Bridge Across Asia Conference

Programme Report

Bridge Across Asia Conference 2025

ACCU
Asia-Pacific Cultural Centre for UNESCO
公益財団法人ユネスコ・アジア文化センター

Introduction

The Asia-Pacific Cultural Centre for UNESCO (ACCU) has been actively engaged in nurturing the next generation of leaders in order to contribute to the realisation of a peaceful and sustainable society in which cultural diversity is respected. The Bridge Across Asia Conference (BAAC) is an international collaborative learning programme that was launched in 2021 with the aim of providing opportunities for mutual understanding and multidimensional learning among high school students from five countries: Japan, Mongolia, the Republic of Korea, Thailand, and India. This year marked the fifth implementation of the programme.

Through interaction with peers from diverse backgrounds, participants gained first-hand experience of cultural diversity and enhanced their communication skills by overcoming language barriers. In addition, the programme provided opportunities for participants to explore global issues while deepening their understanding of themselves and their future aspirations.

The programme offered a wide range of learning opportunities, including presentations, group discussions, guest lectures, and collaborative group project, all of which contributed to the participants' growth and learning. Through these activities, participants from the five countries deepened mutual understanding and were encouraged to build lasting relationships and international networks.

We would like to express our sincere gratitude to Kodansha Ltd., the Mongolian National Commission for UNESCO, the Korean National Commission for UNESCO, the Thai National Commission for UNESCO, the Centre for Environment Education, India, and all sponsors for their generous support and cooperation in the implementation of this programme.

ACCU

February 2026

Asia-Pacific Cultural Centre for UNESCO (ACCU)

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Programme Overview

The Bridge Across Asia Conference (BAAC) is an international collaborative learning programme that was launched in 2021 with the aim of promoting mutual understanding and providing opportunities for multidimensional learning among high school students from five countries: Japan, Mongolia, the Republic of Korea, Thailand, and India.

During this year's programme, particular emphasis was placed on interaction and collaborative activities among participants. The programme aimed to support the development of cross-border networks.

Under the theme "How Entertainment Builds Bridges Across Borders", a guest lecture was delivered by Kodansha Ltd. Through familiar forms of entertainment, the programme provided participants with opportunities to deepen their understanding of differing values, cultures, and lifestyles, while cultivating perspectives that respect diversity among individuals.

Background

In today's world, where people from diverse cultural backgrounds increasingly interact and global challenges require international cooperation, understanding and respecting different cultures and values is essential. This programme provided high school students opportunities for collaborative learning with their peers—experiences not easily gained through the Internet or social media—contributing to the development of a peaceful and sustainable society.

Features and Focus of This Year's Programme

Building on the Model UNESCO (Model United Nations) activities implemented until 2024, this year's programme was designed to promote deeper dialogue among participants through small-group projects. Participants worked collaboratively to produce a piece of work, overcoming language and cultural barriers, and presented their work in group presentations on the final day, allowing them to experience the sense of achievement that comes from joint effort.

Programme Objectives

Through the programme, participants aimed to achieve the following four objectives:

1) To understand different cultures and different values, and to respect diversity

2) To raise awareness of global issues and to become problem solvers

3) To reflect on oneself and raise a sense of purpose for the future

4) To improve communication skills beyond language barriers

Programme Period

4–7 and 9 August 2025 (5 days in total)

Japanese high school students participated in person only on 9 August.

Participants

A total of 30 students participated in the programme, including 16 from Japan, 4 from the Republic of Korea, 4 from India, 4 from Thailand, and 2 from Mongolia.

Organiser, Partner Organisations and Sponsors

Organiser:

Asia-Pacific Cultural Centre for UNESCO (ACCU)

Partner Organisations:

Kodansha Ltd.
Mongolian National Commission for UNESCO
Korean National Commission for UNESCO
Thai National Commission for UNESCO
Centre for Environmental Education, India

Sponsors:

Kodansha Ltd.
Nagase Brothers Inc.
SANKOKAI, GENERAL INC. ASSOCIATION
SAPIX YOZEMI GROUP
FAST RETAILING CO., LTD.

Programme Activities

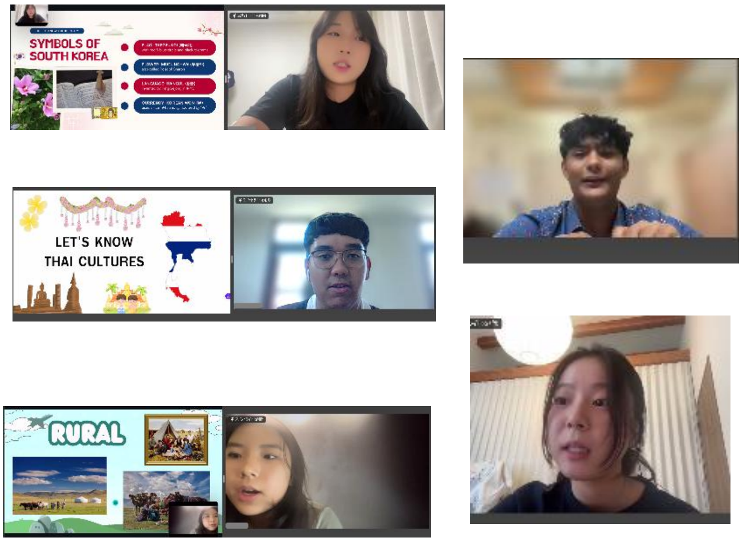
For detailed timetables for each day, please refer to the appendix.

Day 1 Monday, 4 August 2025, 13:30~16:00

Objectives	1. Understand the overview of the programme 2. Learn about the cultures of five Asian countries
Activities	Programme Orientation, Opening Remarks, Introduction to University Life by Student Volunteers, and Cultural Presentations by Participants from Each Country

BAAC 2025 Day 1
Bridge Across Asia Conference

Group Photo on the First Day

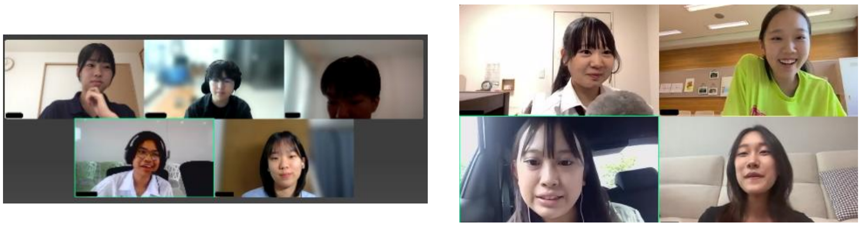


Cultural Presentations by Participants
Participants shared about a variety of topics, including food, festivals, traditional clothing, and sports.

Day 2 Tuesday, 5 August 2025, 13:30~16:00

Objectives	1. Exchange ideas on climate change and gain motivation for future action 2. Prepare for the guest lecture and group project by discussing customs and cultures unique to your country 3. Expand your network with peers
Activities	Ice-breaker, Group Discussion, Whole-Group Sharing, Peer Networking

Character Quiz icebreaker

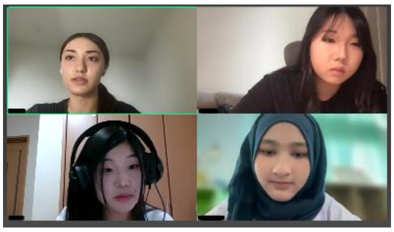


Group discussion: Participants learned about each other's cultures, despite some initial nervousness

Day 3 Wednesday, 6 August 2025, 13:30~16:00

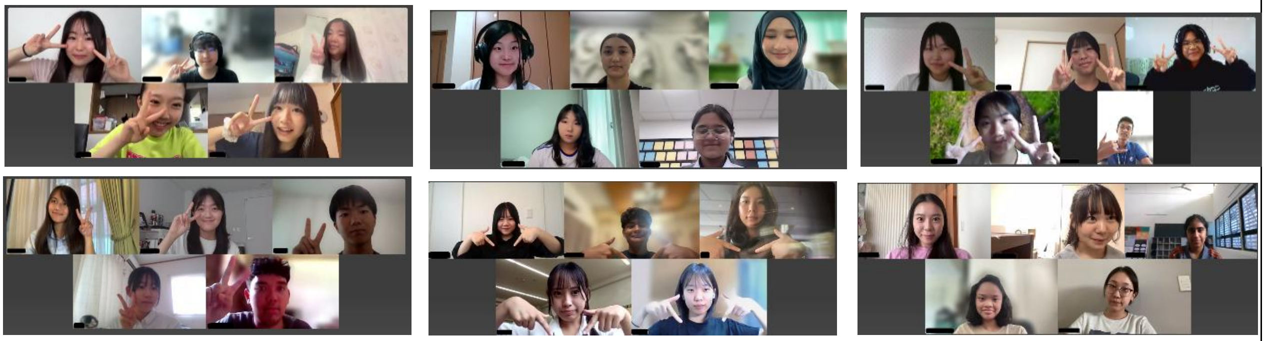
Objectives	1. Broaden your perspective through an inspiring guest lecture 2. Discover how anime, manga, and animated characters reflect cultural values and identity 3. Collaborate with your team to plan a group project that shares a meaningful aspect of your culture through creative expression
Activities	・Guest Lecture by Kodansha Ltd.: Participants learned about the role of anime and manga in connecting different cultures. ・Group Discussion: Participants introduced and discussed popular anime, manga, and characters from each country. ・Group Project Planning: Groups planned creative projects using anime, manga, and characters to convey unique customs and traditions from their countries. ・Group Presentations: Groups presented their project plans and received feedback from the guest lecturer.

Groups planning their projects – many unique ideas emerged



Day 4 Thursday, 7 August 2025, 13:30~16:30

Objectives	Effectively share a cultural message creating visual and digital materials
Activities	Group Project: Participants created entertainment media based on the group's plan



Project creation time flew by; participants collaborated wonderfully, combining their diverse ideas

Day 5 Saturday, 9 August 2025, 13:30~16:30

Objectives	1. Celebrate the creative work each group has developed 2. Share insights and ideas gained from participating in the programme
Activities	・Group Presentations: Groups presented their completed projects. ・Award Ceremony: Groups that produced outstanding projects were recognised. ・Individual Reflection: Participants reflected on their own learning and personal growth. ・Overall Reflection: Each participant shared insights and lessons gained from the programme, which were then discussed collectively. ・Closing Ceremony

Japanese participants gathered at the Tokyo venue

Group presentations - each group delivered confident and well-prepared presentations

Group photo – the sense of accomplishment after all presentations!

Bridge Across Asia Conference

Group Project

In this programme, group projects were designed to encourage dialogue among participants and deepen their understanding of each other's cultures. The 30 participants were divided into six groups and asked to consider how to convey the unique customs and cultures of their countries to others using anime, manga, and characters. They created works such as posters and presentations. This section outlines how the group projects unfolded for the final day presentations.

Activities

Day 2

Group Discussion: customs and cultures unique to your country.

Day 3

1. Guest Lecture

Gain insights from a professional working in the entertainment industry. Listen carefully and take notes—you may get inspiration for your own project.

2. Group Discussion

Share famous anime, manga or animated characters from your country.

3. Group Project Planning

Work with your group to develop a creative project.

Guidelines for the project

1. Choose **at least one** unique custom or tradition **from one of the following countries**: Mongolia, the Republic of Korea, Thailand, India, or Japan.
2. Brainstorm how to communicate that custom or tradition using anime or manga. You must include **at least one anime, manga, or animated character** in your work.
3. Choose one type of entertainment media you would like to use to communicate your idea, such as: short videos, posters, animations, comic strips, character designs, etc.
4. Fill out the provided Google document with your group's plan.

4. Group Presentations

Present your idea. The lecturer will provide feedback to help improve your concept.

Day 4

Develop your work with your group mates.

Day 5

Give a presentation to showcase your group's work. The top two groups will receive an award.

Ideas from Each Group

On the third day, the ideas submitted by each group were as follows. Based on these plans, participants created their projects, including posters and slides, on the fourth day. Due to copyright considerations, the works themselves are not included in this report. On the final day, each group gave a presentation of their project, and following discussions with representatives from Kodansha Ltd. and ACCU, the top two groups were recognised with awards.

Group 1	
Title of Your Work	Four heroes, four cultures, one legendary adventure.
Custom or Tradition Your Group Chose (What is the custom or tradition? Be specific.)	India- Diwali Thailand- Songkran Korea - Chuseok Japan - Onsen
Why Did Your Group Choose This Custom or Tradition? (Explain the reason or background. Why is it interesting or important?)	Diwali: victory of light over darkness/ good over evil Songkran- It is the Thai New Year, which is a time for cleansing, renewal and also family union. Chuseok - It is a meaningful tradition (harvest festival) because it reflects our deep respect for family/heritage, and reminds us to be grateful for what we have. Onsen - traditional hot springs where people soak together after thoroughly washing, following unique bathing etiquette.
Anime, Manga, Cartoon, or Animated Character(s) Your Group Chose (You can choose one of these that are well-known or that best represents your idea.)	Hello Kitty- Japan Chota bheem- India Khan Kluay- Thailand Pororo - Korea
Why Did Your Group Choose These Anime, Manga, Cartoon, or Animated Character(s)? (How do they help you express or explain the custom/tradition?)	Chota bheem- Brave boy with superhuman strength who goes on fun adventures to teach moral values Khan Kluay- It represents the Thai National history, which is a elephant travels to look for his father and has life lessons come along. Pororo - famous character representing Korea, teaches values of respect, friendship, community (core values of Korean culture) Hello Kitty- a famous kawaii cat character created by Sanrio in Japan.
Entertainment Media Your Group Will Create e.g., short video, poster, comic strip, slideshow, etc.	We will do a presentation/slideshow.
Details of Your Group's Work (What will your final product include? What message do you want to share?)	All the fictional characters travel together as friends, where each of them shares an overview on the chosen culture, making others aware of how various traditions are followed in the respective countries. The central idea is that the characters from each country travel together as friends to a fest, where each country has its booth representing its cultures. They take a tour of the fest, and in the end, all 4 of them discuss the common customs and traditions, belonging to their continent- Asia, as a whole.
Preparation You Need (What do you have to prepare for creating the work tomorrow?)	Full understanding of the characters, especially belonging to our own country. We also need to be well versed with the canva designing skills required for the project.

Group 2	
Title of Your Work	Buddhism Across Cultures
Custom or Tradition: Your Group Chose (What is the custom or tradition? Be specific.)	We are choosing how Buddhism is practised across Mongolia, India, and Japan; each nation has substantial cultural ties, history, and independent practices of Buddhism.
Why Did Your Group Choose This Custom or Tradition? (Explain the reason or background. Why is it interesting or important?)	India is the birthplace of Buddhism. It has been Mongolia's main religion for centuries, with more than 90% of the current population being Buddhists. A large portion of the Japanese population has been Buddhist since the 6th century. We believe that this shared religion possesses many similar qualities, but also diverse additions from each nation.
Anime, Manga, Cartoon, or Animated Character(s) Your Group Chose (You can choose one of these that are well-known or that best represents your idea.)	Aang from the Avatar: The Last Airbender Buddha from the Sain Young Men Dieties in Noragami are 'reborn' Inuyasha, Miroku from Inuyasha
Why Did Your Group Choose These Anime, Manga, Cartoon, or Animated characters (s)? (How do they help you express or explain the custom/tradition?)	These are characters in popular media which depict Buddhists/its values. For example, one of Aang's core values is never taking a human life due to his air temple (Buddhist) ideologies, which is essential when he is the epicentre of the Avatar universe's conflicts. Buddha from the Sain Young Men is the LITERAL Buddha, but adds a playful modern twist to the concept for relatability. Although Noragami's gods are based on Shinto mythology, the idea of rebirth and reincarnation is heavily influenced by Japanese Buddhist ideals.
Entertainment Media Your Group Will Create e.g., short video, poster, comic strip, slideshow, etc.	Comic Strip/Educational Poster
Details of Your Group's Work (What will your final product include? What message do you want to share?)	The final product will consist of a Venn diagram comparing the aspects of Buddhism from each country. In addition to the Venn diagram, there will be a comic strip that represents Buddhism across countries. The message that we aim to share is the commonality of Buddhism across India, Japan, and Mongolia; even though each country has their twist towards Buddhism, they still hold the same core techniques and aspects.
Preparation You Need (What do you have to prepare for creating the work tomorrow?)	We will need to research individually our respective nations' positions, culture, and practices on Buddhism as a religion. Tomorrow, we will use that info to create Venn diagrams, historical evidence, reincarnation/spiritual leaders, etc.

Group 3	
Title of Your Work	Enjoying Hanami through Doraemon's World.
Custom or Tradition Your Group Chose (What is the custom or tradition? Be specific.)	Hanami (Japan's tradition of cherry blossom viewing)
Why Did Your Group Choose This Custom or Tradition? (Explain the reason or background. Why is it interesting or important?)	We chose "hanami" because it is one of the most famous and important traditions in Japan. It represents the beauty of nature, the arrival of the spring, and the Japanese spirit of appreciating short but meaningful moments in life. Since people usually enjoy "bento" during hanami, we also want to introduce bento as a key part of the hanami experience.
Anime, Manga, Cartoon, or Animated Character(s) Your Group Chose (You can choose one of these that are well-known or that best represents your idea.)	Doraemon
Why Did Your Group Choose These Anime, Manga, Cartoon, or Animated Character(s)? (How do they help you express or explain the custom/tradition?)	We chose Doraemon to express the hanami tradition because it's a beloved anime that many people around the world recognize. In several episodes, Doraemon and his friends enjoy cherry blossom viewing together, showing how hanami is a joyful and shared experience in everyday life.
Entertainment Media Your Group Will Create e.g., short video, poster, comic strip, slideshow, etc.	Slideshow/Presentation
Details of Your Group's Work (What will your final product include? What message do you want to share?)	The message that manners must be observed even during enjoyable times. We also want to address that entertainment media like anime can also be a powerful way to share and preserve culture. Audiences around the world can naturally learn about Japanese traditions like hanami, bento through stories, emotions and characters they connect with.
Preparation You Need (What do you have to prepare for creating the work tomorrow?)	- canva for making slideshows - pictures related

Group 4	
Title of Your Work	Walk with Respect
Custom or Tradition Your Group Chose (What is the custom or tradition? Be specific.)	Prohibiting drinking & eating at street while walking When I asked the members of our group who are not Japanese about a rule that I think only exists in Japan, this came up, so I thought it was a rule that foreigners are not very familiar with.
Why Did Your Group Choose This Custom or Tradition? (Explain the reason or background. Why is it interesting or important?)	It comes from Japan's unique culture of keeping the city clean and safe.
Anime, Manga, Cartoon, or Animated Character(s) Your Group Chose (You can choose one of these that are well-known or that best represents your idea.)	Son Goku - Dragonball Tanjiro - Demon Slayer
Entertainment Media Your Group Will Create e.g., short video, poster, comic strip, slideshow, etc.	Poster
Details of Your Group's Work (What will your final product include? What message do you want to share?)	Our poster will include: A funny cartoon of Goku eating while walking and making a mess Tanjiro standing beside him with a sign that says “Let's Respect Japanese Manners” A short explanation of the custom.
Preparation You Need (What do you have to prepare for creating the work tomorrow?)	-Assign roles within the team.

Group 5	
Title of Your Work	What is “Itadakimasu”?
Custom or Tradition Your Group Chose (What is the custom or tradition? Be specific.)	Japanese culture “Itadakimasu”
Why Did Your Group Choose This Custom or Tradition? (Explain the reason or background. Why is it interesting or important?)	“Itadakimasu” is a traditional Japanese culture, so we want to share it with everyone. This also symbolizes Japanese character, being grateful to our lives.
Anime, Manga, Cartoon, or Animated Character(s) Your Group Chose (You can choose one of these that are well-known or that best represents your idea.)	Doraemon
Why Did Your Group Choose These Anime, Manga, Cartoon, or Animated Character(s)? (How do they help you express or explain the custom/tradition?)	Because Doraemon is popular in every country.
Entertainment Media Your Group Will Create e.g., short video, poster, comic strip, slideshow, etc.	Poster/Comic strip
Details of Your Group’s Work (What will your final product include? What message do you want to share?)	Doraemon went to eat with friends who are characters from India named “Chotta Bheem” and “Kan Kluay” from Thailand. Before eating, Doraemon said “Itadakimasu”. All of his friends were confused and asked what he said, so Doraemon explained it to them.
Preparation You Need (What do you have to prepare for creating the work tomorrow?)	Picture of Doraemon and 2 characters from India and Thailand. Templates of manga to add the pictures and the message. Canva to make a poster.

Group 6	
Title of Your Work	J pop demon hunters (feat. Thai)
Custom or Tradition Your Group Chose (What is the custom or tradition? Be specific.)	- Japanese traditional weapons wooden sword, Japanese sword (the traditional weapons which were used in the past like Edo era in Japan) - J clothing Yukata (for female), Hakama (for male), Happi (A clothing that Japanese put on when they join summer festival) - J pop Cutie street, Fruits zepper (These group is a girls idol group of Japan which is really popular among young people and they represent J-pop culture of Japan) - traditional Thai heroism and moral virtue
Why Did Your Group Choose This Custom or Tradition? (Explain the reason or background. Why is it interesting or important?)	1.These three things especially represent Japanese culture and express the features of unique Japanese culture very well. 2. Thai heroes are expected to be more than warriors, they must be protectors of peace, guided by virtue, humility, and sacrifice. These moral ideals are deeply rooted in Thai folklore, Buddhism, and traditional epics. They reflect the values Thai society admires in its leaders and legends.
Anime, Manga, Cartoon, or Animated Character(s) Your Group Chose (You can choose one of these that are well-known or that best represents your idea.)	- K pop demon hunters - Krut: The Himmaphan Warriors.
Why Did Your Group Choose These Anime, Manga, Cartoon, or Animated Character(s)? (How do they help you express or explain the custom/tradition?)	1. KDH is the Netflix anime movie based on Korean culture. It includes Korean traditional clothing items, weapons, or drawings in character design. It also shows Korean shamanism and traditional beliefs in the story 2. Krut: The Himmaphan Warriors is a Thai animated movie that follows Krut, a heroic Garuda warrior, who fights to protect their homeland, and the mystical Himmaphan forest, from evil forces. Inspired by Thai mythology, the film blends epic battles, spiritual themes, and traditional values of bravery, sacrifice, and virtue.
Entertainment Media Your Group Will Create e.g., short video, poster, comic strip, slideshow, etc.	By getting motives from KDH, and Krut: The Himmaphan Warriors -> Anime Movie Poster (Japanese culture based hero movie with Thai backgrounds)
Details of Your Group's Work (What will your final product include? What message do you want to share?)	- Anime Movie Poster (Japanese culture based hero movie with Thai backgrounds) - Japanese weapons (characters' items) - Japanese clothing (characters' clothes) - J pop culture - Visuals of the Himmaphan Forest and its mythical creatures, Garuda (Krut), Thai motifs, short messages or quotes about moral strength & sacrifice (if possible).
Preparation You Need (What do you have to prepare for creating the work tomorrow?)	Canva account (^^) (Canva pro would be very good :D)

Outcomes and Impact of the Programme

To evaluate the educational impact of the programme, pre- and post-programme surveys were conducted. The outcomes were analysed based on the four programme objectives: (1) intercultural understanding and respect for diversity, (2) interest in global issues, (3) self-understanding and the formation of future goals, and (4) communication skills.

This chapter presents the changes and growth observed among participants as a result of the programme, based on the survey findings. Following an overall analysis of all 30 participants, the trends observed among the 16 Japanese high school students are examined.

Survey Method

Surveys were conducted with all 30 participants both before and after the programme. Japanese high school students responded in Japanese, while overseas participants completed the survey in English. For detailed responses, please refer to the Appendix (pp. 35–). The survey items are listed below.

Survey Items

・Please self-assess your current (before/after the programme) level of interests, abilities, and understanding.

(Response options: Very high/ High/ Neutral/ Low/Very low)

1. Your interest in other cultures
2. Your willingness to understand opinions and values different from your own
3. Your interest in global issues
4. Your motivation to be part of solving global problems
5. How well you understand your own strengths and challenges
6. How well you understand your own interests
7. How clear you are about your future path and goals
8. Your communication skills in your native language
9. Your communication skills in English
10. Your interest in entertainment

・Please choose the option that best describes your current (before/after the programme) English skills.

Speaking skills

5	I can clearly express my opinion on complex topics and explain them logically.
4	I can participate in discussions and debate abstract topics such as news and social issues.
3	I can explain my opinion on local events, community issues, or familiar social problems.
2	I can have simple conversations on familiar topics such as movies or food.
1	I can talk about my hobbies, family, or daily life using simple expressions.

Listening skills

5	I can understand complex discussions, fast-paced conversations, and figurative language, and accurately grasp the content.
4	I can generally understand difficult topics such as news or debates.
3	I can understand the main points of simple news or presentations.
2	I can understand the main points of daily conversations, such as those with friends or about shopping.
1	I can understand short and simple conversations or expressions, such as hobbies or self-introductions.

Reading skills

5	I can read excerpts from academic papers or advanced opinion pieces and accurately understand the content.
4	I can read editorials, academic topics, and similar materials, and grasp the main ideas and arguments.
3	I can read news articles, columns, and simple essays, and understand the key points.
2	I can read emails from friends or articles about school, and generally understand the content.
1	I can read simple letters, posters, and social media posts, and understand the basic content.

Writing skills

5	I can write logical, clear and well-structured essays on complex topics.
4	I can write essays on social issues, with clear reasons and evidence.
3	I can write my opinions and explanations on familiar topics.
2	I can write simple messages or emails to friends.
1	I can write basic information, such as my name or hobbies, in simple sentences.

All Participants

Perspective 1: Intercultural Understanding and Respect for Diversity

Regarding Survey Question 1: Your interest in other cultures, the proportion of participants who selected “Very high” increased significantly from 43% before the programme to 73% after the programme. It is also noteworthy that after the programme, all participants chose either “Very high” or “High”.

For Survey Question 2: Your willingness to understand opinions and values different from your own, the percentage of participants who answered “Very high” rose from 67% pre-programme to 77% post-programme (full survey data are provided in the Appendix, pp. 35–). These results indicate that the programme greatly enhanced participants’ interest in other cultures and their ability to understand cultural differences.

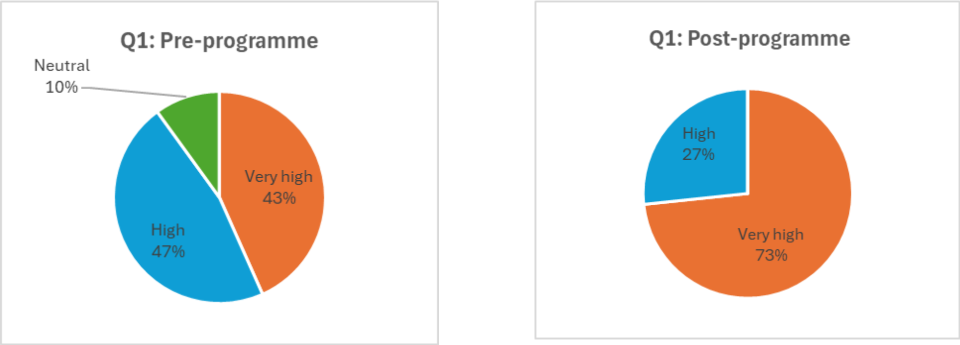


Figure 1. All participants' responses to Survey Question 1: interest in other cultures (before and after the programme)

Keywords Representing Perceptions of Participating Countries

In the survey, participants were asked to list keywords that came to mind for each country both before and after the programme. The responses were analysed using the text-mining tool User Local (https://textmining.userlocal.jp/). As Japanese participants responded in Japanese and overseas participants in English, the analyses were conducted separately. The results for all participating countries are presented in the Appendix (pp. 43–44, 48–49).

Japanese Participants

Before the programme, participants' responses mainly included the names of well-known figures and stereotypical words associated with each country. After the programme, responses contained more specific terms, such as traditional events and local dishes, indicating a deepened understanding of each country's culture. In addition, many words describing participants' personalities and abilities—such as friendly, caring, kind, approachable, fluent, and proactive—were observed. This suggests that through interaction with participants from other countries, impressions of the countries were formed based on the individuals themselves.

These findings indicate that participants enhanced the resolution of their cultural understanding through the programme. Furthermore, interacting with participants from various countries appears to have contributed to forming their perceptions of those countries based on the personal qualities of the people they met.

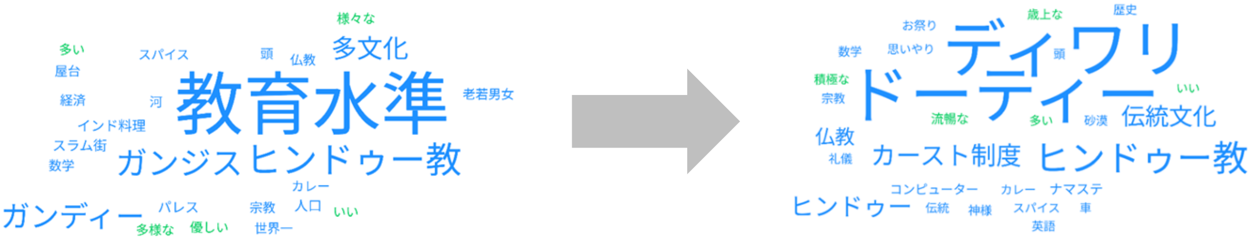


Figure 2. Changes in Keywords Associated with India (Japanese Participants, Pre- and Post-Programme)

Overseas Participants

Before the programme, many of the keywords were stereotypical and abstract. After the programme, however, a greater number of words describing participants' personalities and personal qualities—such as polite, smart, kind, and humorous—were identified. This indicates that through the five-day programme, participants' personal characteristics became closely associated with perceptions of the countries they represented.

In addition, there was a clear shift from abstract and vague terms to more concrete cultural references, including traditional events and local cuisine. This demonstrates that participants' understanding of the cultures of the participating countries became more in-depth.

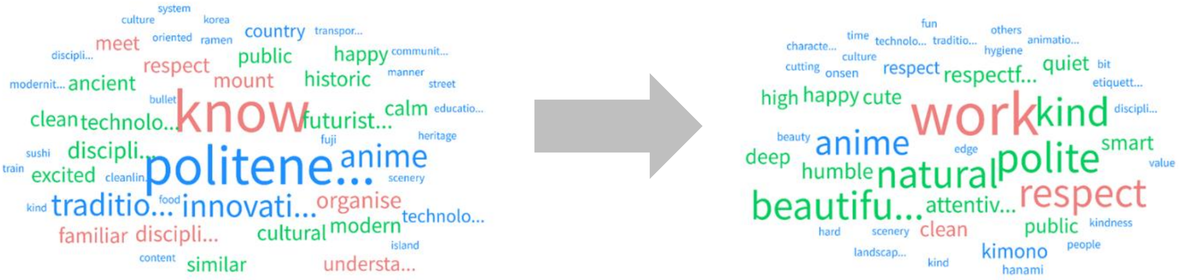


Figure 3. Changes in Keywords Associated with Japan (Overseas Participants, Pre- and Post-Programme)

For both Japanese and overseas participants, the programme led to a clear shift from stereotypical impressions to more concrete cultural understanding, as well as from vague images to an appreciation of individual personalities. These changes demonstrate that participants' intercultural understanding deepened steadily through the programme.

Perspective 2: Interest in Global Issues

For Survey Question 3: Your interest in global issues, the proportion of participants who selected "Very high" increased markedly from 37% before the programme to 67% after the programme. In contrast, for Survey Question 4: Your motivation to be part of solving global problems, the proportion of participants who answered "Very high" or "High" showed only a slight increase between the pre- and post-programme surveys. These results suggest that interaction with high school students from five countries significantly heightened participants' interest in global issues. However, as participants already demonstrated relatively high motivation at the start of the programme, there appears to have been no substantial change in their willingness to take an active role in contributing to the resolution of global challenges.

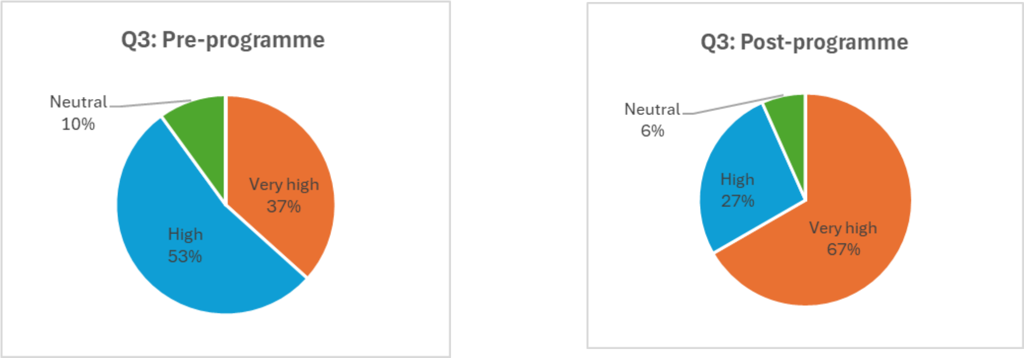


Figure 4. All participants' responses to Survey Question 3: interest in global issues (before and after the programme)

Perspective 3: Self-Understanding and Formation of Future Goals

For Survey Question 5: How well you understand your own strengths and challenges, notable changes were observed in participants' responses between the pre- and post-programme surveys. The proportion of participants who selected "Very high" increased from 20% before the programme to 67% afterwards. Meanwhile, the percentage of participants who answered "Neutral" decreased substantially, from 43% to 6%.

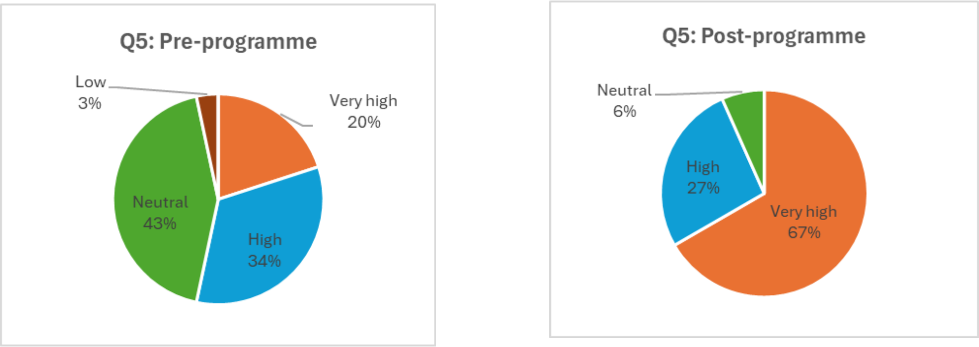


Figure 5. All participants' responses to Survey Question 5: understanding of own strengths and challenges (before and after the programme)

For Survey Question 6: How well you understand your own interests, the proportion of participants who selected "Very high" increased from 34% before the programme to 56% afterwards. Meanwhile, the combined percentage of participants who answered "Neutral" or "Low" was 23% pre-programme; after the programme, the proportion of "Neutral" responses decreased to 7%, and no participants selected "Low".

For Survey Question 7: How clear you are about your future path and goals, the proportion of participants who selected "Very high" increased from 30% to 50%, while the combined percentage of "Neutral" and "Low" responses decreased from 27% to 13%.

These results indicate that, through interaction and collaborative learning with peers from diverse cultural backgrounds, which are experiences they would not typically encounter in daily life, participants were able to reaffirm their strengths, challenges, and interests, and develop a clearer sense of their future goals. The programme can therefore be said to have significant educational value in promoting participants’ formation of career plans and future aspirations.

Perspective 4: Communication Skills

For Survey Question 8: Your communication skills in your native language, no significant changes were observed between the pre- and post-programme surveys. In contrast, Survey Question 9: Your communication skills in English showed marked improvements. The proportion of participants who selected “Very high” or “High” surged from 47% before the programme to 83% afterwards. This improvement is likely due to participants actively using English throughout the programme, which was conducted entirely in English, providing them with opportunities to assess and develop their own communication skills.

The following paragraphs explain how participants self-assessed their English abilities in the four skills of speaking, listening, reading, and writing.

・Speaking Skills

For the top three indicators — “5. I can clearly express my opinion on complex topics and explain them logically”, “4. I can participate in discussions and debate abstract topics such as news and social issues”, “3. I can explain my opinion on local events, community issues, or familiar social problems” — the proportion of participants selecting these levels rose from 83% before the programme to 93% afterwards. This indicates that participants gained confidence in their speaking skills.

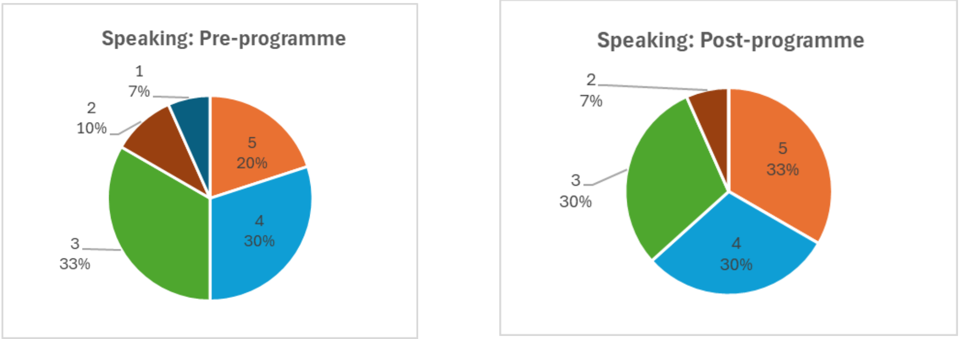


Figure 6. All participants’ self-assessed speaking skills (before and after the programme)

・Listening Skills

For the top two indicators—“5. I can understand complex discussions, fast-paced conversations, and figurative language, and accurately grasp the content” and “4. I can generally understand difficult topics such as news or debates”—the proportion of participants selecting these levels showed slight increases. Meanwhile, the combined proportion of participants selecting the lower three indicators decreased from 40% before the programme to 24% afterwards. This suggests that participants also gained confidence in their listening abilities.

・Writing Skills

For the top two indicators— “5. I can write logical, clear and well-structured essays on complex topics” and “4. I can write essays on social issues, with clear reasons and evidence”—the proportion of participants selecting these levels climbed from 60% before the programme to 87% afterwards. The programme involved extensive group work on planning sheets, creative projects, and presentation materials, which likely contributed to participants’ increased confidence in writing.

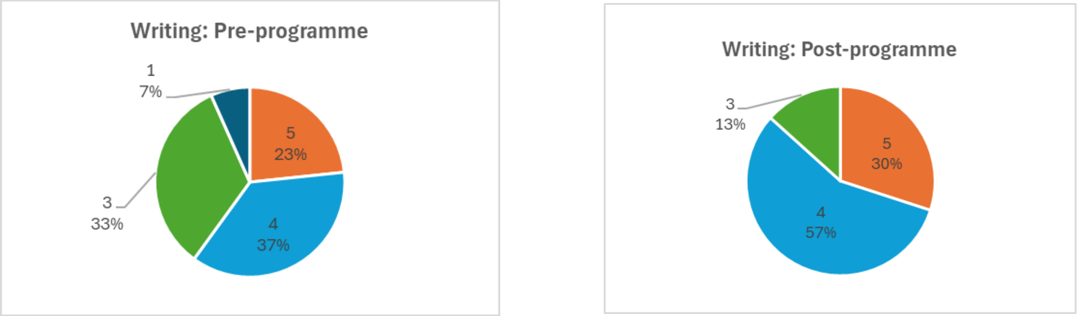


Figure 7. All participants’ self-assessed writing skills (before and after the programme)

・Reading Skills

After the programme, more participants selected the higher-level indicators, indicating increased confidence in their reading abilities.

Overall, participants showed particularly strong gains in confidence in the skills they frequently used during collaborative learning, namely speaking, listening, and writing. Moreover, by using English throughout the programme, participants were able to assess their communication abilities more objectively. These results suggest that the programme made a significant contribution to the development of participants’ international communication skills in English.

Japanese Participants

We analysed the responses of the 16 Japanese high school students who participated in the programme, comparing them with the responses of the overseas participants. Information on participants’ grade levels and school locations (prefectures) can be found in the appendix.

Perspective 1: Intercultural Understanding and Respect for Diversity

For Survey Question 1: Your interest in other cultures, 63% of participants selected “Very high” before the programme, increasing to 75% afterwards. Compared with the overseas participants, it appears that the Japanese participants already had a relatively high level of interest in other cultures at the start of the programme.

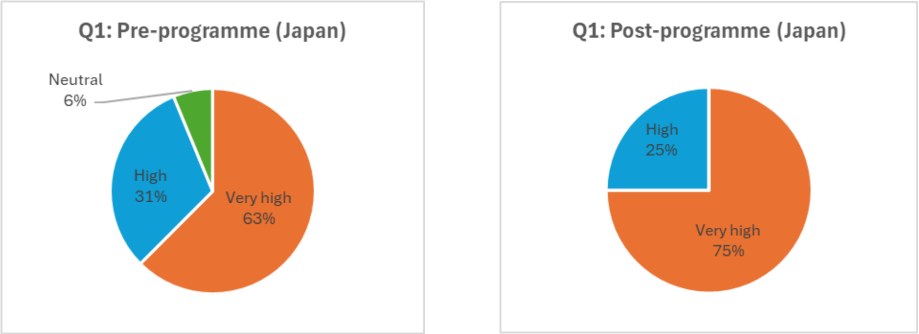


Figure 8. Japanese participants' responses to Survey Question 1: interest in other cultures (before and after the programme)

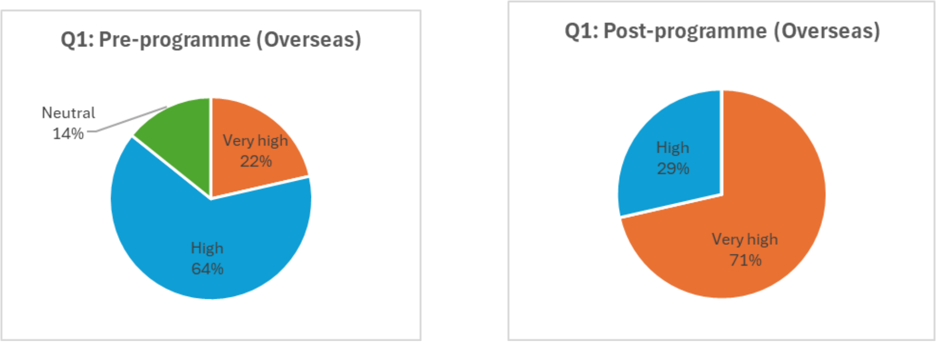


Figure 9. Overseas participants' responses to Survey Question 1: interest in other cultures (before and after the programme)

For Survey Question 2: Your willingness to understand opinions and values different from your own, the proportion of participants selecting "Very high" increased from 69% before the programme to 87% afterwards. Notably, after the programme, 100% of participants selected either "Very high" or "High", indicating that all participants demonstrated a strong willingness to understand others' opinions and values.

These results suggest that, through the programme, Japanese participants not only further increased their interest in other cultures but also strengthened their attitude towards understanding opinions and values different from their own.

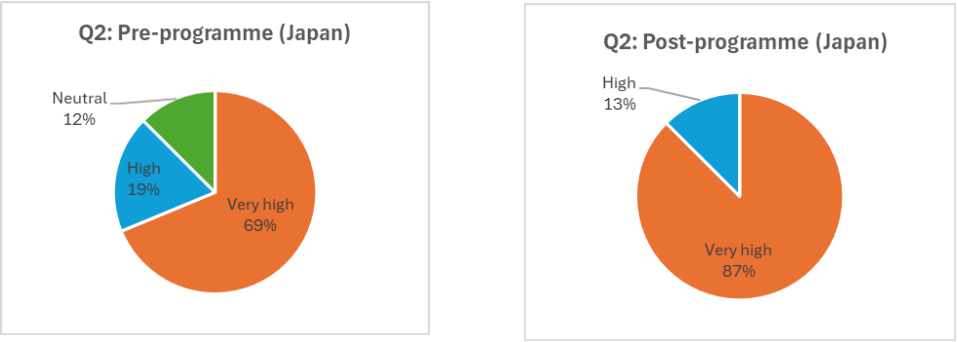


Figure 10. Japanese participants' responses to Survey Question 2: willingness to understand opinions and values different from their own (before and after the programme)

Perspective 2: Interest in Global Issues

For Survey Question 3: Your interest in global issues, the proportion of participants selecting "Very high" grew from 31% before the programme to 56% afterwards. For Survey Question 4: Your motivation to be part of solving global problems, the combined proportion of participants selecting "Very high" or "High" rose from 75% to 94%.

Although participants already demonstrated a relatively high level of interest in global issues at the start of the programme, these results suggest that the programme further strengthened their desire to contribute to addressing global challenges.

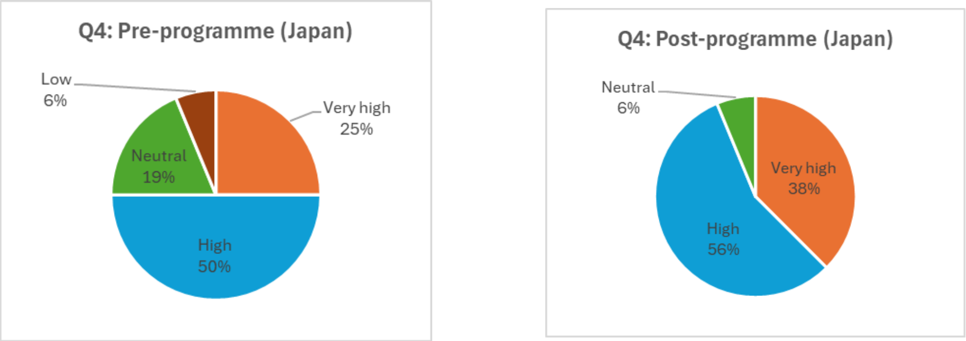


Figure 11. Japanese participants' responses to Survey Question 4: motivation to be part of solving global problems (before and after the programme)

Perspective 3: Self-Understanding and Formation of Future Goals

For Survey Question 5: How well you understand your own strengths and challenges, the Japanese high school students showed remarkable changes. The proportion of participants selecting "Very high" increased from 25% before the programme to 81% afterwards—more than tripling. In addition, the combined proportion of participants selecting "Neutral" or "Low" decreased from 44% to 0%.

These figures are particularly striking even in comparison with the overseas participants. The results indicate that, by actively engaging in a programme conducted entirely in English, Japanese participants were able to clearly recognise their own strengths and challenges.

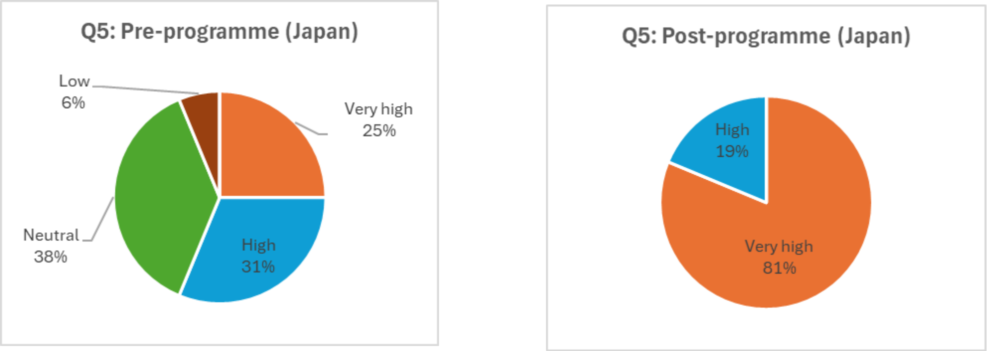


Figure 12. Japanese participants' responses to Survey Question 5: understanding your own strengths and challenges (before and after the programme)

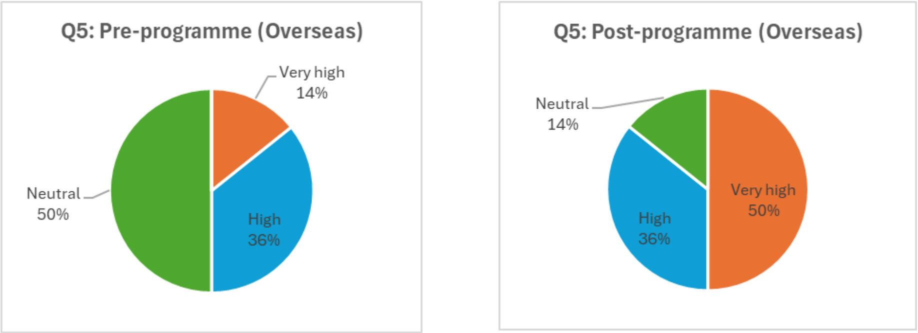


Figure 13. Overseas participants' responses to Survey Question 5: understanding your own strengths and challenges (before and after the programme)

For Survey Question 6: How well you understand your own interests, a marked change was observed between the pre- and post-programme surveys. The proportion of participants selecting "Very high" increased from 31% to 69%. Similarly, for Survey Question 7: How clear you are about your future path and goals, the proportion selecting "Very high" rose from 31% before the programme to 57% afterwards. Even in comparison with overseas participants, these increases are particularly notable. The results suggest that, through interaction with peers from various Asian countries, participants were able to deepen their self-understanding and clarify their career plans and future goals.

Perspective 4: Communication Skills

Changes were also observed in participants' communication skills. For Survey Question 8: Your communication skills in Japanese, the proportion of participants selecting "Very high" rose from 44% before the programme to 63% afterwards.

A more pronounced change was observed in English communication skills. For Survey Question 9: Your communication skills in English, no participants selected "Very high" prior to the programme, whereas this figure climbed to 12% afterwards. The proportion selecting "High" also doubled, rising from 31% to 63%. These results suggest that participants' confidence was strengthened through successful experiences of expressing their opinions and collaborating in English during group projects and presentations.

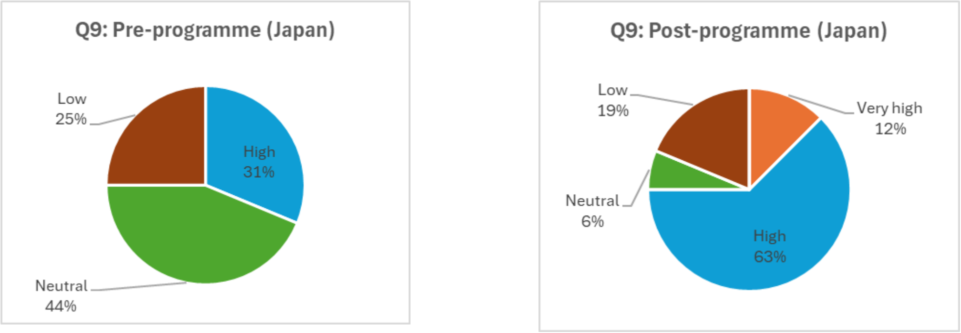


Figure 14. Japanese participants' responses to Survey Question 9: communication skills in English (before and after the programme)

When examining participants' self-assessments of their English skills, Japanese high school students generally scored lower than their overseas peers. However, comparing pre- and post-programme responses, the proportion of participants selecting higher levels increased, with particularly notable changes observed in speaking, listening, and writing. These are the skills most frequently used throughout the programme, suggesting that participants experienced tangible growth through practical activities.

Insights from Participants' Feedback

1. Most Memorable Activity in the Programme

Many participants from both Japan and overseas cited the group projects as the most memorable activity. Japanese high school students reported facing difficulties such as not being able to fully understand English or struggling to express themselves. At the same time, they highlighted the warmth and support of their groupmates, as well as the sense of achievement from collaboratively sharing their cultures, generating ideas, and completing their projects.

For overseas participants, the opportunity to engage with a variety of cultures and perspectives was particularly enjoyable. They also emphasised the strong bonds and sense of connection formed within their groups as a key reason why the group projects left a lasting impression.

2. Perceived Changes and Growth Through the Programme

The growth and changes reported by Japanese high school students can be summarised into three main areas. The first is improvement in English proficiency. Despite struggling with various accents, many participants felt that their listening and speaking skills had developed over the course of the programme. The second area is the acquisition of a positive attitude towards intercultural communication. At the start of the programme, many participants expressed anxiety about not understanding English or being unable to convey their thoughts. Over time, however, they reported becoming less concerned about their language abilities, feeling less intimidated by language barriers, and developing greater assertiveness, perseverance, and initiative. The third area is increased motivation for learning. Many participants expressed a desire to learn more about both their own culture and global cultures, as well as a stronger interest in communicating with people from other countries.

In contrast, for overseas high school students, perceived growth and changes can also be grouped into three main areas. The first is improved communication skills, with participants noting that they became more proactive in expressing their opinions despite differences in accents and other language barriers. The second is increased confidence in communicating and building relationships with people from other countries. The third is enhanced understanding of Asian cultures and a renewed appreciation of their own culture, contributing to a broader sense of intercultural understanding.

Across both Japanese and overseas participants, a consistent finding was the improvement in communication skills, accompanied by positive internal changes such as increased confidence and proactivity.

3. How participants hope to apply their programme experience in the future

From the responses of Japanese high school students, it became clear that many wish to use the communication skills and willingness to take on challenges that they developed through the programme to achieve their future goals and career plans. They also hope to turn their experience in the programme into confidence that will guide their future actions. In addition, the students reported increased motivation to study English and showed a positive outlook, expressing a desire to continue learning about the world through engagement with people from other countries.

Overseas students stated that they would like to apply the cultural knowledge gained through the programme to their future studies and careers. They also noted that their experience of working collaboratively in an international environment would be valuable for future educational and career decisions, as well as for cooperating with others in diverse contexts.

Summary of Outcomes

Analysis of the survey results revealed that this programme had multifaceted and significant educational effects on both Japanese and overseas high school students:

1. **Increased interest in other cultures and deepened intercultural understanding (Objective 1)**
   Participants developed a deeper understanding of other countries’ cultures, moving beyond stereotypes and superficial impressions to grasp actual lifestyles, values, and even the personalities of individual participants. In particular, continuous interaction through group projects fostered an approach to understanding culture not just as knowledge but through relationships and human connections.

2. Heightened interest in global issues and sense of personal agency (Objective 2)

Through collaborative learning with high school students from five countries, participants acquired a global perspective, came to view global issues as more tangible, and developed a stronger sense of themselves as active contributors to addressing these challenges.

3. Enhanced self-understanding and clearer sense of future goals (Objective 3)

By working with peers from diverse cultural backgrounds in a challenging learning environment using English, participants were able to reaffirm their strengths, recognise areas for improvement, and gain a clearer sense of their future goals and career paths. This change was particularly notable among Japanese participants.

4. Significant improvement in communication skills (Objective 4)

Activities conducted entirely in English enabled participants to improve both their English proficiency and their approach to communication. Although English skills were self-assessed, confidence in speaking, listening, and writing increased substantially. Participants also demonstrated positive changes in attitude, such as proactively expressing their opinions and persistently engaging in dialogue to understand others.

Overall, this programme went beyond typical high school international exchange. It provided a highly valuable educational experience that fostered essential competencies for contemporary society, including intercultural understanding, awareness of global issues, personal growth, and communication skills. The programme offered Japanese and overseas high school students a meaningful opportunity to prepare for future learning, career paths, and proactive participation in the international community.

Future Recommendations

The outcomes of this programme demonstrate that implementing online international collaborative learning is highly effective in enhancing high school students’ intercultural understanding, fostering respect for diversity, increasing interest in global issues, shaping future aspirations, and developing communication skills. It is therefore important that such learning opportunities are not treated as one-off initiatives but are developed in a continuous and progressive manner.

In particular, group projects based on familiar and engaging themes for high school students, such as manga and anime, have significant educational value by enabling participants to develop intercultural understanding through practical, hands-on experience. Collaborative learning conducted with English as the medium of communication resulted in higher self-assessed English proficiency, highlighting the importance of providing ample opportunities for students to use English actively. Moreover, it is clear that selecting themes aligned with students’ interests contributes to sustaining their learning motivation.

At the same time, the implementation of this programme also revealed several challenges. First, there is a need to address participants' anxiety. While the fully English-language environment encouraged growth, Japanese participants in particular experienced initial apprehension and discomfort in using English in the early stages of the programme. In the future, it will be necessary to reduce this psychological burden by strengthening pre-programme preparation and support.

Second, greater consideration must be given to differences in participants' backgrounds and abilities. Variations in English proficiency and international experience sometimes led to imbalances in participation and role distribution during group activities. Enhanced facilitation and clearer role allocation will be necessary to ensure that all participants can actively engage regardless of their previous experience.

Third, there is an issue of building and sustaining networks among participants. Although the programme achieved highly effective learning outcomes in just five days, connections among participants tend to weaken after the programme ends. Establishing mechanisms to maintain and develop these networks will be an important area for future consideration.

Taking into account both the significance and the challenges identified in this programme, we will continue to refine our approach to ensure even more meaningful implementation in the future.

Current Status of Former BAAC Participants

A survey was conducted with participants after completing the BAAC programme to examine how their experiences have influenced their learning, career paths, and subsequent activities. Based on the survey responses and follow-up questions, this section presents selected examples of the current status of participants from the BAAC 2022 programme onwards.

Participant from the BAAC 2022 Programme

Participant A (pseudonym)

By meeting and working with students my age from around the world through the BAAC programme, I was inspired by their strong goals and motivation. It made me want to become someone who can contribute to society as well. I am now studying law towards my dream of becoming an international lawyer.

Participants from the BAAC 2023 Programme

Participant B (pseudonym)

Before joining BAAC, I wanted to work in the field of international relations in the future, but I had never actually seen or experienced such work, so my goal felt vague. Taking part in this programme helped me picture what it means to work in the international community and gave me the chance to think more clearly about what I really want to do. My current dream is to work overseas as a nurse with Doctors Without Borders. I am now studying for my nursing qualification and taking part in hospital training. I am also joining my university's long-term study abroad programme and short-term overseas training courses, as well as volunteering and international exchange activities with people from different countries.

Participant C (pseudonym)

Through this programme, I became friends with a high school student from Thailand, and he recently visited Japan. We had meals together and went to karaoke. He is interested in Japanese culture and studies Japanese, which made me want to learn more about Thailand and visit the country myself. All the BAAC participants were motivated and challenged themselves through many extracurricular activities. I was really inspired by them, and I also joined other Model United Nations activities. In the future, I want to study English further, go abroad to study, and make friends all over the world.

Participant from the BAAC 2024 Programme

Participant D (pseudonym)

I achieved my goal of studying in Australia for one year, which I had been preparing for even before joining BAAC. Taking part in BAAC helped me understand my English level at the time and improve my study plan afterwards. I am now studying towards entering university, and I want to learn how to help solve the problems that society faces.

Participants from the BAAC 2025 Programme

Participant E (pseudonym)

Originally, I wanted to study at university in an international environment while using English. However, by talking and exchanging opinions with people from other countries, I realised how narrow my own perspective was and how limited my English skills still were. At the same time, I felt that I still had a lot of potential, and my motivation to learn became even stronger. I am also staying in touch with Japanese and overseas students I met through BAAC via Instagram.

Participant F (pseudonym)

Many of my groupmates aim to work internationally, which broadened my interest in global fields. As a result, I changed my intended major from law to international studies. Since joining the programme, the biggest change for me is that English now feels much closer and more familiar. I talk more often with my school's ALT teacher, and I even feel that I am learning English through Instagram and TikTok in my free time. I have developed the habit of picking up real, natural English from native speakers, and most importantly, I find it enjoyable. I am learning expressions every day that I could not use well during my previous study abroad experience, which has really increased my motivation to study English.

Participant G (pseudonym)

After joining BAAC, I began to feel much closer to other Asian countries. I also became a member of my local UNESCO Association and, in addition to attending study sessions, I hope to contribute in any way I can. I am continuing my studies with the goal of entering a university overseas.

These examples represent only a small number of past participants; however, they clearly show that what students learn through BAAC remains with everyone even after the programme ends, influencing their career choices, everyday actions, and attitudes towards learning. The experiences gained through interaction with peers of the same generation from different countries and cultures appear to form a strong foundation for participants’ continued learning and personal growth.

Appendix

Eligibility Requirements

(1) Currently enrolled as a high school student

(2) Be able to participate in all scheduled programme activities responsibly

(3) Have a strong interest in interacting with high school students from other Asian countries and be able to actively communicate in English

(4) Have access to necessary equipment and a stable internet connection for online participation, and demonstrate basic proficiency in operating computers and related applications

Participant Information

Participants from Japan（16 Students）

Prefectures of Participants’ Schools (number of students)

Aichi	Tokyo	Saitama	Yamagata	Ibaraki	Kanagawa	Hyogo	Kagawa	Kumamoto
4	3	3	1	1	1	1	1	1

Participants’ School Year

First Year (Year 10)	2 students
Second Year (Year 11)	9 students
Third Year (Year 12)	5 students

Students Overseas（14 Students）

Regions of Participants

Mongolia	Ulaanbaatar
Republic of Korea	Seoul, Sejong, Ulsan, Gangwon Province
Thailand	Bangkok, Tak Province, Trang Province, Phuket Province
India	Gujarat State, Tamil Nadu State, Uttar Pradesh State, Maharashtra State

Participants’ School Year

Year 10	2 students
Year 11	9 students
Year 12	3 students

Programme Schedule

Day 1	Date	Monday, 4 August 2025
	Venue	Online

Time				**Programme Contents**
Republic of Korea Japan	Mongolia	Thailand	India	
13:10-13:20	12:10-12:20	11:10-11:20	9:40- 9:50	Join the Zoom Meeting
13:30-14:00	12:30-13:00	11:30-12:00	10:00-10:30	Opening Ceremony Programme Orientation
14:00-14:45	13:00-13:45	12:00-12:45	10:30-11:15	Ice-breaker Activity Presentation on Culture 1 - Presentations by a representative from each country on their culture - 10-minute presentation followed by 5-minute Q&A session per country
14:45-14:55	13:45-13:55	12:45-12:55	11:15-11:25	Break
14:55-15:30	13:55-14:30	12:55-13:30	11:25-12:00	Presentation on Culture 2
15:30-15:50	14:30-14:50	13:30-13:50	12:00-12:20	Grouping and Group Interaction
15:50-16:00	14:50-15:00	13:50-14:00	12:20-12:30	Closing Remarks Announcements

Day 2	Date	Tuesday, 5 August 2025
	Venue	Online

Time				**Programme Contents**
Republic of Korea Japan	Mongolia	Thailand	India	
13:10-13:20	12:10-12:20	11:10-11:20	9:40- 9:50	Join the Zoom Meeting
13:30-13:45	12:30-12:45	11:30-11:45	10:00–10:15	Orientation and Ice-breaker Activity
13:45-14:10	12:45-13:10	11:45-12:10	10:15–10:40	**Group Discussion 1**: Climate Change
14:10-14:40	13:10-13:40	12:10-12:40	10:40–11:10	Whole Group Sharing
14:40-14:50	13:40-13:50	12:40-12:50	11:10–11:20	Break
14:50-15:15	13:50-14:15	12:50-13:15	11:20–11:45	**Group Discussion 2**: Customs and Cultures Unique to Your Country
15:15-15:35	14:15-14:35	13:15-13:35	11:45–12:05	Whole Group Sharing
15:35-15:55	14:35-14:55	13:35-13:55	12:05–12:25	Networking Among Participants from the Same Country
15:55-16:00	14:55-15:00	13:55-14:00	12:25–12:30	Closing and Announcements

Day 3	Date	Wednesday, 6 August 2025
	Venue	Online

Time				**Programme Contents**
Republic of Korea Japan	Mongolia	Thailand	India	
13:10-13:20	12:10-12:20	11:10-11:20	9:40- 9:50	Join the Zoom Meeting
13:30-13:35	12:30-12:35	11:30-11:35	10:00-10:05	Orientation
13:35-15:05	12:35-14:05	11:35-13:05	10:05-11:35	**Guest Lecture by Kodansha Ltd**. “How Entertainment Builds Bridges Across Borders” Group Discussion, Group Project Planning
15:05-15:15	14:05-14:15	13:05-13:15	11:35-11:45	Break
15:15-15:55	14:15-14:55	13:15-13:55	11:45-12:25	Group Presentation
15:55-16:00	14:55-15:00	13:55-14:00	12:25-12:30	Closing and Announcements

Day 4		Date	Thursday, 7 August 2025	
		Venue	Online	
Time				**Programme Contents**
Republic of Korea Japan	Mongolia	Thailand	India	
13:10-13:20	12:10-12:20	11:10-11:20	9:40- 9:50	Join the Zoom Meeting
13:30-13:45	12:30-12:45	11:30-11:45	10:00-10:15	Orientation
13:45-14:30	12:45-13:30	11:45-12:30	10:15-11:00	**Group Work 1** Participants will be divided into small groups to create short videos, posters, and other materials.
14:30-14:40	13:30-13:40	12:30-12:40	11:00-11:10	Break
14:40-16:25	13:40-15:25	12:40-14:25	11:10-12:50	**Group Work 2** Participants will continue with the previous activity.
16:25-16:30	15:25-15:30	14:25-14:30	12:50-13:00	Closing and Announcements

Day 5		Date	Saturday, 9 August 2025	
		Venue	Online / Tokyo Venue (Participants from Japan)	
Time				**Programme Contents**
Republic of Korea Japan	Mongolia	Thailand	India	
13:10-13:20	12:10-12:20	11:10-11:20	9:40- 9:50	Join the Zoom Meeting
13:30-13:40	12:30-12:40	11:30-11:40	10:00-10:10	Orientation
13:40-14:25	12:40-13:25	11:40-12:25	10:10-10:55	Group Presentation and Viewing of Creative Works
14:25-14:45	13:25-13:45	12:25-12:45	10:55-11:15	Break
14:45-15:00	13:45-14:00	12:45-13:00	11:15-11:30	Award Ceremony and Feedback Session
15:00-15:15	14:00-14:15	13:00-13:15	11:30-11:45	Reflection 1: Individual Reflection
15:15-16:20	14:15-15:20	13:15-14:20	11:45-12:50	Reflection 2: Whole Group Reflection
16:20-16:30	15:20-15:30	14:20-14:30	12:50-13:00	Closing Ceremony

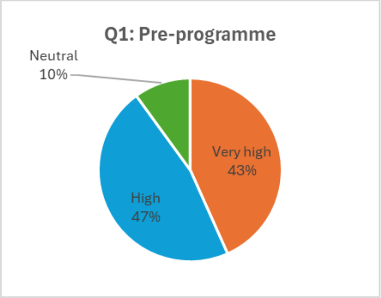
Survey Results

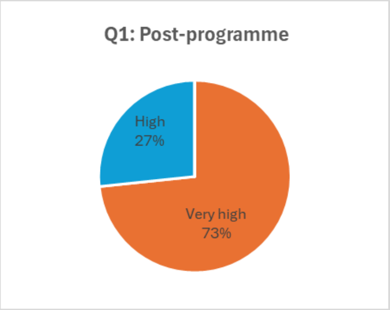
All Participants

・Please self-assess your current (before/after the programme) level of interests, abilities, and understanding.

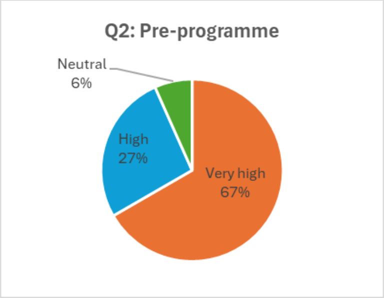
(Response options: Very high/ High/ Neutral/ Low/Very low)

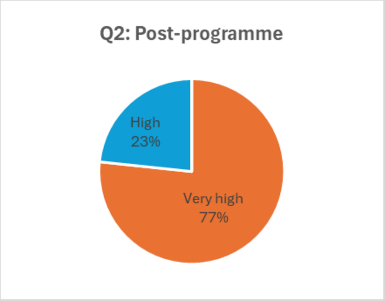
1. Your interest in other cultures



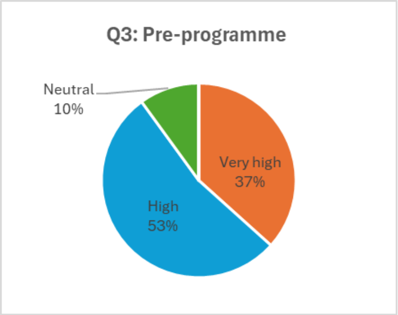


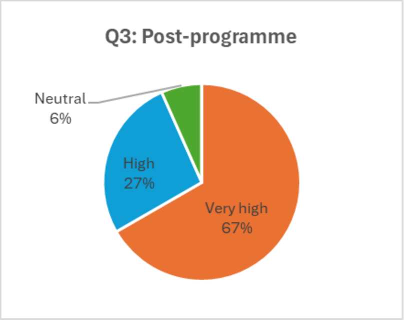
2. Your willingness to understand opinions and values different from your own



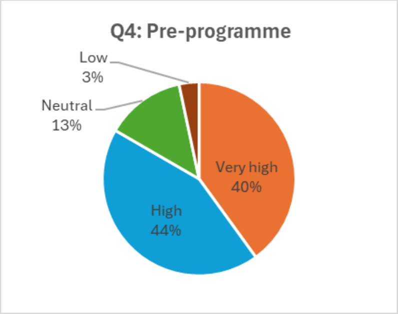


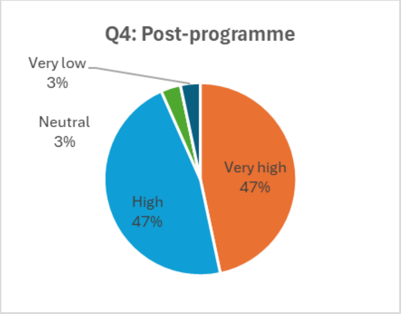
3. Your interest in global issues



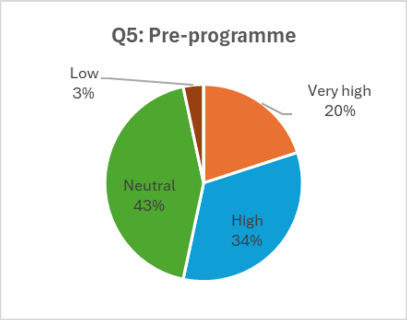


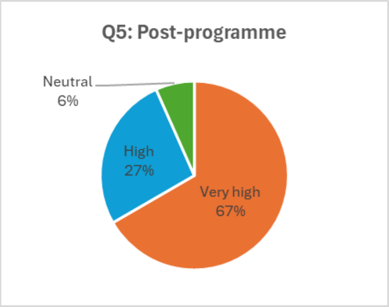
4. Your motivation to be part of solving global problems



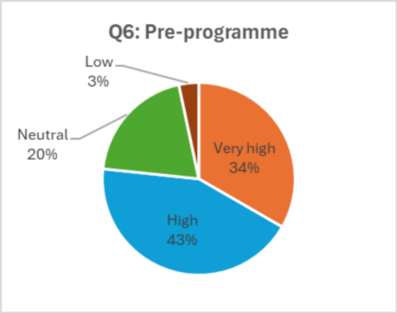


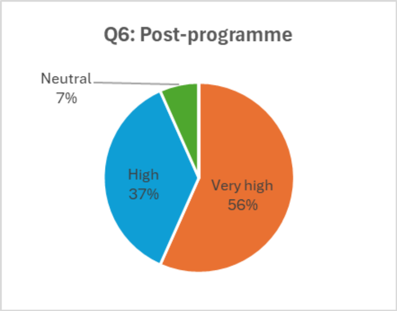
5. How well you understand your own strengths and challenges



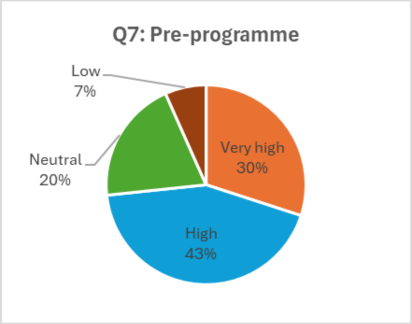


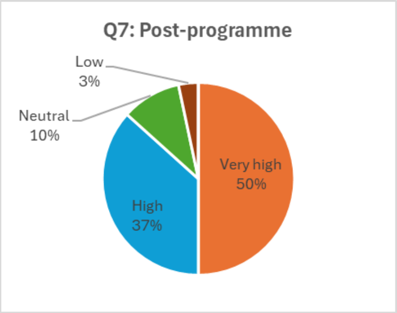
6. How well you understand your own interests



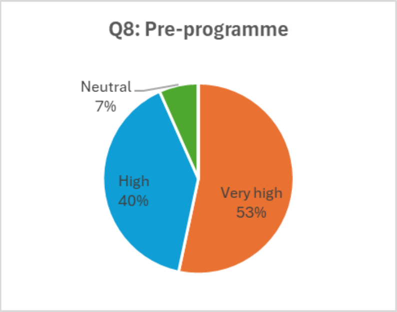


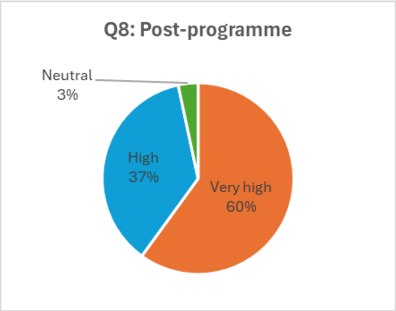
7. How clear you are about your future path and goals



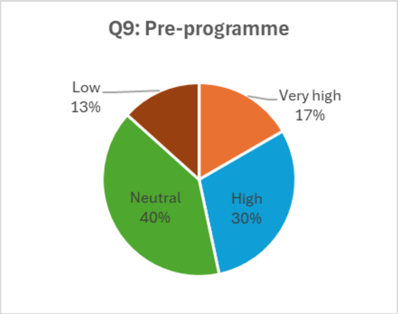


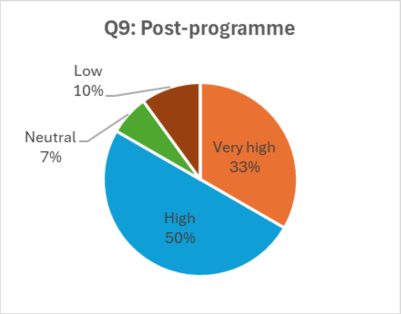
8. Your communication skills in your native language



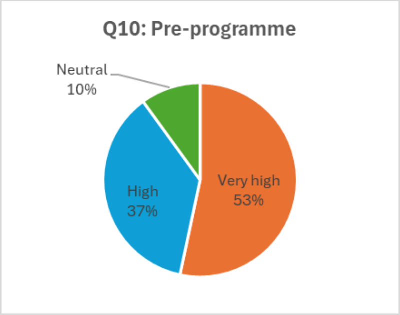


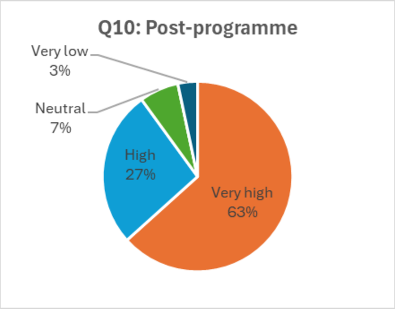
9. Your communication skills in English





10. Your interest in entertainment

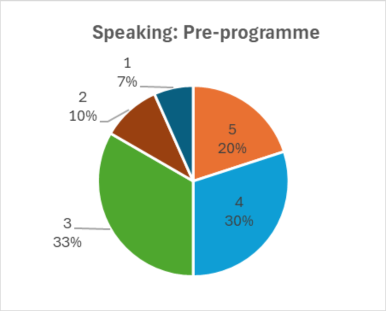


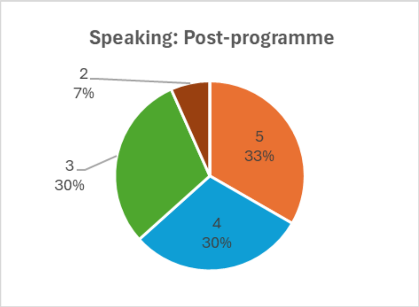


・Please choose the option that best describes your current (before/after the programme) English skills.

Speaking skills

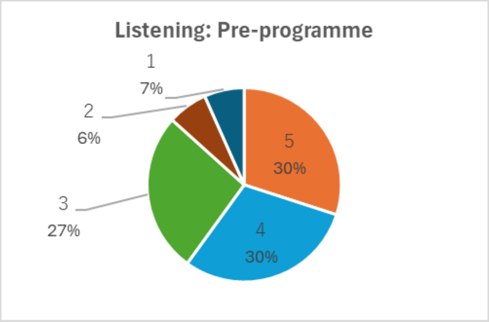
5	I can clearly express my opinion on complex topics and explain them logically.
4	I can participate in discussions and debate abstract topics such as news and social issues.
3	I can explain my opinion on local events, community issues, or familiar social problems.
2	I can have simple conversations on familiar topics such as movies or food.
1	I can talk about my hobbies, family, or daily life using simple expressions.

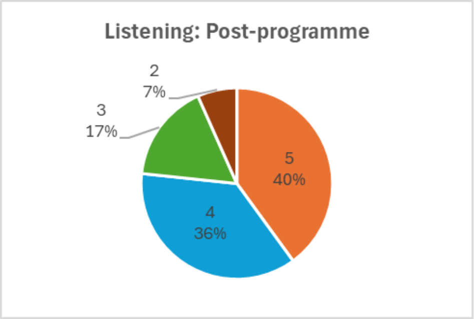




Listening skills

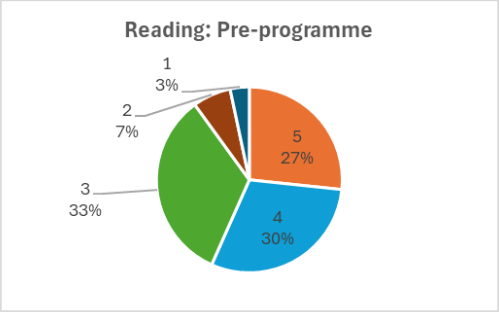
5	I can understand complex discussions, fast-paced conversations, and figurative language, and accurately grasp the content.
4	I can generally understand difficult topics such as news or debates.
3	I can understand the main points of simple news or presentations.
2	I can understand the main points of daily conversations, such as those with friends or about shopping.
1	I can understand short and simple conversations or expressions, such as hobbies or self-introductions.

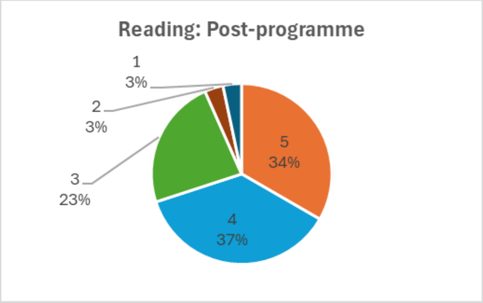




Reading skills

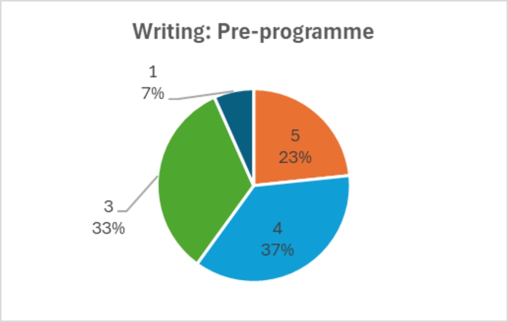
5	I can read excerpts from academic papers or advanced opinion pieces and accurately understand the content.
4	I can read editorials, academic topics, and similar materials, and grasp the main ideas and arguments.
3	I can read news articles, columns, and simple essays, and understand the key points.
2	I can read emails from friends or articles about school, and generally understand the content.
1	I can read simple letters, posters, and social media posts, and understand the basic content.

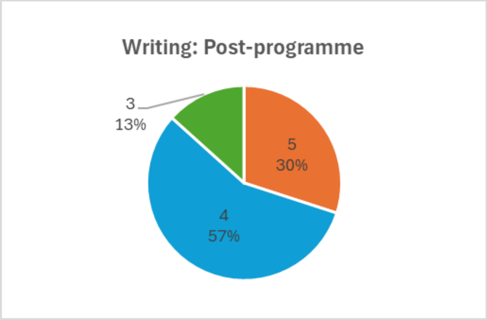




Writing skills

5	I can write logical, clear and well-structured essays on complex topics.
4	I can write essays on social issues, with clear reasons and evidence.
3	I can write my opinions and explanations on familiar topics.
2	I can write simple messages or emails to friends.
1	I can write basic information, such as my name or hobbies, in simple sentences.

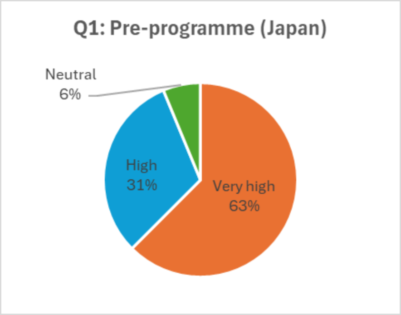


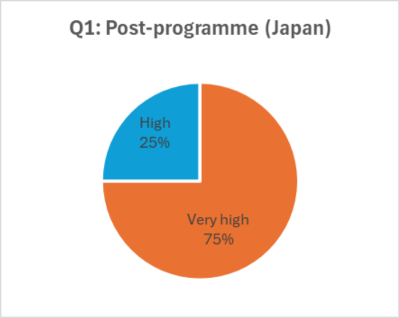


Japanese Participants

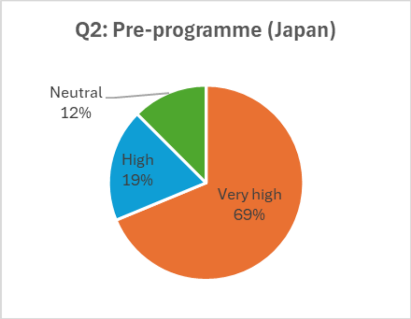
・Please self-assess your current (before/after the programme) level of interests, abilities, and understanding.
(Response options: Very high/ High/ Neutral/ Low/Very low)

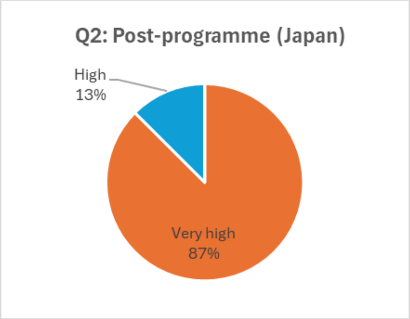
1. Your interest in other cultures



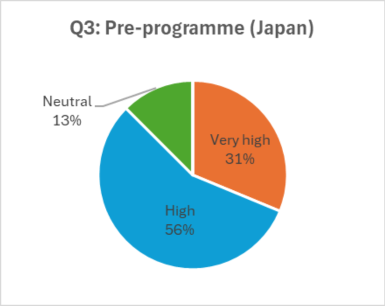


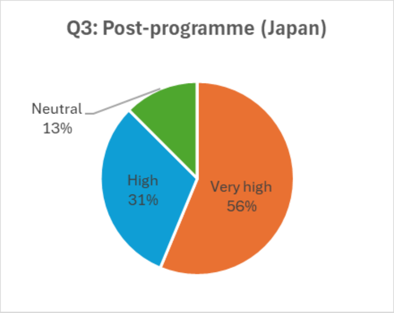
2. Your willingness to understand opinions and values different from your own



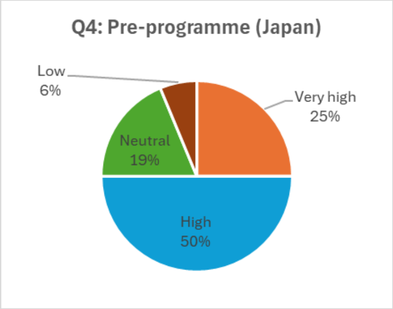


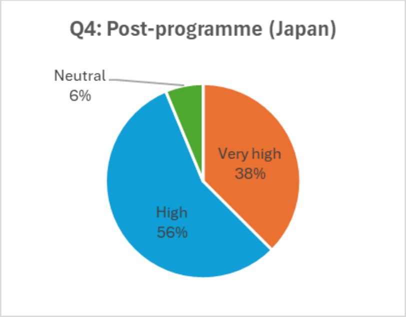
3. Your interest in global issues



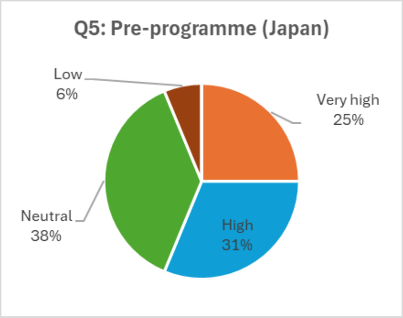


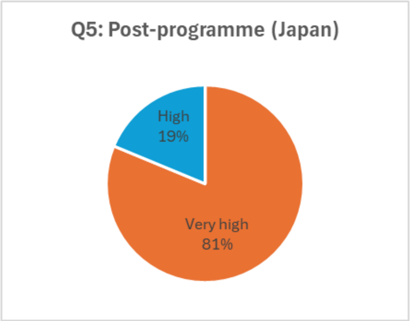
4. Your motivation to be part of solving global problems



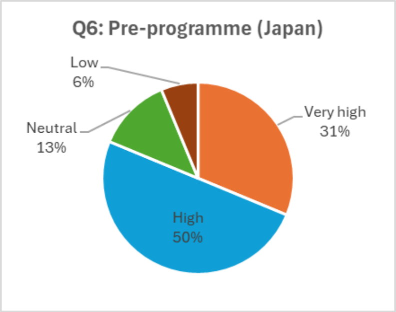


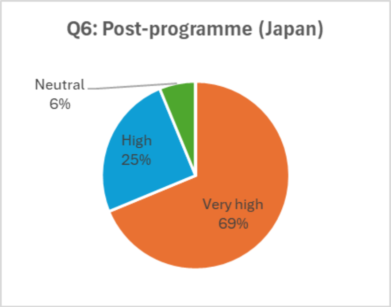
5. How well you understand your own strengths and challenges



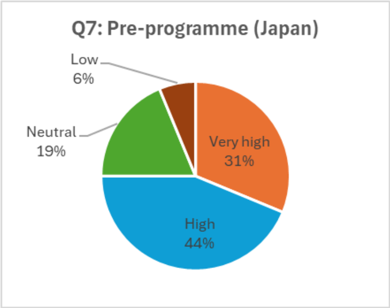


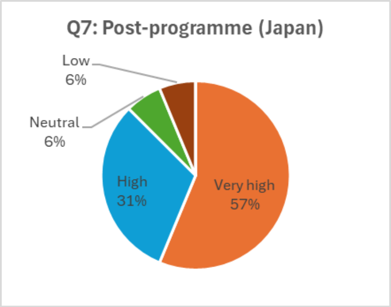
6. How well you understand your own interests



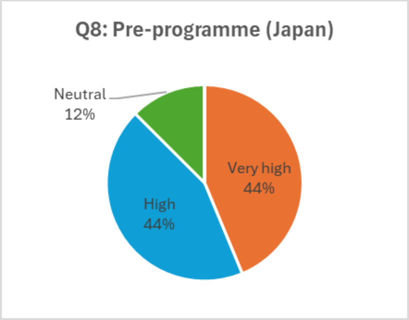


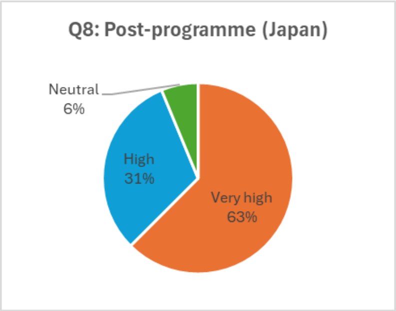
7. How clear you are about your future path and goals



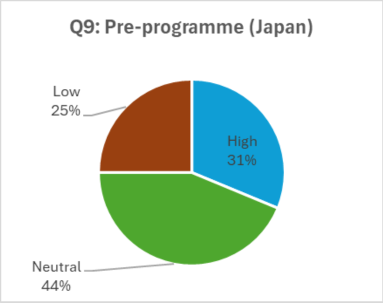


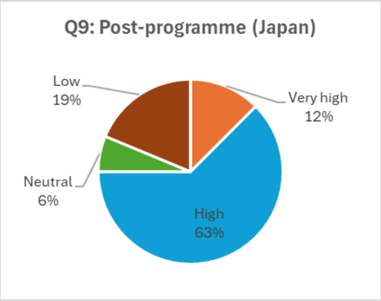
8. Your communication skills in your native language



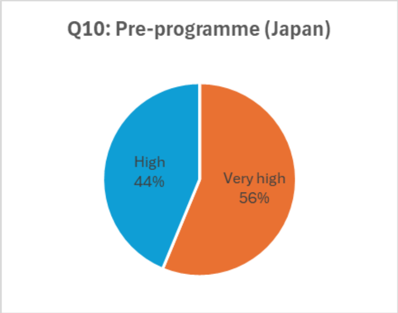


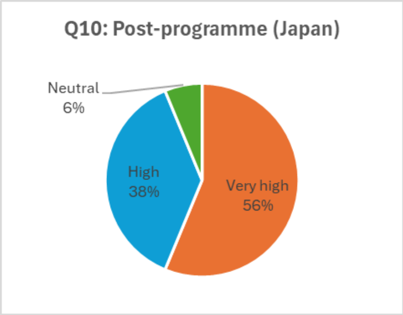
9. Your communication skills in English





10. Your interest in entertainment





・Please choose the option that best describes your current (before/after the programme) English skills.

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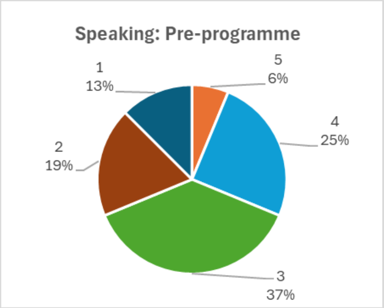

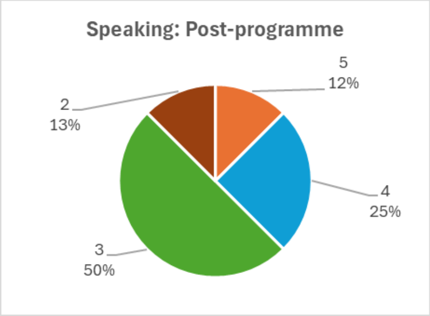

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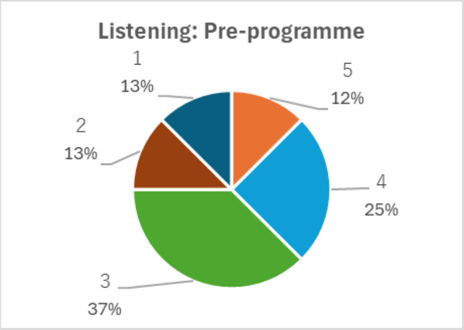

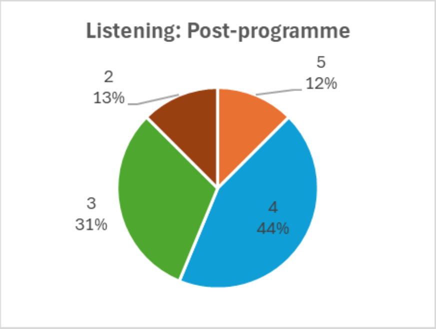

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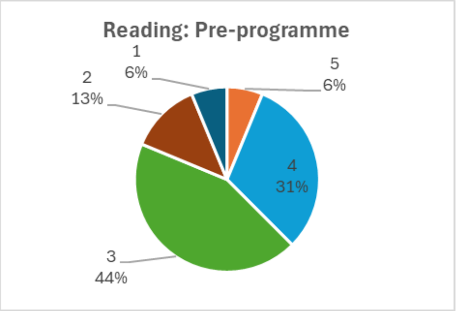

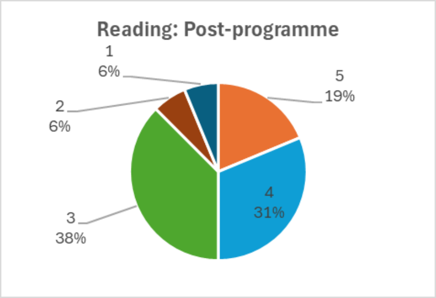

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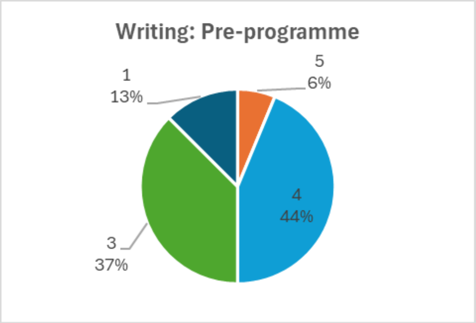
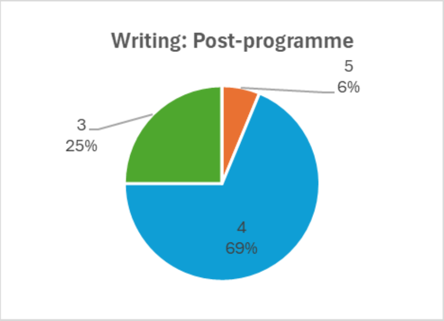
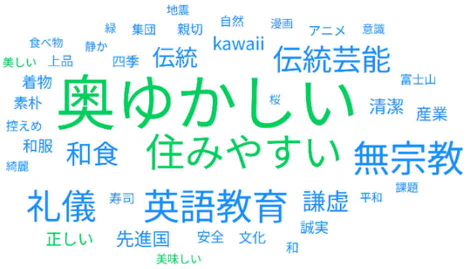




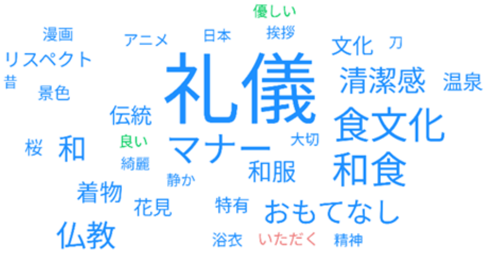
・Keywords Representing Perceptions of Participating Countries (Japanese Participants)

Japan

Pre-programme

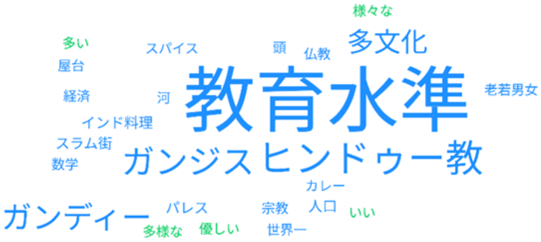


Post-programme

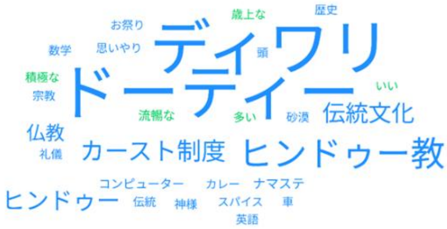


India

Pre-programme

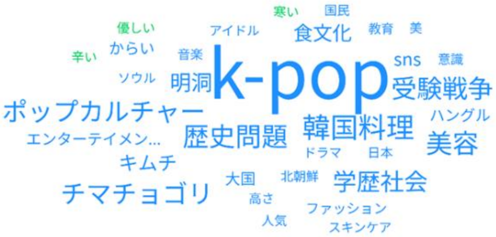


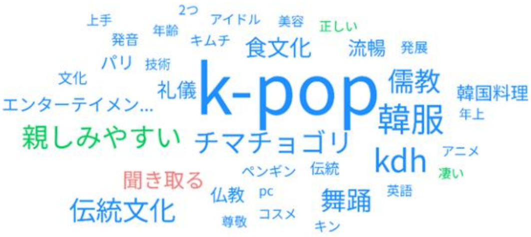
Post-programme



Republic of KoreaPre-programme

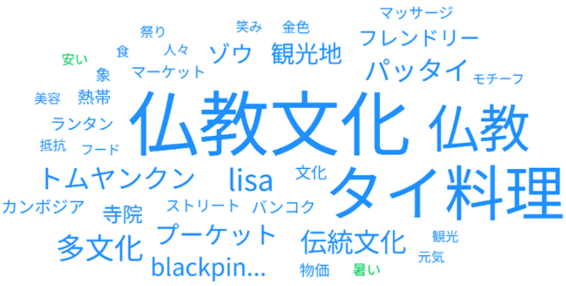
Post-programme



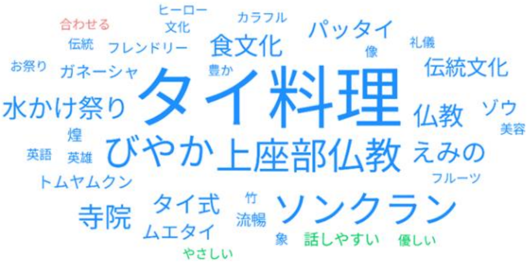


Thailand

Pre-programme

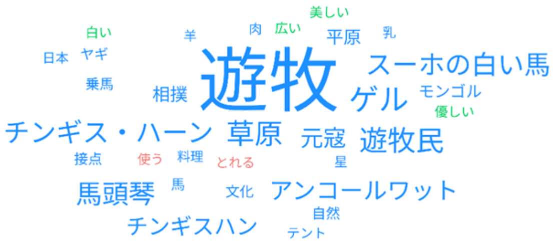


Post-programme

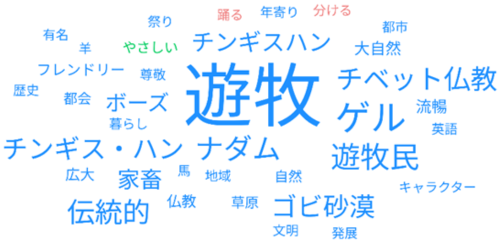


Mongolia

Pre-programme



Post-programme

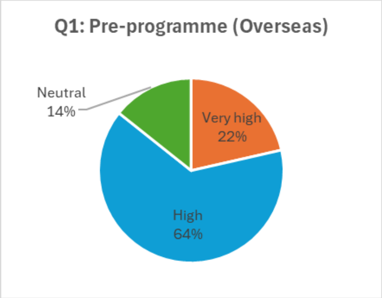


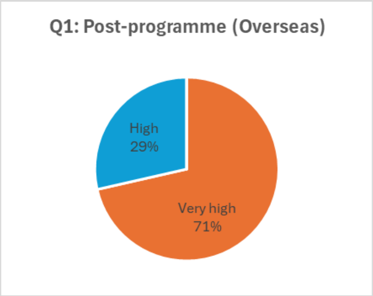
Overseas Participants

・Please self-assess your current (before/after the programme) level of interests, abilities, and understanding.

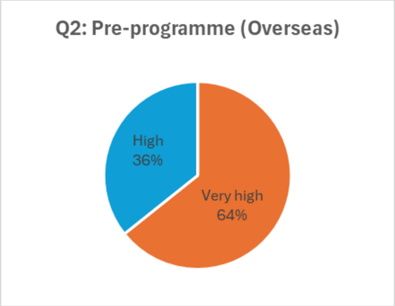
(Response options: Very high/ High/ Neutral/ Low/Very low)

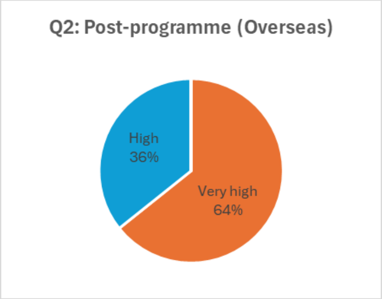
1. Your interest in other cultures



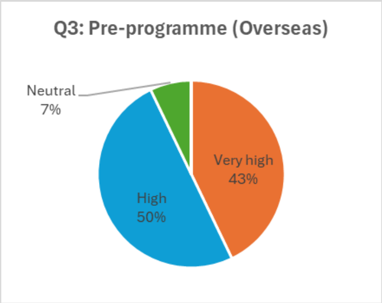


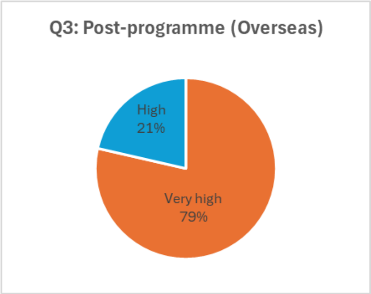
2. Your willingness to understand opinions and values different from your own



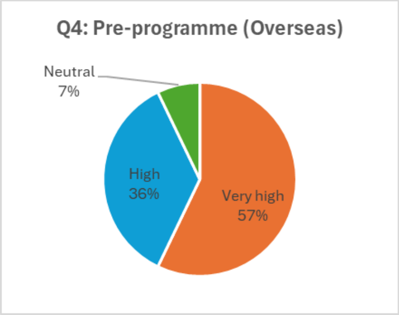


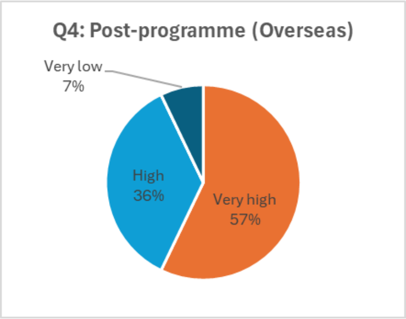
3. Your interest in global issues



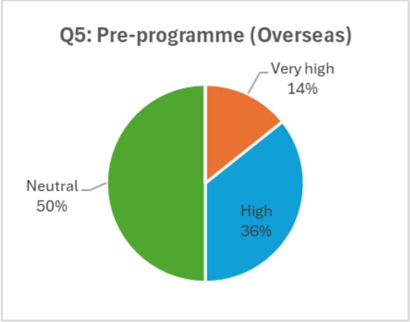


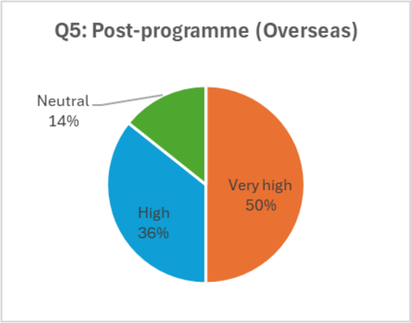
4. Your motivation to be part of solving global problems



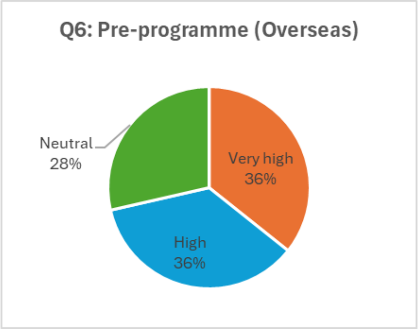


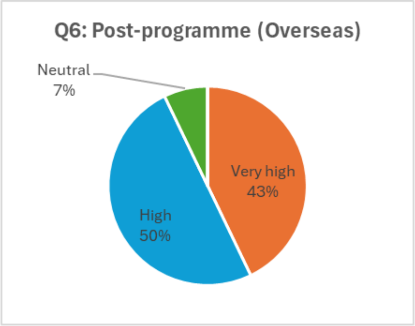
5. How well you understand your own strengths and challenges



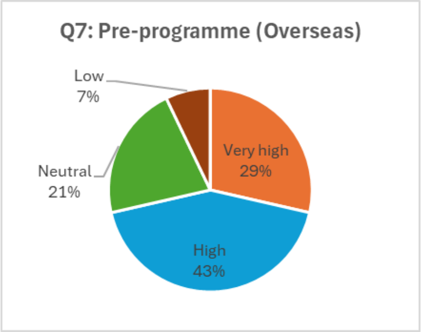


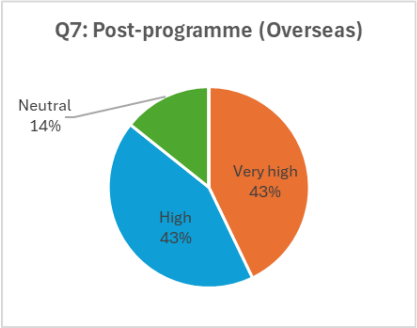
6. How well you understand your own interests



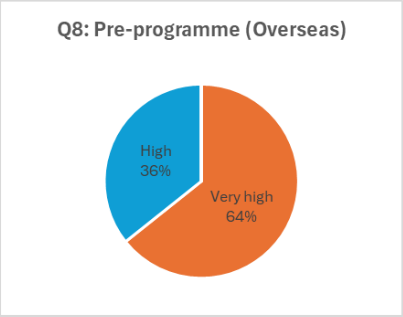


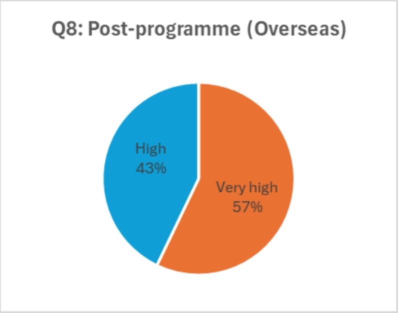
7. How clear you are about your future path and goals



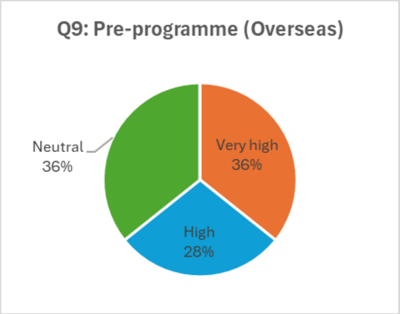


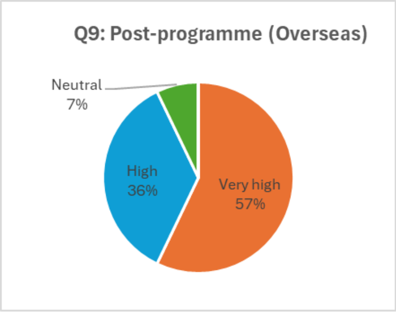
8. Your communication skills in your native language



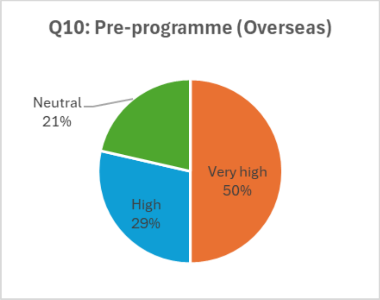


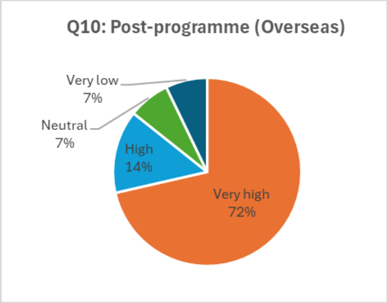
9. Your communication skills in English





10. Your interest in entertainment

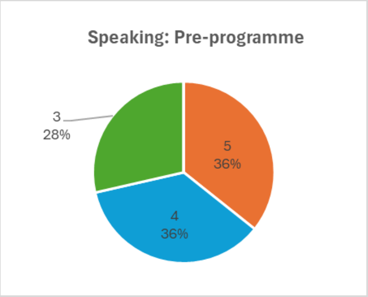


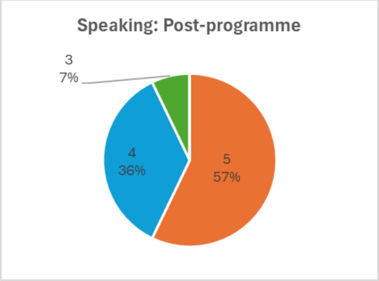


・Please choose the option that best describes your current (before/after the programme) English skills.

Speaking skills

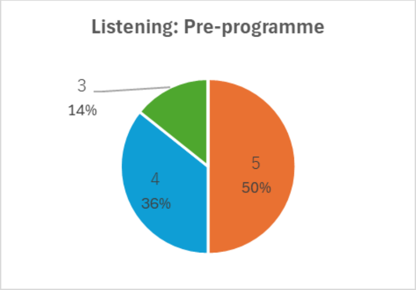
5	I can clearly express my opinion on complex topics and explain them logically.
4	I can participate in discussions and debate abstract topics such as news and social issues.
3	I can explain my opinion on local events, community issues, or familiar social problems.
2	I can have simple conversations on familiar topics such as movies or food.
1	I can talk about my hobbies, family, or daily life using simple expressions.

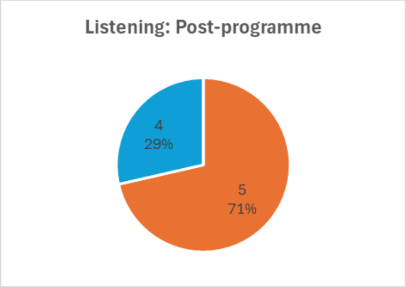




Listening skills

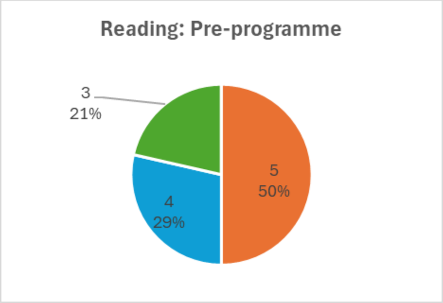
5	I can understand complex discussions, fast-paced conversations, and figurative language, and accurately grasp the content.
4	I can generally understand difficult topics such as news or debates.
3	I can understand the main points of simple news or presentations.
2	I can understand the main points of daily conversations, such as those with friends or about shopping.
1	I can understand short and simple conversations or expressions, such as hobbies or self-introductions.

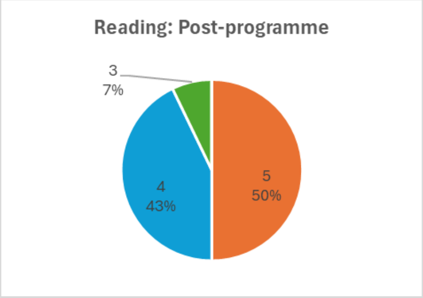




Reading skills

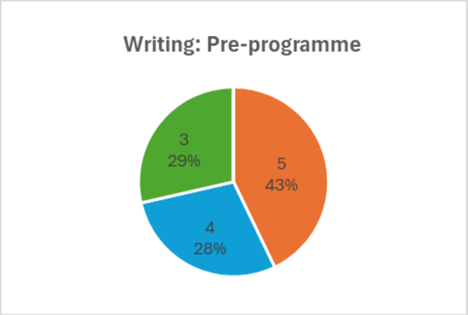
5	I can read excerpts from academic papers or advanced opinion pieces and accurately understand the content.
4	I can read editorials, academic topics, and similar materials, and grasp the main ideas and arguments.
3	I can read news articles, columns, and simple essays, and understand the key points.
2	I can read emails from friends or articles about school, and generally understand the content.
1	I can read simple letters, posters, and social media posts, and understand the basic content.

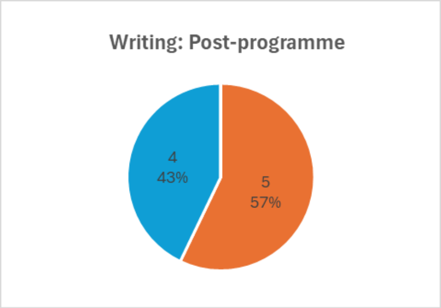




Writing skills

5	I can write logical, clear and well-structured essays on complex topics.
4	I can write essays on social issues, with clear reasons and evidence.
3	I can write my opinions and explanations on familiar topics.
2	I can write simple messages or emails to friends.
1	I can write basic information, such as my name or hobbies, in simple sentences.



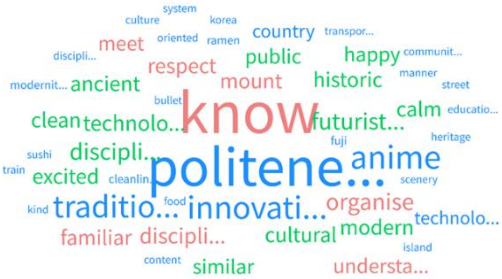


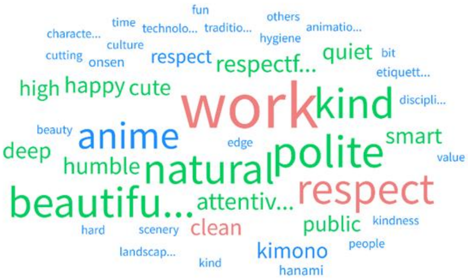
・Keywords Representing Perceptions of Participating Countries (Overseas Participants)

Japan

Pre-programme

Post-programme

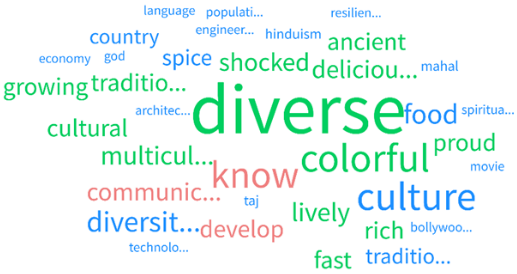


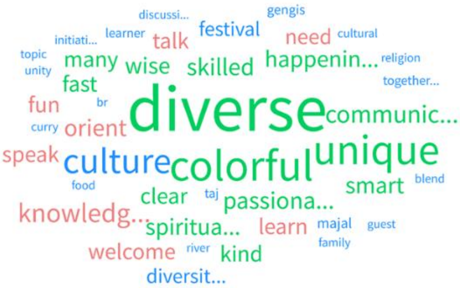


India

Pre-programme

Post-programme

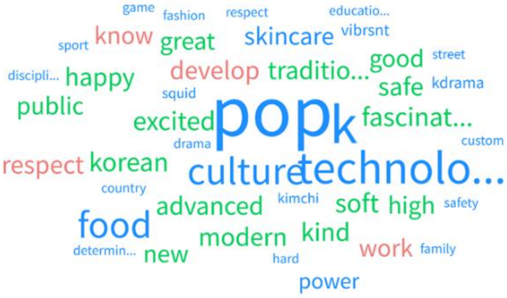


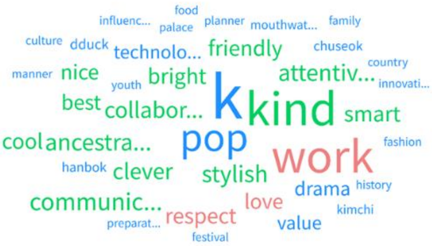


Republic of Korea

Pre-programme

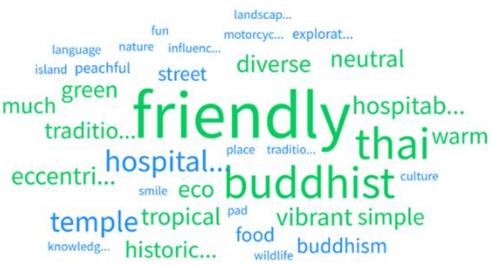
Post-programme



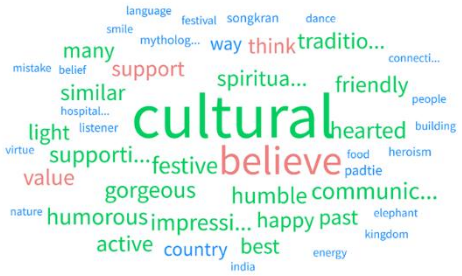


Thailand

Pre-programme

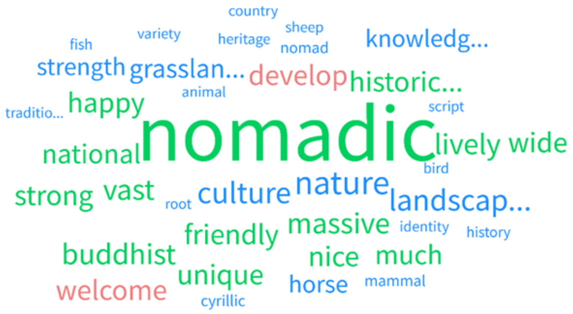


Post-programme

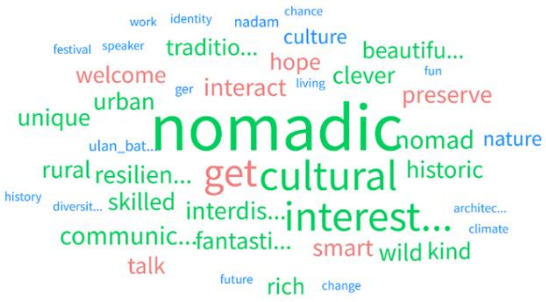


Mongolia

Pre-programme



Post-programme



Bridge Across Asia Conference