

An Experimental Phase with UNESCO ASPnet Schools

1. IIME: An Experimental Phase with UNESCO ASPnet Schools

This experimental phase launched in Asia Pacific Region in September 2015, carried out between ASPnet schools in Japan and those in six countries in Asia Pacific Region.

It was born from the UNESCO World Conference on ESD in Japan in November 2014. Japan Art Mile made a presentation of IIME at the UNESCO ASPnet World Conference in Okayama. The past ASPnet International Coordinator who listened to the presentation started IIME: an experimental phase with UNESCO ASPnet schools of Asia Pacific Region, inviting country coordinators of the Asia Pacific Region who participated in the world conference. Responding to her invitation, 13 schools from 6 countries joined in the project in 2015.



2. Participant Schools

In total 4,878 pupils/students of 139 schools from 29 countries participated in IIME 2015, among which 25 schools from 6 countries joined in this experimental phase.

➤ IIME 2015: An Experimental Phase with UNESCO ASPnet Schools

NO	COUNTRY	JAPAN SCHOOL	ASIA/PACIFIC SCHOOL
1	Fiji	Kaisei Gakuin High School	Jasper Williams High School
2	Indonesia	Momoyama Junior High School Attached to Kyoto University of Education	SMP Islam Amalina
3		Momoyama Junior High School Attached to Kyoto University of Education	SMP Labschool Kebayoran
4		Higashi Atago Junior High School	SMP Islamic Al Azhar 9
5		Showa Women's University Junior and Senior High School	SMP Islam Tugasku
6		Okayama Ichinomiya High School	SMA Diponegoro 1 Jakarta
7		Miyagi Tomiya High School	SMA Negeri 10 Malang
8		Kazakhstan	Otemon Gakuin Otemae Junior High School
9	New Zealand	Okazaki Otagawa Elementary School	St. James School
10			Selwyn House School
11	Philippines	Higashiura Ogawa Elementary School	Ashburton Borough School
11	Philippines	Sapporo Odori High School	Philippines Normal University Institute of Teaching and Learning
12	Thailand	Osaka Semboku Senior High School	Suksasongkro Chiang Mai School

➤IIME 2015: General Phase (ASPnet schools in gray)

NO	COUNTRY	JAPAN SCHOOL	ASIA/PACIFIC SCHOOL
1	Azerbaijan	Komaruyama Elementary School	Ankara Lyceum
2		Chikushi Jogakuen Junior & High School	School Lyceum #220
3	Cameroon	Seimon Elementary School	G.B.P.S New Town KRIBI I
4	Canada	Kosaka Elementary School	Rothwell-Osnabruck School
5		Fujieda-Kita High School	Lincoln M. Alexander Secondary School
6	China	Nuka Elementary School	Jinhua Binhong Primary School
7	France	Minami Tsurumaki Elementry School	Groupe Scolaire Carlepont
8		Higashi Ichigao Elementary School	Ecole élémentaire Sébastien le Prestre de Neuf-Brisach
9		Nuka Elementary School	Ecole Honore de Balzac
10		Hikawa Elementaly School	College La Fontaine des Prés de Senlis
11		Tenryo Elementary School	Collège Saint Paul-Rezé
12		Hyogo Prefectural Ashiya International Secondary School	Institut de Genech
13		Hyogo Prefectural Ashiya International Secondary School	Lycée des métiers Charles STOESSEL
14		Kobe University Secondary School	LEGT Le Likès
15	Indonesia	Nishikigaoka Elementary School	SDN Bubutan IV Primary School
16	Iran	Shijima Elementary School	Saba School
17	Israel	Shijima Elementary School	Ahmad Sameh School
18	Jamaica	Izumidai Elementary School	Servite Primary School
19		Oizumi Nishi Elementary School	Brown's Town Primary School
20	Kyrgyzstan	Tomorogi Junior High School	O.Isaev Secondary School
21		Kanonji Elementary School	School Gymnasium #10
22	Malawi	Sherry's English School	Mitundu Primary School
23	Mexico	Kosaka Elementary School	Comunidad Educativa Yaxunah
24		Tokyo Metropolitan Tagara High School	Preparatoria Lomas Del Valle UAG
25		Aoyama Gakuin University	Universidad Veracruzana
26	Nicaragua	Hadanashi Elementary School	El Centro Cultural De La Alcaldia Municipal De Nandasmo "Carlos Mairena Galan"
27	Oman	Kosaka Elementary School	Shumoo'a Al-Marifa
28	Pakistan	Sherry's English School	Modernage Public School & College, Abbottabad Pakistan
29	Philippines	Nuka Elementary School	Philippine Nikkei Jin Kai International School
30		Shijima Elementary School	Philippine Nikkei Jin Kai International School
31		Kanazawa Seiryu University	Mindanao Kokusai Daigaku
32	Russia	Kanonji Elementary School	Moscow State School 1471
33		Anjo-Nanbu Elementary School	Volzhsky Military School
34	Saudi Arabia	Kanonji Elementary School	Al Hussan International School

35	Senegal	Anjo-Nanbu Elementary School	Gossas Village
36	Taiwan	Yonaizumi Elementary School	Wen Ya Elementary School
37		Yonaizumi Elementary School	Wen Ya Elementary School
38		Josukita Elementary School	Wen Hua Elementary School
39		Nishi Elementary School	Wen Ya Elementary School
40		Nishi Elementary School	Wen Ya Elementary School
41		Taiwan	Heiso Elementary School
42	Heiso Elementary School		Chiayi Municipal Gang Ping Elementary School
43	Anjo-Nanbu Elementary School		Rixin Elementary School
44	Hanazono Elementary School		Jia-Nan Elementary School
45	Momoyama Junior High School Attached to Kyoto of Education		Guei-ren Junior High School
46	Momoyama Junior High School Attached to Kyoto of Education		Guei-ren Junior High School
47	Okazaki Johsei High School		National Hou-Bi Senior High School
48	Tanzania	Yomogi Elementary School	Kilakala Primary School
49	Thailand	Toriya Elementary School	Plearnpasa Language School
50		Sanyo Senior High School	Setsatian School for the Deaf
51	Uganda	Nishikigaoka Elementary School	Greenhill Academy
52	USA	Toriya Elementary School	Laurel Elementary
53		Shiga Junior High School	Julie Billiard School
54		Kizu-Minami Junior High School	Scales Mound Community Unit District #211
55		Seisa Kokusai High School	SKA Academy of Art and Design
56	Zimbabwe	Komaruyama Elementary School	Helena Infant School
57		Hagoromo Gakuen Senior High School	University Of Zimbabwe

3. International Collaborative Learning throughout the project

Step 1. INTRODUCTION <Sep 2015>

Interactive communication tool JAM provides **IIME FORUM**

Time difference permitting **VIDEO CONFERENCE**

Post self-introduction messages and images on the forum

I've got my friends in the world!

Step1: INTRODUCTION

IIME starts in September, ends in March. JAM set up online forum as an interactive communication tool and provided to each pair. Students started exchange with introduction of themselves, their school and local cultures on the forum. Most of the pairs did video conferences. Meeting face to face connected the two sides closer, which stimulated their motivation and helped them to understand and respect each other.

Step2. RESEARCH on the THEME <Oct 2015>

Each pair decides their own theme: environment, culture, peace, etc.

"We want to show them more about our things!"

"We want to learn more about theirs!"

Diverse cultures

Traditional buildings of our town
It is possible to show you our traditional building.
This is the castle.

Traditional buildings of our town
It is possible to show you our traditional building.
This is the castle.

Step2: RESEARCH

Each pair decided their own theme. The most popular one was cultural diversity. Each side researched their local and national cultures and traditions as well as their specific nature and environment. They shared them on the forum, comparing them, discovering similarities and differences, and they learned to respect differences. This process supports "reorienting values and behaviors to achieve a sustainable future."

Step3. COMPOSITION <Nov 2015>

Discuss how to divide into two parts, what to draw on each part

How to divide into two parts? How to complete one pattern?

The two classes discussed how to divide and complete one pattern in advance. In a parallel, they drew one half and sent it to their partner class. The partner drew the other half and completed the mural.

COMPOSITION PATTERNS

- Divide vertically
- Divide diagonally
- Divide into small squares
- Divide into bands
- Other (divided patterns)

Step3: COMPOSITION

After interactively learning on their theme, they discussed how to express the outcomes on a canvas; how to divide into two parts, which part to draw, what items to draw, and so on. The whole process of discussing and making decisions is the process of collaboration that they will take in a job in the future..

Step4. PAINTING <Nov-Dec 2015/Jan-Feb 2016>

One half
Nov-Dec 2015



After having drawn one half, they send it to their partner school

The other half
Jan-Feb 2016



Their partners draw the other half and complete one mural



VISUAL OUTCOME of their learning

Step4: PAINTING

In November and December the Japanese side drew a half of the mural first and sent the canvas with paints to their partner abroad. In January and February their partner drew the other half to complete the mural. One of the features of this project is that invisible collaborative learning leaves in a visible way of a mural.

Step5. APPRECIATION/REFLECTION <Mar 2016>



Display in their school



Appreciate together via video conference



Display in the downtown



Display at the graduation ceremony

Step5: APPRECIATION/REFLECTION

On each side the students appreciated their work and reflected the whole activities in February or in March. Some did this together via Skype. All the students and teachers were very much satisfied with their works and experienced big achievement.

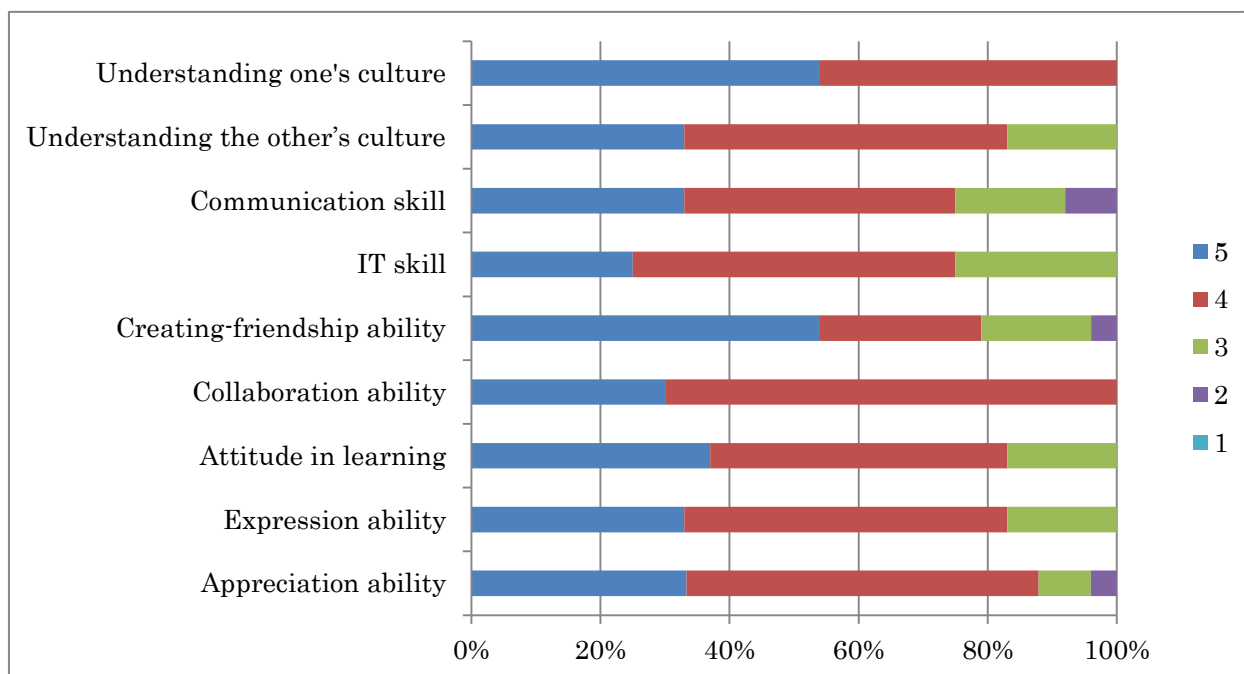
4. Assessment of Outcomes

(1) Skills developed through IIME

In IIME nine skills are expected to develop; 1.Understanding one's culture, 2.Understanding the other's culture, 3.Communication skill, 4.IT skill, 5.Creating-friendship ability, 6.Collaboration ability, 7.Attitude in learning, 8.Expression ability, 9.Appreciation ability. In the all the schools the students developed the nine skills in the project and the rate of "5very well" and "4well" was 84%.

➤Analysis of Learning Effect

(5very well ... 1not at all)



By raising these skills through collaborative learning with peers around the world, the students developed the ESD-oriented values of respect for people, respect for diversity, non-exclusion, equality of opportunity as well as respect for diverse environment.

(2) Effects of JAM's Support

In many cases of implementing interactive and collaborative learning, breaks in communication and other problems can arise during the program. In IIME, however, as JAM provides various supports to the teachers and has a system in place to respond quickly to problems as any trouble arises, all the participants could reach the goal and achieved well-satisfied outcomes the reports of the participants shows.

5. Benefits of the Project

(1) Changes in the consciousness of students and teachers

The students developed a sense of pride in their home countries as they come to see their home regions and national cultures in a new way in the process of introducing them to their partners, while at the same learning to understand and respect the partner's diverse cultures. Furthermore, they develop "confidence" in collaborating with people around the world and learn to think about their own future "way of living" from a global perspective.

The same is true with the teachers. The following is reflections of some of the teachers.

- The experienced teachers have gained ability of corresponding flexibly even in any case and a new teacher has grown by support from JAM office and got confidence in international collaboration.
- Doing research on partner's country gave us a good opportunity to learn about their culture, custom and religious. Research on ours let us rediscover our country.
- International awareness is in invisible itself and teaching it is challenging. By taking this visible way of joint-creating a mural, not only our students but we ourselves have grown.
- I have realized that learning from different experience through such international collaboration as IIME is essential in the education in future.

(2) Foster Global Citizens

A national coordinator said when the project was over, "This project is very much successful in supporting education for Global Citizenship of which students learn each other Culture and shared values. I think that through this project we will be able to create Global Citizenship."

Through the project the students do not simply acquire knowledge and skills, but develop the ability to think globally and act globally. From "Think Globally, Act Locally" to "Act Globally"!

6. Challenges to a New Phase Outlook

Students will be the ones who build a peaceful, sustainable future. What they experience through the program -- connecting with the world, making friends, learning together, and producing something tangible -- will help them as adults to become human resources capable of collaborating with people of the world to build a peaceful, sustainable society. JAM aims to further extend IIME globally as an ESD learning program through the ASPnet network.