

REPORT Artmile International Collaborative Learning 2024

Country/Region [Pakistan]

School [IMCG, Street 25, F-6/2, Islamabad] Teacher [Dr. Nuzhat Fatima] Grade (7,8) Member (43)

JP School [Neyagawa 7th Junior High School] Teacher [Amu Ota]

Subjects, Activities and Hours of the lessons

Subject	Conception of the lesson	Hours
Social Studies	SDG1 No poverty	30
ICT	SDG4 Quality Education	30
Art	Pictorial representation of research and thoughts	10

Theme and Message of the mural

Theme	From Islamabad to Osaka Lets learn together, rise together, bridging the gap (poverty is the worse form of violence).
Message United thoughts to share with the world	Together let 's create a brighter future where every voice is heard and every child can thrive in peace and harmony. This message combines two elements, education as empowerment and mutual growth for strong relationship between Pakistan, Japan and rest of the world. Addressing poverty as violence and spreading kindness globally.



Effects and Problems

Effects your students have gained	Points for further improvement
Global awareness, critical thinking, research, cultural understanding, students gained the ability to solve problems that have no fixed answers, through collaboration with international partner to address community issues and create a mural based on their understanding and discussion.	We were unable to contact any departments or organizations to further enhance our students' development. As a result, we missed opportunities to engage with departments related to our Sustainable Development Goals (SDGs) and connect with relevant organizations. Consequently, our students lack field-related knowledge. We were unable to provide them with sufficient practical knowledge or practical tasks that could improve social conditions and positively impact society. Additionally, we faced challenges related to cultural understanding, communication barriers, cultural differences, and technical issues.

How has your impression toward your partner's country/region and the world changed?

Changes in the students	Changes in the teachers
After completion of this project, we observed several positive changes in students, aligning with the goals of improved problem-solving, cultural understanding, greater global awareness, polishing of critical thinking, increased confidence in cooperative activities, and environmental consciousness with reference to Japan as well as rest of the world.	Increased versatility, more focused on improvement, shifted role, gained new perspective on thinking and understanding the value of experimentation and enthusiasm.

Flow of the Activity

Content	Month	What you did	Your students' attitude/reflection	Subject
RESEARCH the theme	Jun. Jul.	Research on SDG1 and 4 completed. Summer vacation home work was given to students related to project.	Students learn how to research and gather related information to SDG1 and SDG4.	Social Studies ICT
SHARE with the partner	Sep.	Students prepare presentations on their research and we also share our research with our partner school.	Students developed teamwork skills by collaborating in groups to prepare notes in groups to prepare notes on SDG1 and SDG4. They shared their research findings through presentations. Through this process, they gained insight into poverty and its various forms, as well as its impact on people's lives. Additionally, they collected and distributed goods to underprivileged families and children. They also purchased items for these families and visited a school to distribute them. This experience taught them the value of gratitude for what they have and the blessings in their lives.	Social Studies ICT
UNITE the thoughts	Oct. Nov.	Online meeting with their partner school. They also drew pictures to express their ideas and they presented those ideas with the rest of the students. It was a stage presentation in college auditorium.	They learn how to present in front of the rest of their class mates. They also inform them regarding their blessings and their experience of donation with the rest of their fellow students. They learn how to appreciate what they have.	Social Studies ICT
CREATE the mural	Jan. Feb.	Sketching, drawing, discussion and presentation.	Students work together to create a cohesive visual representation of their ideas. They develop a presentation to share their learning journey and experiences with parents and officials. They focus on key takeaways from the project, such as cultural exchange, global awareness, and problem-solving skills. Students present their project outcomes to parents and officials from the Federal Directorate of Education and Pakistan National Commission for UNESCO. This event showcases their learning and creativity, providing a platform for feedback and recognition. Students create heartfelt thank-you cards for their partner school students and teacher. These cards are sent along with the mural, symbolizing appreciation for the collaborative effort and cultural exchange experienced during the project.	Social Studies ICT Art
APPRECIATE the whole learning	Mar.	Posted videos on social media platforms of our college i.e. Facebook, YouTube and Instagram.	They are happy as well as busy in their annual exams. And excited to avail some more activities to learn more and more about SDGs and Art mile Project as well as Japan.	Art

Effect and evaluation gained through the collaborative learning

Evaluation: Rank 5 to 1 (5: very effective / 4: effective / 3: so- so / 2: not so effective / 1: not effective at all)

Expected effect	Evaluation	Scenes and reasons that teachers felt the effects
Cross-cultural understanding	5	Students joined Japanese Language course offered in our college for better communication with their collaborative partners. They gained valuable insight into cultural differences between Japan and Pakistan.
Active learning	5	Student conducted research, presented their findings and actively listened to their peers, organized a successful donation drive, collected funds to purchase items, and delivered to underprivileged children they also visited some homes as well to witness the actual living conditions.
Critical thinking	4	Students developed the ability to analyze their country's economic standing and educational level in comparison to global standards and suggested ways and measures to rectify the disparities they registered.
Collaborating with different people	5	This project successfully promoted collaboration skills among students from diverse backgrounds and academic levels. Although it was a singular experience, it provided them with invaluable exposure to international collaboration, which they thoroughly enjoyed and learned from.
Expressing in words, in shape	4	Students express complex concepts like poverty and lack of education through immense visual arts, translating their thoughts into meaningful shapes and drawings.