges, etc.)
- Conducting online joint projects in which students from both countries present on their respective countries' education, lifestyle, and culture
- Maintaining regular exchanges through small group discussions (digital pen-pal program)
- Operating Korean and Japanese language exchange programs (language learning activities between students)

Action Plan 2

Korea-Japan Student International Camp and Exchange Visit Promotion

- Holding an annual Korea-Japan International Exchange Camp (held in South Korea or Japan)
- Operating a homestay program in which Japanese students visit South Korea
- Promoting joint Korea-Japan projects and volunteer activities (e.g., environmental protection, peace education)
- Planning joint cultural experience events planned by Korea-Japan students

Requests for promotion

- Securing budget for international exchange programs at the school level
- Encouraging student participation through cooperation with teachers and parents
- Expanding the countries for the exchange through cooperation with the ASPnet Schools Network

2025. Action Plan

Reflection through the programme

1

Is it right to only emphasize student rights and teacher rights?

Careful decisions are needed for changes in education. It is very difficult to go back.

2

It was nice to see all the students wearing school uniforms to school and wearing them on campus.

3

It is surprising to see teachers and students rolling around on the playground, not in the auditorium, during physical education classes.

It is also surprising to see teachers supervising lunch and disposing of leftovers during lunch time.

4

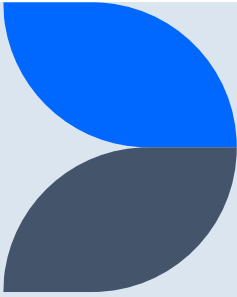
It is beautiful to see all the students prepare a hand-held mop during cleaning time and clean the area around their seats.

5

At the end of the day, students shared what they had learned and felt today and discussed their school life tomorrow. I really wanted to learn.

2025. Action Plan

Future activities and plans



1

As a principal, I will actively encourage and support international exchange activities. I will organize international exchange activities independently.

2

In February 2025, teachers and students will be sent to Japanese high school and international schools in Thailand to interact.

3

We signed an MOU with a school in Thailand. We would like to sign an MOU with a regular high school in Japan as well.

4

We will also attempt to conduct international exchanges with the Mongolian school that we have interacted with.

5

I will apply for the Multicultural Education Policy School Contest and try to understand the spread of multicultural acceptance among school members.

2025 Invitation Programme

**Student art club activities
(Shinko tachibana High School)**



**Local community experience
activities
(Uozumi Higashi Junior High
School)**





Action Plan

Student Culture and Art Club Exchange

<https://padlet.com/dongguryu/padlet-sysweh6z9xv359p8>



Exchange with local events

<https://padlet.com/dongguryu/padlet-m8pk2yqwhq6uhppii>



1) What impressed me, what I thought, and what I learned through the programme

➤ What impressed me


: During the afternoon homeroom, the students shared what they had learned on the day and talked about their growth and areas for improvement.

➤ Points I thought about

: In South Korea, the homeroom time is mainly used to share information or give instructions related to class management, whereas in Japan, it is used more effectively. In particular, it is impressive that they waited for students who are slow learners or slow talkers until the end so that they take enough time to share their opinions with each other. In comparison, class management in South Korea tends to be somewhat rushed and only seeks efficiency, which made me reflect on this.

➤ What I learned

: Education is said to be a plan for a hundred years. We will once again remember that education is not a short-term process for preparing for college entrance exams, but a long-term process to develop problem-solving skills in life, based on the development of individual growth and cooperativeness. We will pledge to provide secondary education that will establish a solid foundation for students' lives.



2) Action Plan

utilizing the experience and network gained in Japan

➤ Strengthening online international joint classes

- Conducting international joint classes and exchanges with Yokawa High School in Japan, connected through Korea-Japan Exchange Meeting for Teachers
- Exchanging and sharing videos took by Korean and Japanese students and communicating in real time using Zoom.

➤ Activating offline international exchanges

- Sharing experiences gained through visits to Japan when visiting sister schools
- Understand Japanese culture and etiquette and promote effective communication and exchange

➤ Spreading and sharing experiences

- Sharing experiences gained through the programme with students and fellow teachers
- Understanding the similarities and differences between the cultures of schools and teachers in South Korea and Japan, and cultivating an attitude of respect for the *difference*

1. Reflections on the programme

1. What impressed me

Active extracurricular activities (something you enjoy together consistently after school every day)

- A culture of discipline, rules, and mutual respect and consideration between teachers and students

2. What I thought

- The school's educational connection to the community

3. What I learned

- I was able to rethink the problems that arise in Korean education, which is currently emphasizing '**autonomization**' in many ways.
- We learned a lot from Japanese education on how to control the pace and direction of '**new educational innovation**'.

2. Action Plan



1. Activity period: **April to June 2025**

2. Activity Target: **All students** (mainly 3rd-year students in the Trade Department)

3. Location: Room 1 of the Import and Export Management Department, etc.

4. Content: Researching the problems and solutions to the current status of the Korea-Japan FTA not being concluded.

5. Activity Method: [Country of Origin Management] Class-related activities

- Continuous discussions with Japanese teachers and students
- Organization of opinions on South Korea and Japan and drawing of conclusions

1. What impressed me and what I learned

- 1) It was quite impressive to see the students presenting how much they had grown that day during afternoon homeroom time.
- 2) The students started eating after everyone in the class all received food and greeted each other.
- 3) The students are more orderly and diligent in class participation compared to South Korea.

2. Educational practice plan: Revitalize international exchange

A) Making a sister school agreement with a high school in Japan

- 1) Department in charge and scope of support
- 2) Online exchange schedule
- 3) Offline visit exchange scale

B) Methods of international exchange

- 1) Establishing an international exchange club
- 2) Planning for exchange within Japanese language classes

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2025 INVITATION PROGRAMME ACTION PLAN

< PREPARING FOR THE JAPAN-KOREA STUDENT EXCHANGE PROGRAM >

1. Developing a program plan for the Korea-Japan Student Exchange Program

- 1) Sharing curriculum after matching Korea-Japan high school exchange program
 - Request for cooperation from external organizations such as Korean National Commission for UNESCO
- 2) Student exchange program between South Korea and Japan
 - Conducting online mutual programs using Zoom
 - Sharing UNESCO values and culture boxes, letter writing, Korean and Japanese language learning programs, introduction to traditional culture, etc.

2. Create a Korean-Japanese teacher network

- 1) Promote online communication for the exchange program among teachers of each school
- 2) Participate in the exchange program with active communication so that the program can be sustained

< SHARE EXPERIENCES AND NETWORK THROUGH THE PROGRAMME >

1. Facilitate on-campus training

- 1) Sharing Japanese education characteristics and experiences gained through the Invitation Program
- 2) Analyze the differences in educational environment, system, life guidance, educational philosophy, etc. between Japan and South Korea
- 3) Reflecting on the kind of education we should be aiming for

2. Work with local councils to drive programs

- 1) Sharing experiences from Japan in regional councils
- 2) Share exchange programs with foreign schools to encourage more schools to engage in cultural exchange
- 3) Passing on experiences to the next participants of the invitation programme in the regional council

Promotion of the Japan-Korea Teacher Network

- Online community exchange among participating teachers

Regular information sharing and sharing of educational cases (SNS, email, etc.)

- Development and sharing of educational materials

Introducing teachers' educational activities in South Korea and Japan

Sharing teacher-produced lessons and video content between Korean and Japanese teachers

- Online video classes

Conversational practice in Japanese and Korean language

Online video classes for cultural exchange activities



Promotion of student exchanges between South Korea and Japan

- Running a joint project between South Korea and Japan

Online joint projects

(Japan-Korea joint performances, art exhibitions, etc.)

- Expanding cultural exchanges

Operation of booths introducing Korean and Japanese cultures at school festivals and events

Exchange in after school club



Action Plan

1. Giving a presentation for school members

I would like to convey to all members of the school what I felt and learned through this programme.

- Date: March 13, 7th period
- Location: Small auditorium
- Participants: School staffs and UNESCO student council members
- Time: 15:00-16:00

Exchange with students from Shinko Tachibana High School in Japan

The following is the plan for the after-school exchange activities with the students from Shinko Tachibana who visited schools during their stay in Japan. The following is not finalized and the details of the exchange activities are still in the process of discussion with the person in charge (Mr. Itakura) via email.

1. Date: End of April (date and time to be confirmed)
2. Location: Geumdam Café
3. Theme selection: We plan to expand the program to 17 UNESCO themes, including the introduction of the school, region and culture.
4. We plan to continue the program throughout one year. We hope to develop the program into the students' internaction. We will continue to consult with the school principal.
5. Language: English (Japanese/Korean)
6. Existing partner schools: King Ling College in Hong Kong, Lu Hu High School in Beijing

2025 Invitation Programme Action Plan

What impressed me, what I thought, and what I learned

1. What impressed me

- Emphasizing the cooperative learning culture and sense of community of Japanese schools

2. Thoughts

- Recognising the need to acquire a global perspective of students by understanding the differences in educational culture between South Korea and Japan.
- Helping students experience a wider world through education that combines local and global perspectives.

3. What I have learned

- Education can be developed through mutual communication and cooperation across borders.
- Experiencing that building networks can secure sustainability of international exchanges.

Future activities and educational practice plan

<Utilization of Experience and Network>

- Strengthening the practicality of the class by sharing cultural exchange materials and educational cases through a network of Japanese teachers.
- Guiding students to understand the perspectives of various cultures through international joint projects (zoom classes).

<Class Application>

- Topic: Preservation and Change of Local Culture in Globalization
- Guiding students to compare and analyze the differences and similarities between cultures by introducing the educational methods of Japanese schools as examples.

**** Activity Project ****

- Project Name: A project comparing the daily lives and educational cultures of Japanese and Korean students.
- Students will research the daily lives and educational methods of Japanese students of the same age and explore the differences and similarities through discussion.
- Providing support with students by using video materials shot during the programme and examples of what I saw and felt.



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MEETING REPORT



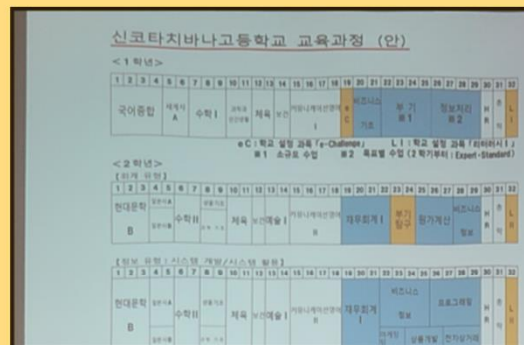
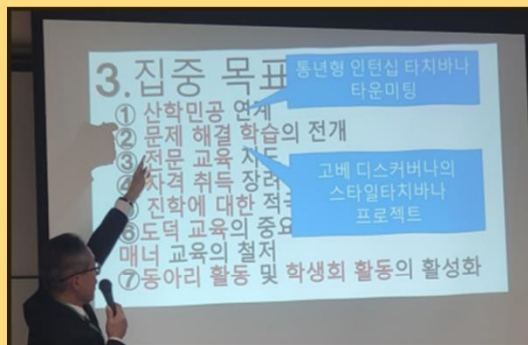
2025 Invitation Programme

PARTICIPATION REPORT & ACTION PLAN

PARTICIPATION REPORT

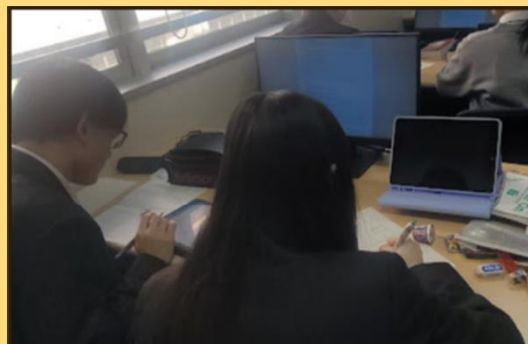
▼ Impressive things (school)

1. Establishing clear priority goals
2. PPT translated into Korean



▼ Impressive things (student)

1. Students who are used to using digital devices in class



▼ Thoughts

1. It is great that they have put together a curriculum that combines the different departments.
2. There is no 'career guidance' education. → There is a need for a forum for discussing the level of teachers' awareness of "continuing education" and "career guidance" in Japan, as well as actual examples of career guidance and continuing education in both countries.

▼What I learned

In an age where we coexist with future technology, it is important to operate an educational system that emphasises the essence of education through the inheritance of traditional culture and balance.



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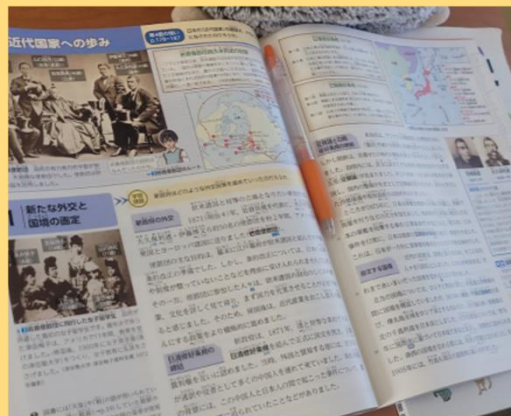
ACTION PLAN

Action Plan



1. Originality - Exchange of fusion educational activities

- 1) Inter-school creative fusion education activity exchange
 - Student exchange through online conferences
 - Expansion of the results of cultural exchange classes, collaboration(HAPPYSCHOOLSONG) and operation of a programme that can sustain the creative fusion education activities for students



2. Linking and restructuring the curriculum

- 1) Restructuring of lessons in conjunction with the curriculum
Designing lessons related to cultural understanding and cultural relativism in conjunction with the integrated social education curriculum
- 2) Expansion of club activities
Planning to run club activities with a focus on projects related to cultural exchange and cultural understanding



3. Research activities

- 1) Book lending
 - After expanding research into cases of using AI digital technology in the classroom, books will be lent to teachers
- 2) Management of professional learning communities
 - Research activities related to promoting digital literacy
 - Continuing research after the programme
 - Sharing and disseminating the results of activities

[2025 Invitation Programme]

1. Lessons learned from the programme

- ✓ The importance of cooperation: I managed to overcome the difficulties of the preparation process through cooperation with fellow teachers.
 - ✓ The dedication of Japanese teachers: It was touching to see their dedication to their students and their efforts to do their best in spite of the difficult working environment.
 - ✓ The open-mindedness of Japanese students: I was very grateful and impressed by the interest and positive attitude of Japanese students towards Korean culture and language.
 - ✓ The power of cultural exchange: I was deeply moved by the hospitality and deep consideration I received when visiting Japanese families.
-

2. Post-training commitment

I want to contribute to the development of future talent by maintaining an open mind with a broader perspective and sharing new experiences with students and fellow teachers. I look forward to the continued positive development of Korea-Japan exchange.

[Action plan]

Main Activities Plan

1. Student-oriented Program

International Cultural Exchange Special Lecture: Sharing of training experience and introduction of Japanese education culture

Online Exchange Program: Joint projects and video conversations with Japanese students

Japanese and Korean Language Learning Support: Providing opportunities for language exchange with Japanese students

2. Activities for Teachers

Teacher Training Seminar: Sharing of experiences of cooperation with Japanese teachers and teaching methods with fellow teachers

Discussion on Ways to Expand Exchange: Discussion on planning regular international exchange programmes

Expected Outcomes

- ✓ Improving students' international sensibility
- ✓ Developing education and strengthening cooperation through Korea-Japan exchanges
- ✓ Building a sustainable international exchange network between schools

unfamiliar past, old future

- The way the students treated the teacher during class was the same polite behavior that our students had shown in the past, so it felt unfamiliar.
- I was impressed by the sincerity shown in the tea ceremony and dragon dance at Shinkodachibana High School, the kendo class and the club activities at Uozumi Higashi Junior High School.
- From the tidiness they showed during mealtimes, I felt Japan's strength to be considerate of others, eliminate waste, and create a sustainable future.



Work together towards a dream

1. What teachers in Japan and South Korea can do together to make students happier
 - Sharing information between teachers, looking for collaborative lessons
2. Ongoing activities among Korean teachers who shared the same experience
 - Organize networks: regions, subjects, interests, etc.
 - Organize various small group activities: local customs, Japanese language, mountain climbing, etc.
3. Promote our experience to other teachers
 - Promote UNESCO programmes to teachers in the same school, same region



Impressions of the 2025 Invitation Programme

■ School visits

- Kobe Shinko Tachibana High School

: I was impressed by the design of the space that supports various classes for students and the support for club activities that match each student's interests and efforts.

- Uozumi Higashi Junior High School

: A tablet provided for each student was impressive. I could feel that the students had a good habit of living in a group. It was surprising that they had internalized the habit of cleaning and organizing themselves. I was envious of the spaciousness of the space that could support the various classes of the students.

■ Home visit (Uozumi Higashi Junior High School)

- The experience of visiting a Japanese home, which is not something that can be easily done, was truly amazing.
- It was impressive to be able to see the Shinto alter which I had seen through Japanese media.
- I cannot forget the family who welcomed me. I realized the importance of private exchanges between South Korea and Japan.

Action Plan

- Sharing of cases with the school and the ASPnet Schools Regional Council
 - Sharing the purpose of the Invitation Program and the value of UNESCO's activities
 - Sharing the impressions of the 2025 Invitation Programme to Japan
 - Sharing experiences and materials with subsequent participants and schools that wish to participate
- Promotion of student activities through international exchange
 - Establishing international exchange partnerships with Japanese schools
 - Promoting international understanding and projects through summer visits to Japan and winter visits to South Korea

Action Plan

1

Utilize curriculum and class management

curricular activity

- 1) School culture: Routine, cleaning, lunch, club activities, etc.
- 2) Family Culture: Japanese Family Scenes, Japanese Traditional Culture Explanations, etc.
- 3) Curriculum activities: Spreading a culture of mutual consideration, developing learning activities in connection with the local community



Classroom activity

- 1) Adopting a disciplined culture : Looking back on the day, praising, etc.
- 2) Cleaning Guidance



2 Activating club activities

01



International Education Exchange Program Research

- 1) Exchange question and answer
- 2) Present a local field study

Example: Group-based
online interaction

02



Student debate for improving relations between Japan and South Korea

Having time to study and
understand the cultures and
identities of South Korea and
Japan.

Example: Making a booklet
to understand South Korea
and Japan

03



International Education Activation

Always actively support the
activation of international
education and promotion
our school's second year
school trip

Example: Online/offline
international exchange

Impressions of the 2025 Invitation Programme

■ School visits

- Kobe Shinko Tachibana High School

: I felt a mix of envy and disappointment at the active communication between teachers and students and the blight expressions of the students, which are rare in the current education system in South Korea. In the cultural class, it was rewarding to prepare for the class with Korean teachers and to explain the process of the creation and excellence of the Korean alphabet.

- Uozumi Higashi Junior High School

: I can still vividly recall the excitement of 1-5 class students; observing the class, experiencing the lunch, holding a cultural class, where we introduced Korean lacquerware and the students experienced lacquerware decoration on the back of a mirror, translating their Japanese names into Korean and printing them out on a small printer.

■ Home visit (Uozumi Higashi Junior High School)

- It was a scene of a large family of 14, which is rarely seen in Korean households these days, and most of all, it was most impressive to see the true meaning of “happiness” that UNESCO aims for and the present-day form of this realization in the household of Mr. Hashimoto.

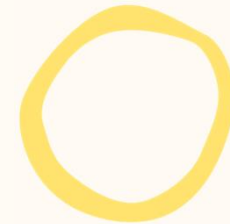
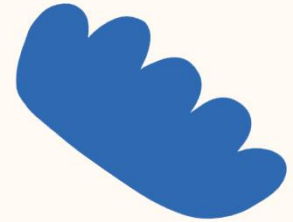
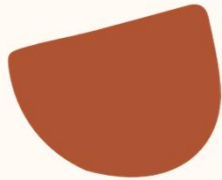
Action Plan

- **Sharing experiences of the Invitation Programme with students and teachers of my school**
 - Share the experience of the Invitation Programme with students in connection with the first-year Japanese language class and Japan-related club activities in our school.
 - Visit our sister school (Hiroshima Hijiyama Girls' High School) in Japan and share the experience of the Invitation Programme with the staffs in charge of exchange.

- **Promotion of student activities through the expansion of international exchanges**
 - Promoting international exchange partnerships with Japanese high schools, including our sister school in Japan (Hiroshima Hijiyama Girls' High School) and Kobe Shinko Tabana High School, which we visited this time.
 - Promoting international understanding and projects through our school and local UNESCO activities.

2025 Invitation Programme

Follow-up action plan



1. Introduction to Kamiho Tachibana High School and Uozumi Higashi Junior High School

- 1) Japanese school culture: school culture, club activities, cleaning, school lunch, daily routine
- 2) Introduction to community cooperation educational activities
- 3) Subject-based activities: sharing of academic excellence for entrance exams and further education, spreading of a culture of mutual consideration

2. Introduction to Japanese student culture

- 1) Dining etiquette - a culture of being provided with only what you need and not have any leftover
- 2) Co-ordination of initiative and a sense of responsibility - students cleaning all over the school and serving their own school lunches
- 3) Wearing school uniforms - students wearing their school uniforms and not wearing them inappropriately

3. Reflections on the programme

- 1) It was impressive to see how the school and local community were communicating closely and promoting educational activities through active local partnerships .
Examples: One-month practical training at a local hotel for students in the hotel service department of a commercial high school, participation of local parents when we visited etc.
- 2) The number of students per class is high, but the number is adjusted flexibly depending on the nature of the class (practical subjects), and it was impressive to see how the school was being operated in a flexible manner.
- 3) The students' uniform was simple and I got the impression that the students obeyed the rules properly.
- 4) The way the students took responsibility for themselves in the school lunch and cleaning culture was impressive.
- 5) After graduating, it was impressive that the population did not become concentrated in specific areas such as the capital region, and that it was common for talented people from the region to look for work in the local community again.

What I felt and learned through the programme

1. What I felt

- An atmosphere that emphasizes order and concentration in the classroom
- A culture of mutual respect and consideration among students
- Learning and living culture that reflects Japanese traditions
- Self-development through active club activities
- Fostering a sense of responsibility and community through cleaning activities at school
- A culture that emphasizes self-directed tidying and preparation before and after classes

2. Lessons learned

- Realised that continuous communication between Japanese and Korean teachers is essential for the sustainable development of education.

(Realised that through Japan-Korea educational cooperation, the strengths of the education systems of both countries can be learned and applied to each other)

- Experienced that a multinational teacher network has a positive impact on the education field (an important role in improving the quality of education)
- Experienced that international exchange is an important driving force for educational innovation.

Future activities and educational practice plans based on the experience and network gained in Japan

1. Future Activities

- Understanding global education trends by continuously sharing best practices through a network of Japanese teachers**
- Promoting educational innovation through the development and sharing of materials for joint educational projects**

2. Educational Action Plan

- Sharing student projects on the activities for SDGs, and Korean traditions and culture during English classes in the second and third grades with Japanese teachers**