

«ASTANA - TOKYO» ONLINE VIDEO PROJECT

I. GENERAL PROVISIONS

The «Astana - Tokyo» Online Video Project (*hereinafter referred to as «Project»*) is being conducted in collaboration with the Tokyo International Exchange Concierge, a comprehensive service offered by Tokyo's public schools, including kindergartens. This Concierge plays a pivotal role in facilitating cultural exchanges and is instrumental in the successful implementation of the Project.

The «Astana - Tokyo» Online Video Project adheres to the guidelines set by the Government of the Republic of Kazakhstan's law dated March 28, 2023. This law outlines the development of pre-school, secondary, technical, and vocational education from 2023 to 2029 (*hereinafter referred to as «Concept»*). The Project aligns with the 2023 National Report titled "Quality Education Accessible to All," developed by Kazakhstan's Ministry of Education, and the 2023 OECD report "Education for the Future." It's a collaborative initiative between the Department of Education of Astana city and the Methodological Center, a State-Owned Public Enterprise of the Akimat of Astana (*hereinafter referred to as «Center»*).

The Project's rules specify the procedures for the involvement of teachers and learners from educational organizations in this online video initiative.

The Project is conducted entirely online through video sessions. All the information about the Project is to be published on the Center website: www.astana-modern.edu.kz. «Home page – Activities – Projects – International».

II. RATIONALE FOR THE PROJECT

The National Report emphasizes the importance of learners to communicate across different social groups, cultures, and nations as one of the key elements of modern education. The Astana - Tokyo Project, fostering educational links between learners in these cities, aligns perfectly with this principle. It encourages international school collaboration, enhancing intercultural communication and understanding. Participants will not only share knowledge but also gain insights into diverse cultures, fostering an open worldview and respect for diversity.

This Project nurtures key skills such as initiative, emotional adaptability, resilience, responsibility, and empathy, as highlighted in the National Report. The 2023 Education Concept of Kazakhstan focuses on developing individuals' creative, spiritual, and physical capacities, enhancing emotional tolerance, and establishing a foundation of morality and a healthy lifestyle. Hence, involvement in this Project aids in building competencies for successful global adaptation, effective international interaction, deep cultural understanding, and the preservation of national values.

The OECD report underscores the significance of intercultural communication and global citizenship in today's educational paradigm. It states that education in a multinational and multicultural environment promotes respect for various cultures and ethnic groups, fostering tolerance towards national diversity. These aspects are increasingly vital in a globalized world, preparing youth for harmonious international interactions. Therefore, the OECD findings support intercultural education as a means to develop competent, open-minded, and responsible global citizens.

In conclusion, the Project aligns with current educational trends and actively supports the implementation of key concepts from the National Report. By participating in this initiative, learners gain not just knowledge, but also the values needed for thriving in a rapidly evolving world. This underscores the Project's significance in contemporary educational strategies and challenges.

III. PROJECT PURPOSE, OBJECTIVES AND OUTCOMES

The purpose of the «Astana-Tokyo» Online Video Project is to develop learners' global competencies, including skills of intercultural communication, versatility and intention to learn something new and different from the usual.

Objectives of the Project:

- to organize online lessons between schools in Astana and Tokyo, adhering to a predetermined schedule;
- to promote the exchange of information about cultural characteristics and traditions between learners of both countries through discussion of topics related to their daily life, art, culture;
- to create and maintain an environment that promotes respect and tolerance for differences in culture, traditions, and worldviews;
- to stimulate learners' desire to learn new things;
- to organize activities aimed at expanding learners' knowledge of each other's culture and customs, provide opportunities for research and exchange of knowledge about their own culture and the culture of partners;
- to facilitate reflection and feedback.

Outcomes of the Project:

- at least one conducted online video lesson in one particular class at school in Astana and Tokyo;
- after lesson reflections of learners about the lesson, impression of the communication with people and share their insights of a new culture expressed in one of the forms suggested (Appendix 4) to this document;
- analysis of the surveys conducted pre and post all the activities.

Surveys analysis:

- Conducting surveys among learners both before and after all activities to identify changes in their perceptions of intercultural exchange and the development of global competencies.

These results will help evaluate the success of the Project, its impact on learners and highlight key aspects that require attention and improvement in future similar events.

IV. PROJECT PARTICIPANTS

Participants in the Project include teachers and learners from Astana's School-Gymnasium No. 96, School-Lyceum No. 85, School-Gymnasium No. 81, and various secondary educational organizations in Tokyo. The methodologists of the Center are also involved to coordinate communication between two countries and provide methodological support to the teachers.

V. PROJECT ORGANIZATION AND IMPLEMENTATION

The Project is conducted from February to March 2024. There will be one online -video lesson in each class over the period. The number of classes is to be negotiated. Key steps in the organization and implementation include:

- Developing a separate lesson schedule for each participating school for the online video lessons.
- Gathering information about the learners involved in the Project.
- Preparation of a class presentation to support learners in their story-telling by the classroom teachers (recommendations to the presentation are in Appendix 3);
- Obtaining filming permissions from the learners' parents (Appendix 1).
- Event plans are prepared by the Center's methodologists and sent out one week prior to the event.
- Ensuring that school administrations create and maintain conducive environments for teachers to conduct online classes.
- The Center's methodologists are responsible for translating online lesson plans and communicating them to teachers and relevant personnel.
- Project leadership is assigned to the methodologists of the Center.
- Announcements about Project activities will be posted on the websites of the Center, at least one week in advance.

VI. OVERALL IMPACT

The Project is aimed at developing global competencies among learners, including international communication skills, intercultural communications, tolerance, the desire to learn new things that are different from the usual, achieving practical general cultural experience, and exchanging impressions of learners about the unfamiliar culture. The overall results of the Project will be measured by collecting reflective feedback along with activities organized after the lesson, which will allow learners to share their impressions and discuss new information about the cultural characteristics and traditions of both countries.

To accurately gauge and document these impacts, the Project will employ a combination of Pre-Project (*Appendix 2*) and Post-Project Surveys (*Appendix 5*).

Pre-Project Survey (Baseline Measurement):

Purpose: To establish a baseline understanding of the participants' initial knowledge, attitudes, and expectations regarding the Project. This will be conducted prior to the commencement of the Project activities.

Focus: The survey will include questions about participants' prior exposure to different cultures, initial perceptions about Kazakhstan and Japan, and their expectations from the Project.

Post-Project Survey (Outcome Measurement):

Purpose: To measure the outcomes of the Project against the initial baseline benchmarks. This survey will be conducted at the conclusion of the Project.

Content: The survey will assess changes in knowledge, attitudes, and perceptions about different cultures, as well as participants' overall experience and satisfaction with the Project.

VII. SUMMARY AND CONCLUSION

Online Video Project “Astana - Tokyo”, aimed at developing learners’ global competencies, including international communication skills, intercultural communications, tolerance, the desire to learn new things that are different from the usual, through the rapprochement of cultures in educational and cultural terms between learners in the city. Planned in accordance with the Concept, Astana and Tokyo Online Vide Project is an example of modern intercultural communication to improve quality of education.

Aimed at increasing learner engagement, intercultural understanding and developing interpersonal skills, the Project uses online sessions to connect diverse participants across geographic boundaries.

This initiative goes beyond traditional education, contributing to the formation of a globally competent person who possesses global competencies and shows interest in the new and different from the usual.

The Project acts as a transformative force in education, setting new standards for educational projects and international cooperation in the digital age. Its innovative approach and alignment with educational trends make it a model for future initiatives that will make a significant contribution to global understanding and cooperation.

References:

- Organisation for Economic Co-operation and Development, OECD (2023). *Teaching for the Future: Global Engagement, Sustainability and Digital Skills*, International Summit on the Teaching Profession, OECD Publishing, Paris, <https://doi.org/10.1787/d6b3d234-en>
- Ministry of Education of the Republic of Kazakhstan (MoE) (2023). *Ob utverzhdenii Kontseptsii razvitiya doskol'nogo, srednego, tekhnicheskogo i professional'nogo obrazovaniya Respubliki Kazakhstan na 2023 – 2029 gody*. [The Concept for the development of preschool, secondary, technical and vocational education of the Republic of Kazakhstan for 2023]. <https://adilet.zan.kz/rus/docs/P2300000249#z11>. Accessed 09 January 2023.
- Ministry of Science and Higher Education of the Republic of Kazakhstan (MSHE) (2023). *Quality education available to everyone. Draft National Report*. <https://www.gov.kz/memleket/entities/sci/press/article/details/135519?lang=ru>. Accessed 09 January 2023.

To the school principal

_____ (name of the school)

_____ (NAME: of the school principal)

From _____

Address: _____

Phone _____

number: _____

Consent to photo/video shooting, processing and publication of photo and video materials with the image of a child

Me, _____, (Full name of the parent or legal representative)

being the legal representative of a minor,

_____ (Full name of the minor, year of birth)

I give my consent to take photos and videos of my child in _____ (name of the school)

I consent to the use of photos and videos of a minor solely for the following purposes:

- publication on the official website of the school on the Internet, on the official pages of the educational organization on social networks;
- publication on the stands of the school;
- publication of reports for higher-level organizations on the conduct of any events;
- transfer of photo and video materials on electronic media to the responsible parent from the class/group for further processing if desired;
- as part of the operation of the video surveillance system installed in buildings and on the territory of the educational organization.

I am informed that _____ (name of the school) guarantees processing

photo and video materials of a minor for the purposes corresponding to the activities of the educational organization.

I consent to the processing of photos and video materials by the school, that is, performing, among other things, the following actions: processing (including collection, systematization, accumulation, storage, clarification, updating, modification), use, depersonalization, blocking, destruction of personal data, while a general description of the above-mentioned processing methods is given in the Order of the Minister Digital Development, Innovation and Aerospace Industry of the Republic of Kazakhstan dated October 21, 2020 No. 395/NK "On approval of the Rules for the collection and processing of personal data", as well as the transfer of such information to third parties, in cases established by regulatory documents of higher authorities and legislation.

This consent is valid from the moment of signing and until the goals of personal data processing are achieved for the entire period of study at an educational organization.

This consent may be revoked at any time by agreement of the parties. In case of misuse of the provided data, the agreement is revoked by a written statement.

A parent (legal representative), upon written request, has the right to receive information regarding the processing of personal data (in accordance with paragraph 15 of Paragraph 2 of Law №395/HK dated 10/21/2020).

" " _____ 202__.

Signature

Full Name

Pre-Project Survey (Baseline Measurement)

Instructions: Please answer the following questions to help us understand what you know and how you feel about the Project before we start.

- Have you ever talked to someone from a different country? (Yes/No)
- What do you know about Tokyo or Japan? (Open-ended)
- How do you feel about meeting learners from Tokyo online? (Excited/Curious/Nervous/Not Sure)
- What are you most looking forward to learning about in this Project? (Open-ended)
- How do you usually talk to your friends online? (Options: Video Calls, Chat, Games, Other)

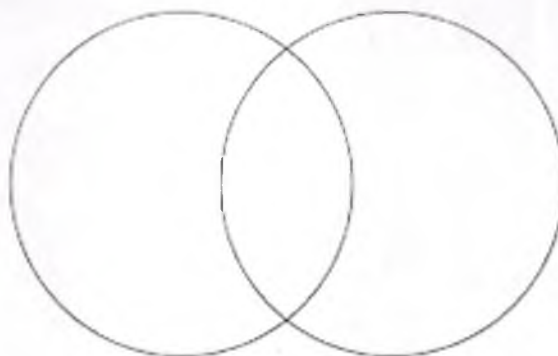
Teacher's Lesson Plan for «Astana – Tokyo» Online Video Project and presentation recommendations

Time	Activities	Learners' actions	Resources
5 mins	Teacher introduces the objectives of the Project and the lesson. "Saying Hello" in Japanese and Kazakh languages.	Learners introduce themselves trying to learn Kazakh and Japanese ways to say "Hello"	
15 mins	Japanese learners introduce themselves. Teachers facilitate a Q&A session, encouraging interaction between the Kazakh and Tokyo learners.	Listen, ask and answer questions	
15 mins	Kazakh learners introduce five topics: Kazakh national dishes and drinks, sights of Astana city, national/popular sports, culture, and the Kazakh language and traditions. Teachers facilitate a Q&A session, encouraging interaction between the Kazakh and Tokyo learners.	Make simple sentences about their country one by one or in mini groups with a teacher's support and by the means of visual presentation demonstrated on the Interactive whiteboard.	Pre-prepared presentation with pictures and word / phrases to support learners to present their country. Presentation can include: <ul style="list-style-type: none"> - slide 1: Kazakhstan and Astana; - slide 2: sights of Astana city; - slide 3: Kazakh national dishes and drinks; - slide 4: national/popular sports; - slide 5: national clothes and traditions, celebration of Nauryz.
3 mins	Fujimigaoka Elementary School share their impression about Kazakhstan.		
3 mins	Kazakh learners share their impression about Japan.	Learners make sentences about what they liked about Japanese culture and why.	
3-4 mins	Japanese moderator's final word to conclude the lesson. Teachers inform the learners about further after-class activities to reflect on their experience (Appendix 1).	Learners saying "Goodbye" to each other.	

After lesson activities

Some of the after lesson activities may include:

- sharing video recordings with learners saying new phrases in the language of the both countries (Kazakhstan and Japan) on the school websites and social networks;
- creating Venn diagram with cultural similarities and differences completed as a poster in groups;



- organising art and culture exhibition at school (for parents and other members of the school community) presenting the culture of a partner country;
- making posters with a post-it notes reflection on the impression from the lesson;
- creating presentations about what they have learnt on the lesson about a new culture (to present in class or can be recorded for the school community and the Center);
- writing letters to their new friends from another country to share their impressions and invite them to become their pen pals;
- organizing Culture Day (teachers and learners may demonstrate their reflective posters, crafts they made, traditional food they cooked and clothes the partner country has, etc.)

Finally, the school website can be a platform to report the event results and overall impression to save memories for the school community and the Center.

Post-Project Survey (Outcome Measurement)

Instructions: Now that we have completed the Project, please answer these questions about what you learned and how you feel.

- Did you enjoy talking to learners from Tokyo? (Yes/No)
- What is one new thing you learned about Tokyo or Japan? (Open-ended)
- How has your feeling about meeting new people from different countries changed? (More Excited/No Change/More Nervous)
- What was your favorite part of the Project? (Open-ended)
- Would you like to participate in a Project like this again? (Yes/No/Maybe)