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SUSTAINABLE DEVELOPMENT GOALS

AFS supports the Sustainable Development Goals (SDGs).

AFS' s actions contribute to Goal 4 and Goal 16 of the "Sustainable Development Goals: 17 Goals to Transform our World" adopted by the United Nations to be delivered by 2030.

ASIA KAKEHASHI PROJECT

Asia Kakehashi Project Final Report

2018–2022

Sponsored by the Ministry of Education, Culture, Sports, Science and Technology Implemented by：AFS Japan

AFS Intercultural Programs

The Asia Kakehashi Project,

supported by the Ministry of Education,

Culture, Sports, Science and Technology (MEXT),

invites highly motivated and talented high school students

from Asian countries studying Japanese to join

high schools throughout Japan.

Through the program, the invited students can learn together

with Japanese high school students

and deepen international exchange.

We are delighted to present a report on the

project's activities spanning five years, from 2018 to 2022.

We hope that you will witness the project's impact

through the growth of international students,

its influence on Japanese schools, school dormitories,

private dormitories, host families and local communities,

as well as the data summarizing

the five years of activities.

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Messages

Future leaders well-versed in each other's countries and can build bridges between cultures

Director of the International Education Division, Education Policy Bureau, Ministry of Education, Culture, Sports, Science and Technology

Daisuke Kodama

Through the Asia Kakehashi Project, which took place during the five-year period from 2018 to 2023, 974 high school students from 22 Asian countries and regions have spent up to 10 months studying and deepening their relationship with Japanese high school students in homestays and dormitories. We would like to express our sincere appreciation for the efforts of AFS Japan staff and volunteers who implemented the project, as well as all the host schools and host families.

This program has not only deepened the understanding of Japan among foreign high school students studying Japanese, but has also been extremely meaningful for Japanese high school students, who have gained a better understanding of and interest in different cultures, and have shown a positive change in their motivation to learn foreign languages. We hope that the Asia Kakehashi Project+, which will begin in 2023, will build on the achievements and results of the previous program to nurture future leaders, who are well-versed in each other's countries and can build bridges between their cultures.

The Asia Kakehashi Project opens the door to the future for the next generation of leaders

The Asia Kakehashi Project is a program supported by the Ministry of Education, Culture, Sports, Science and Technology (MEXT), which invited 974 students from 21 Asian countries and regions to Japan, in order to provide an opportunity to become future leaders for the next generation of Asian students, who had previously given up on studying abroad due to financial and other reasons.

After returning to their home countries, our alumni utilize social media to spread not only the Japanese language but also the wonderful things they learned about Japan to younger students aspiring to study abroad one day. In addition to this, the number of alumni returning to Japan for further study at universities has been increasing every year.

But in reality, it was the Japanese high school students who were most affected by this project. They witnessed international students who were enthusiastic and passionate, not only in their studies but also in their club activities and everything else they did, while making full use of English and Japanese. Such an experience caused a chemical change in Japanese students and inspired them to dive into a new world.

We, about 1,600 volunteers from all over Japan, were able to get to know the next generation of Asian students and came to the conclusion that it is precisely because we are in a chaotic time that we want to continue our activities in the pursuit of peace and recognition of diversity. We would like to express our tremendous gratitude to every single school and host family.

National Chair of AFS Japan

Akiko Kato

President & CEO of AFS Intercultural Programs

Daniel Obst

The world faces many challenges today, but it remains deeply divided. In such a world, fostering dialogue and cross-cultural exchange becomes increasingly imperative. We need to nurture human resources equipped with the knowledge, skills, and values necessary to build bridges between cultures, ultimately contributing to the creation of a more just and peaceful world.

AFS is the world's largest cultural exchange organization, developing global human capital that is ready to thrive around the world. We operate in nearly 100 countries and regions, providing exchange and learning opportunities for a wide range of participants, including 25,000 young people, host families, and educators each year. What's vital to the success of AFS is the support of 50,000 volunteers from around the world.

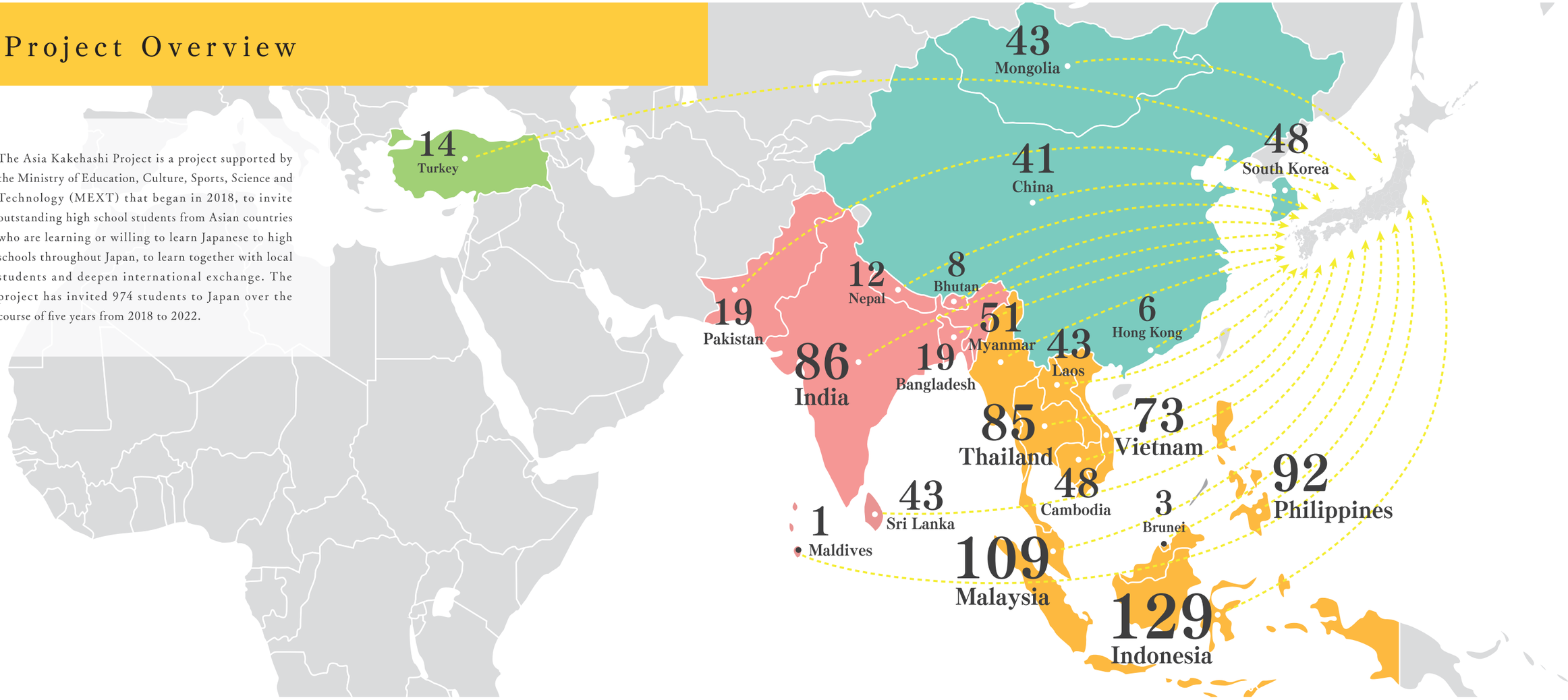
International education and cultural exchange represent the most valuable investments we can make for a future marked by coexistence, and everyone has a role to play in shaping this shared future. This includes offering financial support and opportunities, as well as opening our communities, homes, and schools to international students. The passion and dedication of young people have the power to bring about positive change, and with each of us taking action, we can indeed change the world.

Just as countless individuals who have participated in AFS programs before, I firmly believe that those currently in the program are bound to become the future connectors of countries and cultures.

Representatives from AFS national organizations in Asia gathered to discuss the results of the five-year Asia Kakehashi Project.

Project Overview

The Asia Kakehashi Project is a project supported by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) that began in 2018, to invite outstanding high school students from Asian countries who are learning or willing to learn Japanese to high schools throughout Japan, to learn together with local students and deepen international exchange. The project has invited 974 students to Japan over the course of five years from 2018 to 2022.



		China	Hong Kong	Indonesia	Bangladesh	Bhutan	India	Maldives	Nepal	Pakistan	South Korea	Brunei	Malaysia	Mongolia	Philippines	Sri Lanka	Cambodia	Laos	Myanmar	Thailand	Vietnam	Turkey	Total
Year 2022	Number of Applicants	200	2	13,067	19	14	633	17	9	20	89	19	603	825	549	342	108	205	420	115	49	64	17,369
	Number of invitees	10	2	33	4	3	23	1	4	4	12	0	27	11	25	13	12	11	5	23	19	5	247
Year 2021	Number of Applicants	63	5	1,013	15	7	483	0	9	15	91	0	216	1,321	424	110	138	79	700	34	28	29	4,780
	Number of invitees	9	2	32	6	2	21	0	3	5	13	0	31	9	23	10	14	11	14	19	21	4	249
Year 2020	Number of Applicants	170	6	1,004	10	3	50	1	6	10	48	0	203	1,052	85	184	79	90	19	46	33	28	3,127
	Number of invitees	10	0	24	5	0	16	0	2	5	8	0	14	9	18	8	8	8	14	15	11	3	178
Year 2019	Number of Applicants	110	19	1,333	11	4	53	0	6	10	58	47	800	702	–	124	28	45	41	32	57	54	3,534
	Number of invitees	7	2	26	3	2	17	0	2	4	10	3	23	10	18	8	9	11	12	15	16	2	200
Year 2018	Number of Applicants	60	0	7,223	5	1	12	0	5	2,164	48	0	105	12	50	49	16	6	12	45	12	0	9,825
	Number of invitees	5	0	14	1	1	9	0	1	1	5	0	14	4	9	4	5	2	6	13	6	0	100

Program Features

- Invite Asian high school students to high schools across Japan
- Cultural exchange conducted with 974 students over five years
- While living with host families or in dormitories across various locations in Japan, students attend high schools and technical colleges
- During the holidays, students participate in activities including cultural experiences, community exchanges, and internships at Japanese companies

International Students' Place of Origin (Total 21 countries/regions)	China, Korea, Mongolia, Thailand, Cambodia, Laos, Myanmar, Vietnam, Malaysia, Philippines, Indonesia, Sri Lanka, India, Nepal, Pakistan, Bangladesh, Turkey, Hong Kong, Brunei, Bhutan, Maldives

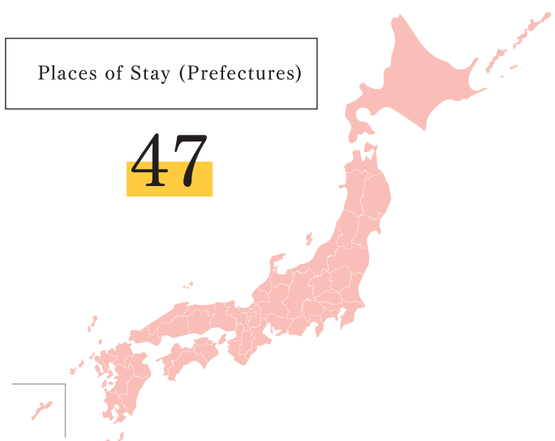
ASIA KAKEHASHI in data (2018-2022)

Number of International Students
974

Places of Origin
21

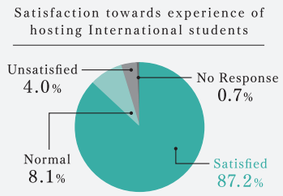
Places of Stay (Prefectures)
47

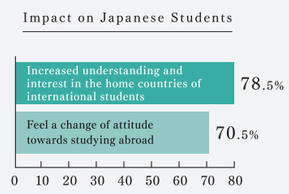
Number of Host Schools
298

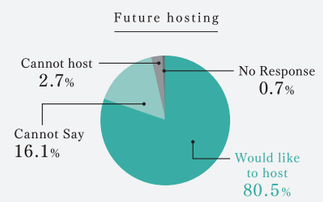


Level of Satisfaction

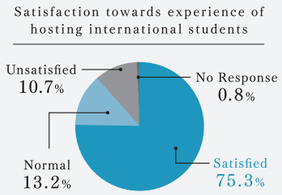
Host Schools

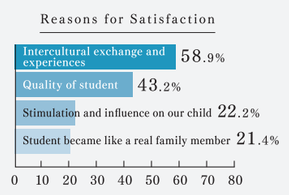


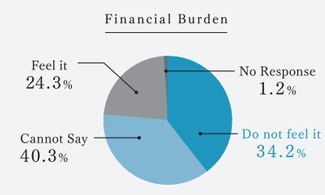




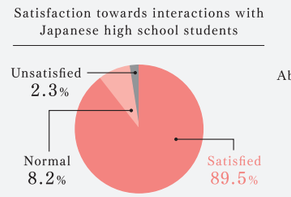
Host Families

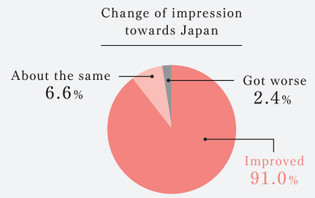


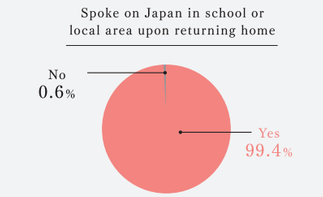




International Students







Year	Duration of Stay	Number of International Students	Places of Stay	Number of Host Schools
Year 2022	10 months	247	42 Prefectures	163
Year 2021	6months*	249	42 Prefectures	168
Year 2020	5months*	178	40 Prefectures	108
Year 2019	8months	200	37 Prefectures	121
Year 2018	6months	100	36 Prefectures	69

* In 2020-2021, the duration of stay was shortened due to the postponement of visits to Japan as a result of the COVID-19 pandemic.

Five Expected Benefits

1. Many Japanese high school students experience international exchange in the classroom without going abroad

   1 class of 40 Students×1,000 Students=Impact on 40,000 Students can be expected.

2. Improvement of Japanese High School Students' willingness to study abroad and their international mindset

   There can be daily interaction with international students even if confidence in English is low.

3. Asian high school students experience Japan's lived "education" and "culture"

   There can be daily interaction with international students even if confidence in English is low.

4. Building a network of high schools in Japan and Asia

   Some students have connected high schools in Japan and their home countries and conducted international exchange online.

5. Develop individuals who are familiar with each other's countries and who can serve as leaders and bridges

   1-2 years after returning to Japan, students enter a Japanese institution of higher education (Many students have used their study abroad experience to their advantage, winning prizes in Japanese speech contests in their home countries and entering Japanese universities after returning to their home countries. *See p23 for more information).

Five-Year Kakehashi Survey Results

The Asia Kakehashi Project conducts a survey of host schools and international students upon completion of the program. We determine the overall level of satisfaction with the exchange and the degree to which they have achieved their goals, using the results to improve our support and programs. In addition, a survey is conducted one year after the students return to their home countries to determine the mid-term impact of the study abroad program.

Host Schools

This section summarizes the results of the five-year study from 2018 to 2022 and shows the 'bridging effects' and challenges of the project.

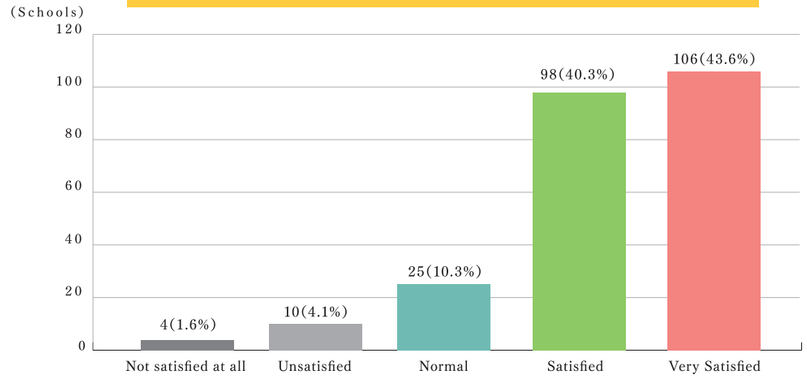
Response rate：81.5% (243 / 298 Schools)

84% responded as satisfied or very satisfied

Five year Top 5 Host Schools

1. Nakamura Gakuen Girls' Senior High School (Fukuoka) Total 40 Students
2. Xavier High School (Yamaguchi) / Kumon Kokusai Gakuen Senior High School (Kanagawa) Total 32 Students
3. Fukuchiyama Seibi High School (Kyoto) Total 21 Students
4. Sapporo Shinyo High School (Hokkaido) / Saku Chosei Senior High School (Nagano) Total 19 Students
5. Meikei High School (Ibaraki Prefecture) Total 17 Students

Satisfacion Levels towards Hosting Experience



Interaction with Japanese students

- Though it depends on the character of the international students themselves, it provides a new learning experience for our students.
- The exchange contributed to cross-cultural understanding through the connection with Japanese students.
- Students were able to deepen their understanding of different cultures through the exchange.
- The exchange student was studious and dedicated and had a positive impact on our students.
- The exchnage students were excellent and provided a good stimulus for our students in terms of learning.

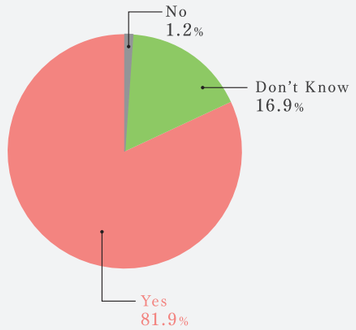
Assertiveness of students

- As a public high school in a rural area with few foreigners in the vicinity, accepting international students will provide stimulation to students in many ways.

Impact on other students

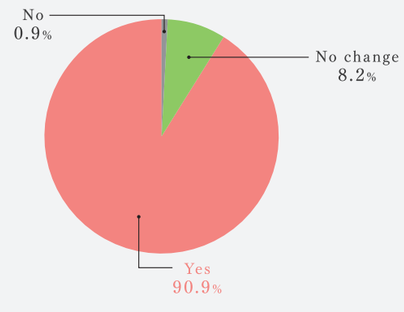
- With no opportunities to travel abroad due to the Covid-19 pandemic, the presence of international students leads to an international exchange experience.
- It was a good opportunity for cross-cultural exchange and broadened the students' perspectives.
- The students were able to have a good international exchange experience.
- International exchange was made possible despite the Covid-19 pandemic.
- They immediately made friends with Japanese people.
- There were many things that the international students and our students could learn from each other through the exchange.

Q Would you like to continue accepting international students?

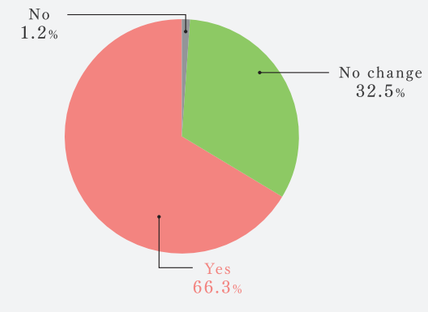


- The atmosphere of the school changes greatly.
- In these times when travelling abroad is difficult due to the Covid-19 pandemic, it makes it possible to have close contact with different cultures.
- Students can deepen their understanding of different cultures through cultural exchange, and acquire a global perspective by interacting with international students from an early stage.
- It is very effective for students' learning.
- Many students are interested in international exchange, and it is a great opportunity for students who would like to study abroad but are unable to do so for financial reasons. Many of the international students from Asia can speak English and are excellent students, so it is a good stimulus for students as fellow Asians.
- We wish to make our school and dormitory a small global environment.
- We want to provide opportunities not only for the benefit of our students, but also for for international students who wish to visit Japan.
- It has a positive impact on students.
- We wish for students to perceive themselves as world citizens.
- The presence of international students in daily life is a desirable educational environment.
- To ensure that students have the opportunity to interact with students from Asian countries.
- It allows for international exchange that is not possible during lesson.

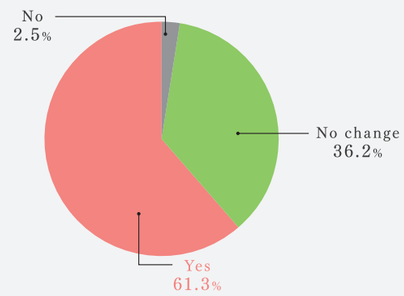
Q Do you feel that the understanding and interest towards the country/region of origin of the Kakehashi students has increased among Japanese students?



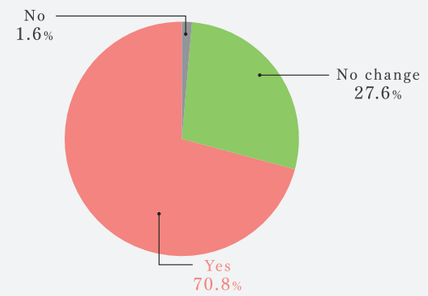
Q Do you feel that the acceptance of the Kakehashi students has deepened the Japanese students' awareness of Japanese culture and identity?



Q Do you feel a change in attitude towards studying abroad among Japanese students?

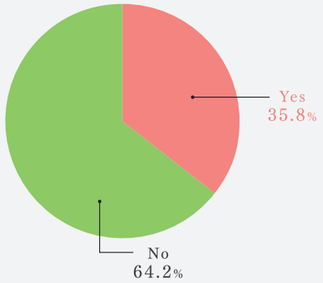


Q Do you feel a change in motivation towards learning a language among Japanese students?

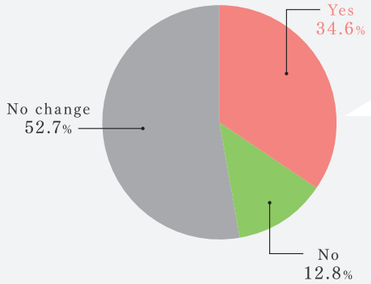


- It leads to increased interest in other cultures and greater motivation to learn languages.
- The sight of international students aiming to learn not just a first, but a second foreign language caused increased motivation to learn English.
- In addition to studying abroad, more students became interested in the differences in education and lifestyles.
- After the international exchange, there was a lot of feedback stating that starting with English, foreign languages are necessary to communicate with people from around the world.
- In classes that accepted international students, the number of students who wish to study abroad increased. Students who accepted homestays stated that they would like to study abroad in university as they could not do so in high school due to various circumstances.
- With the timing of acceptance and the Covid-19 pandemic subsiding a little coinciding, there were many students who left to study abroad.
- Though it is not the case for all students, it was observed that they deepened interaction through actively communicating in foreign languages and helping each other when in trouble.
- We have been continuously accepting international students so there has been no significant change.
- Students realized that although they were all Asian from countries such as India, Indonesia and Malaysia, they had limited knowledge and awareness of these countries.
- Through interaction with international students who proactively participated in studies and club activities, the understanding that nothing changes as fellow high school students has deepened.
- Students who used to focus only on Europe and the U.S. have become more interested in Asian countries.
- The number of applicants for study abroad-related programs such as Tobitate! has increased.
- There were several students who were interested in the Thai alphabet, and had their names written in Thai.

Q After accepting the Kakehashi students, did the number of Japanese students who requested to study abroad increase?

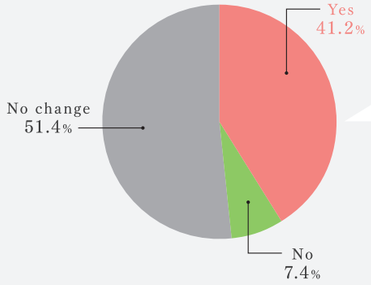


Q Has the acceptance of the Kakehashi students changed your school's approach to teaching in any way?



- Content on the home countries of international students were developed in classes (especially in classes with international students).
- Chinese language classes by students from China and Thai culture classes by students from Thailand were conducted and were well received.
- Difficulties in managing the dormitory due to cultural differences were felt.
- Classes were held to deepen understanding of international students' home countries.
- Exchange activities were incorporated daily in classes.
- Though not all the time, some teachers are making efforts to include explanations that are easy for foreign students to understand, to allow time for presentations by foreign students, and to create situations where Japanese students and foreign students can teach each other, etc.
- Some teachers take the opportunity to bring the Kakehashi students to a grade other than their own and have them introduce their culture to the students, creating opportunities for communication. The amount of verbal communication has increased.
- Students are able to think about foreign countries as a reality.
- International students help with English classes.
- Even if it's not fluent, English was incorporated into classes.
- Last year, we conducted an online exchange with the international student's school in a class called "understanding different cultures."
- By having international students give presentations and be facilitators, the number of student-centered classes increased.

Q Do you feel that the acceptance of the Kakehashi students has changed the thinking and awareness of your school's faculty and staff in any way?



- Without foreigners around them, stereotypes and prejudice against people from that country may arise in some people based only on their knowledge of the country from news and books, but such aspects have been eliminated through interaction with young people from abroad.
- In the beginning, there was a part of me that had a mental barrier against international students, but I feel that I have deepened my understanding that they, are also high school students and are no different from Japanese high school students.
- They became more proactive in terms of understanding foreign cultures and ways of thinking.
- Different cultures can be accepted naturally.
- Interaction with international students has allowed teachers to learn about the history and culture of the students' countries.
- Teachers' understanding of different cultures has deepened.
- The significance and meaning of cross-cultural understanding was reaffirmed.
- There was a change in attitude to look outside and think about the earth from a broad perspective.
- Consideration and understanding of the diversity of cultures and beliefs has progressed.
- The teachers were surprised to find that the lives and attitudes of the international students were not so different from those of Japanese students.
- The presence of international students in the school has become normal.

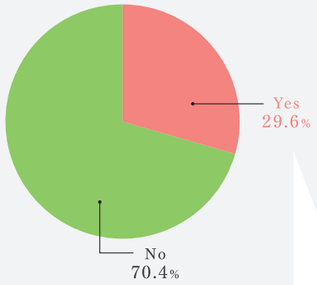
Q What was the biggest difficulty for your school's teaching staff in accepting the Kakehashi students?

- Teaching basic school rules and attitudes toward class participation.
- There was difficulty for non-English speaking staff to communicate and follow up in class.
- Teaching Japanese language study for international students.
- Teachers who taught classes that were difficult for international students to take (classical Japanese, Japanese history, etc.) said that it was difficult to get them involved in their classes.
- When the international students first arrived, they could not speak Japanese, so they could only be handled by English-speaking teachers, which increased the burden on the English teachers.
- Some students had a loose sense of commitment, so they sometimes failed to meet class start times, submission deadlines, curfews, etc., making it difficult to manage them.
- Currently, the only teachers who can speak foreign languages are English teachers and depending on the level of English of the international students, complex exchanges could take time.
- Budgeting for uniforms, fieldwork, etc.
- Thanks to the excellence of the bridging students and the support of AFS, there was no great difficulty. Thank you very much.

Q What changes have occurred in your school's teaching staff since the acceptance of the Kakehashi students?

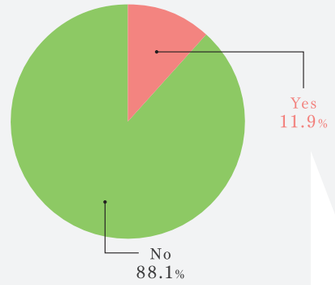
- Using the international students as examples, they could develop the class with content about their home countries.
- It is important to let them understand rather than impose Japanese sensibilities on them.
- Since we have been accepting international students for a long time, it has become normal for us to have them around.
- Nothing in particular as we have accepted them from before.
- It was impressive that the math teacher was actively trying to communicate with the students while learning English.
- Perspective on studying abroad
- There are teachers who are interested in the home countries of international students and frequently talk to them during breaks.

Q Are you still in contact with the kakehashi students after they have returned home?



- LINE
- Catch up with each other. Have them interact with students on Zoom.
- Have them interact with our students online.

Q Did you receive any direct contact from the bridging student to discuss his/her career path after they returned home?

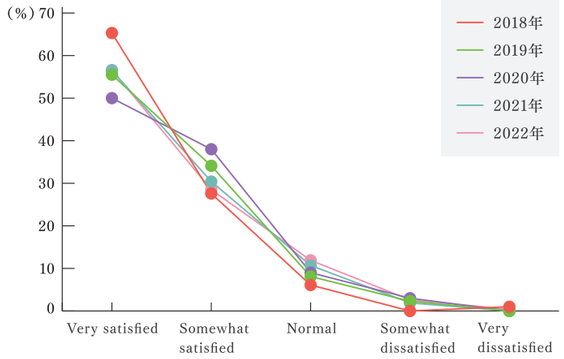


- Letters of recommendation for university admissions
- Credit approval inquiries

International Students

Year	2018	2019	2020	2021	2022
Number of responses	98	173	167	214	235
Number of international students	100	200	178	249	247
Response rate	98%	86.5%	93.8%	85.9%	95.1%

【Exchange with Japanese high school students】



The most common response was "very satisfied" for the fifth consecutive year, with all years scoring more than 50%. When "somewhat satisfied" and "very satisfied" were totaled, approximately 90% of the international students were satisfied with their exchange with Japanese high school students.

In 2019, many international students had to return to their home countries about three weeks early due to the spread of infectious diseases, and many were unable to send greetings and words of gratitude to their friends. In 2020, the program duration was shortened from 10 months to 4 months due to the delay in entering Japan. Despite these circumstances, 0% of the respondents were "very dissatisfied" in both years, and only 2.3% (2019) and 3.0% (2020) were "somewhat dissatisfied."

【JLPT Examinees】

Level	2019	2022
N5	56.6%(60)	72.4%(62)
N4	51.1%(22)	80%(60)
N3	80.0%(16)	75%(33)
N2	42.1%(8)	68%(17)
N1	33.8% (3)	77.7% (7)

In 2018, the exam was optional; in 2019 and 2022, all applicants were required to take the exam. Numbers in parentheses indicate the number of applicants who passed.

[Reference] JLPT Examination Results

Students took the Japanese Language Proficiency Test JLPT*, which was optional in 2018 and was mandatory in 2019 and 2022. The pass rate for 2019 was around 55%, with the exception of some levels. Taking the test in the fourth month of their arrival in Japan, those who had studied Japanese for the first time took the N4 to N5 test, while most of those who had studied before took the N2 to N3 test.

The pass rate for the 2022 students in the final year of the project averaged 70% for each level, and the certification (pass) rate for Kakehashi students was much higher than that of domestic examinees.

The 2020 and 2021 students did not take the exam because they were delayed in coming to Japan due to the Covid-19 pandemic and were not in Japan during the application period.

*JLPT
The JLPT is a language examination for non-native speakers of Japanese, with five levels (N1 to N5), and measures language knowledge, reading comprehension, and listening comprehension. It is administered twice a year in Japan and overseas.

One-Year Post-Return Survey

One-year post-return survey, conducted for the 2018-2021 students. For the 2022 students, the survey is scheduled for the end of April 2023.
A survey was conducted to find out what kind of relationship the alumni have with Japan now that they can view their study abroad experience objectively in their home countries after a year has passed since their return, as well as to find out what kind of relationship they have built with Japan, including their schooling status.

【One-year post-return survey results】

Year	2018	2019	2020	2021
Number of responses	94	125	113	131
Number of international students	100	200	167*	238*
Response rate	94%	62.5%	67.7%	55.5%

*Eleven Burmese students whose stay was extended for humanitarian reasons were excluded from the survey.

【Change in impression of Japan】

Level of satisfaction / Year	2018	2019	2020	2021
Much worse	0%	0%	0.9%(1)	0%
Somewhat worse	2.1%(2)	2.4%(3)	1.8%(2)	3.0%(4)
No change	6.4%(6)	4.0%(5)	9.7%(11)	3.8%(5)
Somewhat better	23.4%(22)	22.4%(28)	23%(26)	25.2%(33)
Much better	68.1%(64)	71.2%(89)	64.6%(73)	67.9%(89)

I was very moved to see how kind everyone was and how they helped me as if it was about them. I was also impressed by the way they spoke to me, taking my feelings into consideration. (2019 student・South Korea)

One year after returning to their home countries, an average of nearly 90% of the alumni answered that their impression of Japan had improved.
The main attractions described by the respondents can be divided into the following five main areas.

Human Relations	Kindness of people, school life, host families, and good impressions of the people I met in the dormitory
Environment	Schooling, environment and sanitation, technology (transportation, etc.), fondness towards host community
Sociability	Punctuality, self-management including finances, consideration for others (Do not cause trouble)
Personal Growth	Improvement of language and communication skills, cross-cultural adaptability (food, weather, environment, human relations)
Understanding of Japan	A broader and deeper understanding of Japan compared to before the program

Regarding those alumni who responded "much worse" or "somewhat worse," those alumni who responded "somewhat worse" described the situation as follows

The experiences I had during the program, such as visiting the Hiroshima Peace Memorial Park and learning about peace with hibakusha, led me to aspire to work for world peace and to find a suitable career. During my stay in Japan, I received a lot of kindness from Japanese people, for which I am truly grateful. On the other hand, I faced a lot of discrimination because I am a foreigner with dark skin, so my image of Japan became a little worse. However, thanks to the program, I became familiar with the Japanese culture and educational system, and learned the language, which strengthened my desire to choose Japan over other countries as a place to study (2020 Student・India)

Regarding the fact that painful experiences remain in their memories even after one year, it is possible that intervention did not take place promptly when problems occurred, and this is a support issue that needs to be improved. We will work with volunteers to support Asian high school students so that their diversity of ethnicity, religion, language, culture and customs will lead to cross-cultural understanding in the host community.

【Have you spoken about Japan at school or in the community?】

	2018	2019	2020	2021
Yes	98.9%(93)	100%(125)	99.1%(112)	99.2%(130)
No	1.1%(1)	0%	0.9%(1)	0.8%(1)

99% of the alumni have spoken about the significance of ASIA KAKEHASHI and high school life in Japan through their alma maters, local communities, social media, video sharing sites, local TV, radio, newspapers, and other media, as well as through appearances at events after returning to their home countries. Peace education tours in Hiroshima and Nagasaki, Kagoshima and Okinawa, encounters with war survivors, learning about Ainu human rights in Hokkaido, and SDG-related forums have left a strong impression on some alumni, who share their experiences.

In addition to participating in major events in Cambodia, such as the Study in Japan event and the Japan-Cambodia Kizuna Festival, we also organized the "Meet with Senpai" event, which was planned and implemented by the 2018 students. In addition to introducing our experiences at our own high schools, we also went to two provinces with the Japanese Embassy staff to interact with local high school students and share our experiences. We handed out flyers, showed souvenirs, photos, and gave a presentation about our life in Japan as the first cohort Kakehashi students. (Cambodia, 2018 student)

【Continuation of Japanese language study】

Year	2018	2019	2020	2021
Yes	72.3%(68)	70.4%(88)	66.4%(75)	76.3%(100)
No, but I want to keep learning	24.5%(23)	27.2%(34)	29.2%(33)	20.6%(27)
No	3.2%(3)	2.4%(3)	4.4%(5)	3.1%(4)

Year	2018	2019	2020	2021
No	31.9%(29)	23%(28)	67.3%(72)	51.2%(67)
N5	17.6%(16)	26.2%(32)	11.2%(12)	18.3%(24)
N4	14.3%(13)	23.8%(29)	10.3%(11)	12.2%(16)
N3	16.5%(15)	14.8%(18)	4.7%(5)	4.6%(6)
N2	13.2%(12)	9%(11)	4.7%(5)	8.4(11)
N1	6.6%(6)	3.3%(4)	1.9%(2)	5.3%(7)

About 70% of the students are consciously continuing their Japanese language study. About 30% of the students who have completed the program wish to enter a Japanese university each year, and it can be said that continuation of Japanese language study is a requirement for those students who wish to enter a Japanese university to come back to Japan.

【Staying connected with friends from Japan】

	2018	2019	2020	2021
Yes	80.9%(76)	74.4%(93)	86.6%(97)	97.7%(128)
I used to, but not anymore.	18.1%(17)	25.6%(32)	12.5%(14)	0%
No	1.1%(1)	0%	0.9%(1)	2.3%(3)

On average, 85% of alumni remain in touch with their friends after one year back home. The main means of contact are chat applications such as LINE and social networking services such as Instagram.

【Visits to home country by Japanese family, teachers and friends】

	2018	2019	2020	2021
Yes	21.3%(20)*	0%	0%	12.2%(16)
Planning to visit	23.4%(22)	43.2%(54)	43.8%(49)	0%
No	55.3%(52)	56.8%(71)	56.2%(63)	87.8%(115)

Of the 100 students from 2018, at least 20 have been reunited with their Japanese counterparts within a year of their return with visits from Japan. They are mainly host families, teachers, and friends (including school trips). There is a Malaysian student who has been visited separately by the host family and teacher. For the 2019 students (returning in March 2020), overseas travel has been severely restricted and actual visits have not yet taken place. There will be a gradual resumption from 2022, and we expect them to be reunited in the future.

2018 Number of Host Schools and Students by Prefecture

Prefecture	Number of host high schools	Number of accepted students	Prefecture	Number of host high schools	Number of accepted students
Hokkaido	4	5	Shiga	1	1
Aomori	1	1	Kyoto	3	8
Iwate	-	-	Osaka	4	6
Miyagi	1	2	Hyogo	4	4
Akita	-	-	Nara	1	1
Yamagata	-	-	Wakayama	-	-
Fukushima	1	1	Tottori	1	1
Ibaraki	2	3	Shimane	2	2
Tochigi	-	-	Okayama	2	3
Gunma	-	-	Hiroshima	1	1
Saitama	1	1	Yamaguchi	2	7
Chiba	1	1	Tokushima	-	-
Tokyo	4	4	Kagawa	1	1
Kanagawa	7	13	Ehime	-	-
Niigata	1	2	Kouchi	-	-
Toyama	1	1	Fukuoka	3	8
Ishikawa	1	1	Saga	1	2
Fukui	-	-	Nagasaki	1	1
Yamanashi	-	-	Kumamoto	1	1
Nagano	1	1	Oita	1	2
Gifu	2	3	Miyazaki	2	2
Shizuoka	2	2	Kagoshima	1	1
Aichi	5	5	Okinawa	1	1
Mie	1	1	Total	69	100

	National high school	Public high school	Private high school	Total
Number of schools	4	28	37	69
Number of students	4	31	65	100

List of host high schools

Hokkaido Shizunai High School, Hokkaido Noboribetsu Akebi Secondary School, Sapporo Sacred Heart Heart High School, Sapporo Nihon University High School, Hachinohe St.Ursula Gakuin High School, Miyagi Gakuin Senior High School, Toyo University Affiliated Ushiku Senior High School, Meikei High School, Niigata Seishin Girls' Senior High School, Futaba Mirai Gakuen Senior High School, Reitaku Senior High School, Urawa High School, Shinagawa Joshi Gakuin Senior High School, Kosei Gakuen Girls' Senior High School, Tokyo Gakugei University International Secondary School, International Christian University High School, Yokohama Science Frontier High School, Soshin Girls' Senior High School, Hosei University Kokusai High School, Tokyo City University Shiojiri High School, Seisen Senior High School, Kumon Kokusai Gakuen Senior High School, Yokosuka High School, Yokosuka Sogo High School, Fujieda Meisei Senior High School, Aichi Prefectural Jishukan Senior High School, Aichi Prefectural Asahigaoka Senior High School, Nagoya University Affiliated Upper Secondary School, Meijo University Senior High School, Kisogawa High School, Yokkaichi Senior High School, Seki High School, Ogaki Kita High School, Komatsu High School, Toyama University of International Studies High School, Fuji Sacred Heart Senior High School, Omi Brotherhood Senior High School, Ritsumeikan Uji Senior High School, Ritsumeikan Senior High School, Takatsuki Senior High School, Seikyo Gakuen Senior high School, National Institute of Technology, Akashi College, Nara Prefectural Takatori Kokusai High School, Fukuchiyama Seibi High School, Doshisha Kori Senior High School, Osaka Prefectural Yuhigaoka High School, Hyogo Prefectural Itami High School, Hyogo Prefectural Hokusetsu-Sanda High School, Kobe University Secondary School, Tottori Nishi High School, Shimane Prefectural Oki-Dozen High School, Shimane Prefctural Izumo High School, Seishin Girls' High School, Konko Gakuen Senior High School, Hiroshima Municipal Hiroshima Secondary School, Xavier High School, Yamaguchi Prefectural Ube Senior High School, Kagawa Prefectural Miki Senior High School, Nakamura Gakuen Girls' Senior High School, Seinan Gakuin Senior High School, Fukuoka Prefectural Asakura High School, Nagasaki Prefectural Nagasaki Higashi High School, Yatsushiro Shirayuri Gakuen High School, Iwata Secondary School, Nichinan Gakuen High School, Miyazaki Prefectural Nichinan Shintoku High School, Okinawa Shogaku High School, Tomeikan Senior High School, Kagoshima Prefectural Kikai High School (In no particular order)

2019 Number of Host Schools and Students by Prefecture

Prefecture	Number of host high schools	Number of accepted students	Prefecture	Number of host high schools	Number of accepted students
Hokkaido	8	20	Shiga	-	-
Aomori	1	1	Kyoto	4	11
Iwate	1	1	Osaka	10	15
Miyagi	3	7	Hyogo	6	6
Akita	-	-	Nara	2	2
Yamagata	-	-	Wakayama	2	2
Fukushima	3	4	Tottori	1	1
Ibaraki	2	6	Shimane	2	2
Tochigi	-	-	Okayama	2	3
Gunma	1	1	Hiroshima	3	3
Saitama	2	2	Yamaguchi	2	7
Chiba	3	3	Tokushima	-	-
Tokyo	7	7	Kagawa	1	1
Kanagawa	15	26	Ehime	2	2
Niigata	2	3	Kouchi	1	1
Toyama	-	-	Fukuoka	2	12
Ishikawa	2	2	Saga	2	2
Fukui	1	1	Nagasaki	-	-
Yamanashi	-	-	Kumamoto	2	2
Nagano	5	15	Oita	1	2
Gifu	2	3	Miyazaki	-	-
Shizuoka	4	7	Kagoshima	3	4
Aichi	10	12	Okinawa	1	1
Mie	-	-	Total	121	200

	National high school	Public high school	Private high school	Total
Number of schools	6	53	62	121
Number of students	6	63	131	200

List of host high schools

Sapporo Nihon University High School, Asahikawa University High School, Sapporo Shinyo High School, Sapporoseishu High School, Okushiri Municipal Hokkaido Okushiri High School, Hokkaido Shizunai High School, Hokkaido Noboribetsu Akebi Secondary School, Hokkaido Higashikawa High School, Hachinohe St.Ursula Gakuin High School, Iwate Prefectural Kozukata Senior High School, Miyagi Prefectural Sendai Nika Senior High School, Sendai Shirayuri Gakuen High School, Miyagi Gakuin Senior High School, Fukushima Prefectural Tadami High School, Fukushima Prefectural Futaba Mirai Gakuen Senior High School, Koriyama Women's University Attached High School, Toyo University Affiliated Ushiku Senior High School, Meikei High School, Gunma Prefectural Chuo Secondary School, Saitama Prefectural Hanyu Daiichi High School, Saitama Prefectural Iwatsuki High School, Reitaku Senior High School, Uekusa Gakuen University Academy High School, Mobara Hokuryo High School, Tokyo Gakugei University International Secondary School, Keimei Gakuen Senior High School, Hosei University Senior High School, International Christian University High School, Fujimi Senior High School, Yamawaki Senior High School, Kosei Gakuen Girls' Senior High School, Kanagawa Prefectural Fujisawa-Sogo Senior High School, Kanagawa Prefectural Yokosuka High School, Kanagawa Prefectural Yokohama-Hiranuma Senior High School, Kanagawa Prefectural Yokohama Senior High School of International Studies, Kanagawa Prefectural Hakuyo Senior High School, Yokohama Science Frontier High School, Yokosuka Municipal Yokosuka Sogo High School, Yokohama Futaba Senior High School, Caritas Girls' Senior High School, Seisen Senior High School, Sagami Women's University Senior High School, Kumon Kokusai Gakuen Senior High School, Soshin Girls' Senior High School, Hosei University Kokusai High School, Yokohama Suiryo Senior High School, Niigata Prefectural Niigata High School, Niigata Seishin Girls' Senior High School, Komatsu High School, Kanazawa University Senior High School, Keishin Senior High School, Nagano Prefecural Shinonoi Senior High School, Nagano Prefecural Nagano Senior High School, Nagano City High School, Tokyo City University Shiojiri High School, Saku Chosei Senior High School, Gifu Prefectural Ogaki Kita High School, St. Mary's Girls' High School, Shizuoka Prefectural Mishimakita Senior High School, Sizuoka Seiko Academy High School, Fuji Sacred Heart Senior High School, Seirei Christopher High School, Aichi Prefectural Showa Senior High School, Aichi Prefectural Jishukan Senior High School, Aichi Prefectural Handa Senior High School, Aichi Prefectural Shinkawa Senior High School, Aichi Prefectural Bihoku High School, Nagoya University Affiliated Upper Secondary School, Nagoya Kita High School, Meijo University Senior High School, Aichi Keisei High School, Seirei Senior High School, Fukuchiyama Seibi High School, Ritsumeikan Senior High School, Ritsumeikan Uji Senior High School, Kyoto Prefectural Toba High School, Hirano Senior High School Attached to Osaka Kyoiku University, Takatsuki Senior High School, Seikyo Gakuen Senior high School, Naniwa Senior High School, Meisei Senior High School, Osaka Prefectural Senri High School, Osaka Nagano High School, Osaka Prefectural Kitano Senior High School, Osaka Prefectural Yuhigaoka High School, Osaka Prefectural Fuse High School, Hyogo Prefectural Itami High School, Hyogo Prefectural Hokusetsu-Sanda High School, Hyogo Prefectural International High School, Kobe University Secondary School, Kobe Yamate Girls' Senior High School, Ashiya Gakuen Senior High School, Nara Prefectural Takatori Kokusai High School, Ikuei Nishi Sr. High School, Wakayama Prefectural Hidaka High School, Wakayama Shin-ai Senior High School, Seishokaichi Senior High School, Shimane Prefectural Oki-Dozen High School, Shimane Prefctural Izumo High School, Seishin Girls' High School, Konko Gakuen Senior High School, Fukuyama Sr. High School Attached to Hiroshima University, Hiroshima Jogakuin Senior High School, Eisugakkan Senior High School, Yamaguchi Prefectural Ube Senior High School, Xavier High School, Kagawa Prefectural Takamatsu Kita High School, Ehime Prefectural Matsuyama Higashi High School, Ehime Prefectural Uwajimaminami Secondary School, Kochi Prefectural Kochi Nishi Senior High School, Fukuoka Daiichi High School, Nakamura Gakuen Girls' Senior High School, Saga Prefectural Saga Agricultural High School, Saga Prefectural Takeo High School, Kumamoto Prefectural Seiseiko Senior High School, Yatsushiro Shirayuri Gakuen High School, Iwata Secondary School, Kagoshima Prefectural Konan High School, Ikeda Gakuen Ikeda Senior High School, Kamimura Gakuen High School, Okinawa Shogaku High School (In no particular order)

2020 Number of Host Schools and Students by Prefecture

Prefecture	Number of host high schools	Number of accepted students	Prefecture	Number of host high schools	Number of accepted students
Hokkaido	10	18	Shiga	-	-
Aomori	1	2	Kyoto	3	11
Iwate	1	2	Osaka	6	11
Miyagi	1	1	Hyogo	3	4
Akita	1	1	Nara	2	4
Yamagata	2	3	Wakayama	1	1
Fukushima	1	1	Tottori	2	2
Ibaraki	1	1	Shimane	1	1
Tochigi	1	6	Okayama	1	2
Gunma	3	3	Hiroshima	1	1
Saitama	1	1	Yamaguchi	1	6
Chiba	3	3	Tokushima	2	4
Tokyo	10	10	Kagawa	-	-
Kanagawa	13	20	Ehime	2	2
Niigata	2	3	Kouchi	-	-
Toyama	1	1	Fukuoka	4	12
Ishikawa	2	2	Saga	2	2
Fukui	1	1	Nagasaki	-	-
Yamanashi	-	-	Kumamoto	-	-
Nagano	3	6	Oita	1	3
Gifu	2	2	Miyazaki	1	1
Shizuoka	1	1	Kagoshima	4	8
Aichi	8	12	Okinawa	2	3
Mie	-	-	Total	108	178

	National high school	Public high school	Private high school	Total
Number of schools	4	47	57	108
Number of students	5	57	116	178

List of host high schools

Ritsumeikan Keisho Senior High School, Morioka Shirayuri Gakuen Senior High School, Miyagi Prefectural Sendai Nika Senior High School, The Second High School, Tokyo University of Agriculture, Gunma Prefectural Chuo Secondary School, Waseda University Honjo Senior High School, Niigata Prefectural Niigata Commercial High School, Niigata Seishin Girls' Senior High School, Urawa Gakuin High School, Toyo University Affiliated Ushiku Senior High School, Narita Kokusai High School, Matsudo Kokusai High School, Matsudo Municipal Matsudo High School, Kosei Gakuen Girls' Senior High School, The University of Tokyo Secondary School attached to the Faculty of Education, Junten Senior High School, Hosei University Senior High School, J.F.Oberlin Senior High School, International Christian University High School, Tokyo Metropolitan Kodaira High School, Fujimi Senior High School, Yokohama Municipal Higashi High School, Yokohama Futaba Senior High School, Yokohama Suiryo Senior High School, Sagami Women's University Senior High School, Kanagawa Prefectural Hakuyo Senior High School, Nagano Prefectural Shiojiri Shigakukan High School, Nagano Prefectural Iida Fuetsu High School, Toyama University of International Studies High School, Komatsu Municipal High School, Kanazawa University Senior High School, Fukui Prefectural Koshi Senior high School, Gifu Prefectural Gifu Agricultural Senior High School, St. Mary's Girls' High School, Aichi Prefectural Tsushima Senior High School, Chubu University Daiichi High School, Nagoya Kita High School, Aichi Prefectural Obu Higashi Senior High School, Aichi Prefectural Showa Senior High School, Aichi Keisei High School, Takatsuki Senior High School, Baika High School, Hirano Senior High School Attached to Osaka Kyoiku University, Kobe Yamate Girls' Senior High School, Kobe College Senior High School, Nara Prefectural Kokusai High School, Tottori Prefectural Kurayoshi Higashi Senior High School, Seishokaichi Junior & Senior High School, Seishin Girls' High School, Hiroshima Jogakuin Senior High School, Xavier High School, Ehime University Senior High School, Ehime Prefectural Matsuyama Higashi High School, Fukuoka Daiichi High School, Fukuoka Futaba High School, Nakamura Gakuen Girls' Senior High School, Iwata Secondary School, Miyazaki Prefectural Honjo High School, Asahikawa Meisei High School, Hokkaido Higashikawa High School, Hokkaido Noboribetsu Akebi Secondary School, Sapporo Nihon University High School, Sapporo Shinyo High School, Sapporo Sapporoseishu High School, Hokusei Gakuen Girls' Senior High School, Hokkaido Kushiro Meiki Senior High School, Iai Girls' High School, Hachinohe St.Ursula Gakuin High School, Akita Prefectural Akita Minami Senior High School, Kunori Gakuen High School, Yamagata Prefectural Yamagata East Senior High School, Fukushima Prefectural Futaba Mirai Gakuen Senior High School, Meikei High School, Yamawaki Senior High School, Caritas Girls' Senior High School, Kanagawa Prefectural Asao Senior High School, Yokohama Science Frontier High School, Hosei University Kokusai High School, Kumon Kokusai Gakuen Senior High School, Yokohama Municipal Minato Sogo High School, Seisen Senior High School, Yokosuka Municipal Yokosuka Sogo High School, Saku Chosei Senior High School, Seirei Christopher High School, Nagoya University of Economics Ichimura Senior High School, Aichi Prefectural Anjo Higashi High School, Fukuchiyama Seibi High School, Kyoto Prefectural Fukuchiyama Senior High School, Ritsumeikan Senior High School, Ritsumeikan Uji Senior High School, Osaka Prefectural Kitano Senior High School, Osaka Prefectural Yuhigaoka High School, Tokai University Osaka Gyosei High School, Hyogo Prefectural Amagasaki Oda High School, Ikuei Nishi Sr. High School, Wakayama Prefectural Hidaka High School, Shimane Prefectural Oki-Dozen High School, Tokushima Prefectural Wakimachi High School, Tokushima Prefectural Tokushimakita Senior High School, Fukuoka Prefectural Hokuchiku Senior High School, Saga Prefectural Ogi High School, Saga Prefectural Takeo High School, Kagoshima Prefectural Konan High School, Shonan High School, Ikeda Gakuen Ikeda Senior High School, Kamimura Gakuen High School, Okinawa Prefectural Naha Kokusai High School, Okinawa Shogaku High School (In no particular order)

2021 Number of Host Schools and Students by Prefecture

Prefecture	Number of host high schools	Number of accepted students	Prefecture	Number of host high schools	Number of accepted students
Hokkaido	14	26	Shiga	-	-
Aomori	1	2	Kyoto	4	10
Iwate	1	2	Osaka	14	22
Miyagi	3	6	Hyogo	4	7
Akita	1	1	Nara	6	8
Yamagata	2	2	Wakayama	1	2
Fukushima	1	2	Tottori	2	2
Ibaraki	4	6	Shimane	3	4
Tochigi	1	1	Okayama	3	3
Gunma	2	2	Hiroshima	2	2
Saitama	6	6	Yamaguchi	4	11
Chiba	3	3	Tokushima	2	3
Tokyo	15	19	Kagawa	-	-
Kanagawa	17	22	Ehime	2	2
Niigata	4	5	Kouchi	-	-
Toyama	-	-	Fukuoka	5	13
Ishikawa	2	2	Saga	4	4
Fukui	2	2	Nagasaki	1	2
Yamanashi	1	1	Kumamoto	-	-
Nagano	5	8	Oita	2	3
Gifu	2	2	Miyazaki	1	1
Shizuoka	1	1	Kagoshima	4	6
Aichi	13	20	Okinawa	1	1
Mie	2	2	Total	168	249

	National high school	Public high school	Private high school	Total
Number of schools	6	80	82	168
Number of students	10	96	143	249

List of host high schools

Hokkaido Engaru High School, Hokkaido Kushiro Meiki Senior High School, Asahikawa University High School, Asahikawa Meisei High School, Hokkaido Asahikawa Eiryo High School, Sapporo Shinyo High School, Hokkaido Sapporo Intercultural and Technological High School, Hokkaido Higashikawa High School, Sapporoseishu High School, Hokusei Gakuen Girls' Senior High School, Ritsumeikan Keisho Senior High School, Sapporo Nihon University High School, Hokkaido Noboribetsu Akebi Secondary School, Iai Girls' High School, Hachinohe St.Ursula Gakuin High School, Morioka Shirayuri Gakuen Senior High School, Miyagi Prefectural Sendai Nika Senior High School, Tokiwagi Gakuen High School, Miyagi Gakuin Senior High School, Akita Prefectural Yokote Seiryogakuin High School, Kunori Gakuen High School New, Shojohigashi High School, Fukushima Prefectural Futaba Mirai Gakuen Senior High School, Ibaraki Christian Senior High School, Ibaraki Prefectural Hitachi Daiichi High School, Ibaraki Prefectural Namiki Secondary School, Meikei High School, Tochigi Prefectural Tochigi Shonan High School, Kyoai Gakuen Senior High School, The Second High School, Tokyo University of Agriculture, Waseda University Honjo Senior High School, Joetsu High School, Niigata Prefectural Sanjou Senior High School, Niigata Prefectural Niigata Commercial High School, Niigata Prefectural Shibata High School, Saitama Prefectural Urawa Girls' Upper Secondary School, Koei VERITAS Senior High School, Chiba Prefectural Narita Kokusai High School, Chiba Prefectural Matsudo Kokusai High School, Shinagawa Joshi Gakuin Senior High School, Yamawaki Senior High School, "The University of Tokyo Secondary School attached to the Faculty of Education, Waseda University Senior High School, Toho Girls' Senior High School, Keisen Jogakuen Senior High School, International Christian University High School, J.F.Oberlin Senior High School, Seikei Senior High School, Hosei University Senior High School, Kojimachi Gakuen Girls' Junior & Senior High School, Saitama Prefectural Sakado Senior High School, Tokyo Gakugei University International Secondary School, Tokyo Metropolitan Kodaira Senior High School, Fujimi Senior High School, Saitama Prefectural Sugito High School, Saitama Prefectural Kasukabe Girls High School, Saitama Prefectural Soka Minami Senior High School, Junten Senior High School, Yokohama Science Frontier High School, Yokohama Municipal Minato Sogo High School, Yokohama Municipal Minami High School, Kanagawa Prefectural Yokohama-Hiranuma Senior High School, Kawasaki Municipal Kawasaki High School, Soshin Girls' Senior High School, Hosei University Kokusai High School, Yokohama Suiryo Junior & Senior High School, Kanagawa Prefectural Atsugi Senior High School, Sagami Women's University Junior & Senior High School, Caritas Girls' Junior and Senior High School, Kanagawa Prefectural Hakuyo Senior High School, Kanagawa Prefectural Fujisawa-Sogo Senior High School, Yokosuka Municipal Yokosuka Sogo High School, Kanagawa Prefectural Shichirigahama Senior High School, Seisen Senior High School, Kumon Kokusai Gakuen Senior High School, Nagano Prefectural Matsumoto Agatagaoka Senior High School, Iida Girls' senior High school, Tokyo City University Shiojiri High School, Nagano Prefectural Nagano Nishi High School, Saku Chosei Senior High School, Yamanashi Prefectural Fujikawaguchiko High School, Seirei Christopher High School, Aichi Prefectural Shinkawa Senior High School, Aichi Prefectural Nakamura Senior High School, Aichi Prefectural Tsushima Senior High School, Chubu University Daiichi High School, Nagoya Koyo Senior High School, Kaiyo Academy, Aichi Keisei High School, Aichi Prefectural Bihoku High School, Aichi Prefectural Showa Senior High School, Daido University Daido High School, Toho High School, Nagoya University of Economics Ichimura Senior High School, Nagoya Kita High School, Nagoya University Affiliated Upper Secondary School, Gifu Prefectural Ogaki Kita High School, Gifu Prefectural Gifu Sogo Gakuen High School, Mie Prefectural Uji Yamada Commercial High School, Mie Prefectural Yokkaichi Senior High School, Komatsu Municipal High School, Komatsu Otani High School, Fukui Prefectural Usui High School, Fukui Prefectural Fukui Commercial High School, Ritsumeikan Senior High School, Takatsuki Senior High School, Osaka Prefectural Hanazono Senior High School, Osaka Prefectural Yuhigaoka High School, Tokai University Osaka Gyosei High School, Osaka Prefectural Hirakata High School, Hatsushiba Ritsumeikan Senior High School, Seikyo Gakuen Senior High School, Hirano Senior High School Attached to Osaka Kyoiku University, Assumption Kokusai Senior High School, Osaka prefectural Sakurazuka High School, Osaka Prefectural Senri High School, Osaka Prefectural Toyonaka High School Nose Branch, Baika High School, Kwansei Gakuin Senior High School, Keimei Gakuin Senior High School, Kobe College Senior High School, National Institute of Technology, Akashi College, Wakayama Prefectural Hidaka High School, Kyoto Prefectural Fukuchiyama Senior High School, Fukuchiyama Seibi High School, Ritsumeikan Uji Senior High School, Osaka Prefectural Kitano Senior High School, Nara Ikuei Sr. High School, Ikuei Nishi Sr. High School, Nara Prefectural Takatori Kokusai High School, Nara Prefectural Kokusai High School, Nara Prefectural Sakurai Senior High School, Nara Prefectural Horyuji Kokusai High School, Ehime Prefectural Matsuyama Higashi High School, Ehime University Senior High School, Okayama Gakugeikan High School, Okayama Prefectural Okayama Sozan Senior High School, Konko Gakuen Senior High School, Hiroshima Kokusai Gakuin High School, Hiroshima Jogakuin Senior High School, Xavier High School, Yamaguchi Prefectural Karyo Senior High School, Yamaguchi Prefectural Hagi Senior High School, Nodagakuen High School, Shimane Prefectural Izumo High School, Shimane Prefectural Oki-Dozen High School, Kaisei Senior High School, Tottori Keiai High School, Tottori Prefectural Sakai High School, Tokushima Prefectural Joto High School, Tokushima Prefectural Tokushimakita Senior High School, Chinzei Gakuin High School, Miyazaki Prefectural Honjo High School, Iwata Secondary School, Oita Tomei High School, Kyushu International University High School, Kyushu Sangyo High School, Nakamura Gakuen Girls' Senior High School, Fukuoka Daiichi High School, Fukuoka Futaba High School, Saga Prefectural Ushizu High School, Saga Prefectural Saga Agricultural High School, Saga Prefectural Sagakita Senior High School, Saga Prefectural Chienkan Senior High School, Kagoshima Prefectural Yakushima High School, Kagoshima Prefectural Konan High School, Kamimura Gakuen High School, Ikeda Gakuen Ikeda Senior High School, Okinawa Prefectural Naha Kokusai High School (In no particular order)

2022 Number of Host Schools and Students by Prefecture

Prefecture	Number of host high schools	Number of accepted students	Prefecture	Number of host high schools	Number of accepted students
Hokkaido	11	22	Shiga	-	-
Aomori	1	2	Kyoto	4	11
Iwate	1	2	Osaka	15	28
Miyagi	2	7	Hyogo	3	4
Akita	1	1	Nara	7	10
Yamagata	2	2	Wakayama	1	2
Fukushima	1	2	Tottori	2	2
Ibaraki	6	8	Shimane	2	2
Tochigi	1	1	Okayama	3	3
Gunma	2	2	Hiroshima	2	2
Saitama	7	7	Yamaguchi	3	10
Chiba	2	2	Tokushima	2	2
Tokyo	12	12	Kagawa	-	-
Kanagawa	12	19	Ehime	2	2
Niigata	6	6	Kouchi	-	-
Toyama	1	2	Fukuoka	8	17
Ishikawa	1	1	Saga	4	4
Fukui	-	-	Nagasaki	1	2
Yamanashi	1	2	Kumamoto	-	0
Nagano	6	7	Oita	3	4
Gifu	3	4	Miyazaki	3	3
Shizuoka	2	3	Kagoshima	4	8
Aichi	12	16	Okinawa	1	1
Mie	-	-	Total	163	247

	National high school	Public high school	Private high school	Total
Number of schools	6	68	89	163
Number of students	8	83	156	247

List of host high schools

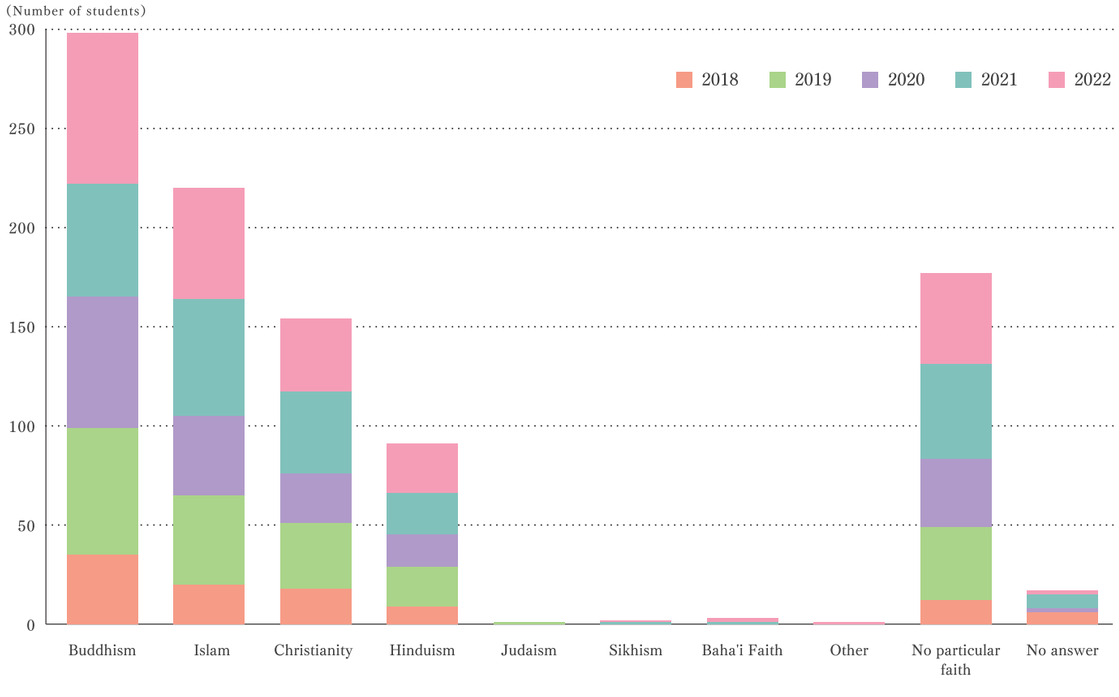
Asahikawa Meisei High School, Hokkaido Asahikawa Eiryo High School, Hokkaido Higashikawa High School, Asahikawa Tosei High School, Sapporo Nihon University High School, Sapporo Shinyo High School, Ritsumeikan Keisho Senior High School, Hokkaido Kushiro Meiki Senior High School, Iai Girls' High School, Hokkaido Engaru High School, Hokkaido Noboribetsu Akebi Secondary School, Morioka Shirayuri Gakuen Senior High School, Miyagi Prefectural Sendai Nika Senior High School, Miyagi Gakuin Senior High School, Tochigi Prefectural Tochigi Shonan High School, Niigata Seishin Girls' Senior High School, Niigata Prefectural Sanjou Senior High School, Niigata Prefectural Gosen High School, Niigata Commercial High School, Niigata Prefectural Takada Kitashiro High School, Joetsu High School, Kyoai Gakuen Senior High School, Meiwa Kenoh High School, Ibaraki High School, Ibaraki Christian Senior High School, Ibaraki Prefectural Hitachi Daiichi High School, Meikei High School, Ibaraki Prefectural Namiki Secondary School, Ibaraki Prefectural Ryugasaki Daiichi Senior High School, Hachinohe St. Ursula Gakuin High School, Akita Prefectural Yokote Seiryogakuin High School, Kunori Gakuen High School, Shinjo Higashi High School, Fukushima Prefectural Futaba Mirai Gakuen Senior High School, Makuhari Senior High School, Chiba Prefectural Narita Kokusai High School, The University of Tokyo Secondary School attached to the Faculty of Education, Shinagawa Joshi Gakuin Senior High School, Tokyo Metropolitan Kokusai High School, Keisen Jogakuen Senior High School, Seikei Senior High School, J.F. Oberlin Senior High School, Toho Girls' Senior High School, The Second Kyoritsu Girls' Senior High School, Hosei University Senior High School, Fujimi Senior High School, Tokyo Metropolitan Kodaira Senior High School, Tokyo Metropolitan Asuka High School, Saitama Prefectural Sakado Senior High School, Saitama Prefectural Koshigayakita High School, Saitama Prefectural Soka Minami Senior High School, Saitama Prefectural Kasukabe Girls High School, Saitama Prefectural Urawa Girls' Upper Secondary School, Waseda University Honjo Senior High School, Saitama Prefectural Sugito High School, Kanagawa Prefectural Yokohama-Hiranuma Senior High School, Yokohama Science Frontier High School, Yokohama Municipal Minami High School, Yokohama Suiryo Senior High School, Sagami Women's University Senior High School, Kanagawa Prefectural Fujisawa-Sogo Senior High School, Yokosuka Municipal Yokosuka Sogo High School, Kanagawa Prefectural Shichirigahama Senior High School, Seisen Senior High School, Kumon Kokusai Gakuen Senior High School, Kanagawa Prefectural Hakuyo Senior High School, Kanto Gakuin Mutsuura Senior High School, Nagano Prefectural Matsumoto Agatagaoka Senior High School, Iida Girls' Senior High School, Tokyo City University Shiojiri High School, Matsumoto Daiichi High School, Nagano Prefectural Nagano Nishi High School, Saku Chosei Senior High School, Yamanashi Eiwa Senior High School, Toyama University of International Studies High School, Komatsu Otani High School, Reitaku Mizunami Senior High School, Gifu Prefectural Gifu Sogo Gakuen High School, St. Mary's Girls' High School, Chubu University Daiichi High School, Aichi Prefectural Tsushima Senior High School, Aichi Prefectural Nakamura Senior High School, Aichi Keisei High School, Aichi Prefectural Bihoku High School, Aichi Prefectural Ichinomiya Commercial High School, Kaiyo Academy, Aichi Prefectural Obu Higashi Senior High School, Toho High School, Nagoya Kita High School, Nagoya University of Economics Ichimura Senior High School, Nagoya University Affiliated Upper Secondary School, Shizuoka Seiko Academy, Seirei Christopher High School, Kyoto Koka Senior High School, Fukuchiyama Seibi High School, Kyoto Prefectural Fukuchiyama Senior High School, Ritsumeikan Senior High School, Doshisha Kori Senior High School, Shoin Senior High School, Hatsushiba Ritsumeikan Senior High School, Osaka Prefectural Izumi High School, Naniwa Senior High School, Hirano Senior High School Attached to Osaka Kyoiku University, Osaka prefectural Sakurazuka High School, Assumption Kokusai Senior High School, Baika High School, Osaka Prefectural Senri High School, Osaka Prefectural Toyonaka High School Nose Branch, Osaka Prefectural Kitano Senior High School, Tokai University Osaka Gyosei High School, Takatsuki Senior High School, Osaka International High School, Nara Prefectural Kokusai High School, Nara Women's University Secondary School, Nara Ikuei St. High School, Nara Prefectural Sakurai Senior High School, Nara Prefectural Horyuji Kokusai High School, Ikuei Nishi St. High School, Kwansei Gakuin Senior High School, Keimei Gakuin Senior High School, National Institute of Technology, Akashi College, Kindai University Wakayama High School, Wakayama Prefectural Taikyu Senior High School, Ehime University Senior High School, Ehime Prefectural Matsuyama Higashi High School, Okayama Gakugeikan High School, Okayama Prefectural Okayama Sozan Senior High School, Konko Gakuen Senior High School, Hiroshima Shudo University Hiroshima Kyoso Junior & Senior High School, Hiroshima Jogakuin Senior High School, Xavier High School, Yamaguchi Prefectural Karyo Senior High School, Nodagakuen High School, Shimane Prefectural Izumo High School, Shimane Prefectural Oki-Dozen High School, Seishokaichi Senior High School, Yonagohokuto Senior High School, Tokushima Prefectural Kaifu High School, Tokushima Prefectural Johnouchi Senior High School, Nakamura Gakuen Girls' Senior High School, Affiliated with Fukuoka University Wakaba High School, Seinan Gakuin Senior High School, Kyushu Sangyo High School, Fukuoka Futaba High School, Fukuoka Daiichi High School, Jiyugaoka High School, Kyushu International University High School, Chinzei Gakuin High School, Oita Prefectural Beppu Shosei High School, Iwata Secondary School, Oita Tomei High School, Miyazaki Prefectural Miyazaki Minami High School, Miyazaki Prefectural Honjo High School, Miyazaki Prefectural Takachiho High School, Saga Prefectural Saga Agricultural High School, Saga Prefectural Ushizu High School, Saga Prefectural Sagakita senior High School, Tomeikan Junior & Senior High School, Kagoshima Prefectural Konan High School, Ikeda Gakuen Ikeda Senior High School, Kamimura Gakuen High School, Kagoshima Prefectural Yakushima High School, Okinawa Prefectural Naha Kokusai High School (in no particular order)

Religious Beliefs of International Students

[Diversity of international students]

One of the characteristics of Kakehashi students is that they come from various cultural (religious) backgrounds. During their stay in Japan, AFS Japan worked alongside schools, host families, dormitories, and volunteers to support each student in accommodating religious dietary restrictions and other considerations. Below is a summary of our five-year The following table shows the percentage of Kakehashi students by religion over a five-year period.

(Number of students)	2018	2019	2020	2021	2022
Buddhism	35	64	66	57	76
Islam	20	45	40	59	56
Christianity (including Catholic, Methodist, Protestant, Iglesia ni Cristo, born again, Seventh Day Adventist, Jehovah's Witnesses)	18	33	25	41	37
Hinduism	9	20	16	21	25
Judaism	0	1	0	0	0
Sikhism	0	0	0	1	1
Baha'i Faith	0	0	0	1	2
Other	0	0	0	0	1
No particular faith	12	37	34	48	46
No answer	6	0	2	7	2



※Based on application documents

Awards & Higher Education after Returning Home

Kakehashi Students' background in Japanese language education and proficiency level varies from novice to advanced, and more than half of the students are beginners before coming to Japan. However, some of them go on to improve their language skills during their stay in Japan and win prizes in contests or enter Japanese universities.
Their major achievements and activities can also be found on our official Instagram account @asia_kakehashi.

Awards Speech Contests / Essay Contests, etc.

2018

Su, Yujia (China,Meikei High School) **"Can we become best friends?"**
The 28th Annual Japanese Speech Contest for Foreign Residents of Ibaraki Prefecture
(sponsored by the Ibaraki International Association) Ibaraki Prefectural Governor's Prize / Youth Prize

Pengcheang, Hean (Cambodia, Hachinohe St. Ursula Gakuin High School) **"Japanese, interesting"**
The 28th Japanese Speech Contest for Foreigners (sponsored by Morioka Zonta Club) FM Iwate Prize

Panhavoan, Reth (Cambodia, Nara Prefectural Takatori Kokusai High School) , **"Language and Worldview"**
The 28th Nara International Students' and Trainees' Japanese Speech Contest (sponsored by Nara Prefecture Association for International Education)
President's Award

2019

Dorjsuren, Tergel (Mongolia, Xavier High School)
①First Place "Angel's Dream"
The 30th Annual Japanese Speech Contest for Foreigners (hosted by the Yamaguchi Prefectural Chapter of the United Nations Association of Japan)

②First Place "I am interested in Japanese writing"
The First Japanese Essay Contest (sponsored by the Montsame Mongolian National News Agency)

Dewa Made, Abiyoga Pratama Pengasitka Putra (Indonesia, Nara Prefectural Takatori Kokusai High School) **President's Award**
The 29th Nara International Students' and Trainees' Japanese Speech Contest
(sponsored by Nara Prefecture Association for International Education)

Hewa Pathiranage, Hiran Kalindu Karunarathne (Sri Lanka, Eisugakkan Senior High School)**Excellence Award**
The 19th Japanese Speech Contest for International Residents
(Organizers: International Volunteer Group Philas Hana and Onomichi Association for International Exchange Promotion)

Choudhury, Pranav (India, Osaka Prefectural Kitano Senior High School)
"I found India in Japan" ..... Excellence Award
The 27th Japanese Speech Contest for International High School Students
(organized by Osaka High School Association for International Education)

Doan, Minh Uyen (Vietnam)
First Prize of the 2020-2021 Ho Chi Minh City Excellent Student Contest in Japanese

2020

Casillano ,Gian Kenneth (Philippines, Ehime University Senior High School) **"The Road to Studying in Japan"**
Special Prize, The 17th Japanese Speech Contest for International Students in Ehime 2020
(organized by Ehime Prefecture Committee for the Promotion of International Student Exchange)

Nguyen, Hong Anh (Vietnam, Participating after returning to Vietnam)
Select participant for the 7th Hosei University Japanese Speech Contest, High School Division

2021

Yan Xintao (China, Sapporo Seishu High School) **"My First Friend"**
Special Prize, Japanese Speech Contest in SIU (organized by Sapporo International University)

Cortez, Ian Carlo Morales (Philippines, Iwata Senior High School) Commemorative Award,
"What I have started to see through studying Japanese"
Visiting speaker for the Fukuzawa Yukichi Memorial 60th National High School Speech Contest (hosted by Nakatsu City)

Aji, Rasendriya Aradhana (Indonesia, Sakurai Senior High School) President's Award, **"Cracking funny, Kansai dialect"**
The 30th Nara International Students' and Trainees' Japanese Speech Contest

Nguyen, Ha An (Vietnam, Kamimura Gakuen High School)
Encouragement Award, The 27th Japanese Speech Contest for Foreigners (sponsored by Kagoshima International Association)

2022

Erkhembayar Yesui (Mongolia, Xavier High School) **"Towards the Light"**
The 33th Annual Japanese Speech Contest for Foreigners
(hosted by the Yamaguchi Prefectural Chapter of the United Nations Association of Japan) Excellence Award

Zhafira, Alifya (Indonesia, Sapporo Nihon University High School) **"Where is my hair?"**
Special Prize, The 4th Speech Contest in SIU

Tran, Thu Huyen (Vietnam, Ritsumeikan Keisho Senior High School) **"Japanese also wears a mask"**
2nd Prize, The 4th Speech Contest in SIU

Gankhuyag, Bolor-Oyut (Mongolia,Hokkaido Kushiro Meiki Senior High School)
1st Prize, A Recitation Contest of I am Marimo in English

Bunrod Pariya (Thailand, Asahikawa Tosei High School) **"My Dream"**
Asahikawa UNESCO Association Encouragement Award, The 30th Japanese Language Speech Contest
for Overseas Students on the 50th Anniversary of Asahikawa UNESCO

Chaujer, Chandrakant (Malaysia, Hokkaido Asahikawa Eiryo High School) **"The World World II Atomic Bombs"**
Asahikawa UNESCO Association President's Award, The 30th Japanese Language Speech Contest
for Overseas Students on the 50th Anniversary of Asahikawa UNESCO

Soukhoumalay, Thipthida (Laos, Asahikawa Meisei High School) **"Seventeen year-old Exchange Student"**
Asahikawa UNESCO Association President's Award, The 30th Japanese Language Speech Contest
for Overseas Students on the 50th Anniversary of Asahikawa UNESCO

Aluthgedara, Binadi Inupama (Sri Lanka, Hokkaido Higashikawa High School)「17歳の交換留学生」
Asahikawa UNESCO Association President's Award, The 30th Japanese Language Speech Contest
for Overseas Students on the 50th Anniversary of Asahikawa UNESCO

Ariunbold, Anudari (Mongolia, Asahikawa Meisei High School) **"What I felt at the homestay and the dormitory"**
Asahikawa UNESCO Association President's Award, The 30th Japanese Language Speech Contest
for Overseas Students on the 50th Anniversary of Asahikawa UNESCO

Other

Conference Awards and Presentations

【2018】 Nheksamkhan, Sometheadevi (Indonesia)
won the 15th Obosan Mekuri Tournament (sponsored by Sanyo Onoda Karuta Association)

【2019】Choudhury, Pranav (India) Best Speaker Award and Best POI (Point of information) Award,
Osaka Prefectural Kitano Senior High School Intra-school Sectional Debate for the PDA High School Parliamentary Debate National Competition

Educational paths after returning from Japan

(As much as is known in terms of studying in Japan or abroad)

○Enrollment in Japanese universities or professional and vocational universities

Ritsumeikan Asia Pacific University(APU), Iwate University, Osaka University*, Okayama University*, Kyushu University*, Kyoto University of Foreign Studies, Kobe University*, Doshisha University, Toyo University, Nagoya Institute of Technology, Nanzan University, Hitotsubashi University*, Hiroshima Jogakuin University, Fukuoka Women's University, Yokohama City University, Ritsumeikan University*, Waseda University, Kyoto University of Advanced Science, Sapporo International University, Tokyo International University, Hokkaido University, Toho Gakuen Film Techniques Training College*, Bunka Institute of Language*, Nippon Designers School*, O-hara College of Bookkeeping, Law and Tourism, Kanazawa Campus, Toyo Institute of Art & Design*, Tokyo Central Japanese Language School
※Japanese government scholarship and other scholarship students

○Internship

JELLYFISH,Inc.(Tokyo), Embassy of Japan in Cambodia

○Majoring in Japanese language, Japanese culture, and other Japan-related fields at their universities back home

Catholic University of Korea, Department of Japanese Language and Culture / University of Indonesia, Japanese Studies / National University of Laos, Faculty of Letters, Japanese Language Department / Pusat Bahasa Teikyo (Malaysia) / Royal University of Phnom Penh, Institute of Foreign Languages Department of Japanese (Cambodia) / King Mongkut's Institute of Technology, Ladkrabang School of Liberal Arts Japanese Program (Thailand) / Khon Kaen University, Faculty of Education, Japanese Language Education Course (Thailand) / National University, Japanese Language Program (Vietnam) / Thai-Nichi University of Technology (Thailand)

○Studying abroad (outside of their home country)

Tsinghua University (China) / Nanhua University (Taiwan) / Minerva University (US) / Centennial College of Applied Arts and Technology(Canada) / IUT de Saint Étienne (France) / Swarthmore College (US)※2 / University of Technology Sydney (Australia) / Frankfurt School of Finance and Management(Germany) / Hacettepe University (Turkey) / Moscow State University of Civil Engineering (Russia) / Monash University (Australia) / UWC Dilijan (Armenia)
※2＝Opting to study Japanese (The selection will be determined in the second year.)

"Kakehashi experience" throughout Japan reported by newspapers

おいしいブータン知って

北摂三田高 留学生が料理教室

「幸せの国」と呼ばれるヒマラヤの山国ブータンから県立北摂三田高校（三田市）に留学しているリンジン・タマンさん(17)が1月31日、生徒の保護者らを対象に母国の郷土料理をつくる料理教室を同校で開き、交流の輪を広げた。

文部科学省所管の「アジア高校生架け橋プロジェクト」による招聘で、2月中旬まで滞在する。

「ショウガはみじん切り」「ガラムマサラを入れます」……。タマンさんは日本語を交えてポイントを伝えた。作るのはキノコにチーズを絡めた料理、キャベツがふんだんに入ったカレー。ジャガイモやトマトなど素材は多彩だ。香辛料を効果的に使い、香ばしい匂いがたちこめた。

出来上がった料理を食べた参加者から「家庭でも作りたい」との声があり、その一人、渡辺早智子さんは「ブータンの食文化を学びたいと思って参加した。勉強になった」と話す。

ブータンの文化の「大使」を自任するタマンさんは「喜んでもらえて良かった」と話し、残り少ない滞在でも「ブータンのことをもっと伝えたい」と目を輝かせた。（藤井匠）

ブータンの料理の作り方を伝えるリンジン・タマンさん（左から３人目）＝１月31日、三田市狭間が丘１丁目

February 2, 2019　Asahi Shimbun
Getting to know delicious Bhutan
Provided by The Asahi Shimbun Company

子どもたちの意見

開眼体験

那覇国際高2年　アイシャ・ハナ・エスメル

私はアイシャ・ハナでマレーシアからの留学生です。憧れていた日本に来ることができて夢のようです。現在、那覇国際高校に通学しています。皆とても親切で、時々意思疎通に苦労しますが、お互いに理解しようと頑張っています。来る前は不安でしたが、現地で実際生活することでより自然に言語を学べたと思います。また、友人たちが私のおかげで英語が上達したと言ってくれるのもうれしいです。

学校では、さまざまな日本文化を学びました。特に書道と茶道は日本文化の美と優雅さを表しており、それぞれの所作の意味を学ぶのも楽しいです。また、「組踊」も鑑賞しました。セリフを理解することはほとんどできませんでしたが、内容は理解でき、芸能は世界共通の言語だと思いました。

沖縄での経験は私の視野を広げ、物事に対する理解を深め、また自分自身を見つめ直すよい機会になりました。この一生忘れることのない大切な経験を母国に帰っても生かしていきたいです。ホストファミリー、学校の友達、先生方、その他多くの私を支えてくれた皆さんに感謝しています。いつの日かぜひ沖縄に戻ってきます。

March 3, 2022　Ryukyu Shimpo
Children's opinions: Eye opening experience
Provided by the Ryukyu Shimpo Co. Ltd.

また会えた 小松で留学 また会おう

ミャンマーと架け橋 帰国へ

ミャンマー出身で軍事クーデターやコロナ禍の混乱の中で来日し、小松大谷高に交換留学しているチョッシンテッツさん(18)が14日、来月の帰国を前に小松市役所を訪れ、宮橋勝栄市長に思い出を語った。

小松大谷高の思い出語る

最大都市ヤンゴン出身で２年前に国軍がクーデターを起こし、国内が混乱する中、昨年６月に来日。アジアの優秀な高校生を招く「アジア高校生架け橋プロジェクト」でＡＦＳ日本協会小松支部の支援を受け、小松大谷高２年生として学校生活を送ってきた。

チョッシンテッツさんはホストファミリーの林弘光さん(66)＝立明寺町＝らと訪れた。方言交じりの日本語に苦労したこと、友達ができたこと、昨年８月の大雨でボランティアした経験などを語り、「また戻ってきて金沢大に入りたい」と語った。宮橋市長は「日本語がまた一層上手になりましたね。(日本の)生徒たちも多くのことを学んだと思う。ぜひ戻ってきて」と話した。

今月末には九州での修学旅行を控えている。３月中旬に一度帰国後、在留資格が得られれば、４月から東京の日本語学校に通うという。（久我玲）

宮橋勝栄市長を前に留学生活の思い出を語るチョッシンテッツさん＝小松市役所で

February 17, 2023
Hokuriku Chunichi Shimbun
Reunited: Study abroad in Komatsu.
See you again.
Provided by Chunichi Shimbun Co., Ltd.

原爆ドームを見渡せる場所で原爆がさく裂した爆心地上空を指さす現地の案内役を＝広島市中区の平和記念公園で

広島は六日、米軍による原爆投下から七十七年を迎える。名古屋市などの小中学生、高校生と東南アジアからの留学生ら二十人が広島市で二泊三日の「ピースキャンプ」に参加し、「平和とは何か」「地球の未来のために何ができるのか」というテーマと向き合っている。（今井智文）

小中生ら2泊3日 ピースキャンプ

広島で思い描く未来

戦後77年

ピースキャンプを企画したのは名古屋市の語学学校「クレイン英学校」。原田貴之代表(四三)＝愛知県東郷町＝は広島県福山市出身で、二十代の頃のオーストラリアへの語学留学中、アジア各国出身の友人が広島や長崎の原爆被害を知らなかったことなどにショックを受けた。

この経験から「世界の平和に貢献する人を育てたい」と、二〇二〇年四月に英学校を開校。「悲惨な事実を見た上で自分たちがどう生きていくかを考える、未来志向にしたい」と構想を練り、今回実現した。

四日に広島市に到着した子どもたちは平和記念資料館（同市中区）を見学。被爆三世や広島在住の二十代の若者の案内で平和記念公園を歩いた。「今は公園だけど、前はお店がたくさんあって、普通の暮らしがあったんよ。それが原爆で一瞬にして奪われたことを感じてほしい」というピースキャンプを企画したのは名古屋市の語学学校「クレイン英学校」。原田貴之代表(四三)＝愛知県東郷町＝は広島県福山市出身で、二十代の頃のオーストラリアへの語学留学中、アジア各国出身の友人が広島や長崎の原爆被害を知らなかったことなどにショックを受けた。

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名古屋の語学学校企画 どう生きる 事実を見て考える

解説に耳を傾けた。

二万人以上が犠牲になったとされる朝鮮半島出身者の慰霊碑などを巡り、今の韓国の出身者や米国人捕虜も犠牲になったことを学んだ。「原爆の子の像」の前では、原爆症による白血病で十二歳で亡くなった佐々木禎子さんの同級生たちが募金活動をして像が造られ、世界的な平和のシンボルになったことを教わった。

見学後は互いに平和への考えを出し合った。愛知高校二年生の杉江未羽さん(一七)＝名古屋市天白区＝は「韓国や米国の人も原爆で亡くなり、被爆は日本だけの問題じゃないのだと知った。自分が未来に何ができるか、考えるきっかけになった」と話した。フィリピンから留学中のジェーヤ・ケン・マナランさん(一七)＝中部大第一高校＝は「自分が歩いたこの場所で、広島の人々が原爆を経験したのだと感じることができた。フィリピンでは戦争について日本軍の悪いところを教わってきたけど、原爆についてもっと知るべきだと思う」と振り返った。

二十人は六日朝の平和記念式典に参加した後、一人一人が将来の平和に向けた決意表明をする。

平和教育 体験型注目

東海地方の中学でも

今回のピースキャンプを受け入れた広島県三次市の平和教育ＮＰＯ法人「ピースカルチャービレッジ（ＰＣＶ）」は「体験型」のプログラムに力を入れている。

平和記念公園の案内役は子どもたちと年が近い30歳未満に限定。人工知能（ＡＩ）技術でカラー化した被爆前の家族写真を示し、公園が元は繁華街だったことを知ってもらい、一緒に公園を歩く。修学旅行にこうした体験型を取り入れたいという東海地方の中学校も増えてきているという。

ＰＣＶスタッフの山口晴希さん(29)は「自分たちと同じような日常があり、それが原爆で消えたことを伝えてこそ、平和な世界のために何ができるか考えてもらえる」と強調する。

August 6, 2022 Chunichi Shimbun
Envisioning the future in Hiroshima
Provided by Chunichi Shimbun Co., Ltd.

Program Timeline Overview

6-7 months before arrival in Japan | 4-5 months before arrival in Japan | 1-4 weeks before arrival in Japan

01 | Application

Selection is done by AFS offices and cooperating organizations in each country. Strict selection criteria are set including school performance. Potential future leaders are sought, students motivated to play an active role as a bridge between their home country and Japan.

02 | Selection

In accordance with the selection criteria, initial selection is conducted including interviews in each country (in some countries, interviews are conducted with the cooperation of the embassy). Application of the shortlisted applicants is reviewed in Japan for final selection.

03 | Pre-departure Orientation

The selected students learn about the Kakehashi Project, AFS, and Japan before their departure from home, in order to mentally prepare for their life abroad by learning about others' study abroad experiences and through ICL® (Intercultural Learning). Courtesy visit to the embassy is carried out in some countries.

04 | Final preparation

Our association and relevant organizations in each country cooperate to support the visa procedures to ensure the students can enter and stay in Japan legally and safely. Flight ticket are arranged.

arrival in Japan — Transfer to accommodation after arrival in Japan

05 | Orientation/Self-isolation

PCR test is conducted on the day of arrival. The students stay in a private room at the accommodation facility for self-isolation for 14 days (based on government guidelines). Besides daily health check-ins, the students take online classes for Japanese language, Japanese culture and lifestyle, case studies on dealing with cultural differences, and guidance on rules and manners specific to Japan including risk management, personal hygiene management, dining manners, bathing methods, traffic rules, etc.

In 2020, 2021, and 2022, voluntary self-isolation period based on government guidelines at the time of arrival was applied.

06 | Relocation to host community

After self-isolation, the students are relocated to respective assigned host communities.

07 | Local orientation

Orientation at the host branch / community.

08 | Interim Orientation

The students participate in an interim orientation planned by their respective host branch / community. Students are encouraged to contribute to the promotion of cross-cultural understanding at the grassroots level in the assigned place, and form a foundation to become a future bridge between their home country and Japan.

Return home

09 | Pre-return Orientation

A wrap-up orientation is held to allow the students to reflect on their experiences in Japan and to facilitate smooth readjustment after returning to their home countries. It also provides an opportunity for them to share cultural differences between their home countries and Japan with their international peers to further deepen their understanding of Japan.

10 | Program completion ceremony / return home

One representative student gives a speech in Japanese. The ceremony is held online with students participating from their individual hotel rooms. Final preparations for travel home, such as PCR tests are made, and then they fly home.

11 | Re-entry orientation after returning home

Support their reintegration into their home countries and prepare them to share their experiences of Japan in their communities.

Events in Japan attended by Kakehashi students

Asia High School Summit

"The 19th Japan Future Leaders School for High School Students"

August 5–7
2022

Venue Global Arena, Munakata City, Fukuoka, Japan

Participants 21 members of 2022 Kakehashi Students attending high schools in Fukuoka, Saga, Oita, Nagasaki, and Yamaguchi Prefectures

The "Japan Future Leaders School," which opened in 2004, is a two-week summer school for high school students led by Keidanren's (Japan Business Federation) Chairman Tokura, with the aim of nurturing world-class leaders. In 2022, the summer school embarked on its 19th year and was held from July 26 to August 8 at the Global Arena in Munakata City, Fukuoka Prefecture, and other venues.
140 Japanese high school students from 19 prefectures in Japan as well as the United States were selected to participate in the program through a screening process of written materials and interviews.
First-class lecturers from a range of fields, including leading academics and economists from Japan and around the world, presented lectures divided into categories of education, business, international, and human studies. After the lectures, group discussions of approximately 20 students were held under the supervision of a class teacher. Volunteering university students provided logistical and daily life support during the program, while mid-level employees from leading Japanese companies served as class teachers and managed the classes.

(Two on-site nurses, spaced seating during lectures, regular temperature checks, thermography at various locations, and silent, staggered, and time-designated meals in the cafeteria were implemented to prevent the spread of infectious diseases.)

Participation Details of 2022 Kakehashi Students Students participated near the end of the two-week program.

Lectures included: (1) "The Warring States Period and Peace Communities" by Professor Emeritus Kasaya of the International Research Center for Japanese Studies; (2) "Questioning the Three Major 'National Policies': Relocation of the Capital, Linear Chuo Shinkansen, and the Nuclear Power Plant" by Governor Kawakatsu of Shizuoka Prefecture; and (3) "Can War be Eliminated? Peacebuilding by the Next Generation" by Former Malaysian Prime Minister Mahathir Mohamad.
Students interacted with Japanese high school students from the first day of joining the program and participated in post-lecture discussions, which also served as an opportunity to make a self-introduction. In addition, 23 AFS students addressed one of the issues discussed during the summit, and made a presentation entitled "How can you contribute to the peace making" in front of former Malaysian Prime Minister Mahathir on the last day.

Outcome

The greatest result was the very positive approach and interaction the Japanese high school students had with the Kakehashi Students from the first day of their participation. Some students were finding it difficult to make friends at their current high school, but their experience interacting with Japanese high school students in the Leaders School, provided the foundation to engage in more active exchanges when they returned.

All the Kakehashi Students worked together in preparation for the presentation on the final day. A bond developed among the international students, and those who had previously been reluctant to put down their cell phones began to do so and expressed their opinions once the discussions began. This engagement indicated that a return to in-person interactions after the COVID-19 pandemic will be even more effective.

The photo taken from behind showing hands raised captures the moment approximately 140 Japanese high school participants responded when asked if they were interested in studying abroad in the future. The photo reveals the synergistic effect the Kakehashi Students had during their three days participating in the program that could only be obtained in person.

"World Tsunami Awareness Day"

High School Students Summit in Niigata 2022

October 16–20
2022

Venue Niigata Prefecture (Summit venue: Toki Messe)

Participants 25 members of 2022 Kakehashi Students attending high schools in Niigata, Gunma, Nagano, Kanagawa, and Osaka Prefectures
(11 participating countries and regions: India, Indonesia, Cambodia, Sri Lanka, Thailand, Turkey, Philippines, Vietnam, Malaysia, Mongolia, and China)

"World Tsunami Awareness Day" on November 5 was proposed by Japan to deepen understanding and inform about the threats and countermeasures against tsunamis, and was unanimously adopted by 142 countries in a joint proposal at the United Nations General Assembly in December 2015.
From the following year, the "World Tsunami Awareness Day" High School Students Summit has been held as an opportunity for high school students from around the world to learn about tsunami threats and countermeasures. In 2016, Kochi Prefecture adopted the "Kuroshio Declaration"; Okinawa Prefecture adopted the "Ambassadors' Note" in 2017; Wakayama Prefecture adopted the "Inamura-no-Hi Declaration" in 2018; and Hokkaido adopted the "Irankarapte Declaration" in 2019.

The fifth summit was held in Niigata Prefecture. It was attended by 293 high school students (31 international students) from all over Japan, and 173 online participants (26 participating countries in total).

●Schedule

October 17-18: Study Tour—Divided into three groups and visited Sado City, Tokamachi City, and Itoigawa City.

October 19-20: Summit (Oct. 19: Discussions in 6 breakout groups, remarks by the organizer, etc.; Oct. 20: Tree-planting ceremony, breakout group presentations, closing ceremony)

●Management Structure

organizers: Niigata Prefecture, Niigata Prefectural Board of Education, Niigata City, Niigata City Board of Education

co-organizer: United Nations Office for Disaster Risk Reduction (UNDRR) Office in Japan

Supporting Organizations: National Resilience Promotion Headquarters; Director General for Disaster Management, Cabinet Office of Japan; Ministry of Foreign Affairs of Japan; Ministry of Education, Culture, Sports, Science and Technology; Ministry of Land, Infrastructure, Transport and Tourism of Japan; Japan Meteorological Agency; Organisation for Economic Co-operation and Development (OECD); Economic Research Institute for ASEAN and East Asia (ERIA)

Participation Background of 2022 Kakehashi Students

In the past, students from overseas received direct invitations to participate in the event; however, this was not possible this year due to challenges of the COVID-19 pandemic, and international students' participation was limited to those already studying in high schools in Japan. This resulted in a reduced number of international students, and led to a request for 25 Kakehashi Students in Japan to participate.
Due to the accessibility and the limited number of participating countries (those that had already been coordinated online, and countries that participated in the past were ineligible), the Kakehashi Students were able to participate in accordance with the organizer's selection.

Participation details of 2022 Kakehashi Students

In terms of the overall program structure, the initial study tour allowed students to deepen friendships, resulting in more active discussions during the subsequent breakout sessions. In addition, each group was assigned a dedicated faculty member to guide the breakout sessions, which led to an efficient use of time with lively, high-quality discussions.
Although the organizers had not planned for Kakehashi Students to give presentations in the morning of October 20, four of the six breakout sessions volunteered to present along with the Japanese students.
Several faculty leaders from schools in Hokkaido, Niigata, Hyogo, and Kochi prefectures reported that they were impressed by the positiveness seen in Kakehashi Students that differed from other international students, and that attitude encouraged the Japanese students to engage more actively as well.
After the closing ceremony on the final day, there were several occasions when all 25 participants seemed reluctant to leave and in deep conversation with the Japanese high school students who had become their friends.

▽Reference (media release status provided by Niigata Prefecture as of October 20, 2022)

●Prime Minister's Official Residence
【October 19, 2022】Video Message from Prime Minister Kishida
https://www.kantei.go.jp/jp/101_kishida/discourse/20221019message.html

Voices of International Students

Lessons learned through program participation

Sri Lanka

I want to work in Japan someday to build international relations.

Tharusha Dilshan

2019 Kakehashi Student (Saku Chosei High School)
Ritsumeikan Asia Pacific University (APU)

After coming back from Japan, I started to participate in AFS volunteer activities in my home country of Sri Lanka. I was able to study abroad with the help of so many people, gaining a wonderful experience, so now I feel that it is my turn to support people who are working hard to achieve their dreams. In the future, I would like to go to a Japanese university and study international relations. And someday, I would like to work in Japan, where I could also support students in Sri Lanka. I hope I can work to strengthen the ties between Sri Lanka and Japan and continue to support young people in Sri Lanka who want to study abroad.

Rishita Singh

2021 Kakehashi Student
(Waseda University Honjo Senior High School)

India

I want to show the world Japan as it is.

There are many things that I would not have known if I had not come to Japan. For example, gratitude. In India, “thank you” is one of the words we use casually, but in Japan, I learned that it is an expression of sincere gratitude. It was also astonishing to hear a hibakusha from Hiroshima say “We do not hate America.” I believe that if the people of India knew Japan as it is, the relationship between our two countries would become even deeper than what it is now. I do not know whether I can become an ambassador of India in the future, but, at the very least, I am determined to become a bridge for our two countries to understand each other more deeply.

Erkhembayar Yesui

2022 Kakehashi Student (Xavier High School)

Mongolia

I want to spread a society as clean and neat as Japan’s all over the world.

I was not always strongly interested in Japan, but when I actually came here, I fell in love with Japan. Compared to my home country of Mongolia, Japan’s society as a whole is very clean and organized, and it is a very comfortable place to live. I was really surprised to see how few people litter and how much garbage is sorted for recycling. I thought to myself, &quot “If we could make the entire planet a clean and neat place like Japan, it would be so wonderful!” I believe that my goal of becoming an engineer to solve environmental problems emerged from my experience in Japan.

Cambodia

I can’t imagine life without the Kakehashi Project.

Kendo club activities where I learned the Japanese spirit, days with friends where we talked about love, and my host family who was always ready to listen to my hopes and worries about the future....I learned that the world is a big place through my various experiences and encounters in Japan. After studying abroad, I began to think about the people of all the countries I met, and I also began to want to contribute to this society on a larger scale. Now I am heading towards my new dream. I cannot imagine my life without the Kakehashi Project. I hope that many younger students will get the kind of experience that I have had.

Riya O. Soth

2018 Kakehashi Student (Iwata High School)
Minerva University (USA)

Dimas Bimo Mahardhika

2018 Kakehashi Student (Ritsumeikan Uji Senior High School)
Ristumeikan Asia Pacific University (APU)

Indonesia

In our long life, it’s necessary to see a diverse world.

When I was in junior high school, I began to think about going abroad to challenge myself and coming out of my shell. I wanted to know more about other countries, the differences between them, and what people around the world were thinking. So I decided to study abroad. My stay in Japan offered me a succession of new experiences such as independent living, Japanese food, meeting people, and classes in Japanese. Thanks to them, I was exposed to diverse perspectives of people. These experiences have become great assets to me. The Kakehashi Project taught me “how to live in a global society, full of diversity.”

Garima Nikam

2020 Kakehashi Student (Xavier High School)
Ritsumeikan Asia Pacific University (APU)

India

My once monochrome world has become colorful.

Before I came to Japan, I thought there were only two answers in the world: the “right answer” and the “wrong answer.” I could only judge things in black and white. However, when I became friends with many Japanese people and listened to their views on politics and war, I felt that they were different from my own beliefs but not necessarily wrong. I also realized that there is more than one answer, and that there are many views in the world, not just right or wrong. My world, which used to be only black and white, is now very colorful. I am so glad that I was able to have such an experience in my teens.

Niva Adirah

2018 Kakehashi student (Aichi Prefectural Asahigaoka High School)
Syiah Kuala University (Indonesia)

Indonesia

I learned what it meant to get out of my comfort zone and challenge myself.

In the past, I never tried to go outside my comfort zone and remained only where I felt in control. Because of it, I rarely felt myself growing. It was studying abroad that changed me. I became active like never before, trying to maximize the experience in a limited time I had. I was anxious and scared, but I kept trying. I feel that I gained confidence from this experience. Even after coming home from Japan, I still find myself eager to try new things. My parents also say that I am now able to tackle my own goals, and it must have been Japan that has changed me.

Myanmar

Using what I have learned in Japan, I want to help people in need around the world.

I feel that I have grown as if I am a different person since coming to Japan. The biggest change is that I have a strong self-confidence in myself. My dream is to work for the United Nations. It is not easy to become a UN employee, but I am determined to take on this challenge because of the confidence I have developed in Japan. After graduating from high school, I felt that there was more I wanted to learn in Japan and that I wanted to continue learning with Japanese people, so I entered a Japanese university. In the future, I hope to use what I have learned in Japan to become a person who can help people in need around the world.

Zin Wai Htun

2020 Kakehashi Student (Aichi Keisei High School)
Ritsumeikan Asia Pacific University (APU)

Iqbal Pritul Samin

2019 Kakehashi Student (Shizuoka Seiko Academy)
Resides in Bangladesh

Bangladesh

I want to learn more in Japan with advanced technology.

I have loved robots and airplanes since I was little and have always had an interest in Japan with its advanced technology. While studying in Japan, my classmates, host family, and volunteer staff all helped me grow as a person. I also had opportunities to interact with international students from different countries, and I feel that I was able to develop a global perspective. I became interested in international issues that I would not have paid attention to before, which is a big change. I am now studying to enter a Japanese university to further my education in Japan. In the future, I would like work in the field of technology such as aviation.

Turkey

I felt a true sense of freedom, looking up at the starry sky with my classmates.

In Turkey, it is considered dangerous for children to be out at night. My family also did not allow me to go out during nighttime. However, the island of Oki I studied was so safe that car keys were sometimes left in the ignition. One day I went for a night walk with my classmates in such an environment. Surrounded by stars, I thought: “How long has it been since I looked up at the night sky… This must be what freedom feels like.” I am going to start studying economics at Kobe University in the spring, hoping to improve the economic relationship between Turkey and Japan after being surprised at the price of fruits in Japan during my stay there.

Yasmin Karamutlu

2019 Kakehashi Student (Oki-Dozen Highschool)
Kobe University, Faculty of Economics
(Recipient of the Japanese Government (MEXT) Scholarship)

Jun Hao Yong

2018 Kakehashi Student (Hokkaido Shizunai High School)
Kyushu University, Faculty of Engineering
(Recipient of the Japanese Government (MEXT) Scholarship)

Malaysia

Being a high school student, you can make a lot of connections.

I feel that I was able to make deeper connections with friends and host family especially because I came to Japan as a high school student. Unlike in college, you spend a lot of time with people your age. Taking the same classes every day with my classmates, and working hard together with club members, making tea, I really made a lot of friends. Also, it was so much fun living with my host family. They were like real parents to me and were there to give me advice on so many things. I believe that the time you spend together with people is important for learning Japanese culture, customs, and language.

Phoo Pyae Sone Theint

2020 Kakehashi Student
(Tokyo Metropolitan Kodaira Senior High School)
Ritsumeikan Asia Pacific University (APU)

Myanmar

The Kakehashi Project made me think that “Challenges are fun!”

Without the Kakehashi Project, I might not have known or thought about who I really am. I met many people, experienced many things, learned about cultural differences, and jumped over language barriers. It was not easy, and I felt culture shock at times, but each experience was invaluable to me. My days in Japan made me realize that I am a person who likes to take on challenges. After graduating from high school, I came back to Japan to study at a Japanese university. I am still challenging myself to achieve my dream of working in the fashion industry!

Laos

The Kakehashi Project sparked my dreams.

When I was in high school, I did not have a clear dream. Now, it’s different. Studying in Japan, I experienced many things and learned about its rich culture. In particular, I became interested in Japanese expressions that do not exist in Laos, such as “otsukaresama” and “gochisosama,” so I decided to major in Japanese after entering the National University of Laos. As I learn more about Japanese culture, my vision of the future gradually started to form. In the future, I want to work at the Japanese Embassy in Laos. I would like to engage in work that deepens the relationship between Laos, where I was born and raised, and Japan, which I love. The Kakehashi Project became the first step towards my dreams.

Ketmany Onexayvieng

2018 Kakehashi Student (Ritsumeikan High School)
National University of Laos, Faculty of Literature,
Department of Japanese Studies

Muhammad Lathief Fauzi

2019 Kakehashi Student (Sapporo Shinyo High School)
Bunka Institute of Language
(Recipient of the Japanese Government (MEXT) Scholarship)

Indonesia

In the future, I’m going to establish a company that connects Indonesia and Japan.

In the past, Japan had colonized Indonesia, so I did not necessarily have a good impression of all things Japanese. However, that changed 180 degrees when I came to Japan. I was inspired by its culture, language, people’s politeness, and so much more. I was especially fascinated by the beauty of its architecture. I will return to Japan this spring to study architecture. After graduation, I would like to gain experience at a Japanese construction company and eventually establish a construction company in my home country of Indonesia. My dream is to create a company that promotes projects that benefit both Indonesia and Japan.

Hannah Joy Rico

2018 Kakehashi Student (Aichi Prefectural Kisogawa High School)
Hacettepe Universiy (Turkey)

Philippines

I gained the confidence to live anywhere in the world.

A new country makes anyone anxious. But I have learned that if you keep an open mind, nothing can go wrong. When I first arrived in Japan, I could only say “konnichiwa (hello),” but my host family was patient with me, and my classmates would repeat what teachers said in a way that was easier to understand. Thanks to them, I quickly became accustomed to life in Japan and was able to make it a wonderful opportunity. I am now studying medicine in yet another new country, Turkey. In the future, I want to be involved in medical volunteer work on the world stage. No matter which country I go to, I am not worried. I feel this way because of my experience in Japan.

Indonesia

It was a big step in my life.

I have had a longing for space since I was a child and had even participated in competitions organized by JAXA. I have always dreamed of working in the aerospace industry. The first step towards this dream was to study abroad as part of the Kakehashi Project. It was because of its flourishing aerospace industry that I chose Japan to study. While I studied in Japan, I not only learned about Japanese culture but also acquired the habits necessary to work in Japan such as “punctuality.” Now I am back in Japan and attending Waseda University. When I told my friend that I wanted to go to Waseda, he was inspired and started saying that he too would like to go to Waseda University. I would love to meet him again at Waseda. I would be very happy if I could apply myself even more than before to my studies here and one day work for an organization such as JAXA.

Achmad Fadhail

2020 Kakehashi Student (Sapporo Shinyo High School)
Waseda University, Faculty of Science and Engineering

Ngoc Anh Tran

2018 Kakehashi Student (Xavier High School)
Osaka University, Faculty of Economics
(Recipient of the Japanese Government (MEXT) Scholarship)

Vietnam

The Kakehashi Project helped me grow a lot.

Before, I was not good at communicating with others. So when I first started studying in Japan, I struggled to speak to people on my own. It was one of my Japanese classmates who helped me out. She told me that if I opened up to others, they in turn would open their heart to me. I realized that the pressure to be liked was making me close in on myself. It led me to change. I was so happy when I found myself bantering with my classmates. The Kakehashi Project offered me a chance to not only build ties with Japan but also to grow up as a person.

Nick Gembert Padernal

2019 Kakehashi Student (Yokohama Science Frontier High School)
Centennial College of Applied Arts and Technology (Canada)

Philippines

I was able to gather courage to take the first step.

For instance, even the taste of natto (fermented soybeans) can only be understood by those who have tried it. In Japan, I was constantly feeling my world expanding by boldly taking on things I had never experienced before. It was my host family that taught me not to be afraid of failure. When I was concerned about my frequent mistakes in Japanese, they encouraged me by saying, “It’s okay to make mistakes because it’s for the sake of learning.” Before studying abroad, I lacked the guts to take on bold challenges, but I have changed a lot. I am now studying the difficult field of biomedical engineering at a Canadian university, but it was my experience studying in Japan that enabled my decision to take on this challenge.

Su Yujia

2018 Kakehashi Student (Meikei Highschool)
Doshisha University, Faculty of Global Communications

China

The memories of the Kakehashi Project became my support when I felt powerless.

I decided to go to university in Japan when I graduated from junior high school and worked hard to achieve that goal; however, the COVID-19 pandemic struck as soon as I started going to university. I am currently back in China on a leave of absence and will return to school in September. What has supported me during the time away from Japan is my memory with the Kakehashi project. I would remember my high school friends and the friends from all over the world that I made through the project, winning a speech contest, having received advice and encouragement from my teacher on going on to university, etc. These memories comforted me whenever I thought back on them. I used to think my Japanese language skills were what I developed through the Kakehashi Project, but now I know that it was the people I met and the experiences I had that truly support me.

Myanmar

From my encounters with many people, I have learned the joy of living with others.

Before I came to Japan, I was thinking only about myself, doing only what I wanted to do, but the Kakehashi Project changed me. I have many memories of my time in Japan. I learned the joy of counseling my host family and friends, easing their anxiety and relieving their worries. I also learned the joy of creating something together with my friends in the drama club I had joined. My days in Japan taught me that while it is important to have one's own will, it is also important to think about the people around you and try to understand them.

Aung Khant Nyar Bo

2020 Kakehashi Student
(Fukushima Prefectural Futaba Mirai Gakuen Senior High School)
Ritsumeikan Asia Pacific University (APU)

Mona Ameliazzaman

2021 Kakehashi Student (Xavier High School)
Resides in Cambodia

Cambodia

Taking home good things about Japan, I want to be a catalyst for Cambodia to become a better country.

I would like to introduce good things about Japan to the people of Cambodia. I would also like to take initiative to make Cambodia a better country. For example, in Japan, there is very little trash on the streets. It is really amazing from a Cambodian point of view. I would like to let people know the advantages of living in a clean environment with little garbage so that Cambodia will become a cleaner and more comfortable place to live.

South Korea

Seeing my Japanese classmates made my dreams clear.

Before studying in Japan, I rarely thought about my future, but the days I spent in Japan became a turning point. I attended an agricultural high school. There, I was greatly inspired by my classmates as they worked hard to study for their respective futures. I felt that I also wanted to find something that I truly wanted to do. And now, I am aiming to become a veterinarian. My interest in veterinary medicine was sparked when I interacted with a variety of animals and learned about their ecology in high school classes. It is because I met my dear classmates that I was able to have a clear dream for my future.

Park Minseon

2022 Kakehashi Student
(Saga Prefectural Saga Agricultural High School)

Pornchita Tomkratok（Noi）

2018 Kakehashi Student
(Hokkaido Noboribetsu Akebi Secondary School)
Toho Gakuen Film Techniques Training College
(Recipient of the Japanese Government (MEXT) Scholarship)

Thailand

It is the place that helped me make up my mind to pursue my dream

Back home, I actually had trouble making up my mind about my career path. I was a science major in high school, but it gradually became difficult for me to study mathematics. It was during such a time that I came to Japan to study, and when I hit it off with friends through my favorite anime and Japanese artists, my mind was finally made up that I wanted to focus on what I was passionate about. Currently, I am studying animation and computer graphics at a technical college in Tokyo. I am working hard, hoping that one day my name will appear in the end credits of an animated film.

A Day in the Life of an International Student

How are Kakehashi students in different regions spending their day? We report on their daily lives through in-depth interviews.

Panyoo, Chitsanupong

2nd year of high school from Thailand
Host School: Kamimura Gakuen High School (Ichikikushikino City, Kagoshima)

7:00
Cleaning and breakfast at the dormitory to start off the day

8:30
Homeroom

9:45~10:35
Morning class (Cross-Cultural Understanding)

10:45~12:35
Choir rehearsal
Preparing for the music festival on December 20th

12:35~13:15
Lunch break (in the dining room)
Another delicious meal!

13:35~14:25
Afternoon class (PE)
Playing ground golf and feeling relaxed, now that final exams are over

17:00
Club activity
Kyudo (archery) club. Learning the Japanese spirit from etiquette in Kyudo, such as the 8 basic movements.

18:30
Dinner at the dorm

19:30
With friends at the dorm
Boys from junior-high, high school and vocational school live together in the same dorm.

20:00
Shower and self-study time

23:00
Off to bed

What's he like?

He's been studying hard, and now speaks half Japanese and half English. All girls have lots of fun with him.
Hayama, a good friend

He's doing great! In class, he teaches us things about Thai culture that we don't know, and that's a good opportunity to get to know different cultures.
Mr. Uemura in charge of Cross-Cultural Understanding

We are only two boys in the class, so we team up every day and get along well!
Classmate Uchida in charge of Cross-Cultural Understanding

He's kind and friendly, and creates a pleasant atmosphere in the class.
Classmates: Iwashita, Matsumoto and Kawasaki

Rajapakche, Ramish

2nd year of high school from Sri Lanka Host School: Matsuyama Higashi High School, Ehime
Host Family: The Une family

6:00
Getting up

6:15
Household chores are divided among family members. Ramish vacuum-cleans.

6:30
Breakfast with the host sister

8:10
Getting ready, and off to school. Just a 1-minute walk to school!

11:00
World History class. The teacher is very interesting.

12:40
Bento (box lunch) time with the classmates.

16:40
Trying various club activities including flower arrangement.

18:00
Finally joining Astronomy/earth science club with her host sister. Observing the moon.

18:30
Those who arrive home earlier start helping with household chores. Folding laundry and playing with the dog.

19:30
Dinner. The Une family is very lively. She can also speak their Iyo dialect!

What's she like?

Now it's like I have two daughters. There are no more language barriers.
Host mother

Nene-chan is like a real sister. When we start talking, we can't stop.
Ramish

Ramish is a year older than me, but she's like my younger sister.
Nene-chan

My host sister Nene-chan and I are so close that we can take a bath together every day!

Since I came to Japan, I've tried cooking and sports that I'd never tried before. My world is expanding.

Burmese Kakehashi Students after the Coup in Myanmar

AFS exchange students are scheduled to return home after completing their exchange period in high school. However, for the fourteen Burmese 2020 Kakehashi students who had finally arrived in Japan in late October 2020 amidst the COVID-19 pandemic, a coup d'état that took place in their home country on February 1, 2021 hindered their return home.

Demonstrations took place in the capital Yangon. The military opened fire, resulting in many lost lives and political arrests. Some of the Kakehashi students' homes were hit by stray bullets. Before the planned return in March, the parents and the students themselves asked if they could extend their stay in Japan for another year.

A request was made to the Ministry of Education, Culture, Sports, Science and Technology (MEXT) and the Ministry of Foreign Affairs, and the Burmese students' stay in Japan as Kakehashi Students was extended for another year. Their host families and schools welcomed them back with open arms, and they were able to continue their studies in Japan.

However, the political situation in Myanmar did not improve and eventually turned into a civil war. Universities were practically closed. The Burmese students in Japan had to decide whether to return home or stay and continue their higher education in Japan. Three of the fourteen students returned home to continue studying abroad elsewhere, and the other eleven stayed and began preparing for the Japanese university entrance exam.

In April 2022, five of the eleven students received scholarships and enrolled in Ritsumeikan Asia Pacific University (APU) in Beppu City, Oita Prefecture. Some were admitted to Waseda University and Sapporo International University, and a couple of students entered Japanese language schools to continue preparing for science university entrance exam.

In April 2023, two more students received scholarships and enrolled in APU, and others were admitted to Hokkaido University and Shizuoka University. As such, all eleven Burmese Kakehashi students who stayed were admitted to Japanese universities.

In the spring of 2023, Thiri Win Thant was successfully admitted on a full scholarship to Hokkaido University's four-year bachelor's program for international students in Modern Japanese Studies. Later she also passed another scholarship exam. "Right now I am hooked on Takeo Arishima. In addition to literature classes, I am also taking classes on gender and culture," says Thant. Belonging to one of the ethnic minority groups of Myanmar, she is also interested in studying the literature of the Ainu, the indigenous ethnic group of Northern Japan. Currently, she is also learning bookkeeping while working part-time as an accounting clerk.

Aung Khant Nyar Bo (a.k.a. Eric) had earlier given up on his university education after his parents, grandmother, and older sister back in Yangon contracted COVID-19, and the money his parents had been saving up for university tuition was spent on medical treatment. However, he chose to devote himself to studying for the university entrance exam with a renewed determination and was accepted to APU in 2022 on a full ride. He was featured in an APU promotional poster with the theme, "We will change the world". Alongside his studies, he is also working part-time at a noodle shop to earn a living.

Zin Wai Htun, another APU student, serves as the representative of a student dormitory. He was recently selected as a student representative at the "ASEAN-Japan Business Forum" held in Tokyo, where he gave a speech in front of Japanese and ASEAN business leaders, stating, "ASEAN countries suffer from a large gap between urban and rural societies, and the most serious problem is education. Setting up schools, training qualified teachers, and providing infrastructure to allow access to schools are issues that need to be seriously addressed by the business community". Htun's family lives in a rural area and has been suffering from poverty during the long civil war. In the future, Htun hopes to find work in international relations.

Kenji Ito of the APU Tokyo Office, where seven Burmese students were admitted, regards the Kakehashi students highly. "I was impressed by their ambitions. These are talented students who are fit to become future leaders of Asia. APU would like to continue to accept these exchange students who come to Japan in high school and train them to become highly qualified resources for work in international settings. I believe that the interaction between the Kakehashi students and the future generations of Japan will play a key role in promoting trust and peace in Asia in the future."

Voices of Host Communities

Xavier High School (Yamaguchi)

**A "distant country" becomes a "friend's country."
International students inspire us to care about the world.**

Xavier High School
Minako Noguchi Teacher

During the stay of a Burmese student in Japan, a coup d'état erupted in her home country, and she was forced to postpone her return home. Stating “I want everyone to understand what is happening in my country,” she gave a presentation in front of the whole school. Thanks to her action, the Japanese students started to perceive the events in a “distant country” as something occurring in their “friend's country.” Since then, students have continued to engage in voluntary activities at the school, including forming a group to brainstorm ways to help Myanmar. More students now express their desire to pursue studies related to international exchange after graduation. It seems that interacting with international students has inspired their Japanese schoolmates to care about the world and to discover their future paths

Kumon Kokusai Gakuen Senior High School (Kanagawa)

**International students teach us
awhat textbooks alone cannot convey.**

Kumon Kokusai Gakuen Senior High School
Michel Shealer Teacher

I believe that experiencing interactions with individuals of diverse languages, cultures, values, and backgrounds during high school will pave the way for international peace and foster future cultural and economic exchanges. Even among Asians, differences in perspectives and outlooks exist. Through these exchanges, students have learned to see international students not as a special presence but as friends in a natural manner. I think this growth is significant for our students. In today's educational landscape, I believe it is extremely important to instill in students a n understanding of the concept of "diversity." In this regard, the presence of international students assumes great importance. Through their interactions with international students, students are exposed to and learn things that cannot be adequately conveyed through textbooks alone.

Saga Prefectural Saga Agricultural High School

**Collaborating across international borders.
This experience has nurtured the students'
hearts and minds.**

Saga Prefectural Saga Agricultural High School
Yoshifumi Ketoguchi Principal

The presence of international students has profoundly enriched our students' development. Building friendships and engaging with individuals from diverse linguistic, cultural, and value backgrounds has undeniably been an important catalyst for the personal growth of our Japanese students. They cooperate seamlessly across national borders, leveraging their collective wisdom to achieve a goal. Together, they participate in various activities, working earnestly. These daily experiences have nurtured the hearts and minds of our students. Since we began welcoming international students, we have received even more positive comments about our students from the local residents than before.

Waseda University Honjo Senior High School

**Deepening the bond,
accepting each other as we are.**

Waseda University Honjo Senior High School
Toru Handa Principal

Our students were greatly inspired by the enthusiasm of Rishita, an Indian exchange student. Rishita's improvement in Japanese was remarkable. One of the students was translating the lesson content until December, but translation was no longer needed after Rishita's dedicated studies over winter break. She participated in several club activities, including badminton, ESS (English Speaking Society), tea ceremony, and calligraphy. In the tea ceremony club, she quickly mastered the etiquette, which is difficult even for Japanese people. She expressed her wish to organize a Hindi language course and held lessons with about 10 students each time. Rishita's active school life helped form a strong bond between her and the students. Upon her return home, there were many expressions of gratitude, hugs, and tears.

Osaka Prefectural Kitano High School

**The students are building a bond
that crosses borders and nationalities.**

Osaka Prefectural Kitano High School
Dean and Head of Department of Literature and Science
Tomokazu Anai
Head of WWL (World Wide Learning) Program
Tomohiro Matsuyama
WWL Promotion Office **Misato Yamamoto**

The international students went beyond their host class to actively participate in lessons and extracurricular assignments in other classes and grades. In pair assignments, our students' communication skills were challenged as they tried to communicate key points to the international students, and the international students did their best to mix in any Japanese they knew into the conversation. Children tend to be more adaptable than adults, and in no time, the presence of international students became commonplace. International students interacted and formed bonds with many students across grades and classes, which I believe contributed to expanding the circle of communication within our school. All students, laughing and working together as simple individuals, I saw them forming a connection that has no borders or nationalities.

Hokkaido Noboribetsu Akebi Secondary School

**International and local students
stimulate each other to dream big**

Hokkaido Noboribetsu Akebi Secondary School
Mitsuaki Yamagishi Teacher

I hope that the students are learning the wonders of the wider world and building a foundation for accepting differences and diversity. By learning about the outside world, they are also given the opportunity to see and appreciate in a new way their own country and region. I see that our students have gained confidence through being able to connect and form a bond with international students, and this has helped some to have a clearer vision for their future. I believe that self-confidence has the power to expand one's dreams. Because they have confidence, they want to take on more challenges, which makes their dreams more concrete. The international students have allowed the students to dream bigger.

Having realized that I didn't know much about the world, I am now sending out messages to the world with my friends in Asia.

Nick, an international student, was active in an educational organization in the Philippines. When he told me real stories of poverty in Asia, I realized how little I knew about the world. My interest in Asia has since grown, and I am now a student at APU and have founded a student organization called Ad. Under the concept of "making study abroad an option for everyone," it provides information about studying abroad, because I really want more people to have this experience. I too would like to study abroad in the Philippines in the near future. I want to experience firsthand how what I have learned can be applied.

▼ More about Shuhei's activities:

Ad. Student organization to make study abroad an option for everyone
https://www.instagram.com/ad.mgz/

YouTube channel
https://www.youtube.com/channel/UCd5VfnzYJIO1s-f38w1SFAw

The story of Nick, the student hosted by Shuhei's family, is on page 36.

Shuhei Yamaguchi

Ritsumeikan Asia Pacific University (APU), College of Asia Pacific Studies

Host brother of Nick (Philippines), a 2019 Kakehashi Student

Koyuki's friend Mona's story is on page 36.

They gave me the courage to change myself.

They came to a foreign country all by themselves. They are always smiling and in good spirits at school as well as in the dormitory, even though they must be going through a lot of challenges. They are interested in many things and are very active... Seeing the international students, I often thought to myself that I should learn from them. My shortcoming was that I had a hard time taking action even if I was thinking it in my heart, but after meeting international students, I began to want to change such a person I was. I thought to myself: "If they can work so hard at their age, so can I!" Such courage I received from them.

Koyuki Fukuda

Xavier High School

Dormitory mate of Mona (Cambodia), a 2021 Kakehashi Student

Meeting an international student encouraged me to pursue my dream.

The time I spent with Noi was priceless and an amazing privilege. By sharing my life with her, an international student, I have come to strongly wish that more high school students would have the same kind of opportunity I did and learn in a diverse environment. And now, I have a dream. I want to be involved in a project to develop school education that is rich in diversity where people from different backgrounds respect each other's lives, and where the circle of happiness is broadened. It was Noi who gave me the strength to pursue this dream.

The story of Noi, the student hosted by Yuma's family, is on page 37.

Yuma Hisai

Waseda University, School of Human Sciences

Host sister and classmate of Noi (Thailand), a 2018 Kakehashi Student

The international students showed me the joy of learning.

There was a period in my high school years when I did not study at all. I was unsure of my career path and did not see the point in studying. Then I met international students and saw how they studied hard and improved their Japanese language skills day by day. I felt that they were expanding their world by studying, and eventually I began to think that I wanted to study too. I am now studying various languages including Persian at university. I have not yet found a clear goal for the future, but I am spending my days fulfilled and enjoying just studying and learning new things.

Michihiro's friend Tharu's story is on page 30.

Michihiro Ueshima

Tokyo University of Foreign Studies, School of Language and Culture Studies, Department of Persian Language

Friend of Tharu (Sri Lanka), a 2019 Kakehashi Student

Kaede's friend Ket's story is on page 34.

I wanted to go to a high school with international students.

Since junior high school, I had wanted to learn English and know more about the world, so I chose a high school with international atmosphere and was active in accepting students from abroad. I enjoyed talking with international students in English and experiencing foreign cultures, and they were a very important part of my high school life. I am currently studying international economics and law at university, and I hope to find a job in the international field in the future. I would like to continue to act with the same spirit of challenge as international students and fulfill my dreams.

Kaede Tsujita

University of Tsukuba, School of Internationaland Comprehensive Studies

Friend of Ket (Laos), a 2018 Kakehashi Student

The time I spent with the international student has also been useful in my work.

As a host family, we welcomed Hannah from the Philippines. At first, she was not used to speaking Japanese, and I was not comfortable speaking English either, so we communicated using gestures. When I tried it, I realized that we could communicate beyond the language barrier more than I had originally expected. Gradually we began to joke around with each other, and our time spent together was really fun. After graduating from high school, I started working in the hospitality industry. Sometimes foreign customers come to the store. I am still not very good at English, but, thanks to Hannah, I am able to communicate with them without hesitation.

The story of Hannah, the student hosted by Miina's family, is on page 35.

Miina Kato

Host sister of Hannah (Philippines), a 2018 Kakehashi Student

Yamagata

Keiko Agatsuma

Family structure:
married couple with a daughter
(4th grade elementary school student)

Kakehashi Student:
Amanda / Indonesia

We have a precious family member across the sea.

Q1 How has your family changed after living with an international student? What did you gain from the experience?

I believe it was my daughter who has grown the most. Before Amanda came, she was shy and rarely spoke to adults outside of our family. However, before we knew it, she and Amanda became just like real sisters. They were always playing together, things like tag and shiritori. Since the words kids use are simple, I think it was a good language learning experience for Amanda. Having Amanda around was really helpful for me too, because I could concentrate on housework while she looked after my daughter.

Q2 How do you feel now that the stay is finished?

Amanda has become a real member of our family. For a while after Amanda left Japan, I felt as if there was a big empty hole in my heart. Through my participation in the Kakehashi Project, I have learned that there are so many people who are interested in Japan. I want to support kids with goals like “I want to learn Japanese” or “I want to experience this and that in Japan!” I’d like to continue hosting international students also for my daughter to see and know various aspects of the world.

Fukuoka

Yuji and Noriko Uchimura

Family structure:
married couple with two sons
(second year high school student and first year middle school student)

Kakehashi Students:
Sihyun / Korea
Felix / Indonesia

We laughed, cried, and grew together as a family.

Q1 What are some of the most memorable moments you had with the students?

Even though Felix was an excellent student and was a class president back in Indonesia, he had some trouble adjusting to his new life in Japan. I can’t forget just how much he tried to overcome these struggles while he was here. His personality is naturally cheerful, so by the end of his stay, he was surrounded by many new friends. Sihyun was a cool, “modern” kid, but after spending four months together, we became so close that we could laugh and cry together. He even told our younger son, “I would do anything for you, my little brother! I don’t want to leave you!,” hugging him for a long time at the airport when we went to see him off for the last time. (Noriko)

Q2 How has your family changed after living with an international student? What did you gain from the experience?

I started studying to become a Japanese language teacher in order to better teach Japanese to international students. My older son has also decided to intern in Mexico. Inspired by the international students, we are also starting to take on new challenges. (Noriko)
Both of them had such a great attitude to seize opportunities on their own. There was an audition to perform at a school event, and they were practicing hard for it. I was so impressed by their attitude that I couldn’t help but share their story with my colleagues at work. Although we are already functioning members of society, I felt like they were the ones teaching us. (Yuji)

Yohei and Kazuyo Sasaki

Family structure:
married couple with a son
(5th grade elementary school student)

Kakehashi Students:
Liza / Cambodia, Azla / Indonesia,
Flesha / India, Linxue / China

Hokkaido

International students taught us that the world is a big and diverse place.

Q1 What are some of the most memorable moments you had with the international students?

We live in Kushiro in northern Japan. All of the international students were impressed with seeing snow for the first time. I also went wakasagi fishing with Flesha from India, and we had a bit of a mishap at that time. Flesha, who grew up in a warmer climate, never wore socks. I told her to wear socks that day, but she wore boots over her bare feet and trudged through the snow. Her boots soon became soaked, leaving her with no choice but to go barefoot. She exclaimed "My feet hurt!” We all burst into laughter playfully teasing her by saying “We told you so!” It is a fond memory that still brings a smile to my face. (Kazuyo)

Q2 What advice would you give to those who want to become a host family but are hesitant or worried?

I often hear that many people don’t take the plunge into becoming a host family because they feel like their English might not be good enough. However, more than you imagine, just using Japanese is fine. Don’t worry too much, just accept them as if you were making a new friend, and you’ll discover many new things. It is enriching for a family to have the opportunity to experience firsthand the diverse ideas and values from different countries. My son is still in elementary school, but he has naturally grown up knowing that there are countries beyond the ocean, that the world is a big place, and that there are many different ways of thinking. (Yohei)

Okinawa

Takashi and Nozomi Yonamine

Family structure: married couple

Kakehashi Student:
Sean Kamiko / Philippines

He made me forget all my stress from work, just like a real son.

Q1 What are some of the most memorable moments you had with the international students?

Our time spent with Kamiko was full of laughter from the beginning to the end. Usually it’s just the two of us at home, but talking to him about things like “Have you met a girl you like?” brought us so much joy. It felt like having a real son of our own. At first, we were concerned about potential cultural differences, but we hardly noticed any gap. Rather, I was comforted by Kamiko’s presence. Whenever I was frustrated or tired from work, his jokes never failed to uplift my spirits and make me feel better. (Takashi)

Q2 What advice would you give to those who want to become a host family but are hesitant or worried?

I would like to tell them that even a couple like us, who are not exactly meticulous, were able to enjoy hosting. International students are more independent than you might think. When they reach high school age, kids can basically take care of themselves, and international students are no different. Just like raising your own child, there is no need to do everything for them. Studying abroad teaches us that there are not as many differences between countries as we think. It is also a great opportunity for host families to learn a lot. (Nozomi)

School Dormitories and Private Dormitories

Yamaguchi

Xavier High School

I'm excited about what lies ahead for these high school students who've put in the effort to make friends from different cultures and values.

I feel that it is very meaningful to spend a lot of time with people from different languages and cultures during their teenage years, making friends who have grown up in an environment that is completely different from their own, and striving to understand and accept each other while overcoming small frictions and stress caused by differences in values and lifestyles. The growth of these high school students over the course of these days is remarkable and inspiring. Such experiences, more than anything else, will give them great strength to live in the upcoming society, and I am very much looking forward to the future of these children.

Sr. Fumiyo Kohama
Sr. Nguyen
Xavier High School Dormitory

Hidekazu Watanabe
CEO, Osaka English House

Osaka English House

Osaka

For the future of Japan, international exchange among young people must not decline.

International students from fast-growing Asia are a great stimulus for us Japanese. However, as part of my job, I often research the study abroad situation, and I realize that the number of young people who want to come to Japan is decreasing year by year. I have a sense of crisis that if this trend continues, there will be a shortage of human resources who can serve as a bridge between Japan and other countries in the future. In order to strengthen our ties with Asia, which will continue to grow in the future, I believe that the Kakehashi Project is a very important activity that allows young students to interact with each other across national borders.

Fukushima

Fukushima Prefectural Futaba Mirai Gakuen Senior High School

The international students are bringing out a new side of the dorm students.

I strongly feel that the international students are stimulating the growth of the dormitory students. Some students who did not take the initiative to take the lead have come to take the lead in dormitory events. Some students who had been shy have voluntarily asked to share a room with international students because they want to learn English. I feel that the international students are creating opportunities for the students to take the first step forward. The international students have become an indispensable and important part of this dormitory. (Moyoko)

Mototsugu Takagi
Moyoko Chiba
Boarding house supervisors, Fukushima Prefectural Futaba Mirai Gakuen Senior High School

Passing on the "Kakehashi experience" to as many junior students as possible

Sense of Solidarity among Kakehashi Alumni Born from the COVID-19 Pandemic

Follow us!

Asia Kakehashi Project

The Secretariat launched the Project's official social media account in May 2019.
As of September 2023, it has 11,000 followers.
It posts daily life anecdotes of international students in Japan and stories of individual international students.

@asia_kakehashi

Response from Japanese high school and university students

In June, responding to the activities of the Asia Kakehashi students, a former classmate at the host school of a 2018 Kakehashi student set up a social networking account to introduce Japan and began posting information about annual and seasonal events to Kakehashi students.

In July, "hiyori," a traditional culture club led by high school students, organized an interactive cultural exchange session with Asian students using origami. The event, ORIGAMI LIVE, was broadcast on social media, and approximately 80 people from all over Asia participated. In August, Japanese university students with study abroad experience organized CALLIGRAPHY LIVE, livestreaming a calligraphy event coupled with the night view of Shibuya. About 70 people participated in the event.

Creation of country-specific "Asia Kakehashi" accounts

In parallel with the activities of “Super Senpais”, Kakehashi alumni from different countries set up country-specific SNS accounts. Contents were distributed in their respective native languages and English (Philippines, Indonesia, Cambodia, Laos, Bangladesh, Pakistan, Turkey, Bhutan, Sri Lanka, and India). The Philippines voluntarily adopted a mentor system and promoted Japanese language learning at three levels, with alumni acting as teachers. The program was very successful, providing the Japanese conversation skills needed by international students in a practical manner.

During the pandemic, at a time filled with a sense of separation and isolation between people and countries, the actions of these senior students to foster a sense of solidarity greatly encouraged the approximately 200 junior students who were preparing to come to Japan.

2020 Kakehashi students were scheduled to begin their 10 months stay in Japan at the end of March 2020, but due to the COVID-19 pandemic, their arrival was postponed several times. During this period of uncertainty, the earlier Kakehashi participants, 2018 and 2019 students, provided warm support to the 2020 students.

In April 2020, about 80 Asia Kakehashi alumni volunteered to form "AKP Super Senpais" to cheer up the 2020 Kakehashi students whose trip to Japan had been postponed. Six teams were formed with members in different countries and time zones. They posted various contents and videos on social media (posting period: May to September 2020).

https://www.facebook.com/akpsupersenpais/

https://www.instagram.com/akpsupersenpais/

https://www.youtube.com/c/VoicesofKakehashi

Social media contents included:

① Creation and distribution of podcast programs (YouTube),
② Distribution of Japanese learning memes (Facebook/Instagram),
③ Stories about the experience of staying in Japan by region (Facebook/Instagram),
④ Tongue twister competition (Instagram Stories),
⑤ Writing lyrics, composing music, and creating a video for the Asia Kakehashi theme song (YouTube).

It was a group effort with all six teams participating in technical aspects, design, and translation.

A Burmese Kakehashi student who served as the overall leader of the student activities commented, "Thanks to Asia Kakehashi Project, we got to meet many Japanese people and know our Asian neighbors. Seeing the younger students discouraged by the postponement of their travel to Japan, I felt strongly that I wanted to do something. After several meetings with the other interested alumni, I had the idea, "To help them make the best of their shortened stay in Japan, why don't we share with them our lessons learned, our experiences of overcoming difficulties, and our tips for making friends? I had learned about older students taking care of younger students in my Japanese high school life. It only seemed natural for me to get involved to take care of these younger students facing difficulties."

Language lessons posted on SNS
“Essential Japanese for staying in Japan"

Podcast program “Voices of Kakehashi”

The official song for the Asia Kakehashi Project, "Our Bridges".
It was entirely produced by Kakehashi students
(lyrics, music, song, performance, video editing).

Volunteers Supporting the Project

Building bridges between local community and exchange students

Okinawa **Takahiro Kato**

I wanted international students to have more opportunities for cultural exchange, not just within the school, but on a larger scale, so while setting protective measures against COVID-19, I began to create more opportunities for students to get to know the local community. With the support of community members, we took the students to experience traditional Okinawan performance art, as well as visit the sites of the Battle of Okinawa. The students were able to learn about Okinawan culture and history while also interacting with the local community. Some community members gave us positive feedback, saying that it was a good experience for them as well. One person even wrote about their experience with the international students in the local newspaper. This made me quite happy. The LP's activities, connecting high school students from various Asian countries to Okinawa,was an invaluable experience that helped me realize that I too was contributing to the community.

I found new enjoyment and a new sense of fulfillment.

Tokushima **Kayo Kubo**

My family has been a host family for over a decade, and I am very grateful for the help we received many times from the volunteers who acted as intermediaries. Gradually, I began to feel that I wanted to participate in activities on the support side, and decided to take on the challenge of becoming an LP. The greatest joy of LP is when international students return to their home countries feeling glad that they came to Japan. In fact, it makes me so happy when I receive messages from international students upon parting saying, "I've come to love Japan" or "Thank you for all your kindness". I can't stop myself from crying when I think about just how much effort the students put into living in an unfamiliar environment. I also feel proud to be involved in this activity when I think about how they will be the future link between Japan and Asia.

A bond that goes beyond nationality, connecting people together

Tokyo **Keiko Inui**

There was once a Korean student who, before coming to Japan, told us that she was afraid of going to Japan. Because of the strained relationship between the two countries, she was worried that she might be bullied in Japan. But once arrived, she returned home with a completely different image than what she originally had. Here is another story. Coming from neighboring countries that have a less than favorable relationship, the two students from both countries were wary of each other at first. However, after spending time together through AFS for several months, they were able to become great friends. One of the greatest merits of studying abroad is being able to create mutual understanding and form a deeper bond that transcends the relationship between their two countries. For the future of Japan and Asia, I believe that we need to encourage even more international exchange programs between high school students.

Serving and connecting with our society

Oita **Shihoko Shiga**

When I was young, I worked for a foreign bank and devoted myself to a job I loved. However, back then it was difficult to balance work and motherhood. When I became busy raising my children, I had no choice but to resign from my job. As the years went by and my children grew up, I found myself with more time on my hands. I began to think that I wanted to connect with society and be of service to others. That is when I started volunteering for AFS. I enjoy volunteering; it reminds me of school club activities. I get to know my fellow volunteers and host families better as we work together to solve daily challenges. It is also exciting to see high school students from all over the world in our circle. I feel that I now have a different kind of richness in my life than I did when I was younger.

Children are what drives international exchange.

Hokkaido **Kumiko Maeyama**

Despite casually deciding to participate in the Kakehashi Project, after interacting with the international students, I began to feel a closeness to them like that of a parent. In recent years, it became difficult to go out due to the COVID-19 pandemic. I was worried that the students might feel lonely, so I tried to make contact with as many of them as possible. While being careful to avoid infection, we sometimes went sightseeing together, and enjoyed events like the ice festival and winter sports. Although I was supposed to be supporting their time here, I too enjoyed myself and had fun with them. What made me happy was when the students said Ittekimasu, instead of Sayonara as they were leaving, which implied that they would come back one day. I feel that these students are truly bridges to the future, and I have high hopes that they would pass on their experiences in Japan to their younger classmates in their home countries, helping to create the next generation of international students.

Seeing the growth of the international students make all the hardships disappear.

Gunma **Naoko Tsuchida**

After volunteering to support international students at AFS for about 15 years, I truly feel that the Kakehashi students are all excellent and enthusiastic. More and more schools and host families thank us for introducing them to wonderful students. However, supporting the growth of international students is not something that can be handled by a manual, and difficult situations do arise. At the same time, I believe such difficulties make the whole experience even more valuable. When I see the international students who have grown so much after completing their study abroad and their host families waving their hands with tears in their eyes at the train station saying good-bye, I feel deep emotion and a sense of fulfillment that makes all the hardships disappear. The sight of international students who have grown strong is the greatest joy for us volunteers.

An opportunity for everyone involved to grow

Aichi **Kimie Nagasawa**

I started giving my time as a host family 20 years ago, and this is my twelfth year volunteering with AFS. The reason I continue to volunteer is because I want to have experiences that cannot be bought with money. There is so much to be gained from being involved in host family activities. I get to meet a variety of people, learn about different ways of thinking, broaden my horizons, and gain an international perspective. It is very interesting to see my own insight expand, and I feel like I am growing and learning together with the international students. Moreover, I am even able to experience moments so moving they bring me to tears, and through these experiences, I feel I am living my life to the fullest. Furthermore, the activities of the Kakehashi Project are a step toward better future relations between countries, so it is certainly a very rewarding experience for me.

Through continuity, the circle of international exchange will keep growing.

Yamaguchi **Chihiro Shimada**

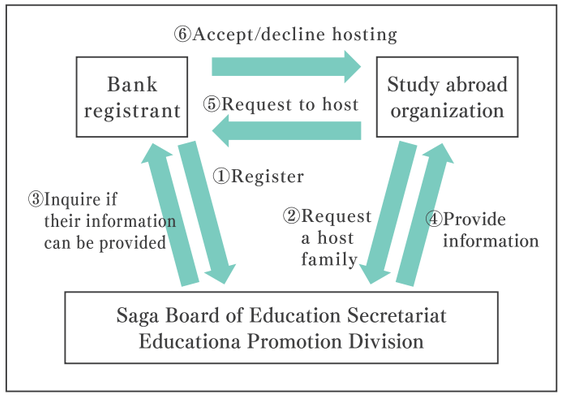
I think that the benefits of hosting of international students will grow as it continues. Some AFS graduates who have gone on to universities in Japan come to Yamaguchi on holidays to give advice to younger students. It seems that there is a network among international students from different countries, and they frequently exchange information even after graduation. Of course, Japanese high school students also continue to communicate with international students. Having friends in many different countries will be a boon for the future. I believe that by hosting international students on an ongoing basis, the circle of international exchange, which transcends countries and generations, will keep growing .

Prefecture-wide Initiative to Promote the Acceptance of International Students [Saga Model]

"Host Family Bank," a project to promote the acceptance of international exchange students in Saga Prefecture

Saga Prefecture promotes the acceptance of international students and school exchanges from overseas, in order to provide junior high and high school students in Saga Prefecture with international exchange opportunities that contribute to the development of global human resources. The prefectural Board of Education serves as a hub to promote initiatives to facilitate exchanges that transcend the boundaries between host families, schools, and international students.

<Matching Process>



Application period	At any time
Eligibility	Those who are able to accept homestays for international students and have an interest in international exchange.
International students who are eligible for homestay	・International students participating in study abroad programs offered by study abroad organizations and attending schools in Saga Prefecture. ・International students who are participating in a training program run by an organization that plans and manages school exchanges/study tours and visiting a school in Saga Prefecture.
Duration of homestay acceptance	Varies from a few days in the shortest case to up to a year in the longest case.
Provide information to study abroad organizations	When a study abroad organization requests to introduce a student to a host family, we will inform the registrant of the duration and conditions of the homestay and provide the registrant's information to the study abroad organization, only if they agree to accept the homestay.

In some classes, even the Japanese students began to speak English with each other.

As the coordinator of the project to promote the acceptance of international students, my responsibilities include matching the students with host schools and recruiting host families. I also meet regularly with the international students to take care of their daily needs in Japan. It is wonderful to see their eyes, initially filled with anxiety, light up as the days went by. I've heard that there have been various changes in the host schools as well. For example, in some of the classes, Japanese students have begun to speak English with other Japanese students when they're around exchange students. This was a natural change for them because they were worried, "if we speak in Japanese, the exchange students might think we're trying to keep secrets from them." This is a wonderful development, don't you think?

Saga Board of Education Secretariat
Educationa Promotion Division
Coordinator
Michiyo Dodgson

The ability to live as one's own person in a global society

Our wish is for high school students to develop their sense of self and live with ease and confidence in a global society. With this in mind, we have launched a project to promote the acceptance of international students so that we can bring the world right to their schools. The international students, who have come from a variety of Asian countries, have truly had a great impact on high school students in the prefecture. We have received feedback that an increasing number of students are so inspired by the sight of the hard working students who come alone from a foreign country that they feel like they too must do something. We would like for Saga Prefecture to continue focusing on accepting international students and promoting international exchange in cooperation with various schools and organizations.

Saga Board of Education Secretariat
Educationa Promotion Division
Section Chief, Satoko Egashira

Our hearts swelled with joy with the addition of one more precious family member.

Without thinking about it too deeply, we decided to host an international student because we thought, "Sounds fun!" It turned out to be a great decision. Athena, who came from the Philippines, was friendly and became a member of our family from the very first day. We all went ice skating together, went on trips, and created many fun memories. She was also a great influence on my children. They're now able to interact with people from other countries easily and become friends with anyone, regardless of nationality or gender. We believe that they have grown so much because of Athena's presence.

Host Families
Mr. and Mrs. Fujita

Report on the Latest Forum and Graduation Certificate Award Ceremony

Outline

Theme	Asia Kakehashi Project Global Education Forum with International Students
Date and time	Monday, March 13, 2023　10:00-13:40
Organization	Ministry of Education, Culture, Sports, Science and Technology (MEXT) and the AFS Japan
Cooperation	The Nikkei Newspaper (Nihon Keizai Shimbun) and Japan Future Leaders School
Attendees	Business people, Kakehashi students, Japanese high school students and AFS officials
Participation	Free of charge (hybrid event upon pre-registration) with simultaneous interpretation
Venue	Hitotsubashi Hall (hybrid event)
Support	Japan Business Federation (Keidanren)

Program

Part 1 (Forum): 10:00-13:00 (online transmission)

9:55　AFS video

10:00　Greeting words by the organizers
Keiko Nagaoka, Minister of Education, Culture, Sports, Science and Technology (video message)
AFS (Daniel Obst)

10:10　Project introduction video

10:20　Presentation of Kakehashi students' experience
①Mongolia: Enkhjin Enkhjargal (2022 Kakehashi student)
②Thailand: Rawint Maokamnerd (2022 Kakehashi student)
③Turkey: Yasmin Karamutlu (2019 Kakehashi student)

10:30　Discussion video

10:35　Presentation of results
Asia High School Summit presentation
"How can the next generation take on global challenges?"
① Environment: Mishka Grover (India)
② Peacebuilding: Sengly An (Cambodia)
③ Education:
Nicole Susano Sabeniano Leica (Philippines)
Min Khant Phyo (Myanmar)
Vini Jaiswal (India)

10:50　Keynote speech by former Malaysian Prime Minister Mahathir
"What are the issues human being have to solve in 21C by future generation and the needs for global education"

11:05　Q&A session (by high school students)

11:45　Panel discussion "Developing global human resources will change society"

12:45　End of Forum

Part 2: Graduation ceremony 13:00-13:40

13:00　Opening video

13:05　Message from Yoko Fujie, Director General of the Education Policy Bureau, MEXT

13:10　Greeting words by Akiko Kato, National Chair of AFS Japan

13:15　Certificate of completion awarded by MEXT (1 representative)
Chap Hang Marco Fu (Hong Kong)

13:20　Greeting words by 2022 Kakehashi students (1 representative)
Yesui Erkhembayar (Mongolia)

13:25　Ending video

13:30　End of Ceremony

Panelists

Vice Chair of the Council of the Japan Business Federation,
Founder and President of Euglena Co., Ltd.
Mitsuru Izumo

Ambassador Extraordinary and Plenipotentiary of the Kingdom of Thailand to Japan
Singtong Lapisatepun

President of Gurunavi, Inc. and Director General of the Public Interest Incorporated Foundation Japan Traffic Culture Association
Hisao Taki

Senior Advisor, Morgan Stanley MUFG Securities, and Senior Specially-Appointed Professor, Tokyo University of Science
Robert Feldman

Moderator

National Chair of AFS Japan
Akiko Kato

At the opening ceremony, a video message by Minister Nagaoka (MEXT) was first played, confirming the achievements of this initiative based on the objectives of the Asia Kakehashi Project. The Minister also encouraged the students who participated in the program to play an active role as "bridges."

Next, Daniel Obst, President & CEO at AFS Intercultural Programs, expressed his gratitude to the Government of Japan not only for accepting 1,000 high school students from Asian countries, but also for providing a learning platform to build a better society. He touched on the history of AFS activities and strongly emphasized that education is the best investment we can make for our shared future.

◆Presentations by Kakehashi students and others

Kakehashi students came to Japan with a strong desire to learn, in a country where the lifestyle and the language are different. The presence of Kakehashi students brought about a change in the Japanese high school students and those who looked after them and shared school life with them in the local community, as well as the host families. Some also initially came as Kakehashi students and then returned to Japan to pursue new paths after their high school experience. Those who have continued their studies in Japan also reported that they keep making efforts to become "bridges."

In addition, the day before the Education Forum, the 2022 cohort of Kakehashi students participated in a four-hour discussion with Japanese high school students on how they could tackle global issues, divided into three topics: Peacebuilding, Environment and Education. The results of the discussions were presented on the day of the Education Forum.

The group that discussed Environment spoke of the importance of cooperation among diverse people, while those who discussed Peacebuilding emphasized that education can prove that peaceful coexistence is possible. Finally, the group that focused on Education spoke of the importance of knowing the world as well as knowing ourselves. The experience of discussing with Kakehashi students was also very stimulating for Japanese high school students.

Discussions on the day before the Forum

Kakehashi students' experience presentation

Presentation at the Asia High School Summit

◆Keynote speech and panel discussion

The Education Forum featured a keynote speech by former Prime Minister of Malaysia, Mr. Mahathir bin Mohamad, and a panel discussion entitled "Developing global human resources will change society."
The panel discussion featured Mr. Singtong Lapisatepun, Ambassador Extraordinary and Plenipotentiary of the Kingdom of Thailand to Japan; Mr. Mitsuru Izumo, Vice Chair of the Council of the Japan Business Federation, and Founder and President of Euglena Co., Ltd.; Mr. Hisao Taki, President of Gurunavi and Director General of the Public Interest Incorporated Foundation Japan Traffic Culture Association; as well as Mr. Robert Feldman, Senior Advisor to Morgan Stanley MUFG Securities and Senior Specially-Appointed Professor at Tokyo University of Science.
During the panel discussion, participants openly shared insights from their respective experiences. In addition, not only to the high school students in the venue, but also to the audience, they sent messages including the following: "It is better to acquire the ability to communicate with people from all over the world," "Over the course of a long life, in addition to technical, language and communication skills, it is also necessary to acquire social skills. It is imperative to have opportunities to re-educate oneself," "Young people's proposals must be heard."

Former Malaysian Prime Minister Mahathir

Singtong Lapisatepu

Mitsuru Izumo

Hisao Taki

Robert Feldman

Courtesy visit to the Minister of Education, Culture, Sports, Science and Technology

On March 13, 2023, the 2022 cohort of the Kakehashi Asian Project paid a courtesy visit to Minister Nagaoka at the Ministry of Education, Culture, Sports, Science and Technology (MEXT), and reported on the results of their 10-month life experience program in Japan.
Those who spoke on behalf of the 2022 Kakehashi students expressed their gratitude for being able to come to Japan and talked about their school life and experiences with their host families. Their comments included the following: "We've been able to experience various things in Japan. We've spent wonderful moments here. We want to keep working hard so that we can come to Japan again," "I want to go to a Japanese university in the future. I want to study in Japan and make my dreams come true."

Minister Nagaoka expressed her hope for the students to play an active role as a bridge between countries in her reply: "I would like you to tell everyone about your experiences in Japan when you return to your country. I hope everyone keeps loving Japan and working as a bridge as adults too. I believe that you have learned a number of things through many experiences. I hope that when you grow up and reach your 20s and 30s, you will become adults that make use of these experiences."

Japanese high school students first joined the AFS exchange program in 1954. In 1957, we accepted our first students in Japan. Since then, the AFS student exchange program for high school students has continued for nearly 70 years.

On the occasion of their courtesy visit, Daniel Obst, President & CEO at AFS Intercultural Programs, presented photos of Japanese students who studied through AFS more than 60 years ago, and expressed his hope that this project will make a new history of Japanese high school students studying abroad.

Summary and Future Challenges

On June 5th, 2017, at the 23rd International Exchange Conference "The Future of Asia," the then-standing Prime Minister Shinzo Abe gave a speech stating, “We will provide high school students from across Asia who are learning Japanese with the opportunity to live in Japan for ten months. The scale of the program will be 1,000 students over the next five years.” In response to this, AFS Japan implemented the project from the 2018 to 2022 academic year, with the aim of inviting outstanding Asian high school students studying the Japanese language to Japan for six to ten months, after a public call for applications.

The initial target was to invite 1,000 students over five years, and in the end, 974 students from 21 countries/regions were successfully invited and assigned to 298 schools in 47 prefectures across Japan.

Outcomes and Effects

One year after returning to their home countries, the international students responded the following in terms of how they were affected by their experiences:

・Approximately 90% of the respondents answered that their impression of Japan had improved

・Over 90% of the respondents answered that they "introduced Japan in their home countries after returning from Japan."

The above results show that the initial goal of the program, which was to allow young people from overseas the chance to experience Japanese education and culture, has been achieved, and that it has also led to the development of these students into leaders, knowledgeable about both their own home countries as well as Japan, who can now serve as cultural bridges.

As for the effects on the local Japanese students, the results of a questionnaire to the host schools showed the following:

・Approximately 80%, when asked if their understanding of/interest in the countries/regions of origin of the international students had increased, responded that it had.

・Approximately 70% of the Japanese high school students responded that their awareness of language acquisition had improved

・Approximately 90%, when asked if their understanding of/interest in the countries/regions of origin of the international students had changed afterward, responded that their impression had changed.

The results of this survey demonstrated that the initial and most important goal, for Japanese high school students to experience international exchange without going abroad, has also been realized. There was one foreign student per 40 students per class (974 students came to Japan over five years), resulting in 40 students per class x 974 students = 38,960. This means that international exchange has been demonstrated for 38,960 students over a five-year period.

The program has also fostered cross-cultural understanding by increasing the level of understanding of the countries of origin of the invited students. In particular, during the three years from the 2020 to 2022 academic years, it was the only program in Japan where exchange with foreign students was realized at high schools while there were restrictions on foreign students and travel abroad due to the impact of the new coronavirus infection. This was the only program in which exchange with foreign students was realized in Japan, and it was a valuable opportunity for cross-cultural understanding.

In addition, in a survey conducted at the AFS International Headquarters (survey target: 10,500 students from 80 countries who experienced AFS study abroad from 1947 to 2018 / collection period: November 2018 to March 2019 / method: online survey), the impact of studying abroad during high school on their later life and career was investigated. As a result, about 90% of the respondents answered that they became active global citizens and were prepared to work in a global environment, and about 80% said that they were able to advance their careers at a faster pace. It can be surmised that the self-affirmation, cross-cultural skills, interpersonal and communication skills, problem-solving skills, language skills, and ambition gained through study abroad and cross-cultural experiences in high school have led to the development of human resources that promote international exchange, mutual exchange, and friendship with other countries.

Challenges and Future Prospects

During the three years from the 2020 to 2022 academic years, due to the impact of the new coronavirus infection, face-to-face regional exchange and experiential learning could not be sufficiently conducted.

On the other hand, by conducting online exchanges with current students before the arrival of invited international students to Japan, we were able to eliminate some of the anxiety felt immediately after arrival during the limited period of study abroad, and demonstrated the effectiveness of online learning in facilitating a smooth start to life as an international student. One future challenge will be to ensure the efficient incorporation of online exchanges.

In addition, we promoted local exchange opportunities with international students from within the school. Specifically, we introduced the home countries of the international students at local libraries and kindergartens. In cooperation with the schools, these have become annual events. In some cases, online exchanges between schools in the students' home countries and the schools they attend in Japan were incorporated as part of classes, demonstrating the need for further fostering the momentum for studying abroad through online learning.

The project was implemented with the main goals of increasing the number of Japanese high school students studying abroad and increasing the number of high school students who would like to study abroad in the future. As a result, the project aims to develop human resources who can serve as bridges between countries through future study abroad and social life, and to foster cross-cultural understanding by increasing the understanding of the home countries of invited international students on an ongoing basis. We would like to create opportunities to deepen cross-cultural understanding and foster momentum for study abroad by increasing the level of understanding of the home country of the invited students.

Specifically, by utilizing the experience of the exchange camps and other activities conducted by the association using discussion opportunities with Japanese high school students before international students returned to their home countries in March 2023 (the 2022 academic year, the final year of the project), and by further increasing opportunities for discussion with Japanese high school students, we will be able to create the foundation for human resources who will serve as cultural bridges between the two countries in the future. By further increasing the number of opportunities to create a bridge between the two sides in the future, we will not only achieve the project's activity goals but the effects of the project will keep impacting the future. We will continue to produce results in order to enhance the significance of this project and, by extension, contribute to the educational goals of Japan.

Acknowledgements

Many people have kindly supported

us in the writing of this report.

First, we would like to sincerely thank all the host families, host high schools, and dormitories, for their cooperation in the implementation of this project.

Our deepest gratitude also goes to the teachers and staff of the host high schools, for the guidance they provided to each student, covering their pedagogical approaches, daily classes and language support.

A heartfelt thank you to all of them.

We received valuable guidance and advice by members of Japan Future Leaders School during the concluding event.

Many thanks to them as well.

Finally, we would like to thank AFS volunteers from all over Japan for their countless hours of support alongside our students on a daily basis.

We are deeply grateful to them.

Thank you very much.

About AFS

Origin

AFS originated with the American Field Service, an American volunteer organization involved in the rescue and transportation of wounded and sick soldiers during World War II.

Since 1947, AFS has been active as an international educational exchange organization with the goal of realizing a peaceful world without war.

Character

A non-profit, non-political, non-religious, all-volunteer organization.

Philosophy

We provide opportunities for cross-cultural experiences to develop the knowledge, abilities, and understanding necessary to realize a just and peaceful world.

We plan and implement cross-cultural understanding programs for people of all ages, centering on exchange programs for high school students, as well as for working adults, teachers, and volunteers.

Organization

AFS is a global network of more than 60 countries and regions, centered on its international headquarters in New York City, and conducts more than 12,000 exchanges annually with approximately 100 countries.

Mission of AFS

Purpose of AFS

AFS is an international volunteer, non-profit, private organization. The purpose of the program is to provide opportunities for people to interact with various cultures in order to acquire the knowledge, abilities, and understanding necessary for a more just and peaceful world.

Basic Values and Position of AFS

AFS believes in fostering responsible global citizens who act to promote peace and mutual understanding in a diverse world. AFS recognizes that peace is always threatened by injustice, inequity, and narrow-mindedness.

AFS believes that every individual, every nation and culture has its own dignity and worth, and strives to establish this belief widely. AFS promotes respect for human rights and fundamental freedoms regardless of race, gender, language, religion, or social status.

AFS activities are based on the fundamental values of human dignity, respect for differences, harmony, sensitivity, and tolerance.

History of AFS Japan

1954 The first group of Japanese students is dispatched to the U.S.
(eight high school students travel to the U.S. on the Hikawa Maru from Yokohama Harbor)

1955 Establishment of AFS Japan Chapter by the first cohort of students.

1957 First group of nine high school students from the U.S. is accepted by Japan.

1963 Start of the one-year inbound program

1972 Norwegian high school students are accepted
and exchange with countries other than the U.S. begins.

1980 AFS Japan Association Inc. is established with the permissionof the Ministry of Education, Science, Sports and Culture
(now the Ministry of Education, Culture, Sports, Science and Technology (MEXT)).

1982 Short-term dispatch program begins.

1992 Licensed as a specified public interest promotion corporation.

2000 Semester inbound program begins.

2004 AFS receives the Minister's Commendation for International Exchange from the Ministry of Education, Culture, Sports, Science and Technology (MEXT).
AFS Global Conference is held in Japan for the first time.

2005 New program for university students, adults, and educators begins.

2011 AFS Japan Association Inc. is recognized as a public interest incorporated foundation and changes its name to AFS Japan.

2018 Became an implementing organization of the Asia Kakehashi Project.