

1. What impressed us, what we thought, and what we learnt from the programme

- 1) "Why the world needs happy schools: global report on happiness in and for learning" (UNESCO, 2024) presents a global framework for happy schools, the first criterion of which is "supportive and collaborative relationships". Exploring school-board of education relationship, teacher in a management position-teacher relationships within schools, teacher-teacher relationships, teacher-student relationships, and teacher-parent relationships in the Japanese educational context, we have reaffirmed that education is a "common good" that is created and enjoyed together.
- 2) We have come to think about what makes happiness at school. The learning process has its tedious and difficult aspects, and it is clearly necessary as part of education. It is necessary to continuously reinterpret and examine the multilayered meaning of happiness in education.
- 3) As an insider, we were able to understand the commonalities and differences between South Korea and Japan and the importance of promoting the values of diversity and respect.

2. Action Plan

(February) Contributed an article to Korean National Commission for UNESCO's website and newsletter on the experience of the Invitation Programme

https://unesco.or.kr/250220_01/

(March) Contribute an article to the internal magazine in Korean National Commission for UNESCO on the theme of "Happy Schools"

(March-November) Promote "2025 Korean ASPnet Exchange Project" to foster international exchange among UNESCO schools

<https://drive.google.com/file/d/1tBp74r9htLYuXqHoSxR-af0tX6EdO-YZ/view?usp=sharing>

(March-August) Promote research to revitalise follow-up exchanges between South Korea and Japan

(June) Media contributions for the 60th anniversary of diplomatic relations between the Republic of Korea and Japan

(July) Host the 2025 Invitation Programme for Japanese Teachers in South Korea and actively support exchanges between Japanese and Korean teachers

(October) Publish a comprehensive report on the 2025 South Korea-Japan Teacher Exchange Experience

Impressive things

01

Student-Centered Culture

Sharing learning and reflection using
Homeroom time
Preparing a support system for students
who are confused during the transition
period between school grades
Individualized learning that actively
reflects personalized education plan

+

02

Culture of parental involvement

Building cooperative relationships
between teachers and parents
Creating an atmosphere where
parents can directly participate in
school management and cooperate
with teachers

+

03

Education in a sense of community

Preparation of student-led
activities
Fostering a sense of school
pride through cleaning time

Comment

I considered it effective to seek ways to utilise the 2022 revised curriculum in South Korea, which emphasises semester-based education linked to career paths, and special school curriculum linked to activities of daily life.

Based on insights into Japanese education, designing the future of our school

Action Plan

Exchange with Kodaira Special Needs School

(Online exchange + Culture Box
exchange)



Teachers' workshop

(Sharing of Japanese educational practices +
establishment of cooperative relations with
Japan)



Designing a curriculum linked to career paths

(Applying the Japanese transition period
education case)

Strengthening
Educational
Community
Cooperative
System

Creation of
diverse
social values
BUSANSUNGWOO

Providing opportunities for continuous learning
and growth through exchanges between
South Korea and Japan



What impressed me, what I learned, and what I felt during the programme

I was impressed by the emphasis placed on the autonomy and discipline of Japanese students. Through the exchange of teachers between Japan and South Korea, we were able to deepen friendship between the two countries while sharing our educational experience.

Education is an important starting point in the process of understanding and overcoming cultural differences. Through education, we can gain a correct understanding of different cultures, and based on this, we can eliminate prejudice and develop an attitude of understanding differences.



Action Plan

- Sharing within the school's teacher learning community
- Utilising the teaching materials for global citizenship education and international understanding education during the school's self-directed study time
- Promoting exchange activities with Japan and other countries

01 | Invitation Programme Review

What I found impressive/ I thought / I learned from the training

Discovering differences and commonalities in the educational environment

The orderly atmosphere of the Japanese school, the respect for tradition, and the proactive attitude of the students were impressive. It was an opportunity to establish my educational philosophy and direction beyond simple comparison.

Solidarity as educators across borders

Sharing concerns about education with Japanese teachers, I realized that education is the key to a peaceful future. I confirmed that we share similar values as educators and felt a sense of solidarity as partners for a better future.

Hope from the experience of exchange

Through cultural classes and home visits, I experienced that we could share our true feelings beyond the differences in language and culture. Through exchange activities, I gained confidence that students could broaden their perspective on the world and develop an attitude of respecting diverse cultures and values.

02 | Action Plan

Plans to utilize the experience and network gained in Japan

Professional learning community

In a professional learning community which studies ways to promote global citizenship education, I will share my experiences in Japan and propose and discuss ways to utilize them in education.

World Culture Festival

Introduce traditional Japanese games I have learned through interaction to students.
After learning them together and hold the Japanese booth at the school's World Culture Festival.

World Cultural Heritage Club

Using the history and cultural knowledge gained from visiting the Japanese World Heritage Site Horyuji Temple, organize a World Heritage Club.

Experience in the Invitation Programme

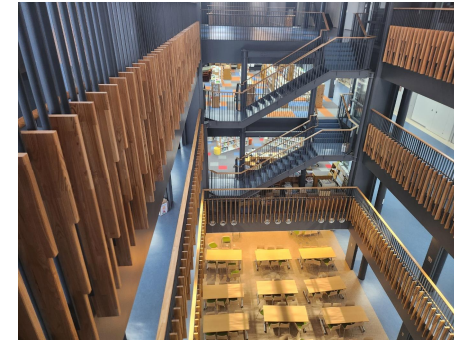
01 School Visit



Tanabe Junior High School



Oji Minami Compulsory
Education School



Oji Kita Compulsory
Education School

02 Home Visit



03 Cultural Heritage Visit



Hōryū-ji
Temple



Osaka Castle

Action Plan

01 Plan for activities linked to the curriculum for students (5th grade)

| Subject | Curriculum Achievement Standards | Activity Content |
|--------------------|--|---|
| Social studies | [6 Social 01-01] Explain the characteristics of the location and territory of South Korea and develop an attitude of love for the country. | Compare and understand the characteristics of the geographical location and area of South Korea and Japan |
| | [6 Social 01-04] Explore the types of natural disasters in South Korea and their countermeasures and have an attitude of practicing the relevant safety rules in daily life. | Present the causes of earthquakes and ways to practice the relevant safety rules in daily life. |
| Life Science | [6 Life 03-02] Understand the characteristics of time resources, explore proper time management methods, and apply them to daily life. | Compare school life in South Korea and Japan |
| | [6 Life 02-02] Understand the importance of snacks during growth, and be able to choose, make, and eat snacks while applying table manners. | Learn about Japanese food culture and table manners, and make Japanese snack, takoyaki. |
| Music | [6 Music 02-02] Listen to music from various cultures and present the characteristics of the music. | Sing Korean children's songs in Japanese. |
| Physical Education | [6 PE 04-01] Explore the types and characteristics of traditional folk expressions in various countries around the world. | Experience Japanese play culture (Kendama, Bozu Mekuri, etc.) |

02 Sharing with fellow teachers through the teachers' learning community

- 1) Share training experiences through photos (school visits, home visits, Hōryū-ji Temple visit, etc.)
- 2) Research on the background of the institutionalization of compulsory education school in Japan and the implications for the integration of elementary and secondary schools in South Korea
- 3) Explore educational methods to improve students' non-cognitive abilities and discuss happy schools

1. Preparing for an exchange program with ○○ Junior High School in Japan

- 1) Set up a schedule after sharing the curriculum of both schools.
 - Recommendation by the Korean National Commission for UNESCO is required.
- 2) Introduce the schools and students of both countries.
 - Exchange greetings and interact with each other online.
- 3) Set up a time for online classes using specific class periods (Social Studies, History, English).

2. Starting cultural exchange activities between schools in both countries

- 1) Cultural exchange activities between schools in South Korea and Japan
 - Preparation and implementation of online and offline activities in parallel
- 2) Making videos of the curriculum and exchanging letters with friends from the partner school
- 3) Presentation twice a year (semester 1 and 2) after consultation between the two schools
 - Possible to proceed with consideration of the both country's curriculum



Through programme...



What impressed me: The group culture, courtesy stood out.



Thoughts: Seeing the warmth of the Japanese people, I think that we should expand our exchanges based on this positive interaction and promote mutual understanding.



Lessons learned: For a 'happy school', while studying is important, teachers should also strive to promote non-cognitive skills such as broader experiences and confidence, including students' interactions with a variety of people.





Action Plan

March 2025

Two teachers in charge of international exchange at Kosei Gakuen Girls' High School in Tokyo will visit Seoul from March 17 to 19, 2025.
On March 19, they will visit Jeongwon Girls' Middle School and tour the school, We will discuss the direction and content of future exchanges.

April to December 2025

Based on the agreed content, exchange between students of the "Global Course" at the Japanese school and students of the "Global Leader Class" club at Jeongwon Girls' Middle School.
(ex. Creating a picture book that calls for environmental protection together, focusing on international topics such as the 'climate crisis')

March 2026~

Students from the "Global Course" will be coming to South Korea on a school trip from March 11-14, 2026.
Conduct face-to-face exchanges at that time or at other times to introduce each other's cultures and promote friendship.



Action Plan – Japan-South Korea Teacher Exchange

Exchange topic: Creating Peace Classrooms through language, culture and sustainable development exchange

☐ **Exchange objectives**

- Need for interaction with students of Jeju-Japan using experiences from existing exchange activities
- Improve foreign language skills, cultural exchange, and international awareness through international exchange between schools

Sharing with foreign schools about various projects in the school, such as IB autonomous school, multicultural education policy school, village education community leading school, digital textbook leading school, etc.

☐ **Exchange principles**













- Reorganise the UNESCO Asia-Pacific Institute for International Understanding's global citizenship education themes and the Seoul Multicultural Education Centre (Daon Centre)'s global citizenship education themes to use as topics for online class exchanges
- Select topics and teach lessons based on concept-based curriculum
- Use of both languages and English in international exchange classes

Planning a virtual exchange interaction activity

- Online South Korea-Taiwan (Malaysia) Global Citizenship Education Project

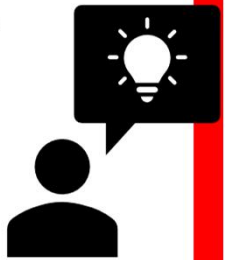
A. Overview: Study of a bilateral global citizenship education project to learn information and critical literacy, diversity, and ethical responsibility for global citizenship

B. Participating students: students in grades 5 and 6 of Bomok Elementary School

| Lesson | Date (subject to change) | Class session | Online method | Topics |
|--------|-----------------------------|---------------|---------------|--|
| 1 | Early April | 1/6th session | Real-time | Understanding Korean-Japanese history and culture  Understanding cultural relativism  Learn about key nouns, traditional events, food and clothing in each country |
| 2 | May | 2/6th session | Real-time | Language and communication in South Korea and Japan  Learn basic greetings and expressions in Chinese, English, Korean, etc.  Exploring the impact of language on culture |
| 3 | End of June | 3/6th session | Real-time | Korean-Japanese society and living culture  Understand the daily routines and social norms of each country and become familiar with cultural differences  Compare school life, public transport, and housing in each country |
| 4 | End of August | 4/6th session | Real-time | Environment and nature conservation in South Korea and Japan  Learn about each country's natural environment and efforts to protect it, and explore the role of global citizenship education in sustainable development.  Present research on conservation efforts in your country |
| 5 | September | 5/6th session | Real-time | South Korea-Japan Economy and Globalisation  Learn about each country's natural environment and efforts to protect it, and explore the role of global citizenship education in sustainable development.  Present research on conservation efforts in your country |
| 6 | Early October | 6/6th session | Real-time | Global citizenship: mutual respect and cooperation  Explore cultural and economic co-operation between countries  Discuss the importance of international exchange and explore ways to put it into practice |

Action Plan – Invitation Programme

1. Conduct a real-time online joint class with a Japanese class
2. Operate a Korean-Japanese cultural Q&A padlet
3. Hold a Korean-Japanese exchange performance
4. Research the current state of Korean-Japanese media literacy education(Joint research on the current state of media usage such as YouTube and Instagram)



Action Plan – Korea-Japan Student Exchange



1. Writing a letter
2. Singing a Korean-Japanese children's song in the other language
3. Learning Korean-Japanese traditional games (Fukuwarai, spinning tops, Kendama, etc.)
4. Korean-Japanese Ice Bucket Challenge (Relay Challenge)
– The movie Pay Forward (For a Beautiful World)
5. Promote the results of student exchange through the Global Citizenship Education High Class in Byulbit Elementary School

Impressions of the programme

2025 Invitation Programme: things that were impressive, thoughts, and lessons learned through visiting Japanese schools, visiting Japanese homes, and exchanging Japanese culture



Things that impressed me

The systematic system of Japanese schools
School uniform culture, cleaning culture



thoughts

Teachers' culture of communication
Countermeasures for students who skip schools



Lessons learned

Teachers with a passion for students
Education faithful to creativity and the basics

2025 action plan

Educational practice plan

The experience gained through the programme will be actively utilized in and outside of the school, as well as in the Korean schools abroad.



Inside the school

Sharing exchange experiences with teachers and students.

Implementing a class that allows the students to compare students in South Korea with students in Japan



Outside of school

Sharing of exchange experiences in professional learning communities

Conducting various training programs for international exchange



Korean schools abroad

Developing and producing creative activity material and distributing to Korean schools abroad

Action Plan

What impressed me

- ✓The teachers and students of the visiting institution wholeheartedly welcomed the visit of the Korean delegation
- ✓Communication with Japanese schools, students, teachers, and parents that could not be achieved through travel

Thoughts

- ✓While visiting the elementary-middle school integrated school, I thought that it could be one of the ways to solve the problems in the Korean education field, such as small schools, life guidance, and the coexistence of schools and local communities.

Lessons learned

- ✓Even in the process of following rules and procedures, the teachers and the students were creating a happy school in harmony with respect and consideration for one another.
- ✓It has provided good implications for a series of ongoing issues in the Korean education scene that values student autonomy and the needs of education consumers.

What was
impressive?
What did you
think?
What did you
learn?

Action Plan

Future activities And action plans

● Sharing of visit experience

- ✓Sharing the impressions of visiting Japanese educational sites with the staffs in my department
- ✓Activities sharing Japan's education policies and the will of education stakeholders for innovation
- ✓Exchange on Japanese culture, traditions, and education

● Sharing with teachers

- ✓Sharing the experience of visiting Japanese educational sites at teachers' meetings
- ✓Sharing the experience of Japanese educational facilities and educational environments
- ✓Activities to share knowledge and empathy gained through communication with the students and teachers in Japan

Impressions of the Japan-South Korea Teacher Exchange

● Impressions

1. Overcoming the challenges of small schools

—Both countries are facing the challenge of **regional and school collapse due to the declining birthrate**

⇒ **Integration of elementary and junior high schools within the region through the compulsory education school system**

⇒⇒ **Development of school infrastructure and concentration of budgets around the integrated schools to raise satisfaction levels**

2. Transition period between school levels (elementary and junior high)

—The transition period between elementary and junior high school overlaps with adolescence, etc., and students are struggling

to adapt to the transition period at school level

⇒ **Set the stage for students in grades 5 to 7 as a period of enrichment, allowing them to experience such as, participating in club activities and having a subject teacher, etc., to eliminate the gap between first year junior high school students**

● Thoughts

—Seeing the successful operation of compulsory education schools, there **was a change in my idea that the integration of small schools would lead to the collapse of the region**

● What I learned

1. **Overcoming small schools:** Through the integration of small schools, it is possible to **centralise the educational infrastructure and improve educational conditions**
2. **Transitional education:** It is necessary to **develop programmes that minimise damage** during the important period when school changes coincide with adolescence
3. **Expanding educational exchange between Japan and South Korea:** Recently, mutual interest has been increasing through the popularity of Korean culture, and it is necessary to create opportunities for **sustainable and diverse exchange programmes between schools, teachers and students**



Sharing and practical measures


● **Aims of education for understanding between Japan and South Korea**

- To broaden and systemise understanding of the history and culture of Japan and South Korea
- To develop the ability to understand and re-evaluate the cultural differences between Japan and South Korea
- To develop global human resources who strive for mutual understanding and cooperation between Japan and South Korea

● **Methods of education for understanding between Japan and South Korea**

- The Gyeongnam Wilyeong-gun region is **implementing shared education between small-scale schools** and **adding the content to sixth-grade social studies**
 - ⇒ **Develop an understanding of Japanese society and culture** through simple Japanese language learning
 - ⇒ **Understand the school life of Japanese students and form a field of empathy** based on the photos taken
 - ⇒ **Implement online student exchange between Japan and South Korea** based on the content of the exchange between teachers

● **Experience sharing and dissemination**

1. **Implementation of teacher training:** At the beginning of the term, experience and materials gained in Japan will be shared through a special learning network
 2. **Dissemination of a mindset that recognises differences:** Understanding the similarities and differences between different cultures and fostering an attitude that respects differences
- 

Invitation Programme Review

Impressive points

1. Japanese compulsory education system - Integrating elementary and middle schools to promote consistent education across school levels
2. Emphasizing tradition and trying to pass it on through education (tea ceremony, traditional dance, etc.)
3. Student self-governing activities and autonomous education culture with responsibility
4. Activation of student club activities
5. Provision of a comfortable separate space for students who skip schools

Points I considered and lessons I learned

1. Develop a linked program and integrated school model to allow for flexible school grade transitions.
2. Implement an educational policy that fosters student autonomy and responsibility
3. Implement education that carry on traditions.
4. Seek independent spaces and guidance plans for the students who skip schools

Action Plan

1



South Korea-Japan Exchange Presentation

Present the contents of the South Korea-Japan exchange in front of all teachers and staffs and have a question-and-answer session.

2



Curriculum Linkage/Class

In conjunction with the 6th grade social studies unit on world cultures, introduce Japanese songs and traditional games and promotes the results of the Japan exchange program to the students.

3



Multicultural activity

Conduct activities to introduce cultures with multicultural students attending school
Utilize the experience of the Japanese cultural exchange to conduct multicultural experience activities for the entire school, not just the class level.

Based on the Japanese education cases and cultural experiences learned through the programme in Japan, share the learning with the staff and students of Jingga Elementary School.

2025 Invitation Programme Feedback

What impressed me

1. The elementary and middle school cooperative education system at Oji Minami Compulsory Education School
2. Modern facilities at Oji Kita Compulsory Education School
3. Students were wearing shorts and doing outdoor physical education activities even in the cold winter
4. Students were cleaning the floor
5. Tanabe School's simple school lunch and Students were eating quietly

My thoughts

1. Differences in the treatment and authority of teachers in South Korea and Japan
2. Differences in the human rights, autonomy, and culture of students in South Korea and Japan
3. Commonalities and differences in the methods of guidance for maladjusted students in South Korea and Japan
4. The degree of advancement of the curriculum in South Korea and Japan

Lessons to be learned

1. An educational culture that is faithful to basic education and etiquette education
2. A spirit of thrift and attachment to traditional culture

Action Plan

Experience sharing

1. Deliver Japanese school culture through the transfer student
2. Deliver Japanese school culture and introduce traditional Japanese culture to the students in UNESCO club

UNESCO club activities

1. Conduct traditional Japanese culture classes for students in the UNESCO club.
2. Guide the students in the UNESCO club who wish to interact with Japanese students.

Global citizenship education

1. Japan's culture of saving: link to an energy-saving campaign
2. Japan's school lunch culture: link to a zero-waste campaign
3. Multiculturalism: Introduction to Japanese culture

What impressed me

- Visiting elementary and middle school integrated compulsory education schools
 - Provide a new perspective on South Korea's education policy facing a population decline
- Home visit activities
 - Directly experience Japanese family culture and understand cultural differences
 - Share common concerns about education and perceptions of private education
- Support system for students who skip school
 - Actively working to solve the problem of students skipping school in the Japanese education system
- Exchange of teachers from South Korea and Japan
 - In-depth discussions on educational methods, student guidance and discipline
 - Experience various educational methods and cultural differences first-hand and recognize the need for cultural exchange

Action Plan

- **Apply for an exchange program with a Japanese school and proceed with the exchange.**
 - Interacting with the partner school through remote classes and various communication tools.
 - Organizing the program so that more club members and general students can participate.
- **Share the experience**
 - Sharing the training experience with fellow teachers and students and applying to the classes.
 - Sharing the importance of preserving cultural heritage through a UNESCO cultural heritage tour.
- **Strengthen global education**
 - Activating student-centered exchanges
 - Preparing various programs to expand global citizenship education and broaden perspectives

Invitation Programme Action Plan

Impressions after the programme

What is different from us

No school management committee

The concept of truancy and refusal to attend school is distinguished.

Operation of integrated elementary and middle schools

- Efforts to facilitate the adaptation of students to changes in school grades (more than 80% of students are enrolled in extracurricular activities) (I was surprised that this is possible from middle school)

A feeling of order and control (cleaning area chart in the third-grade classroom, cleaning area is divided among students)

Personal impression

One-time opportunity: Do the activity suited me well

Two classes

- Thank you to the students for following along with me with such enthusiasm.
- The local vice principal said my Japanese was like Japanese stand-up comedy (I will study foreign languages even harder!!)

Three school visits

- Finding commonalities and differences

Fourth: The emotion I felt while watching the water play

- I want to know more about Korean things and share them with others.

Unforgettable memories for 5 nights and 6 days (cannot be described due to lack of space)

Invitation Programme Action Plan

Action Plan

01

Utilization of the teachers' council
Presentation of activities related to
the 2025 Invitation Programme
(utilization of professional learning
communities as needed)

02

Conducting personal
exchanges between teachers
•social media exchanges and
promoting joint classes with
teachers I met through the
programme
•Connecting with teachers
within the school(e.g. Japanese
native teachers - English
teachers at our school)

03

Planned Activities

- Experience traditional Japanese games (Kendama, Bozu-mekuri)
- Delivery of new sports of the Icheon area (Rice Hall: video filming, etc.)
 - Sports club exchange
- Sports club at school<-> Japanese club activities (or student baseball player who became acquainted through home visits / online practice through video sharing)



[2025 Invitation Programme]

Visit to Japan



Visits to Tanabe Junior High School and Oji Minami Compulsory Education School
Home visits, Teacher exchanges

Common challenges for both countries

Through visits to Japanese schools, home visits, and exchanges with the teachers, I learned about the 'truancy problem' that Japanese schools are facing, and learned that the Japanese government is making efforts to address this problem by applying 'compulsory education school' and other measures. The problem of 'truancy' is becoming increasingly serious in South Korea as well, and I feel the need to work together to solve it.

Happy School

While discussing the topic of 'What is a happy school?', we talked with Japanese teachers and discussed ways to solve similar problems that are occurring in schools across the country. We thought about what a happy school should be and shared our experiences to think about the course of action together.

The Future of South Korea-Japan Relations

Just as there are many Korean students who like Japan these days, there are many students in Japan who like South Korea. It is expected that the future generations of children will bring South Korea and Japan closer together, and I believe that the role of teachers is important in maintaining this positive relationship through international exchanges between Japanese and Korean students.



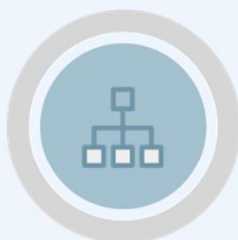
[action plan]

Future action plan



Online classes

Holding online class where students introduce Korean and Japanese cultures directly



Operation of the teacher community

sharing information on the programme through the teacher community



Joint class plan

Collaborating with Japanese teachers to design lessons on climate change issues



Japanese cultural experience

Holding a Japanese culture experience day in collaboration with the student council, during morning school hours.

Action Plan for utilizing the experience and network gained in Japan

Action plan for 2025 Invitation Programme

Changnyeong Daesung High School

| International educational exchange activities for Korean and Japanese students



- Continued international educational exchange with Yonezawa Kojokan High School in Yamagata Prefecture, Japan
- Participated in international educational exchange activities with the Gyeongsangnam-do Office of Education

Changnyeong Daesung High School

| International Cultural Understanding Education



- Conducting on-campus Japanese cultural experience activities
- Conducting reading activities of Japanese-related books

| Expansion of UNESCO School activities

- Operation of UNESCO School Activity Week
- Sharing of activities by all school staff
- Spreading to the school within the private school foundation through global vision trips



Thank you!





Lesson plan

Conduct project classes focusing on cultural exploration and global citizenship issues using global citizenship education and multicultural education textbooks

In-school self-training

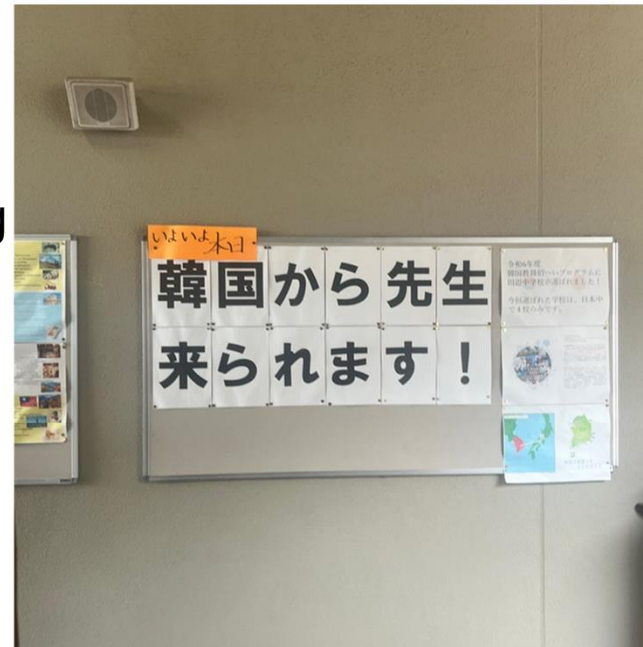
Sharing of programme experience and introduction of new concepts (compulsory education school)

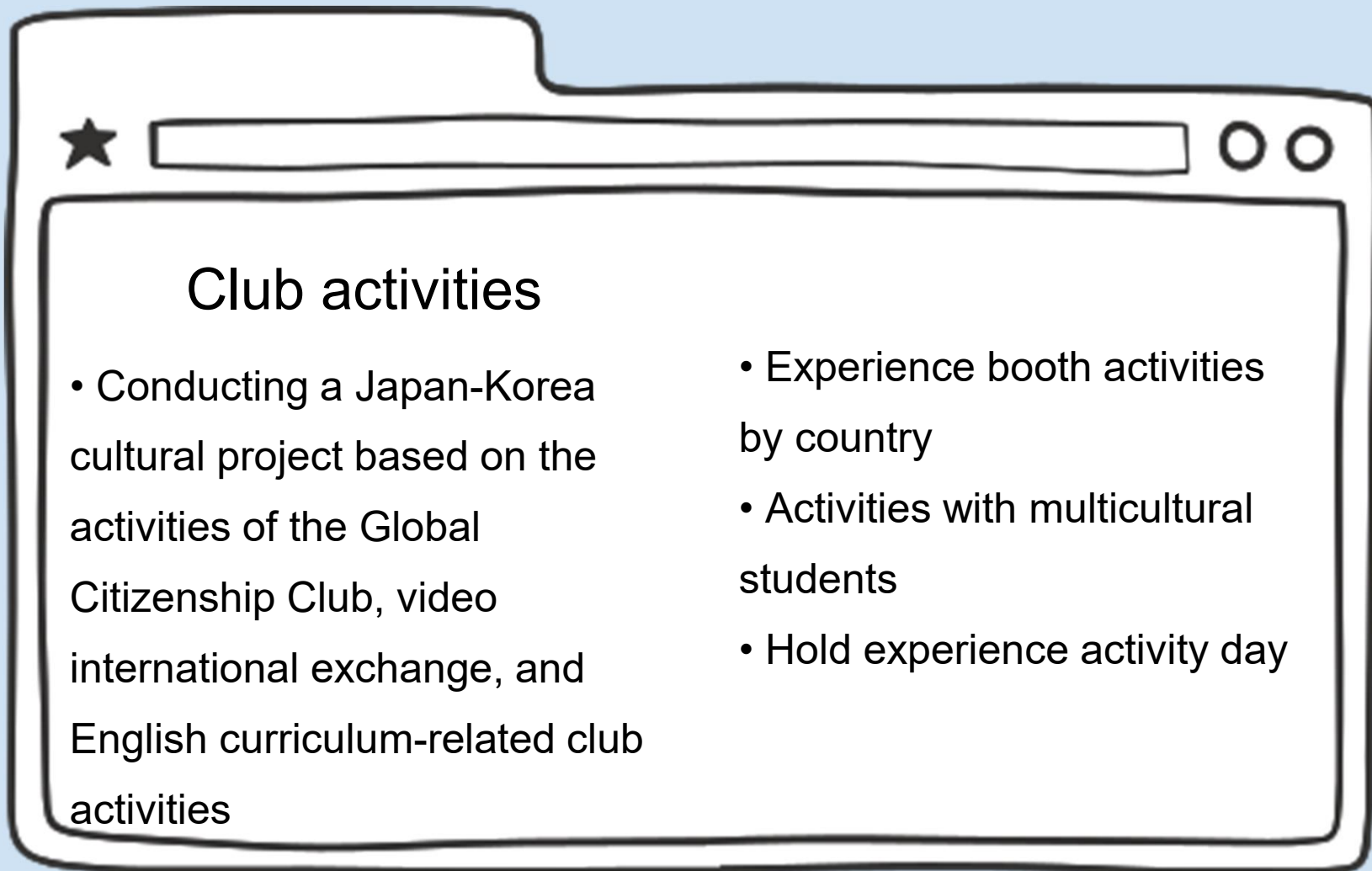


International exchange activities

Visiting sister schools and operating cultural and language exchange programs

Continuous education and cultural information exchange using the Japan-Korea Teachers Network





Club activities

- Conducting a Japan-Korea cultural project based on the activities of the Global Citizenship Club, video international exchange, and English curriculum-related club activities
- Experience booth activities by country
- Activities with multicultural students
- Hold experience activity day

A Participant's impressions

1. What impressed me

- **Elementary and Middle School Integrated System (Oji minami Compulsory Education School, Oji kita Compulsory Education School)**
 - Systematic support to help students adjust during the school grade transition period
- **Students' Autonomous Responsibility Education Culture**
 - Active role of students in school management
- **Culture of parents participation and respect of teachers**
 - A cooperative relationship between schools and parents has a positive impact on student education

2. Thoughts

- The need for **systematic educational support to help students adapt smoothly** to the transition to the next school grade
- The possibility of **expanding student-led activities** to foster a sense of community
- **The need to form a** cooperative educational culture among teachers, parents, and students in South Korea as well

3. Lessons learned

- **Importance of transitional education:** Need to develop a program that connects elementary school 6th grade to middle school 1st grade.
- **Student-centered education:** Consider introducing a system that fosters a sense of responsibility and autonomy.
- **Need to expand exchanges between South Korea and Japan:** Create opportunities for continuous exchanges among teachers as well as students.

Sharing and implementing measures

1. Purpose

- Share experiences from visiting schools in Japan to help teachers understand the Japanese education system and culture.
- Explore ways to apply school transition education, community awareness education, and a culture of parent involvement to the school's educational environment.

2. Sharing method

- **Conduct a debriefing session for teachers (during the preparation week for the new school year in 2025)**
 - Share experiences and key learnings from visiting schools in Japan
 - Provide a vivid sense of realism by using photos and video materials
- **Use it as a club project theme (teachers in charge of ASPnet schools and club member students)**
 - Develop a program with club students to improve student autonomy and responsibility
 - Explore ways to interact online with club students (Instagram, etc.)

3. Expected effects

- Teachers explore new educational methods based on Japanese education practices and discuss the feasibility of applying them.
- Strengthen collaboration within the school and develop educational practices that reflect the strengths of Japanese education.
- Enhance understanding of school culture through project activities by students in the UNESCO club.

1. Thoughts on the programme

Impressions, thoughts and things learned through the training

A sense of solidarity felt through human interaction

- I felt a deep sense of gratitude for the warm welcome and wholehearted preparations for the visit to the institutions (Oji Minami and Oji Kita Compulsory Education Schools, Tanabe Junior High School), ACCU, and the home visits.
- I was able to have a time to deeply understand Japanese (education) culture through special experiences that cannot be experienced through simple sightseeing - home visits, dialogue between Japanese and Korean teachers, school lunch experience, cultural exchange and classes with Japanese students.
- I felt that even though we spoke different languages, we were still able to communicate and connect with each other.
- I wondered what kind of educational efforts would be needed to educate the students of the future generation about an objective and rational perspective, and friendly attitude towards Japan-Korea relations from to build cooperative partner relationships in the future.

Aspects of School Education

- The various educational measures taken to deal with issues such as truancy (students attend school in a separate study space as far as they can), learning gaps (team teaching), and the 'first year of junior high school gap' were impressive.
- I was impressed by the community cooperation education in which the compulsory education school plays a central role in a small community, and works with local community members to help children grow up.
- I was impressed by the polite, well-behaved and healthy attitude of the students. I was impressed by the way the children live their lives cheerfully and positively within the school rules which are stricter than I have expected.
- I was impressed by the way there is active interaction between students of different grades, and the educational benefits of this.



2. Action Plan



Plans for future activities and educational practice that make use of the experience and network gained in Japan

1) Sharing programme experiences both inside and outside the school

- Sharing of the programme experience for teachers and school staffs (until 14 March)
- Posting of programme reports on the online platform I operate

3) Trial of multicultural education

- Multicultural Education Week: Experiencing traditional Japanese games
- Understanding why the relevant culture arose from a relativistic perspective through a simple quiz on Japanese culture

2) Promoting online exchanges between Japanese and Korean students

- Continuing online exchanges with the students from Sugimori Junior High School, with the teacher whom I exchanged contact details with at the Japan-Korea Teacher Exchange on 25 January.
- Discussing plans for online exchanges via ZOOM after the 1:1 activities for the first semester.

4) Linking with subject class

- third-year junior high school students Social Studies Unit VI: learning the importance of solidarity based on the interdependence by linking two units, International Society and the Korean Peninsula.



Action Plan



1. Exchange of teaching staffs between South Korea and Japan
 - Researching (e.g. the curriculum, school culture, etc.)
 - Setting a day for multicultural activities and experience
 - Japanese culture
 - Observing classes
 - Holding presentations (at least one presentation of post-activity per term)



Action Plan



2. Students' exchange between South Korea and Japan
 - Writing letters, interacting on SNS (Instagram, Facebook, etc.)
 - Learning Japanese and Korean
 - Learning traditional games (Fukuwarai, Koma, etc.)
 - Shooting and editing videos introducing Korean culture



What impressed me

Home visit activities

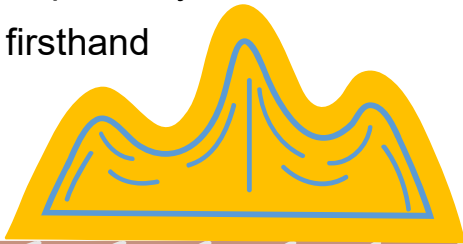
- Experience Japanese family culture firsthand and understand cultural differences
- Discuss common educational concerns and find solutions

Support system for students who skip school

- Japanese educators are making more active efforts to solve the problem of students skipping school

Exchange between Korean and Japanese teachers

- Deep conversations about teaching methods and student guidance
- Expand my horizons as an educator by experiencing various teaching methods and cultural differences firsthand





Action Plan

Apply to exchange programs with sister schools in Japan and Thailand

- Enrich the sister school's visit to South Korea and cultural experience program
- Organize the program so that more student councils and general students can participate

Share experiences with fellow teachers

- Collaborate to share the training experience within the school and incorporate it into school education



Strengthen global education

- Promote student-centered exchange
 - Prepare various programs to broaden international perspectives
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