

To make learning in Thailand meaningful

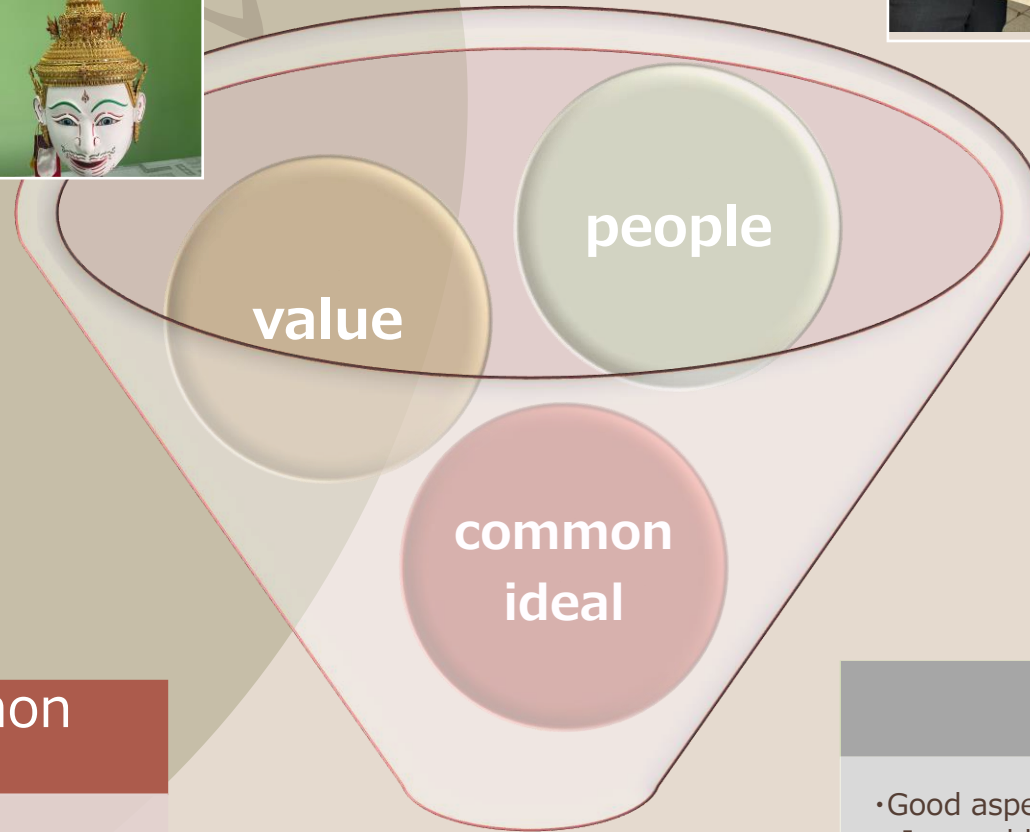
Pervasive values

- Respect for the royal family and Buddhist teaching
→ Photographs and statues of the king were displayed everywhere in the country, even in classrooms. Many Thai people are predominantly Buddhist. I could sense a respect for the royal family and Buddhist teachings in various parts of Thai education.
- Perception of diversity
→ In Japan, it has been several years since diversity began to be recognised. In Thailand, there seems to be a perception that people are born different from each other in the first place.



Various “people”

- Various positions
→ There are many people involved in education. Teachers, children, parents, local people, the state, how all these people interact with each other.
- High motivation to learn
→ The possibilities for non-formal education were exciting. There was a good support system for those who had the desire to learn. I felt that many people I met not only in school but also in the town.



Shaping happiness

Importance of common philosophy

The keyword “Happy Learning”
→ Teachers/staff in any school continue to think about ‘happiness’ and actively work on all the happinesses related to: happiness of teachers, happiness of children and happiness of the country and parents. This can relate to wellbeing, which is also helpful in terms of career education.



My impression

- Good aspect of education in Japan
→ I was able to realise the characteristics and good aspects of Japanese education by comparing it with other countries’. It was a week of fulfilment, with a sense of experiencing the essence of cross-cultural understanding.
- About my own happiness
→ I have thought deeply about happiness before, but not always. As I get older, the way I think, perceive and see the world changes, and happiness also changes its form. The transformation of my happiness began during the week.

My Action Plan

For students

- Making key word
 - Looking back, there are class goal, grade goal and school goal in Japan. Incorporate those keywords into the talk. Also, I make students think of keywords on their own and use them in activities in a variety of situations.
- Expanding international perspectives
 - I encourage global awareness and broaden students' perspectives in the commerce course at school.

For teachers

- Sharing programme information.
 - I share information on the programme and my subsequent activities. I also make opportunities to present the benefits reaped and lessons learned from the programme at staff meetings and assemblies, so that as many teachers as possible can learn about it. I furthermore encourage my colleagues to join me and international activities.
- Instilling key words in the work of school
 - I clarify a common philosophy among teachers and staff. As a team, we think and provide the support based on the philosophy.

For myself

- Join more training programmes.
 - I explore various perspectives and good points regarding crossing over to several countries. I like to focus on subject research and look strongly from subject perspectives in Japan.
- Raise awareness and set an example as change maker.
 - By taking the example of Japanese and Thai teachers I met during this programme, I not only participate in various training programmes to see how I can work as changemaker, but also aim for personal growth and the development of my teaching skills.