

BRIDGE Across Asia

Conference 2024

-Face Myself, Know Others, Meet the New World-



Programme Report

Acknowledgement

Asia-Pacific Cultural Centre for UNESCO (ACCU) promotes regional cooperation and exchange activities in the fields of culture and education in cooperation with the people of Asia and the Pacific, to contribute to the realisation of peaceful and sustainable societies where diverse cultures are mutually respected, in accordance with UNESCO's basic principles.

ACCU has been involved in international exchange and global leadership development programmes for youth with the aim of developing human resources who can proactively contribute to the international and local communities. In 2020, with the cooperation of the Mongolian National Commission for UNESCO, a new programme was launched, which included exchange meetings between high school students and participation in Model UNESCO Mongolia, a mock UN conference held in Mongolia. In 2021, the BRIDGE Across Asia Conference further expanded to welcome 32 high school students from five countries in the Asia-Pacific region, including Japan, to deepen exchanges and activities. From 2022 onwards, the programme has been implemented under the new concept of 'Face Myself, Know Others and Meet the New World' with the aim of providing high school students with learning opportunities from more diverse perspectives.

In the 2024 programme, the participants deepened their dialogue with others from different backgrounds and cultivated their ability to think persistently, inquisitive mind and problem-solving skills in global issues, tolerance for diversity, and motivation for the future, which are necessary for the future generation. We sincerely hope that this experience will serve as a catalyst for the growth of all participants and help to promote mutual understanding and friendship among countries in the future.

Finally, we would like to extend our sincere gratitude to the Mongolian National Commission for UNESCO, the Korean National Commission for UNESCO, the Thai National Commission for UNESCO, Centre for Environment Education, India, Kobe City University of Foreign Studies, Ms. Jun Morohashi, Mr. Shaun Mackey, and the sponsoring companies and corporations, for their generous support and cooperation.



March 2025

Asia-Pacific Cultural Centre for UNESCO (ACCU)

Table of Contents

Acknowledgement

1. Programme Overview	1
2. The Voices of the 2024 Participants	4
3. The Participants after the Programme	24
4. Cooperating Organisations and Sponsors	26
5. Appendix	27

1. Programme Overview

At the BRIDGE Across Asia Conference 2024, a total of 56 high school students with diverse backgrounds from five countries, namely Japan, Mongolia, Republic of Korea, Kingdom of Thailand, Republic of India and gathered to learn together and deepen their understanding of 'self, others and society' through international collaborative learning. Aiming to develop the qualities and abilities required to survive in an era of uncertainty, and the programme has provided interactive workshops and Model UNESCO on the theme of 'Protection of the World Heritage Sites'.

1. Programme Objectives

In a world where intolerance is prevalent, such as the recent pandemic and conflicts between nations, the aim of the programme is to develop four qualities and abilities which are necessary for high school students, as the future leaders to survive in this era.

(i) **Ability to think persistently**

Considering a question which has no clear answer with the participants with diverse backgrounds

(ii) **Inquisitive mind and problem-solving skills in global issues**

Developing the problem-solving, questioning, expressive and collaborative skills with others, which are necessary for solving global issues

(iii) **Tolerance**

Understanding and empathising others deeply through dialogue, and developing an understanding and tolerance of diversity

(iv) **Future motivation**

Linking the awareness and learning from the programme to further learning and action in the future



2. Programme Activities

1. Opening Ceremony and International Exchange

Thursday 1 August, 13:30-17:30

- General orientation of the programme
- Cultural and regional introductions by representatives of each country
- Explanation of Model UNESCO, announcement of the activity pairs and pair exchanges



Introduction of the culture by the participant

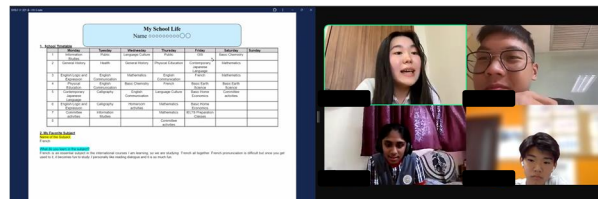
2. Interactive Workshops (3 sessions)

Three workshops were conducted with the purpose of deepening understanding of 'self, others and society' through dialogue with others, considering various questions with no clear answer.

First Workshop

Friday, 2 August, 14:30-17:30

- Group Discussion 1 (Education): discussion on their school timetables and school life
- Group Discussion 2 (Culture): discussion on "things important to me" and "what does inscription on World Heritage List mean?" in relation to the programme theme "Protection of the World Heritage Sites"



Comparison of school timetables

Second Workshop

Monday, 5 August, 14:30-17:00.

The lectures on education and cultural heritage (career education) by the two guest speakers

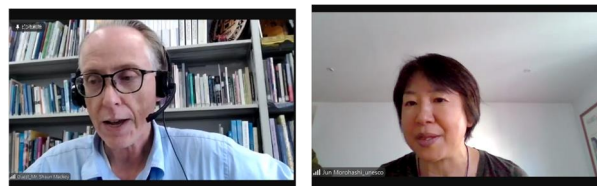
- Lecture 1: Mr. Shaun Mackey

Director, International Cooperation Division, Asia-Pacific Cultural Centre for UNESCO

- Lecture 2: Ms. Jun Morohashi

Chief of Section, Section of Education for Sustainable Development,

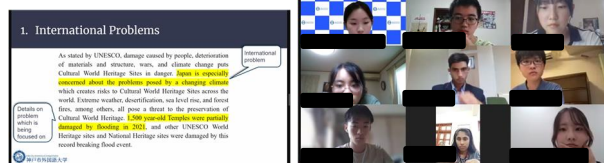
Division for Peace and Sustainable Development, Education Sector, UNESCO



Third Workshop

Tuesday, 6 August, 14:30-17:00

- Explanation of Model UNESCO
- Trial session: theme 'improving high school education in Asia-Pacific region'

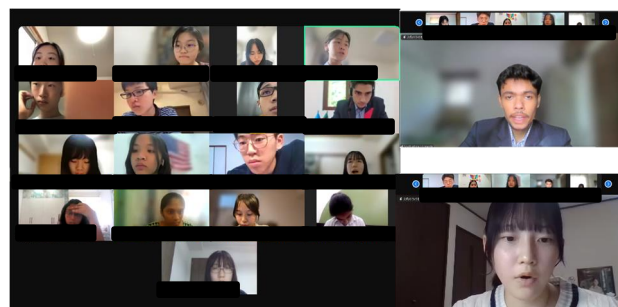


3. Model UNESCO

Sunday, 8 September, 12:00-19:00

- Model UNESCO: as a simulation of an UNESCO international conference, participants discussed the theme 'Protection of the World Heritage Sites', acting as ambassadors from different countries.

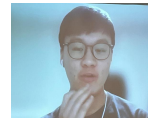
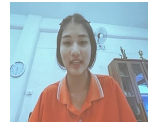
*Facilitation by the student leaders of Kobe City University of Foreign Studies



4. Closing Ceremony and Reflection

Saturday, 14 September, 13:00-15:30

- Sharing of insights and learnings from the programme: acknowledging the personal growth, and increasing the motivation for the future action
- Japanese participants: participated from the venue in Tokyo
- International participants: participated online



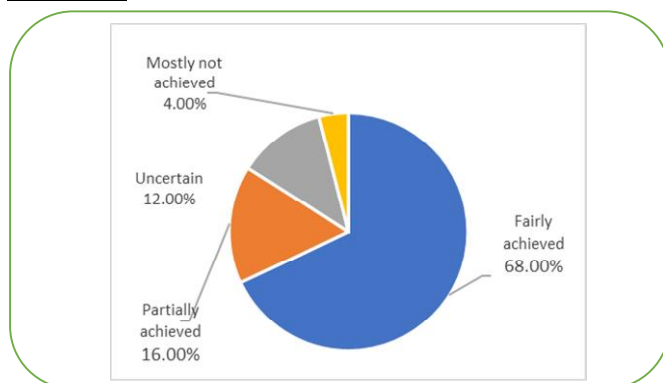
2. The Voices of the 2024 Participants

1. The Results of the Questionnaire for the Participants

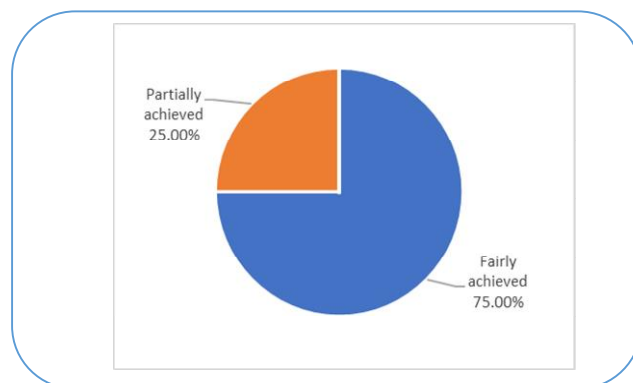
- **What the participants achieved in the programme**

Through dialogue and collaborative learning among participants from the five countries, both Japanese and overseas participants particularly achieved three goals: 'deepening understanding of different cultures, including the cultures and lifestyles of other countries', 'developing the ability to work cooperatively with the high school students from other countries' and 'recognising one's own challenges and strengths'.

Deepening understanding of different cultures including the cultures and lifestyles of other countries

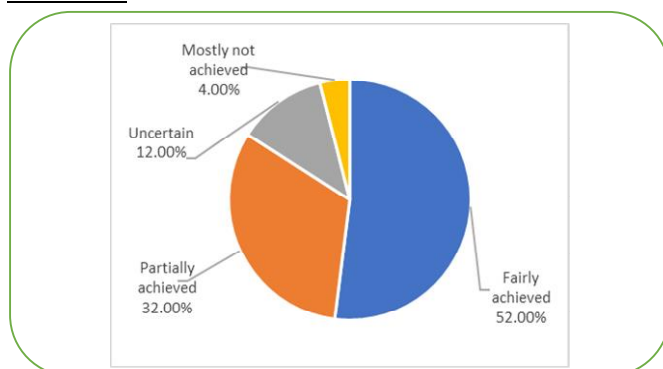


Japanese participants

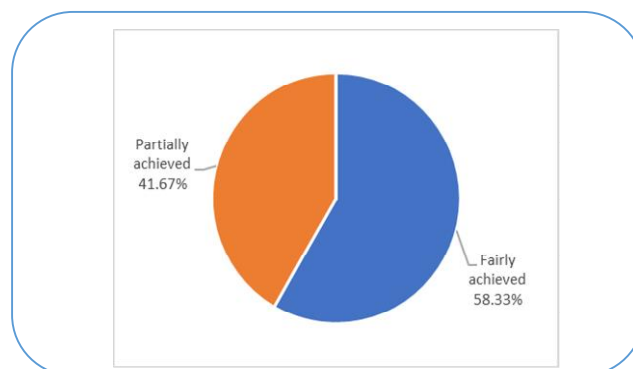


International participants

Developing the ability to work cooperatively with the high school students from other countries

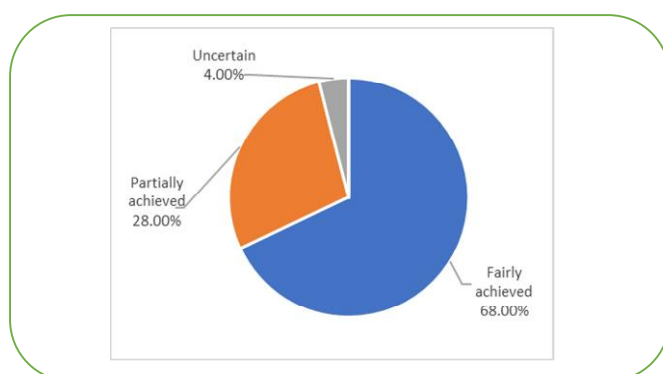


Japanese participants

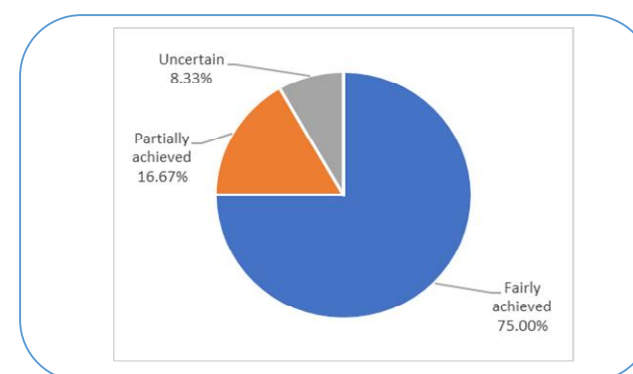


International participants

Recognising your own challenges and strengths



Japanese participants



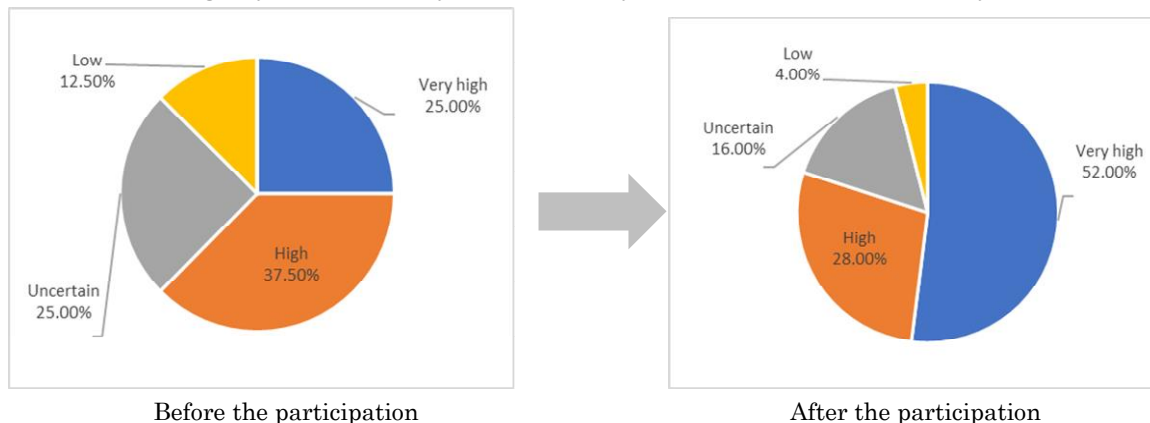
International participants

Evaluation scale: Fairly achieved/Partially achieved/Uncertain/Mostly not achieved/Not achieved at all

- **Changes in the participants from Japan before and after the programme**

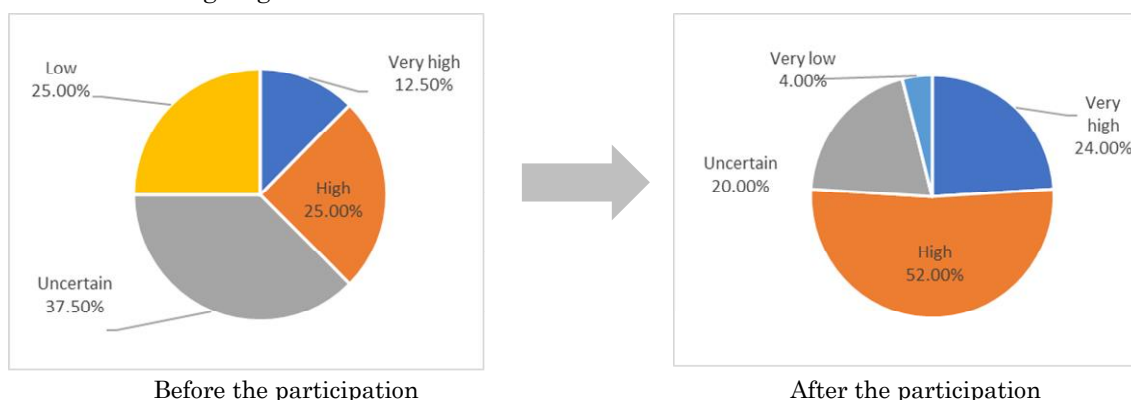
The participants from Japan were asked about changes in themselves before and after their participation in the programme. The results revealed that the programme had greatly developed their understanding of themselves, and understanding of global and social issues, and cultivated their ability to identify and solve global issues.

① Understanding of yourself (who you are, what you are interested in, what you want to do).

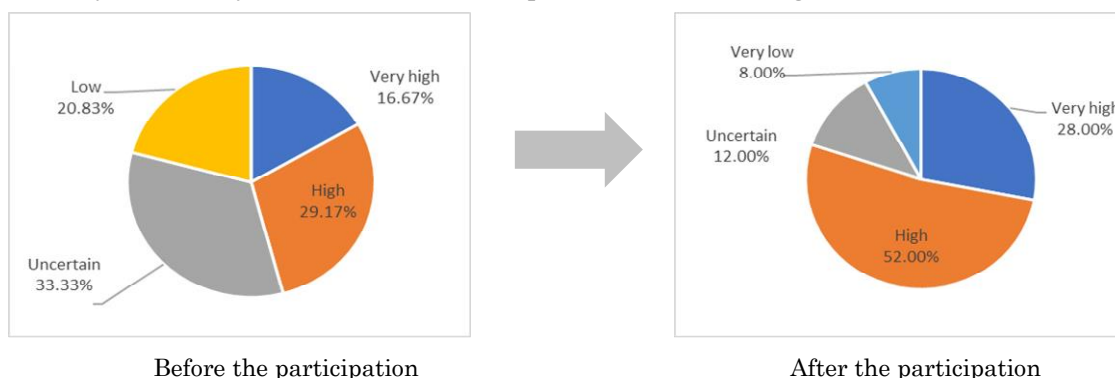


⇒ Before participation, a total of 62.50% of students had a 'very high' or 'high' understanding of themselves, while after participation, the number increased to 80.00%. In addition, the number of 'very high' students doubled from 25% to 52%. The programme successfully provided an invaluable opportunity to face themselves.

② Understanding of global issues and social issues




③ Ability to identify the issue, and develop a solution to solve global issues



⇒ The total number of students with a 'very high' or 'high' understanding of global and social issues increased significantly from 37.5% to 76.00% before and after the programme. The percentage of students with a 'very high' or 'high' ability to identify and develop a solution to solve global issues also increased from 45.84% to 80.00%. The participants greatly cultivated the understanding of global and social issues and their ability to identify and solve the issues through the programme.

Evaluation scale: very high/high/uncertain/low/very low

● Impressions on the programme

M.S. (Japan) 

I never thought I would build a relationship where I exchange Instagram account and talk comfortably with people from other countries.

I was able to develop my ability to look ahead, my positive attitude to convey my opinions fully, my reading comprehension skills because all documents were in English, my strong will and ability to act through various challenges, and my broad perspective through contact with people from various countries and hearing their thoughts.

I also became interested in the current situation in the world and wanted to be part of solving the issues. By confronting myself, I was able to find my strengths and weaknesses, as well as what I need to make an effort.

S.K. (Japan) 

Being able to engage with high school students from a country I had never been involved with before led to an interest in and better understanding of that country. As I was paired with a Mongolian participant in this programme, I researched Mongolia to get to know the pair, and through direct conversation, we became friends and I naturally developed an image of Mongolia, which encouraged my desire to know more about the country. I am very grateful for this wonderful opportunity for me to change what I had been ignorant of into understanding.

Y.J. (South Korea) 

Through this program, I was able to achieve many of my goals. I communicated with students from foreign countries. I was able to learn their cultures and values, and had the opportunity to showcase Korea's cultures to other students. Also, through speeches from guest speakers and Model UNESCO, I broaden my experience as a global and ethical citizen.

A. A. (Mongolia) 

•The program likely provided participants with a rich opportunity to interact with people from diverse backgrounds, fostering a greater understanding and appreciation of different cultures.

•By involving multiple countries, the program probably promoted collaboration and the sharing of ideas, helping participants build networks that could be beneficial for future projects or careers.

V. N. (Thailand) 

I have been able to improve my English skills and have realized the importance of being part of a global community. I have learned about the cultures and education systems of various countries and have had the opportunity to work with new friends.

P. G. (India) 

While joining the program I did not expect the students of different countries to be such optimistic helpful and knowledgeable. Apart from improving my communication skills I receive a lot of cultural knowledge which would be helpful in my future.

● Programme outcomes

The above questionnaire survey revealed that the programme achieved the following four outcomes.

1. **Developed ability to think persistently** →Programme objective (i)

The participants were exposed to the diverse opinions and viewpoints of participants from five different countries, which greatly broadened their perspectives. The participants managed to cultivate the ability to persistently discuss and think without being hesitated by language and cultural barriers.

2. **Cultivated inquisitive mind and problem-solving skills in global issues** →Programme objective (ii)

Through group discussions and cooperative learning, the participants cultivated their greater interest in and understanding of issues common to countries around the world and developed a sense of commitment to solving them as a member of global citizens.

3. **Extended tolerance** → Programme objective (iii)
Through exchanges with high school students from around the world, the participants managed to understand different cultures and values and increase their respect for each other.
4. **Enhanced motivation** → Programme objective (iv)
Being stimulated by the peers from around the world, the participants faced their own strengths and challenges and renewed their determination for the future.

2. Final Reports by the Programme Participants

Final Report

K. I.

Through this program, I've learned a lot of what to do in the national community. First, I've been to Canada for 10 months, so I didn't have any embarrassment to talk with foreign countries people, but I worried about the difference of accent and how difficult to communicate with Asian people. Because I didn't get any Asian friends there so communicating with native Asian was first time for me. However, every person had good accent and even if I couldn't catch it, some people helped me to recognize it.

As a second, BRIDGE Across Asia Conference gave us such a good opportunity to think about what happened in the world and how each countries live their lives. I have had no idea for any World Heritage before participating this program but finally, even I couldn't join the MUN, I was able to make occasion to know them. Also, introducing each country, which we had as a first activity made us consider about each country which Japan, Thailand, Korea, India and Mongol.

Anyways, this activity was great opportunity for every participant to know and consider what happened in this world and in each country. Not to forget what we did through this program, we definitely need keep and touch with each other.

BRIDGE towards the Future

T. Y.

From July to September 2024, I joined the BRIDGE Across Asia Conference, organized by Asia-Pacific Cultural Centre for UNESCO. The conference brought together students from different countries in Asia to talk about important global issues and learn from each other. It was a great experience that helped me understand more about how countries can work together for a better future.

Model UNESCO: Working Together

One of the main activities of the conference was the Model UNESCO. In this activity, I represented Egypt along with my Indian buddy. Together, we discussed global topics like climate change and overtourism through world heritage sites. It was interesting to see how different countries have different views, but we all want to solve the same problems.

Learning from My Indian Buddy

The conference also gave me a chance to spend time with my Indian buddy. We talked about our cultures, schools, and how our countries protect precious ruins. This exchange helped me learn a lot about India, and I found it really inspiring to hear about ideas.

Our conversations made me realize how important it is to build friendships with people from other countries. It's through these connections that we can better understand each other and work together.

Building Bridges for the Future

The title of the conference, "BRIDGE Across Asia," made me think about how education and cooperation can help us create a better world. By sharing ideas and working together, we are building bridges that connect not just Asia but the whole world.

Through this experience, I realized again how strong my dream of becoming a diplomat is. I learned how exciting it is to connect people and countries that may never meet. I also learned how important it is to connect Asia with Japan, and ultimately connect everything to the future. I want to work hard so that I can proudly say this event was the first step towards my dream.

Many People All Over the World

A. T.

It's 550 km between Wakayama and Tokyo. Moreover, it is more than 5000 km from Tokyo to India. It is very difficult for me to meet friends there. However, this program made that real. I think this is a good opportunity for me. I have a dream to provide people around the world with laughter and information.

That means I would like to be a Youtuber. In fact 2 billion and 500 million people use YouTube. That's why I think this is the best medium of doing. In order to achieve my goal, I need knowledge that I learned in this program. For example, in this program, we learned about Kenya. Kenya has a serious environmental problem. Also, we need to speak in not only English, but other languages. Because of this, I was inspired by many things in this program, and it might be a small first step for me because I aspire to contribute to the world. I was able to brush up my English skill. In particular, my listening skill will improve greatly.

In this program, I learned many things such as differences between Japan and other countries such as culture and school lives. However I realized the core of us is similar to all participants. We tend to find the differences around people, and we are trying to accept various ideas, but from this program, I realized that we are little different on the surface, but we are almost the same inside, so I want to be conscious of it.

Final Report

T. H.

Participating in this event made me realise my poor communication skills and lack of knowledge. During group activities, when discussions did not go well, I sometimes kept silent or left things to others. On the contrary, I was impressed by the way people from other countries actively took the lead and tried to advance the discussion. I am interested in South Korea and want to improve the current relationship between Japan and South Korea. For this purpose, I am now trying to connect Japanese and Korean students online and hold exchange meetings. I would like to further develop my communication and leadership skills to make these meetings even better.

BRIDGING a World Together: Lessons Learned from BRIDGE Across Asia

R.O.

Before participating in this program, I never thought that interacting with others would be so hard. Not only the communication aspect but also in terms of understanding the opinions of people from other countries was very difficult.

I had never travelled abroad except for travel or short-term study abroad and I, who started to join the international courses this year (first year of high school), their backgrounds

were very inspiring. They spoke multiple languages, had fluent English and a rich vocabulary, and they were good at understanding and empathizing with the opinions of others. They all seemed so vivid and felt that their existence was very far away from me.

I participated with the determination to "make the most of this program and use it in the future!" but on the first day I gave up and became timid.

Even though I tried to follow the discussion somehow, I could only do my best to understand, and even when I was asked for my opinion, I wasn't even sure if what I was hearing was correct. Even in such a situation, they accepted me and listened to my opinion.

This wonderful experience will remain in my memory, now and forever. Thank you BRIDGE Across Asia Conference 2024.

"My New Exchange"

N. M.

Interacting with Asian students has become a wonderful memory and my treasure. Originally, I was interested in cross-cultural understanding. However, the interest became deeper. It was an opportunity to learn more about different cultures that I didn't know. In addition, it was also an opportunity to learn about language. I will face my own language ability and use it in my future studies. I would like to acquire a broad perspective and actively participate in opportunities for interaction in the future.

Thank you very much for this program.

My Study

K. T.

I have a big dream. It is to bring courage and hope to people around the world. I would like to become a member of Doctors Without Borders in the future. There are many problems in the world today, such as war, poverty, inequality, discrimination. All of these problems cannot be solved without the cooperation of people all over the world. I joined this program in order to cooperate with people from all over the world, to understand each other, and to share ideas.

I was very excited when I met the participants from overseas for the first time. Some of them came from thousands of kilometers away. They have different cultures. But we were all high school students, laughing, discussing, and asking questions of each other. I realized that all human beings are brothers and sisters. I felt that even though we are far from each other, our hearts are connected. I thought every culture was beautiful. Then, I want to state the differences of the cultures I found along with the beauty of those. First, they introduced me to their country's culture. All of them were beautiful and interesting. I felt that every country and culture has something to be proud of. And then, I was interested in the English accents of each country. I am interested in languages, so I learned a lot. Sometimes it was difficult to understand what was being said, but everyone tried their best to understand. Yes, I learned not only about language, but also about the kindness of people! I will not forget this memory forever, and this experience will help my life.

Now, I have been studying many languages every day because I would like to communicate with people as I mentioned above. Until now, I may have been working on languages only to eliminate language barriers. However, I do not think so now. I have realized that learning a language means learning a culture, which in turn means accepting and respecting the culture of the other person. Therefore I would like to keep learning languages with respect.

Finally, I would like to thank all the ACCU coordinators and all the participants. I was happy to have such a good opportunity. Now, for the time being, I am going through a lot of hard times. But all of them are for my future dreams. I will surely become a person who can make a difference in the world. Do not forget to care and respect the other party. I want to live each and every day with care.

The thing I felt in this program (Final report)

S. T.

It was the first time for me to interact with other high school students from Asia. I have been abroad before, but I didn't meet students of the same age there. So, participating in this program was a valuable experience and made me more interested and thoughtful about World Heritage Sites. I aimed to interact with other students in English, to make at least one friend and to improve my conversation skills in this program.

The first one is almost achieved, I think. I was so nervous when I met and talked with other students, because my speaking skill is terrible for me. But, even if I spoke my idea in English with messed up grammar, everyone tried to listen carefully. I was so happy, and I felt I should be more confident about myself. If I have an opportunity to participate in a program like this next time, I want to practice being more confident until then. The second one is certainly achieved. In pair work I had to know about my partner and write a position paper. It was not easy, but finally we managed to write a position paper. Also, I think I should have been friendlier to other students too. However, it is a very big breakthrough for me to make at least one friend. The third one is not very successful. It is because I hesitated to speak in front of some students. In Model UNESCO, we delegated nations and had to state solutions from the perspective of our own nations. but I only stated twice. In the background I didn't have an attitude, which was trying to understand, and I couldn't listen and know the speaker's statement. It is very frustrating. If I had the courage to participate in the meeting, I could have enjoyed it more.

In conclusion, I found it was not easy to exchange ideas with each other. But this program has taught me that even if there are any barriers of language, culture, age and so on, we should have an attitude of respect for whomever we are interacting with. I was lucky to participate in this program. And, in my future, I want to be a person who respects others and contributes to my country.

Final Report

M. S.

I could have a wide view through the activity. For example, I could know what the problems are in the world and how we should approach them. It was a good experience because I didn't have much opportunity to think about problems existed in the world. So there was a new discovery that I'm good at thinking about things from a different side. And I could make new friends from other countries. I'm fun because I can know their life and feeling difference with Japan by exchanging SNS.

I think that I want to be a grand staff who can speak languages other than English at the airport. So I thought that I want to more improve solving problems ability and communication skills.

Final Report

K.I.

Realizing that I have a lot to learn was the greatest learning I earned from participating in the BAAC. The experience stimulated me to learn more to not judge things with my prejudices.

Meeting other participants made me realize that I have more prejudices than I thought. While getting to know the participants through self-introductions and discussions, I found myself feeling surprised against them when they didn't fit my stereotypes. I had a

stereotype that every Indian student love science and math, so I was surprised to hear some Indian participant say that they are more interested in humanitarian subjects. Other than that, I found myself having several stereotypes against other countries. Through this program, I learned that I have prejudices even if I believe that I don't, and that I should meet more people and talk to them as individuals in order to take away my prejudices.

This program taught me that I shouldn't have prejudices against other people, but it also taught me that I shouldn't have prejudice against what I'm learning. Sometimes I feel like what I'm learning at school is useless, and I would never use them in the future. However, participants from other countries asked me about Japan, I needed to use what I learned in Japanese history and geometry, and in the model UN, there were discussions based on several fields of knowledge. In order to communicate with others and solve problems in the world, we need a wide range of knowledge, including subjects that may not seem to be useful at the moment.

I also felt the urgent need to improve my communication skills. Communication is the best way to put away prejudices. By communicating we can understand each other better, we can share what we are learning, and ultimately, we can solve problems together. However, throughout this program I often struggled with my communication skills. I wasn't sure on how I can elicit what I want to know from other participants, and I didn't know how I can support other participants who seemed like they were left out from the conversation. Surprisingly, I struggled most in communicating with other Japanese participants at the closing ceremony. I couldn't figure out how I can both be myself and adjust in the group when talking to Japanese high school students who are not from my school. With better communication skills, I feel like I could've learned more about the other participants, and cross the border of prejudice.

BAAC taught me what I need to do to take away prejudice, which is necessary in solving problems with other people. It was a great experience for me, and I am thankful to everybody who was a part of this program for letting me step out of my comfort zone.

Through the program

K. N.

I have never been abroad before, but this program has given me a lot to think about. I was very anxious and nervous at first because it was the first time for me to speak with Asian people, plus it was in English. I talked about my own country's culture, food, etc. and asked about theirs. I also got along well with my pair of friends and we talked about the same hobbies for a long time.

When I didn't know what to do, the kids from overseas helped me. I was overwhelmed by the really high level of the Japanese participants, many of whom spoke native level English. I thought that someday I would like to speak like that.

I was surprised by the willingness of the participants from India. They expressed many opinions on their own, listened to what everyone had to say, and had the ability to summarize. There were many areas where I was helped during this program, and I am grateful for that. I was not able to speak much from the beginning and was at a loss, but I was really happy that everyone from overseas and Japan asked me questions and took an interest in me. I was able to learn a lot about the five countries through this program. I realized many things by listening to the local people directly.

At the first meeting we discussed education in each country, and I thought it was interesting that the timetable and subjects were completely different from those in Japan. Model UNESCO was a bit difficult, but I think we were all able to work together.

I am very glad that I was able to meet so many different people through this program. Thank you very much!!!

Experiences that expanded my world

S. T.

Through this experience, I was able to broaden my own world and perspective. Through this program, I thought that Japanese high school students, including myself, are not very active. However, I was able to express my opinion little by little by interacting and discussing with people from other countries. I was also able to call my partner outside of the program hours to work on assignments. I still keep in touch with them. It was a good experience for me because it is not easy to have a cross-cultural exchange. It was also a step closer to my dream. This program focused on World Heritage, so we thought, talked, and created materials about the world's heritage in English. I was able to taste other people's ideas and cultures. I was able to experience many different things in this program. Thank you very much. Next time, I would like to stay a few nights and go on a training camp.

My best friends

F. N.

I experienced a lot of things that will play important role through this program. And I enjoyed all. Now, I want to introduce my experience and how unknown people became my best friends.

The second of this program (the first was opening ceremony), was the first nervously point. I don't want to remember that day's work, however, I want to. At that day, we had program which representatives of each countries introduce own countries' interesting or unique or some else points. I didn't do it, but we had question time each country's introduction, so I asked to Indian representative as the first questioner there (because I was very envious that though the speakers were not separate in years same to me, I could see the distinct of ability clearly). But the accident happened. My English wasn't understood.... I was very shocked, and I thought the time we can't communicate each other was the longest one in the world. But few seconds later, a savior (of course it is mankind) came to on the conversation. It translated my English more understandable. I was very glad and I appreciated to the savior and the world. I couldn't ask a question in my skills. However, after that day, we became friends and have been keeping in touch. (I should have written the first day as the head of this report. That day was as important as the second day. I need more pages to do.)

I also became friends with foreigner. We had MODEL UNESCO as the last mission in this program. We were divided to many teams 2~3 people in it and each team had to work to the last mission as any countries' delegates. I became team of Malaysia with Indian. (maybe, I have a destiny to relate with Indian people.) To get success, we communicated a lot on Instagram. We had time different of 3hours and 30 minutes. So that we made time we could communicate and used voice message or call on the phone. Thanks to her kindness, I could speak and use English freely. There was time that I couldn't understand each other, and made her nearly angry to my attitude or English. But we could be closely through each other's culture day by day. In the MODEL UNESCO conference, I gave a speech in front of all participants in use a draft of speech which had been made by me and her. I was surprised at my different to the beginning in this program. But sorry to her, I couldn't listen to what other delegates were speaking well. and as a more terrible things, after speech of all delegates, I couldn't belong meeting in speedy English. I could only suggest one point at that time. It is the biggest regret in this program.

Reflection conference was held on online and Tokyo. I went to Tokyo and met participants from Japan including the savior. I also found new friends there. They were kindness and good at talk fanny stories. I want to maintain the relationships, and stole talking skills someday. In the conference, there was chance to make a speech in front of again. I had decided what I would speak. But I was nervous because of the word's weight. I want to remember in the future in myself so I don't write here that. (Say the truth, I nearly forgot the responsibility these days.) through this program, I enjoyed of course, but also, I found many people who were cooler, more intelligent and kindness than me. I must more consider and learn to meet such people and see the same view. I got many experiences range from sad,

happy to drive me to the glow future. Thanks to my friends who became in this program, I can go straight. For me, my friends are rivals who stand next of me. I'm forgetful so I need such friends. I want to make efforts to realize the world that all people are respected with my rivals.

Final Report

H. S.

What I learned through this program.

1. I had never been interested in World Cultural Heritage before, so there were many things I learned for the first time about the problems facing World Cultural Heritage and the efforts being made to address them.
2. The differences between the participants' cultures and ways of thinking and my own were sometimes surprising, but it was also a great learning experience.
3. The assignment was tough, to be honest, but I learned to think through problems, especially unanswerable questions, by completing it.

What I felt through this program.

1. I felt that working together with my peers is very important, because we could do better than what I had thought of on my own by creating a position paper together.
2. I realized that my English skills were lacking because I often had trouble keeping up with English presentations, speeches, and conversations.
3. I thought that simply thinking about unanswerable questions is completely meaningless, and that we must be able to put them into action and influence society.

What I have changed through this program.

1. I learned that I am still ignorant about world issues, so I started watching world news to be aware of what is happening in the world.
2. I began to study English more vigorously than ever before because I realized that my current English skills were not good enough for the world.
3. I thought that using translation software would facilitate communication, but I realized that it hindered the growth of my English skills, so I decided to limit my use of translation software and work harder to improve my English skills.

How I will apply this program to my future.

1. I was able to gain an objective view of my current situation through this program. I want to grow with a hungry spirit and become a person who can be active on a global scale, without being satisfied with my current situation.

Final Report

C. K.

"It's like a dream" I thought when I saw the poster of BRIDGE Across Asia conference on the blackboard in my classroom. For me, a girl loving incredible culture of Asia and wonderful Bollywood movies, the news was like a door to my new world. However, I was got to face my reality by the dream door.

Yes, If I name the first day of this event, I will name it "frustration". In terms of English, I had some confidence which coming from paper test of English. But on the first day, I was surprised and surprised. The presentations of each country were so nice, and everyone conversed in a flowing way. Especially, I was overwhelmed by not only English but also momentum and confidence whose students from other countries. I realized I had to do something. If there is frustration, there must be "solution". From that day, I started to practice listening to English more through listening to English radio and news.

As my thoughts became more positive, I also grew up step by step after the first program.

For example, the discussion about education system was awesome and I will remember the Enjoyment and surprise first gained through conversation. Also, the speeches of guest speakers were so interesting, and I felt the world closer.

However, what impressed me most was the model UNESCO. For this preparation, I was in charge of Brazil and was paired with a Thai girl I had never spoken to before. My poor English was not good enough to communicate with them, and I was very anxious at first. However, after several meetings, the position paper was completed, and at the same time, I felt that she and I were getting closer. The Model UNESCO production went well, and I really felt the joy of collaborating with others. The pair's work taught me that everyone has a different culture and background, which makes it difficult to interact with each other, but the stimulation and sense of accomplishment when things go well is tremendous. I was also able to look at global issues from a different perspective by being in Brazil, a country that is located in the opposite position and has the opposite background to Japan. All research was done in English, which was difficult, but I thought it was important to read articles from outside of Japan to see things from a different perspective. I would like to make use of this experience in the future.

My dream for the future is to go out into the world and in some way solve global issues from a Japanese perspective. Of course, the programs I just mentioned, including the Model UNESCO program, were helpful and gave me new perspectives, but I think the encounters I had with people were the most important source of nourishment for my dream.

I have made many friends in Japan and around the world. And their energy and confidence, which I did not have in Japan, gave me the courage to take a step forward. I would like to break out of my shell and deal with the challenges I have learned through this program with confidence.

Unforgettable Experience

Y. T.

1. What I Got through BRIDGE ACROSS ASIA CONFERENCE

During this program, the member's activities were deeply impressed on my mind. Also, I found that English is one tool we can get over the border. I felt member's tender heart through attending exchange with English. On the contrary, I recognized my poor English skills and communication skills.

2. Member's Kindness

Thanks to the member's many warm words and support, I was able to participate. In the work shop, that everyone waited for me to finish talking and answered my question politely and warmly supported me. In this time, I felt kindness. I was glad that the members replied to my English.

3. Future Goals

This program gave me the opportunity to think about future goals. I felt a need to grow my English and communication skills. I want to study the basics of English steadily so that I can make conversations with many people in the future. One day, I want to be a person who can convey the joy of talking in English to many people. I will try my best.

4. Great Gratitude

I was able to take the first step for my dream by this program because I can realize the importance of English. I repeat myself, but without support, I couldn't participate. Finally, I would like to express my gratitude to all the members who attended in this program and all ACCU's staff who gave me the support.

Final Report

H. O.

Through this project, I learned mainly two things.

First, the importance of acting voluntarily. I was surprised that everyone discussed more voluntarily than I had expected. Especially, I was overwhelmed by students from India. Including me, students in Japan tend to be passive when compared with other countries. I felt nervous at first, because I cannot speak English so fluently and do not have courage to make mistakes. But I was moved that some students tried to speak English even if they could not come up with words. So, I ran facilitator in icebreak. However, there were some challenges. Even though I cannot speak English well, I have to amuse everyone because of icebreaker. Not only spoke own opinion in English but also I had to make icebreaker interesting. I did "Who am I game".

It is a game in which a respondent guesses who I am by everyone's advice. First, I asked "If there is anyone who wants to be a respondent." But no one answered. And there was silence for about 2 minutes. I got upset. I wanted to get over this challenge but I could not come up with words. I thought I would be dead. But, fortunately a student in India responded and the game was successful. Until then I doubted that people can grow through mistakes. Because, we feel bad and shame and sometimes scolded. However through these projects I notice how important challenging is. Actually, when I look back at this project, icebreak is the most memorable experience. I think challenging is easy to be unforgettable. And it is the key to be interesting life. Also, people do not die by making a mistake. I believe it is better to regretting after we done something rather than regretting that I should have done that.

Second, diversity of people. There are a lot of students from different countries. And they have different backgrounds. So, it seemed to be difficult to communicate with. But everyone is kind and I learn that we can get along with each other regardless of countries. Also, the final day is memorable. I have lived in Yokohama and did not have opportunities to contact with students from other prefectures. But I could communicate with a lot of students from different prefectures on the final day. I was surprised that even though we are from different prefectures, they have different personalities and common sense. Through this project, I could feel the personality that everyone has.

Through this project I could learn a lot of things and want to make use of them in the future.

PROGRAMME EXPERIENCE BRIDGE ACROSS ASIA CONFERENCE 2024 FACE MYSELF, KNOW OTHERS, MEET THE NEW WORLD

H. S.

1. The Programme

I had the incredible opportunity to participate in a unique programme with high school students from across the Asia-Pacific region. The experience was a blend of interactive workshops and Model UNESCO simulations, all aimed at deepening our understanding of global issues. Through these activities, we developed crucial skills such as problem-solving, tolerance for diversity, and motivation to tackle future challenges.

2. The Background

Our world has faced numerous challenges recently—pandemics, conflicts, and general uncertainty. These global issues have made it clear that the younger generation, like us, needs to be more equipped to handle complex questions and diverse perspectives. The programme was created with this in mind, aiming to empower us to think critically and engage meaningfully with issues affecting our societies and the world at large.

3. What I Learned

The programme focused on helping us develop four key qualities:

1. Deep and Logical Thinking: We were encouraged to look beyond surface-level answers and think critically about complex issues. It wasn't always easy, but it helped me appreciate the depth of understanding required to address global challenges.

2. Tolerance: Meeting peers from different countries with diverse backgrounds was eye-opening. We engaged in discussions that highlighted our differences and similarities, which fostered a greater sense of empathy and respect for each other's viewpoints.

3. Motivation: The programme wasn't just about learning; it was about inspiring us to take action. The challenges we discussed and the solutions we brainstormed have motivated me to continue exploring these issues and to remain engaged in making a positive impact in the world.

4. Global Awareness and Problem-Solving: Through collaborative projects and debates, I gained a deeper understanding of global issues and developed better problem-solving skills. Working together with students from different countries provided fresh perspectives and innovative approaches to tackling these problems.

The Organisers and Collaborators

This enriching experience was made possible by the Asia-Pacific Cultural Centre for UNESCO (ACCU), in collaboration with several prestigious organisations, including Kobe City University of Foreign Studies, the Mongolian National Commission for UNESCO, the Korean National Commission for UNESCO, the Thai National Commission for UNESCO, and the Centre for Environmental Education in India. Their combined efforts created a dynamic and supportive learning environment.

Overall, the programme was an unforgettable journey that broadened my horizons and prepared me for future challenges. It was more than just an educational experience—it was a chance to connect with peers from around the world and work towards solutions for some of today's most pressing issues.

THURSDAY, 1ST AUGUST – OPENING CEREMONY AND ORIENTATION

- A. This was the first day of the programme which was hosted by the ACCU committee.
- B. Each country was supposed to present a power point presentation representing the cultural diversity and traditions of their region. The command for this was took by a participant from Team India Miss Medha Shankar.
- C. Later after all the presentations were over we had a break and then we were introduced to the Agenda and Procedure of Model UNESCO.
- D. We then had a small exchange programme for interaction between other participants from other countries about their culture and traditions to understand them better. For which, we were divided into breakout rooms.

FRIDAY, 2ND AUGUST – 1ST WORKSHOP FOR DIALOGUE

- A. On the second day of the session we had an Ice breaking session conducted by a Miss Medha Shankar to engage everyone in a fun activity before starting the session.
- B. Then we had a break out session discussing about the Time Table followed in our school and our favorite subject from the stream. Where we got to know many similarities and differences in our school life and subjects.
- C. After a break, we again met for discussing about the solutions of a few questions which were assigned by the UNESCO on “World Heritage Sites”

MONDAY, 5TH AUGUST – 2ND WORKSHOP FOR DIALOGUE

- A. This was the third day of the session where we had two guest speakers –
 - Mr. Shaun Mackey - Meeting Mr. Shaun Mackey was a highlight of my programme.With 34 years in archaeology and his role as Director at ACCU in Nara, Japan, his experience is remarkable. He's worked in diverse locations like Australia, Egypt, and Thailand, and reviewed sites for the Maritime Asia Heritage Survey. Mr. Mackey's approach to archaeological field methods and his focus on understanding sites from a landscape

perspective were particularly inspiring. Learning about his research on aviation traces in Southeast Asia showcased how modern technology intersects with ancient history. His insights and global experience truly motivated me and deepened my appreciation for archaeology

Ms. Jun Morohashi - Meeting Ms. Jun Morohashi was truly inspiring. She began her career with UNESCO in 1999, starting in the Social & Human Sciences Sector. Over the years, she moved to the Education Sector, where she focused on Peace, Human Rights, and Global Citizenship Education. Her journey took her to the UNESCO Port-au-Prince Office as Chief of the Education Unit, and then to Bangkok as

Head of the Executive Office & Regional Programme Coordinator at the UNESCO Asia-Pacific Regional Bureau for Education. In April 2020, Ms. Morohashi returned to UNESCO HQ to lead the Section for

Education for Sustainable Development (ESD), a role she has held since September 2022. With her impressive background and dual degrees in sociology and psychology, her career reflects a deep commitment to education and global issues. Her diverse experiences and expertise in sustainable development were both motivating and eye-opening for me.

TUESDAY, 6TH AUGUST – 3RD WORKSHOP FOR DIALOGUE

A. This was the last day for the workshop, which included all the necessary details of the Rules and Procedures to understand Model UNESCO.

B. This session included activities to understand the working and the reflection breakout session with respective country pairs for Model UNESCO. I was partnered with a participant from Japan named Kokoro. Despite of the language and cultural barrier we communicated to work positively and progressively towards the event, our country assigned was South Africa.

C. The last event on this day was a surprise for all the participants as we all were divided into the breakout room of the same country, where Team India had a little chit chat about the backgrounds they come from and their hobbies. This was one of the best moments of the whole conference to meet all the bright and jolly faces of participants from India.

SUNDAY, 8TH SEPTEMBER – Model UNESCO

A. The opening ceremony of the main event had the glimpses of the past meetings of the conferences, including a small video of all the activities held previously and group photos taken during the event.

B. Me and my team later worked upon writing the working papers and discussing about the problems and solutions about the World Heritage Sites.

C. We were also added in a regional bloc to understand the point of view of other countries in favour of the changes or if any, to make amendments too.

D. Our Draft Resolution was passed successfully into a Resolution.

SATURDAY, 14TH SEPTEMBER – REFLECTION AND CLOSING CEREMONY

A. This was the final stage of the conference.

B. On this day we had to present our views and experience of the conference with what we vision to do in future.

This experience has been incredibly enriching and transformative for me. It has broadened my perspectives, deepened my understanding of global issues, and allowed me to connect with peers from diverse backgrounds. I truly appreciate the support and encouragement you provided throughout this journey.

Thank you to Aishwarya ma'am for introducing me to such an event and Thank you Anvita ma'am for believing in me and for giving me this chance to grow both personally and academically. School's dedication to fostering such opportunities is truly commendable, and I am grateful for the impact it had on my development.

Model UNESCO BRIDGE ACROSS ASIA CONFERENCE

P. G.

Seven students of were selected all over india to attend the recent 2-month bridge across Asia conference for the Asia pacific region conducted by Kobe university of Japan at Tokyo, Japan. Members of the other countries were supposed to join the conference online. This was also attended by students of Japan, Mongolia, Thailand and Republic of Korea so that the total number of participants were more than 55.

The first two days were assigned to make students relaxed and talk to each other without hesitation and it was made sure by Ms. Shihoko that all the students mingle well with each other.

This conference featured presentations by two eminent guest speakers Mr. Shaun Mackay and Ms. Jun Morohashi on topics like archaeology and sustainable development both in concern for preserving the cultural world heritage sites of the world.

Hour long presentations were to be made to introduce each nation's culture and tradition followed by an interactive discussion on the concerned topic, which was the most beneficial part of the conference. The important part of the conference was formulating policies for the conservation of the cultural world heritage sites which was then passed by the chair through agglomeration. Commendable job was done by the young students of Kobe university in efficiently managing the main workshop for dialogue and the actual conference. The rules were also specified and were explained in such a way that everybody caught hold of it. Such an intellectual-gathering of the chair and the facilitators generated the necessary enthusiasm among the students so they asked the maximum questions regarding the topic. No doubt, the conference was highly beneficial in developing our personalities, making new friends and improving our communication skills. The major takeaway from the conference was collaborative teamwork along with respecting other's point of view.

Reflection on Participating in the UNESCO BAAC Program

H. J.

Through my participation in the UNESCO BAAC program, I gained a deeper understanding of the importance of international cooperation in solving global issues. Discussing topics such as sustainable development and peacebuilding with students from different countries was an incredibly meaningful experience. We analyzed problems from various perspectives and worked together to find solutions, which taught me the value of collaboration beyond borders.

One of the key insights I gained from this program was realizing that digital marketing can be a powerful tool in addressing social problems. With its ability to quickly spread information to a wide audience, digital marketing can effectively raise awareness and inspire action on issues like environmental protection and human rights. By combining the global cooperation I learned about in this program with the power of digital marketing, I now see how we can bring about real social change.

This experience showed me that digital technology can go beyond mere communication and be a direct force in solving social challenges. I am eager to continue using what I've learned to contribute to a better society in the future

Final Report

Y. J.

Participating in BRIDGE Across Asia Conference 2024 was an amazing experience for me to improve my English skill and to learn about different cultures. During this program, I have done many activities, such as sharing my cultures with other students, hearing lectures from

the guest speakers, and preparing and participating in the Model Unesco.

Presenting my culture to other students and learning other countries' culture was very interesting. When I presented Korea's culture to other students, I was able to represent my country and proudly talk about my homeland. During the Q & A session, a handful of questions from students in Japan, India, Mongolia, and Thailand made me think about how students from other countries view Korea. Also, while other participants shared their cultures at the session, I was able to see some similarities and differences between various cultures. Overall, I was able to learn about cultures of other countries and expand my tolerance to the global society.

From the lectures of guest speakers, I expanded my perspective of viewing the world. First lecture from Mr. Shaun Mackey taught us that there are many different views of seeing cultures, and that there are various ways to restore and preserve them. Second lecture from Ms. Jun Morohashi talked about education in different countries and how UNESCO is working hard to spread fair education throughout the world. Both lectures broaden my understanding of the world and helped me to rethink about the world I live in. I have become interested in other programs to improve global education systems.

Preparing for the Model Unesco, my partner and I searched for some of the factors that are causing dangers for the World Heritage Sites in Canada. We found out that Canada was facing some of the environmental issues, such as destruction caused by excessive physical extractions or mining, in their World Heritage Sites. After noting that Canada has been working to solve these problems by publishing legislations and participating in global acts, we suggested the idea of improving mineral efficiency and implementation of the education about the importance of preserving nature for the World Heritage Sites.

During the Model Unesco Session, we shared our ideas with other delegates. Hearing various opinions and points of view was interesting and I was amazed at how other delegates came up with their ideas. Working as a group to make a final statement was a complicated process, but sharing ideas with other students helped me to think deeply and logically.

To conclude, this program helped me to grow my ability as a global citizen and communicator. Collaborating with other students from the same or different countries helped me gain tolerance and problem-solving skills. Also, I learned that I shouldn't be afraid of expressing my opinions and ideas. For the future, I would like to participate in other global programs to solve many global issues.

Final Report

K. H.

Participating in this conference has significantly deepened my understanding of the importance of preserving World Heritage sites. Before this experience, I didn't fully grasp the value of cultural preservation. However, after participating in the various activities, I now appreciate the profound impact that culture and heritage have on humanity. This program has provided me with valuable insights into how our shared history shapes our identities and connects us across borders.

One of the most rewarding aspects of this experience was the opportunity to interact with people from a diverse range of Eastern Asian countries. I had always been curious to learn more about how individuals from different cultural backgrounds view key issues like education and other important topics in our global society. The conversations I had during this program broadened my perspectives and enriched my understanding of the world.

This program has not only expanded my knowledge but also inspired me to adopt a more global mindset. Instead of seeing myself solely as a high school student from a rural part of Korea, I now feel more connected to the broader international community. It was truly an honor to participate in such a meaningful event, and I am grateful for the opportunity to grow

both intellectually and personally through this experience.

Now that I have a deeper understanding of the significance of world heritage sites, I believe it is my responsibility to raise awareness among those who may not yet appreciate their importance. I am committed to advocating for the conservation of these invaluable sites and ensuring that my actions contribute to their protection and preservation for future generations.

Purpose and Result

V. N.

The atmosphere during the UNESCO project meeting was inspiring. As a representative participating in the UNESCO model project, I felt extremely honored and delighted to be a part of this initiative. This project allowed me to develop my language skills—speaking, listening, reading, and writing. I had the opportunity to converse with international friends, learn about report writing, and gain a deeper understanding of countries across different continents.

Moreover, I learned about the criteria for becoming a World Heritage Site. The teachers and participants made an effort to accommodate everyone's language skills, ensuring that those who were less confident in their language abilities did not feel uncomfortable. This was a truly wonderful aspect of the project and thank you so much teachers.

Final Report

A. A.

The BRIDGE Across Asia 2024 online event took place from August 1 to September 14, 2024. This year's theme, "Securing Cultural World Heritage Sites for Future Generations" aimed to foster collaboration among participants from diverse backgrounds across Asia. The event included a variety of activities, workshops, and exchange interaction opportunities, all designed to promote intercultural understanding and sustainable practices to help secure cultural world heritage sites.

The event kicked off with a vibrant opening ceremony featuring presentations from participants representing each country. This session highlighted the importance of understanding cultural differences and set a positive tone for the workshops ahead. The presentations also showcased performances, visual arts, and culinary traditions from various Asian countries, celebrating the rich diversity of cultures and emphasizing the importance of preserving cultural heritage while pursuing sustainability.

A series of interactive workshops were held, focusing on the conference theme while also including several exchange interaction sessions between pairs and groups. These exchange interaction sessions allowed participants to connect, share contacts, and form collaborations. Utilizing breakout rooms, participants engaged in small group discussions, enhancing personal connections that extended beyond the event. A special workshop featured lectures from guest speakers, introducing many new topics that sparked curiosity and encouraged further exploration.

Many participants, including myself, highlighted the value of sharing experiences and learning from one another. The workshops and discussions broke down barriers and built understanding. I appreciated the interactive format, which fostered a sense of community despite being online. This conference inspired participants to advocate for sustainable practices in their regions, reinforcing that collective action can lead to meaningful change.

BRIDGE Across Asia 2024 online successfully fostered intercultural dialogue and collaboration on securing cultural world heritage sites for future generations. The diverse activities and participant engagement built a strong sense of community and shared purpose. Moving forward, the connections made during this event will inspire ongoing collaborative efforts to preserve cultural heritage in Asia and beyond.

I extend my gratitude to all participants, speakers, and organizers who contributed to the success of this year's event.

Final Report on BRIDGE Across Asia Conference 2024

M. C.

Executive Summary

This report represents the culmination of BRIDGE Across Asia Conference (BAAC)

This campaign aimed to build strong international relationships. The main event was a Model United Nations (MUN) focused on world heritage. Participants from different countries discussed ways to protect important cultural sites, promoting global understanding and cooperation.

Findings or Results

The campaign helped people from different countries understand each other better. The BAAC led to these key results:

1. Cultural Understanding: Participants gained a deeper understanding of the cultures of other countries.
2. Better Communication: People improved their skills in talking and working together.

Conclusion

The campaign helped people from different countries connect and understand each other better. The MUN event raised awareness about world heritage and created ideas to protect it. In the end, the campaign built strong friendships and encouraged working together to save important cultural sites.

BRIDGE Across Asia Conference 2024 Final Report

S. L.

1. Executive Summary

This report represents the culmination of BRIDGE Across Asia Conference (BAAC) and is primarily contained in self reflection and conclusion throughout the conference.

This conference focused mainly on Cultural World Heritage Sites which was portrayed by the Model Unesco event to build an international relationship within the participating countries ; Japan, India, Mongolia, Korea and Thailand throughout the cultural exchange program.

Findings or Results

The conference has built a strong international relationship which allowed the participants to exchange one's cultures and better global understanding. The BAAC led to these key results:

Cultural Exchange: Participants are able to connect and exchange their cultures to other participating countries, allowing them to gain a better understanding in the diversity of other cultures.

New Opportunity: This conference not only allowed the participants to exchange their cultures and ideas on world heritage, but also gave them the opportunity to see and communicate with people from different countries using English.

Conclusion

The conference allows the participants, who are students from diverse countries to connect, better understand and exchange their thoughts on world heritage through the Model Unesco and other activities during the program. Overall, this conference has built a strong international relationship and given the participants the opportunity to connect with the world.

Final Report on BRIDGE Across Asia Conference 2024

T. S.

This report represents for BRIDGE Across Asia Conference (BAAC). This program aimed at international communication. Also, focused on the World's Heritage sites for each country in the world.

Participating countries in this program included of Japan, Mongolia, Korea, India, and Thailand. All participants discussed and connected together to more understand each other.

The program helped the participants to understand more about the other countries and to accept the different cultures which is an important thing to live together as a human.

From this program led to

1. Relationship with other countries: communicate with different countries
2. think more about World's Heritage Sites: discussed together to know how other participants think and to find the way to solve the problems
3. Improving social skill and communicate in English: By talking and working with the other.

The program made the participants more understanding about each country including their cultures. And helps to prevent the World's Heritage Sites by making the discussion and awareness.

Also this program makes connections and friendships between the countries which is important to make the program successful.

Final Report

A. A.

This report outlines my experience during the BRIDGE Across Asia conference 2024, which I attended in 2024. The program offered valuable insights and hands-on learning opportunities that enhanced my knowledge in culture.

Throughout the program, I participated in various activities that contributed significantly to my understanding of culture. These included group discussions, cultural exchange sessions, and interactive workshops on traditional arts and customs. I particularly enjoyed the cultural exchange session, where participants from different countries shared their unique traditions, food, and festivals. This activity allowed me to gain firsthand insight into the diverse cultural practices of Asia, and it was particularly beneficial because it fostered meaningful connections and expanded my global perspective. I found it insightful to learn how different cultures celebrate common human experiences in unique ways.

In conclusion, the program was a rewarding experience that broadened my perspectives and equipped me with new skills and knowledge in culture. I am grateful for the opportunity to participate and look forward to applying what I have learned in the future.

FINAL REPORT

A. B.

Attending the ACCU 2024 conference was a truly transformative experience. Not only did I gain invaluable insights into pressing global issues such as climate change and the challenges and opportunities surrounding world heritage sites, but I also had the privilege of forging lifelong friendships.

Through various sessions, I learned about the efforts UNESCO undertakes to safeguard cultural and natural heritage sites worldwide. These efforts, while ambitious, come with their own set of advantages and challenges, such as balancing preservation with sustainable development.

Overall, ACCU provided me with both personal growth and a deeper understanding of global preservation efforts, leaving me inspired to contribute to protecting our shared heritage.

Final Report

M. B.

First of all, I want to start this report with a thank you to the organizers who put their whole heart into this conference. It was a great conference where I learned many invaluable things such as; what world heritage is and why we should protect it, the importance of understanding different cultures, and connecting with diverse people who share the same values as you. Due to unfortunate inside problems I could not join the first few meetings, but thanks to my teammates and peers I was able to catch up and enjoy the last few conferences where I made the most of it. It was truly an eye-opening, fascinating experience. Thank you again to the whole BAAC team.

Final Report

E. A.

The UNESCO conference on World Heritage Sites highlighted the urgent need to protect our world's most important cultural and natural landmarks. These sites are not just remnants of the past but living symbols of our shared heritage. They hold immense value for preserving history, biodiversity, and fostering sustainable tourism.

One of the biggest challenges discussed was the severe impact of climate change, which is rapidly damaging many of these sites. Urban development and pollution were also identified as major threats, particularly as cities expand and tourism increases. Participants emphasized that we must act quickly to protect these sites before they are lost forever.

Delegates shared inspiring case studies on how they are addressing these challenges, with many focusing on involving local communities and adopting sustainable management practices. It was clear that the only way forward is through stronger international cooperation, increased funding for conservation, and a deeper commitment to educating younger generations about the importance of these sites.

Lastly, attending this conference was truly eye-opening! The passion of the participants from all corners of Asia was overwhelming, and I felt inspired by their commitment to preserving our heritage. It was clear that protecting these sites is not just a responsibility for governments or experts—it's something we all have a role in. I left the conference feeling more aware of the urgent need for action and motivated to do my part in advocating for the protection of these invaluable treasures!

3. The Participants after the Programme

After implementing the programme four times, this year we conducted a questionnaire survey with the participants of this year and the past three years to investigate how the programme has affected their subsequent activities. Change in themselves before and after the programme, and activities in which the participants actively participate after the programme will be described below.

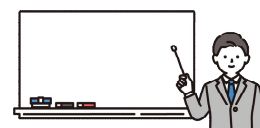
Y.K., participant in 2024

Impressions of the programme

I applied for this programme because I had never had the opportunity to interact with people of the same generation from other Asian countries before, and I wanted to broaden my horizons by interacting with participants from different countries and be exposed to different ideas. I received a lot of inspiration from the other participants and my ideas and values about society and myself changed. In addition, working with high school students from different countries increased my motivation for my own future initiatives.

Facilitation of discussion and presentations at the breakout session of the 16th National Conference of UNESCO Schools

In the breakout session, participants of junior and senior high school students discussed the coexistence with diversity in Japan and abroad, and what we can do towards coexistence. Before the discussion, I gave an introductory presentation on 'what coexistence means', and in the process of preparing my presentation I became aware of the various meanings and values included in 'coexistence', which was very enlightening. I think it also gave me the opportunity to become more familiar with the diversity and situations related to 'coexistence' that exist in Japan and abroad. In the group discussions, I considered "what we can do for coexistence" from the same perspective as the other participants, and the process of sharing and discussing each other's ideas was very stimulating and a meaningful time in which I absorbed a lot of things. At my high school, we have many opportunities to give presentations in class. It was a great experience for me to be able to use what I have learnt so far to participate to present. I feel that the experience of speaking on stage itself also helped me to grow as a person.



*About the breakout session: At the National Conference of UNESCO Schools in November 2024 as part of the 3rd UNESCO Week, breakout session was held entitled 'Gather! Youth! -Workshop for students towards the realisation of a coexistence society'. Y.K. spoke on a stage in cooperation with the high school students from other schools and facilitated discussions on national and international diversity together with youth from all over the country.

Future goals

I would like to be actively involved in activities that contribute to society. For example, I would like to plan and organise exchange events that bring together people of different generations in the local community, and other initiatives that connect and help people.

T. M., Participant in 2023

Through my experience at BAAC, I have developed an inquisitive mind, a willingness to try anything that interests me, and activeness, which became my strengths. Before participating in the programme, I was only vaguely interested in international society. However, during the programme, I became interested in Asian countries through talking with high school students from the countries. After participating in the programme, I wanted to interact more with people from other countries, so I volunteered at a local Japanese language class and interacted with foreign children living in Japan. This experience gave me the opportunity to find what I want to do in the future: to be involved in creating a community in Japan where international people live comfortably.



Y. M., Participant in 2023

My participation in BAAC has led to a greater interest in social issues. I have been interested in the children's cafeteria as a solution to relative poverty in Japan, and I am considering setting up an initiative related to the children's cafeteria. I have gained a lot of insights into society and myself, and have become more proactive in taking on new challenges.

U.S., Participant in 2023

Before participating in the programme, I could not speak up even if I had my own opinion. However, during the programme, I was inspired by seeing high school students from other countries who were passionately speaking up. I gathered up the courage to spoke up during the programme, and I am now able to express my opinions with confidence in everyday life.



I. D., participant in the year 2022

Since joining the programme, I have become interested in people's 'unconscious bias'. I have chosen to take a psychology course at university, and I am deepening my understanding of bias. I am still sending some photos and exchanging messages on Instagram and Snapchat with a student from India whom I was paired with.



Y. K., Participant in 2022

I am glad that I am still connected with people I met in the programme through social media and other means, and that I continue to be involved in the international community. I also think that my ability to think about issues with no clear answer has been improved compared to before I joined the programme. The participants are still connected to each other on Instagram, and through posts and stories we are able to learn more about each other and our mutual cultures. I also give gifts and exchange messages with those whom I have done pair activities with.

Detailed interviews with the past participants are also featured in ACCU News issue 420 (available online).

►Please scan the QR code to learn more about the stories of the participants.



4. Cooperating Organisations and Sponsors

1. Organiser

Asia-Pacific Cultural Centre for UNESCO (ACCU)

2. Cooperating Organisations

Mongolian National Commission for UNESCO
Korean National Commission for UNESCO
Thai National Commission for UNESCO
Centre for Environment Education, India

Kobe City University of Foreign Studies

Ms. Jun Morohashi
Chief of Section
Section of Education for Sustainable Development,
Division for Peace and Sustainable Development,
Education Sector, UNESCO

Mr. Shaun Mackey
Director
International Cooperation Division,
Asia-Pacific Cultural Centre for UNESCO

3. Sponsors

KODANSHA Ltd.
Nagase Brothers Inc.
SAPIX YOZEMI GROUP
FAST RETAILING CO., LTD.
SANKOKAI, GENERAL INC. ASSOCIATION
Britannica Japan Co., Ltd.

5. Appendix

1. Programme Schedule

Date, Time (JST) and Venue	Contents
Thursday, 1 August 13:30-17:30 (Online)	Opening Ceremony and International Exchange ★Knowing and facing ourselves, knowing others, knowing and encountering the world. - Introduction to each country's culture and pair exchanges
Friday, 2 August 14:30-17:30 (Online)	First Interactive Workshop ★Knowing and facing ourselves and knowing others (dialogue) - Group discussion on education 'My school life' - Group discussion on the World Heritage Sites: 'my treasures', 'what does inscription on the World Heritage list mean?'
Monday, 5 August 14:30-17:00 (Online)	Second Interactive Workshop ★Learning about and encountering the world (knowledge about cultural heritage and ESD, including career education) - Guest lecture (1) Mr. Shaun Mackey Director, International Cooperation Division, Asia-Pacific Cultural Centre for UNESCO - Guest lecture (2) Ms. Jun Morohashi Chief of Section, Section of Education for Sustainable Development, Division for Peace and Sustainable Development, Education Sector, UNESCO
Tuesday, 6 August 14:30-17:00 (Online)	Third Interactive Workshop ★Learning about and encountering the world - Model UNESCO explanation and trial session
Sunday, 8 September 12:00-19:00 (Online)	Model UNESCO Topic: 'Protection of the World Heritage Sites' *Facilitation by the student leaders of Kobe City University of Foreign Studies
Saturday, 14 September 13:00-15:30 (Japanese participants: Tokyo venue, international participants: online)	Closing Ceremony and Reflection

2. Eligibility for Participation

- (1) Join all the components of the programme
- (2) Have a sense of responsibility
- (3) Be highly motivated to communicate in English
- (4) Be able to prepare the necessary equipment/device for online exchanges, have an adequate Internet connection, and operate a computer and manage applications

3. Number of Participants

56 students from five countries participated in the programme.

- 28 Japanese high school students: selected by ACCU through a document screening process
- 7 high school students from Mongolia: nominated by the Mongolian National Commission for UNESCO
- 7 high school students from South Korea: nominated by the Korean National Commission for UNESCO
- 7 high school students from Thailand: nominated by the Thai National Commission for UNESCO
- 7 high school students from India: nominated by the Centre for Environment Education, India

4. Participant Information

Participating areas of the Japanese participants



Tohoku Region: Miyagi Prefecture

Kanto Region: Ibaraki, Tochigi, Tokyo and Kanagawa Prefecture

Chubu Region: Niigata, Fukui and Aichi Prefecture

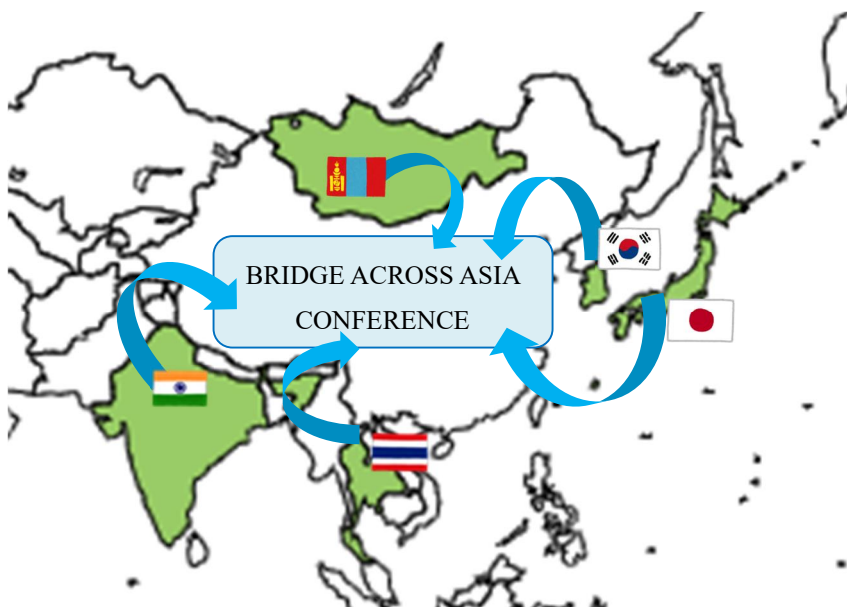
Kansai Region: Shiga, Kyoto, Osaka and Wakayama Prefecture

Chugoku Region: Okayama prefecture,

Kyushu Region: Fukuoka, Nagasaki and Kagoshima Prefecture

Participating areas of the international participants

- **Mongolian participants**: Ulaanbaatar, Orkhon
- **Korean participants**: Seoul, Gangwon-do, Gyeongsangnam-do and Chungcheongnam-do
- **Thai participants**: Bangkok, Lopburi and Ubon Ratchathani
- **Indian participants**: Delhi, Gujarat, Telangana and Uttar Pradesh



BRIDGE Across Asia Conference 2024
Programme Report

March 2025

Edited and published by the Asia-Pacific Cultural Centre for UNESCO (ACCU)

1-32-7F, Publisher's Club Building, Kanda Jimbocho, Chiyoda-ku, Tokyo 101-0051

Telephone: +81 03-5577-2853

Email: exchange@accu.or.jp

URL: <https://www.accu.or.jp>

©2025 Asia-Pacific Cultural Centre for UNESCO (ACCU)



BRIDGE Across Asia

Conference 2024