

Asia-Pacific Teacher Exchange for Global Education

2020 Final Report



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Asia-Pacific Teacher Exchange for Global Education
2020 Final Report

Programme Report

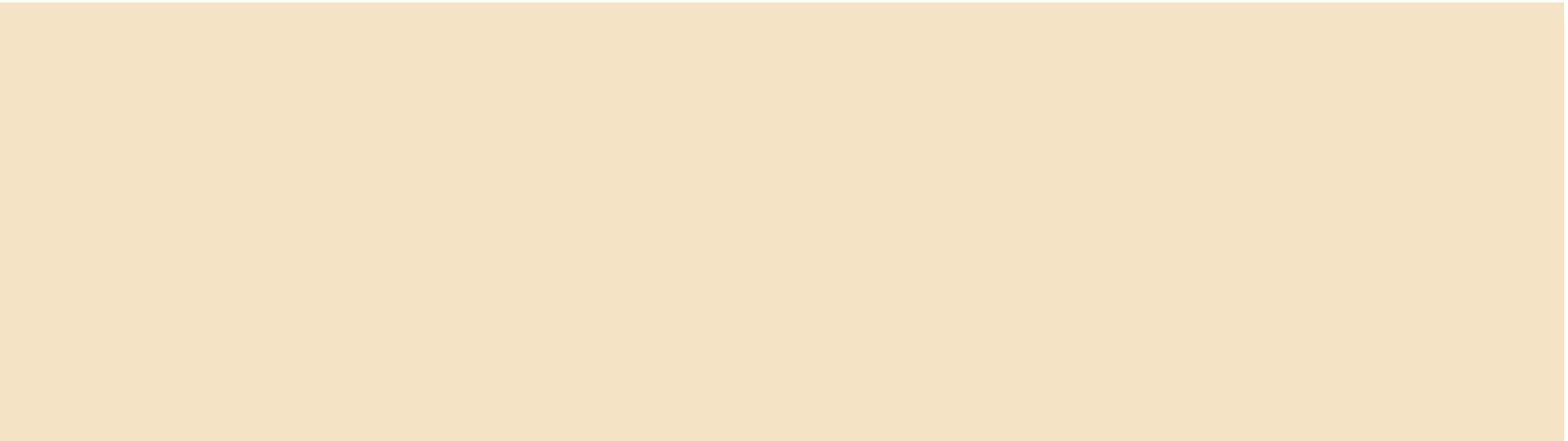
Part 1

I. Programme Overview

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Asia-Pacific Teacher Exchange for Global Education 2020 Final Report
Part 1. Programme Report





Programme Overview



Programme Overview

1.

About the Programme

What is Asia-Pacific Teacher Exchange for Global Education?

Asia-Pacific Teacher Exchange for Global Education (hereinafter referred to as APTE or the Programme) is a bilateral teacher exchange programme between the Republic of Korea and Asia-Pacific region. It is hosted by the Ministry of Education of the Republic of Korea and organized by the Asia-Pacific Centre of Education for International Understanding under the auspices of UNESCO (hereinafter referred to as APCEIU), in collaboration with the Ministries of Education of the Host Countries as the local partner. Launched with two partner countries – Mongolia and the Philippines – in 2012, APTE grew rapidly over the last nine years and has, in 2020, seven Partner Countries in the Asia-Pacific region: Cambodia, Indonesia, Laos, Malaysia, Mongolia, Thailand and the Philippines.

As part of programme, Exchange teachers are dispatched to local schools in the Partner Countries for three to four months, teach classes and lead other educational activities, serving as a member of the Host School. Korean teachers dispatched to seven Host Countries and teachers from the seven countries invited to Korea are all competent teachers selected in their own countries. They teach classes in their subjects of expertise, the language of their home country and cultural understanding, and interact with students and peer teachers as they participate in various school and local community activities. Such local activities and interaction are aimed at developing global education competencies of not only the Exchange Teachers, but also their peer teachers and students at the Host School, as well as promoting understanding and cooperation between the two countries, sharing overall educational experiences and improving quality of teaching.

The Programme's goals include strengthening multi-cultural education, Global Citizenship Education and global competencies at Korean schools, and internationally, contributing to improving education in Host Countries through a mutually beneficial model of education exchange, as Korea seeks to meet heightened global expectations and take responsibility as a donor country, since it joined OECD DAC in 2009.

Teachers from Asia countries, with expanding exchanges with Korea, will work in Korean schools, and Korean teachers will work in Host Countries' schools. The mutual understanding and friendship they build in this process will have a greater impact than other forms of citizen diplomacy, thanks to the unique nature of education. In 2015, the world established global targets through Sustainable Development Goals and Education 2030, which should be met by each country, and through international cooperation. APTE is expected to contribute to meeting education goals, including Target 4.7. Promotion of global citizenship and 4.c Improved teacher education through international cooperation.

2.

Programme Purpose

The No.1 purpose of Asia-Pacific Teacher Exchange for Global Education is to promote multi-cultural understanding and global communication competencies through educational exchange with Partner Countries. As Korea rapidly becomes a multi-cultural society, the demand is also increasing for multi-cultural education at schools. In fact, the share of students from multi-cultural families is gradually increasing in elementary, middle and high schools, from 0.35% in 2009 to 2.8% in 2020. In addition, mutual understanding within Asia is becoming more important as exchanges surge in the region. In this backdrop, the Programme aims to utilize educational activities of teachers of Korea and Partner Countries, to promote multi-cultural awareness of students, teachers and communities and improve global communication, an essential competency in the 21st century.

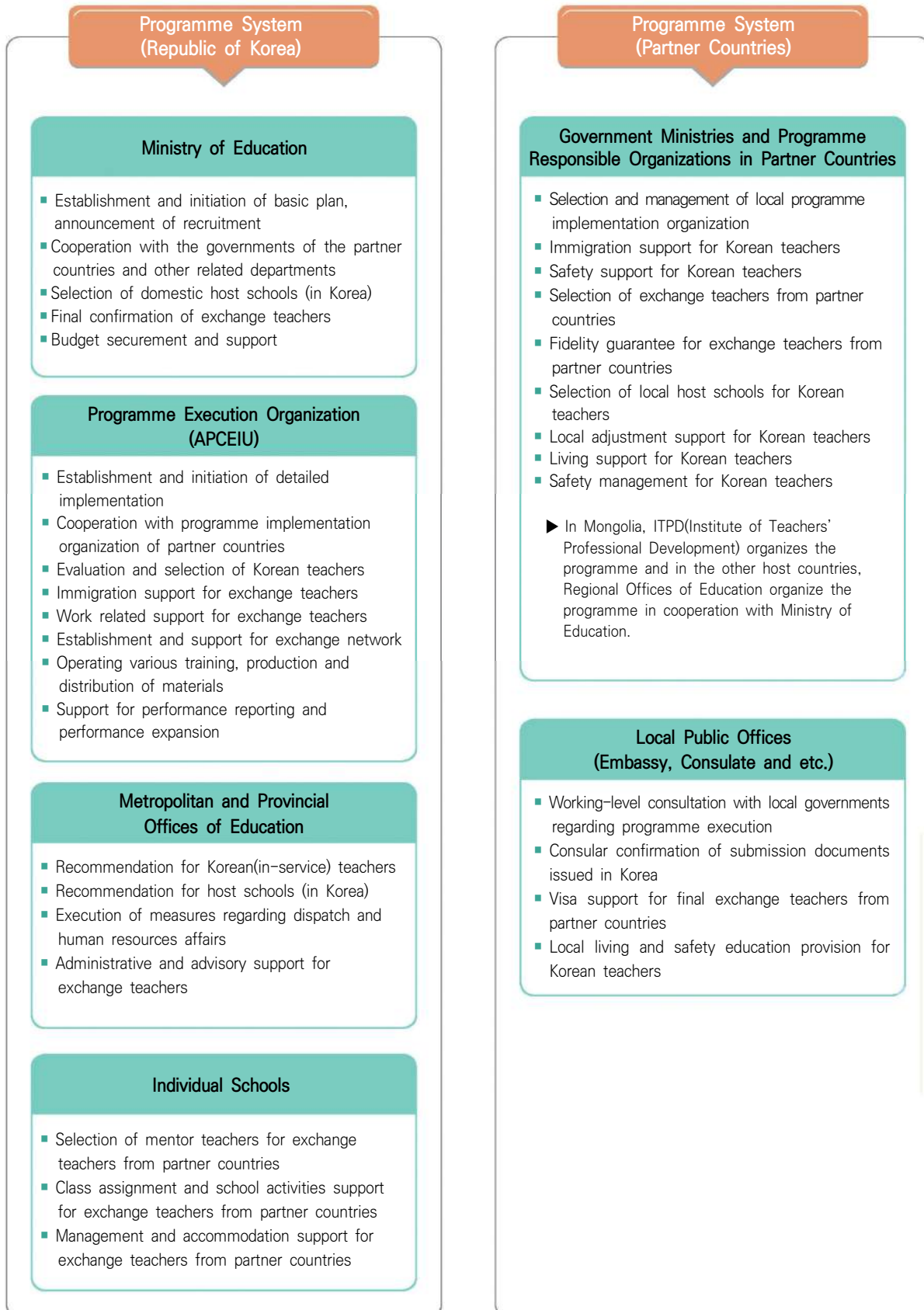
The second purpose is to support teachers build teaching competencies. Through opportunities such as various trainings, workshops, teaching activities at local schools and communities, along with educational exchanges and projects, Participating Teachers will strengthen their ability to teach.

The third purpose is to establish a model of exchange of human resource with expertise in education. The Teacher Exchange Programme has built a system of exchanging Best Practice Teachers, which is different from existing ODA programmes. APTE seeks to strengthen substances in the field of educational ODA, and expand Korea's role and contribution in the international community.

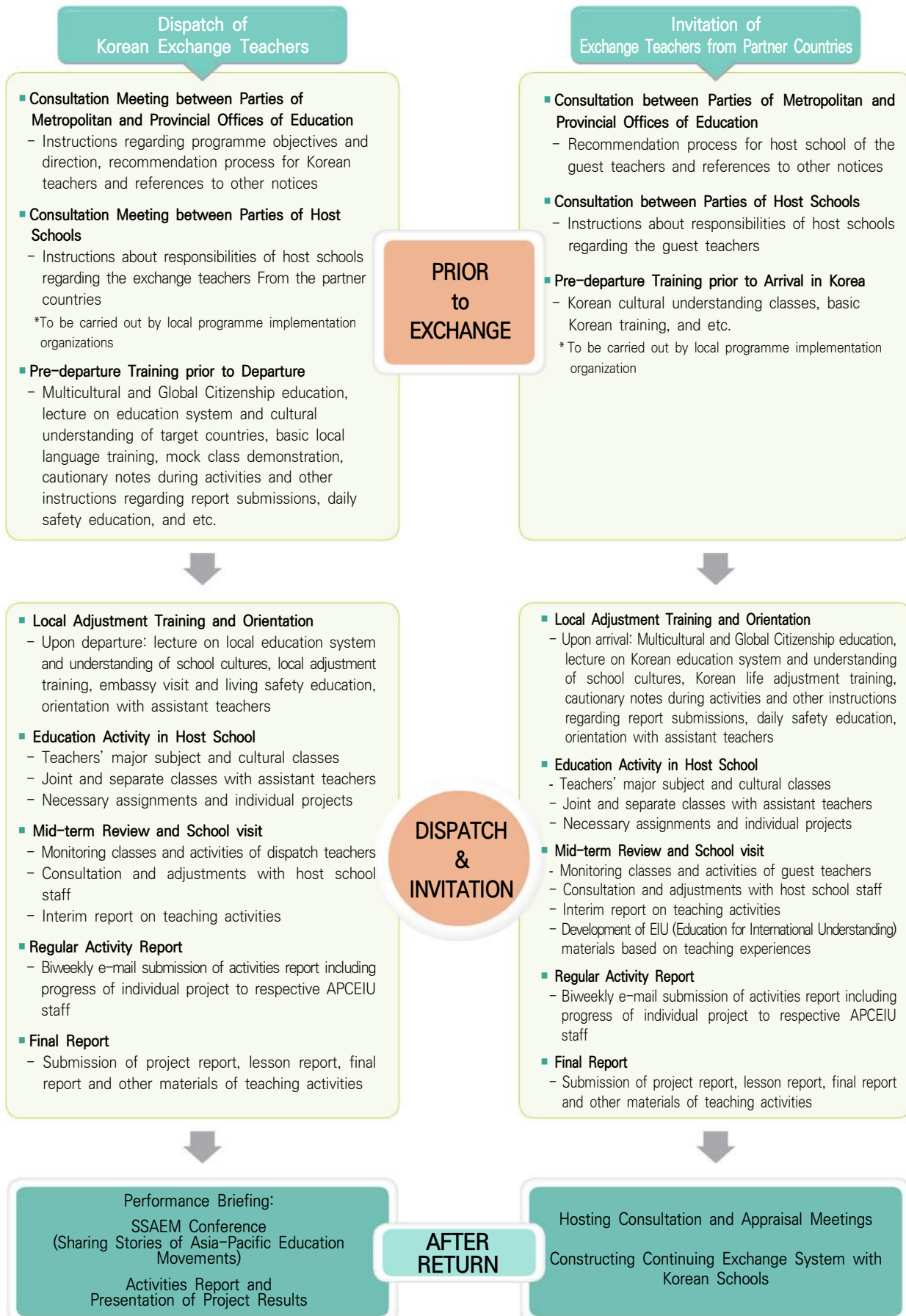
3. Progress Status

(1) Programme Operation and Flow Chart

Programme Operation



Programme Flow Chart



(2) Progress Status for Year 2012–2020

Offline Exchange

Partner Countries		Year	2012	2013	2014	2015	2016	2017	2018	2019	Total	
Bilateral Teacher Exchange between Partner Countries	Mongolia	Invited (All in-service)	40	25	25	22	16	16	16	12	172	320
		Dispatched	39	24 (9 in-service)	25 (13 in-service)	9 (8 in-service)	16	15	11	9	148	
	Philippines	Invited (All in-service)	30	24	20	30	20	14	12	20	170	282
		Dispatched	19	24 (12 in-service)	20	10	13	-	14	12	112	
	Indonesia	Invited (All in-service)	-	13	15	15	6	10	10	12	81	144
		Dispatched	-	10 (2 in-service)	15 (8 in-service)	4	6	9	10	9	63	
	Malaysia	Invited (All in-service)	-	-	12	10	6	10	10	10	58	111
		Dispatched	-	-	12 (7 in-service)	7 (4 in-service)	6 (5 in-service)	8 (5 in-service)	10	10	53	
	Vietnam	Invited (All in-service)	-	-	-	20	26	26	20	6	98	205
		Dispatched (All in-service)	-	-	-	15	26	34	20	12	107	
	Thailand	Invited (All in-service)	-	-	-	-	12	16	13	20	61	109
		Dispatched (All in-service)	-	-	-	-	8	10	12	18	48	
	Cambodia	Invited (All in-service)	-	-	-	-	-	6	10	16	32	64
		Dispatched (All in-service)	-	-	-	-	-	6	12	14	32	
Korean Language Teacher Dispatch	Sri Lanka	Dispatched (Korean Language Teacher)	5	4	3	2	-	Programme Ended			14	
Total	Invited		70	62	72	97	86	98	91	96	672	1,249
	Dispatched		58	62	75	47	75	82	89	84	577	
	Total		133	124	147	144	161	180	180	180	1,249	

Online Exchange

Year & No. of Participants		2020*				Total**
Partner Countries	(Korean) Teachers**	(Partner Countries) Teachers**	(Korean) Students**	(Partner Countries) Students**		
Korea	28	81	-	-	109	
Mongolia	5	2	-	-	7	
Philippines	42	27	263	-	232	
Indonesia	22	9	61	-	92	
Malaysia	38	49	103	-	190	
Viet Nam	4	-	-	-	4	
Thailand	7	4	95	-	106	
Cambodia	11	2	112	-	125	
Total**	157	174	534	-	865	

* Programme: Developing Online Educational Materials for Global Education in Korea, 2020 Online SSAEM Conference

** If participants joined in multiple Programme, aggregated duplicate.

(3) Programme Outline and Achievements for Year 2020

The Asia-Pacific Teacher Exchange for Global Education (APTE), which has been in place since 2012, marks its 9th anniversary this year, and has been conducted according to the existing programme execution system and flow chart until 2019. However, the education sector has encountered a major crisis this year due to the impact of the unprecedented COVID-19. The pandemic has not only resulted in border closures and discontinuity in education, but is causing various conflicts, such as discrimination and hatred, in all parts of the world. In this situation, solidarity and cooperation are pressingly required, and the importance of multi-cultural education and global citizenship education is emphasized more than ever. The education sector is experiencing a period of great changes due to COVID-19. Beyond/away from the typical classroom teaching method, future education will be conducted in various ways without temporal, spatial and physical limitations.

This year, when face-to-face exchanges were temporarily suspended due to such circumstances, the Office of International Teacher Exchange (ITE) focused on expanding the foundation for online exchange and developing content in order to strengthen the sustainability of educational exchange and ensure the internal stability of the programme. These attempts are expected to lead to the proposal of a possibility of new educational exchange in the era of new normal, the promotion of the sustainability of exchanges, the expansion of beneficiaries of educational exchanges in Korea and other countries, and the improvement of global education competency.

The ITE conducted the 2020 programme as follows:

Development of Online Contents for APTE

- **(Purpose)** It aims to provide high-quality online lessons to improve participants' understanding of the programme and prepare them for educational activities in partner countries; increase participants' accessibility to lessons by providing essential online courses and establish repetitive learning systems; and promote programme operation efficiency by minimizing face-to-face workshop.
- **(Main contents)** Planning, design, video recording and editing for the production of online courses
- **(Lesson contents)** Global citizenship education and education for international understanding, Korean education system and policy, understanding of the history, society and culture of partner countries (7 countries), role and competency of teachers from multi-cultural societies, Korean language education as a foreign language, understanding of the learning environment and class management plan of partner countries
- **(Plan for further Utilization)** The online courses will be provided for APTE participants by uploading the course materials to the NEST website

Developing Online Educational Materials for Global Education in Korea

- **(Purpose)** Taking into consideration the situation where face-to-face exchange is difficult due to COVID-19, it aims to increase the multi-cultural understanding of Korean teachers and students through the educational materials produced by exchange teachers from partner countries, while strengthening the professional competency and online teaching competency of those teachers from partner countries.
- **(Main Contents)** The 20 online lecture videos by ten teachers from partner countries who participated in APTE between 2012 and 2019 were produced. The lectures, containing aspects of global citizenship education, multi-cultural education and education for intercultural understanding while conforming to the Korean national curriculum, were planned, developed, filmed, and edited. Some of the lecture videos were utilized in Korean classrooms at primary and secondary schools that participated as host schools in the programme before.
- **(Achievements)** In total, 20 lecture videos on 10 topics with 10 exchange teachers were developed and used in Korea. Lecture materials cover various topics closely related to global citizenship education, multi-cultural education,

and intercultural understanding education, such as biodiversity and ecosystem conservation, environmental protection, human rights, and understanding and respecting various cultures. Those materials allowed continuing online exchange while dealing with various subjects, including science, social studies, music, and physical education even during the pandemic. 12 lecture videos were utilized in order to conduct lessons at 10 Korean primary and secondary schools, and the effectiveness and adequacy of the lesson materials were confirmed through school feedback. Korean students' level of multi-cultural acceptance increased after participating in lessons using those online materials developed by exchange teachers.

- **(Plan for further Utilization)** The lesson materials have been shared on the ITE's YouTube channel and other various educational platforms to promote an active utilization of the materials.

2020 Online SSAEM Conference (Comprehensive Programme Performance Briefing Session)

- **(Purpose)** As a comprehensive performance briefing session to review and share the performance of the participants and schools, the 2020 Online SSAEM Conference promotes the qualitative improvement of the future programme by sharing the best practice of the participants, increases the effectiveness of the programme, and strengthens the cooperation system for programme implementation. The 2020 Online SSAEM Conference is the first online conference since the 2014 SSAEM Conference, and is the venue of sharing achievements and communication where all the participants over a total of eight years from 2012 to 2019 gather together for the first time.
- **(Main Contents)** Panel discussion with officials of the Ministries of Education in partner countries, presentation of follow-up activities by teachers at home and abroad, live talk shows of Korean exchange teachers, exhibition of educational activity outcomes, promotion of the teacher exchange programme, opening and closing ceremonies such as celebration performances and congratulatory addresses, video and photo contests, stamp tour, photo guest book, etc.
- **(Achievements)** Online networking of approximately 450 teachers who participated between 2012 and 2019, sharing the programme achievements through discussions, presentations, and exhibitions, establishing a vision for the 10th anniversary of APTE, promoting the teacher exchange programme, etc.

(4) Programme Outcome & Vision by Host Country (Based on 2020 SSAEM Conference Panel Discussion)

Sharing Programme Outcome

■ MOE Korea

Celebrating its 9th Anniversary this year, Asia-Pacific Teacher Exchange for Global Education (APTE), has steadily grown in quality and quantity, since the Programme started in 2012. The Programme kicked off with two countries in 2012 and has now grown into one that invites and dispatches 190 teachers in eight countries, including Korea.

It is not just about the increased number of participating teachers. The Programme is building the competence of participating teachers and students and bringing about positive changes. According to the annual survey and analysis, students and teachers at host schools have steadily shown improved multi-cultural receptivity. Also, many stakeholders related to the Programme, such as exchange teachers and students at host schools, and exchange teachers' colleagues at host schools have shown improved global competence.

However, the COVID-19 Pandemic has posed challenges to the area of education exchange as well. Unfortunately, as travelling has become impossible, Teacher Exchange did not happen this year. Instead, we created various online contents, and conducted a survey into follow-up activities of all exchange teachers and mentor teachers who have participated in APTE from 2012 to 2019.

After APTE, teachers have been following up in diverse ways, including class, teaching material development and exchange activities. Teachers' follow-up activities continue to have a positive impact on the students they taught during the Exchange Programme, as well as the students at the school they returned to after the Programme. This will go on to spread the good influence of APTE.

In this regard, I would like to congratulate the biggest achievement of APTE, which is producing so many teachers able to provide multi-cultural education with excellence. As teachers, who are at the forefront of education, share their learnings from APTE with so many of their students after the Programme, we will learn how to embrace diverse cultures and understand each other, in a world where we live together.

Question 0 As a new partner country, could you tell us in which policy context, for example the development of teachers' professional capacity, globalization of Education, et cetera, Laos decided to participate in the Asia-Pacific Teacher Exchange for Global Education (APTE) Programme? And which policy target will be expected to achieve through the Programme?

■ Laos

It is believed that it will help build up a platform for Lao teachers to have sustainable interaction to promote Global Citizenship Education. Moreover, in accordance with the vision of the Ministry of Education and Sports "By the year 2030, all Lao population equally and equitably have access to quality education in order to become a good citizen, disciplined, healthy, knowledgeable, highly-skilled with professionalism in order to sustainably develop the country, to align and be compatible with the region and the world," teachers definitely play a crucial role in fulfilling the vision mentioned. Significantly, our Teacher Education Sub-Sector Development Plan (2021-2025) also emphasizes "continuing focus on improving the quality of teachers." The Department of Teacher Education is in the process of developing a comprehensive strategic plan for CPD, which is Continuing Professional Development to address this. Also, the Teacher and Teacher Educator Development Plan to 2025 identifies one of the five policy objectives is to encourage cooperation at both national and international levels in order to share and exchange professional experiences to support the achievement of quality education in Laos. With these policies, it has become an urgent need for our

country to participate in the Asia-Pacific Teacher Exchange for Global Education Programme as it would positively support our teachers to continuously develop their content knowledge and pedagogical skills.

Question 1 Could you tell us in which policy context, for example, the development of teachers' professional development, globalization of Education, et cetera, the Asia-Pacific Teacher Exchange for Global Education Programme has been implemented? And what efforts have been made to achieve the policy target through the Programme?

■ Cambodia

To Cambodia, Asia-Pacific Teacher Exchange for Global Education Program has been implemented within the Teacher Policy and/or In-Service Teacher Training Policy—which focuses on the development and supply of qualified teachers to Cambodian public schools. Our strategies to produce and improve teacher quality so far include pre-service and in-service teacher training programs that we conduct every year at teacher training centers across the country, in-service teachers' participation in international exchange opportunities such as Asia-Pacific Exchange for Global Education, and our recruitment of qualified graduates to become teachers at higher education level through strict selection procedure. We are extremely grateful that Asia-Pacific Teacher Exchange for Global Education Program has been playing a key part in developing our in-service teachers' competence through providing opportunities for real practices in Korean-host schools. At the same time we are glad to show our renewed commitment to playing a more comprehensive role in this valuable program.

■ Indonesia

Indonesia has launched Merdeka Belajar episode 5: Guru Penggerak as an implementation of teachers' professional development. The direction of this program focuses on pedagogy, as well as student-centered and holistic development, training that emphasizes instructional leadership through on-the-job coaching, formative and development-based approaches, and collaborative with a comprehensive school approach.

For the long run, the Ministry of Education and Culture also seeks to encourage the Sekolah Penggerak presence which involve the participation of organizations in the field of education. Its main focus is on improving the quality of teachers, school principals, and education personnel to improve student learning outcomes. This effort is made by increasing collaboration between the Ministry of Education and Culture and the organization concerned.

In pursuing the realization of Sekolah Penggerak, the Ministry of Education and Culture sees the programs implemented by those organization, by:

Identifying programs for improving the competency of educators and education personnel;

Identifying mass organization that have and/ or develop a model for enhancing the competence of Educators and Education Personnel in accordance with the character and needs of Educators and Education Personnel in Indonesia;

Integrating various models of programs for enhancing the competency of Educators and Education Personnel that have been implemented by the Mass organization and proven to have an impact on improving student learning outcomes into the learning process;

Expanding and disseminating the competency improvement model for Educators and Education Personnel which is proven to have an impact on improving the learning process and outcomes of students on a larger scale.

■ Malaysia

Apte Programme is relevant to the context of several Malaysian policy goals. First, Shift Number 4 of the Malaysian Education Blueprint 2013–2025 carries the main objective to elevate the teaching profession as a profession of choice. In aiming to achieve that, through the Teaching Professionalism Development Master Plan, Malaysian teachers are provided with support for continuous professional development (CPD) so that they can explore and achieve their full potentials. It includes providing opportunities for our teachers to gain international exposure and experience.

Korea–Malaysia Teacher Exchange Programme (KOMTEP) which has been implemented since 2014 stands out a bold total immersive CPD Programme for the deserving teachers where they engage in real life experience as a teacher in overseas host schools. Instead of just being an observer, they spend three months abroad to fulfil the Programme’s comprehensive requirements to teach and learn at the same time!

Second, the Programme meets all four teacher competency domains of the Malaysia Teacher Standards: Knowledge Orientation, Instructional, Community Involvement and Personal Quality. The MOE of Malaysia sees tremendous benefits from the Programme. Our teachers were upskilled with knowledge and experience gained in Korea. Similarly, host schools, teachers and students in Malaysia gained internationalization and cultural exchanges from the Korean teachers deployed here. All these benefits combine to give benefits in sharing and learning within the education communities.

As the Programme objectives align with our own policy targets, we set out to achieve them through rigorous participant selection, comprehensive pre-departure training, Programme monitoring, and post-Programme follow ups.

■ Mongolia

Mongolia participates in the Asia–Pacific Teacher Exchange for Global Education Programme in context of Teachers’ Professional Development Program, as it gives opportunities to upgrade professional skills of teachers and to learn from Korean and international colleagues. The Ministry sees the Teacher Exchange Program as one of the tools to develop teachers at their work places and to increase the value of teacher’s profession among the population.

To achieve the policy target through the Programme, the Ministry encourages participants of the Programme to share acquired knowledge and skills to their colleagues upon their return to home.

■ The Philippines

The Sustainable Development Goals (SDGs) Targets 4.7 and 4.c, the role of the qualified teachers is critical to respond such initiative, and teacher training through INTERNATIONAL COOPERATION is considered an effective to raise the teachers’ global competence.

The set of standards in the PPST makes explicit what teachers should know, be able to do and value to achieve competence, improved student learning outcomes, and eventually quality education that is the target of SDG #4. And to achieve the policy target, a consultation meeting of concerned organizations organized by APCEIU for the 2019 Asia–Pacific Teacher for Global Education was held on February 21–22, 2019, in Busan, South Korea. The consultation meeting provided the participants the opportunity to construct a better network for the implementation of the Apte, by accumulating ideas a suggestion on the betterment of the program.

■ Thailand

According to the Thailand 20-year National Strategy, it has been publicized to consist of six strategies. The third strategy comes to a Human Resource Development which focuses on encouraging good global citizenship, improve

one's capability and learning development, and also learning process reform to support changes for the 21st Century. Thai teachers are developed and trained to emphasize on teaching the students and to know about education requirements for the 21st Century. The teachers have to instruct and support students to acquire essential skills for the 21st Century such as Communication Information and Media Literacy, Cross-cultural understanding, Collaborative teamwork and leadership, Critical thinking and Problem solving and so on. The teachers should understand the required skills - mentioned earlier - before teaching students so that they can participate in an international exchange programme, they have chances to share their experiences, concepts and knowledge directly to their students. In the meanwhile, the Ministry of Education fully supports to have bilateral and multilateral collaboration with foreign countries in order to create mutual understandings leading to educational exchange and cooperation.

Therefore, Teacher Exchange Programmes, especially, the Korea - Thailand Teacher Exchange Programme perfectly matches with Thai educational policies. The Programme takes a major role in developing teachers in both theoretical and practical way, focusing on improving their teaching and communication skill and acquiring new teaching techniques.

Question 2 The 2020 Online SSAEM Conference will be a journey to reflect the outcomes of the Asia-Pacific Teacher Exchange Programme and achievements of participants. While participating in this Programme for many years, please tell us how this Teacher Exchange Programme has affected the teachers and the quality of education in your country. In addition, please tell us what efforts are being made or needed to ensure that the participants' performance continues after their participation.

■ Cambodia

Our teachers who participated in this Exchange Programme are highly respected in the subject matters that they teach. On top of that, their general ability to lead, manage and teach for outcomes is truly appreciable. They are the model teachers within their schools and communities. MoEYS feels very proud to have them in our workforce because they have the right kind of knowledge, skills and attitude as professional teachers. Such competence is badly needed to drive positive change to Cambodia. With that in mind, MoEYS maintains good contact with these teachers to learn about their progresses or challenges as they return to their schools at the end of this exchange programme. Moreover, MoEYS have made recommendations or suggestions to schools in favor of these teachers hoping to pave their way for promotion. We also jointly conduct follow-up surveys with UNESCO APCEIU to understand their working conditions and/or other relevant matters. We want to make sure that they are also paving the way for their students and schools to grow.

■ Indonesia

Indonesia is a multicultural country. Fostering multi-cultural sensibility is crucial part in Indonesian Education. APTE (Asia-Pacific Teacher Exchange) provides participants with such multi-cultural environment which enable them to have a better understanding of other cultures. Once they return to Indonesia, The teachers put what they have learned to work in their classroom and school. APTE also enables Indonesian Exchange teachers to develop new ideas of pedagogy, Exposure to the differences of teaching and assessment methods, build in international network. Those opportunities will enhance and improve the quality of teaching learning in their school. To ensure the Indonesian Exchange teachers continue their participation in follow-up activities, there should be further challenging programmes. The Programme should facilitate Indonesian school to have school to school cooperation to Korean school. The cooperation could be in the form of cultural activities, research, and students exchange. It is also important to have Focus Group Discussion (FGD) among teachers and students of the both countries as part of benchmarking in education. Those efforts will motivate Indonesian teacher to do follow up activities.

■ Malaysia

The APTE Programme is relevant to the context of several Malaysian policy goals. First, Shift No.4, of the Malaysia Education Blue Print 2013–2025 is the main objective to elevate the teaching profession as a profession of choice. In aiming to achieve the teaching professionalism development master plan, Malaysian teachers provided with support for Continuous Professional Development or CPD. So that they can explore and achieve their full potentials. It includes providing opportunities for our teachers to gain international exposures and experiences.

The Korea–Malaysia Teacher Exchange Programme or KOMTEP, which has been implemented since 2014, stands out as a totally massive CPD Programme for the deserving teachers where they engaged in brilliant activities as a teacher in overseas host schools. Is it of just being and observer? They spent 3 months abroad to fulfill the Programme’s comprehensive requirement to teach and to learn at the same time.

Second, the Programme meets all four teacher capacity domains of the Malaysian teacher standards, which are knowledge orientation, instructional, community involvement and personal quality. The MOE of Malaysia sees tremendous benefits from the Programme, our teachers who upskill with knowledge and experience gained in Korea. Similarly, host schools, teachers, and students in Malaysia gain internationalization and cultural exchanges from the Korean teachers deployed here. All these benefits combined to give benefits to sharing and learning within the education communities. As the Programme objectives align with our own policy targets, we set out to achieve them through rigorous participant selection, comprehensive pre–departure, training programme, programme monitoring and post programme follow–ups.

■ Mongolia

Mongolia participants at the Asia–Pacific Teacher Exchange Programme since 2012, and we have been participating in the context of teacher’s professional development. As the Programme gives opportunities to upgrade professional skills of teachers and to learn from Korean and other countries’ colleagues. Our Ministry sees the Teacher Exchange Programme as one of the tools to develop teachers at their workplace and to increase the value of teacher’s profession among the Mongolian population. To achieve the policy targets through the Programme, the Ministry encourages participants of the Programme to share acquired information, knowledge and skills to their colleagues upon their return to home.

■ The Philippines

In the Philippines, we have the Re–Entry Application Project (REAP), a practice that ensures the transfer of knowledge and skills of teachers through the GCED aligned project that also address the priority improvement areas. We have a mechanism to support our teachers in the implementation of their projects.

By the time they get back from Korea, during those times of exchanged programmes. And we do the implementation by division level and district level and at the school level as articulated in our KPTEP (Korea–Philippines Teacher Exchange Programme Manual). Returning exchange teachers usually present their projects during debriefing conference before DepEd Central Office officials.

That includes the international cooperation office secretariat. Approved projects are memorialized and Regional Office and Division Offices are instructed to support and monitor the implementation of the Projects. Outcomes and impact of the project is shared during the Annual Forum on Teacher Exchange for Global Citizenship which we usually hold towards the fourth quarter of the year. That means it’s actually before December comes, we usually hold either national forum, one just said and also an international one. We have had the international GCED Forum last year with Indonesia and Malaysia as participants with face to face interaction and engagement. So that’s how we do it here in the Philippines.

■ Thailand

Thailand has participated in the Korea–Thailand Teacher Exchange Programme since 2016. There were more than 60 Thai participant teachers who joined the Programme. After the first year of the Teacher Exchange Programme, there were even more teachers applying for the Programme. The reputation of the Programme also came from teachers from the participating countries. The recruitment process became much more competitive each year since then. The teachers want to have an opportunity to gain valuable experiences in exchanges with the teachers in Korea where students achieve high scores in the PISA tests. In Korea, Thai teachers learned how to integrate global issues and SDGs into core subjects. When they came back to Thailand and taught in Thai schools, they integrated such issues into their subjects such as Sciences, Social Studies, English language, and Civics. They brought back new teaching styles to the Thai students. Thai teachers have to get students to be ready for current society. Now Thai students know better how to be a good global citizen and perceive which global issues need to be resolved. It can be seen that the students are enthusiastic and feel that they are members of the world and they act on small parts to improve the world.

Our office, the Basic Education Commission would like to monitor the participant teachers when they return home and they are asked to report their activities concerning global education, teaching and learning, and any other item related to the Programme. OBEC has to be sure that the teachers are still following up on their activities.

I can say that the participant teachers inspire other Thai teachers to join the Programme. Unfortunately, this year no one can participate in the project but we do hope, COVID–19 situation will become better and turn to normal. Both Korean – Thai teachers will create mutual understanding and exchange knowledge and ideas personally.

Question 3 Due to the COVID–19 pandemic, we are now standing at the crossroads of a huge change in Education and International Exchange. We are facing unexpected challenges such as border closures and discontinuity in Education to name a few. Could you tell us why we should continue the Programme? And if you have, please share with us the idea to push ahead with the Programme despite the current situation.

■ Cambodia

I think this Programme is thought critically important for teachers but also for the millions of students across 8 countries in Asia who are waiting to be rescued by their teachers returning from this Programme. It's true that COVID–19 pandemic has sent shockwave, claimed millions of lives and collapsed economies around the world, but we're not going to allow it to crack the base of humanity. We're not going to allow it to destroy our wisdom. And we're going to allow it to destroy the wisdom of our children either. We're coordinating with every country, institution and person to fight it. Medical scientists have been working around the clock to devise strategies that will keep us safe as well as to create vaccines that will cure the illness. It's going to be a success and this Programme must continue unimpeded. With the advance in education technology, I believe we can sustain this Programme through the pandemic. So my biggest concern is how to make sure that more and more teachers benefit from this Exchange Programme through distance learning, with the help of modern technology.

■ Indonesia

The government of Indonesia is seeing this situation through a multidimensional angle. Not only as health and economic crisis, but also as education crisis. The challenge for us is to find the right balance. There was a barrier because learning is only concentrated in classrooms. But now we can exhilarate learning innovations according to needs and situations. Be it face-to-face, distance learning, or the combination of both.

Because of the importance of this Programme, I think this Programme can still be continued within the Programme can still be continued, but using online learning model in the form of webinars, workshop and others. Based on

experience during the pandemic, our country has proven that this approach has acquired effective in increasing teacher competence. During the pandemic, we implemented massive online training programme, like “Guru Belajar,” and the results are quite significant. Throughout Guru Belajar Programme, teacher can serve useful best practices for other teachers. By conducting in a part of this mention, having teachers self-learning problems face in the field.

■ Laos

Definitely I would say that this Programme should be continued. It is evident that learning quality and success are based on teacher quality and effectiveness on the single most important school viable influencing student achievement for learners. This is strongly confirmed the continuity of the Asia-Pacific Teacher Exchange for Global Education Programme to enhance the intellectual literacy and global competency of teachers. More importantly, the Programme will serve as a platform for teachers to explore not only various teaching approaches and the application new ideas and teaching strategies in their own teaching and learning context, but also share and exchange cultural knowledge and insights with college teachers and students of the host schools and other stakeholders to improve the quality education in one’s country. Definitely, the COVID-19 pandemic has greatly influenced and changed the way we handle our life, our daily work. It has accelerated adaptations to the delivery of teaching and learning methods, moving from physical learning to online learning and blended learning approaches. However, throughout this pandemic it has been clearly indicated that a number of activities can be successfully conducted using various available web applications such Zoom Meeting, and many others advanced knowledges Internet. Therefore, since teacher professional development is an endless journey, I am positive that with this we are able to continue the Programme despite the current situation at the moment with our great efforts and together cooperate with each other.

■ Malaysia

For Malaysia, much of the benefits come from the KOMTEP alumni who have been proactive in initiating post-programme activities. They have been sharing innovation and best practices within and outside their education communities, therefore multiplying the impact. Among the teachers themselves, the Programme set up as a stepping stone or impetus for greater achievements in their career and professional development. Since their participation, many have been actively discovering numerous international level activities, innovative community involvements, international exchanges and various other remarkable international activities. Some have become personalities or icons, receiving awards and recognitions for their contributions and achievements. Many of the follow-up activities are shared with fellow teachers. This has given positive direct spill-over effects to the students, to the schools and also to the communities. They have expanded the possibilities of what they could explore in areas such as STEM, GCED, Special Education, community of practice and international cooperation.

In order to let these positive outcome flourish and sustained, MOE Malaysia continuously encourages the education community through merit point mechanisms, award opportunities and visibility programmes for the teachers, the students and also the schools.

■ Mongolia

I think we should continue the Teacher Exchange Programme to the extent as we can. Because Mongolia sees Teacher Exchange Programme as a very good international experience for Mongolian teachers. As it has academic and social benefits to all participants. Mongolian teachers gained not only understanding of new culture, but they learn new teaching methodology. They also upgrade skills of communication, not only in English language but also communication skills with the foreign people and also with the native colleagues. Because after returning from the Programme, they need to share their experience with their colleagues.

Teacher Exchange Programme gives new insights to different teaching methods and approaches. And we have wonderful opportunity to learn from the experiences of not only Korean teachers but also teachers from the

Philippines, from Malaysia, from Laos, from Thailand, because we have very wonderful group of countries which included in, join into one group, which is called Asia-Pacific Teacher Exchange Programme.

Unfortunately, in current COVID-19 situation, it is difficult to make any future plans, but from our country, we are proposing to consider implementation of the Programme in online format. For our country, we already have experience implementing programme with the Russian Federation. Russian teachers are invited to 6 Mongolian schools. And because of the COVID-19 situation, the border of Mongolia is closed. As you know, we have only two neighbor countries, which are Russia and China. All borders of Mongolia are closed. So we have invited the Russian teachers to teach their lessons using Zoom, Facebook, and so on. So, I also want to add here that, all Mongolian schools because of the last year, problem occurred in the world, all the schools are connected to Internet. So I think Mongolia will be able to implement Teacher Exchange Programme using the modern technologies. And I'm sure that all our members are also able to implement this Programme using modern technologies as Internet.

■ The Philippines

With regard to the mission of Global Education, the APTE Programme asserts that the ability to function in our global society is enhanced by knowledge of different cultural contexts. The Programme aims to enhance teaching competencies of participating teachers and colleague teachers so as to contribute to the achievement of quality education and enhance intercultural literacy and global competency of teachers, schools, and local communities. This is relevant in spite of what's happening now which is brought about by the COVID-19 pandemic. Researchers conducted a study at the impact of teacher exchange to the teacher-beneficiaries and schools and it turned out that to be significantly positive throughout the years. Undoubtedly, the global health crisis has brought many changes to our educational practices that likely to remain; however, the cancellation of education-cultural exchange programmes this year should not really be one of them. On the contrary, institutions are encouraged to carry out or resume such programmes. These programmes impact the participant's personal and professional level and importantly, also attract students to the institution and increased enrollment.

With the cancellation of the Programme, we can still move the exchange programme using technology. And we have been doing that from the time we had the lockdown in the Philippines, we have been staging and hosting webinars with our Korea-Philippines Teacher Exchange Alumni Association, which is very active in the country and we have engaged our teachers and colleagues from the Ministry of Education of Korea that of Malaysia and that of Indonesia. We also had a chance with Thailand as well, I think two months ago. And we called the webinar "groundEd" or "groundEd Series." The meaning of ground stands for teachers who are really committed, rooted in their passion to teach. And that is what our Alumni Association of the Korea-Philippines Teacher Exchange. They want to help, they want to reach out the teachers in the Asia-Pacific region, but more importantly, their teachers, their colleagues, here in the Philippines. So, let's move this and let's have the cultural and education exchanges using the technological landscape brought about by this time of pandemic.

■ Thailand

We do agree to continue the Korea-Thailand Teacher Exchange Programme. It is rather difficult for Thai teachers to participate in the International Teacher Exchange because of the constraint of budget and time. When the Ministry of Education of Korea invited the Ministry of Education, Thailand to have the teacher exchange programme, we were very delighted because it was the best opportunity for Thai and Korean teachers to connect, meet, know, learn, study, and be a friend in person. However, now no one can go overseas because of Coronavirus pandemic.

However, Coronavirus won't last for long - particularly after a safe and effective vaccine is developed and such developments are promising. The problem is temporary. After Vaccine is completed, the COVID-19 will become a

manageable disease. Even if there are any other obstacles that lead to a country-lockdown, the situation will turn to normal life soon.

During the Coronavirus pandemic we cannot go to meet each other or go to school so the problem had to be solved by using the Internet, IT or any applications from home or offices to study and to work. We can deliver knowledge, wisdom, message and information by using electronic media and some tools BUT in case of the Exchange Programme, we CANNOT use ICT to bypass the problems created by the pandemic. What we receive from attending the international Exchange Programme are friends, love, laugh, passion, sympathy, tears of joy, and experiences. We cannot transfer all these feelings through an email or video meetings and such. Besides what I said, Korea and partner countries can use the Internet to expand the cooperation to the school level. Apart from the teacher exchange Programme, there can be a school and a student exchange programme. So I insist on my idea to continue the Programme despite the current situation. No obstacle like even a pandemic can put a stop to our relations.

Future Plan and Strategies of APTE

■ MOE Korea

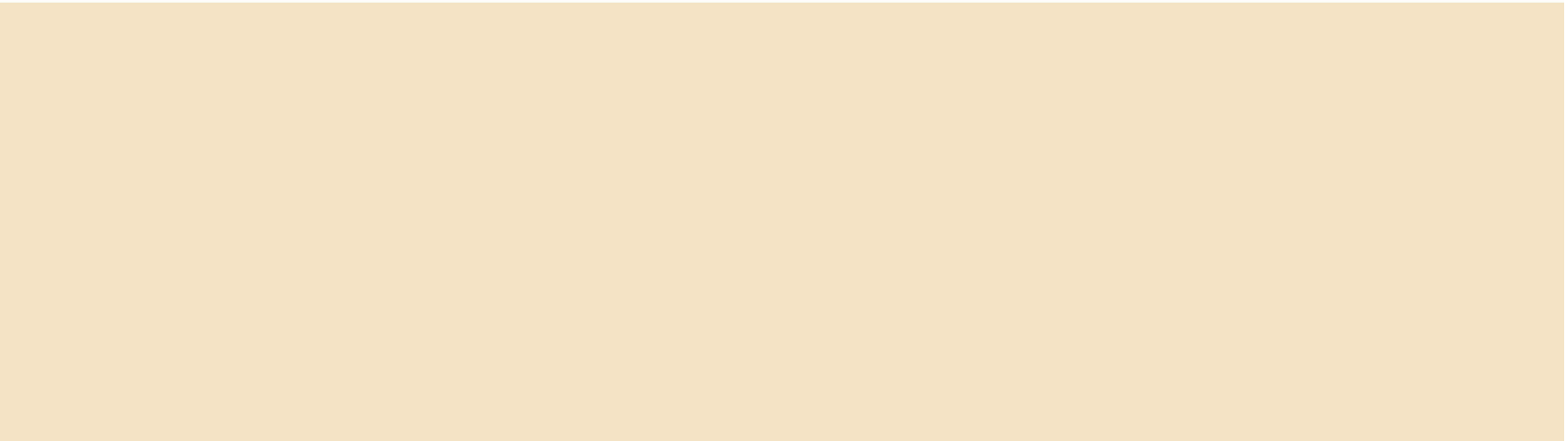
Next year will mark the 10th Anniversary of APTE. Over the decade, we have grown in quality and quantity, increasing the number of partner countries and participating teachers. We were also able to provide various educational opportunities through a number of training programs linked with many schools.

As previous speakers have mentioned, this Programme has improved the multi-cultural understanding and global education competencies of not only the exchange teachers themselves, but also their colleagues in host schools and their students. By developing class plans together and sharing teaching experiences, teachers have contributed to improving the quality of teaching methodologies.

However, we must now prepare for the next decade. The unexpected shock from COVID-19 has stopped physical international exchange. But we plan to create many ways to transcend the limitations of time and place, to build on the achievements of the Programme we have made so far.

First, we will pursue contactless exchange programmes for a post-COVID-19 era. From 2021, we will create and disseminate online pre-departure training contents to minimize face-to-face training teachers receive before they are assigned to host schools. Also, to enable exchanges even when COVID-19 persists, we will pilot-run a programme sharing online classes between Korea and partner countries. In addition, based on cooperation with teachers who have taken part in the Programme, we will develop various online teaching materials, and find systematic methods to accumulate and utilize the teaching materials, the product of hard work of participant teachers, to allow for programme continuity. We will also work to establish a system to enable exchange teachers and host schools to maintain their exchange and conduct organized follow-up activities. Right now, we are facing all kinds of crisis caused by COVID-19, such as economic crisis, exclusivism, and climate crisis. At a time when multi-cultural education is more necessary than ever to help people understand and empathize with each other, we will work with other Ministries of Education and partner organizations to overcome this crisis, and prepare for new challenges in the field of education, to shape education for the future.

Asia-Pacific Teacher Exchange for Global Education 2020 Final Report
Part 1. Programme Report





Programme Contents



Programme Contents

1.

Programme Details

(1) Stakeholder Councils

Domestic and international stakeholder councils are held in for smooth programme operation by sharing the purpose and detailed procedures of APTE with relevant stakeholders. The Metropolitan and Provincial Offices of Education (MPoEs) Council in Korea meeting is convened in the 1st half of the year, for officers at the MPoEs to clearly understand the Programme's purpose and system, and provide administrative support for selection of competent Exchange Teachers and programme execution.

Also, Exchange Teacher Host School Council is held to explain to the principal, Mentor Teachers and administrative officers what to prepare before Exchange Teachers arrive and how to run the Programme. Partner Countries' Ministries of Education (MoEs) Council meetings are held to share the results of the year, and discuss details of the next year's Programme in each country (number of participants, qualification, dispatch locations and Programme timeline, etc.).

(2) Selection of Exchange Teachers and Host Schools

Korean in-service teachers to be dispatched to Partner Countries are selected by the MPoEs following the recruiting announcement by the MoE. Based on the qualifications of Participating Teachers determined by the Korean MoE and Ministries of Education in Partner Countries, Korean Exchange Teachers are selected by the Korean MoE, and Inbound Exchange Teachers are selected by their country's MoE. Qualifications differ by country, but normally defined as "licensed teacher with at least 5 years of experience", and in case of Malaysia, teachers are selected through a three-day camp. In each country, teachers are selected through strict procedures established by MoEs.

(3) Exchange Teacher Training

Exchange Teachers must attend Pre-Departure Trainings and Local Adjustment Trainings (LAT) to ensure they can teach in foreign countries without problems. During the Pre-Departure Trainings, Exchange Teachers take courses on understanding the purpose of the Programme and the role of Participating Teachers, local culture, how to teach students in the Partner Country, how to teach foreign language, and Education for International Understanding (EIU), etc. Afterwards, the teachers arrive in the Partner Country, and take LAT to learn the local school culture, basic local language, and daily safety guidelines before being assigned to jobs at the school. The two trainings are offered to help teachers achieve educational goals that meet the Programme purpose and adjust easily to the local environment. Teachers dispatched in the 1st half of the year receive further trainings depending on the academic calendar of the Partner Countries, such as Advanced Workshop for Global Competency. Field Workshop and Thematic Local Training, etc. Teachers dispatched to Cambodia and Thailand receive Advanced Workshop for Global Competency, Field Workshop at multi-cultural schools in Korea to experience the field of multi-cultural education, and develop and execute their classes before departure, followed by a two-week Thematic Local Training at the Host School focusing on language learning. Meanwhile, teachers dispatched to Mongolia offer training to students of one of Mongolia's teacher's colleges for two weeks, and teach classes at international Mongolia School after returning to Korea.

(4) Teaching at Host Schools

Exchange Teachers teach students at the Host schools for three to four months. During the first one or two weeks at the Host School, Exchange Teachers observe classes of other teachers at the School, and plan for their own classes. After the observation, they teach their subject of expertise, culture and language, etc. Most Exchange Teachers are asked to teach in English, and in some schools in Mongolia and Cambodia where English classes are difficult to give, interpreters help in the class. Mentor Teachers help Exchange Teachers with planning and giving classes, and adjusting to the school life. During this period, the Exchange Teachers develop their teaching activities by preparing and submitting reports, including biweekly reports, project plans and reports, class reports and the final report, etc.

(5) Presentations

Mid-term Review Presentation at the midpoint of the Programme period and the Final Presentation right before the finish are chances for participating Teachers to present on their activities and for the Host School stakeholders to share their feedback on the achievement. During the Mid-term Review Presentation, Participating Teachers share the result of the 1st half of the period, and discuss their difficulties or feelings from the classes, and seek ideas to improve their classes for the 2nd half. During the Final Presentation held right before the teaching period ends, all participants and school stakeholders discuss the process and the result of the teachers' activities, and how to spread their experiences and develop the Programme further.

(6) Utilization of the Website for supporting participants of APTE(NEST, Network for Schools and Teachers)

Nest, short for Network for Schools and Teachers, is a website created to build a network for APTE Participating Schools and Teachers, and used to conduct surveys for the performance analysis, submit the reports, share the materials, manage the interpretations, dissemination of the Programme achievements. The website is used for conducting surveys for result analysis, submitting reports, and sharing data, etc. APCEIU is providing support to ensure NEST continues to serve as the forum of online network among participating schools and teachers. In 2020, the functions and system of NEST were enhanced for more advanced features.

(7) Performance Analysis

The performance analysis of APTE has been conducted annually since 2014, to enhance Programme effectiveness. Until 2019, the Programme was evaluated using the indicators to measure multicultural acceptance and global competency. However, in 2020 when face-to-face exchange could not be carried out due to the COVID-19, the performance analysis was conducted depart from the usual analytic frame to evaluate the Programme from the diverse perspective and to lay the foundation for performance analysis in the future. First, through two studies, the performance of the previous Programme was examined, and mid-and long-term performance was analyzed. A study investigated the trend of the improvement of multicultural acceptance and influence factors based on accumulated data from 2016 to 2019. The other study analyzed the effectiveness of the Programme after participants' completion through the global competency of 2017-2019 Programme participants. The performance analysis for the 2020 Programme was conducted measuring the multicultural acceptance of Korean students before and after participating in classes using the online education teaching material of teachers from partner countries. As a result, the multicultural acceptance of Korean students was improved after their participation in the classes. Lastly, through the study for developing a performance evaluation model, the preliminary survey questionnaire was developed for new performance analysis. The purpose of the study was to integrate two performance indicators and derive a new indicator that can evaluate the Programme in a diverse and effective manner. The new performance indicator will be developed by a follow-up study in 2021. The results of the studies for performance analysis would be crucial data for analyzing the Programme effectiveness and improving the Programme in the future.

(8) SSAEM Conference

SSAEM, or Sharing Stories of Asia-Pacific Education Movements, conference is held for final presentation of the result of the Teacher Exchange Programme with Partner Countries.

At the 2020 SSAEM Conference, Exchange Teachers, Host Schools, officers of Ministries of Education of Partner Countries, officers of MPoEs and experts in multi-cultural education and Global Citizenship Education came together to discuss Programme results and experiences. Exchange Teachers from the partner countries who demonstrated excellent follow-up performance based on their experience during teaching in Korean host schools were invited to speak about what kind of follow-up actions to take and how. Korean teachers dispatched to host countries in the previous year also spoke about their year-long follow-up activities, contributing ideas on how to make the Programme effects continue.

Since 2014, SSAEM Conference has served as an opportunity for Ministries of Education to seek the right direction for APTE, Participating Teachers to discuss how to spread and build on their experiences after the Programme, and education experts interested in multi-cultural and Global Citizenship Education to obtain information on various multi-cultural education methods and effects.

2. Programme Activities

(1) Selection of Korean exchange teachers

- Selection Period
 - Application Submission: 12 December 2019 – 2 January 2020
 - Document screening: 13 January
 - Interview: 15 – 16 January
 - Final Announcement: 17 January
- Qualification: Primary and Secondary School in-service teachers with Level 1 Teacher's Certificate
- Selection result: A total of 71 persons, including 3 for Laos, 10 for Malaysia, 10 for Mongolia, 8 for Indonesia, 16 for Cambodia, 19 for Thailand, and 5 for the Philippines

(2) Host School Selection

- Date: 20 January
- Selection Result: A total of 42 Korean host schools in accordance with the selection criteria based on the demand survey of the MPoEs and the request of the partner countries

(3) Operation and Advancement of NEST Website

- Period: April – May
- Main contents
 - Support and management of participants of APTE through the operation of the NEST
 - Improvement of teacher activity outcomes and interpretation management function
 - Improvement of survey and report management function.

(4) The Steering Committee Meetings

- Date: (1st) 14 May (2nd) 5 November
- Venue: APCEIU
- Participants: A total of 12 persons, including 5 steering committee members and APCEIU staff
- Main contents:
 - Programme Operation performance report and plan consultation
 - Sharing and consulting the current state of plan and management
 - Consultation on Online Educational Exchange, etc.

(5) Survey of Follow-up Activities and Plans for 2012–2019 Alumni

- Period
 - Korean exchange teachers: 28 May – 11 June
 - Inbound exchange teachers:
 - (Malaysia, Indonesia, Thailand, the Philippines) 17 June – 2 July
 - (Mongolia, Cambodia, Vietnam) 25 June – 8 July
 - Host schools of the partner countries:
 - (Malaysia, Indonesia, Thailand, the Philippines) 17 June – 2 July
 - (Mongolia, Cambodia, Vietnam) 25 June – 8 July
 - Host schools in Korea: 17 June – 2 July
- Respondents: 2012–2019 Programme participants
- Main contents
 - Survey of the follow-up activities of 2012–2019 Programme participants and their future follow-up plans.

- Identified the effectiveness and the level of achievement of the Programme
- Application and future direction of survey data

(6) Challenge for 2020 Online SSAEM Conference

- Period
 - Application: 13 – 26 July
 - Screening: 27 – 30 July
 - Announcement: 31 July
- Contestants: Korean exchange teachers and exchange teachers from partner countries between 2012 and 2019
- Main contents
 - Promote the upcoming 2020 Online SSAEM Conference and provide Alumni with a broader range of opportunities to participate in advance
 - Produce videos and create valuable programme-related materials for 2020 Online SSAEM Conference

(7) Development of Online Contents for APTE

- Period: August 2020 – January 2021
 - Bid Evaluation Committee and Contract: 20 August – 16 September
 - Planning and design: mid-September – late October
 - Content production: late October – late December
 - Inspection and report: early January – mid-January 2021
- Eligibility: Korean exchange teachers and exchange teachers from partner countries of the APTE
- Main contents
 - Increased Korean exchange teachers' accessibility to lessons by providing online lessons, and established repetitive learning systems.
 - Provided lessons to improve participants' understanding of the programme and prepare them for activities in partner countries. (Role and competency of multi-cultural society teachers; understanding of the history, society and culture of partner countries; etc.)

(8) Developing Online Educational Materials for Global Education in Korea

- Period
 - Selection: August
 - Lecture content planning: September – October
 - Local filming: September – October
 - Educational video editing: August – November
 - Utilization in Korean classrooms: October – November
 - Online video distribution: November
- Participants: 10 exchange teachers who participated in the APTE between 2012 and 2019. And Korean teachers interested in multi-cultural and global citizenship education
- Main Contents
 - (Lecture contents): Lectures in line with the Korean curriculum, which contain the aspects of global citizenship education, multi-cultural education, and intercultural understanding education, were produced. One exchange teacher prepared for two lecture videos, and one video is less than 30 minutes. The lecture videos were distributed to Korean schools as teaching materials.
 - (Utilization in Korean classrooms): The produced online educational materials were allocated to 10 Korean schools which participated in the APTE. In each school, one Korean teacher participated as a cooperative researcher and conducted lessons using the lecture videos to provide feedback on the material and its utilization, and managed student surveys before and after the lessons.

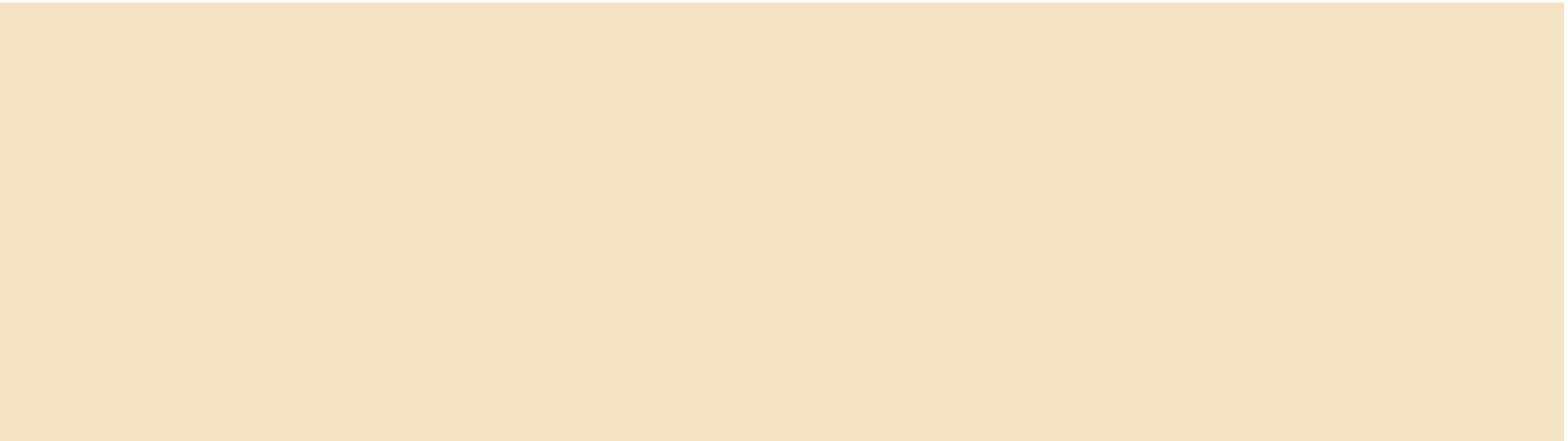
(9) Performance Analysis

- Period: June – November
- Participants: Specialists in performance measurement and education
- Main contents
 - Analyzed the degree of improvement in multicultural awareness from 2016 to 2019
Performance analysis and programme direction diagnosis through comprehensive analysis of data accumulated from 2016 to 2019.
 - Measured the degree of improvement in multicultural awareness for 2020 APTE
Performance analysis on the improvement in multicultural awareness of Korean students before and after participating in classes using the online education teaching material of teachers from partner countries.
 - Post evaluation of APTE focused on the global competency of participating teachers from 2017 to 2019.
Programme analysis according to the revised OECD DAC evaluation criteria (relevance, coherence, efficiency, effectiveness, impact, and sustainability).
Analyzed the effectiveness and sustainability of the Programme through the comparison of global competency of 2017–2019 Programme participants after their completion and their fellow teachers who did not participated in the Programme.
 - Performance evaluation model development
Developed an evaluation model for comprehensive programme performance analysis and performance indicators (survey questionnaires) for pilot survey.

(10) 2020 Online SSAEM Conference

- Period: 24 – 26 November (Homepage operation: 24 – 30 November)
- Participants: Approximately 450 persons, including officials from the Ministries of Education of 7 partner countries, 2012–2019 exchange teachers, officials from Metropolitan and Provincial Offices of Education, representatives from the host schools in Korea and the partner countries, Programme steering committee members, other experts in various fields of education.
- Main contents
 - Presentation of activities: 26 participants from Korea and the partner countries presented follow-up activities after participating in the Programme
 - Live talk show: Talk show to share the experiences of participating APTE by the 7 Korean exchange teachers
 - Panel discussion: Sharing of the delegates of the Ministries of Education in partner countries about the policy-level programme performance and future vision
 - Education activity exhibition hall: Exhibition for the 2012–2019 exchange teachers exhibited APTE activity results
 - Contest exhibition hall: Exhibition to show the video and photo entries of the contest participants
 - Programme promotion hall: Section for teachers and school officials interested in the APTE
 - Photo guest book: Guest book for online networking of participants
 - Stamp tour: Stamp mission activity to encourage participation on the homepage, and certificate of participation issued

Asia-Pacific Teacher Exchange for Global Education 2020 Final Report
Part 1. Programme Overview





References



References

1. List of Key Stakeholders and Personnel

Category	Institution	Department	Title	Personnel	
Host / Organizer	Republic of Korea	Ministry of Education	Education Internationalization Division	Director	Ms. AHN Jooran
				Deputy Director	Ms. YOO Jiseon
	APCEIU	Office of International Teacher Exchange		Head	Ms. LIM Wonjin
				Assistant Chief Programme Specialist Programme Specialist Programme Specialist Programme Specialist Programme Specialist Assistant Programme Specialist	Ms. BAE Hyunjoo (Laos) Ms. CHOI Minyoung (Malaysia) Ms. KIM Jia (Thailand) Ms. KIM Jooyoung (Cambodia) Ms. SONG Yeojin (Mongolia) Ms. KIM Minsol (the Philippines) Ms. LEE Jimin (Indonesia)
Partner Countries	Cambodia	Ministry of Education, Youth and Sport	Directorate General of Education	Deputy Director General	Dr. Mok Sarom
				Deputy Director	Mr. Kun Ren
	Indonesia	Ministry of Education and Culture	Directorate General for Teacher and Education Personnel	Coordinator	Mr. Soesilo
				Head of Cooperation Sub-Division	Ms. Siti Ubaidah
	Laos	Ministry of Education and Sport	Department of Teacher Training	Director General	Mr. Keth Phanlack
			Laos National Commission for UNESCO	Technical Officer	Mr. Ovilouth Souksavat
	Malaysia	Ministry of Education	Teacher Professionalism Division	Deputy Director	Dr. Rosli bin Yacob
				Principal Assistant Director	Mr. Ismariwan Shamsudin
	Mongolia	Ministry of Education and Science	Preschool Education Department	Director	Ms. Myagmar Jadamba
			Department of International Relations and Cooperation	Senior Specialist	Ms. Oyunbileg Oirov
	Philippines	Department of Education	International Cooperation Office	Director IV	Dr. Margarita Consolacion C. Ballesteros
				Technical Assistant II	Ms. Jaymee Grace D. Carreon
	Thailand	Ministry of Education	Foreign Relations Office	Director	Ms. Yupha lemsanguan
				Foreign Relations Officer	Ms. Darakon Phensiri

2. Survey of Follow-up Activities and Plans for 2012–2019 Alumni

Background and Purpose

The survey of follow-up activities and plans for 2012–2019 Alumni was conducted to analyze the consistent impact and the effectiveness of the Programme, accumulate data, and establish a network for continuous education exchange among participants of the Programme through the complete enumeration survey of:

1. Awareness as a global citizen in a multi-cultural society
2. Significant changes since participation in the Programme
3. Status and plans of follow-up activities

Survey Subjects

- Korean teachers between 2012 and 2019 (563 persons)
- Invited teachers between 2012 and 2019 (672 persons)
- Host schools of the partner countries between 2012 and 2019 (204 schools)
- Host schools in Korea between 2012 and 2019 (341 schools)

Survey Procedure

- **Method:** Conducted an online survey using the Google questionnaire
- **Languages:** According to the partner countries' circumstances, data was collected through Korean, English, Mongolian, Khmer, and Vietnamese.
- **Period**

Subjects	Start Date	End Date	Number of Days
Korean Teachers	28 May (Thu), 2020	11 June (Thu), 2020	15
Host Schools in Korea	17 June (Wed), 2020	2 July (Thu), 2020	16
Invited Teachers (Malaysia, Indonesia, Thailand, Philippines)			
Host Schools of the Partner Countries (Malaysia, Indonesia, Thailand, Philippines)	25 June (Thur), 2020	8 July (Wed), 2020	14
Invited Teachers (Mongolia, Cambodia, Vietnam)			
Host Schools of the Partner Countries (Cambodia, Vietnam)	29 June (Mon), 2020	10 July (Fri), 2020	12
Host Schools of the Partner Countries (Mongolia)			

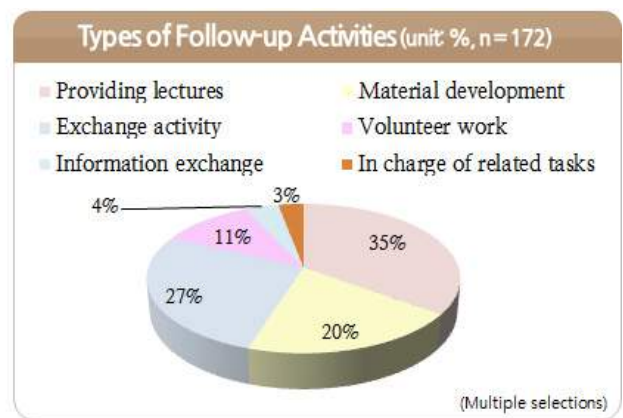
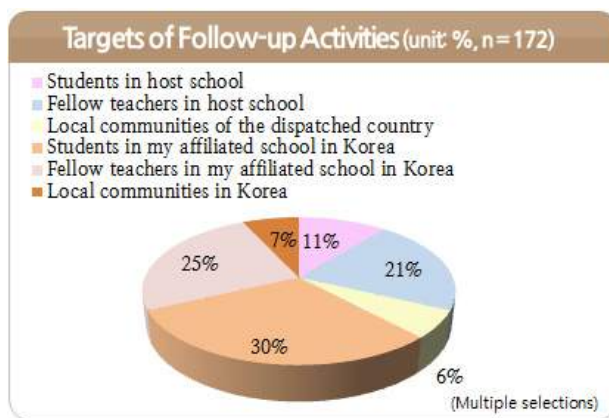
Survey Contents

For Korean Teachers	For Invited Teachers
Survey Respondent Information (9 items)	Survey Respondent Information (9 items)
Status of Follow-up Activities (8 items)	Status of Follow-up Activities (8 items)
Plan for Follow-up Activities (3 items)	Plan for Follow-up Activities (3 items)
For Host Schools of the Partner Countries	For Host Schools in Korea
Survey Respondent Information (8 items)	Survey Respondent Information (6 items)
Status of Follow-up Activities (8 items)	Status of Follow-up Activities (8 items)
Plan for Follow-up Activities (5 items)	Plan for Follow-up Activities (3 items)

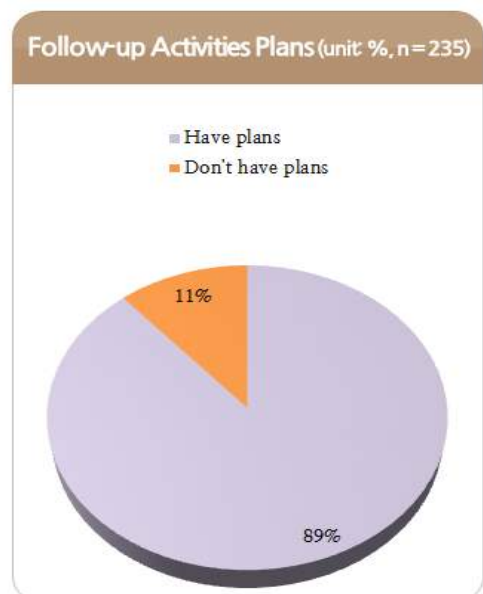
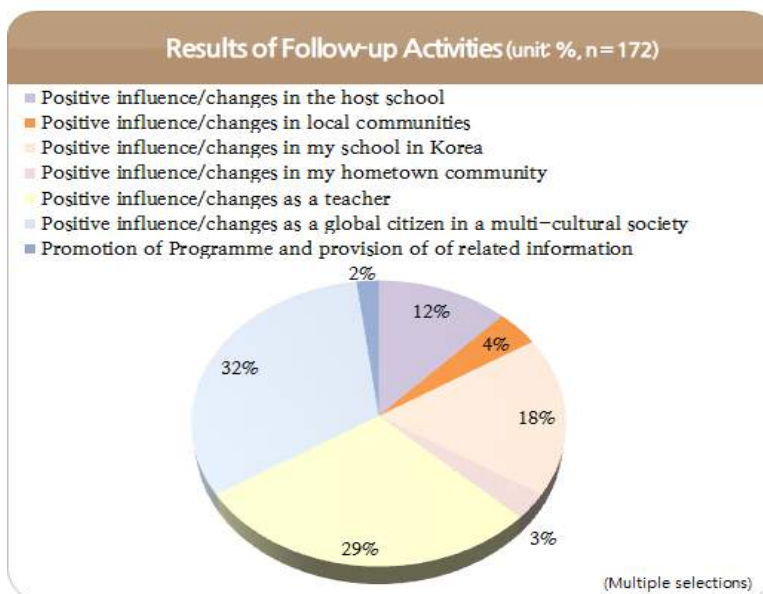
Key Findings

(1) Korean teachers between 2012 and 2019

- With 235 respondents out of 563 subjects, the response rate was about 42%.
- About 99.6% said that their activities through the Programme positively impacted their teaching after returning to Korea.
- About 73% said that they had conducted follow-up activities after participating in the Programme.
- The primary targets for follow-up activities were “Students in my affiliated school in Korea,” which ranked the highest at about 30%, followed by “Fellow teachers in my affiliated school in Korea” at about 25%, and “Fellow teachers in host school” at about 21%.
- The major types of follow-up activities were “Providing lectures,” which ranked the highest at about 35%, followed by “Exchange activities” at about 27%, and “Material development” at about 20%.

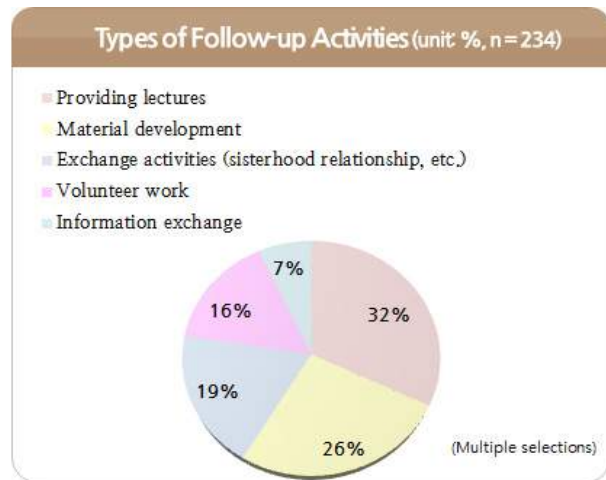
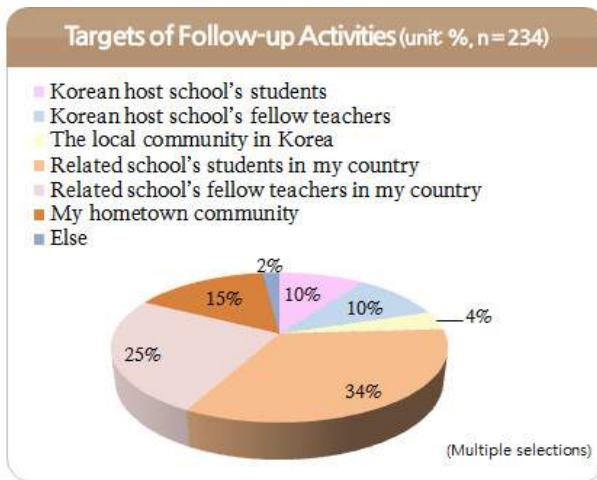


- In the results achieved through follow-up activities, the largest number of respondents answered “Positive influence/changes as a global citizen in a multi-cultural society” at about 32%, which was followed by “Positive influence/changes as a teacher” at about 29%, and “Positive influence/change in my school in Korea” at about 18%.
- About 89% of all respondents answered that they have follow-up plans for the future.

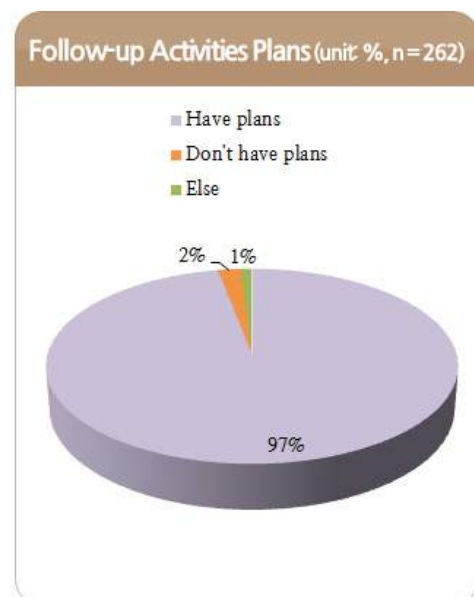
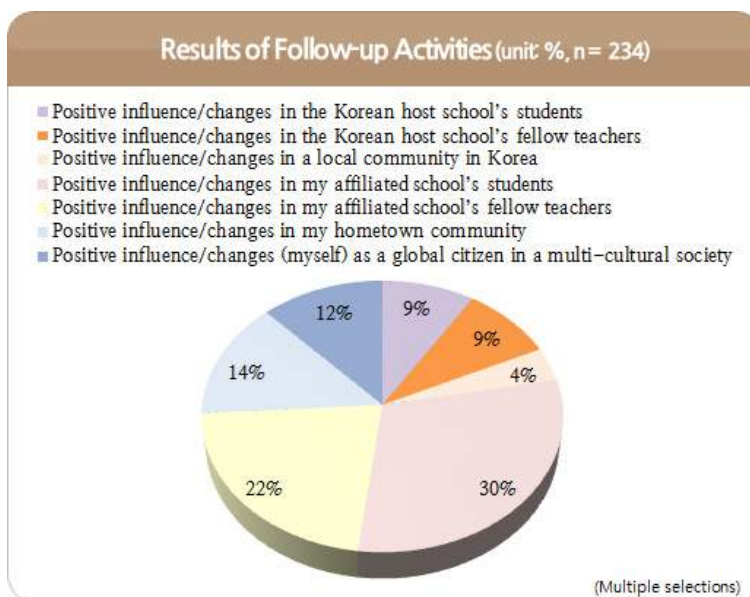


(2) Invited teachers between 2012 and 2019

- With 262 respondents out of 672 subjects, the response rate was about 39%.
- About 97% said that their activities through the Programme positively impacted their teaching after returning to Korea.
- About 89% said that they had conducted follow-up activities after participating in the Programme.
- The primary targets for follow-up activities were “Related school’s students in my country,” which ranked the highest at about 34%, followed by “Related school’s fellow teachers in my country” at about 25%, and “My hometown community” at about 15%.
- The major types of follow-up activities were “Providing lectures”, which ranked the highest at about 32%, followed by “Material development” at about 26%, and “Exchange activities” at about 19%.

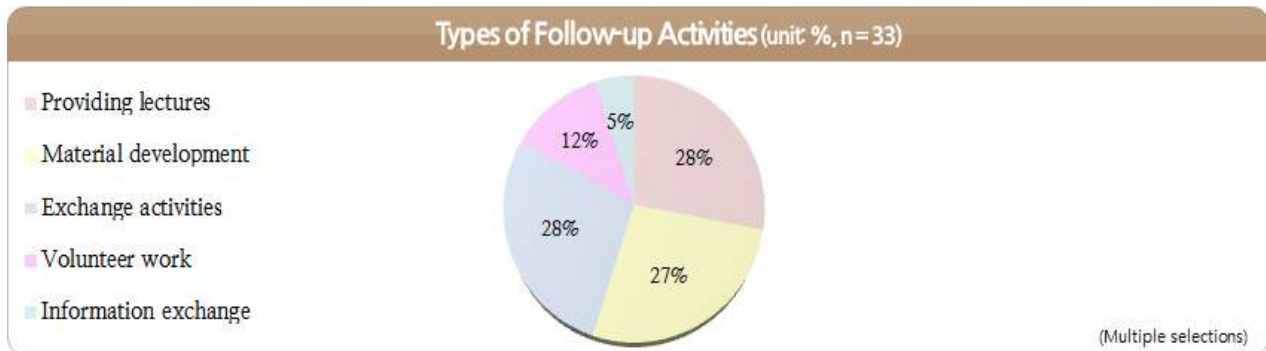


- In the results achieved through follow-up activities, the largest number of respondents answered “Positive influence/changes in my affiliated school’s students” at about 30%, which was followed by “Positive influence/changes in my affiliated school’s fellow teachers” at about 22%, and “Positive influence/changes in my hometown community” at about 14%.
- About 97% of all respondents answered that they have follow-up plans for the future.

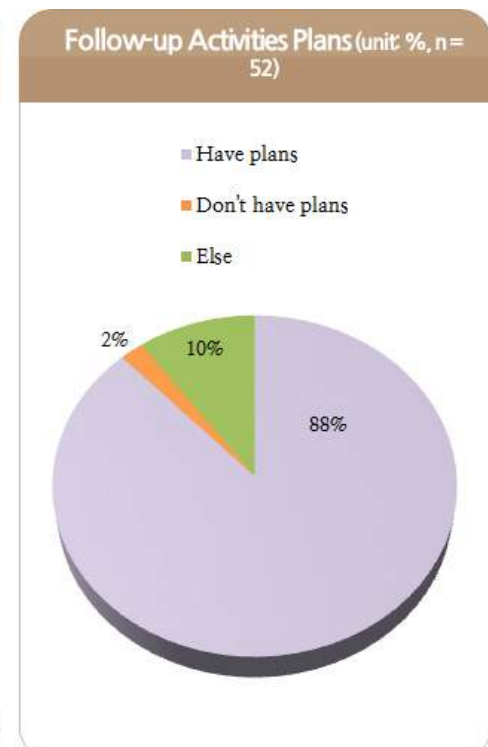
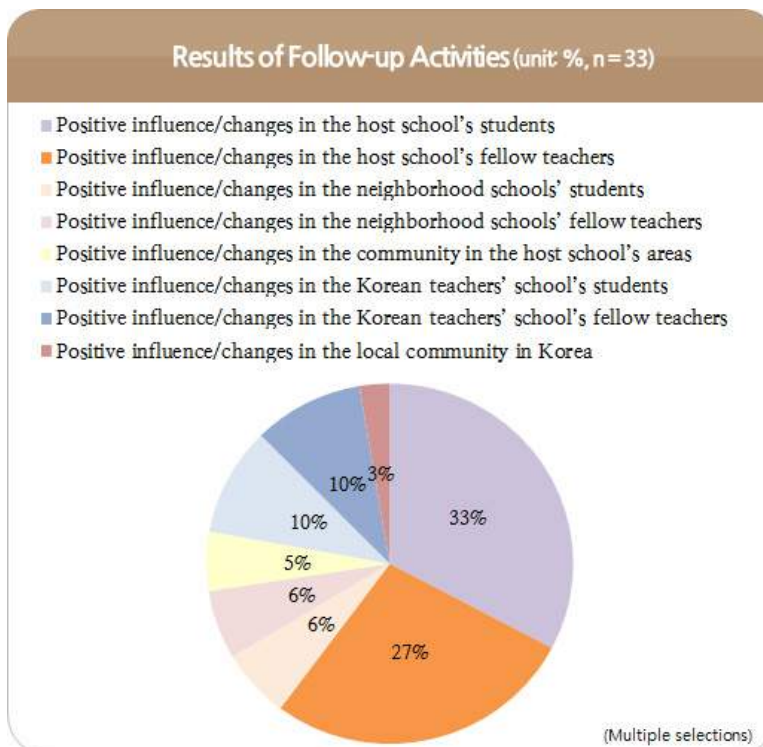


(3) Host schools of the partner countries between 2012 and 2019

- With 47 schools (52 representatives) responding out of 204 subjects, the response rate was about 23%.
- About 98% said that their participation in the Programme positively impacted the host school.
- About 63% (33 representatives) said that they had conducted follow-up activities in their schools after participating in the Programme.
- The major types of follow-up activities were “Providing lectures” and “Exchange activities,” which were equally high at 28%, followed by “Material development” at about 27%, “Volunteer work” at about 12%, and “Information exchange” at about 5%.

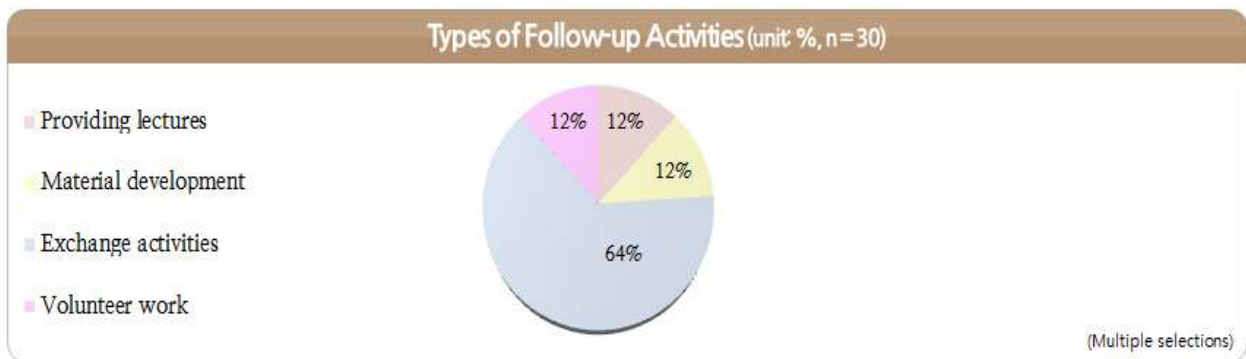


- In the results achieved through follow-up activities, the largest number of respondents answered “Positive influence/changes in the host school’s students” at about 33%, which was followed by “Positive influence/changes in the host school’s fellow teachers” at about 27%, and both “Positive influence/changes in the Korean teachers’ school’s students” and “Positive influence/changes in the Korean teachers’ school’s fellow teachers” at about 10%.
- About 88% answered that they have follow-up plans for the future.

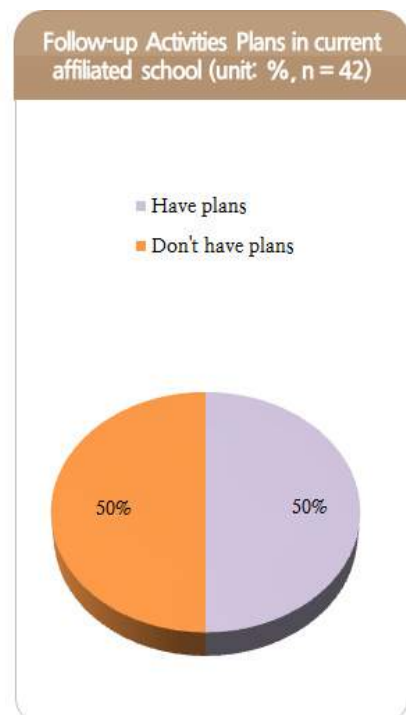
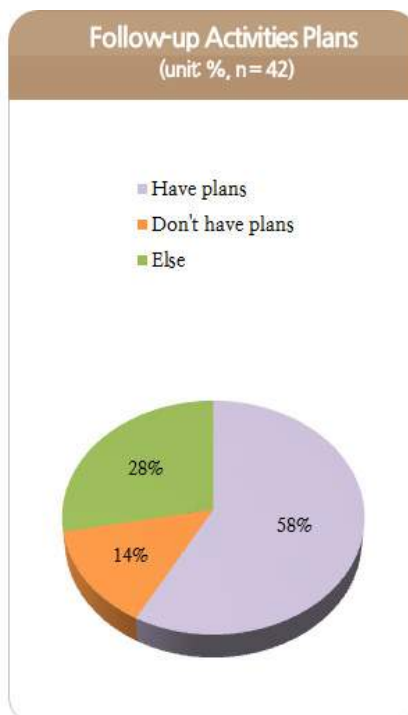
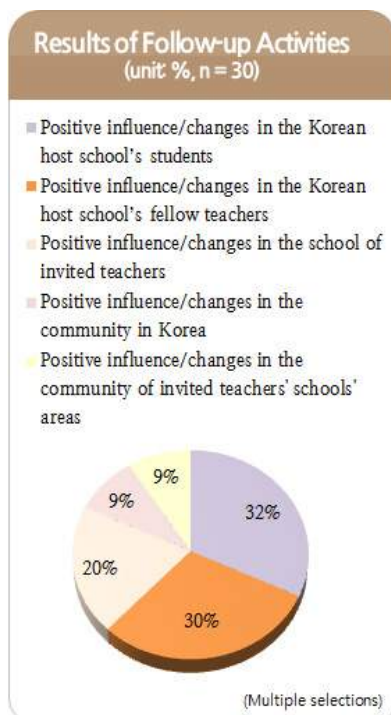


(4) Host schools in Korea between 2012 and 2019

- With 38 schools (42 representatives) responding out of 341 subjects, the response rate was about 11%.
- All 100% said that their participation in the Programme positively impacted the host school.
- About 71% said (30 representatives) that they had conducted follow-up activities after participating in the Programme.
- The major types of follow-up activities were “Exchange activities,” which ranked the highest at 64%, followed by “Material development,” “Volunteer work,” and “Providing lectures” at 12% each.



- In the results achieved through follow-up plans, the largest number of respondents answered “positive change of students in the host schools in Korea” at about 32%, which was followed by “positive change of teachers in the host schools in Korea” at about 30%, and “positive change of their affiliated school in their home countries” at about 20%.
- About 58% answered that they have follow-up plans for the future.
- Among the respondents (20) whose currently affiliated schools are not the same as their schools during their participation in the Programme, about 50% said that they have follow-up plans for the future in their currently affiliated schools.



Conclusion and Implications

○ Identified the effectiveness and the level of achievement of the Programme

- The survey results confirmed that the follow-up activities carried out by 2012–2019 Alumni moved it ahead in a direction consistent with the Programme's purpose, "Building an educational ODA framework through reciprocal exchanges." Most of the respondents answered that their participation in the Programme positively impacted their teaching after returning to their home countries. It states that many participants were making efforts to apply their Programme experience to their classes, rather than remaining a one-off experience.
- Besides, there were quite many cases where follow-up activities were devised and carried out in a new place even when their affiliated schools were changed due to reasons such as transfer, etc. It shows that the Programme's positive impact was continuously spreading through the Alumni in various environments, not only their affiliated schools, during their participation in the Programme.
- For host schools, "Positive influence/changes of their schools' students" was the most considerable achievement after participating in the Programme. In particular, in the case of host schools in Korea, the positive influence/changes of students/teachers were remarkable. It suggests that participation in the Programme directly impacted global awareness and mutual understanding, including the improvement of multi-cultural understanding in Korea.

○ Application and future direction of survey data

- Discover best-practice teachers and cases, utilize them as a pool of best-practice
- Provide specific examples or cases during exchange teachers and host schools training and use them as a basis for various material development
- Conduct regular/periodic surveys of follow-up activities and plans and establish management plans
- Establish a blueprint for continuous interactive cooperation with participants after they participated in the Programme
- Build a layout of a cooperation network with the Ministries of Education in the partner countries and manage the status of follow-up activities

3. Media Coverage and Achievements

The list of Media Coverage and Achievements

No.	Category	Media	Date	Title
1	Interview	Embassy of the Republic of Korea in Mongolia	20-03-26	Written interview with Mongolian Foreign Minister, TSOGBAATAR, to Mark 30th anniversary of the Establishment of Diplomatic Relations between Korea and Mongolia (https://ikon.mn/n/1u02)
2	Contribution	Korea Times	20-07-21	UNESCO's Asia-Pacific Education Center Marks 20th anniversary
3	Press release	DepEd	20-08-12	11 Filipino Teachers Win awards in UNESCO-APCEIU Challenge
4	Article	SunStar Tacloban	20-08-15	Eastern Visayas Teacher Bags International Award
5	Event	APCEIU	20-08-20	Virtual Ceremony Commemorating APCEIU's 20th Anniversary
6	Article	Manila Standard	20-08-23	Tacloban Teacher Wins Award from Asia-Pacific Challenge Body
7	Article	Yonhap News	20-08-27	Selecting Developer for Online Asia-Pacific Teacher Exchange for Global Education
8	Interview	Yonhap News	20-10-03	LIM Hyun Mook, UNESCO APCEIU Director, "GCED is in desperate need due to Covid-19"
9	Interview	MK News	20-10-03	LIM Hyun Mook, UNESCO APCEIU Director, "GCED is in desperate need due to Covid-19"
10	Interview	Digital Times	20-10-04	Director LIM Hyun Mook, "Contribution of GCED in Pandemic"
11	Event	DepEd	20-10-30	4th Annual Forum on Teacher Exchange Towards Global Citizenship Education, Director's Congratulatory remarks
12	Article	MK News	20-11-11	UNESCO APCEIU, Holding '2020 Online SSAEM Conference' on 24th-26th November
13	Press release	Yonhap News	20-11-11	UNESCO APCEIU, Holding '2020 Online SSAEM Conference' on 24th-26th November
14	Press release	News Edu	20-11-11	2020 Online SSAEM Conference, Opens in Online on November 24th-26th
15	Press release	Kyeongki Ilbo	20-11-11	2020 Online SSAEM Conference Runs in Online on November 24th-26th
16	Press release	Asian Times	20-11-11	2020 Online SSAEM Conference Runs in Online on November 24th-26th
17	Press release	Student Parents Teacher News 24	20-11-12	Search of New Direction for Asia-Pacific Education Exchange in Pandemic
18	Article	Good Morning Vietnam Media	20-11-14	2020 Online SSAEM Conference Runs in Online on November 24th-26th
19	Article	Geumgang Ilbo	20-11-15	Daejeon DunSan Elementary School, Successfully Finished Contactless International Exchange Program in the midst of Covid-19
20	Press release	DepEd	20-11-16	DepEd, Korea-PHL Teacher Exchange Program Alumni Association Conduct Global Citizenship Education Forum
21	Article	The Korea Times Daily	20-11-19	Glance at Multi-cultural Education - Ministry of Education Korea is Hosting Online Conference
22	Article	MONTSAME	20-11-25	Mongolian Representatives Participating in 'Sharing Stories of Asia-Pacific Education Movements' Conference
23	Press release	Daily Woman	20-12-01	2020 SSAEM Conference Successfully Finished, Seeking for possibility of Educational Exchange in Post Covid-19 Era
24	Press release	Yonhap News	20-12-01	UNESCO APCEIU, Successful Finish of '2020 Online SSAEM Conference'
25	Press Release	Herald Journal	20-12-01	UNESCO APCEIU '2020 Online SSAEM Conference'... Seeking for a Possibility of Education Exchange in Post Covid-19 Era
26	Press release	NATV News	20-12-02	Big Success of SSAEM Conference, Seeking for a Possibility of Educational Exchange... Empathy for the Importance of Educational Exchange
27	Press release	Student Parents Teacher News 24	20-12-02	'2020 SSAEM Conference' Seeking for a Possibility of Educational Exchange in Post Covid-19 Era

Examples of Media Coverage and Achievements

1.

Manila Standard(2020,8,23.) Tacloban Teacher Wins Award from Asia-Pacific Challenge Body

[Home](#) / [LGUs](#) / [VIZAYAS](#)

Tacloban teacher wins award from Asia-Pacific Challenge body

posted August 23, 2020 at 10:30 pm by

Roland Reyes



Tacloban City—A public elementary school teacher from the Tacloban City division bagged first place in a recent global conference of educators from the Asia-Pacific region.



WINNING TEACHER. Elementary teacher Jejomar Villacorte shows his talent in the Asia-Pacific Centre of Education for International Understanding's (APCEIU) Challenge for 2020 Sharing Stories on Asia Pacific Education Movement (SSAEM) Online Conference.

Jejomar Villacorte of Rizal Central School in Tacloban won the Asia-Pacific Centre of Education for International Understanding's (APCEIU) Challenge for 2020 Sharing Stories on Asia Pacific Education Movement (SSAEM) Online Conference, earning plaudits from Department of Education (DepEd) regional director Dr. Ramir Uytico.

"Having won in this international competition, Villacorte has proven that Region 8 is great," said Uytico.

"He has now reaped successes from his hard work and determination. Aside from his achievement of being the only one from the region who passed the rigorous screening for the Philippines-Korea Teacher Exchange Programme, he has surpassed my expectations," he added.

The director said he hoped that all teachers in Region 8 "would also find ways to give honor to the Department."

The SSAEM is an annual gathering of various stakeholders and the general public. The event is organized to promote the upcoming 2020 Online SSAEM Conference and provide alumni with a broader range of opportunities to participate in the event and to produce a video for the opening ceremony and create valuable educational materials.

It aims to maximize the impact of Asia-Pacific Teacher Exchange by sharing experiences of all Teacher Exchange Programme alumni from partner countries, according to the DepEd.

Earlier, Villacorte was also awarded as one of the outstanding Tacloban City division scholars for participating in the Korea-Philippines Teacher Exchange Programme for three months.

Topics: [Tacloban City](#) , [Asia-Pacific Centre of Education for International Understanding](#) , [Jejomar Villacorte](#)

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2.

DepEd(2020.10.30.) 4th Annual Forum on Teacher Exchange Towards Global Citizenship Education, Director's Congratulatory remarks

Congratulatory Remarks by Director LIM Hyunmook

Good morning everyone! Warm greetings from APCEIU to you all!

Dear Participants, Undersecretary Nepomuceno Malaluan, Dr. Shahbaz Khan, Mayor Bernard Faustino Dy, President Bert Tuga, Dr. Dorothy Tarol,

I am so pleased to join you for the 4th Annual Forum on Teacher Exchange towards Global Citizenship Education.

First of all, I thank and congratulate Mr. Danilo Osorio and his colleagues of the KPTEP Alumni Association for the successful organization of this year's forum. I am sorry that we are unable to see each other face-to-face and enjoy performances like a fashion show that we had last year. But nevertheless I am glad to see you all online this year and I am particularly happy to see you all safe and healthy.

I also convey our deepest appreciation on behalf of APCEIU to the Department of Education, Philippines for its continuing and unwavering support for this annual forum and also for the exchange programme as well.

Dear colleagues and friends,

Let me start by sharing with you a short conversation that I had with Her Excellency Leonor Briones, Secretary of Education last year in Kuala Lumpur. We discussed the GCED curriculum development project and I am happy to inform you that this GCED curriculum development project is now being carried out by President Tuga and his team at PNU for three years from this year. We are expecting that GCED will be reinforced significantly in the national curriculum of the Philippines through this three-year project.

Coming back to the conversation that I had with Secretary Briones, at some point during our discussion, she told me that GCED is not an abstract concept for the Philippines, but a reality, especially for some regions like Mindanao and Visayas.

Her statement was so powerful and even touching that I could not help but decide to make every effort to promote GCED in the Philippines together with the Department of Education. I could not agree more with Mme. Secretary Briones that GCED can and should make an impact in everyday lives of people, especially living in difficult situations.

So I am particularly happy to see you all in this forum to reconfirm our commitment to GCED and discuss our action for GCED, especially in today's challenging times.

As we all agree, GCED is essential for us to overcome today's global crisis. Since pandemic is global, our action to overcome it must be global. Global solidarity and cooperation beyond national borders are crucial.

But unfortunately we are seeing more hate, discrimination, stigma, and exclusion. In a pandemic, no one can be safe while others are not safe. This is so clear and even a three-year old should be able to understand it. But, in reality, people seem to be busy more with stigmatize and hate certain people and countries seem to be busy more with close their borders and blame other countries for this crisis.

So our role as educators is very important. We must not be shaken or lose to the temptation to hate and discriminate certain people or countries but must strengthen our solidarity and cooperation more. When we as educators are strong about solidarity and cooperation, our students and their parents will also take responsible action to overcome this crisis together.

Dear colleagues and friends,

This year, we have been unable to continue our exchange program as we planned. Instead, we have managed to replace it with other projects such as a comprehensive survey on follow-up activities of alumni teachers, making videos on teaching lessons by teachers, and developing online courses for future exchange program participants.

Regarding the survey on follow-up activities, I am pleased to tell you that the Philippines has showed the highest rate of response to our questionnaire. Probably, this is because you have the Alumni Association in the Philippines and it has been playing a key role in maintaining and activating an alumni network. So once again I thank you the Alumni Association for all you have done to promote global citizenship education and cooperation between the Philippines and the other participating countries of the exchange program.

I also very much appreciate the cooperation DepEd has kindly lent to us for the survey and the video making. Thank you so much, DepEd.

Experts are saying that the pandemic will be around us next year. It is very unfortunate, but we will have to cope with this unavoidable reality.

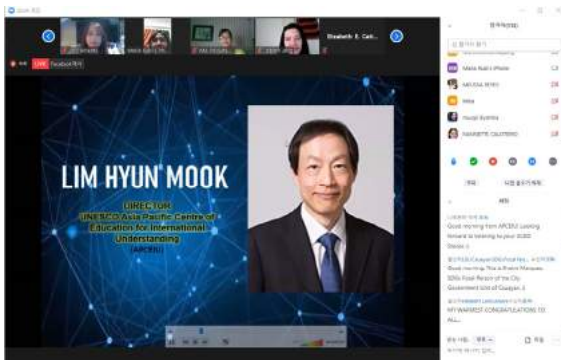
APCEIU is now working on next year's work plan and as for the exchange program, we are considering creating an online platform where participating teachers of the program can exchange lessons and materials. It is our hope that this platform will enable not only bilateral exchanges but also multilateral exchanges among the participating countries. It will become possible that Philippine teachers can exchange lessons not only with Korean teachers but also with teachers in other countries, Cambodia, Indonesia, Malaysia, Mongolia, Thailand and Vietnam.

The pandemic is obviously a great challenge for our exchange program. But it is also an opportunity to enhance the effectiveness of the program. By creating an online platform and making the most of it, we will be able to facilitate more follow-up activities and stronger networks of alumni teachers. This will of course be made possible only thanks to your participation and cooperation. We count on your common endeavor in the coming years.

Dear colleagues,

We are faced with enormous challenges. But we must not be discouraged and downhearted. Together, we can make our strengths a lot greater and overcome today's crisis. Let's work together!

Thank you.



3.

Yonhap News(2020.11.11) UNESCO APCEIU, Holding '2020 Online SSAEM Conference' on 24th~26th November

2020. 12. 9.

MK 뉴스 기사 인쇄하기

MK 뉴스

인쇄하기

취 소

아태교육원, 24~26일 '2020 온라인 쌤 콘퍼런스' 개최

입력 : 2020.11.11 14:00:03



▲ 유네스코 아시아태평양 국제이해교육원(아태교육원)은 오는 24~26일 '2020 온라인 쌤(SSAEM) 콘퍼런스'를 연다고 11일 밝혔다.

교육부가 주최하고 아태교육원이 주관하는 콘퍼런스는 '다문화가정 대상 국가와의 교육 교류사업' 성과 보고회를, 2014년부터 매년 개최하는 행사다. 올해는 코로나19 확산을 방지하고자 온라인으로 연다.

행사에서는 사업 참가 교사 및 학교 관계자가 참여해 '아태지역에서 활동한 글로벌 교사들의 이야기'를 주제로 교육활동 경험과 우수사례, 성과를 공유한다.

24일에는 라이브 토크쇼와 패널 토론 등을 진행한다. 토론에서는 사업 참가국 교육부 대표들이 정책적 사업 효과를 논의할 예정이다. 참가 교사 30여명의 후속 활동 발표와 우수 교육 활동 사례를 모은 온라인 전시관도 마련했다.

2020. 12. 9.

MK 뉴스 기사 인쇄하기

이외에도 아태지역 학교 파견 활동에 관심 있는 교사, 외국 교사 초청 및 다문화 교육에 관심 있는 학교 관계자를 위한 교육 교류사업 홍보관도 운영한다.

최은희 교육부 국제협력관은 "시간적·공간적·물리적 제약이 없는 방식의 교육 수요가 높아지며 글로벌 연대 및 협력의 가치가 중요해질 것"이라며 "이번 행사는 협력을 통해 위기를 극복하고 미래 교육을 만들어가는 계기"라고 말했다.

임현목 아태교육원장은 "지난 9년간 아태지역 교육 교류와 협력을 위해 현장에서 노력한 교사들의 경험을 공유할 수 있는 장"이라며 "올해는 내년 교육 교류사업 개최 10주년을 앞두고 2012~2019년 사업에 참여했던 교사들이 한자리에 모인다"고 밝혔다.

행사는 온라인 쌤 콘퍼런스 공식 홈페이지에서 실시간 생중계하며 사전 등록은 오는 16일부터 할 수 있다.

[연합뉴스]

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4.

DepEd(2020.11.16) DepEd, Korea-Phil Teacher Exchange Program Alumni Association conduct Global Citizenship Education Forum

2020. 12. 9. DepEd, Korea-Phil Teacher Exchange Program Alumni Association conduct Global Citizenship Education Forum | Department of ...

DepEd, Korea-Phil Teacher Exchange Program Alumni Association conduct Global Citizenship Education Forum

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DepEd, Korea-Phil Teacher Exchange Program Alumni Association conduct Global Citizenship Education Forum

The Department of Education – International Cooperation Office (ICO) and the Korea-Philippines Teacher Exchange Programme (KPTEP) Alumni Association conducted the 4th Annual Forum on Teacher Exchange Towards Global Citizenship Education (GCED) on October 30, 2020, with the theme “GCED in Action: Innovation and Solidarity in Responding to Global Disruption.”

GCED is one of the strategic areas of UNESCO’s Education Sector program for the period 2014-2021. It is guided by the Education 2030 Agenda and Framework for Action, notably Target 4.7 of the Sustainable Development Goals (SDG 4 on Education).

IN THE NEWS

DepED
DEPARTMENT OF EDUCATION

2020. 12. 9. DepEd, Korea-PHL Teacher Exchange Program Alumni Association conduct Global Citizenship Education Forum | Department of ...

November 16, 2020 – Committed to revitalize teacher education, the Department of Education – International Cooperation Office (ICO) and the Korea-Philippines Teacher Exchange Programme (KPTEP) Alumni Association conducted the 4th Annual Forum on Teacher Exchange Towards Global Citizenship Education (GCED) on October 30, 2020.

The event showcased the re-entry application projects of the top three best REAP Implementers chosen from the nominees of the regions who are all part of the KPTEP – Project AETA of Chandler Ibabao from Alem Elementary School in Apayao, PIGEON of Noemi Baysa from Malabon National High School in Malabon City, and Project PLAC of George Borromeo from Schools Division Office of Manila.

With the theme “GCED in Action: Innovation and Solidarity in Responding to Global Disruption,” panel discussion on sustainable development goals, innovation, and solidarity was also held, led by Dr. Shabnaz Khan, Director of UNESCO Regional Science Bureau for Asia and the Pacific; Hon. Bernard Dy, City Mayor of Cauyan City; Dr. Bert Tuga, President of the Philippine Normal University; and Dr. Dorothy Tarol, Awardee of 2019 Metrobank Outstanding Filipino.

The online forum was attended by officials from the Department of Education, representatives from the Korean Ministry of Education, officials from UNESCO, delegates of KPTEP from 2012-2019, relevant stakeholders, and GCED advocates.

The forum featured messages from Stefania Giannini, Assistant Director-General for Education, UNESCO; Lim Hyun Mook, Director, Asia-Pacific Centre of Education for International Understanding (APCEIU); Jesus Lorenzo Ruiz Mateo, DepEd Undersecretary for Planning, Human Resource and Organizational Development, and Field Operations; and Margarita Consolacion Ballesteros, Director of DepEd-ICO.

Mr. Danilo Osorio, President of KPTEP Alumni Association, also presented the accomplishments of the organization which include the report on the re-entry application projects of KPTEP alumni from 2012-2019; the participation of teachers in global activities and education forum; and the KPTEP activities for the professional development of fellow educators and outreach programs for communities.

GCED is one of the strategic areas of UNESCO’s Education Sector program for the period 2014-2021. It is guided by the Education 2030 Agenda and Framework for Action, notably Target 4.7 of the Sustainable Development Goals (SDG 4 on Education), which calls on countries to “ensure that all learners are provided with the knowledge and skills to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.”

END

5.

The Korea Times Daily(2020.11.19) Glance at Multi-cultural Education – Ministry of Education
Korea is Hosting Online Conference

2020. 12. 9.

캐나다 한국일보 : 다문화교육 살펴보기

다문화교육 살펴보기

한국 교육부 온라인 컨퍼런스

유지수 (edit1@koreatimes.net) -- 19 Nov 2020 03:50 PM



유네스코 아시아태평양 국제이해교육원(원장 임현묵)이 주관하고 한국 교육부가 주최하는 다문화 가정 대상국가와의 교육교류사업 성과보고회 '쌤 SSAEM 컨퍼런스'가 24일(화)~26일(목) 온라인으로 열린다.

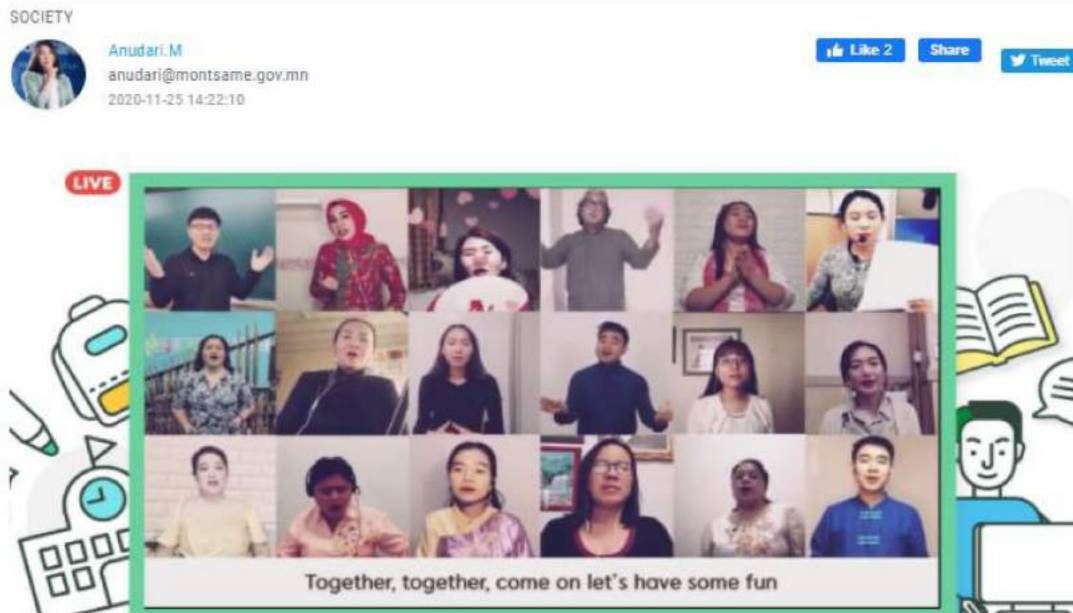
이번 컨퍼런스에서는 국내외 참가교사 30여 명의 후속활동 발표와 교육활동 중 우수사례를 모아 놓은 온라인 전시관을 만나볼 수 있다.

또 아태지역 학교 해외파견 활동에 관심 있는 교사를 비롯해 외국교사 초청 및 다문화 교육에 관심 있는 학교 관계자를 위한 교육교류사업 홍보관도 마련된다. 사전등록은 오는 23일(월)까지. <http://ssaem.unescoapceiu.org/>

6.

MONTSAME(2020,11,25.) Mongolian representatives participating in 'Sharing Stories of Asia-Pacific Education Movements' conference

Mongolian representatives participating in 'Sharing Stories of Asia-Pacific Education Movements' conference



Ulaanbaatar /MONTSAME/ Director of Preschool Education Department of the Ministry of Education and Science J.Myagmar, specialist of the Ministry's International Cooperation Department O.Oyunbileg and specialist of the Institute of Teacher's Professional Development G.Telmen are participating in the SSAEM (Sharing Stories of Asia-Pacific Education Movements) conference of the Asia-Pacific Teacher Exchange for Global Education (APTE) program being organized virtually on November 24-26.

Teachers involved in APTE between 2012 and 2019, stakeholders, and teachers of the Asia-Pacific region are taking part in the conference that allows them to present, share and expand the outcome of program.

Incidentally, music teacher of School No. 1 of Zavkhan aimag Ch.Munkhbayar together with other teachers of the program partner countries performed a song called High School Musical for the opening of the SSAEM conference.

APTE is a bilateral teacher exchange program between the Republic of Korea and Asia-Pacific partner countries, hosted by the Ministry of Education of the Republic of Korea and implemented by the Asia-Pacific Centre of Education for International Understanding under the auspices of UNESCO (APCEIU) in collaboration with the Ministries of Education of the partner countries. Launched with two partner countries -- Mongolia and the Philippines -- in 2012, APTE has grown into a well-known regional program, now working with seven partner countries in the Asia-Pacific region -- Cambodia, Indonesia, Malaysia, Mongolia, Philippines, Thailand, and Vietnam.

7.

Yonhap News(2020.12.01) UNESCO APCEIU, Successful Finish of '2020 Online SSAEM Conference'

2020. 12. 9.

연합뉴스

연합뉴스



유네스코 아태교육원, '2020 온라인 쌤 콘퍼런스' 성료

송고시간 | 2020-12-01 13:00



▲ 유네스코 아시아태평양 국제이해교육원(아태교육원)은 지난달 24~30일 '2020 온라인 쌤 콘퍼런스(SSAEM Conference)'를 열었다고 1일 밝혔다.

교육부가 주최하고 아태교육원이 주관한 콘퍼런스는 '다문화가정 대상국가와의 교육교류사업' 성과보고회로 진행했다.

콘퍼런스에는 다문화가정 대상국가인 몽골, 필리핀, 인도네시아, 말레이시아, 베트남, 태국, 캄보디아, 라오스와 한국 교사 및 교육부 관계자 400여명이 참가했다.

실시간 라이브 토크쇼에는 지난 9년간 아태지역 7개국에 파견된 한국 교사 7명이 출연해 해외 교육활동 경험을 공유했다. 또 국내외 교사 26명이 사업 참가 이후 지속한 글로벌 교육활동 사례를 발표했다. 참가자들은 코로나19에 대응해 지속 가능한 온라인 방식 교육 교류 사업을 논의하기도 했다.

콘퍼런스에서 사용된 자료들은 공식 홈페이지를 통해 국내외 교사들에게 제공한다.

렌 쿤 캄보디아 교육청소년체육부 사무관은 "교육교류사업은 교사뿐만 아니라 교육을 받는 아시아 8개국 교육생에게도 중요한 의미를 지닌다"며 "코로나19에 대응해 인류의 기반인 교육을 유지하고 발전시킬 수 있도록 노력할 것"이라고 말했다.

한편 다문화가정 대상국가와의 교육교류사업은 우리나라 현직 교사를 아태지역 학교에 파견하고, 아태지역 현직 교사를 국내 학교로 초청하는 사업이다. 2012년부터 현재까지 약 1천200명의 국내외 교사가 참가했다. (연합뉴스)

<저작권자(c) 연합뉴스, 무단 전재-재배포 금지> 2020/12/01 13:00 송고

본 기사는 연합뉴스와의 계약없이 전문 또는 일부의 전재를 금합니다
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8.

School Parents Teacher News 24(2020.12.02.) '2020 SSAEM Conference, seeking the possibility of educational exchange after the COVID-19



HOME > 교육

'2020 쌤 콘퍼런스', 코로나 이후 교육교류 가능성 모색

✎ 이종구 기자 | ⓒ 승인 2020.12.02 06:54

캄보디아 교육청소년체육부 렌 쿤(Kun REN) 사무관은 '2020 온라인 쌤 콘퍼런스(SSAEM Conference)'(쌤 콘퍼런스) 첫날 8개국 교육부 대표들이 참가한 패널 토론에서 교육 교류의 중요성을 "이 사업은 교사들에게도 매우 중요하지만, 사업 참가 교사들에게 교육을 받는 아시아 8개국 수만 명의 학생에게도 중요하다고 생각합니다. 우리는 코로나가 인류의 기반인 교육을 무너뜨리도록 내버려 둘 수 없습니다."라고 강조하며 말했다.



'2020 온라인 쌤 콘퍼런스' 패널 토론

11월 24일부터 30일까지 온라인으로 개최된 2020 쌤 콘퍼런

스가 성황리에 종료됐다. 쌤 콘퍼런스는 대한민국 교육부가 주최하고 유네스코 아시아태평양 국제이해교육원(원장 임현목)이 주관하는 '다문화가정 대상국가와의 교육교류사업'(이하 교육교류사업) 성과 보고회로 몽골, 필리핀, 인도네시아, 말레이시아, 베트남, 태국, 캄보디아, 라오스와 한국 교사 및 교육부 관계자 400여 명이 참가했다.

2021년 교육교류사업 10주년을 앞두고 참가국 교육부 대표들이 사업 효과를 공유한 패널 토론에서 새 참가국으로 2021년 첫 사업 참여를 앞둔 라오스 교육체육부의 교원 교육국 브영데운 오새이(Vongdeun OSAY) 부국장은 "교육교류 사업을 통한 라오스 교사의 글로벌 역량 향상은 질 높은 교육을 위해 국내외 협력을 장려하고자 하는 라오스 정부의 정책적 기조에 합치한다"고 말해 2021년도 사업에 대한 기대감을 나타냈다.

참가국 교육부 관계자들은 신종 코로나바이러스 감염증(코로나19)으로 막대한 교육 손실이 발생하고 있지만, 이에 적극적으로 대응하고 있다면서 올해 경험을 통해 앞으로 온라인 방식으로 교육교류사업을 지속해갈 수 있는 역량이 생겼다고 입을 모았다.

말레이시아 교육부 아하마드 라피 체 카심(Ahmad Rafee CHE KASSIM) 부국장은 "코로나는 물리적 대면 학습에서 온라인 학습으로의 교수법과 학습법의 전환을 가속했으며, 다양한 학습 접근법을 혼합하게 했고 우리는 코로나 대유행을 겪으며 IT 기술을 통해 많은 활동을 성공적으로 수행할 수 있음을 알게 됐다"며 "우리가 노력하고 협력한다면 교육교류를 통한 교원능력개발을 지속할 수 있다고 확신한다"고 말했다.

필리핀 교육부 마가리타 콘솔라시온 발레스테로스 과장도 "글로벌 사회에서 세계 시민으로서 제 역할을 다하기 위해서는 여러 문화적 맥락에 대한 지식 향상이 필요하다는 글로벌 교육의 미션에 따라 시행되고 있는 이 사업은 교사들의 교육 역량을 향상해 양질의 교육 달성에 이바지하고 교사, 학교 그리고 지역 사회의 글로벌 역량 및 문화 간 이해 역량을 강화하기 위한 것이며 이는 코로나가 대유행하고 있는 현 상황에도 불구하고 중요한 일"이라고 말했다.

같은 날 실시간으로 열린 라이브 토크쇼는 9년간 7개 국가에 파견된 한국 교사 7명이 각자 해외 교육 활동 경험에 대한 진솔한 대화가 오가면서 앞으로 해외 파견에 관심 있는 국내외 교사들에게 유용한 정보와 경험 공유의 장이 됐다.

2019년도 몽골에 파견됐던 이준봉 청주중학교 교사는 “교육교류사업에 참가한 경험을 통해 내가 가르치는 학생들에게 우리나라만이 아닌 더 큰 세상을 바라보고 살아가며 넓은 시야를 가지도록 독려할 수 있는 교사로 바뀌었다”며 “앞으로도 더 많은 교사가 이런 변화와 발전의 기회를 얻기를 희망한다”고 말했다.

이번 콘퍼런스에서는 9년간 교육교류사업에 참여한 국내외 교사 26명이 사업 참가 이후 지속한 글로벌 교육활동 사례를 발표했다. 2015년에 한국 남원노암초등학교에 초청된 뒤 필리핀으로 돌아가 글로벌 교육 활동을 이어가고 있는 다닐로 오소리오(Danilo Osorio) 교사는 “평범한 교사를 훌륭한 교사로 만드는 것은 학생들을 변화시킬 수 있는 긍정적인 영향력”이라며 “한국 파견 기회를 통해 학생들에게 생각, 가치관, 사고방식 등의 다양성에 대해 가르칠 수 있는 교사가 됐다”고 말했다.

이번 콘퍼런스 자료들은 공식 홈페이지를 통해 교육 교류에 관심 있는 국내외 교사들에게 제공될 예정이다.

한편 다문화가정 대상국가와의 교육교류사업은 우리나라 현직 교사를 아태 지역 학교에 파견하고, 아태 지역 현직 교사를 국내 학교로 초청하는 상호 교류 사업이다. 2012년 시작돼 국내외 약 1200명의 교사가 교육 활동을 수행했다.

올해까지 총 563명의 한국 교사가 아태 지역에 파견됐으며, 아태 지역에서 국내로 초청된 교사들은 총 672명이다.

Asia-Pacific Teacher Exchange for Global Education
2020 Final Report

Activity Reports

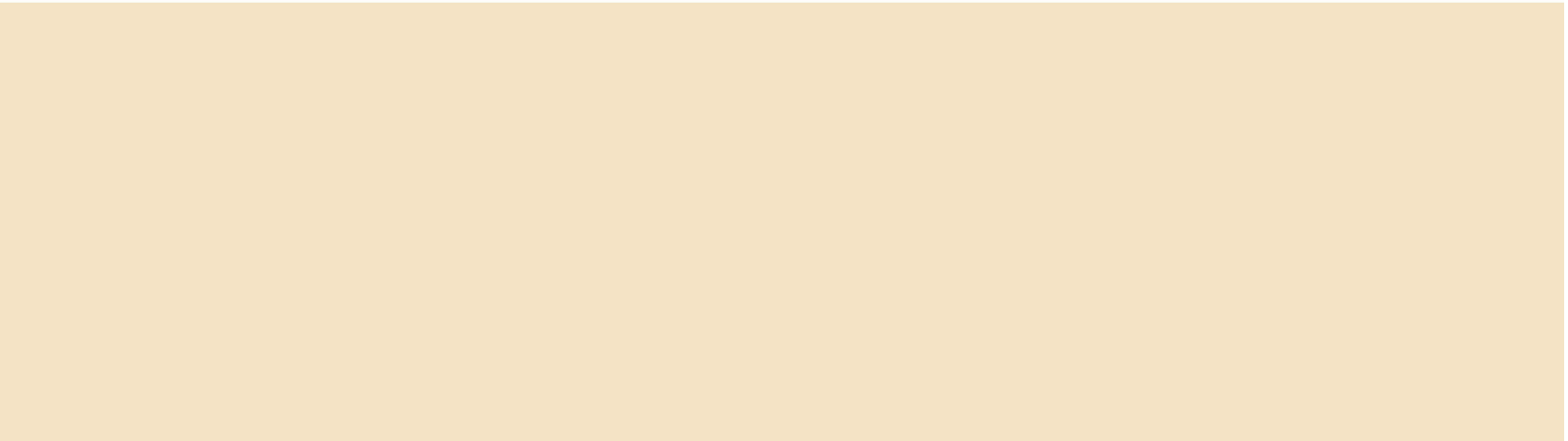
Part 2

I. Best Practices of Follow-up Activities

II. Developing Online Educational Materials for Global Education in Korea

III. Challenge for 2020 Online SSAEM Conference

Asia-Pacific Teacher Exchange for Global Education 2020 Final Report
Part 2. Activity Reports





Best Practices of Follow-up Activities



Best Practices of Follow-up Activities

1.

Korean Exchange Teachers

(1) SON Sodam (Bumin Elementary School, Malaysia, 2018)

Changes in Education through Cultural Classes as the Follow-up Activities of APTE

Selamat Pagi! Hi, I am Son Sodam, teaching at Bumin Elementary School in Busan. I said hi in Malaysian because I went to Malaysia in 2018 through APTE. Today I'd like to talk about my follow-up activities after my time in Malaysia and how schools changed in the host country and my country, Korea.

In fact, follow-up activities require certain conditions, such as the school culture, cooperation from school managers, other teachers, parents, and students, policies of the Offices of Education, and the school budget, etc. Since the school is always busy with teaching activities, it was not easy for me to start follow-up activities. I wanted to begin external projects, but due to many limitations, had to change direction towards small things. I decided to start my follow-up activities in my class, as that is something a teacher has the most authority in. And a teacher can have the biggest influence on students through his or her class.

This is the flow of my talk. First, I'll talk about the classes as my follow-up activities. Second, I'll talk about exchange activities. Lastly, I'll discuss how students and teachers of Korea and Malaysia, and myself changed after the follow-up activities.

To integrate culture in class, I used the educational materials I brought from the host country. One material I brought was the textbooks. In any country, the content of education for elementary school is similar. While I was in Malaysia, I checked the textbooks first for class preparation. It was interesting to find cultural differences in illustrations. There were similarities and differences in how the teaching objectives were attained, and I thought it was a valuable subject of research. So, I bought textbooks in English, science, and math and brought them home with me. When I came back to my school in Korea, I introduced the Malaysian textbooks to my students during class. The students found them fascinating and asked endless questions, and became interested in friends outside of Korea, understanding that different cultures existed. I introduced Malaysian myths and stories that I had covered in my project during Korean language class. I introduced Malaysia's natural and human environment in social studies class. My colleague teachers showed great interests in other countries' curriculum and teaching methods, read the textbooks, and adopted the new science experiments and other methods they learned from the books to their classes.

Another type of material was Malaysian students' works. In Malaysia, I had worked with local students on <Making a Blog on Malaysia>. Using data they created on their own, instead of using something teachers provided, was more engaging and interesting to students. My Korean students read the blogs as part of our 'gallery activity', identified similarities and differences, and presented what they learned about Malaysia and questions they had. When I showed them videos of Malaysian friends making the blogs, Korean students would say "Oh, this is the part she/he made!", "What is her/his name?", proving a rapport is being built between students. We then created a blog on Korea to share with Malaysian friends.

There were co-projects among schools, too. My school at the time was doing 'Connecting Classrooms', an international exchange programme with the British Council. As part of the programme, we started a project under the common theme called 'Save the Earth', to campaign. We talked about how palm oil, an ingredient in snacks and instant noodles, is destroying tropical forests, and identified differing opinions. When students said "I didn't know what I do every day had so

much impact. Now I should think more about connected people and countries all the time,” I was very happy to know that I made a small contribution to building global citizenship in my students.

We also started a pen pal project, where Korean students read postcards and video letters from Malaysian students and wrote them back. Unlike Malaysian students, who speak English as the second language, Korean students do not have many chances to write letters in English. This was a chance for them to feel confident by putting their knowledge in a foreign language to actual use. In this video, you see the students pondering very deeply about what to write in their letters.

There also were exchange activities. The activities included ‘Exchanging Culture Box’ and video class. For the Exchanging Culture Box, Korean students put letters, pictures, traditional Korean artworks they made and cultural items in a box and sent it to the partner school in Malaysia. Afterwards, the teachers and students from the school sent emails and SNS messages, sending their love and thanks. Time passed, but the connection continued even after I moved to a new school. As part of Malaysia’s HIP (High Immersive Programme), students met through video and we had a chance to introduce Korea to the teachers I worked with at the Malaysian school, when they visited Korea.

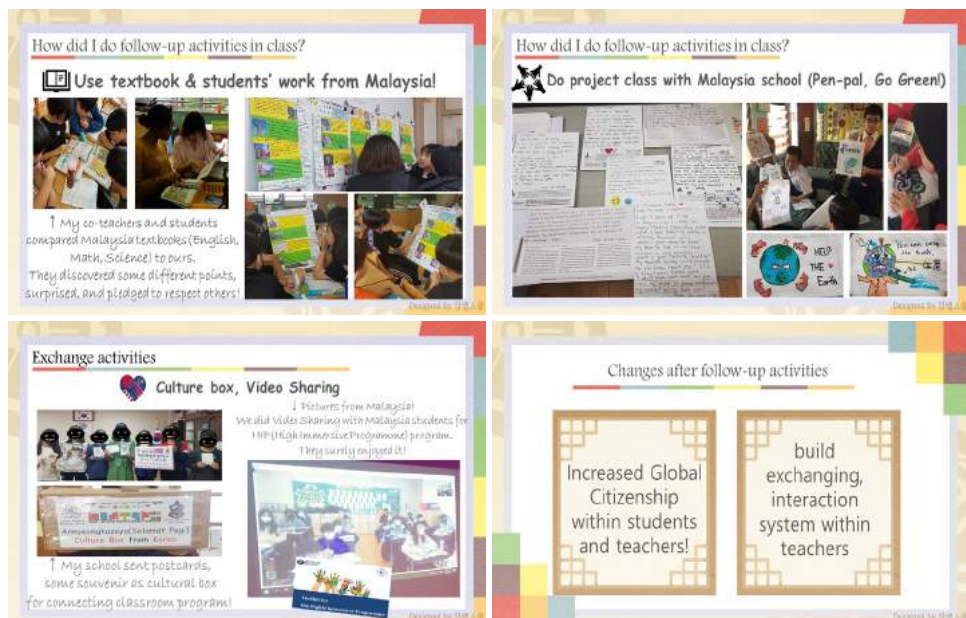
These follow-up activities had a lot of influence on my students and the school. First, students’ global citizenship was promoted. Textbooks and teaching materials constantly emphasize that the world is connected, but it is not as effective as having students experience it firsthand. As I watched them understanding and respecting cultural diversity, sustainable development, and interdependency, and voluntarily looking for engagement and actively changing their behavior, I could feel that my experience as an exchange teacher was being expanded. In addition, the stakeholders’ view about global citizenship education has changed. Other teachers, managers, and parents became more interested in the follow-up activities in class and offered a lot of support. They would ask me questions about my experience as an exchange teacher and told me they would apply my learning to the school policies to respect the cultural diversity in school and the local community.

There were changes in the host school in Malaysia, too. Korean teachers worked there for about three months, and this Programme established a human network among schools, among teachers, and among students. Schools can now save time and energy in selecting countries and schools to partner with for their international exchange projects, and therefore focus more on the project itself. Thanks to the rapport built among teachers and students during the Programme, communication is active through SNS and emails. When COVID-19 hit after the exchange Programme, teachers would share thoughts on how schools responded, the educational significance of the current situation, and non-face-to-face teaching and online classes. We are learning from each other on this matter now.

Lastly, there were changes to me. Experiencing life in a different culture through APTE was at another level from what I learned from traveling. As I witnessed, firsthand, how students in other countries are educated and what they value, I reminded myself of my rights and duties as a global citizen. Knowing my thoughts and acts can have a global impact, I do my best to practice little things. As I try to look at the world with empathy towards others, I came to realize that individuals exist in the world as a small, but a meaningful self.

As I finish my talk, I’d like to express my thanks to the ministries of education of Korea and Malaysia, those at my host school, and APCEIU, for all the support they offered. Like dandelion puffs that fly far away, exchange teachers will do their best in the field of education.

Thank you. Terima Kasih!



(2) CHANG Byongchol(Sunrin Internet High School, Mongolia, 2016)

My Heart Beats Again...!

Good afternoon! I am CHANG Byoungchol, a teacher at Sunrin Internet High School. I was dispatched as an exchange teacher to Mongolia in 2016. Back then, I was a teacher at Seoul Robotics High School.

Before I begin, let me introduce to you the school I worked at in Mongolia. I was dispatched to 53th Secondary School in Ulaanbaatar, which has grades 1 through 12, meaning it includes all of Korea's elementary, middle school, and high school levels under one roof. There were 3,000 students and over 100 teachers at this school, so it was a very large school. I was most impressed with its school entrance ceremony held in September. On that day, 12th graders, equivalent to high school seniors in Korea, walk 1st graders in at the ceremony, welcoming the newest members to the school. Even today, whenever I think of that beautiful moment, it warms my heart. I couldn't meet all the teachers, but I was engaged with fun initiatives with about 20 teachers over the 100 days I was there. All the teachers were eager to make sure their students get as many experiences as possible and have fun at school.

Now let me introduce my activities in Mongolia. By the time I was dispatched there, Korean culture and language had already become quite popular in Mongolia. I met some students who knew more about K-pop culture than me and several Mongolians who could speak Korean.

Therefore, now that the APTE is in the advancement stage, I thought it would be better to go beyond sharing Korean language and culture. I wanted teachers to exchange knowledge in their own fields of expertise and teaching methods. So, I decided to share my knowledge in robotics, my field of expertise, to show students how robots work and let them enjoy the delight in learning about them. I used the drones and wheeled robots I had brought from Korea during regular class for fun activities for students. Fortunately, my host school's faculty was very supportive to my robotics classes.

Most importantly, in Mongolia, just like Korea, robotics clubs and competitions were starting to be organized at the time. So, I was given a chance to form a robotics club and enter it in a competition. Thinking back now, I believe the principal, vice principal and other teachers at the school have given me so much support and blessing in letting me do that.

These are the students who joined the robotics club I created. I entered them in a robotics contest in December, shortly before I returned to Korea. Contestants competed with their 4-wheeled robots running through labyrinths. The Mongolian national TV covered our story with much enthusiasm, mentioning that the team was led by Korean teachers. Back then, I thought that it would be hard for me to help them after I come back to Korea, and the club might be disbanded even if my mentor teacher, the teacher you saw in the video, would work hard in Mongolia. So, I looked for ways to keep exchanging with them after my return to Korea.

This is the indoor drone class for 5th grade during their regular class. You probably can't see the drones very well on the screen, the small objects that look like paper airplanes are the drones. I could not bring the big drones we often fly in Korea, so I used small drones. Do you see the students' look on their faces? It was very cold that day, but as you can see, students had a lot of fun flying the drones on the school playground. It was wonderful. In fact, the principal saw us flying drones, and saw how happy the students were. I believe that's why he gave us more chances to teach classes.

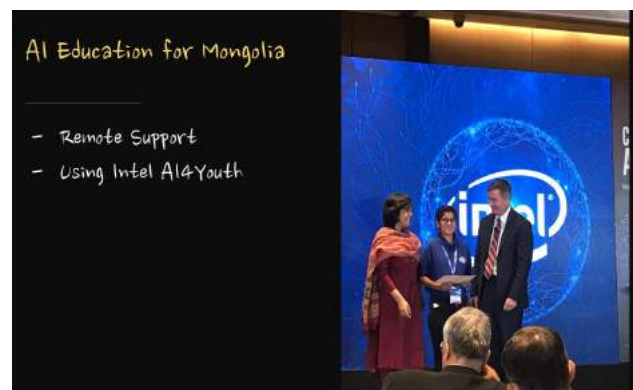
Now, you are watching students controlling wheeled robots and learning about self-driving functions similar to what go into autonomous vehicles. This is how students are competing in the contest with the program they designed on their own. You may not see her very well, but the teacher you see there is my mentor teacher, who is still in contact with me.

After I came back to Korea, I conducted mainly two types of follow-up activities. The first was setting up sisterhood ties with Mongolian schools and the Korean schools I worked at, for regular exchange projects. You are now looking at New Era School in Mongolia, whose students have annual exchanges with Seoul Robotics High School. Second, we've had to have online meetings since COVID-19 hit, so I've used web-meeting systems like Zoom for robotics study sessions once every couple of months. My mentor teacher, myself, and students meet online. Fortunately, I don't speak Mongolian very well but the mentor teacher's English is very good. So, in these bimonthly sessions, I would explain in English and she would explain it in Mongolian for students. The sessions were critical for me to be able to keep the robotics club that I created in Mongolia alive, even to this day.

Now I would like to explain my future plans, as that is more important. The global expansion of virtual learning platforms triggered by the pandemic actually proved to be a great opportunity. My mentor teacher and I used to meet through Facebook, but now she has learned to use Zoom, and the students in Mongolia also know how to use it. So, I would like to start a new project. In fact, globally, online AI (artificial intelligence) education is gaining traction. I would like to create a club of teachers interested in AI, with teachers in Mongolia and Korea, to discuss how to make AI learning fun. It would be webinars for discussing AI teaching methodologies. We would need the help of interpreters for that, so I will find interpreters here in Korea. I will seek other support resources for this project.

Most importantly, as you see on the screen, Intel is currently working to provide programs for AI education for the youth and spread them globally, I will seek Intel's support to start a project within the teachers' club for studying the Intel youth AI curriculum. I will also ask the company to sponsor a remote support system for us, so teachers in Mongolia and Korea can study together online, as if we are physically seated together and studying together.

I don't know how long this current pandemic will last. It would be best if we could travel to Mongolia and work with teachers there for this teachers' club. But if it's not possible, we will still stay connected online to follow up with APTE and continue exchanges, including through the teachers' club. Let me conclude my presentation by saying that I hope we all can continue these exchanges with Mongolia, and all the other countries other teachers had wonderful experiences in. Thank you for listening and hope you stay safe.



2. Exchange Teachers from Partner Countries

(1) **Danilo G. Osorio**(Kasarinlan Elementary School SDO – Caloocan City, the Philippines, 2015)

KPTEP Journey, Translated into Action

Good day everyone. Mabuhay! I'm Danilo Osorio and I am a teacher and the President of the Korea-Philippines Teacher Exchange Programme Alumni Association. Today, I will be sharing with you my KPTEP Journey, Translated into actions!

I'm obsessed with the question, what makes a simple teacher great?

And after teaching for more than 15 years in the public elementary school – teaching students, I am still perplexed by this question. What makes a simple teacher great?

It was a couple of years ago, when a former student of mine, now a teacher, sent me this message via Facebook messenger, it says: "A great teacher takes a hand, opens a mind and touches a heart. Thank you Sir Dannie for touching my life. Now I am paying forward your gesture of love."

What is this trying to tell a simple teacher like me?

Back in 2015, I was one of the 20 blessed souls to experience an International Exchange Programme in South Korea. I was so excited. Thrilled for this new Educational experience; and a remarkable encounter.

We were exposed to multicultural society. And my participation to the Programme has personally improved my multicultural acceptance because I realized how diverse both the Korean and Filipino students are, not only in terms of language but also in beliefs, values and perspectives. I have become more sensitive and considerate to my students' socio cultural background and how it affects their learning process.

I want to go back to my classroom of 45-50 students, based at the center of Metro Manila in Caloocan City, in particular, where most of my students are living in a marginalized community. There is a DEPTH now into understanding the concepts like hunger and poverty.

Facing with the scenario, learning about the contrasting situation of students from two countries, helped me realized to become more passionate in dealing with them, and in teaching, not only of cognitive domain, but also of attitudes, such as empathy and respect, but teaching and learning should be about helping them to transform.

Second, a great teacher teaches sustainability. In a globalized world of limited resources and unlimited ingenuity, teachers play a vital role in preparing students and community to meet the sustainability challenges of the future. And what do we want to sustain? I mean how do we create a better world?

In line with the Department of Education – International Cooperation Office's mandate which is to coordinate understanding related to Global Education and Sustainable Development Goals, the Korea-Philippines Teacher Exchange Programme Alumni Association (KPTEPAA) headed by yours truly, composed of 170 lifters of SDGs reaffirmed their commitment to implement Application projects as a resolve of our reflections, learnings and advocacy anchored on GCED and SDGs.

FOR THE RECORD, 103 Projects have been implemented from 2012 up to present from schools to the communities where we belong. Significantly, these accomplished application projects from all these batches represent awareness and critical thinking about issues such as poverty, climate change, quality education and cultural differences. KPTEP would not stop. We will continue to foster global citizenship and impact our communities.

As a matter of fact, we do not just help in shaping our society in the aspect of global competency and citizenship,

intercultural learning education, but as well as holistic VOLUNTEERISM, reaching more people, more volunteers, more society and inspire more people to move and pay forward through our community programs and projects.

And finally, a great teacher calls for action! We all know that the emergence of the COVID-19 pandemic has brought us a challenging time in the education sector.

The Association, partnered with DepEd-ICO and different organizations sought to promote learning and development as well as a sense of community caring for one another as we step up into initiating learning series of webinars for teachers to tackle issues on education amid this pandemic.

In May 2020, KPTEP Learning Series 1 with 6 sections was realized, entitled: Update, Upskill, Upgrade: Gearing Up for the new landscape of Education.

And the recent KPTEP Learning Series version 2.0 entitled GroundEd: Learning to Know, to be, to do and learning to Live together, where we provide our educators a platform to raise awareness of Sustainable Development Goals and call for action; as well as to exchange innovative and promising approaches on how to address gaps and issues and fully harness the potential of the four pillars of learning in order to support SDGs and Global Citizenship.

We have reached more than a hundred thousand teacher-participants from all over the country and abroad. Our action to inspire and empower others through simple acts of kindness through our Projects: KPTiran Laban sa COVID-19, our initiative to help our medical frontliners in public hospitals with the shortage of hospital disinfection supplies in fight against COVID-19 during the initial stage of the pandemic. Our heartfelt gratitude to all our donors who extended their hearts through this project.

Our Project iKonek, masks for-a-cause, where we extend our hands, we shield our children and support their education through a tablet-based learning for our less-fortunate students. And this has been one great value that we Filipinos hold dearly that we can relate to Global Citizenship Education; The BAYANIHAN SPIRIT amongst us.

And what if I would ask this question again, What makes a simple teacher great?

Let us all go back to our classrooms. To have an impactful, sustainable and transformative world, let us look at our students, our children. Feel them. Listen to them, the future Mother Theresa, the next Einstein, or a traffic enforcer, teacher in the future, a medical front liner, or the next president of the country.

Your life and my life can simply transform the world. This makes a simple teacher like me, like you and me, GREAT! Thank you.



(2) Kamonrat Chimphali(Thanonhakkittayakom School, Thailand, 2019)

Start with you connect to others

Teacher: Student: School: Social

Ladies and Gentlemen, I'm honored and appreciated this opportunity to present my follow-up activities. My name is Kamonrat Chimphali, 2019 APTEP Alumni, Yongin Kangnam School(용인강남학교). I'm a Thai teacher and teaching in Science and Biology for ten years in the countryside where I grew up. The topic that I'm going to present is, "Start from you connect to others." APTE Programme opens a new frontier in our exploration of good teaching, which is important for all teachers. I believe that now I can collaborate with other teachers to empower students to affect change in school and reach the SDGs after the participation of the Programme.

What's on your mind when class is over?

I have realized that educators are using the SDGs as a powerful teaching tool that develops students' empathy, and feelings of interconnectedness, and a sense of shared responsibility for global challenges through APTE's participation. So I started from Talk to Do and from one to team for sharing my experience with teachers after returning to Thailand.

I have been starting by using my classroom as a social media to advertise SDGs.

I decorated my classroom with SDGs and made SDGs key ring to communicate what we are doing about SDGs and how other teachers can join the activities.

Teachers interested in the activities have asked me a variety of questions. "What should we do to educate our students to Global citizens?" I recruited them as my team.

I have worked with teachers interested in my activities, and we built a Team of Professional Learning Community for learning and developing SDGs activities together.

We designed lesson plans to involve SDGs. Students could learn about the digestive system; hence, we connect with Zero hunger because food is not only how to eat, but also how to solve the food issue in school, village, country, and world.

Students could observe food waste in school cafeterias, houses, and daily lives to collect data. They investigated and then it made them realize that the food is more than just digest. So, my team opened a classroom as a world café, which was a good environment to share ideas together. So we invited students and teachers to join activities.

The activities' topic was discussed as followed, "When people hungry, they forget the law."

"Water pollution and rice poison."

"Eat your food as medicine else you have to eat your medicine as food."

"Eat all your take, can protect the world."

"Reduce your food waste to help the climate."

Students shared their ideas, and made posters to conclude their conversation, and presented posters at the school cafeteria. They applied what they have learned from activities in the concept of eating well and no plastic to teach younger, make healthy snacks, herbal juices, and use nature materials for containing food.

We wanted them to realize that saving themselves is first, and then they can save the world. Furthermore, we have been creating a campaign for inviting the school members to take photos, to play and learn in SDGs media in every school event. I also shared SDGs activities on my social media to encourage Thai teachers in learning and teaching SDGs. I taught SDGs

by Workshop and open my classroom for all teachers who were interested in SDGs. Also, I published a book that reflected on how to bring SDGs into school and classroom.

There are 7 chapters:

1. How important SDGs are.
2. What SDGs
3. What teacher needs to know about SDGs?
4. Power of perception
5. How Science can teach SDGs?
6. Learn and Do
7. How Thai-classroom can create SDGs?

My student and I brought our project to primary school at Service-Based Learning. I was invited to share how to teach Project-Based learning and Service-Based Learning for SDGs in National Symposium. And we were selected by Thailand Media Fund as a useful classroom for sharing SDGs activities, SDGs lesson plans for all Thai teachers.

Global citizenship connects us and aims to make our world better, fairer, and more sustainable. A teacher as an important person who are encouraging students to view actions, words, and practices that drive them to understand and empathize and know their ability to bring the positive change to the future. I feel so thankful to the APTE Programme for making me be a better teacher for students and a better human for our world. "Start with you, connect to others", to others," to make our world better. Thank you so much.



3. Mentor Teachers of Korean Host Schools

(1) IM Hyunbin (Seoul Technical School, Thailand, 2019)

APTE Follow-up Activity - Student Exchange Programme -

Hello, my name is IM Hyunbin, and I am a teacher at Seoul Technical High School.

I will explain to you the student exchange Programme between our school and exchange teacher's school, which was implemented as a follow-up activity to the APTE. I will first tell you a little bit about Seoul Technical High School.

Seoul Technical High School was established in 1899 and is the first secondary professional educational institution in the country with a 121-year history. With about 60,000 graduates produced till present day who are located in many industries in the country, the school is the birthplace of Korea's professional education both in name and reality. Currently, there are 1,500 students and 200 teaching faculty.

We have been participating in the APTE since 2016. More specifically, we had two Thai teachers in our school in 2016, two Malaysian teachers each in 2017 and 2018, and three Indonesian teachers in 2019. We have implemented a student exchange programme with the schools marked in blue following the end of the APTE.

This is a picture of the teachers who completed the Exchange Programme at our school from 2016 to 2019. Starting from the top right, it is Ms. Fitra, Ms. Sry and Ms. Hesty from Indonesia in 2019 and then Mr. Farid and Mr. Ibahrim from Malaysia in 2018.

Below is Mr. Khalifa and Mr. Jeffry, also from Malaysia in 2017, and on the right, it is Ms. Kesinne and Mr. Wiwat from Thailand in 2016.

I will talk briefly about the follow-up activities that took place with Seoul Technical High School after these teachers completed their Exchange Programme at our school.

In the summer of 2018, Mr. Khalifa, one of the Malaysian exchange teachers in 2017, visited our school teacher and students to hold a student exchange activity with Korean food and drones as the main topics.

In January 2019 and January 2020, the students and teachers of Seoul Technical High School visited the school of Mr. Wiwat, one of the Thai exchange teachers in 2016 for the student exchange programme. In July 2019, they also visited the school of Mr. Farid, one of the Malaysian exchange teachers in 2018. In December 2019, there was also another special occasion in which the students and teachers from Mr. Farid's school visited our school for exchange activities.

After witnessing that the multi-year student exchange activities provided our school's students as well as exchange students a memorable experience through which they developed a positive perception of other cultures, we wanted to continue follow-up activities this year. However due to COVID-19, we chose to continue our exchanges through an online conference for the second half of this year.

The photos you see show 26 students and teachers from Mr. Farid's school in Malaysia doing workshop activities, which included mutual cultural exchange, ICT education, and Korean culture orientation, for a week in December 2019 at our school.

The joint student workshop that we held with the Malaysian exchange teacher, who taught at Seoul Technical High School for 3 months, and his students made Malaysia feel a lot closer to our school students as a country than before. Also, visiting a professional school in Korea and participating in an ICT workshop will surely remain an unforgettable experience for Malaysian students.

The students named ‘homestay’ as the most memorable activity.

Our students and local students ate and slept together in each other’s homes, which provided a good opportunity to have many conversations and build friendships.

The photo on the top left is a picture of our school’s principal visiting the home of a Malaysian student who was hosting a Korean student for ‘homestay.’

This year, as overseas visit became impossible due to COVID-19, the student exchange programme was substituted by an online international conference. The online conference was designed as a multilateral international conference in which Mr. Farid’s school in Malaysia and Ms. Fitra’s school in Indonesia would participate.

On October 7, the first online multilateral conference was held between Seoul Technical High School from Korea, SMK Sungai Kertas School (Mr. Farid’s school) from Malaysia and SMAN 3 Padang Panjang School (Ms. Fitra’s school) from Indonesia on the topic of ‘Educational Responses against COVID-19’ in the form of a webinar and was put on live on Youtube.

Two students from each country presented and subsequently held a Q&A session. As it was our first attempt to hold a multilateral online conference, there were a few technical difficulties, but I believe we achieved the desired results as it was reported on several domestic and foreign newspapers.

This achievement was possible thanks to the dedication and cooperation from Ms. Fitra and Mr. Farid who had participated in the APTE.

This photo, going from No.1 in a clockwise direction, shows myself, Ms. Fitra from Indonesia and Mr. Farid from Malaysia having a prior consultation via video conference, and on the right is a shot of the Youtube-live-streamed online multilateral conference held on Oct. 7. Below that is a photo of our school’s students and students from Indonesia and Malaysia participating in the online conference.

The multilateral online conference held on Oct. 7 was reported by numerous media both in the country and abroad. On the left is a photo of the media coverage by Indonesian media and on the right is a photo of the media coverage by the Korean media.

We have been holding so many exchange student activities because this kind of activity strengthens our students’ capacity at the global level and provides the means to put Global Citizenship Education (GCED) into practice. Also, it is a good opportunity to utilize Korea’s developed ICT and state-of-the-art technology and can instill a sense of pride in our students.

The exchange teachers who come to Korea as participants of the APTE are those who have the will and capacity to be an active part of international exchange activities.



(2) SEO Jeongrae(Incheon Dowha Elementary School, Viet Nam, 2016)

My APTE Story Making Everything Unfamiliar to Familiar

Hi, I am SEO Jeongrae, a teacher at Dohwa Elementary School in Incheon. After working as an exchange teacher in Vietnam in 2015 through APTE, I worked as a mentor teacher inviting teachers from Vietnam, Indonesia, Thailand, and Mongolia each year to my school in Korea. Today, I'd like to talk about my exchange teacher experience, and my project inviting exchange teachers to Korea, as my follow-up activities.

As soon as I arrived at Kim Dong Elementary School, I observed the school and tried to adjust myself in the new environment. Since I was dispatched to the host school for a short period of time, I tried to distinguish what I could do from what I could not. The school scheduled open classes during the class observation period, so I could observe many classes, and students welcomed us, showing great interest.

A lot of discussion was needed to coordinate the number of hours and content for classes. We decided to teach cultural diversity by focusing on the similarities and differences between Korean and Vietnamese cultures, instead of one-way teaching of Korean culture to Vietnamese students. As class subjects, we picked similarities and differences in food, clothing and shelter, recreation and the nature of Korea and Vietnam. For instance, we had a class comparing Korea's Hanbok and Vietnam's Ao Dai, which was later repeated through video with students in Korea. They compared the traditional clothes, and Korean students designed Ao Dai, and Vietnamese students designed Hanbok, and shared their works with each other. As time passed, Korean teachers started collaborating with Vietnamese teachers in planning for classes, dividing roles and discussing ideas. Later, teachers developed co-teaching plans and taught classes together. The Vietnamese teachers who worked with us got to explore new directions for their class through interactions with us, and we were deeply impressed by the local teachers' passion.

In 2016, the year following my return to Korea, two Vietnamese teachers visited my school. One of them came from Kim Dong Elementary School, where I worked, and even though our acquaintance had been brief, I was very happy to meet her again. I wanted to return the hospitality I received from Vietnam to her. Thanks to my experience of teaching at the Vietnamese school, I believe I was of some help to the teachers who were planning for class for my school. Also, because I had a good impression of the local people and the school, I was able to build a good relationship with the teachers, and I invited them to my place for dinner with my family.

After I moved to a new school, I took part in inviting exchange teachers again, excited to meet new teachers. However, the new school was still unfamiliar to me, and it took time to instill positive perception towards the Programme into my colleague teachers. To invite foreign teachers to the classroom and to lead class together, host School teachers need to tackle many challenges, including the language barrier. To overcome the fear of the Programme, I gave an orientation to the entire faculty. I explained the intention of the Programme and talked about what roles I expected each teacher to play. I asked them to start with two things: greeting exchange teachers with a smile, if talking to them first is too difficult; create an environment for students to focus on class, as a facilitator in exchange teachers' class. I also sent a letter to parents, explaining the Programme to students' families, so students and parents can better understand the Programme's intention.

At last, Thai teachers came to our school. On their first day, they met the students through a broadcasted morning assembly. They performed traditional songs and dance to get closer to students. Students loved the performance and approached the Thai teachers to say hi first when they saw them on the hallway or in classrooms. Korean teachers didn't know what to do at first, but when the class observation started for the Thai teachers, they showed a great passion in

preparing for and leading their classes, inspiring the Thai teachers. Communication was not perfect, but we would always invite Thai teachers to teachers' dinners and socialize.

As the emotional distance with the Thai teachers narrowed, some Korean teachers started to reach out first. They have become friends through several occasions, but most of all, Korean teachers were impressed by the passion Thai teachers showed in class. Some classes invited Thai teachers for traditional dinners during Chuseok, Korean Thanksgiving Day.

As we became closer to the Thai teachers, our preparation for class began to slowly change. At first, I, as the mentor teacher, consulted with the Thai teachers and conveyed the decision to Korean teachers. But later, all teachers teaching the same grade discussed classes altogether. At the later stage of the Programme, Korean and Thai teachers offered co-teaching project classes, and opened some classes for all teachers. Korean teachers became close to Thai teachers while preparing for the class together, and later some teachers would visit Thailand to meet the Thai teachers. Teachers at my school now have colleagues and friends in Thailand. Parents and students also loved the Thai teachers. We continued our participation in APTE, inviting Indonesian teachers the following year, and Mongolian teachers the next year. Now it has become natural for our school to have exchange teachers every year. Parents, students, and the faculty members often ask me which country new teachers are coming from next year.

On the last day for exchange teachers, the entire school comes out to see them off. They say goodbye to teachers in their most powerful voice, with thanks to all the love teachers gave them and cherishing the good memories they shared. I am very grateful that my students now have a happy heart hoping to meet the teachers again, and waiting, with excitement, for new teachers in the new year. The Programme that started with me, one exchange teacher, is now being extended to exchanges between all the teachers and students at my school and many teachers and their schools in the Asia Pacific region. I hope that as a teacher, I will continue to show to students and my fellow teachers that once they overcome the fear of something new, they can find true friendship with people from various cultures. Thank you.

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4. Mentor Teachers of Host Schools from Partner Countries

(1) MA. Eirish Santos Zulueta (Las Piñas National High School, the Philippines, 2015)

Friendship to Last

Hello, everyone. I am Eirish, a teacher from the Philippines. Being engaged in Korea-Philippines Teacher Exchange Programme helped me to create friendly and professional relationships with Filipino and Korean teachers in initiating various programs that promote culture of peace.

Before meeting our Korean Exchange Teachers, our former school principal, Mrs. Eugenia V. Guerra, told me that, "Showing love and kindness always make a difference. Open your heart to the Korean teachers coming to our school and enjoy your journey with them while cultivating your gift of teaching." Our school principal was right!

A simple act of kindness turned into friendship, and this connection opened a cross-cultural program between my school and the school of Ms. Park Shinae in 2016. We tagged this program, Pen Pal Project which aimed to develop the knowledge, skills, and dispositions of our students in promoting culture of peace.

My Korean partner-teachers and I believed that realizing this goal entails lessening the stress and competition among our students and putting higher value in collaboration and reflection of learning episodes.

For such reasons, we gave our members leeway to identify the social issues that matter to them and provide them venues to communicate their ideas, perspectives and cultures using various platforms. Reflecting on learning episodes is also important part of the programme as it will help them to apply their learnings in real-life context and in growing interconnectedness of the world.

Aside from Pen Pal Project, our school commemorated a special curricular programme aimed to develop the capacity of our students in communicating using Korean Language and demonstrate intercultural skills. Further, with the help of Ms. Shinae and my Korean Language teacher we were able to craft learning materials with integration of cultural awareness for our asynchronous distance learning.

In 2019, our school provided a training for the integration of GCED in our teaching guides. As a result, we were able to compile 53 validated teaching guides with GCED integration across all learning areas in a compendium entitled, PAGLINANG.

Now that our educational system shift to distance learning, we created online video lessons in Social Studies called AP Hub to guide our students in understanding the current challenges of times and know the value of tolerance, empathy and peace in shaping a sustainable post COVID-19 world.

At this juncture, please allow me to share with you the impact of KPTEP and our follow-up activities through this video entitled, "A Friendship to Last."

Christine Dador (Pen Pal Project Member, 2016-2017)

"In 2015, I was able to make happy memories with Ms. Shinae. I had great time with her and having a chance to learn from a Korean teacher who is very dedicated to introduce us her language and openly trying to know us more and our culture is once in a lifetime. I felt her sincerity and love for us that is why I am so excited in joining Pen Pal Project which she introduced in our school.

Erica Mae Macabingkel (Pen Pal Project Member, 2016-2017)

"The time we have shared with Ms. Shinae, our Korean teacher, during the KPTEP 2015 was one of the happiest days of

our lives, and through her help I was able to appreciate more other's cultures and learned how to cope up with everyone's differences. I became interested in their language, and until now, I am trying my best to learn it. This helped me to cope with my current university where I am having encounters with people from different countries. I became more culturally sensitive and respectful in building a relationship with people from different races."

Elisha Jabinal (Pen Pal Project Member, 2018)

"In this program I learned how to overcome cultural and language barriers. Like my Korean friend and I speak very different languages and live in different cultures. But through the universal languages such as love, sincerity and kindness we were able to connect and become friends."

Rochelle Sandigan (Pen Pal Project Member, 2018–2019)

"Pen Pal Project encouraged me to be a responsible social media user. I realized that I should be mindful on my posts and be sensitive with my comments with other people to avoid any racist comments or bullying. I realized the value and importance of giving kind words and practicing civility in communicating with friends and other people."

Jason Rivero (Pen Pal Project Member, 2018–2019)

"One of my unforgettable activities in Pen Pal was the 'Korean Culture Caravan.' The lecture of Director Lee helped me gained a better insight on the long history of friendship between the Philippines and Korea that started during the Korean War. The Korean recovery from the turmoil of war inspired me to love my country more and be more optimistic as we get through political and economic challenges. I realized that I should use my youthful spirit to stand up against the odds of life for I have the capacity to be the change that I want to be and live in the future I dreamed of a future where people respect each other's differences and work towards the common good."

Ms. Pacita F. Masapol (OIC Assistant Principal, Las Pinas National High School)

"Las Piñas National High School continues to support the intercultural and cross-cultural activities in our school like Pen Pal Project rooted to the Korea-Philippines Teacher Exchange Programme. Also, our school keeps on expanding and supporting our SPFL-Korean Language Program which is still being supported by our former Korean Exchange Teacher, Ms. Shinae Park. We believe in this way; our students will have a wider and deeper understanding, and respect for different cultures and traditions. It will help them to become global citizens who promote peace and cooperation to solve the global issues we are experiencing now. With these, we will continue enhancing the skills of our teachers in integrating GCED in our curriculum and school activities."



(2) Monyneath Vann (Chea Sim Santormok High School, Cambodia, 2019)

Our School, We Build up together

Good afternoon! Ladies and gentlemen. My name is Monyneath Vann. I am a teacher at Chea Sim Santormok Highschool in Cambodia. First of all, I appreciate this opportunity to show my school development and follow-up activities here at 2020 Online SSAEM Conference and the title of my presentation is "Our school, We build up together." I was one of the Cambodian exchange teachers of 2018 Korea-Cambodia Teacher Exchange Programme. My host school was Yeosu Mipyoung Elementary School.

I could see and feel a lot there. Still, I was especially interested in the School environment with a green football field, the schoolyard without garbage, and no trash bin except for the only one in the trash place. Also, the school had a standard sports ground for all the ceremonies or any special events. Moreover, every classroom had high technology equipment for teaching and learning. Students could register for the extra-curricular class such as cooking class, and the school also had a hygienic canteen for students and teachers, also. Besides the environment around the school, I focused on the English programe. The school had two English classrooms with the Native English Speaking teachers. The English classrooms were full of the equipment to help study, and those equipment made students feel fun to learn English.

Now let me show you my school. In 2019, my school had an opportunity to be a host school in Korea-Cambodia Teacher Exchange Programme. Two Korean teachers, Mr. Lim Junmook, an English teacher, and Mr. Kim Yeonghoon, a science teacher, came to my school. Since we focused on those two subjects, we were eager to learn from their educational activities. Mr. Kim helped us innovate our existing Lab with the equipment he had brought himself from Korea. He taught science theories in connection with the practice. And Mr. Lim taught both English and Korean language. He often made students feel refreshed with the new teaching method inside or outside of the classroom.

Since this Programme has allowed me to see the school in Korea, I was able to embrace the way to create a clean school environment, which started with school team managers, teachers, students, and community. This is my school environment nowadays, and now we have a relaxing area for students to sit wait or self-study with their friends. This is the sports ground is not standardized yet, but it's been improved for students and teachers who like to play sports. Also, we launched clean environment activities under the slogan 'your garbage, your responsibility,' 'garbage does not fall to the ground, our school is clean.' We prepared the trash can and recycling bin at the appropriate location. Even though we don't have trash bins in the classroom or around the schoolyard, nowadays, the school has less garbage because students now understand more about the importance of the clean environment.

Now let's talk about the changes in the class. Before, the English teachers used to teach students based on the English textbook. And their teaching methods were more teacher-centred rather than student-centred as well as the lesson only took place in the classroom. But nowadays, teachers try to change their teaching methods and use a video room for the class. Sometimes they make their students study in a group to prepare a research paper and feel confident to present it in the class to their friends. Also, science teachers start using the laboratory for the experiment to teach. For example, teachers teach students how to extract electricity from hydropower through the experiment. In addition, my school created some offices such as International Affair Office, Video Room, Reading Room, Laboratory, Meeting Hall, and Computer Room, etc. to promote school development.

Lastly, regarding the future Development Plan of my school from 2020 to 2023, the school management team decided to prepare the basketball and volleyball field in accordance with the sports' standard. And we will continue to grow trees and prepare the gardens in front of the classes to make green environment more and more for students. Also, we will put a Clean Water Machine for students to drink. Thank you so much for paying attention to my presentation.



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II



Developing Online Educational Materials for Global Education in Korea



Developing Online Educational Materials for Global Education in Korea

1.

List of the Lecture Videos

Country	Name	School Level	Subject	Lecture Topic (Lecture Title)	Lecture Contents (Session Title)
Malaysia	Norhailmi Bin Abdul Mutalib	Secondary	Science	The Importance of biodiversity: the ecosystem and endangered species of Malaysia and Korea	(Session 1) Understand the importance of environmental protection through mangrove forest of Malaysia and coastal wetland of Korea (Session 2) Learn about endangered animals in Malaysia and Korea as well as efforts made to protect them.
	Khairunnisaa Binti Mohamad	Secondary	Social Studies/ Creative Activities/Art	Saving the Sea Turtles	(Session 1) Understand the issue of declining Malaysian sea turtle population and the solution (Session 2) How to save the sea turtles: Take a pledge! (Paper Quilling art)
Viet Nam	Nguyen Thi Thanh Thao	Primary	Ethics/ Social Studies	City and Countryside of Viet Nam	(Session 1) Understand a city life in Viet Nam through Ho Chi Minh city (Session 2) Understand a countryside life in Viet Nam through Tien Giang province
	Huynh Ngo Minh Tam	Primary	PE	Traditional Games in Viet Nam	(Session 1) Vietnamese traditional game: Nhảy sạp(Bamboo dance) (Session 2) Traditional games of the Viet Nam and Korea: Gong-gi-Thầy Đ á and Tooho- Ném Cờn
Indonesia	Hadi Sukoco Sumarya	Secondary	Science (Chemistry)	Indonesian Batik experience through an acid-base reaction	(Session 1) Traditional cloth of Indonesia and Korea (Session 2) Experience the Indonesian traditional dyeing technique, Batik: The magic of the acid-base indicator, phenolphthalein!
Cambodia	Kem Malyskrang	Secondary	Music	Traditional Music in Cambodia	(Session 1) Let's learn about traditional Cambodian drum (Session 2) Let's learn about traditional Cambodian Xylophone
	Bun Phallin	Primary	Ethics, Social Studies	Education and Human Rights	(Session 1) What are Human Rights? (Session 2) School life in Cambodia and the right to education.
Thailand	Nanthaporn Keawharn	Secondary	Ethics/Wise Living/ Pleasant Living/ Social Studies	Loy Krathong: Beautiful Thai Festival and Environment Protection	(Session 1) What is the Loy Krathong festival? (Making paper Krathong) (Session 2) Water pollution issues and the ways to protect the environment learned through Loy Krathong festival
The Philippines	Julyn A. Guba	Primary	Ethics/Wise Living/ Pleasant Living/ Social Studies/English	Annyeong Minji, Kumusta, Maria	(Session 1) Learn the contents of the story, 'Annyeong Minji, Kumusta Maria' (Session 2) Comparison of the Philippines and Korea through the story, 'Annyeong Minji, Kumusta Maria'
	Kristine Joan D. Barredo	Primary	Ethics	Understand the rice culture of the Philippines and Korea and appreciate the food we eat	(Session 1) Learn the rice culture of Korean and the Philippines through a story (Session 2) Looking for ways to solve food waste problems.

2. Lecture Plan

(1) (Malaysia) Khairunnisaa Binti Mohamad: Saving the Sea Turtles


Lecture Plan_Video 1		
Subject Suggestion	Social Studies / Creative Activities / Art	
Lesson Topic/Title	Understand the issue of declining Malaysian sea turtle population and the solution	
Learning Objectives	<p>By the end of the lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify the reasons for declining sea turtle populations in Malaysia. 2. Identify ways to save the sea turtles. 	
Lesson Materials		
Learning Stage	Activity	Materials/ Notes
Lesson Process	<ol style="list-style-type: none"> 1. Lecturer introduces the types of sea turtles in Malaysia. 2. Lecturer talks about decreasing sea turtle populations. 3. Lecturer explains the reasons for the decrease. 4. Lecturer demonstrates some of the ways that students could save sea turtles. 5. Lecturer shows a video of her and her students picking up trash at a beach to keep the environment clean. <p>Lecturer explains that each one of us has responsibilities to protect the environment for the future. Then students will be encouraged to take action for the sea turtles in their daily lives.</p>	1. PPT
Remarks		

Lecture Plan_Video 2		
Subject Suggestion	Social Studies / Creative Activities / Art	
Lesson Topic/Title	How to Save The Sea Turtles: Take a Pledge!	
Learning Objectives	<ol style="list-style-type: none"> 1. Take a pledge to make changes in their daily life to save sea turtles. 2. List ways they can help decrease threats posed to the sea turtle population. 	
Lesson Materials	<ul style="list-style-type: none"> • Knife • Wooden stick or rolling pin • Glue • Tweezers • Scissors (if using magazines paper) • 3 colors of 5mm or 0.5cm thick paper (or magazine paper) <ul style="list-style-type: none"> ○ Dark – 4 long strips <ul style="list-style-type: none"> 5 half strips (3 long strips divided into halves) 3 quarter strips (1 long strip divided into 4 parts) ○ Medium – 4 half strips (2 long strips divided into halves) ○ Light – 4 half strips (2 long strips divided into halves) • Thick paper for the base of the pledge card • Markers 	
Learning Stage	Activity	Materials/ Notes
Lesson Process	<ol style="list-style-type: none"> 1. Lecturer talks about how plastics and other garbage end up in our oceans. 2. Lecturer explains how plastics and other garbage might affect sea turtles. 3. Lecturer lists the ways students can help reduce the threats to sea turtles' lives. (E.g., shopping with reusable bags, bringing a reusable water bottle instead of buying single-use water bottles, foregoing plastic straws) 4. With a highlight on repurposing, the lecturer tells students that they will be making a craft with a turtle as the main character. Lecturer introduces quilling art and what they will be making today: a turtle quilling card. 5. Lecturer lists the required materials. As this is a repurposing activity, students can make their own DIY quilling kit from items that they use in their daily lives, or they can opt for a store-bought quilling kit (if they want to). 6. Lecturer shows students how to make the card step by step. 7. Students can start writing a pledge to make changes in their daily lives to save the sea turtles in the card. <p>Once they are done, they can post their craft on their social media accounts with the following hashtags: #koreanyouthforseaturtleconservation and #unescoapceiu</p>	<ol style="list-style-type: none"> 1. PPT 2. Quilling kit
Remarks		

(2) (Indonesia) Hadi Sukoco Sumarya: Indonesian Batik experience through an acid-base reaction

Lecture Plan_Video 1		
Subject Suggestion	Science-Chemistry, Inter-cultural Understanding	
Lesson Topic/Title	Traditional cloth of Indonesia and Korea	
Learning Objectives	<p>Through this lesson, students will be able to</p> <ul style="list-style-type: none"> - Learn history and information about their traditional clothes. - Learn about intercultural understanding from traditional clothes (value & message). 	
Lesson Materials		
Learning Stage	Activity	Materials/ Notes
Lesson Process	<p>Main Activity</p> <ul style="list-style-type: none"> • Lecturer introduces the Batik which means a traditional cloth, pattern, and dyeing method of Indonesia. • Lecturer explains the history of Korean Hanbok to students. • Lecturer will show a video about the history and philosophy of Batik, focusing on the Batik Mega Mendung • Lecturer will explain about the traditional pattern(cloud pattern) of Batik and Hanbok. <p>Post Activity</p> <ul style="list-style-type: none"> • Lecturer tries to nurture students' creativity by asking some questions such as: <ul style="list-style-type: none"> ○ How could students preserve their heritage cloth as global citizen? 	PPT, Video
Remarks	Lecturer emphasizes that we need to value the traditional clothes, and introduces the various meanings that heritage cloth patterns have.	

Lecture Plan_Video 2		
Subject Suggestion	Science-Chemistry, Inter-Cultural Understanding	
Lesson Topic/Title	Experience the Indonesian traditional dyeing technique, Batik: The magic of the acid-base indicator, phenolphthalein!	
Learning Objectives	Through this lesson, students will be able to <ul style="list-style-type: none"> - Understand the characteristic of Natrium Hydroxide(NaOH) - Make Batik pattern and understand the acid-base reaction through an experiment 	
Lesson Materials	White paper, sprayer bottle, small brush, 100 ml Natrium Hydroxide (NaOH) solution, 100 ml of 1% Phenolphthalein (PP)	
Learning Stage	Activity	Materials/ Notes
Lesson Process	<p>Pre activity</p> <ul style="list-style-type: none"> • Lecturer will explain the materials that will be used in this experiment. <p>Main Activity</p> <ul style="list-style-type: none"> • Lecturer will explain the characteristics of NaOH & 1% Phenolphthalein. • Lecturer will draw the Indonesian traditional pattern(Mega Mendung) on white paper with the Natrium Hydroxide (NaOH) solution and a small brush. • After drawing the pattern, lecturer will spray the paper with the 1% Phenolphthalein (PP) 1% solution. <p>Post Activity</p> <ul style="list-style-type: none"> • Lecturer shows how the color of the pattern changed, and explains the reason why(Acid-base reaction). 	PPT, video
Remarks		



- The document stated the human rights is called "Universal Declaration of Human Right (UDHR)".
- It has 30 articles/rights stated in that to promote peaceful world.
- Every government and citizen are expected to follow the standards and rules stated in UDHR.

Image from: Irish Human Rights and Equality Commission

인권을 명시하는 문서는 세계인권선언 또는 짧게 UDHR이라고 불러요.



During break time

"Du Jumping Game"



영어 불러요?



"한국에서는 사방치기라고 불러, 내가 가르쳐 줄게"라고 인지가 말했어요.





본인은 물론 여러 나라와 함께, 다 문화가 공존하는 사회를 만들어야 합니다.

특수교육은 한 나라의 발전에서 어떻게 도움이 될 수 있는지를, 혹은 우리가 세계 어떤 부분을 지원하는지 알아야 합니다.



오늘 배워볼 놀이는 대나무 줄이예요.



본국에서는 수업을 시작하기 전에 수업을 마무리 하지 않습니다.

직접적 체험은 1시간 수업시간을 이용해 여러 경험을 만들었습니다.

본국의 공예품과 우리 두 국가의 단상입니다.





4. Lesson Report

(1) Park Sae-rom (Areum Elementary School)

Lecture Video

Lecturer Name	Bun Phallin (Cambodia)
Lecture Title	Education and Human Rights

Lesson Summary

Subject	Ethics	Year/Class	4th Grade / Class 6, Class 7	Class Time	Two periods
Topic	Understand the meaning of human rights, and know how to respect other cultures.				
Learning Objectives	Students will understand the issue of human rights, and will compare Korean school life to Cambodian school life Students will know how to respect other cultures				
	Procedure	Activity		Teaching Materials	
Lesson Structure	Introduction	<input type="checkbox"/> Think about the meaning of the word, "respect" <input type="checkbox"/> Read page 102 from the Ethics textbook together		<ul style="list-style-type: none"> • Post-its • Easel pad • Ethics textbook 	
	Main Focus	<input type="checkbox"/> [Activity 1] What are human rights? - Think about the meaning of "human rights" - Watch the lecture together <input type="checkbox"/> [Activity 2] Compare Cambodian school life with that of Korea and learn about the right to education - Compare the Cambodian and Korean school life - Find similarities between Cambodian and Korean students		<ul style="list-style-type: none"> • Lecture videos • printouts • Activity sheets • (Exit Card) 	
	Wrap-up	<input type="checkbox"/> Summarize what we learned today			

Lesson Outcomes

- ▶ The students who had taken human rights for granted became interested in this subject, and they were able to understand the similarities (school subjects, class times, games played at school) and the differences (meals, required school hours, facilities) between Cambodian and Korean schools.
- ▶ After the lesson, students studied about the reunification of Korean peninsula, and the students remembered the Universal Declaration of Human Rights and concluded that "North Korea isn't adhering to human rights". I think this lesson was successful.
- ▶ During the class, the students saw the Cambodian lecturer and many remarked that "she looks like us". It was a good opportunity for students to know that race and nationality are not always the same.

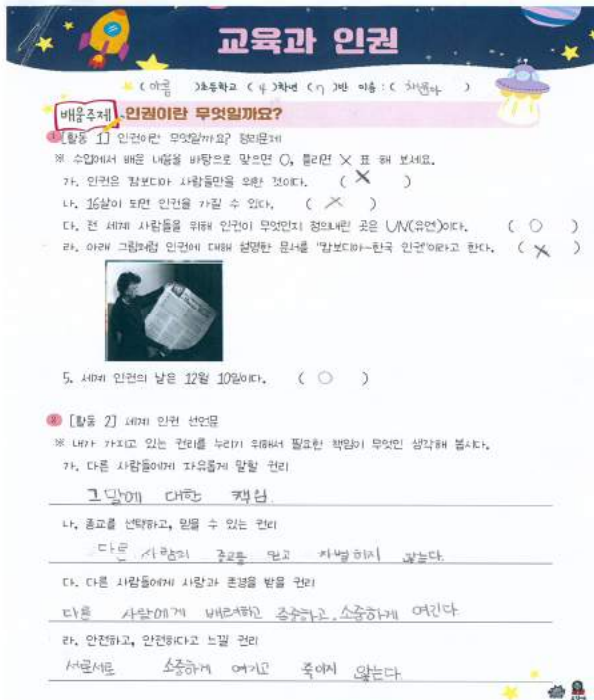
Classroom Photos



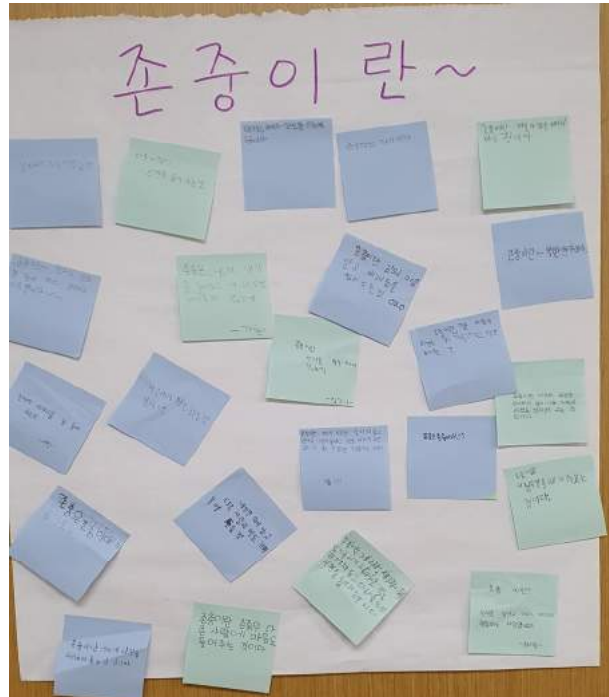
Students watching the lecture



Student completing a worksheet



Answer sheet



Introduction activity

Conclusion

	Remarks
Learning Outcomes	<ul style="list-style-type: none"> ■ The students were excited to have a foreign teacher, and were focused and participating well. I would like to use the materials from this class again. ■ Currently, primary schools teach the topic of human rights to 5th and 6th grade students, but this experience taught me that the concept of human rights is also easily accessible to 3rd and 4th grade students.
Comments and Suggestions	<ul style="list-style-type: none"> ■ The subtitles were small and hard for the students in the back of the classroom to read. ■ Because the length of the lecture (25 minutes) was long compared to our class period (30 minutes), it was difficult to pause the lecture to give additional explanations. It was also quite long for the primary school students to maintain their concentration. ■ I would suggest shortening the length of the lecture so that there is more time to work with the materials during the class.

Below is the actual activity sheet used in the Korean classroom



() 초등학교 () 학년 () 반 이름 : ()

배움주제 인권이란 무엇일까요?

1 '인권이란 무엇일까요?' 정리 문제

※ 수업에서 배운 내용을 바탕으로 맞으면 O, 틀리면 X 표 해 보세요.

- 가. 인권은 캄보디아 사람들을 위한 것이다. ()
- 나. 16살이 되면 인권을 가질 수 있다. ()
- 다. 전 세계 사람들을 위해 인권이 무엇인지 정의내린 곳은 UN(유엔)이다. ()
- 라. 아래 그림처럼 인권에 대해 설명한 문서를 "캄보디아-한국 인권"이라고 한다. ()



- 5. 세계 인권의 날은 12월 10일이다. ()

2 세계 인권 선언문에 대해 알아보기

※ 다음 물음에 알맞은 답을 고르세요.

- 가. 다음 그림에 해당하는 권리는 무엇일까요? ()



- ① 국가에 속할 권리 ② 놀 수 있는 권리
- ③ 사상이나 믿음에 대한 권리 ④ 민주주의에 대한 권리

- 나. 다음 그림에 해당하는 권리는 무엇일까요? ()



- ① 재산을 소유할 권리 ② 노예제도 및 매매금지의 권리
- ③ 일할 권리 ④ 결혼과 가족을 이룰 권리



다. 다음 그림에 해당하는 권리는 무엇일까요? ()



- ① 국가에 속할 권리
- ② 놀 수 있는 권리
- ③ 사상이나 믿음에 대한 권리
- ④ 민주주의에 대한 권리

※ 내가 가지고 있는 권리를 누리기 위해서 필요한 책임이 무엇인 생각해 봅시다.

가. 다른 사람들에게 자유롭게 말할 권리

나. 종교를 선택하고, 믿을 수 있는 권리

다. 다른 사람들에게 사랑과 존경을 받을 권리

라. 안전하고, 안전하다고 느낄 권리

3 캄보디아와 우리나라 학교생활

※ 캄보디아와 우리나라 학교를 비교하여 봅시다.

가. 공통점

나. 차이점

※ 우리가 학교생활을 할 때 지켜야 할 것들에 대해 3가지 써 보세요.

1.

2.

3.

〈세계인권선언문(1948년 12월 10일 유엔총회 제정)〉

- 제1조 : 모든 사람은 태어날 때부터 자유롭고, 존엄하며, 평등하다. 모든 사람은 이성과 양심을 가지고 있으므로 서로에게 형제애의 정신으로 대해야 한다.
- 제2조 : 모든 사람은 인종, 피부색, 성, 언어, 종교 등 어떤 이유로도 차별받지 않으며, 이 선언에 나와 있는 모든 권리와 자유를 누릴 자격이 있다.
- 제3조 : 모든 사람은 자기 생명을 지킬 권리, 자유를 누릴 권리, 그리고 자신의 안전을 지킬 권리가 있다.
- 제4조 : 어느 누구도 노예가 되거나 타인에게 예속된 상태에 놓여서는 안 된다. 노예제도와 노예매매는 어떤 형태로든 일절 금지한다.
- 제5조 : 어느 누구도 고문이나 잔인하고 비인도적인 모욕, 형벌을 받아서는 안 된다.
- 제6조 : 모든 사람은 법 앞에서 ' 한 사람의 인간으로 인정받을 권리가 있다.
- 제7조 : 모든 사람은 법 앞에 평등하며, 차별 없이 법의 보호를 받을 수 있다.
- 제8조 : 모든 사람은 헌법과 법률이 보장하는 기본권을 침해당했을 때, 해당 국가 법원에 의해 효과적으로 구제받을 권리가 있다.
- 제9조 : 어느 누구도 자의적으로 체포, 구금, 추방을 당하지 않는다.
- 제10조 : 모든 사람은 자신의 행위가 범죄인지 아닌지를 판별 받을 때, 독립적이고 공평한 법정에서 공평하고 공개적인 심문을 받을 권리가 있다.
- 제11조 : 범죄의 소추를 받은 사람은 자신을 변호하는 데 필요한 모든 것을 보장받아야 하고, 누구든지 공개재판을 통해 유죄가 입증될 때까지 무죄로 추정될 권리가 있다.
- 제12조 : 개인의 프라이버시, 가족, 주택, 통신에 대해 타인이 함부로 간섭해서는 안 되며, 어느 누구의 명예와 평판에 대해서도 타인이 침해해서는 안 된다.
- 제13조 : 모든 사람은 자기 나라 영토 안에서 어디든 갈 수 있고, 어디서든 살 수 있다. 또한 그 나라를 떠날 권리가 있고, 다시 돌아올 권리도 있다.
- 제14조 : 모든 사람은 박해를 피해, 타국에 피난처를 구하고 그곳에 망명할 권리가 있다.
- 제15조 : 누구나 국적을 가질 권리가 있다. 누구든지 정당한 근거 없이 국적을 빼앗기지 않으며, 자기 국적을 바꾸거나 다른 국적을 취득할 권리가 있다.

- 제16조 : 성년이 된 남녀는 인종, 국적, 종교의 제한을 받지 않고 결혼할 수 있으며, 가정을 이룰 권리가 있다. 결혼에 관한 모든 문제에 있어서 남녀는 똑같은 권리를 갖는다.
- 제17조 : 모든 사람은 단독으로 또는 타인과 공동하여 재산을 소유할 권리를 가진다. 누구나 자의적으로 자신의 재산을 빼앗기지 않는다.
- 제18조 : 모든 사람은 사상, 양심, 종교의 자유를 누릴 권리가 있다.
- 제19조 : 모든 사람은 의사 표현의 자유를 누릴 권리가 있다.
- 제20조 : 모든 사람은 평화적인 집회 및 결사의 자유를 누릴 권리가 있다.
- 제21조 : 모든 사람은 직접 또는 자유롭게 선출된 대표자를 통해, 자국의 정치에 참여할 권리가 있다. 모든 사람은 자기 나라의 공직을 맡을 권리가 있다.
- 제22조 : 모든 사람은 사회의 일원으로서 사회보장을 받을 권리가 있다.
- 제23조 : 모든 사람은 일할 권리, 자유롭게 직업을 선택할 권리, 공정하고 유리한 조건으로 일할 권리, 실업 상태에서 보호받을 권리가 있다. 모든 사람은 차별 없이 동일한 노동에 대해 동일한 보수를 받을 권리가 있다.
- 제24조 : 모든 사람은 노동시간의 합리적인 제한과 정기적 유급휴가를 포함하여, 휴식할 권리와 여가를 즐길 권리가 있다.
- 제25조 : 모든 사람은 먹을거리, 입을 옷, 주택, 의료, 사회서비스 등을 포함해 가족의 건강과 행복에 적합한 생활 수준을 누릴 권리가 있다.
- 제26조 : 모든 사람은 교육받을 권리가 있다. 초등교육과 기초교육은 무상이어야 하며, 특히 초등교육은 의무적으로 실시해야 한다. 부모는 자기 자녀가 어떤 교육을 받을지 '우선적으로 선택할 권리가 있다.
- 제27조 : 모든 사람은 자기가 속한 사회의 문화생활에 자유롭게 참여하고, 예술을 즐기며, 학문적 진보와 혜택을 공유할 권리가 있다.
- 제28조 : 모든 사람은 이 선언의 권리와 자유가 온전히 실현될 수 있는 체제에서 살아갈 자격이 있다.
- 제29조 : 모든 사람은 자신이 속한 공동체에 대해 한 인간으로서 의무를 진다.
- 제30조 : 이 선언에서 말한 어떤 권리와 자유도 다른 사람의 권리와 자유를 짓밟기 위해 사용될 수 없다. 어느 누구에게도 남의 권리를 파괴할 목적으로 자기 권리를 사용할 권리는 없다.

(2) MUN Ok-ju(The Attached Elementary School of Gwangju National University of Education)

Lecture Video

Lecturer Name	Nanthaporn Keawharn (Thailand)
Lecture Title	Loy Krathong: A Beautiful Thai Traditional Festival and Environmental Protection

Lesson Summary

Subject	Science	Year/Class	5th Grade / Class 1-4	Class Time	Two periods (80 minutes) /Block schedule
Topic	Learn about the beautiful Loy Krathong festival; investigate the reasons for water pollution and how to fix this problem.				
Objectives	Students will learn about the Thai traditional festival, 'Loy Krathong.'				
	Procedure	Activity		Teaching Materials	
Lesson Structure	Introduction	<ul style="list-style-type: none"> ○ Meet the Thai lecturer ○ See a video introducing the Loy Krathong festival, and share the impression of the festival 		· Video	
	Main Focus	<ul style="list-style-type: none"> ○ Learn about the Loy Krathong festival <ul style="list-style-type: none"> - Meaning of the festival, how it started, when it is celebrated, etc. ○ See a video introducing the Loy Krathong festival, and share the impression of the festival ○ Make a Krathong out of colored paper ○ Learn a folk dance with the Krathong ○ Learn about environmental issues arising from the Loy Krathong festival <ul style="list-style-type: none"> - Reasons why rivers become polluted: plastic and styrofoam that are used to make the festival baskets blocks the pipes and waterways, which causes pollution ○ Learn how to reduce pollution in the rivers <ul style="list-style-type: none"> - Changing the basket material: choose materials that are natural or biodegradable - Reuse/recycle - Volunteer to clean up litter - Campaign: news, etc. - Join the Loy Krathong festival online 		<ul style="list-style-type: none"> · Video · 21cm x 21cm colored paper, Krathong, electric candles · Video, notebook · Group discussion, then watch the lecture · Imagine what materials you could use to make a creative Krathong 	
	Wrap-up	<ul style="list-style-type: none"> ○ Join the online Loy Krathong festival <ul style="list-style-type: none"> - Use Google to search for the website ○ Students recorded what they learned and their own ideas on their notebooks. <ul style="list-style-type: none"> - What I think about traditional festivals - What I learned and how I felt about it 		<ul style="list-style-type: none"> · Smart device · Notebook 	

Lesson Outcomes

- ▶ Students were able to learn about Thai culture through the Loy Krathong traditional festival, and they wanted to take part in the festival themselves.
- ▶ Students were able to experience Thai culture in a very interesting way by making colored paper origami Krathong and trying traditional Thai dance using the Krathong they made.
- ▶ It was a good opportunity to think about how focusing on a fancy ceremony of the festival, rather than inheriting the meaning of a traditional festival, could destroy the environment: especially water pollution. Students took time to think about how to celebrate traditional festival in a way that doesn't harm the environment.

Classroom Photos



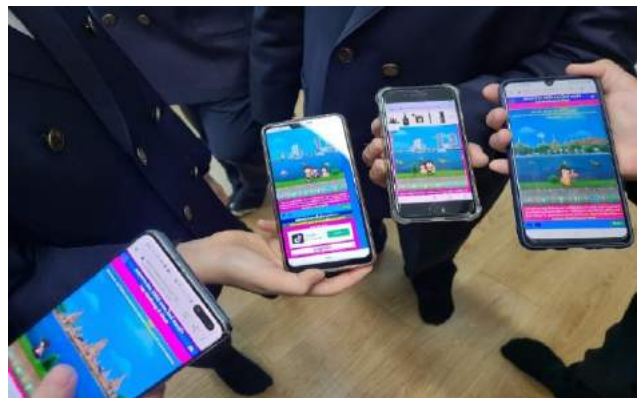
Watching the lecture



Making Krathong origami



Learning Thai folk dance

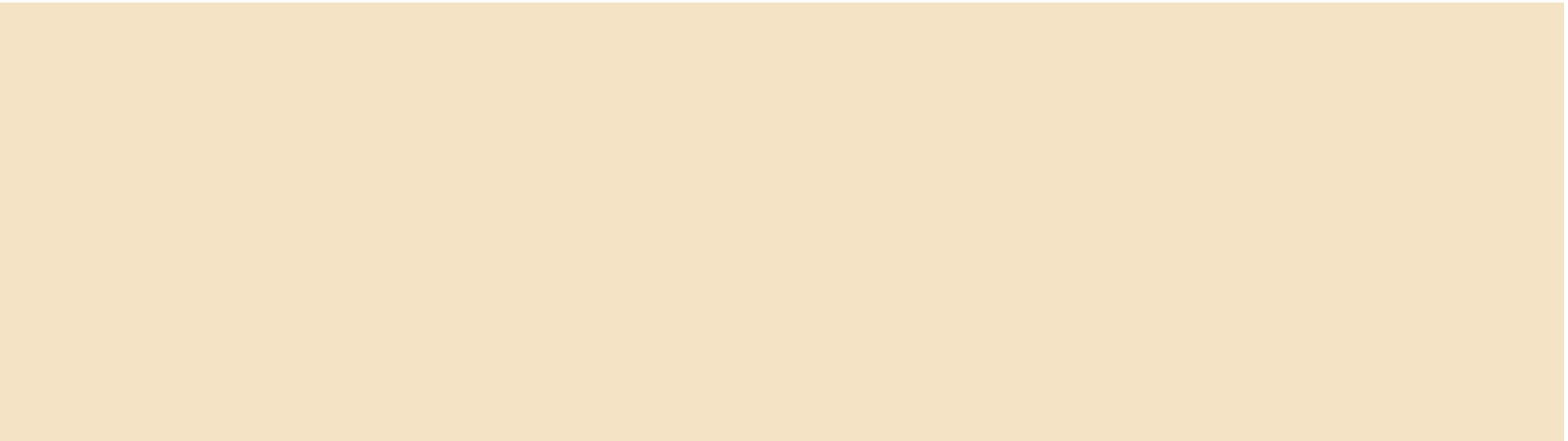


Joining the online Loy Krathong Festival

Conclusion

Item	Remarks
Learning Outcomes	<ol style="list-style-type: none"> 1. Students were very interested in learning about other country's traditions. They especially loved that the class was filled with activities. It was also great that students were able to actively accept Thai culture with the first hand activities such as making Thai Krathong and learning Thai folk dance. 2. Students were able to focus on true meaning of the festival, by taking a look at the problems that can arise from traditional festivals, and exploring ways to reduce the environmental pollution caused by humans. This approach made this lesson interesting environmental education material dealing with the value that humanity should strive for.
Comments and Suggestions	<ul style="list-style-type: none"> ▶ It would have been better if the screens and the subtitles were bigger. The screen size was fine for online learning, but too small to be used in the classroom. As for the subtitles, I paused the lecture video to explain the meaning when needed, and the students came to the front of the classroom to view the screen. ▶ The origami Krathong had a lot of steps, which caused the paper to be easily ripped. Hence, it would be better to use a stronger paper. ▶ The Thai dance was a lot of fun, but it was difficult to finish the Thai dance learning within the class time due to the long lecture video. ▶ Considering that the lecture is taught in foreign language, it would be great if the statistic explained by the lecturer in the second session was also shown in visualized resources like graph.

Asia-Pacific Teacher Exchange for Global Education 2020 Final Report
Part 2. Activity Reports





**Challenge for 2020 Online
SSAEM Conference**



Challenge for 2020 Online SSAEM Conference

1. Summary of Challenge for 2020 Online SSAEM Conference

Contestants and the submitted entries	73 contestants (including group works) from 8 countries submitted 197 entries for this challenge		
Evaluation Process	Qualification screening (Internal examiners), Final Evaluation (External examiners)		
Winners	1 st Place	2 nd Place	3 rd Place
	8 entries (including group works)	11 entries	30 entries (including group works)

2. Major Works (Video contest)

※ The video will be replaced by the script in this report.

1. What is SSAEM Conference?

Contestant Information			Content
HONG Hosun	Korea	2017	SSAEM is a cute word in Korean for calling teachers. So I can see various teachers, various SSAEMs. I believe SSAEM Conference is a great opportunity to develop teaching skills and ideas.
Michelle Lim Chia Wun	Malaysia	2018	SSAEM Conference is a platform for Exchange Teacher to share their experiences and stories about Global Education. Personally, SSAEM Conference is the stepping stone for me to share about what I've learned throughout APTE, as well as to learn about Global Citizenship Education through experiences and educational stories shared by other exchange teachers in the Asia-Pacific region.
Kem Malyskrang, Keo Seyhakmoly, Him Mana, Bun Phallin	Cambodia	2019	SSAEM Conference is the best place for sharing our result of educational activities and experiences from APTE. SSAEM encourages me to share a future as a global citizen through teaching and learning in different contexts and it also helps me to gain the knowledge of publicity speech in Asia-Pacific Region.
Demberel Urantogos	Mongolia	2019	Now we teach and help our students and teachers how to live and get an education as global citizens thought this Programme. My group are glad to share our stories and outcomes for 2020 Online SSAEM Conference. We will eagerly wait for the 2020 Online SSAEM Conference. The future is in the hands of our teachers.
Fitra Murni Agus Ramayulis	Indonesia	2019	SSAEM Conference is a space for examining and sharing the educational outcomes of the participating teachers and schools of APTE. This conference has been held annually since 2014. Being a participant in APTE in 2019, I got many things. It improved my knowledge, insights, pedagogies and also intercultural understanding. I am very happy with this Programme. APTE is incredible, engaging, challenging and fruitful program. I really hope that this program will be continued every year. Ladies and gentlemen! Please participate in APTE!

2. What does the APTE (Asia-Pacific Teacher Exchange) Programme mean to you?

Contestant Information			Content
LEE Jiwon	Korea	2015	Through Asia-Pacific Teacher Exchange for Global Education, I was able to promote Korean education and culture in local schools. At the same time, I immersed myself in Vietnamese students' innocence, teachers' passion, and the culture of Vietnam. Participating in this Programme, I was able to think about how to apply what I experienced and learned to Korean education.
OH Gwangrae	Korea	2013	For me, the meaning of Asia-Pacific Teacher Exchange for Global Education Programme is giving something special opportunities to live with local people and students and to teach and learn each other's cultures naturally. The most beneficial thing is that I realized that we are all global citizens and we should understand each other and practice how to live peacefully together.
Wiwat Sankham-nark	Thailand	2016	This Programme is a gateway for my colleagues, my students and myself to become a part of the global citizens. It helps better understand, live and learn together with friends from another country.
YOO Kyungsoo	Korea	2015	Asia-Pacific Teacher Exchange for Global Education (APTE) was a stepping stone for me to grow up as a global citizenship educator. In order to teach students knowledge and sympathy in harmony, I think that various experiences and experiential activities are necessary. The experience of adapting to a completely new environment, communicating with local people, and pursuing educational activities at their level have provided me with the foundation to teach students in Korea how to become a global citizen by combining not only knowledge but also sympathy and vivid experiences.
Syamsul Azhan Bin M. Raymi	Malaysia	2016	Asia-Pacific Teacher Exchange for Global Education, APTE, enhanced my professional capacity as a global teacher, not just in teaching, but also learning. As example, Letters from Korea book, project that I participated, enabled teachers to share their valuable experience and unique observation, during their time in Korea.
Rosdiana Rawung Arnold	Indonesia	2018	APTE was a beautiful autumn journey for me as global citizen education not only for teaching but also for sharing and learning with love and understanding.

3. Major Works (Photo contest)



Jejomar G. Villacorte (the Philippines, 2019)



Kem Malyskrang, Keo Seyhakhmoly, Him Mana, Bun Phallin (Cambodia, 2019)



Magdalena Batubara (Indonesia, 2014)



Alumni (Malaysia, 2019)



Demberel Urantogos (Mongolia, 2019)



Kamonrat Chimphali (Thailand, 2019)



Do Thi Ngan (Viet Nam, 2016)



Hadi Sukoco Sumarya (Indonesia, 2018)



Michelle Lim Chia Wun (Malaysia, 2018)



Julyn A. Guba (the Philippines, 2015)



Nong Thi Bich (Viet Nam, 2019)

4. Major Works (Letter-Writing Contest)

Sender's Nationality	Malaysia	Recipient's Nationality	Korea
Sender	Diana Alui Daniel	Recipient	Daedong Middle School

To: Daedong Middle School, South Korea
From: Teacher Diana Alui Daniel, SMK Taman Perumahan Bedaun, Malaysia

Dear Principal, teachers, students and staff of Daedong Middle School,

안녕하세요. Greetings and 'apa khabar?' from Malaysia! It had been almost a year into 2020, and still the memories with everyone there remain fresh as yesterday. We will never forget this experience of teaching at your beautiful school.

How is everyone back there? I hope you're all feeling fine and in the best of health. I have missed everyone terribly, and looking back at all the pictures have brought fond memories of our short, but meaningful time in Pohang.

It was truly an honor and privilege to be one of the selected teachers for the Korea-Malaysia Teachers Exchange Program in 2019. It has always been my dream to educate students in a foreign land, and when I was selected to join this program, I was over the moon! We will always remember our daily walk uphill, surrounded by vast and magnificent pine trees was scenic as the air crisp and fresh. The pristine landscape of Daedong, dotted with masses of coniferous trees reminds me of our time walking to school every day for about 2 kilometres, enjoying the view of pine trees turning colors with the seasons; which was a blessing in disguise and good exercise!



Using Picklers App in class and we played "Knowing Malaysia Quiz"

At the beginning of this year, I have been transferred to a small school on the island of Labuan, off the northwest coast of Borneo.

Although I have started 2020 with a new set of students, the passion for disseminating knowledge and teaching language skills is the fuel that keeps me going. I have continuously shared my experience of teaching in South Korea in my lessons, telling them excerpts from memory. I have many times noticed profound interest amongst my teenaged students whenever I mentioned BTS or any of their K-pop idols in my lessons.



Lesson on Hanbok Wearing and Malaysian Traditional Costume



Lesson on Tribal Tattoo

Lesson on Traditional Carvings



Activity with Lun Sewang Ceramic Beads

I will always remember the time when Daedong Middle School received 28 exchange students from Fukuyama Secondary School, Japan. It was an interesting experience for me, a Malaysian teacher, to teach the Hornbill Feather Dance to Japanese and Korean students; I was in a class of 3 nations combined! All their teachers participated in the dance activity too. What's even more interesting is that during this lesson, we all witnessed a union of 3 nations; Japan, South Korea and Malaysia, dancing a communal, joyful dance which is usually performed on the humble verandahs of a Sarawakian longhouse. An encouraging feedback that I received was that they enjoyed the roles of both boys and girls in the traditional dances in a non-discriminating or unprejudiced way. What a lovely time we had that morning!



Lesson on Hornbill Feather Dance

How is it like teaching and learning in this era of Covid-19? I guess it's almost the same phenomena all around the world where there is a push to teach and learn via online platforms. I think that most of us teachers are now scrambling to be well equipped with technology so we could still reconnect with our students from home. We have moved from a teaching culture, to a more autonomous learning culture, and I know this teaching and learning style won't end just yet.

Although schools are now fully open in Malaysia, the new normal in education requires us to unlearn what we have always been used to do. I have asked my students to reconnect with Daedong Middle School via physical notes and letters, through this challenge. When they started the task, it was almost impossible to adhere to the rules of social distancing and I kept reminding them to keep their masks on. These letters will then be converted digitally and to be sent to my mentor.



My New School: Writing letters to Korean host school

My Previous School: Lesson on Gender Equality: Respect and Tolerance



Which reminded me of the first pen-pal letter writing activity while I was in Daedong Middle School. I started this activity in Malaysia, at my previous school. In their correspondence, they conveyed lessons of SDG 5 which was Gender Equality, which touches on empowering girls and showing respect to both boys and girls. This was a powerful lesson on acceptance and expecting a more gender-sensitized world which will reduce discrimination against women and girls. I also tried my best to disseminate the information by translating the important key points and aspects to the students. Emphasizing that girls and boys can respect each other, and girls can be independent and know their self worth and knowing how roles of boys and girls have significantly changed across the centuries and how important it is to respect and be more tolerable in a constantly changing world.

So the latest batch of digital letters that my new students wrote, brings messages of gratitude to Daedong Middle School for the best teaching experience that I had.



Sender's Nationality	Cambodia	Recipient's Nationality	Korea
Sender	Kem Malys Krang, Prum Rotana	Recipient	Suncheon Hoyocheon High School

**Dear students of Suncheon Hoyocheon High School,
Hello, We are Malys and Rotana teacher from Cambodia! How have you been?
I really miss you. When I miss you I always watched video you that you have made and photos of us. It reminded our activities and trip.
Even though we keep in touch by social media!
It must be difficult for you to stay at home during this epidemic. I keep pray for you all.
But please remember that safety always comes first.
I wish all of you are healthy and not to stressed out at this challenging time.
I miss you a lot, and hopefully, I will see you soon!
From,
Malys and rotana**

Sender's nationality	Indonesia	Recipient's nationality	Korea
Sender	Ranti Mustika Karniyati	Recipient	Bongilcheon High School

Hello,
Selamat Pagi
Dear My Mentor Teacher Ms. Chang Ho Nam
In Bongilcheon High School - Korea

How are you? It has been so long since I came back to my country Indonesia. I hope you are healthy and safe in this kind of situation where Corona Virus still attacking in out of Countries. And I just want you to know that how much I miss Korea which I think about it all the time. How I miss you, how I miss the students and teachers.

There's never a happy moment where I had three months that I have spent together and by working together as we call a team. I just wish we could see each other again. First time my returning to home was so fine to see my family, but I was losing something too that I don't know I could ever get back that here.

The time when I came back from my duty at Bongilcheon High School. It was not so easy to get used to it by the culture, habit and things that I never had found here. Such as eating lunch at school, having dinner after the school has done, learning hangul and doing the project for school and also our trip to explore Korea. Oh dear I miss that so much :(

Well, I hope we still keep in touch, and I hope we could continue to work together. And maybe we can do a Penpal Project to help our students learn cultural diversity. That will be done from me looking forward to hearing from you soon. Stay strong and be happy always.

Sincerely,

Ranti Mustika KI

**To : Ms Chang Ho Nam
School : Bongilcheon High School
Country : South Korea**

**From : Ranti Mustika
School : SMAN 2 Cibinong
Country : Indonesia**

Sender's nationality	Philippines	Recipient's nationality	Korea
Sender	Princess Catherine M. Bustos	Recipient	Byounggok Elementary School

My Dear Ms. Choi Jung Mee,

It has been over a year since the Asia-Pacific Teacher Exchange Program and I am missing you a lot, especially your famous line "Que sera, sera," whatever will be will be. You always mention this whenever you see me worried and anxious. For three months, **Korea**, became my home and how I love it. I miss the savory food like **tteok-bokki** and your homemade "kimchi" and I can't forget the cool and soothing weather of summer. I miss my daily encounter with the children, how they laughed and played, how they interacted with us. One more thing that imprinted in my mind was how patient you were with **Ye-jin, Hyong Gyu, and Sui-jin**. You taught us to "**Khidaria**" (wait) until they follow the instructions. You also mention "**Sajak**" (begin) for them to have a cue when to start. Indeed, I long to be with you again. Moreover, I would also like to take this opportunity to thank each of you for the warm accommodation you have accorded us.

How's life in the New Normal? Have you been in difficult situation because of the pandemic? I hope not. I am glad to tell you that I have started my Re-Application Project and it was based on my experiences in **Korea**. It is entitled **GCEd: A TOOL FOR TRANSFORMING CHILDREN IN CONFLICT WITH THE LAW**. This mainly speaks of reaching out the clientele and turning them from a problem to a solution.

I do hope to hear from you soon and I look forward to coming back to **Korea** and meet you again.



Hogu Rizal, Science City of Munae Nueva Ecija, Philippines
July 21, 2020

My dear Ms. Choi Jung Mee,

It has been over a year since the Asia-Pacific Teacher Exchange Program and I am missing you a lot, especially your famous line "Que sera sera," whatever will be will be. You always mention this whenever you see me worried and anxious.

For three months, Korea became my home and how I love it. I miss the savory food like "tteok-bokki" and your homemade "kimchi" and I couldn't forget the cool and soothing weather of summer. I miss my daily encounter with the children, how they laughed and played, how they interacted with us. One more thing that imprinted in my mind was how patient you were with Ye-jin, Hyong Gyu, and Sui-jin. You taught us to "Khidaria" (wait) until they follow the instructions. You also mention "sajak" (begin) for them to have a cue when to start. Indeed, I long to be with you again. Moreover, I would also like to take this opportunity to thank each of you for the warm accommodation you have accorded us.

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I do hope to hear from you soon and I look forward to coming back to Korea and meet you again.

Love always,
PRINCESS CATHERINE BUSTOS

Wow! Congratulations, I'm happy to be an ordinary person, not a teacher, and I was too responsible as a teacher. I am now investing my passion into my happiness. I'm running a resale that runs only during the evening hours. My store is full of people with a beautiful heart, people who love flowers, people who love art, and my old disciples. I am tired of my body but happy because of the people who enjoy my cooking.

Sender's nationality	Korea	Recipient's nationality	Indonesia
Sender	KWON Hyewon	Recipient	SMA 7 Palembang

Dear

Dear Titi, Rina and all the teachers and students in SMAN 7 Palembang

It's been a long time! How have you been?

Memories I got in Palembang are so precious that I will always remember them while I devote myself as a teacher.

After returning to Busan, I have been trying hard to share my experience and your kindness with my students.

Thanks to all the works and letters from students in 17, we felt like we can actually be connected each other.

Despite this difficult situation, life goes on and schools are adapting to this new era. Maybe we can work out more closely using online systems.

Just like my students replied to your students through Instagram DM

I miss you and all my friends in SMA 17. Let's keep in touch.

Stay healthy and safe from a difficult situation.

Sincerely,

To : Titi
School : SMA 17 Palembang
Country : Indonesia

From : Hyewon Kwon
School : Sasang High School
Country : Korea

