

APTE<sup>10+</sup>

Asia-Pacific Teacher Exchange  
for Global Education 2022

# Final Report



APCEIU

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Part. 1  
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Asia-Pacific Teacher Exchange  
for Global Education 2022 Final Report

# Part. 1

# Programme Report

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## 1. Introduction

### ❖ What is the Asia-Pacific Teacher Exchange for Global Education?

Asia-Pacific Teacher Exchange for Global Education(hereinafter APTE) is a bilateral teacher exchange programme hosted by the Ministry of Education of Republic of Korea and organized by the Asia-Pacific Centre of Education for International Understanding under the auspices of UNESCO(hereinafter APCEIU) in cooperation with the Ministries of Education of the Participating Countries as local partners. Initiated in 2012 with two partners, Mongolia and the Philippines, this Programme has expanded in the past decade and is now implemented with seven Asia Pacific countries(Cambodia, Indonesia, Lao PDR, Malaysia, Mongolia, the Philippines, and Thailand).

Through this Programme, teachers from each country are dispatched to local schools in the partner country for three to four months at a time, to give classes and participate in various educational activities. The Korean exchange teachers dispatched to the seven partner countries and the exchange teachers from the seven partner countries are all competent teachers selected to teach their own subject areas, their native language, and cultural understanding, as well as to participate in various local activities with students and fellow teachers. The objectives of these exchanges and local activities are to stimulate global educational competencies for not only the exchange teachers but also the fellow teachers and students at the host schools, and to enhance understanding and cooperation between the two countries, to share educational experiences and to improve the overall quality of teaching and learning.

Internally, this Programme contributes to Global Citizenship Education as well as multi-cultural education and strengthening global competencies in Korean education. Internationally, its purpose is that Korea, which has grown into expectations and responsibilities as an aid donor since joining the OECD DAC in 2009, contributes to the development of education of the partner countries through mutually beneficial teacher exchange models. With the recent trend of Asian countries rapidly increasing their exchanges with Korea, the special nature of education does have the ripple effect larger than other civilian diplomacy when it comes to mutual understanding and friendship among Asian countries. Moreover, in 2015, world leaders set the global goals that require international cooperation through Sustainable Development Goals(SDGs) and Education 2030. This Programme is expected to contribute specifically to the promotion of Global Citizenship Education(Target 4.7) and improvement of the quality of teachers(Target 4.c).

## 2. Programme Purpose

「Asia-Pacific Teacher Exchange for Global Education(APTE)」 pursues three main goals. The first is to promote multi-cultural understanding and global communication skills through education exchange. As Korea is rapidly becoming a multi-cultural society, there is an increasing demand for multi-cultural education at schools. The proportion of students from multi-cultural families in elementary, middle and high schools has been constantly on the rise, from 0.35% of all students in 2009 to 3.0% in 2022.

The second is to support strengthening of teacher competencies by providing exchange teachers a variety of opportunities such as training, workshop, education activities in local schools and communities, mutual exchanges and the implementation of project to enhance their teaching competencies.

Lastly, APTE aims to build a model of international cooperation with expertise in education. Set apart from previous ODA projects, our Programme has built an exchange system of outstanding teachers. We pursue strengthening substances of educational ODA and expanding the role of Korea and its contribution in the international community.

### 3. List of Key Stakeholders and Personnel

| Category             | Institution                          | Department                                  | Title   | Personnel                            |                        |
|----------------------|--------------------------------------|---|---|--------------------------------------|------------------------|
| Host/<br>Organizer   | Republic of<br>Korea                 | Ministry of<br>Education                    | Education<br>Internationalization<br>Division | Director                             | KIM Jinhyoung          |
|                      |                                      |   |   | Deputy Director                      | HWANG Yeseul           |
|                      | APCEIU                               | Office of International<br>Teacher Exchange |   | Head of Office                       | LIM Wonjin             |
|                      |                                      |   |   | Programme<br>Specialist              | KIM Minsol             |
|                      |                                      |   |   | Programme<br>Specialist              | PARK Soyoung           |
|                      |                                      |   |   | Programme<br>Specialist              | LEE Saetbyeol          |
|                      |                                      |   |   | Programme<br>Specialist              | KIM Haeun              |
|                      |                                      |   |   | Assistant<br>Programme<br>Specialist | CHUNG Sua              |
|                      | Assistant<br>Programme<br>Specialist | LEE Kyeongjoo                               |   |                                      |                        |
| Partner<br>Countries | Laos                                 | Ministry of<br>Education and<br>Sports      | Department of Teacher<br>Training             | Director- General                    | Keth Phanlack          |
|                      |                                      |   | Laos National<br>Commission for<br>UNESCO     | Technical Officer                    | Ovilouth Souksavat     |
|                      | Malaysia                             | Ministry of<br>Education                    | Teacher Professionalism<br>Division           | Director                             | Mistrine Radin         |
|                      |                                      |   |   | Principal Assistant<br>Director      | Ismariwan<br>SHAMSUDIN |
|                      | Mongolia                             | Ministry of                                 | Department of                                 | Director                             | Narantuya Shar         |

|             |  |   |  |                           |                                      |
|-------------|--|---|--|---------------------------|--------------------------------------|
|             |  | Education and Science   | International Relations and Cooperation                | Expert                    | Enkhbayar Baatartsol                 |
| Indonesia   |  | Ministry of Education, Culture, Research, and Technology        | Directorate General of Teacher and Education Personnel | Coordinator               | Soesilo                              |
|             |  |   |  | Partnership Coordinator   | Siti Ubaidah Idrus                   |
| Cambodia    |  | Ministry of Education, Youth and Sport                          | MOK Sarom  |                           |                                      |
|             |  |   | Personnel Department                                   | Deputy Director           | Ren Kun                              |
| Thailand    |  | Office of the Basic Education Commission, Ministry of Education | Policy and Planning Bureau                             | Deputy Director           | Yupha IEMSANGUAN                     |
|             |  |   |  | Foreign Relations Officer | Darakon Phensiri                     |
| Philippines |  | Department of Education   | International Cooperation Office                       | Director IV               | Margarita Consolacion C. BALLESTEROS |
|             |  |   |  | Senior Desk Officer       | Jaymee Grace D. CARREON              |

## 4. Progress Status

### 1) Programme Operation and Flow Chart

#### ❖ Programme Operation



## ❖ Programme Flow Chart



## 2) Progress Status for Years 2012~2022

## ❖ Offline Exchange

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

## ❖ Online Exchange

| Year and No. of Participants | 2020*               |                                |                     |                                | 2021                |                                |                     |                                | 2022                |                                |                     |                                |
|------------------------------|---------------------|--------------------------------|---------------------|--------------------------------|---------------------|--------------------------------|---------------------|--------------------------------|---------------------|--------------------------------|---------------------|--------------------------------|
|                              | (Korean) Teachers** | (Partner countries) Teachers** | (Korean) Students** | (Partner countries) Students** | (Korean) Teachers** | (Partner countries) Teachers** | (Korean) Students** | (Partner countries) Students** | (Korean) Teachers** | (Partner countries) Teachers** | (Korean) Students** | (Partner countries) Students** |
| Republic of Korea            | 28                  | 81                             | -                   | -                              | 54                  |                                | 1166                |                                | 106                 |                                | 836                 |                                |
| Mongolia                     | 5                   | 2                              | -                   | -                              | 4                   | 6                              |                     | 221                            |                     | 12                             |                     | 52                             |
| Philippines                  | 42                  | 27                             | 263                 | -                              | 10                  | 49                             |                     | 55                             |                     | 19                             |                     | 112                            |
| Indonesia                    | 22                  | 9                              | 61                  | -                              | 4                   | 19                             |                     | 202                            |                     | 15                             |                     | 146                            |
| Malaysia                     | 38                  | 49                             | 103                 | -                              | 10                  | 41                             |                     | 100                            |                     | 16                             |                     | 159                            |
| Lao PDR                      | 4                   | -                              | -                   | -                              | 4                   | 5                              |                     | 0                              |                     | 7                              |                     | 94                             |
| Thailand                     | 7                   | 4                              | 95                  | -                              | 20                  | 29                             |                     | 184                            |                     | 18                             |                     | 151                            |
| Cambodia                     | 11                  | 2                              | 112                 | -                              | 4                   | 21                             |                     | 70                             |                     | 14                             |                     | 92                             |
| Total                        | 157                 | 174                            | 634                 | -                              | 110                 | 170                            | 1166                | 832                            | 106                 | 101                            | 836                 | 806                            |

\* Description of exchange: Inbound Exchange Teachers Online Teaching Material Production Project, 2020 Online SSAEM Conference

\*\* Criteria: All Korean teachers/students are classified as “Korean teachers/students”, and all partner country teachers and students are classified as “partner country teachers/students”

\*\*\* Those who participated in multiple exchange Programmes will all be counted accordingly

※ Number of participating students for 2021 and 2022 are determined based on the participants of preliminary and post-surveys

## ❖ Promote Linking Alumni on NETS(PLANETS)

| Year and No. of Participants | 2022              |                              |                   |                              |
|------------------------------|-------------------|------------------------------|-------------------|------------------------------|
|                              | Track             | Track A                      |                   | Track B                      |
| Partner Countries            | (Korean) Teachers | (Partner countries) Teachers | (Korean) Teachers | (Partner countries) Teachers |
| Republic of Korea            | 12                | -                            | 38                | -                            |
| Mongolia                     | -                 | -                            | -                 | 5                            |
| Philippines                  | -                 | 5                            | -                 | 27                           |
| Indonesia                    | -                 | 1                            | -                 | 5                            |
| Malaysia                     | -                 | 1                            | -                 | 9                            |
| Lao PDR                      | -                 | -                            | -                 | -                            |
| Thailand                     | -                 | -                            | -                 | 4                            |
| Cambodia                     | -                 | 4                            | -                 | 7                            |
| Total                        | 12                | 11                           | 38                | 57                           |





## 1. Stakeholder Councils

Stakeholder councils in Korea and abroad are convened for relevant parties to share the purpose and implementation processes to better manage the Programme. Korea Metropolitan Provincial Offices of Education meetings are convened so that officials at the Office of Education are clearly aware of the purpose and processes of the Programme and to better offer administrative cooperation and select qualified teachers for the Programme. Moreover, host school staff meetings are held to communicate with school principals, mentor teachers and administrative personnel to better inform about proper preparations prior to and after positioning the inbound exchange teachers. Meetings with the Ministries of host countries are regularly held to share the performance of current year and to discuss the details of the Programme for the following year, including but not limited to, number of participants, qualifications, areas of dispatch and duration of Programme. An Office of Education meeting was convened on Feb. 10, 2022, where the stakeholders for the Programme and the multi-cultural education swapped many ideas regarding the Programme.

## 2. Selection of Study Groups and Participants

|                            | First Half  | Second Half   |
|----------------------------|---|---|
| Application Period         | Jan. 21~Feb. 25, 2022                                   | May 23~Jun. 24, 2022  |
| Decision Notification Date | Mar. 8, 2022  | Jun. 30, 2022   |
| Selection Result           | 12 Korean, 4 Malaysian, 4 Thai, and 4 Cambodian schools | 13 Korean, 2 Lao, 3 Mongolian, 4 Indonesian, and 4 Filipino schools |

In 2022, as for the study group activities performed as a part of Teacher Exchange Programme, 25 Korean and 25 partner elementary and middle schools were selected that met the requirements instituted by the Ministry of Education of Korea and host countries' government and the Ministries. Requirements vary from country to country, but each and every school had its teachers organize a study group and obtained recommendation from the school principal.

## 3. Participant Pre-training

Pre-departure training takes place for exchange teachers to facilitate their local adjustment, wherever they may be dispatched. This training programme is essential for the participants to understand the purpose of this Programme and the role of participant and to enhance their teaching capacities abroad. It is comprised of lessons on understanding the local culture and education approach, language of the host country, international understanding. Upon arrival, before starting activities, the teachers undergo basic language and safety training Programmes.

All exchanges in 2022 took place online, and accordingly, participating schools and teachers were given guidelines for online exchange methods and operating plans. Moreover, guidelines for online school exchange activities were distributed among school teachers, as well as submitting the final report once the Programme was concluded for the year. In addition, multiple workshops on best practice cases and lesson plans, where required courses and Global Citizenship Education were aptly converged, helped the understanding of the participants.

#### 4. Online Teacher Exchange Activities

In the case of offline exchange activities, exchange teachers conduct educational activities by participating in activities and conducting classes to local and Korean schools for three to four months.

Whereas, in 2022, the Programme was operated online and each school formed a study group to participate in the Programme. Each study group was coupled with another study group from a partner school. They devised coordinated lecture plans and shared teaching approaches to improve understanding of each other's educational environment and culture. These real-time video classes for partner school students took place more than once a month.



#### ❖ Real-time Online Class Mid-term Monitoring

During the 2022 mid-term monitoring school visit, staff members from APCEIU and Ministry of Education visited host schools to check on the progress of the Programme, to help teachers and students better understand the Programme, and take in firsthand feedback. Staff members of APCEIU and officials from Ministry of Education visited each host school and observed classes, had meetings with school principals and exchange teachers, and interviewed exchange teachers and students to gather practical feedback for the online exchanges. The first half 2022 mid-term monitoring took place for approximately a month, from Jun. 12 to Jul. 13, and in the second half 2022, it was from Sep. 14 to Oct. 6.



### ❖ Submission of Reports

Each teacher participating in the online exchange must write a Plan for educational activities prior to start of the Programme. And, once the Programme starts, for the 3-month duration, the teachers must submit 2 monthly reports, a project report and a lesson report. After the closure of the Programme, each teacher must submit a final report that includes detailed research activities, objectives and description of real-time online classes, progress of joint project with a partner school, and thoughts on the Programme.

## 5. Presentations

Exchange teachers present their experience through a mid-term presentation and a final presentation. Host school staff members also share their performance and experience. In general, a mid-term briefing involves the exchange teachers sharing their teaching outcome and experience and exchanging ideas to improve their performance for the remainder of the Programme. The final briefing takes place just prior to the conclusion of the Programme and involves the exchange teachers sharing their overall exchange experience with other participants and host school staff members to deliberate on how to improve exchange experience of the teachers and the schools.

The final presentations for Korea-Malaysia-Cambodia and Korea-Thailand exchanges were held in July and August, respectively. A total of 135 including Ministries officials, exchange teachers and host school staff members attended the presentations to evaluate this year's Programme and share the activities and outcomes.

## 6. PLANETS(Promote Linking Alumni on NETS)

PLANETS was a project to commemorate the 10<sup>th</sup> year of the APTE, where former Korean participants gathered together to deliberate on networking and direction of improvement. This led to two constructive results. First, participating teachers supported follow-up exchange activities based on their past experiences and contributed in reviving the Programme performance and fostering international exchange. Second, as NETS was completed, the platform was promoted to the former participants and schools at an early stage to encourage its use to accumulate and share more examples.

Unlike the online APTE, PLANETS is not bound by number of participants and even individuals

can participate in the Programme. In PLANETS, just one former participant can create a group of any form regardless of school or region. In 2022, a total of 38 groups were selected from seven nations, where 8 groups chose Track A, which a matching partner group is decided ahead of time for a joint support, and the remaining 28 chose Track B, which a matching partner group is decided after being selected. This year, PLANETS took place for two months, from August to October.

## 7. GCED Lecture Multi-language Dubbing for teachers and students



In 2022, the Global Citizenship Education lecture videos for elementary and middle school students were dubbed into three(Malay, Thai, and Taglog) languages and core pre-departure training videos were dubbed into seven(Lao, Malay, Mongolian, Indonesian, Khmer, Thai, and Taglog) languages respectively. To minimize educational losses caused by COVID-19, lecture content created by Korean teachers were dubbed into three languages adding to four languages done last year, enabling all teachers and students of host countries to study in their own native tongue. What's more, the pre-departure training video was also dubbed in seven languages of the host countries and all the teachers could study in their own language anytime and anywhere.

## 8. Performance Analysis

- **Duration:** March~November
- **Researchers:**
  - Performance Analysis on 「2022 Asia-Pacific Teacher Exchange for Global Education」 and Validation of Performance Measurement Tools
  - Asia-Pacific Teacher Exchange Program: A Study on the Implementation of Post-Covid-19 International Online Education Exchange(Yonsei University)
- **Research Description:**
  - Validating Performance Measuring Instrument and Analyzing the Performance of APTE(Quantitative)
  - Analysis on Teacher Experience from Online and Offline Exchange Programme(Qualitative)

In order to confirm and improve the effectiveness of the Programme, performance analysis has been conducted annually since 2014. In 2022, the performance analysis was conducted on participating teachers and students of APTE to determine the effects, meaning, and improvement

according to exchange methods based on previous research methods. Due to COVID-19, it became necessary to reflect the effects of online teacher exchange on the performance index, including improvements in teacher competency and student awareness. Hence, quantitative and qualitative studies were performed on participating teachers and students, along with online surveys before and after the Programme and in-depth interviews with teachers and school staff members. Based on the data collected, specific analyses were performed to determine the teachers' and students' awareness on multi-culture and global citizenship and how their awareness may manifest in multi-cultural school environment.

What's more, it is also important for this year's performance analysis to determine whether the online approach can be effectively implemented in parallel with offline teacher exchange, after the COVID pandemic. Therefore, the findings of the quantitative and qualitative studies conducted on the 2022 Programme will be useful to make improvements on future projects and determine the direction of new APTE in the post-COVID era, which will be conducted online and offline in tandem.

## 9. Commemoration of 10<sup>th</sup> APTE Anniversary

### 1) Networking Day

The need for utilizing and developing the experiences of exchange teachers has been continuously pointed out. Thus, after ten years since the outset of the Programme, APCEIU formed a network of all former participants to share and utilize their experiences for various future endeavors, and held events named Networking Day. Networking Day intends to bring together all former Korean participants and build an educational human resources exchange system to better accumulate and share their experiences, to support enhancing teaching competencies, to identify sustainability of the Programme, and to strengthen overall cooperation for the Programme.

The Networking Day was organized twice this year, once in Seoul on August 8~9 and in Busan on August 11~12. 47 and 32 former participants attended the events in person in Seoul and Busan, respectively. The teachers made best practice presentations on: how they applied GCED and what they've learned from APTE into class innovations, follow-up activities with host schools, how some of them later chose a path of APTE-related researchers. After the presentations, the teachers were divided into small groups to have discussions and group activities, including devising action plans.





## 2) Production of “A guide to follow-up activities for APTE alumni teachers”

In order to encourage follow-up activities of the teachers and to support disseminating the results after the Programme, APCEIU published “Teaching across borders: A guide to follow-up activities for APTE alumni teachers”, which advocated types, methods and examples of follow-up plans that can be extended from the Programme. The purpose of the guideline is for APCEIU to encourage former participants, who lack the experience of individually performing exchanges with overseas teachers and students, to continue on with their follow-up activities by proposing best practices and specific methods and motivating them. The guideline also enumerates best practices of follow-up activities by type and provides information on operation procedures accordingly including planning, implementation and follow-up activities.

## 3) APTE 10-Year Anniversary Challenge Event

This year, we held the 10-Year Anniversary Challenge Event targeting former participants to celebrate the decade long success of APTE since its start in 2012. The first challenge was posting pictures and videos with a brief commentary on the bulletin board of the newly launched NETS platform, and the second challenge was posting pictures and videos to celebrate the 10-year anniversary and show support for the Programme. The winner of the first challenge was Rosdiana Rawung Arnold(Indonesia) and the winner of the second challenge was Melandro D. Santos(Philippines).



## 10. 2022 SSAEM Conference

- **Date:** Nov. 24, 2022
- **Attendee:** Officials of the Ministry of Education of Korea and partner countries, APCEIU staff, online teacher exchange participants and host schools, APTE Alumni, officials of embassies in Korea, and teachers and experts interested in APTE
- **Event format:** Hybrid(offline events and livestreaming)
- **Proceedings:**
  - **Opening ceremony:** Opening address, congratulatory address and welcoming address
  - **Panel discussion:** Representatives from the Ministries of Educations from the 8 partner countries share Programme performance in terms of policy and vision

- Interview videos of teachers and students from 2022 APTE and congratulatory performance
- Presentation of best practices in 2022 Online APTE
- Presentation of best practices of follow-up activities: Former participants share their experience in follow-up activities and performance
- Live Talk Session: Live Talk with former participants celebrating the 10<sup>th</sup> anniversary of APTE
- Exhibition on Educational activities: Displays outcome of 2022 online Programme and 10-year anniversary-related materials
- Exhibition on APTE: PR booth for teachers and school staff members interested in APTE

SSAEM(Sharing Stories of Asia-Pacific Education Movement) Conference is a final presentation that sums up and concludes the Programme of that year. 2022 SSAEM Conference was held both online and offline due to the ongoing pandemic, but some teachers and students and officials from the Ministries of Education from partner countries came to the event venue in person to congratulate the successful ending of the 2022 Programme.

This year's SSAEM Conference was special as it celebrated the 10<sup>th</sup> anniversary of APTE and reviewed the decade-long accomplishments. Many of the participants presented their own best practices for the exchanges and follow-up activities, displaying a wide range of approaches to global education. There also was an in-depth dialogue about the possibility of combining face-to-face and non-face-to-face exchanges in the future and how to efficiently make use of the Programme.

APTE was first launched in 2012 with just 2 partner countries. After 10 years, that number grew to seven including Cambodia, Indonesia, Laos, Malaysia, Mongolia, the Philippines, and Thailand. Since 2012, a total of 1,249 teachers participated in offline exchanges, which had to come to a halt due to the pandemic. However, the takeoff of the online format grew the number of participants to over 3,100 accumulated.



## 1. List of Participating Teachers and Schools

### 1) Online Teacher Exchange(first half of the year)

- Malaysia: 8 schools, 34 teachers(18 Korean teachers, 16 Malaysian teachers)

| Korean schools(4 schools, 18 teachers) |                              |          |                       |                 | Partner schools(4 schools, 16 teachers) |                            |   |   |
|--|------------------------------|----------|-----------------------|-----------------|---|----------------------------|---|---|
| No.                                    | Region                       | School   | Teacher               | Subject         | Partner School                          | Region                     | Teacher                                 | Subject                                     |
| 1                                      | Chaam Elementary School      | Chungnam | YUN Seonghee (LEADER) | Elementary      | SK Bebuloh                              | Wilayah Persekutuan Labuan | MOHD SAIFULLAH BIN MOHD JENDEH (LEADER) | Arts, Physical Education, English           |
|  |                              |          | KIM Yeongsu           | Elementary      |   |                            | NORANIS LYANA BINTI ZAMBERY             | Physical Education, Malay Language, History |
|  |                              |          | LEE Yujin             | Elementary      |   |                            | MOHD DZUL FADHLY BIN MUSNIN@MASNIN      | Mathematics, Physical Education             |
|  |                              |          | WON Daero             | Elementary      |   |                            | AHMAD NASUHA BIN MOHAMAD IZANI          | English, Music                              |
| 2                                      | Sincheon Elementary School   | Daegu    | SON Yujeong (LEADER)  | Elementary      | SJK Chung Hua Bau                       | Sarawak                    | MICHELLE LIM CHIA WUN (LEADER)          | English, Science                            |
|  |                              |          | KIM Taewoo            | Elementary      |   |                            | BONG SIAW CHIEN                         | Chinese, English                            |
|  |                              |          | LEE Daehwan           | Elementary      |   |                            | KOH EE KIM                              | English, Music                              |
|  |                              |          | SEOK Mingyeong        | Elementary      |   |                            | KON SIEW CHOON                          | Mathematics, Physical Education             |
|  |                              |          | HEO Eun               | Elementary      |   |                            | -                                       | -   |
| 3                                      | Samcheon Middle School       | Daejeon  | KIM Heeyeong (LEADER) | Ethics          | SMK Merapok                             | Sarawak                    | DIANA ALUI DANIEL (LEADER)              | English, Visual Arts                        |
|  |                              |          | AHN Hyeongju          | History         |   |                            | NORFARHANA BINTI ABDULLAH               | English                                     |
|  |                              |          | SONG Jiyun            | English         |   |                            | SAPRI BIN JUNAI                         | English, Science                            |
|  |                              |          | KIM Boram             | Music           |   |                            | KAITH PRINCESS REYES JETTLE             | English                                     |
|  |                              |          | BAEK Jinna            | Life Sciences   |   |                            | -                                       | -   |
| 4                                      | Incheon Gonghang High School | Incheon  | KIM Seonghee (LEADER) | Korean Language | SMK Takis                               | PETI SURAT                 | ADELYN CHIN (LEADER)                    | English                                     |
|  |                              |          | KANG Nuri             | English         |   |                            | HAFIZAH BINTI ABD HALIM                 | English                                     |
|  |                              |          | AHN Seongyong         | Chemistry       |   |                            | PRISCILLA BINTI PHILLIP                 | Mathematics                                 |
|  |                              |          | LEE Yejin             | Physics         |   |                            | CHARLENE CHRISTINE AMATUS AMADIUS       | English                                     |



- Thailand: 8 schools, 40 teachers(20 Korean teachers, 20 Thai teachers)

| Korean schools(4 schools, 18 teachers) |                   |                                   |                         |                      | Partner schools(4 schools, 16 teachers) |  |                                   |  |
|--|-------------------|-----------------------------------|-------------------------|----------------------|---|--|-----------------------------------|--|
| No.                                    | Region            | School                            | Name                    | Subject              | Region                                  | School   | Name                              | Subject                                  |
| 1                                      | Gyeonggi          | Gunseo Global School (Elementary) | Jeong-Eun Park (LEADER) | Elementary Education | Nakhon Phanom Province                  | Anuban Kamphaengsaen School                        | Godchaporn Chantapaso (LEADER)    | English                                  |
| 2                                      |                   |                                   | Ara Jo                  | Elementary Education |   |  | Anut Chokpradubchai               | English                                  |
| 3                                      |                   |                                   | Nakyeong Kim            | Elementary Education |   |  | Kamonchanok Petfai                | English                                  |
| 4                                      |                   |                                   | Eunju Lim               | Elementary Education |   |  | Thanaya Thanawan                  | English                                  |
| 5                                      |                   |                                   | YoonJeong Choi          | Elementary Education |   |  | Phakdiporn Nakforn                | Mathematics                              |
| 6                                      | Sejong            | Dodam Elementary School           | Gwon Daseul (LEADER)    | Elementary Education | Samut Songkhram Province                | Anubannonthaburi School                            | Atitaya Shanker (LEADER)          | Thai, English, Home Economics, Boy Scout |
| 7                                      |                   |                                   | Park Saerom             | Elementary Education |   |  | Sucharee Tongket                  | English, Home Economics, Boy Scout       |
| 8                                      |                   |                                   | Park Jihyeon            | Elementary Education |   |  | Chollada Varawan                  | Korean, English, History                 |
| 9                                      |                   |                                   | So Hyejin               | Elementary Education |   |  | Chonticha Kumpee                  | Home Economics, Computer                 |
| 10                                     |                   |                                   | Choe Ji Eun             | Elementary Education |   |  | Namfon Sresi                      | Science, Coding                          |
| 11                                     | Jeollanamdo       | Damyang Middle School             | LEE Myeonghee (LEADER)  | English              | Bangkok                                 | Thanyaburi School                                  | Jeerasak Srijankaew (LEADER)      | English                                  |
| 12                                     |                   |                                   | LEE Jinyoung            | English              |   |  | Panatcha Supanakorn               | Korean                                   |
| 13                                     |                   |                                   | KI Mira                 | Science              |   |  | Mintira Homkhuntod                | English                                  |
| 14                                     |                   |                                   | JEONG Urina             | English              |   |  | Nattawut Ngernbumrung             | English                                  |
| 15                                     |                   |                                   | YU Jiyeon               | Music                |   |  | Nattawut Sawatdee                 | Thai                                     |
| 16                                     | Gyeongsang buk-do | Gyeongju High School              | Cheolmin Bae (LEADER)   | Mathematics          | Bangkok                                 | Princess Chulabhorn Science High School Chiang Rai | Jinnita Pongjakthamachot (LEADER) | English                                  |
| 17                                     |                   |                                   | Inlo Yeo                | Korean History       |   |  | Jirawat Varophas                  | Biology                                  |
| 18                                     |                   |                                   | Jongnam Won             | Information Science  |   |  | Uratat Kaewsila                   | Mathematics                              |
| 19                                     |                   |                                   | Hyungjung Kim           | Mathematics          |   |  | Teerapat Khanjai                  | Chemistry                                |
| 20                                     |                   |                                   | Jiyun Gong              | English              |   |  | Pimpawan Kanthakhiao              | English                                  |

▪ Cambodia: 8 schools, 36 teachers(18 Korean teachers, 18 Cambodian teachers)

| Korean schools(4 schools, 18 teachers) |           |                           |                      |                 | Partner schools(4 schools, 18 teachers) |                                   |                         |                    |
|--|-----------|---------------------------|----------------------|-----------------|---|-----------------------------------|-------------------------|--------------------|
| No.                                    | Region    | School                    | Name                 | Subject         | Region                                  | School                            | Name                    | Subject            |
| 1                                      | Gangwon   | Sammaru Elementary School | PARK Chansu (LEADER) | Elementary      | Phnom Penh City                         | Russey Keo High School            | Mana HIM (LEADER)       | English            |
| 2                                      |           |                           | HAM Jieun            | Elementary      |   |                                   | Sopheak TRANG           | History            |
| 3                                      |           |                           | JEON Yerin           | Elementary      |   |                                   | Dararithy CHAO          | English            |
| 4                                      |           |                           | KIM Myeongjun        | Elementary      |   |                                   | Seyha LY                | English            |
| 5                                      |           |                           | HAM Taeyun           | Elementary      |   |                                   | Rovy SOS                | English            |
| 6                                      | Gyeongnam | Seoha Elementary School   | KIM Taeyung (LEADER) | Elementary      | Kandal Province                         | Vattanak Chhoung Leap High School | Malyskrang KEM (LEADER) | Science            |
| 7                                      |           |                           | MOON Jinhyeok        | Elementary      |   |                                   | Ratha SIN               | English            |
| 8                                      |           |                           | PARK Taemin          | Elementary      |   |                                   | Chanmuny MEAS           | Physical Education |
| 9                                      |           |                           | SEO Jinyung          | Elementary      |   |                                   | Kimheang SRENG          | Mathematics        |
| 10                                     |           |                           | CHUN Byeongjin       | Elementary      |   |                                   | Theara DUONG            | English            |
| 11                                     | Gyeonggi  | Zion High School          | KWAK Jinhee (LEADER) | English         | Kandal Province                         | Hun Sen Angsnoul High School      | Rotana PRUM (LEADER)    | English            |
| 12                                     |           |                           | JANG Haeju           | Arts            |   |                                   | Yim DOEUN               | Science & ICT      |
| 13                                     |           |                           | KIM Jeongmi          | Science         |   |                                   | Sotheara PHAL           | English            |
| 14                                     |           |                           | Kwon Min-jeong       | Korean Language |   |                                   | Vinda Eang              | English & ICT      |
| 15                                     | Gyeonggi  | Gonjam High School        | KIM Nahyung (LEADER) | English         | Kandal Province                         | Jayavarman VII High School        | Seyhakmoly KEO (LEADER) | English            |
| 16                                     |           |                           | PARK Seonjeong       | Science         |   |                                   | Sreylin KUNG            | Social Studies     |
| 17                                     |           |                           | KIM Sujin            | Science         |   |                                   | Sompors MOL             | History            |
| 18                                     |           |                           | SHIN Mingyo          | Social Studies  |   |                                   | Sovisal CHRY            | ICT                |

## 2) Online Teacher Exchange(second half of the year)

- Laos: 4 schools, 17 teachers(9 Korean teachers, 8 Lao teachers)

| Korean schools(2 schools, 18 teachers) |         |                               |                        |                      | Partner schools(2 schools, 16 teachers) |                             |                                       |             |
|--|---------|-------------------------------|------------------------|----------------------|---|-----------------------------|---------------------------------------|-------------|
| No.                                    | Region  | School                        | Name                   | Subject              | Region                                  | School                      | Name                                  | Subject     |
| 1                                      | Daejeon | Daejeon Dongsan Middle School | CHOI Hyeonsoo (LEADER) | Ethics               | Vientiane                               | Bankeun Secondary School    | Mr. Phouangsaeng PHANHBOUDDI (LEADER) | Mathematics |
| 2                                      |         |                               | KIM Seongwoo           | Korean Language      |   |                             | Mr. Kongmengvang CHUECHOR             | Science     |
| 3                                      |         |                               | SHIN Seunguk           | Arts                 |   |                             | Mrs. Viengkham DAVANNAVONG            | Mathematics |
| 4                                      |         |                               | CHO Hyejin             | Vocational Training  |   |                             | Mrs. Thip THAMMAVONG                  | English     |
| 5                                      |         |                               | KANG Minhye            | English              |   |                             |                                       |             |
| 6                                      | Busan   | Bunpo Elementary School       | LEE Jaewon (LEADER)    | Elementary Education | Vientiane                               | DongKhamXang Primary School | Mr. Keomoukda KATTIYAVONG (LEADER)    | English     |
| 7                                      |         |                               | CHO Hyeonju            | Elementary Education |   |                             | Miss. Panee PATHAMMAVONG              | Lao         |
| 8                                      |         |                               | JANG Eunju             | Elementary Education |   |                             | Mr.s Meuan PHENGYSOMBOUN              | Lao         |
| 9                                      |         |                               | CHO Sungmi             | Elementary Education |   |                             | Mrs. Vongphet ONSYMA                  | Mathematics |

- Mongolia: 6 schools, 30 teachers(15 Korean teachers, 15 Mongolian teachers)

| Korean schools(3 schools, 15 teachers) |           |                                  |                      |                      | Partner schools(3 schools, 15 teachers) |                              |                                  |                      |
|--|-----------|----------------------------------|----------------------|----------------------|---|------------------------------|----------------------------------|----------------------|
| No.                                    | Region    | School                           | Name                 | Subject              | Region                                  | School                       | Name                             | Subject              |
| 1                                      | Seoul     | Seoul Technical High School      | IM Hyunbin (LEADER)  | Engineering          | Ulaanbaatar                             | School No. 115               | Davaanyam Munkhtsetseg (LEADER)  | Elementary Education |
| 2                                      |           |                                  | WOO Injoong          | Engineering          |   |                              | Batgerel Munguntuya              | History              |
| 3                                      |           |                                  | KEUM Jonghyun        | Engineering          |   |                              | Myakhlai Delgermaa               | Mongolian            |
| 4                                      |           |                                  | KANG Okha            | Career Counseling    |   |                              | Erkhembayar Uurtsaikh            | English              |
| 5                                      |           |                                  | LEE Hyesuk           | Computer Engineering |   |                              | Nyamaa Gansukh                   | Mathematics          |
| 6                                      | Daejeon   | Daejeon Sangji Elementary School | JIN Youjong (LEADER) | Arts                 | Ulaanbaatar                             | Erdmiin Urgoo Complex School | Badnaanyambu Amarjargal (LEADER) | Elementary Education |
| 7                                      |           |                                  | SEO Youngna          | English              |   |                              | Doljinjab Byambajargal           | Elementary Education |
| 8                                      |           |                                  | HEO Minjeong         | Mathematics          |   |                              | Turtogtokh Chantsalsuren         | Elementary Education |
| 9                                      |           |                                  | KIM Jonghoon         | Mathematics          |   |                              | Ganbold Oyungerel                | Mathematics          |
| 10                                     |           |                                  | CHOI Sohee           | English              |   |                              | Davagtseden Bolormaa             | English              |
| 11                                     | Gyeongnam | Jusang Elementary School         | KIM Seyeon (LEADER)  | English              | Naran soum, Sukhbaatar Province         | Naran secondary school       | Lkhundev Chinzorig (LEADER)      | Elementary Education |
| 12                                     |           |                                  | LEE Seohyeon         | Science              |   |                              | Erdenebileg Oyuntungalag         | History              |
| 13                                     |           |                                  | SHIN Eunhee          | Korean Language      |   |                              | Namjildorj Khongorzul            | Elementary Education |
| 14                                     |           |                                  | MIN Taeim            | Korean Language      |   |                              | Avaajigmed Nasanbat              | Elementary Education |
| 15                                     |           |                                  | LEE Wonkyung         | Korean Language      |   |                              | Khurelbaatar Gerelchimeg         | English              |

- Indonesia: 8 schools, 34 teachers(18 Korean teachers, 16 Indonesian teachers)

| Korean schools(4 schools, 18 teachers) |           |  |                       |                               | Partner schools(4 schools, 16 teachers) |   |   |                      |
|--|-----------|--|-----------------------|-------------------------------|---|---|---|----------------------|
| No.                                    | Region    | School                                       | Name                  | Subject                       | Region                                  | School                                    | Name                                    | Subject              |
| 1                                      | Gyeonggi  | Suju High School                             | SEOK Jiyeon (LEADER)  | English                       | East Java                               | SMAN 1 Rogojampi Taruna Budaya Banyuwangi | Gayatri Mayang Handayani, S.Pd.(LEADER) | English              |
| 2                                      |           |  | HONG Sujin            | English                       |   |   | Iluh Lukanis, S.Pd., M.M.               | Arts                 |
| 3                                      |           |  | LEE Geunyeong         | Japanese                      |   |   | Supriyadi, S.Pd.                        | English              |
| 4                                      |           |  | LEE Hyein             | Korean                        |   |   | Hendri Fradias, S.Sn.                   | Arts                 |
| 5                                      |           |  | SEOL Gayeong          | Science                       |   |   |   |                      |
| 6                                      | Gyeongnam | Gyeongsang National University Middle School | SEO Aeran (LEADER)    | Korean                        | South Sumatera                          | SMP Xaverius Maria, Palembang             | Lusiana Dian Retnowati, S.Pd.(LEADER)   | English              |
| 7                                      |           |  | DO Yanggyeong         | Technology and Home Economics |   |   | Paulina Hastin Kingkinarti, S.Pd.       | English              |
| 8                                      |           |  | CHO Yunseo            | English                       |   |   | Margaretha, S.Pd.                       | English              |
| 9                                      |           |  | JIN Gukhee            | Physical Education            |   |   | Ariesta Widyarti, S.Pd.                 | Arts                 |
| 10                                     | Busan     | Myongwon Elementary School                   | JIN Seonghee (LEADER) | Elementary Education          | West Sumatera                           | SD Negeri Percobaan                       | Suciati Poro(LEADER)                    | Elementary Education |
| 11                                     |           |  | PARK Namgyeong        | Elementary Education          |   |   | Noven Willya Sukma                      | Elementary Education |
| 12                                     |           |  | RYU Haejeong          | Elementary Education          |   |   | Lissa Adlini                            | Elementary Education |
| 13                                     |           |  | KIM Jihyeon           | Elementary Education          |   |   | Jon Hendri                              | Elementary Education |
| 14                                     | Gwangju   | Jinnam Elementary School                     | SONG Hain (LEADER)    | Elementary Education          | Banten                                  | SD Alfath, Cirendeu, Tangerang Selatan    | Retno Dwigustini, S.Pd. M.Pd. (LEADER)  | Elementary Education |
| 15                                     |           |  | KO Minji              | Elementary Education          |   |   | Nina Puji Astuti, S.Pd.                 | Elementary Education |
| 16                                     |           |  | YUN Jeongmi           | Elementary Education          |   |   | Rooselina Dwi Rahayu, S.Pi.             | Elementary Education |
| 17                                     |           |  | CHOI Sanhee           | Elementary Education          |   |   | lis Lathifah, S.Pd.                     | Elementary Education |
| 18                                     |           |  | HONG Taeyeong         | Elementary Education          |   |   | -                                       |                      |

▪ Philippines: 8 schools, 36 teachers(16 Korean teachers, 20 Filipino teachers)

| Korean schools(4 schools, 16 teachers) |           |                                  |                       |                      | Partner schools(4 schools, 20 teachers) |   |                                |                     |
|--|-----------|----------------------------------|-----------------------|----------------------|---|---|--------------------------------|---------------------|
| No.                                    | Region    | School                           | Name                  | Subject              | Region                                  | School                                    | Name                           | Subject             |
| 1                                      | Incheon   | Incheon Choeun Elementary School | LEE Hyemi (LEADER)    | Elementary Education | Leyte                                   | Rizal Central School                      | Jejomar G. Villacorte (LEADER) | English, Science    |
| 2                                      |           |                                  | LEE Namju             | Elementary Education |   |   | Angelo P. Penaranda            | English, Science    |
| 3                                      |           |                                  | PARK Jeongae          | Elementary Education |   |   | Marichu B. Ambal               | English, Science    |
| 4                                      |           |                                  | KIM Hye Eun           | Elementary Education |   |   | Jessalyn I. Villafranca        | English, Science    |
| 5                                      |           |                                  | KANG Juhee            | Elementary Education |   |   | Joy A. Watts                   | English, Science    |
| 6                                      | Gyeongnam | Sacheon Middle School            | OH Gwangrae (LEADER)  | English              | Metro Manila                            | Las Piñas National High School            | Ma. Eirish S. Zulueta (LEADER) | History             |
| 7                                      |           |                                  | -                     | -                    |   |   | Patrishia Yvonne L. Cruz       | Science             |
| 8                                      |           |                                  | -                     | -                    |   |   | Ann Michelle SD. Federez       | Social Studies      |
| 9                                      |           |                                  | -                     | -                    |   |   | Renne Mae G. Radaza            | Taglog              |
| 10                                     |           |                                  | -                     | -                    |   |   | Afril Mae B. Recla             | English             |
| 11                                     | Daegu     | Daegu Girls' High School         | YUN Sangho (LEADER)   | English              | Metro Manila                            | San Juan City Academic Senior High School | Rina A. Angeles (LEADER)       | English             |
| 12                                     |           |                                  | JANG Eungil           | Career               |   |   | Leo Paolo B. Dilay             | Social Studies      |
| 13                                     |           |                                  | KIM Miran             | English              |   |   | Jermel R. Diaz                 | Social Studies      |
| 14                                     |           |                                  | CHO Eunhee            | English              |   |   | Arnold E. Barroga              | English             |
| 15                                     |           |                                  | KWON Yeji             | English              |   |   | Janice D. Dacutanan            | Economics           |
| 16                                     | Gwangju   | Songjeong Dong Elementary School | AHN Bongseon (LEADER) | Elementary Education | Bantay                                  | Bulag Elementary School                   | Marjorie A. Padre (LEADER)     | English, Science    |
| 17                                     |           |                                  | KIM Seonhun           | Elementary Education |   |   | Zelita B. Colis                | English, Science    |
| 18                                     |           |                                  | JU Hyoin              | Elementary Education |   |   | Rhea B. Fuller                 | English, Science    |
| 19                                     |           |                                  | JEONG Dayeong         | Elementary Education |   |   | Christian P. Peria             | English, Science    |
| 20                                     |           |                                  | SONG Jina             | Elementary Education |   |   | Joy F. Tuscano                 | Science, Technology |

## 2. Media Coverage

| No. | Media                     | Date of Release | Headline  |
|-----|---------------------------|-----------------|---|
| 1   | Yonhap News               | Jan. 24, 2022   | Korea Conducts Online 'Education Exchange' with Host Countries  |
| 2   | Maeil Business News Korea | Jan. 24, 2022   | Korea Conducts Online 'Education Exchange' with Host Countries  |
| 3   | The Phnom Penh Post       | Feb. 1, 2022    | MoEYS Puts Strong Focus on Global Citizenship and Lifelong Learning   |
| 4   | Hankook Ilbo              | Mar. 7, 2022    | Closed Borders Cannot Stop International School Exchanges   |
| 5   | Padek                     | Mar. 28, 2022   | Tak Nyangka, Berkiprah di Internasional   |
| 6   | The Borneo Post           | May 31, 2022    | Keningau Teacher Owes his Win to Involvement in APTE Programmes   |
| 7   | The Star                  | May 26, 2022    | Malaysian Named Global Winner of 2022 Cambridge Dedicated Teacher Awards  |
| 8   | Gyeongnam Maeil           | Jun. 15, 2022   | Hamyang Seoha Elementary School Conducts Teacher Exchange with Host Countries   |
| 9   | KN News                   | Jun. 15, 2022   | New Educational Environment - Hwaseong Bongdam High School  |
| 10  | Nutrition                 | Jun. 21, 2022   | Gwangju Gonjiam High School Exchanges Teachers with Cambodia  |
| 11  | Vision 21 News            | Jun. 21, 2022   | Gwangju Gonjiam High School Exchanges Teachers with Cambodia  |
| 12  | KyeongGi Ilbo             | Jun. 30, 2022   | Happy Talks with Our Thai Friends   |
| 13  | Chungnam Ilbo             | Aug. 8, 2022    | Daejeon Samchun Middle School Exchanges Teachers with Malaysia  |
| 14  | News 1                    | Aug. 7, 2022    | 10-Year Anniversary of APTE... Teachers Share Their Experiences   |
| 15  | Newsis                    | Aug. 7, 2022    | Ministry of Education Holds Meeting Day with Inbound Exchange Teachers from Seven Countries                             |
| 16  | Metro                     | Aug. 7, 2022    | 10 Years of APTE... Seven Countries Come Together   |
| 17  | Financial News            | Aug. 7, 2022    | 10-Year Anniversary of APTE... Teachers Share Their Experiences   |
| 18  | Baby Times                | Aug. 7, 2022    | Important Global Citizenship Education and Global Solidarity... Exchange Teachers Share Their Experiences               |
| 19  | Education Plus            | Aug. 7, 2022    | 10-Year Teacher Exchange Performance Management Presentation  |
| 20  | Yonhap News               | Aug. 8, 2022    | Networking Day with Exchange Teachers   |
| 21  | The Korea Economic Daily  | Aug. 8, 2022    | 10-Year Anniversary of APTE: Networking Day   |
| 22  | ENB                       | Aug. 8, 2022    | Meeting Day for Exchange Teachers   |
| 23  | Kukmin Ilbo               | Aug. 24, 2022   | Flowers Gather to Make a Bouquet... This is Global Citizenship Education  |
| 24  | Kiho Ilbo                 | Sep. 1, 2022    | Bucheon Suju High School Selects an Indonesian High School for Exchange   |
| 25  | Kyeonggi Maeil            | Aug. 31, 2022   | Suju High School and Indonesian High School Holds Online Exchange Classes   |
| 26  | ENB                       | Nov. 23, 2022   | 2022 APTE SSAEM Conference  |
| 27  | Education Plus            | Nov. 23, 2022   | APTE SSAEM Conference held in three years   |
| 28  | Yonhap News               | Nov. 23, 2022   | Teachers from 8 countries gathered together... Conference on 'Asia- Pacific Teacher Exchange on Global Education(APTE)' |
| 29  | NewsPim                   | Nov. 23, 2022   | Teachers from 8 countries... Conference on 'Asia- Pacific Teacher Exchange on Global Education(APTE)'                   |
| 30  | Nate News                 | Nov. 23, 2022   | Teachers from 8 countries... Conference on 'Asia- Pacific Teacher Exchange on Global Education(APTE)'                   |
| 31  | Nocut News                | Nov. 23, 2022   | Opening of SSAEM Conference for 10-Year Anniversary of APTE   |
| 32  | Financial News            | Nov. 23, 2022   | 10-Year Anniversary of APTE, SSAEM Conference will be held tomorrow   |
| 33  | The Kyunghyang Shinmun    | Nov. 23, 2022   | Learning traditional dances from Filipino teachers, remote discussions with Malaysian children... 10 years of APTE      |

## 韓, 다문화 가정 출신국과 온라인으로 '교육 교류'

송고시간 | 2022-01-24 16:44



양태상 기자  
기자페이지

### | 말레이시아·태국·캄보디아 등 3개국 학교 참여

(서울=연합뉴스) 양태상 기자 = 다문화 가정의 출신국 학교와 한국 학교가 온라인으로 다문화·세계시민 교육 등을 하는 교류 사업이 추진된다.

교육부와 유네스코 아시아태평양 국제교육원(원장 임현목·이하 아태교육원)은 말레이시아, 태국, 캄보디아 등 3개국 학교와 한국 학교가 세계시민 교육과 다문화 이해 공동 수업 등을 4~7월에 하는 교류 사업을 진행한다고 24일 밝혔다.



경기도 용인 손곡초의 국제교육 교류 학습 장면  
아태교육원 제공 [재배포 및 D8 금지]

교사 4~5명으로 '교류 연구회'를 구성하고 교안을 마련해 소속 교육청에 신청하면 아태교육원과 교육부가 심사해 3월 8일 대상자를 선정한다.

교류 프로그램으로는 학생들이 참여하는 온라인 공동수업, 교수학습 자료 교류, 원격 세미나 등이 있다. 참가 학교가 창의적으로 마련한 것도 가능하다.

초·중·고교 모든 학교가 참여 가능하며, 상대국 학교는 국가별로 4개교가 참여한다.

교사 1인당 120만원의 연구 활동비와 90만원의 교수활동 지원비를 지급한다. 학교별로 기자재 사용료 90만원도 지급한다.

아태교육원의 임원진 국제교사교류실장은 "코로나19로 대면 교류가 막혀 있지만, 온라인 교육 교류를 통해 한국과 협력 국가 학생들의 글로벌 역량을 향상하길 기대한다"고 말했다.

tsyang@yna.co.kr



사회 | 꿈꾸는 경기교육

## [꿈꾸는 경기교육] "태국 친구들과 즐거운 소통 시간"

승인 2022-06-30 19:23



정민훈 기자 whitesk13@kyeonggi.com  
기자페이지 >

| 시흥 군서미래국제학교, 온라인 교육 교류 수업



"태국 친구들 반가워요"

시흥 군서미래국제학교(교장 이용규)는 태국 Anuban Kamphaengsaen school과 온라인 교육 교류 수업을 진행했다고 30일 밝혔다.

군서미래국제학교와 태국 Anuban Kamphaengsaen school의 교사, 학생들은 유네스코 아시아태평양 국제이해교육원의 지원을 받아 온라인으로 각국의 문화와 전통놀이 등에 대해 알아보고, 더 나아가 각 나라의 환경 문제를 찾아보고 지속 가능한 해결 방향을 함께 찾는 시간을 가졌다.

아울러 태국 현지 교사들의 진행으로 전통놀이의 종류를 알아보고 태국의 전통춤을 함께 취보는 다양한 활동도 진행됐다.

학생들은 이번 수업을 마친 후 "태국 친구들과 함께 태국 문화에 대해 이야기하고 춤을 취보는 활동이 매우 흥미로웠다"고 소감을 전했다. 이 과정을 지도한 임은주·최윤정 교사는 "서로 문화를 이해하고 존중하는 것이 미래사회의 기본 역량인 소통의 기본이며, 다음 수업에서는 환경과 생태교육으로 주제를 확장해 전 지구적인 공동문제인 환경보호에 대해 함께 논의할 수 있을 것"이라고 말했다.

이용규 교장은 "앞으로도 군서미래국제학교는 학생들에게 다가올 미래사회에 필요한 역량을 가질 수 있도록 자율성에 기반한 다양한 교육과정을 구성해 학생들의 성장을 돕겠다"고 밝혔다.

정민훈기자

#유네스코 #교육과정 #환경보호 #서미래 #이용규 #온라인 #전통춤

#학생

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2022.08.08 (월) 실시간뉴스 시멘트업계, 올해 '친환경' 중심 설비투자예 54... 6분전

news1 KOREA 뉴스 포토 카드뉴스 그래픽뉴스

정치 북한 사회 경제 IT/과학 금융/증권 산업 지방 국제 생활/

법원·감찰 | 사건·사고 | 교육 | 복지·인권 | 노동 | 환경 | 날씨·재해 | 사회일반 | 인물 | 여성가족

홈 > 사회 > 교육

## 다문화가정 대상국가 교육 교류 10주년...교사들, 교류 경험 나눈다

8~9일, 11~12일 '만남의 날' 개최...사업 경험 교사 100여명 참석  
 라오스·말레이시아 등 7개국과 교사 교류...10년간 1351명 참여  
 (서울=뉴스1) 서한샘 기자 | 2022-08-07 09:00 송고

댓글 0

인기 0



2016년 한국 교사가 몽골 파견 수업을 진행하는 모습. (교육부 제공) © 뉴스1

교육부와 유네스코 아시아-태평양 국제이해 교육원은 '다문화가정 대상국가와의 교육교류 사업 참가교사 만남의 날' 행사를 진행한다고 7일 밝혔다.

오는 8~9일과 11~12일 두 차례에 걸쳐 각각 서울과 부산에서 열리는 만남의날 행사에는 사업 참여 경험이 있는 우리나라 교사 100여명이 참석한다.

'다문화가정 대상국가와의 교육교류사업'은 라오스, 말레이시아, 몽골, 인도네시아, 캄보디아, 태국, 필리핀 등 7개 다문화가정 대상국과 한국의 교사들이 교류하는 사업이다.

교류국 학생과 온라인수업을 진행하고, 교류 교사 간 연구모임을 결성해 공동수업 안과 교수법을 공유하는 식이다. 또 교류국 초·중·고등학교에 3개월 내외로 파견돼 수업과 프로젝트를 진행하는 오프라인 활동도 진행돼왔다.

2012년 시작돼 올해로 10년차를 맞이한 교류사업에는 그간 국내외 교사 1351명이 참여해 교류해왔다.

이번 만남의날 행사에서 사업 참가교사들은 세계시민교육·다문화교육 경험 등 활동내용을 공유하고 앞으로의 국제화교육 실현방안을 논의할 예정이다.

이외에도 교육부는 온라인 교육교류 누리집 '네츠(NETS)'를 통해 국내외 공동 온라인 학급 개설 등 교사들의 교류 활동을 지원해나갈 계획이다.

오석환 교육부 기획조정실장은 "교육교류사업은 교사들이 국제화·다문화 교육 환경에 대응할 수 있는 국제화 역량을 함양하는 데 기여하고 있다"며 "우리 학생들이 학교에서 보다 넓고 다채로운 경험을 할 수 있도록 국제화 교육에 앞장 서주시길 부탁드립니다"고 밝혔다.

## 필리핀 선생님에게 전통춤 배우고, 말레이시아 아이들과 원격토론...다문화 교육교류사업 10년

입력 : 2022.11.23 14:53 | 수정 : 2022.11.23 15:31 | 남지희 기자



### 교류현황



"다문화 학생 비율이 많은 학교에 근무하면서 자연스럽게 다문화 교육에 관심을 두게 되었고 필리핀 파견에 지원했죠. 그 경험은 교사로서의 저의 삶을 정말 많이 변화시켰습니다"

2014년 필리핀에서, 2019년부터 2년간 캄보디아 프놈펜 한국국제학교에서 파견근무를 한 안봉선 광주 송정동초 교사의 소감이다. 안 교사가 참여한 프로그램은 '다문화가정 국가와의 교육 교류사업'이다. 다문화 학생이 늘어나는 것에 대응해 교사의 국제 교육역량을 강화하고, 학교 현장의 다문화 이해도를 높이기 위해 2012년 시작했다. 지난 10년간 국내 교사 731명과 외국 교사 847명이 상대국 현지 학교에 파견되거나 원격으로 교류했다.

교육부와 유네스코 아시아태평양 국제이해교육원은 교육 교류사업 10주년을 맞아 '2022년도 범(55 AEM) 성과보고회'를 24일 개최한다고 23일 밝혔다. 이번 행사에서는 교류에 참여한 국내의 교사 100여명과 라오스-몽골-태국 등 7개 교류대상국 교육부 관계자가 참석해 그간의 교사 교류 성과와 우수 활동 사례를 공유한다. 안 교사는 "짧은 시간이었지만 외국에서 활동한 시간을 통해 한국의 다문화 학생들을 더욱 깊이 이해할 수 있게 됐다"고 말했다.



안봉선 광주 송정동초 교사, 국제이해교육원 제공

코로나19 상황으로 올해는 국내외 학교 중 50개교에서 교사 227명이 짝을 지어 원격으로 교류했다. 함께 마련한 수업안을 이용해 상대국 학생을 대상으로 원격수업을 진행하고 있다. 안 교사는 현재 교류활동 중인 필리핀 캄보디아 학교와의 비대면 교류 사례, 우즈베키스탄 한국어교사 대상 수업지원단 참여 사례 등을 소개할 예정이다. 안 교사는 "전통 의상을 입고 필리핀 전통춤을 가르치거나 실시간으로 전통춤 만드는 법을 시연하는 필리핀 교사들을 통해 우리 반 아이들은 비대면 상황에서도 국제이해와 세계시민으로서의 자세를 익히고 있다"고 말했다.

대전 삼천중 학생들은 발우 활용이라는 정경에 대해 말레이시아 학생들과 온라인 찬반 토론을 벌였고, 경북 경주고 학생들은 태국 고등학생들과 함께 양국의 전통 음식문화를 공유하고 음식 저장의 과학적 원리를 학습했다. 경남 주상초에서는 몽골 초등학생들과 함께 한국과 몽골의 의식주 문화를 비교해 양국 문화의 다양한 특징을 배우고, 서로의 전통놀이를 직접 체험하는 수업을 온라인으로 진행했다.

### 종합 많이 본 기사

- 1 "한울준 독치폭행" 정진웅 오늘 최홍심 선고-12살은 유우최 잇달러
- 2 임종석 "서해 공무원 피살 은폐" 주장은 정치적 망상
- 3 가파락힌 동포 지나가라 다 신재철측-성희롱?
- 4 '비판 여론에 뒤늦게 미 태권 장사' 유족 지원 TF 만든 행안부
- 5 [정치인의 낯선사이] 사친과 중, 캄보디아에서의 대통령 부인
- 6 전국 출근길 경주위-강종훈 참여 전남보다 15~20도 높
- 7 국민의힘 김중혁 '김의겸-장경태' 김장명대, 당내서도 비판 목소리 높아
- 8 10월 생산, 30개월 만에 가장 큰 폭 감소
- 9 두달 연속 하피드 미분양 4만건 -1미분양 장기화 되나
- 10 올해 주택매매량 지난해 대비 '반토막'...거래절벽에 미분양 계속 증가

### 플만한 영상

가상화폐는 사기와 망상의 조합...워런 버핏 파트너의 손소리

가상화폐는 사기와 망상의 조합...워런 버핏 파트너의 손소리

'슬피할 자각' 묻는 시민에게 세월호 스물다섯가 한 말

먹으면 수는 대박 나는 '공부 잘하는 약'?

아랍에서 온 하이틴 스타 '알라와버 예고'...근대이재 '여성 인과'를 걸들이

### 사람 최신기사

마스크, 이변엔 애플과 '정명중들'

하나금융, 작세대 여성 리더 육성...엔비나스 27%



가상화폐는 사기와 망상의 조합...워런 버핏 파트너의 손소리

'슬피할 자각' 묻는 시민에게 세월호 스물다섯가 한 말



## MoEYS puts strong focus on Global Citizenship and Lifelong Learning

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Minister of Education, Youth and Sport HE Dr Hang Chuon Naron speaks at the SSAEM Coeference 2021. SUPPLIED

Global citizenship education is something the Ministry of Education, Youth and Sport (MoEYS) has been working diligently on teaching all students, setting out a number of policies, strategies and activities through certain curricula for a better understanding of the concept.

Global citizenship refers to people seeing themselves as members of the world, adhering to the sharing of cultures, without discrimination, and recognising and appreciating the multicultural values of other nations, and having concern for political, economic, environmental and social issues around the world.

This article focuses on global citizenship education, highlighting the activities of the Ministry of Education in disseminating knowledge on global citizenship within the framework of education.

The national policy on "Lifelong Learning" and the "Education, Youth and Sport Reforms Strategy 2018-2023" - key components contributing to the promotion and integration of global citizenship - will also be looked at.

To further understand global citizenship, students should understand its key indicators:

- Social responsibility;
- Global competence;
- Global civic engagement.

They should also appreciate the role of global citizenship, including responsibility for understanding one's and others' perspectives on global issues, respecting the principles of multiculturalism and building networks with people from different countries and cultures, understanding global issues and contributing to global community development.

To consolidate global citizenship education into the mindsets of teachers and students, MoEYS in collaboration with United Nations Educational, Scientific and Cultural Organization Asia-Pacific Centre of Education for International Understanding (UNESCO APCEIU) held a workshop on "Capacity Building for Global Citizenship Education Curriculum Development and Integration in Cambodia".

This was presided over by Minister of Education, Youth and Sport HE Dr Hang Chuon Naron, with the participation of relevant units and representatives of various educational organisation partners on July 18-19, 2018.

The workshop was held with three main purposes:

- To enhance knowledge and concepts of global citizenship education, and encourage participants to support global citizenship in programme development and facilitation;
- To present the current situation, requests, shortcomings and the potential for participation according to the level of development of the global citizenship education programme;
- To provide data for national situation analysis and curriculum development.

MoEYS has incorporated Morals and Civics into all curricula at all school levels (see the article "Strengthening student ethics to elevate quality of education" published in The Phnom Penh Post on February 2, 2021) to strengthen the capacity of students at all levels in becoming global citizens with the right attitude, knowledge, skills and values in response to national, regional and global contexts.

### RELATED ARTICLES



Education ministry unveils Omicron-era rules



This proves that global citizenship has been embedded into school curricula to help teachers and students acquire greater knowledge on the subject.

### 3. Participants' Review

#### 1) Participating Teachers' Review

##### ❖ KWAK Jinhee(Partner with Cambodia Hun Sen Angsnoul School Study Group)



I was always fascinated with international exchange activities. I applied because APTE seemed like a very good experience for the students. Throughout the Programme, I learned that understanding GCED is very different from teaching it to the students. As for me, it was difficult to arrange office hours with my students because they were in project groups with students in different grades. It was the first time for many of the teachers to go abroad and we made numerous errors at the beginning, but my students and I learned a lot during the Programme. I can actually perceive the heightened level of sophistication in my students in their dialogues and perception of the world. Cambodian students were quiet and poised at first and seemed very mature. After a while, they turned out to be just as playful as any teenagers I knew which helped me feel closer to them.

Thank you, my Cambodian friends and teachers! You have worked very hard for the past 3 months and I learned a lot from you during the time. I hope our exchange efforts continue on. Thank you!

##### ❖ KIM Jeongmi(Partner with Cambodia Hun Sen Angsnoul School Study Group)



I covered various environmental issues in my science class and even taught GCED to my students. But the subject of animal rights was something I was not familiar with. After experiencing this new subject with the students, I wanted to share more subjects with them. Most students do not get the chance for their local communities to connect to the world, but this Programme gave them the opportunity to view the world, which I enjoyed. Also, exchanges with Cambodia were a great chance to learn the true meaning of a community. It was genuinely comforting to know that someone in somewhere was going through what I was going through and we were all trying to prevail over our own obstacles in life. Three months was way too short for a project that involved cycles of identifying issues and searching for answers, and I'd really like the opportunity to continue on the exchange after the end of the Programme. I want to use this experience to develop a subject convergence programme to better dissipate GCED in schools.

❖ BACK Jinna (Partner with Malaysia SMK Merapok School Study Group)



My objectives were to deliberate on our current issues threatening all global citizens, to foster proper attitude to solve them, and to spare sufficient time communicating with Malaysian students, especially those who have purview different from mine, and come to understand and value them. Therefore, I chose 'war' situations, which directly/indirectly affecting global citizens, as the theme. We discussed the wars Malaysian and Korean people had to go through and connected conflicts in our societies and individual conflicts with the war situations. This opportunity made us cherish 'peace' even more.

Due to my unskilled English, I wasn't able to convey all my thoughts but I would be happy if my students understood the direction and objectives of my classes. The web programme 'Allo' was very useful for delivering my intentions to the students and it also helped Malaysian and Korean students to directly communicate with each other. This interaction among the students was very satisfying.

This year, the Programme was done online, and frankly, technical difficulties made it challenging to do everything I prepared for the classes. However, I read feedback filled up by the students saying that just doing the assignments were fulfilling and fun. That is when I realized that the students grow and learn more than what the teacher brings to the table. A teacher does not always have to try to teach a lot but merely presenting an opportunity for the students to think can be more helpful. I came to understand this. During the preparation and while teaching the classes, I appreciated the high passions of Malaysian teachers. Especially, I am very grateful for their cooperation even when our demands were pretty heavy at times. I am very proud of our Malaysian and Korean students.

### ❖ PARK Chansoo(Partner with Cambodia Russey Keo High School Study Group)



For this year's international exchange, all of the six 6<sup>th</sup> grade teachers and 149 students from Sammaru Elementary School participated, which was the highest participation over the years, and with most outcomes. Above all, I was proud about the fact that all Korean and Cambodian participants made great memories we can all cherish. For the entire duration of the Programme, Sammaru teachers and students prepared and participated the events like they were festivals. What was the most impressive was the enthusiasm of the students. I never anticipated that an online exchange could be just as effective as in-person exchanges. I really hope that this platform is spread out to all schools across the country. Until last year, I participated in the programme on a personal basis. This year was more significant because all the 6th grade teachers participated. I hope that all the participating students as well as teachers were able to fully utilize their fields of interest for this Programme which would become foundation for further education activities.

### ❖ IM Hyunbin(Partner with Mongolia School No. 115 Study Group)



I participated in the Programme to learn about the similarities and differences among the Korean and Cambodian teachers and students. It didn't take long for me to realize that the Mongolian teachers' standpoint on teaching was not at all different from that of the Korean teachers. The only difference was that we were in different educational environment and perhaps approaches we took to achieve the same goals.

I believe the concept of borders will become obsolete in the future of our students, may be in a decade or two. For that reason, I wanted my students to experience and practice communicating with their foreign counterparts.

What was the most memorable for me during the classes was, when we encountered a language barrier, how enthusiastically the teachers tried to resolve the situation. In urgent circumstances, they used social media and even made international phone calls to attain our collective educational objectives. I really felt that our intrinsic attitudes toward education were fundamentally the same. It was truly moved seeing all Korean and Mongolian teachers coming together when a problem arose. Educational environment, including internet connectivity, must be less adequate in Mongolia, but I felt their passion for education and this Programme was even greater than that of ours. I thought it'd be nice if we could have more opportunities or methods to expand such experience, not just leaving the experience from the Programme as is. Again, I wish to show my appreciation to the hardworking and passionate teachers of Mongolia.

❖ LEE Jinyeong(Partner with Thailand Thanyaburi School Study Group)



I participated in the exchange programme and went to Malaysia last year. I reapplied this year because I wanted to rekindle that great experience with my students. This programme provided many opportunities to think about things that I would normally disregard, and because I work in a school, my curriculum circled around the textbooks. But I was able to have countless discussions with the students about global environmental issues and cultures of other countries through this opportunity.

This year, we discussed about Thailand's local festivals and their culture, especially for the several students from a Korean–Thai home at our school. It really gave me the chance to better understand them.

Preparing for the classes, my interest in GCED and international citizenship also grew further. Before the Programme, my focus was on myself and extended out to my country at the most. Now, I want to study cultures of Southeast Asia and East Asia and learn about global issues. Participated students asked questions such as “What language do you speak there?” or “How do you say hello in your language” or “How is the weather like over there?” and I understood that their interest and viewpoint of global citizenship grew through those questions.

The focus and approaches to education taken by Thai teachers may be different from ours but all of us were doing our best to educate our students, especially, our high interest in GCED, which really boosted the excitement for the Programme. If I can find an opportunity, instead of a temporary project, I wish there can be a part of a long–term exchange.



### ❖ SO Hyejin(Partner with Thailand Anubannonthaburi School Study Group)



I applied to this exchange programme because former participants enthusiastically recommended it and I wanted to offer my students a chance for a great experience. Because it was arranged to be online this year, I thought it may be difficult to do well. However, as we communicated more with the Thai teachers, we all got closer and it was always 4 to 5 teachers preparing for a class together, which let us have abundant materials for classes. The exchange programme was not long and we always felt under-prepared for classes and student projects. Even the students wanted the programme to last longer, but overall it was a very good experience. One of more memorable classes I had was about the use of banana leaves. Banana is not a fruit cultivated in Korea, and it was interesting how banana leaves could be linked to the environment. I had never paid any attention to the word 'global citizen', but this programme opened my eyes to the concept. In fact, interacting with the Thai teachers and students really helped me widen my perspectives and grow as a global citizen.

I had a few chances to have short talks with Thai teachers in between classes. The Thai students seen through the camera behind the teacher were just like Korean students, which raised my feeling of solidarity with the teachers. Last year, I gained more interest in environmental issues. It turned out, Thai teachers were also highly attentive to these issues and we organized classes together on this topic. It was this time when I realized that environmental issues are not restricted to one country but affect all of humankind.

One time, I found my Korean students hesitant in the middle of explaining Thai students about Korea. I wanted to teach them more about Korea and our culture. I am planning to prepare classes about Thailand to strengthen this remarkable experience of exchange with Thailand students and teachers. If I could, I wish to help our students' perspectives to spread out to the world.

❖ Michelle Lim Chia Wun (Partner with Korea Sincheon Elementary School Study Group)



This is my 2<sup>nd</sup> time in Korea–Malaysia Teacher Exchange Programme(KOMTEP). I am an alumni of KOMTEP 2018. However, what I have experienced as the lead teacher for Team Bornean in KOMTEP 2022 is different from being an individual participant in KOMTEP 2018. It helps me to realize the importance of teamwork to make the dream work. As each and every one of us is different, working in a team requires tolerance and effective communication. Most importantly, trusting teammates was essential for the international exchange.

Personally, I think it was an excellent opportunity for me to learn how to be a leader, value our individuality, and divide our tasks in accordance with each other’s strengths to compensate for our weaknesses. As a team leader, I am happy to see how my team members have gained their confidence through this programme. KOMTEP is also a path where I was able to bring my colleagues out of their comfort zone and open our eyes to all the possibilities in the world of education.

Furthermore, KOMTEP is a very valuable opportunity for our Malaysian students to learn from the Korean teachers directly through real–time live streaming, as well as to have a direct conversation with the Korean students. As a teacher, I am proud to be able to provide such an opportunity to my students which I believe they will cherish for the rest of their life.

As for the school, I believe that KOMTEP has made an impact on both teachers and students, especially discovering the importance of Global Citizenship Education(GCED). The international bonding and networking between us and the Korean partner school, as well as APCEIU should continue so that more teachers and students will learn about GCED. In the future, we hope to participate in or organise a face–to–face exchange Programme with the Korean partner school so that we can strengthen our bond.

**❖ NORANIS LYANA BINTI ZAMBERY****(Partner with Korea Chaam Elementary School Study Group))**

Throughout the APTE programme, I am very thankful to my team because they were very supportive and I was so grateful that I got the opportunity to work with them. Personally I learned a lot from this programme, especially communication. I learned how to communicate well with my team, my Korean teacher, my school partner and also our school members, as well as our Malaysian and Korean students. We also learned how to adapt to new situations, especially how to interpret and perform in the class.

I also learned on how to speak in Korean. Although only a little bit of words, I'm very excited to learn more. I am also very thankful to our Korean teacher because they are very kind and generous to help us during the class session. We always communicate with each other before and after our class and discuss about the programme, especially about our project. The Korean teacher is very hardworking and ambitious. Their passion makes me become more interested in learning Korean culture. I love wearing Hanbok. I was very happy because I had the opportunity to wear the Hanbok many times during this programme.

For future educational activities, I hope that this programme will continue and we as a member of KOMTEP will try our best to encourage our community to join and give more support to this programme. This programme is very enjoyable and makes us think outside the box. We created something different from what we have done before. New challenge and new exploration. That's what I got from this programme. Thank you very much for this great opportunity.

**❖ Diana Alui Daniel****(Partner with Korea Daejeon Samcheon Middle School)**

It was an adventurous journey for us in this rural school of Sarawak. There is no doubt that we have faced some tough challenges: internet connectivity, learning how to use new online apps and especially helping shy, rural students get used to using new apps like ALLO or Canva, which seems foreign and new to them. We are glad that through this programme some constraints of teaching technology has been addressed and now the students feel more confident in dealing with technology. It was also heartwarming to see the students become global learners and global leaders, especially in leading their peers from another nation in completing a group work. It is a pleasure to work with teachers from a different nation and also to work together with teachers from our very own district. It is a wonder that we can come together in an intriguing way and to share meaningful lessons of peace to the students. The lessons have somehow united us through our differences and distances. We have so much respect for each other, although all lessons and communications are done online and we're once perfect strangers, but at the final lesson we feel like we've bonded for a long time

## 2) Participating Students' Review

### ❖ PARK Chanhee(Incheon Gonghang High School–Partner Country: Malaysia)



with us, which was very inspiring for all of us.

I always felt cheerfulness in Malaysian students. I vaguely assumed that Malaysian students and we would not mix well due to our differences in culture and language, but throughout this exchange Programme, I learned that we can share our culture when I saw them watching Tiktok videos just like us. There was a dance class where we learned some Malaysian dances. Some resembled Brave Girls, a Korean pop group, which was very interesting and fun. Some Malaysian students studied Korean ahead of time to better communicate

### ❖ IM Yebin(Gunseo Global School, Partner Country: Thailand)



will be able to have more fun when I go and visit Thailand. I am dying to learn more about Thailand!

During one of our classes, I introduced to our Thai counterparts the well-known Korean tourist sites in Jeju Island, Gyeongju and Seoul. The presentation was frightening at first but it quickly became fun. I learned more about Korea while preparing for the presentation. The Thai teacher taught us some of Thai games and I was really surprised to know that they were very similar to Korean games. Thai school class times were very different from ours, which I found very interesting. I have learned so much about Thailand and

### ❖ CHOI Eun-ji(Zion High School, Partner Country: Cambodia)



My theme for this programme was ‘media literacy.’ The objective of my group was to reduce hatred in media and to properly use the media. There were difficulties communicating online due to different accents and nationalities, but all of us—both Korean and Cambodian students—took this project very seriously and we all worked hard together.

I dare say that I have become a global citizen through this programme. In the past, my interests only extended out to issues taking place in or nearby Korea, but now I have explored various issues taking place in numerous countries, expanding my perspective. I also had delightful discussions on this topic with my Cambodian friends and felt like I’ve truly become a global citizen.

If I run into bias or discrimination in the media, I don’t want to just overlook like I did before, but fight it and erase one hate speech at a time. Moreover, I want to create a medium that counters hate speeches and help change the media users to not use hate speech and use warm words instead. I wish to continue to be a part of making this world better where people have their own dream and passion and respect for diversity.

### ❖ KIM Chanyeong(Dodam Elementary School, Partner Country: Thailand)



My most memorable class was when we made eco-friendly tote bags. The phrase ‘Save the Planet’ was printed on the bags. They were versatile and had good intentions, which made making them memorable. Thai teachers used a different language in their classes and it was unusual for me that they ate a lot more bananas and drank a lot more water. What was the same, though, was that Thais and Koreans all valued the environment. The subject of environmental pollution was never something I gave a second thought, but taking their classes really changed my mind.

The other most memorable moment was learning the Thai dance towards the end of the programme. Watching their traditional dance, I wanted to go to Thailand. I want to make the most out of the eco-friendly tote bags we made and want to challenge myself to reviving the world environment with my Thai friends. Hey, my Thai friends, I wish to be in the programme with you again. Good bye for now!



❖ KO Hyeonchae(Daejeon Samcheon Middle School, Partner Country: Malaysia)



Making traditional Malaysian cuisine was the most exciting activity for me. It was my first time making vegan dishes. Both countries use a lot of spices, but ones that were used in Malaysia were very different from the ones that we use in Korea. It felt extra special because we researched by ourselves.

Both Korean and Malaysian teachers taught their classes with passion. We still regularly talk to our Malaysian friends via social media. As they taught me their traditional dance, I wish I can teach them about us, and more.

Hey, friends. I'm Hyeon-chae. Although it was short, I had a great time with you and wish to be with you again. To all the teachers, thank you for the wonderful classes. I love you!

❖ KIM Sanghyeon(Sacheon Middle School, Partner Country: Philippines)



It was during this Programme when I learned that the nation of Philippines has many different languages indigenous to different regions made of many islands. The most fascinating portion of the programme, for me, was learning Filipino language from our fellow Filipino students. Filipino language was very different from both Korean and English, which made it difficult, but our friends were patient with us, which made the learning process enjoyable. Due to the online nature of this exchange, we frequently had technical difficulties, like losing internet connection or microphone malfunction, but the passion and hard work of teachers and students made the entire process valuable and fun. Learning the language also opened opportunities to learn about their history.

Hello, my Filipino friends. It must've been difficult teaching us a new language, but thank you for your diligence and making it fun. Thank you, all the teachers, for teaching us your culture as well as exceptional foods and venues in various regions of the Philippines. I will pray that we can meet again!

### ❖ BYEON Junseo(Jinnam Elementary School, Partner Country: Indonesia)



It was nice to talk with you and I hope to see you again! Good-bye!

At first, it was awkward but taking classes with foreigners was fun. I assumed that Indonesian people will have different skin color and fashion styles, but it didn't take long for me to realize that we are not that different. My most memorable moment in the Programme was a cooking class where we made Indonesian and Korean cuisine together. It was my first time making a foreign dish, which made it more fascinating and fun. Next time when we meet the Filipino students, I want to play ganggangsullae with them.

### ❖ JEONG Wooyeong(Suju High School, Partner Country: Indonesia)



Throughout the programme, I was able to learn about the basics of Indonesia, such as their capital and population, but also their various festivals, social crises and the culture of our partner school. Our study group exchanged school festival videos with the Indonesian students. Unlike ours, their school festivals assimilated much of the culture of Indonesia, which was fascinating for me. I was very worried about the programme as it was going to be online, but all the teachers and students were very kind and passionate about the activities, which made them very enjoyable. This opportunity made me want to make our school festivals to exude the essence of Korean traditions. I also thought that I would like to participate in other activities related to Indonesia and other countries. I have gained more confidence interacting with foreign students! To all students and teachers, thank you very much!

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❖ SEO Juyeong(Seoul Technical High School, Partner Country: Mongolia)



Our Mongolian teachers were very kind and detailed in explaining their traditional Mongolian musical instruments. I understood well enough to be able to explain to other friends. I play guitar and I like string instruments in general. Learning about Mongolian string instruments and hearing each sound they made was a fascinating experience for me. Watching their band playing traditional instruments really helped me a lot as a band member myself. At first, I had some doubt about this programme because I was worried about the language barrier, but the teachers were very kind and the students were patient, which made the experience affluent. While doing the exchange activities, I came to realize that 'there is no real difference between our Mongolian friends and us and we are all students of a feather.' It was extremely valuable time for me, and if an opportunity presents itself, I'd like to take more classes. I hope to meet you guys when I get to go to Mongolia. Thank you!



Asia-Pacific Teacher Exchange  
for Global Education 2022 Final Report

## Part. 2

# Activity Report and Photos

01.

Activity Reports by Teachers

02.

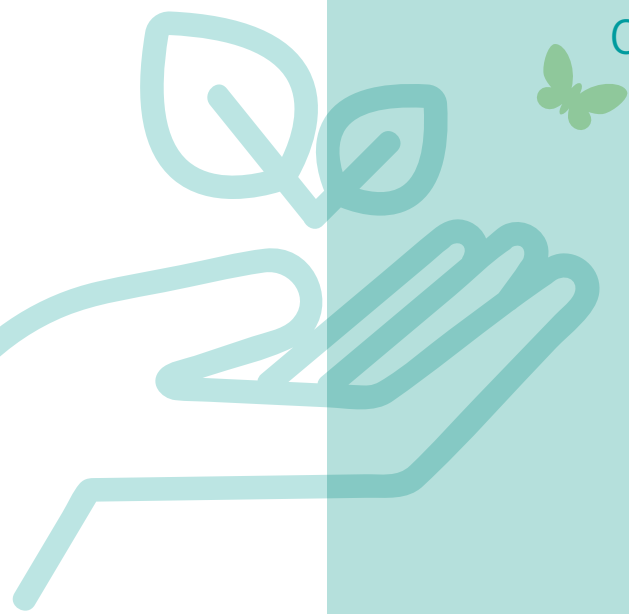
Photo Collections of Online APTE

03.

 Photos of Networking Day

04.

  Challenge Event for Commemorating  
10<sup>th</sup> APTE Anniversary





## 1. Lesson Reports

### 1) Personal Information

|                 |   |                |                     |
|-----------------|---|----------------|---------------------|
| Teacher         | KIM Jihyeon   |                |                     |
| School          | Myongwon Elementary School  | Study Group    | One Peace           |
| Partner Country | Indonesia   | Partner School | SD Negeri Percobaan |
| Submission Date | Oct. 13, 2022   |                |                     |
| Name of Lesson  | Learning value of clean water while making a makeshift water purifier |                |                     |

This is a topic that requires continuous global cooperation and I always wanted to make a class out of it with students in both countries. Because we all live in different environments but the damages caused by environmental pollution seriously affect all of humankind. I wanted the students to be conscious about protecting the environment and continuously make efforts to protect the environment. For this, we explored ‘charcoal’, a material that is familiar to both countries, and tried to make water purifiers to understand that the course of obtaining clean water is no easy feat.

### 2) Preliminary Research

- Researched Korean and Indonesian cultures involving charcoal
- Indonesian students were highly interested in Korean children’s songs—we sang ‘Beads of Rain Drops’(Guseulbi) together.
- The video contained rather difficult contents regarding water pollution. We added English and Indonesian subtitles to help the students to better understand it.
- Makeshift water purifier experiment kits were sent to our partner school ahead of time. Each group was given a kit to participate in the experiment.
- “Save Earth Dong Seo Nam Book” paper origami step-by-step instruction was provide for the students to let them enjoy the game easier and play with partners.

### 3) Lesson Content

|                   |   |  |             |   |   |
|-------------------|---|--|-------------|---|---|
| Lesson Target     | Korea/Indonesia   | Korean Teacher   | KIM Jihyeon | Korean Teacher  | Suciati Poro, Jon Hendri, Lissa Adlini, Noven |
| Subject           | Science   | Grade /Class   | 4/4         | Grade /Class  | Oct. 13, 2022<br>10:30am~11:10am              |
| Theme             | Learning value of clean water while making a makeshift water purifier       |  |             |   |   |
| Lesson Objectives | Understand the working principle of water purifier and value of clean water |  |             |   |   |
| Category          | Learning Stage  | Activity   |             | Education Materials   |   |
| Lesson            | Introduction  | <ul style="list-style-type: none"> <li>Speed quiz on Korean culture</li> <li>Starting the class by singing 'Beads of Rain Drop' (Guseulbi)</li> <li>Research on water pollution</li> </ul>   |             | <ul style="list-style-type: none"> <li>Speed quiz PPT</li> <li>Beads of Rain Drop video</li> <li>EBS video</li> </ul>   |   |
|                   | Development   | <ul style="list-style-type: none"> <li>Learn about how our ancestors made clean water</li> <li>Make and experiment with makeshift water purifier</li> <li>Understand the value of clean water and fold "Save Earth Dong Seo Nam Book" paper origami</li> </ul> |             | <ul style="list-style-type: none"> <li>Experiment procedure PPT</li> <li>Visual presenter</li> <li>"Save Earth Dong Seo Nam Book" paper origami step-by-step instruction</li> </ul> |   |
|                   | Summary   | <ul style="list-style-type: none"> <li>Sing 'Beads of Rain Drop' and promise to practice environmental protection</li> <li>Share what was learned and felt</li> </ul>  |             | <ul style="list-style-type: none"> <li>Beads of Rain Drop video</li> </ul>  |   |

### 4) Conclusion and Suggestions

| Category               | Description   |
|------------------------|---|
| Lesson Performance     | <ul style="list-style-type: none"> <li>Making the water purifiers was not an easy task, but at the end, the students were fascinated by brown water turning into clear water.</li> <li>All students sang Beads of Rain Drop and participated.</li> <li>Students were enthusiastic in the "Save Earth Dong Seo Nam Book" game and many stayed and played the game even after the class.</li> </ul>   |
| Individual Performance | <ul style="list-style-type: none"> <li>It was difficult to comprehensively cover the serious and detailed contents of environmental pollution in just one class. Because the class was attended by students in different grades, adjustments had to be made.</li> <li>Singing is always a well-received activity, regardless of audience age.</li> <li>Teaching a class in a foreign language was not easy but I gained new experiences by lecturing with proper teaching aids.</li> <li>"Save Earth Dong Seo Nam Book" step-by-step instruction was made to help nurture environmental protection awareness. It was simple and easy to understand for everyone and versatile.</li> </ul> |



## 5) Photos



Singing Beads of Rain Drop together



Speed quiz on Korean culture



How our ancestors made clean water



Makeshift water purifier experiment kit

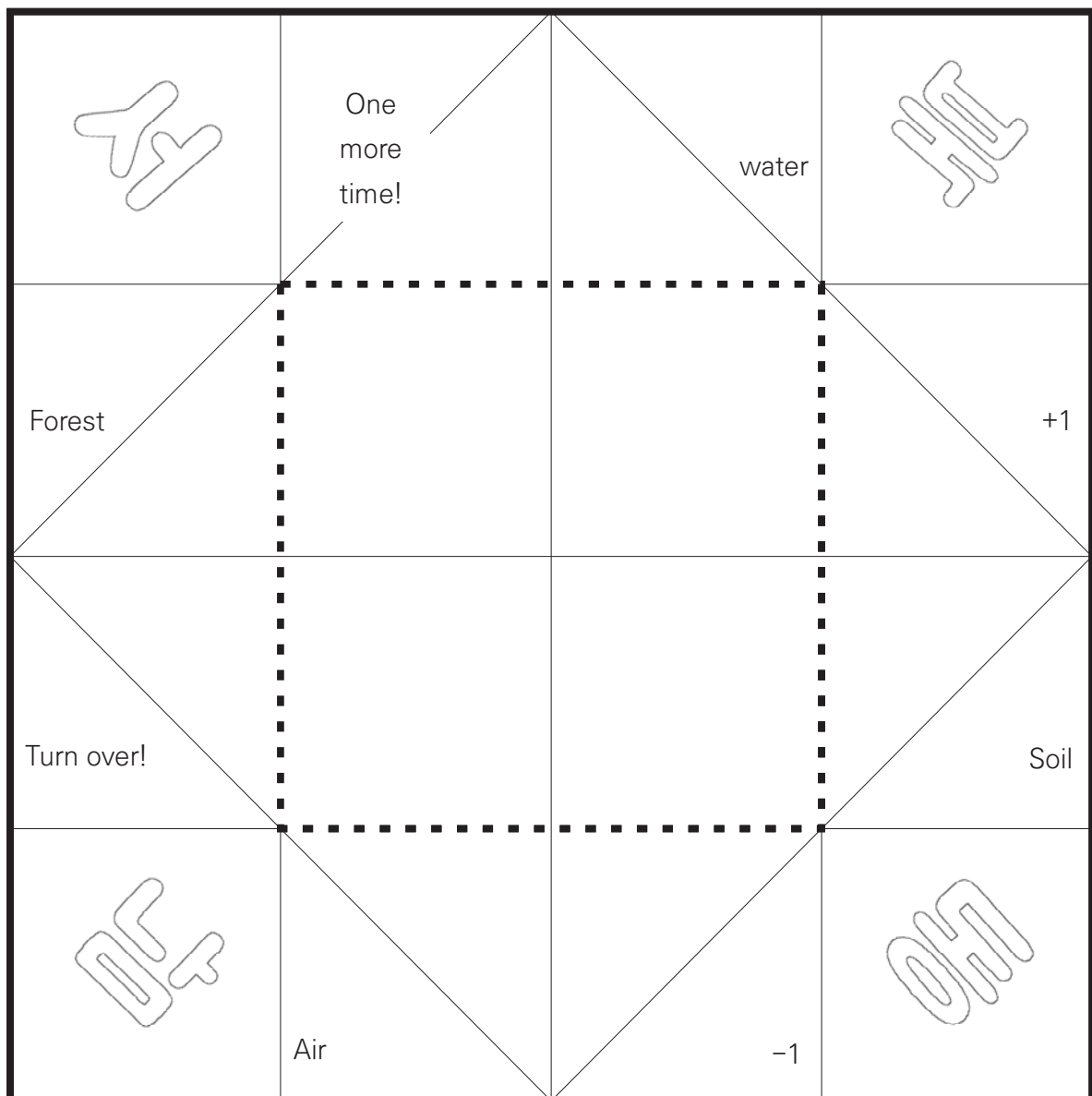


6th graders experimenting with makeshift water purifier



Indonesian students playing "Save Earth Dong Seo Nam Book"

## 6) Education Materials(Attachment)



### ■ HOW TO PLAY “SAVE EARTH DONG SEO NAM BOOK” GAME

1. **Water:** Tell a way to reduce water pollution, you get 2 points
2. **Soil:** Tell a way to reduce soil pollution, you get 2 points
3. **Forest:** Tell a way to save forest pollution, you get 2 points
4. **Air:** Tell a way to reduce air pollution, you get 2 points
5. **-1:** You lose 1point.
6. **+1:** You get 1point.
7. **Turn over!:** Your turn is over.
8. **Once more:** Try once more, BUT If ‘once more’ twice on a row, your turn is over.

## 1) Personal Information

|                    |  |                        |                            |
|--------------------|--|------------------------|----------------------------|
| Name               | Ms. PRUM Rotana  |                        |                            |
| School             | Hun Sen Angsnuol High School                                       | Study Group            | Think Globally Act Locally |
| Country of Origin  | Cambodia   | Partner(Korean) School | Zion High School           |
| Submission Date    | 20 <sup>th</sup> . July. 2022                                      |                        |                            |
| Lesson Theme/Title | A Sharing Session on STEP 4: “Think Globally, Act Locally” Actions |                        |                            |

This class is a part of Project-based Learning activities where Ss are scheduled to meet to share their project results. This class allows SS to show how they commit to engage in problem-solving on the assigned topics. It helps them develop a sense of belonging and responsibility while practicing their roles as active citizens. It is quite vital that Ss are aware of what happen in another world by learning how and why the problem is solved in that way(foreign friend’s action). It is obvious that Ss’ work is a part of SDGs awareness which cover local issues while practically learn from each other(Korean and Cambodian situation on various topics).

- Goals of the lesson:
  1. To share the result of the PBL Learning activity;
  2. To show each team how they enjoy their work;
  3. Farewell to each other

## 2) Preliminary Research

- Preliminary research for preparing the lesson:
 

Before this sharing session class, Both Cambodian and Korean teachers checked on Ss’ project action whether they have finish STEP 4. It is noticeable that STEP 4 is the production of STEP 3 where Ss start to implement their action plans.(Please refer to D-1 for further detailed) 5 Cambodian teams and 4 Korean teams work on the project separately. Those 9 teams dealt with different topic contents as following:

| Themes         | Specific Topics       |   |
|----------------|-----------------------|---|
|                | Cambodia Team         | Korea Team                                      |
| Environment    | Upcycling             | Fast Fashion                                    |
| Animal Right   | Animal Right Issues   | Street Cats                                     |
| Education      | Disadvantage Students | Visually Impaired Person                        |
| Media Literacy | Fake News             | Hatracker<br>(Hates on Foreigners in the Media) |
|                | Cyber Bulling         |   |

- Consultation with Korean teachers:
 

Since we manage to have only 50 minutes for class(will be prolonging in case), teachers discussed the time allowed for each group and what should be in focus for the presentation.

It ended up Korean teachers open the class and Cambodian teachers wrap up the whole session. At the same time, we facilitated presentation protocol together while providing translation if needed.

### 3) Lesson Content

|                |  |  |   |                 |   |
|----------------|--|--|---|-----------------|---|
| Students       | 25 Cambodian and 16 Korean Students  | Teacher  | 1. PRUM Rotana<br>2. DOEUN Yim<br>3. PHAL Sotheara<br>4. EANG Vinda | Korean Teacher  | 1. Jinhee Kwak<br>2. Haeju Jang<br>3. Jungmi KIM<br>4. Minjung Kwon |
| Subject        | A Sharing Session: "Think Globally, Act Locally" Actions   | Grade /Class   | 10 and 11   | Lesson Duration | 50 minutes  |
| Theme          | Think Globally, Act Locally(PBL project result)  |  |   |                 |   |
| Objective      | <p>This class allows Ss to:</p> <ul style="list-style-type: none"> <li>Share the results of each small topic of the project</li> <li>Dignify on how the result imply and influence their social life</li> <li>Captivate Ss attention to be aware of the situational difference between Cambodia and Korea</li> </ul> |  |   |                 |   |
|                | Learning Stage   | Activity   |   |                 | Teaching Materials  |
| Lesson Process | Pre-class  | <ul style="list-style-type: none"> <li>Ss prepare slide presentation and video illustration to illustrate the project result with 3 focuses: 1. Topic and Action Plan 2. Project Outcome 3. Conclusion and reflection</li> <li>Please refer to the link to access all the slide presentation</li> <li>Korean Ss watch the videos of 5 Cambodian team in advanced</li> </ul>  |   |                 | PPT slides, Video contents and Exchange Gifts                       |
|                | Class Operation  | <p>STEP 1: Greeting</p> <ul style="list-style-type: none"> <li>Each CAM and KR team say "Hello" to each other</li> <li>All the visited guests are briefly introduced</li> <li>Start the class with necessary information and instruction</li> </ul> <p>STEP 2: Presentation</p> <ul style="list-style-type: none"> <li>Each team takes turn delivering the presentation according to the assign orders(3 minutes each)</li> <li>Ss take noted while listening</li> </ul> <p>STEP 3: Q and A</p> <ul style="list-style-type: none"> <li>Ss are giving sometimes in group to discuss and post the questions on Padlet 1</li> </ul> |   |                 | PPT slides, Video contents, Padlet 1                                |
|                | Wrap-up  | <p>STEP 4: Farewell Event</p> <ul style="list-style-type: none"> <li>A Surprised "Flash Mop" Video from Korean Ss</li> <li>1 Korean and 1 Cambodia S represent their class to give a speech on their impression through the whole programme</li> <li>A Cambodian teacher concludes the whole class and programme</li> </ul> <p>STEP 5: Photo Sessions</p>  |   |                 | Video contents and Exchange Gifts                                   |





#### 4) Conclusion and Suggestion

| Item                 | Contents  |
|----------------------|---|
| Learning Outcome     | <p>Learning outcomes(focused on students' achievements)</p> <ul style="list-style-type: none"> <li>▪ Lesson results and Students' achievements               <ul style="list-style-type: none"> <li>✓ Ss are well-engaged with careful action and explanation in English</li> <li>✓ Ss learned to question each other through critical and communicative actions</li> <li>✓ Ss began to be familiar with the situation of partner country through the reports from each team</li> <li>✓ Ss increased their confidence in expressing their ideas as they became more active in learning from each other</li> </ul> </li> <li>▪ Your observation:               <ul style="list-style-type: none"> <li>✓ Ss enjoyed learning and were accustomed to the way of speaking to each other</li> <li>✓ Ss were more creative in giving presentation and they tried their best to ensure that their foreign friends are well-understood what they want to imply.</li> </ul> </li> </ul>    |
| Personal Achievement | <p>Your achievements</p> <ul style="list-style-type: none"> <li>▪ Comments on teaching experience: This sharing session makes us realize the fruitful results of PBL activities where:               <ul style="list-style-type: none"> <li>✓ Ss became more independent and autonomous in teamwork and decision-making. They first need much motivations and consultants from teachers.</li> <li>✓ They need teachers to trust them in what they are doing and giving constructive feedback rather than tell them to do this and that.</li> <li>✓ PBL activities is effective and fun while having Ss challenge their own patience, critical thinking, and problem-solving skills</li> </ul> </li> <li>▪ Applicable points for future educational activity: We're quite satisfied with this project activity. This sharing session is just a small and final part we conduct. We wish to collaborate with other school again on PBL activities with different themes.</li> </ul> |

5) Photos



Whole Class



Project Result Presentation of Each Group



Q and A: Ss post all their questions on Padlet 1 and Answer Directly



Farewell Speech and Photo Session



## 2. Project Reports

### 1) Study Group Information

|                 |                     |                 |                               |
|-----------------|---------------------|-----------------|-------------------------------|
| Study Group     | Again! DS Guardians | School          | Daejeon Dongsan Middle School |
| Partner Country | Laos                | Partner School  | Bankuen Secondary School      |
| Lead Teacher    | CHOI Hyeonsoo       | Group Member    | KIM Seongwoo                  |
| Group Member    | SHIN Seunguk        | Group Member    | CHO Hyejin                    |
| Group Member    | KANG Minhye         | Submission Date | Oct. 31, 2022                 |

### 2) Project Overview

| Project Name   | <p>Miracle Us! Miracle Earth!(Miracle Us! Miracle Earth!)</p> <p>– A project of finding a practical routine for resolving global issues such as discrimination and environmental pollution</p>   |         |         |  |  |         |          |                                    |   |         |   |  |   |         |         |                                    |
|--|--|---------|---------|--|--|---------|----------|------------------------------------|---|---------|---|--|---|---------|---------|------------------------------------|
| Theme  | Environmental education for sustainable development and future of both countries   |         |         |  |  |         |          |                                    |   |         |   |  |   |         |         |                                    |
| Objectives   | To foster the knowledge, technology, value and attitude of our students to contribute to the socially just and ecologically sustainable future as global citizens  |         |         |  |  |         |          |                                    |   |         |   |  |   |         |         |                                    |
| Background   | Including climate crisis, inequality, environmental issues and etc., there are many global concerns that need to be addressed by all of us. Especially, environment and climate issues cannot be a responsibility of a single society or a country and require the efforts of the entire humanity. To be able to resolve these issues, we need our students to foster critical thinking and senses of empathy and cooperation. |         |         |  |  |         |          |                                    |   |         |   |  |   |         |         |                                    |
| Research /Project Activities                                       | <ol style="list-style-type: none"> <li>1. Miracle Us! Miracle Earth! challenge: Find your own ways to tackle climate crisis and environmental issues and create YouTube shorts and post it on Padlet</li> <li>2. Miracle Us! Miracle Earth! Card News: Make a card news of the challenges and Earth saving endeavors and post it on Padlet</li> </ol>  |         |         |  |  |         |          |                                    |   |         |   |  |   |         |         |                                    |
| Project Deliverables   | Research report, project video, Padlet uploaded materials(YouTube shorts, Card News)   |         |         |  |  |         |          |                                    |   |         |   |  |   |         |         |                                    |
| Project Summary  | <table border="1"> <tr><th>Stage 1</th></tr> <tr><td>Prepare</td></tr> <tr><td>– Analyze preceding cases<br/>– Survey global citizenship awareness</td></tr> </table>  | Stage 1 | Prepare | – Analyze preceding cases<br>– Survey global citizenship awareness | <table border="1"> <tr><th>Stage 2</th></tr> <tr><td>Approach</td></tr> <tr><td>– Set tasks<br/>– Develop programme</td></tr> </table> | Stage 2 | Approach | – Set tasks<br>– Develop programme | <table border="1"> <tr><th>Stage 3</th></tr> <tr><td>Learn about 'sustainable development' and raise capacity for it</td></tr> <tr><td>– Teach class<br/>– Instruct student activities</td></tr> </table> | Stage 3 | Learn about 'sustainable development' and raise capacity for it | – Teach class<br>– Instruct student activities | <table border="1"> <tr><th>Stage 4</th></tr> <tr><td>Summary</td></tr> <tr><td>– Analyze results<br/>– Make report</td></tr> </table> | Stage 4 | Summary | – Analyze results<br>– Make report |
| Stage 1  |  |         |         |  |  |         |          |                                    |   |         |   |  |   |         |         |                                    |
| Prepare  |  |         |         |  |  |         |          |                                    |   |         |   |  |   |         |         |                                    |
| – Analyze preceding cases<br>– Survey global citizenship awareness |  |         |         |  |  |         |          |                                    |   |         |   |  |   |         |         |                                    |
| Stage 2  |  |         |         |  |  |         |          |                                    |   |         |   |  |   |         |         |                                    |
| Approach   |  |         |         |  |  |         |          |                                    |   |         |   |  |   |         |         |                                    |
| – Set tasks<br>– Develop programme                                 |  |         |         |  |  |         |          |                                    |   |         |   |  |   |         |         |                                    |
| Stage 3  |  |         |         |  |  |         |          |                                    |   |         |   |  |   |         |         |                                    |
| Learn about 'sustainable development' and raise capacity for it    |  |         |         |  |  |         |          |                                    |   |         |   |  |   |         |         |                                    |
| – Teach class<br>– Instruct student activities                     |  |         |         |  |  |         |          |                                    |   |         |   |  |   |         |         |                                    |
| Stage 4  |  |         |         |  |  |         |          |                                    |   |         |   |  |   |         |         |                                    |
| Summary  |  |         |         |  |  |         |          |                                    |   |         |   |  |   |         |         |                                    |
| – Analyze results<br>– Make report                                 |  |         |         |  |  |         |          |                                    |   |         |   |  |   |         |         |                                    |

### 3) Tasks for Conducting Project


| Teacher                        | Task Description  |
|--------------------------------|---|
| CHOI Hyeonsu<br>(Lead Teacher) | Teaching project class, analyzing preceding cases, writing report |
| KIM Seongwoo                   | Developing programme, teaching project class                      |
| SHIN Seunguk                   | Conducting survey, analyzing and managing materials               |
| CHO Hyejin                     | Teaching project class, preparing for workshop                    |
| KANG Minhye                    | Analyzing and managing materials, organizing outcome              |

### 4) Project Details

#### ❖ Process

| Activity                                   | Description  |  |   |             |         |        |               |  |   |                 |              |                                    |                                     |  |              |   |  |
|--|--|--|---|-------------|---------|--------|---------------|--|---|-----------------|--------------|------------------------------------|-------------------------------------|--|--------------|---|--|
| Current State Analysis                     | <ol style="list-style-type: none"> <li>Number of multi-cultural students in our school is rising annually, with number of origin countries also increasing.</li> <li>Changes in educational environment is requiring GCED more than ever and our school is also putting more emphasis on GCED.</li> <li>The world is trying to resolve its many issues such as climate change, environmental pollution, inequality and discrimination, reducing number of jobs, low birth rate and aging society and more, and trying to attain sustainable development for everyone.</li> <li>Our students agree that we need to respect diversity and create sustainable environment for permanent prosperity. They are particularly keen to climate crisis and environmental concerns.</li> </ol>   |  |   |             |         |        |               |  |   |                 |              |                                    |                                     |  |              |   |  |
| Project Task Setting                       | Task 1: Building a foundation for education for sustainable development and sharing vision<br>Task 2: Learning about Sustainable Development and Raising Capacity for it<br>Task 3: Practicing it with your own routine  |  |   |             |         |        |               |  |   |                 |              |                                    |                                     |  |              |   |  |
| Project Planning                           | <ol style="list-style-type: none"> <li><b>Project Participant and Duration</b> <ol style="list-style-type: none"> <li>40 1<sup>st</sup> graders, Daejeon Dongsan Middle School</li> <li>Duration: Sept. 13–Oct. 7 2022(8 classes)</li> <li>Theme: Miracle Us! Miracle Earth!               <ul style="list-style-type: none"> <li>A project of finding a practical routine for resolving global issues such as discrimination and environmental pollution</li> </ul> </li> </ol> </li> <li><b>Project Preparation</b> <ol style="list-style-type: none"> <li>Strengthening teacher’s competency for sustainable development Completing training session and operating a book club</li> <li>Extracting elements for instructing sustainable development</li> </ol> </li> </ol> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Subject</th> <th>Teacher</th> <th>Description</th> <th>Element</th> </tr> </thead> <tbody> <tr> <td>Ethics</td> <td>CHOI Hyeonsoo</td> <td>Human and environment, sense of community, empathy</td> <td>Equality, environment, empathy, communication</td> </tr> <tr> <td>Korean Language</td> <td>KIM Seongwoo</td> <td>Problem solving through discussion</td> <td>Problem solving ability, discussion</td> </tr> <tr> <td>Free Grade System (free subject selection)</td> <td>SHIN Seunguk</td> <td>Expressing thoughts using various media</td> <td>Problem solving ability, creative expression</td> </tr> </tbody> </table> | Subject  | Teacher                                       | Description | Element | Ethics | CHOI Hyeonsoo | Human and environment, sense of community, empathy | Equality, environment, empathy, communication | Korean Language | KIM Seongwoo | Problem solving through discussion | Problem solving ability, discussion | Free Grade System (free subject selection) | SHIN Seunguk | Expressing thoughts using various media | Problem solving ability, creative expression |
| Subject                                    | Teacher  | Description  | Element                                       |             |         |        |               |  |   |                 |              |                                    |                                     |  |              |   |  |
| Ethics                                     | CHOI Hyeonsoo  | Human and environment, sense of community, empathy | Equality, environment, empathy, communication |             |         |        |               |  |   |                 |              |                                    |                                     |  |              |   |  |
| Korean Language                            | KIM Seongwoo   | Problem solving through discussion                 | Problem solving ability, discussion           |             |         |        |               |  |   |                 |              |                                    |                                     |  |              |   |  |
| Free Grade System (free subject selection) | SHIN Seunguk   | Expressing thoughts using various media            | Problem solving ability, creative expression  |             |         |        |               |  |   |                 |              |                                    |                                     |  |              |   |  |

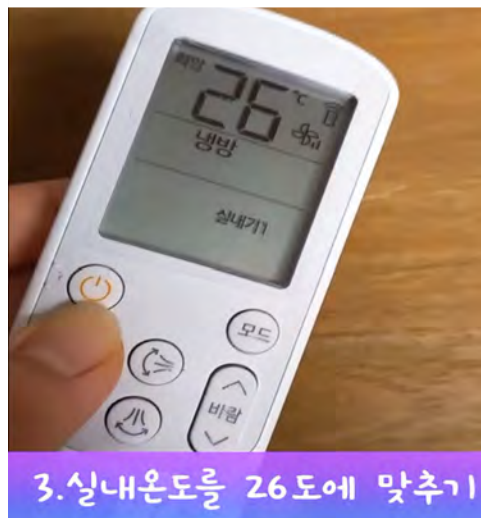
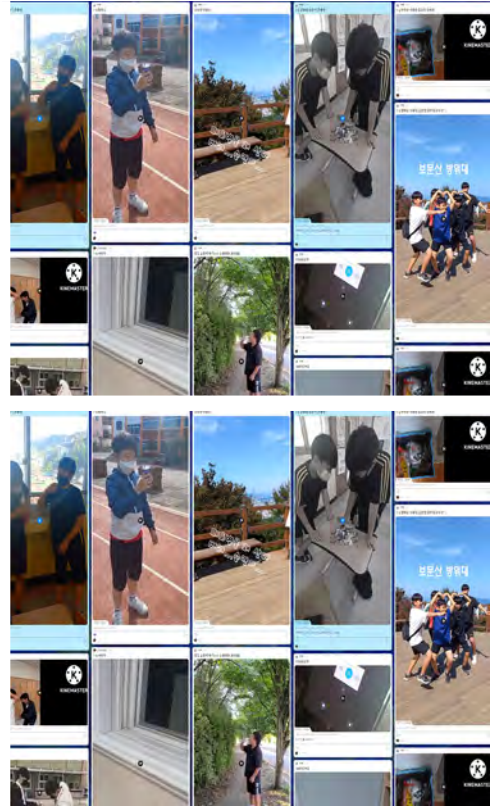


| Timetable        | <table border="1"> <thead> <tr> <th>No.</th> <th>Date</th> <th>Description</th> <th>Activity</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Sep. 13, 2022</td> <td>Orientation</td> <td>Sharing sustainable development vision</td> </tr> <tr> <td>2</td> <td>Sep. 14, 2022</td> <td>Exploring</td> <td>Selecting theme and conducting research</td> </tr> <tr> <td>3</td> <td>Sep. 20, 2022</td> <td>Discussion</td> <td>Panel discussion</td> </tr> <tr> <td>4</td> <td>Sep. 21, 2022</td> <td>Participating in challenge</td> <td>Making a video</td> </tr> <tr> <td>5</td> <td>Sep. 27, 2022</td> <td>Participating in challenge</td> <td>Making a video</td> </tr> <tr> <td>6</td> <td>Sep. 28, 2022</td> <td>Sharing</td> <td>Posting on Padlet</td> </tr> <tr> <td>7</td> <td>Oct. 05, 2022.</td> <td>Making a card news</td> <td>Writing about the theme</td> </tr> <tr> <td>8</td> <td>Oct. 07, 2022</td> <td>Sharing solution</td> <td>Sending video to Laos</td> </tr> </tbody> </table> | No.              | Date                       | Description                             | Activity | 1 | Sep. 13, 2022 | Orientation | Sharing sustainable development vision | 2 | Sep. 14, 2022 | Exploring | Selecting theme and conducting research | 3 | Sep. 20, 2022 | Discussion | Panel discussion | 4 | Sep. 21, 2022 | Participating in challenge | Making a video | 5 | Sep. 27, 2022 | Participating in challenge | Making a video | 6 | Sep. 28, 2022 | Sharing | Posting on Padlet | 7 | Oct. 05, 2022. | Making a card news | Writing about the theme | 8 | Oct. 07, 2022 | Sharing solution | Sending video to Laos |
|------------------|--|------------------|----------------------------|---|----------|---|---------------|-------------|--|---|---------------|-----------|---|---|---------------|------------|------------------|---|---------------|----------------------------|----------------|---|---------------|----------------------------|----------------|---|---------------|---------|-------------------|---|----------------|--------------------|-------------------------|---|---------------|------------------|-----------------------|
|                  | No.  | Date             | Description                | Activity                                |          |   |               |             |  |   |               |           |   |   |               |            |                  |   |               |                            |                |   |               |                            |                |   |               |         |                   |   |                |                    |                         |   |               |                  |                       |
|                  | 1  | Sep. 13, 2022    | Orientation                | Sharing sustainable development vision  |          |   |               |             |  |   |               |           |   |   |               |            |                  |   |               |                            |                |   |               |                            |                |   |               |         |                   |   |                |                    |                         |   |               |                  |                       |
|                  | 2  | Sep. 14, 2022    | Exploring                  | Selecting theme and conducting research |          |   |               |             |  |   |               |           |   |   |               |            |                  |   |               |                            |                |   |               |                            |                |   |               |         |                   |   |                |                    |                         |   |               |                  |                       |
|                  | 3  | Sep. 20, 2022    | Discussion                 | Panel discussion                        |          |   |               |             |  |   |               |           |   |   |               |            |                  |   |               |                            |                |   |               |                            |                |   |               |         |                   |   |                |                    |                         |   |               |                  |                       |
|                  | 4  | Sep. 21, 2022    | Participating in challenge | Making a video                          |          |   |               |             |  |   |               |           |   |   |               |            |                  |   |               |                            |                |   |               |                            |                |   |               |         |                   |   |                |                    |                         |   |               |                  |                       |
|                  | 5  | Sep. 27, 2022    | Participating in challenge | Making a video                          |          |   |               |             |  |   |               |           |   |   |               |            |                  |   |               |                            |                |   |               |                            |                |   |               |         |                   |   |                |                    |                         |   |               |                  |                       |
|                  | 6  | Sep. 28, 2022    | Sharing                    | Posting on Padlet                       |          |   |               |             |  |   |               |           |   |   |               |            |                  |   |               |                            |                |   |               |                            |                |   |               |         |                   |   |                |                    |                         |   |               |                  |                       |
|                  | 7  | Oct. 05, 2022.   | Making a card news         | Writing about the theme                 |          |   |               |             |  |   |               |           |   |   |               |            |                  |   |               |                            |                |   |               |                            |                |   |               |         |                   |   |                |                    |                         |   |               |                  |                       |
| 8                | Oct. 07, 2022  | Sharing solution | Sending video to Laos      |   |          |   |               |             |  |   |               |           |   |   |               |            |                  |   |               |                            |                |   |               |                            |                |   |               |         |                   |   |                |                    |                         |   |               |                  |                       |
| Student Activity | <p><b>Task 1: Building a Foundation for Education for Sustainable Development and Sharing Vision</b></p> <ul style="list-style-type: none"> <li>- Finding and exploring environment-related issues for sustainable development and future of both countries</li> <li>- Selecting a theme and researching to find a resolution</li> <li>- Panel discussion on the theme 'Action Plan for Sustainable Development' (With regard to the theme, 3 to 4 experts give presentations, followed by a panel discussion and a Q&amp;A session)</li> </ul>  <ul style="list-style-type: none"> <li>- Resolved to start a campaign involving students action plan to solve climate crisis and environmental issues</li> </ul>  |                  |                            |   |          |   |               |             |  |   |               |           |   |   |               |            |                  |   |               |                            |                |   |               |                            |                |   |               |         |                   |   |                |                    |                         |   |               |                  |                       |
| Student Activity | <p><b>Task 2: Learning about sustainable development and raising capacity for it</b></p> <p>1. Miracle Us! Miracle Earth! Challenge</p> <ul style="list-style-type: none"> <li>- Miracle Us, Miracle Earth! ! Challenge -</li> <li>1) Theme: Campaign or action plan for Miracle Earth, including climate crisis, environmental issues and energy conservation</li> <li>2) Method: Making a video and uploading on Padlet</li> </ul>   |                  |                            |   |          |   |               |             |  |   |               |           |   |   |               |            |                  |   |               |                            |                |   |               |                            |                |   |               |         |                   |   |                |                    |                         |   |               |                  |                       |





Challenge Poster



Reusing PET & Conserving energy



Recycling



Earth Eco-Protector  
-Bomunsan Mountain Guardians



School Eco-Protector-Dongsan Guardians

- 3) Over 50 YouTube shorts were created on the themes of recycling, conserving energy, reducing use of disposables, recycling PET, reusing scrap papers, loving life, conserving water, reducing GHG emission, and walking short distances

## 2. Making Card News

- 1) Theme: Promoting Miracle Us! Miracle Earth! Challenge, writing articles on climate crisis, environmental concerns and energy conservation
- 2) Method: Making card news and uploading on Padlet







## ❖ Project Outcomes

|                          |  |
|--------------------------|--|
| Project Result           | <ol style="list-style-type: none"> <li>1. Students understood that the concept of sustainable development was a comprehensive and balanced one with environmental, economic and social aspects through the classes.</li> <li>2. Students created their own 'My Own Routine' for sustainable Earth environment and practiced recycling, energy conservation and loving life at home, school and community.</li> <li>3. When we examined the change in sustainable development education competency of the students before and after the classes, their competency improved, on average, in terms of cognition, function and attitude.</li> </ol>  |
| Implication and Comments | <ol style="list-style-type: none"> <li>1. To foster the competency needed to be able to make the changes in one's community, in terms of sustainable development, one needs the abilities such as; to think and forecast the future; to understand and cooperate based on interconnectivity and interdependency; to emphasize and work together, and to plan and implement.</li> <li>2. To achieve this, we need convergence beyond the customary boundaries of the subjects, transition from textbook to student-centric learning, and establishment of school-community network for a sustainable future.</li> <li>3. This project cannot be a one-time event nor be a series of classes that require repeated memorizing, but help the participants to see global issues in global context and introspect the ways of their community.</li> <li>4. Lastly, it is also important not only to promote a cultural foundation where multi-culture and diversity are respected but also try to establish sustainable future of mankind.</li> </ol> |

## ❖ Deliverables(Utilization + Expected Effect)

|                 |   |
|-----------------|---|
| Deliverables    | Research report, videos, website posts  |
| Utilization     | <ol style="list-style-type: none"> <li>1. This report and video files can be utilized as teaching materials for sustainable development education in elementary and middle schools. The developed programme can be revised /improved to help the learners to learn the need for sustainable development and solutions to the problems in real life.</li> <li>2. Utilizing various media to express the theme and sharing online. Comparing own thoughts to others and searching for cooperative problem-solving process.</li> </ol>   |
| Expected Effect | <ol style="list-style-type: none"> <li>1. This project is learner-oriented. 'What can happen to the Earth and what can we do about it?' 'What can we contribute to?' These questions can start the project and the process of trying to find the answers will be the contents of the project as well.</li> <li>2. When selecting project topics that aim for sustainable development, the learners can explore a wider range of values by focusing on flexibility rather than detailed planning of the project.</li> <li>3. The classes were structured in ways that the learners ask the questions and cooperate with each other. It aimed for spontaneous teaching and learning take place by using videos, card news and internet which are all familiar to learners.</li> </ol> |

❖ Photos



Class discussion



Making card news



Challenge video intro



Challenge shorts production



Understanding Lao culture



Class presentation





## 1) Study Group Information

|                   |                      |                         |                          |
|-------------------|----------------------|-------------------------|--------------------------|
| Study Group       | Primary School       | School                  | Al Fath Primary School   |
| Country of Origin | Indonesia            | Partner (Korean) School | Jinnam Elementary School |
| Lead Teacher      | Retno Dwigustini     | Group Member            | Nina Puji Astuti         |
| Group Member      | Rooselina Dwi Rahayu | Group Member            | lis Lathifah             |
| Group Member      | -                    | Submission Date         | 23. October. 2022        |

## 2) Project Overview

|              |   |
|--------------|---|
| Title        | Scrapbook of Asia-Pacific Teacher Exchange(APTE) 2022   |
| Topic        | The whole activities of Al Fath-Jinnam Teacher Exchange   |
| Objective    | Summarizing whole activities of Al Fath-Jinnam Teacher Exchange   |
| Background   | The background of making this project is the needs of the tools of teaching on this exchange programme, such as: making videos of teaching. They can support learning and teaching.   |
| Method       | <p>Methods used for carrying out the project are</p> <ul style="list-style-type: none"> <li>- Survey, consultation meeting, production of book and video.</li> <li>- Survey: survey the places where the teachers wanted to make video of learning, such as: video of Bahasa, video of Cooking Asinan Betawi, video of Jakarta village, video of Jogjakarta village, video of Jaranan dance, video of Ondel-ondel dance.</li> <li>- Consultation meeting: Experts' advice on teaching materials with the principal of Al Fath Primary School and with Jinnam teachers.</li> <li>- Production of scrapbook and production of tutorial videos(video of Bahasa, video of Cooking Asinan Betawi, video of Jakarta village, video of Jogjakarta village, video of Jaranan dance, video of Ondel-ondel dance).</li> </ul> |
| Deliverables | <p>Send the videos of teaching by email to Jinnam teachers before the classes start.</p> <p>Send the softcopy of scrapbook to APCEIU and Jinnam Elementary school by email. Then send the hardcopy of the scrapbook by POS Indonesia.</p>   |
| Summary      | <p>The Asia-Pacific teacher exchange programme is filled with cultural exchanges consisting of language, traditional dance, traditional food, traditional games, and exchange information about the traditional clothes.</p> <p>The introduction of various cultures is holding by an exchange class. We think culture exchange materials should make students interested, so we made various videos to support our classes. And all exchange class processes are documented and recorded in the scrapbook.</p>   |

### 3) Tasks for Conducting Project

| Group members        | Tasks in Charge  |
|----------------------|--|
| Retno Dwigustini     | <ul style="list-style-type: none"> <li>- Leading the project of making scrapbook</li> <li>- Making tutorial video of Cooking Asinan Betawi</li> <li>- Collecting the photos and videos of teaching for the scrapbook</li> <li>- Making the report of Project on NETS website.</li> </ul>   |
| Nina Puji Astuti     | <ul style="list-style-type: none"> <li>- Making tutorial video of Jogjakarta and Traditional Games</li> <li>- Collecting the photos for scrapbook.</li> <li>- Collecting the letter from Jinnam Students(Penpals)</li> <li>- Making narration for the contents of the scrapbook.</li> </ul>  |
| Rooselina Dwi Rahayu | <ul style="list-style-type: none"> <li>- Making tutorial video of Ondel-ondel and Jaranan Dance</li> <li>- Collecting the photos for scrapbook.</li> <li>- Making narration for the contents of the scrapbook.</li> <li>- Collecting Indonesian students' testimony.</li> <li>- Collecting Indonesian and Korean teachers' testimony.</li> </ul> |
| Iis Lathifah         | <ul style="list-style-type: none"> <li>- Making tutorial video of Bahasa lesson.</li> <li>- Collecting the photos for the scrapbook.</li> <li>- Making narration of the contents of the scrapbook.</li> <li>- Collecting pictures of Bahasa worksheets from Jinnam elementary school.</li> </ul>   |

### 4) Project Details

#### ❖ Process

| Activity   | Details  |
|--|--|
| Preliminary meeting and research                       | <ul style="list-style-type: none"> <li>- Indonesian teachers discussed with Jinnam teachers and also with Al Fath Principal about the theme of project by zoom meeting</li> <li>- Deciding the theme of project.</li> </ul>  |
| Discussion and planning                                | <ul style="list-style-type: none"> <li>- Discussion with Al-Fath Principal and team about the exchange class programme and project preparation.</li> <li>- Planning the activities and making exchange programme time table, such as: planning of going to Jogyakarta village for making Jaranan dance video and Jogyakarta village history, going to Jakarta village for making Jakarta history video, planning to find out the place for making cooking Asinan Betawi, etc.</li> </ul> |
| Development of survey                                  | <ul style="list-style-type: none"> <li>- Planning to make tutorial videos, ppt of teaching materials, and the equipment for teaching Indonesian and Korean students.</li> <li>- Finding resources related to the lessons.</li> <li>- Finding the locations for making the tutorial videos of cooking Asinan Betawi, Jaranan dance, Ondel-ondel dance, Jakarta village history and Jogyakarta village history.</li> </ul>   |
| Planning the school                                    | <ul style="list-style-type: none"> <li>- Indonesian teachers discussed the project with the Indonesian</li> </ul>  |
| project on the scrapbook, Bahasa Worksheet and Penpals | <ul style="list-style-type: none"> <li>- Principal and Jinnam teachers.</li> <li>- Deciding the theme for school project(Scrap book}</li> <li>- Collecting pictures, worksheets, teachers' testimony, and tutorial videos for the contents of Scrapbook.</li> </ul>  |



|  |   |
|--|---|
| Student s' activities on the zoom meeting          | <ul style="list-style-type: none"> <li>- Korean and Indonesian students joined exchange class and do the activities.</li> <li>- Teacher are teaching the lesson and accompany the students while the exchange class.</li> </ul> |
| Analysis on survey result and students' activities | <ul style="list-style-type: none"> <li>- Korean and Indonesian students were excited to join the class.</li> <li>- Korean and Indonesian students followed the teacher's instruction well.</li> </ul>                           |

### ❖ Project Outcomes

|                           |  |
|---------------------------|--|
| Outcomes                  | <ul style="list-style-type: none"> <li>- Worksheet</li> <li>- Scrap book</li> <li>- Tutorial Videos</li> </ul>   |
| Implication & Suggestions | <ul style="list-style-type: none"> <li>- Korean students have knowledge about Indonesian culture by learning Bahasa, Indonesian traditional dances and cooking Indonesian traditional food.</li> <li>- The students and the teachers can memorize and relearn the exchange culture from the scrap book and the tutorial videos.</li> </ul> |

### ❖ Deliverables

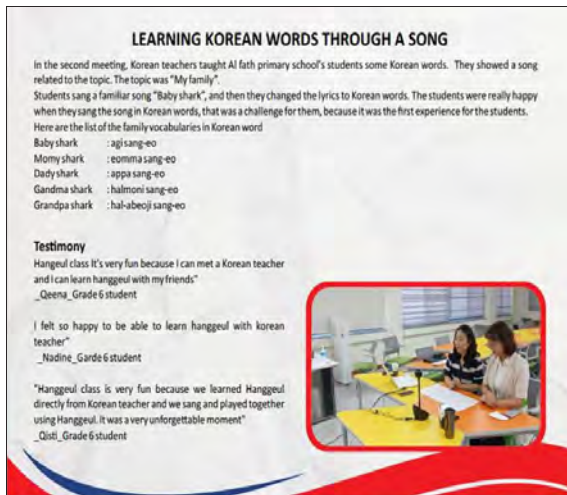
|                  |  |
|------------------|--|
| Deliverables     | <ul style="list-style-type: none"> <li>- Tutorial Videos</li> <li>- Learning Photos</li> <li>- Worksheets</li> <li>- Scrapbook</li> </ul>  |
| Utilization Plan | <ul style="list-style-type: none"> <li>- The scrap book can be used to introduce Indonesian and Korean culture</li> <li>- Tutorial videos will be used for teaching Korean students.</li> </ul>  |
| Impact           | <ul style="list-style-type: none"> <li>- Korean and Indonesian students and teachers will get more knowledge from information of scrapbook and learning tutorial videos</li> <li>- The students can practice the exchange culture and they can share to other people who live in their country.</li> </ul> |



Cover of Scrapbook



The content of Scrapbook



The content of Scrapbook



Worksheet of Bahasa lesson



The content of Scrapbook



The content of Scrapbook







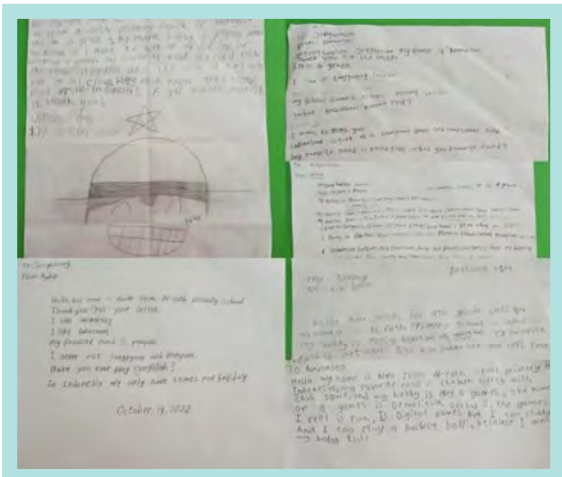
Video of Ondel-Ondel Dance



Video of Cooking Asinan Betawi



Penpals



Penpals



Video of Jaranan Dance



Video of Jogjakarta Village History



Video of Jakarta Village History

APCEIU 2022 SSAEM Conference

## INTRODUCING TRADITIONAL GAMES TO PRESERVE CULTURAL HERITAGE

All Fath Primary School, South Tangerang, Indonesia  
Korean Host School : Jiwam Primary School  
Teachers:  
Retho Dwigantoro, M.Pd, Rosmalina Dwi Rahayu, M.Pd, Nina Puji Astuti, S.Pd, In Lathifah, S.Pd

**Background**

Indonesia has many traditional games from many villages, and they are the cultural heritage of Indonesia. Nowadays traditional games are less popular than online games. They have been replaced for a long time ago. Many children do not play the traditional games anymore, especially children who live in the big cities.

**Engaging, fun and gaming** on the traditional games from Central Java, Indonesia.

All Fath Primary School tries to introduce these games for preserving Indonesian cultural heritage on the exchange teacher programme as Indonesian and Korean students will know well about these games.

**Method**

- Video Presentation
- Demonstration
- Practice

**Discussion**

- Sharing Culture through games is fun and effective for primary students.
- Collaborative learning encourages students to work cooperatively and build their self-confidence.
- Playing traditional game is considered as a Cultural preservation effort and need to be introduced to the next generation.

**Results**

- Indonesian and Korean students can play Indonesian traditional games. These games can make students play competitively.
- Since those traditional games are made of **natural resource** and **reusable things**, it is a good way to raise students' awareness on protecting the earth and promoting sustainable energy as well as preserving cultural heritage.

Poster of the SSAEM Conference

### 3. Final Reports

#### 1) Study Group Information

|                 |              |                 |  |
|-----------------|--------------|-----------------|--|
| Study Group     | BeDoGo       | School          | Gyeongju High School                               |
| Partner Country | Thailand     | Partner School  | Princess Chulabhorn Science High School Chiang Rai |
| Lead Teacher    | BAE Cheolmin | Group Member    | KIM Seokjo   |
| Group Member    | KIM Changguk | Group Member    | YEO Inro   |
| Group Member    | WON Jongnam  | Submission Date | Aug. 18, 2022                                      |

#### 2) Activities

##### ❖ Classroom Activity

| Period | Lesson Target    | Lesson Description and Performance  |
|--------|------------------|---|
| 1      | Korean Students  | <ul style="list-style-type: none"> <li>- 24 Gyeongju High School students(non-graded)</li> <li>- Climate and preserved food of other countries and how to make preserved food</li> <li>- Understood that humans adapted to the climate of the regions where they settled and started to preserve different foods depending on where they settled. Understood type, techniques and characteristics of preserved food in each cultural domain</li> <li>- Learned about preserved foods of Thailand and Korea and compared cultures of the two countries</li> </ul>  |
| 2      | Korean Students  | <ul style="list-style-type: none"> <li>- 24 Gyeongju High School students(non-graded)</li> <li>- Deliberated on the effect of byproducts from preserved food production, both in Thailand and Korea, have on the environment</li> <li>- Explored scientific methods to effectively recycle the byproducts from food preservation processes for environmental protection purpose, one of SDGs</li> </ul>   |
| 3      | Foreign Students | <ul style="list-style-type: none"> <li>- 48 3<sup>rd</sup> grade PCSHSCR students</li> <li>- Compared temperatures of Chiang Rai, Thailand and Gyeongju, Korea</li> <li>- Understood and compared the concept of temperature and climate</li> <li>- How did temperature of each country affect their culture?</li> <li>- Correlation and characteristic between climate and culture of Korea</li> <li>- Introduced various seasonal customs of Korea</li> <li>- Found 1921 and 2021 weather observation data from the KMA and understood the annual temperature and rainfall graphs</li> <li>- Found past and present weather observation data of Thailand and analyzed the difference</li> </ul> |
| 4      | Foreign Students | <ul style="list-style-type: none"> <li>- 48 3<sup>rd</sup> grade PCSHSCR students</li> <li>- Found and compared scientific data that illustrate climate changes in Thailand and Korea</li> <li>- Compared climate changes during Paleocene-Eocene thermal maximum and post-industrial revolution</li> <li>- Learned about the scientists who advanced the theory of climate change</li> <li>- Understood and interpreted the Keeling Curve, which followed the change in CO<sub>2</sub> concentration in our atmosphere and led to the conclusion of Kyoto Protocol</li> </ul>  |

|   |       |   |
|---|-------|---|
| 5 | 외국 학생 | <ul style="list-style-type: none"> <li>- 48 3<sup>rd</sup> grade PCSHSCR students</li> <li>- Understood the scientific principle on how CO<sub>2</sub> influences GHG effect</li> <li>- Discussed the issues in our daily life scenario and proposed solutions</li> <li>- Created, shared and discussed about innovative invention that can overcome climate crisis with creativity over realistic limitations as future engineers and scientists.</li> </ul> |
|---|-------|---|

### ❖ Project Activity

|                 |   |
|-----------------|---|
| Project Name    | Understanding and Respecting Cultural Diversity   |
| Deliverables    | Korean culture, Korean language, Korean traditional markets, founding myth of Korea, daily lives of Gyeongju High School students, making kimchi, making Gyeongju High School students' favorite snack: stir-fried tteokbokki and ramyeon, Korean sports, what are in the bags of Gyeongju High School students?(Video)   |
| Project Summary | <ul style="list-style-type: none"> <li>- Theme: Understanding and respecting cultural diversity between the cultures of Thailand and Korea</li> <li>- Objective: Understanding similarities and differences between Thailand and Korean cultures and raising the attitude of respecting each other</li> <li>- Searched the cultural keywords of what the students are curious about each other's country and created a video and posted it on Instagram for a discussion</li> <li>- Project Description: Made short videos about Thai and Korean food, play, myths, school life in their own terms, shared them and introduced cultures</li> <li>- Although the students were physically apart, they very well understood and accepted each other and built a mutually respectful relationship. They shared all their memories in the process and valued each other's culture.</li> </ul> |

### ❖ Other Activity

| Type            | Description and Performance   |
|-----------------|---|
| Student Project | <ul style="list-style-type: none"> <li>- Communicated through social media(KakaoTalk, Slack and Facebook) on specific topics and learned a lot about each other</li> <li>- Students were respectful to one another and sincerely tried to understand each other during conversations, which quickly led to trust and friendship</li> </ul>  |
| Teacher Meeting | <ul style="list-style-type: none"> <li>- Through 10 online meetings, we cooperated in selecting class themes on GCED and sustainable development, which led to improved communication and reliability.</li> <li>- The teachers had a great teamwork where we led the students to pick the common project topics themselves and steered the direction with their own stories.</li> </ul> |





### 3) Comments and Suggestions

|                       | Teacher      | Description   |
|-----------------------|--------------|---|
| Thoughts on Programme | BAE Cheolmin | <ul style="list-style-type: none"> <li>- The sense of accomplishment at the end of the Programme was satisfying, especially it being a very large and meaningful project. The Programme offered students to meet the part of a new world.</li> <li>- By utilizing edutech, I learned that classes can be even more enjoyable and interesting. Thai teachers taught me lots of teaching techniques.</li> <li>- Because our schedules were saturated with too many tasks, members were not always well-prepared for events. Once again, I felt too inadequate speaking in English, and once again, I promised myself to study English.</li> <li>- I will utilize the edutech I learned from our Thai teachers to improve class participation and run student-oriented classes.</li> <li>- Both teachers and students became more interested in international exchange programmes, which will work well for us in future teacher exchange projects.</li> </ul>   |
|                       | KIM Seokjo   | <ul style="list-style-type: none"> <li>- I learned various internet programmes for education, such as Padlet and Sildo</li> <li>- Realized that the internet opens up many new doors in terms of teaching methods Plus, I discovered that new teaching methods may bring livelier and candid discussions with my students.</li> <li>- I felt bad about the 1<sup>st</sup> and 2<sup>nd</sup> classes being mainly just teachers lecturing.</li> <li>- I learned that I need to utilize various educational internet programmes in my classes. Taking classes with Thai students was a great stimulus for my students. They are now more motivated.</li> </ul>   |
|                       | KIM Changguk | <ul style="list-style-type: none"> <li>- I learned and experienced many types of class forms. From havruta to flipped learning, I have applied many forms I learned, but because the Korean education system is fixated on college entrance exam, my teaching manner returned to before—mainly lecturing. However, through the exchange classes, I have come to seriously reconsider some middle ground between student-oriented and entrance exam-oriented teachings.</li> <li>- I was utterly astonished by the passion of Thai teachers preparing for various teaching tools and applying a range of teaching forms. Korea is one of the most technologically advanced country in the world with an abundance of teaching tools in circulation, yet we either do not know how to use or are reluctant to use them due to their minor negative effects. I learned proper use of them can make classes more interesting.</li> <li>- Online classes had some limitations at first, but the plentiful preparations by the students and mentor teachers made the classes exciting all the same.</li> <li>- In student-oriented learning, students themselves become principals in classes and take in much more experience. It was definitely valuable and I think it can be applied in my future classes. Moreover, based on this experience, I want to plan my classes to incorporate lectures, activities, and short and long-term projects to maximize student experience.</li> </ul> |
|                       | YEO Inro     | <ul style="list-style-type: none"> <li>- I was relieved of any fear I might have had about teaching students from another culture.</li> <li>- We were able to accumulate the know-how for international exchange Programmes on a school level, and I am looking forward to utilize such know-how for smoother future exchange Programmes.</li> <li>- By better understanding students with different culture and background, we were able to enhance our global citizenship awareness.</li> </ul>   |

|   |   |   |
|---|---|---|
|   |   | <ul style="list-style-type: none"> <li>- Once again, I realized that there are remarkable teachers of varying nationality and skin colors who can bring out the most educational influence with limited resources.</li> <li>- It was shame that I couldn't be more active due to my insufficient English proficiency.</li> </ul>  |
|   | <p style="text-align: center;">WON<br/>Jongnam</p>  | <ul style="list-style-type: none"> <li>- Because the Programme was so well planned and structured, I felt that myself was inadequate.</li> <li>- I particularly enjoyed the classes utilizing various platforms. Although our classes were online, we fully experienced their culture and learning environment.</li> <li>- Using a wide range of platforms really made the classes fun and stimulated the students, leading to a not boring class environment, letting teachers to strengthen their ability to foster student-oriented classes I appreciated the classes where students were in the center of all activities, autonomously communicating and making presentations.</li> <li>- Due to the online nature of the activities, we were not able to conduct various activities. There were some technical difficulties, mostly network issues, which made interaction challenging. It would be better if we could more adequately share our environments using various platforms.</li> <li>- I hope teachers apply learning platforms to their various class activities, motivating students to learn and share opinions.</li> <li>- The Programme should not be a one-time event but a continuous one that will further provide opportunities for the teachers and students to understand more cultures and expand their awareness.</li> </ul> |
| <p style="text-align: center;">Follow-up<br/>Plan</p> | <ul style="list-style-type: none"> <li>- Sharing Programme results and deliverables to further help the understanding of teachers and students participating in APTE</li> <li>- Discussing about signing an MOU with PCSHSCR for continued academic exchanges</li> <li>- Discussing about participating in 2023 APTE</li> <li>- Discussing possible creation of autonomous international teacher exchange club</li> </ul> |   |
| <p style="text-align: center;">Comments</p>           | <ul style="list-style-type: none"> <li>- I wish the duration for preparation for this Programme was longer. At least one month is needed prior to the Programme for discussing with the partner country.</li> <li>- In addition to documents on GCED and sustainable development, we need shared experience and materials that can help us better prepare for and implement this Programme.</li> </ul>                    |   |

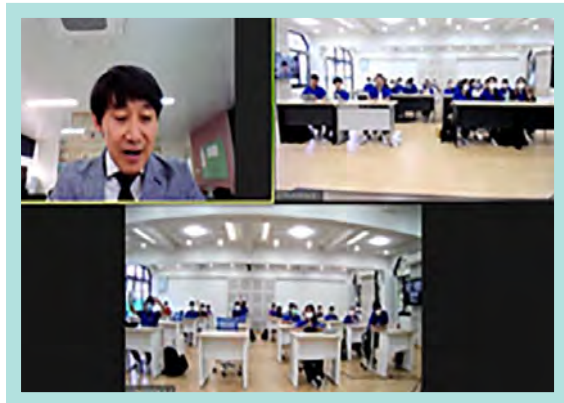




#### 4) Photos



Weekly Wednesday online meeting  
– Built teamwork through 10 weekly meetings



First meeting with Thai students  
– Nervous first class



Co-project – Understanding traditional culture.  
Learning traditional dance from Thai students



Co-project – Daily lives of Gyeongju High School students



Da Vinci game played by Thai students on the things they learned from Korean students



Korean students presenting what they would need to live peacefully and happily as a global citizen Word cloud using Slido App

## 1) Study Group Information

|                   |                       |                        |                                 |
|-------------------|-----------------------|------------------------|---------------------------------|
| Study Group       | Bornean               | School                 | SJK Chung Hua Bau               |
| Country of Origin | Malaysia              | Partner(Korean) School | Daegu Sinchun Elementary School |
| Lead Teacher      | Michelle Lim Chia Wun | Group Member           | Bong Siaw Chien                 |
| Group Member      | Koh Ee Kim            | Group Member           | Kon Siew Choon                  |
| Group Member      | -                     | Submission Date        | 28. 07. 2022                    |

## 2) Activities

### ❖ Classroom Activity

| No | Target                  | Date       | Format (realtime/non-realtime)                          | Type                    | Lesson Theme   | Teacher in Charge  |
|----|-------------------------|------------|---|-------------------------|--|--|
| 1  | Students of your school | 19.05.2022 | Realtime (Attend by both Korean and Malaysian students) | Regular class/ Activity | Introducing Korean culture(clothes, food, K-pop music) | Son YooJeong<br>Heo Eun<br>LEE Daehwan<br>KIM Taewoo<br>Seok Minkyung    |
|    |                         |            |   |                         |  | Michelle Lim Chia Wun<br>Kon Siew Choon<br>Koh Ee Kim<br>Bong Siaw Chien |
| 2  | Students of your school | 13.06.2022 | Realtime (Attend by both Korean and Malaysian students) | Regular class/ Activity | Find out how to solve environmental pollution problems | Son YooJeong<br>KIM Taewoo<br>LEE Daehwan<br>Heo Eun<br>Seok Minkyung    |
|    |                         |            |   |                         |  | Bong Siaw Chien<br>Koh Ee Kim<br>Michelle Lim Chia Wun<br>Kon Siew Choon |
| 3  | Students of your school | 01.07.2022 | Realtime (Attend by both Korean and Malaysian students) | Regular class/ Activity | Making little government as a global citizen           | Son YooJeong<br>LEE Daehwan<br>Seok Minkyung<br>Heo Eun<br>KIM Taewoo    |
|    |                         |            |   |                         |  | Michelle Lim Chia Wun<br>Kon Siew Choon<br>Koh Ee Kim<br>Bong Siaw Chien |



|   |                                    |            |  |                            |   |  |
|---|------------------------------------|------------|--|----------------------------|---|--|
| 4 | Korean Students<br>Korean Students | 19.05.2022 | Realtime<br>(Attend by both Korean and Malaysian students) | Regular class/<br>Activity | Fashion for Tradition:<br>Introducing Malaysia<br>Traditional Costume     | Son YooJeong<br>LEE Daehwan<br>KIM Taewoo<br>Heo Eun<br>Seok Minkyung  |
|   |                                    |            |  |                            |   | Michelle Lim Chia Wun<br>Kon Siew Choon<br>Koh Ee Kim<br>Bong Siaw Chien   |
| 5 | Korean Students<br>Korean Students | 16.06.2022 | Realtime<br>(Attend by both Korean and Malaysian students) | Regular class/<br>Activity | Making Malaysian<br>Dessert: Batik Cake                                   | Son YooJeong<br>LEE Daehwan<br>KIM Taewoo<br>Heo Eun<br>Seok Minkyung<br>Bong Siaw Chien<br>Koh Ee Kim<br>Michelle Lim<br>Chia Wun<br>Kon Siew Choon |
|   |                                    |            |  |                            |   | Bong Siaw Chien<br>Koh Ee Kim<br>Michelle Lim<br>Chia Wun<br>Kon Siew Choon  |
| 6 | Korean Students                    | 05.07.2022 | Realtime<br>(Attend by both Korean and Malaysian students) | Regular class/<br>Activity | Festivals in Malaysia:<br>Walk into the<br>celebration of 'Hari<br>Gawai' | Son YooJeong<br>LEE Daehwan<br>KIM Taewoo<br>Heo Eun<br>Seok Minkyung  |
|   |                                    |            |  |                            |   | Michelle Lim Chia Wun<br>Koh Ee Kim<br>Kon Siew Choon<br>Bong Siaw Chien   |

| No | Target for the class    | Lesson Content and Achievement  |
|----|-------------------------|---|
| 1  | Students of your school | <p><b>Theme/Topic:</b> Introducing Korean culture(clothes, food, K-pop music)<br/> <b>Objective:</b> Students will learn to embrace diversity between the cultures of Korea and Malaysia.<br/> <b>Grade/Class:</b> Grade 5 &amp; 6</p> <p><b>Summary:</b><br/>           Through this lesson, Malaysian students had a chance to experience Korean cultures, such as learning about how to wear Hanbok, Korean greetings, K-Pop music, and many more. Students learned to appreciate the differences and similarities between Malaysian and Korean cultures.</p> <p><b>Lesson Process:</b></p> <ol style="list-style-type: none"> <li>1. Listening to short Korean traditional stories(Heung-bu, Nol-bu)</li> <li>2. Korean students Introduce Hanbok(girl, boy)</li> <li>3. Design Hanbok: Each student colours their part and puts them together in groups.</li> <li>4. Malaysian students draw Hanbok, and Korean students draw Malaysian traditional costumes.</li> <li>5. Hanbok fashion show with student's drawing.</li> </ol> <p><b>Lesson Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ Students were able to get to know about Korean traditional costumes and the correct method of wearing them.</li> <li>▪ Students learn to appreciate the beauty of traditional costumes of another country.</li> <li>▪ Students learn how to be respectful when greeting Korean friends and teachers.</li> <li>▪ Students enjoy K-pop music brought by Korean students.</li> </ul> <p><b>Achievement of learners and teachers:</b></p> <ul style="list-style-type: none"> <li>▪ As teachers, we were happy to see the happy faces of our students during the Korean lessons.</li> <li>▪ It was a successful lesson as we were able to collaborate with the Korean teachers in conducting the virtual 'Fashion Show'.</li> <li>▪ We hope to have a chance to try on the real Hanbok in the future.</li> </ul> |
| 2  | Students of your school | <p><b>Theme/Topic:</b> Litter of Light<br/> <b>Objective:</b> Students will learn how to solve environmental pollution problems.<br/> <b>Grade/Class:</b> Grade 5 &amp; 6</p> <p><b>Summary:</b><br/>           Through this lesson, students learn about their responsibilities as global citizens. Taking one step at a time, making little changes, and pledging to save the earth.</p> <p><b>Lesson Process:</b></p> <ol style="list-style-type: none"> <li>1. Learning sign language of 'Save the earth'</li> <li>2. Sharing about environmental pollution.</li> <li>3. Discussion about environmental pollution.</li> <li>4. Hands-on activity: Making 'Liter of Light'</li> <li>5. Students write down their promise to save the earth in the worksheet given.</li> <li>6. Students pledge to 'Save the Earth'</li> </ol> <p><b>Lesson Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ Students learned about the importance of taking action to reduce pollution on earth.</li> <li>▪ Students learned to make light out of recycled bottles through the experiment 'Liter of Light'.</li> </ul>   |

|   |                         |  |
|---|-------------------------|--|
|   |                         | <ul style="list-style-type: none"> <li>▪ Students understand their responsibility as part of the global.</li> <li>▪ citizen to save the earth from pollution.</li> </ul> <p><b>Achievement of learners and teachers:</b></p> <ul style="list-style-type: none"> <li>▪ As teachers, this lesson helps us understand the importance of educating our students at a young age to take up responsibilities as global citizens.</li> <li>▪ The experiment ‘Liter of Light’ is our students’ favorite lesson conducted by Korean teachers. Making light out of the recycled bottle, water and bleach is a new concept they have learned.</li> </ul>  |
| 3 | Students of your school | <p><b>Theme/Topic:</b> Making little government as a global citizen<br/> <b>Objective:</b> Students will learn about the roles and responsibilities of each department in the government in solving global issues as a global citizen.<br/> <b>Grade/Class:</b> Grade 5 &amp; 6</p> <p><b>Summary:</b><br/> Through this lesson, students learned the different roles played by each department that forms a government and understand the importance of the responsibilities behind those roles. Students also had a chance to design and create their own make-believe name cards.</p> <p><b>Lesson Process:</b></p> <ol style="list-style-type: none"> <li>1. Learn and discuss the roles and responsibilities of each department in the government in solving global issues as a global citizen.</li> <li>2. Each student makes their own name card on the Korean paper fan to display their names, departments, and responsibilities.</li> <li>3. Students share their name card design.</li> <li>4. Learn and discuss the roles and responsibilities of each department in the government in solving global issues as a global citizen.</li> <li>5. Each student makes their own name card on the Korean paper fan to display their names, departments, and responsibilities.</li> <li>6. Students share their name card design.</li> <li>7. Students play Yoot Nori(a Korean traditional game) in class.</li> <li>8. Korean and Malaysian students saying goodbye to their friends.</li> </ol> <p><b>Lesson Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ Students learned about the important role and responsibilities played by each department that form the government in each country.</li> <li>▪ Students learned about their responsibilities to be global citizens.</li> </ul> <p><b>Achievement of learners and teachers:</b></p> <ul style="list-style-type: none"> <li>▪ We were able to collaborate with Korean teachers to help students understand the important role each department stands in solving global issues.</li> </ul> |
| 4 | Korean Students         | <p><b>Theme/Topic:</b> Fashion for Tradition: Introducing Malaysia Traditional Costume<br/> <b>Objective:</b> Students will learn to embrace our unique traditions and culture by revitalizing them into a modern fashion trend.<br/> <b>Grade/Class:</b> Grade 6</p> <p><b>Summary:</b></p> <ul style="list-style-type: none"> <li>▪ This lesson is designed to introduce Malaysian traditional costumes to Korean students.</li> <li>▪ As for the hands-on activity- Fashion for Tradition, students need to be creative fashion designers to create a design that includes a crossover of Malaysian and Korean traditional costume elements. This is a unique way to educate students on how to keep the tradition alive.</li> </ul>  |

**Lesson Outcomes:**

- Students were able to understand Malaysia as a multiracial and multicultural country.
- Students learn to appreciate and preserve the beauty of traditional costumes from both countries.
- Korean Students were amazed to see the variety of traditional costumes in Malaysia.
- Students were able to complete the tasks given by the teachers and present their fashion designs towards the end of the lesson.
- Students used the padlet as a platform to post their fashion designs and communicate with their friends through the padlet.

**Goals of the lesson:**

1. Learn to respect people of different ethnicities with different cultures.
2. Promote mutual understanding between learners from both countries through understanding the similarities and differences between the unique culture.
3. Learn to embrace our unique traditions and culture by revitalizing them into a modern fashion trend.

**Lesson Process:**

1. Introduction about Malaysia as a multiracial and multicultural country.
2. Introducing traditional costumes of different ethnicities in Malaysia.  
Eg: Chinese : Cheongsam, Samfu  
Malay : Baju Kurung, Baju Melayu, Baju Kebaya  
Indian : Saree, Kurta  
Local Indegineous Community: Iban, Bidayuh, Orang Ulu, Kadazan Dusun, etc.
3. Students carry out online fashion shows.
4. FASHION for Tradition: Crossover Malaysian and Korean traditional costume elements to create a unique fashion for the modern world.
5. Hands-on Activity: Students can choose to draw and colour, paint, digital drawing, etc. which combine Korean & Malaysian elements.
6. Both Korean and Malaysian students are required to post their designs on the padlet and give comments on others' work.  
Padlet Link:[https://padlet.com/mich88lim/Fashion\\_for\\_Tradition](https://padlet.com/mich88lim/Fashion_for_Tradition)

**Lesson Outcomes:**

- Students were able to understand Malaysia as a multiracial and multicultural country.
- Students learn to appreciate and preserve the beauty of traditional costumes from both countries.
- Korean Students were amazed to see the variety of traditional costumes in Malaysia.
- Students were able to complete the tasks given by the teachers and present their fashion designs towards the end of the lesson.
- Students used the padlet as a platform to post their fashion designs and communicate with their friends through the padlet.

**Achievement of learners and teachers:**

- The instructional activities planned were carried out smoothly.
- We were able to monitor the students' work or task completion through the padlet.
- In the future, we hope to be able to include more traditional costumes in the Fashion Show as we have a wide variety of traditional costumes, especially from the local indigenous community.



|   |                 |  |
|---|-----------------|--|
|   |                 | <ul style="list-style-type: none"> <li>For future improvement, we hope to be able to teach our students to make the costume which they have designed into an actual costume and let them wear it during the Fashion Show.</li> </ul>   |
| 5 | Korean Students | <p><b>Theme/Topic:</b> Making Malaysian Dessert: Batik Cake</p> <p><b>Objective:</b> Students will learn about Malaysian traditional desserts, and learn how to make a famous Malaysian dessert – the Batik Cake.</p> <p><b>Grade/Class:</b> Grade 5 &amp; 6</p> <p><b>Summary:</b></p> <ul style="list-style-type: none"> <li>This lesson is designed to introduce Malaysian traditional desserts, as well as some popular desserts found in Malaysia to Korean students.</li> <li>We have chosen to teach about Malaysian Desserts because eating desserts puts people in a good mood. Furthermore, children love dessert and it is interesting to teach them how to make our Malaysian dessert so that they can learn some skills and the secret recipe of making Batik Cake so they can make it for their friends and family.</li> <li>The goal of this lesson is to enhance students' knowledge of traditional desserts in Malaysia, as well as to improve the students' soft-skill in making Malaysian desserts.</li> </ul> <p><b>Lesson Process:</b></p> <ol style="list-style-type: none"> <li>Introduction to Malaysian traditional and famous desserts.</li> <li>Introducing the famous layer cake in Sarawak–Sarawak Layer Cake, or known as 'Kek Lapis Sarawak'.</li> <li>Explain the meaning behind 'Batik'</li> <li>Introducing 'Batik Cake' to the students.</li> <li>Hands-on activity – making Batik Cake:       <ol style="list-style-type: none"> <li>Introducing the ingredients needed in making a simple Batik Cake.</li> <li>Students make simple Batik Cake based on the teacher's guidance through real-time live streaming.</li> </ol> </li> <li>After the activity, the teacher cuts and shares the Batik Cake with the whole class.</li> <li>Both Malaysian and Korean students are required to upload photos or videos of their own Batik Cakes in the padlet.<br/>Padlet Link: <a href="https://padlet.com/g90277031/pkv7xo99c89pcl7o">https://padlet.com/g90277031/pkv7xo99c89pcl7o</a></li> </ol> <p><b>Lesson Outcomes:</b></p> <ul style="list-style-type: none"> <li>Students were able to understand Malaysian traditional desserts, as well as the famous dessert favourable to the local community.</li> <li>Students were able to understand the meaning behind 'Batik' in our Malaysian context.</li> <li>Students were excited and they enjoyed making Batik Cake in the classroom.</li> <li>The instructions and steps for making a simple Batik Cake were easy to understand by the students.</li> <li>Students gave excellent comments about 'Batik Cake'. They think it's delicious and we even received reports mentioning that the students praised the Batik Cake as 'a taste of heaven'</li> </ul> <p><b>Achievement of learners and teachers:</b></p> <ul style="list-style-type: none"> <li>The instructional activities planned were carried out smoothly.</li> <li>We were able to monitor the students' work or task completion through the padlet.</li> <li>We were very happy to receive excellent comments from Korean teachers and students about how delicious Batik Cake was and the class was their favourite lesson for this exchange Programme.</li> <li>We were glad that our video tutorial was able to be put into good use as Korean teachers have used our video tutorial to teach other Korean classes how to make Batik Cake(teaching other students who are not involved in exchange class).</li> </ul> |

|   |                 |  |
|---|-----------------|--|
|   |                 | <ul style="list-style-type: none"> <li>In the future, we hope to be able to teach the students to make other types of desserts from Malaysia.</li> </ul>   |
| 6 | Korean Students | <p><b>Theme/Topic:</b> Festivals in Malaysia: Walk into the celebration of ‘Hari Gawai’</p> <p><b>Objective:</b> Students will learn about festivals celebrated by different races and ethnicities in Malaysia, and they will experience the Sarawak Bamboo Dance.</p> <p><b>Grade/Class:</b> Grade 5 &amp; 6</p> <p><b>Summary:</b><br/>Malaysia is a multiracial and multicultural country. This lesson is designed to introduce the different festivals celebrated in Malaysia to Korean students.</p> <p><b>Goals of the lesson:</b></p> <ol style="list-style-type: none"> <li>Learn about the similarities and differences in the festivals celebrated in Malaysia, and relate some of it to the Korean festivals.</li> <li>Learn about the importance of respecting diversity.</li> <li>Promote mutual understanding between learners from both countries through understanding the similarities and differences between the unique festivals.</li> <li>As for hands-on activity, students will learn about the ‘Sarawak Bamboo Dance’ which originated from the Melanau Tribe. Students learned about the rhythm and the steps for the Bamboo Dance.</li> </ol> <p><b>Lesson Process:</b></p> <ol style="list-style-type: none"> <li>Introduction about Malaysian festivals.             <ol style="list-style-type: none"> <li>Malay – Hari Raya</li> <li>Chinese – Chinese New Year</li> <li>India – Deepavali</li> </ol> </li> <li>Talk about the day before celebration, activities that people do on celebration day.</li> <li>Introducing Gawai Festival celebrated by the Sarawak local indigenous people: Iban, Bidayuh, Orang Ulu, Melanau, etc.</li> <li>Show pictures taken in Sarawak Cultural Village.</li> <li>Talk about the day before celebration, activities that people do on celebration day.</li> <li>Hands-on Activity: Both Malaysian and Korean students complete the worksheet (matching exercise).</li> <li>Teachers and students discuss and check the answers together.</li> <li>Teacher explains about “Bamboo Dance”.</li> <li>Both Korean and Malaysian students carry out the bamboo dance.</li> <li>Both Korean and Malaysian students are required to post their worksheets and dances on padlet and give comments to others’ work.<br/>Padlet Link: <a href="https://padlet.com/koheekim1980/44bd1rso2d4w0y4b">https://padlet.com/koheekim1980/44bd1rso2d4w0y4b</a></li> </ol> <p><b>Lesson Outcomes:</b></p> <ul style="list-style-type: none"> <li>Students were able to understand about the different festivals celebrated by Malaysians as a multiracial and multicultural county.</li> <li>Students had a chance to see how the local indigenous people of Sarawak celebrate ‘Hari Gawai’ in their traditional Long-houses.</li> <li>Students are able to complete the tasks given by the teachers.</li> <li>Students’ understanding was measured through the worksheet which we have given to them during the lesson.</li> <li>Students were excited to learn how to do the ‘Bamboo Dance’ and they’ve learned its rhythm as well.</li> <li>Students learn to adapt to Bamboo Dance using different materials instead of bamboo</li> </ul> <p><b>Achievement of learners and teachers:</b></p> <ul style="list-style-type: none"> <li>The instructional activities planned were carried out smoothly.</li> </ul> |

|  |  |   |
|--|--|---|
|  |  | <ul style="list-style-type: none"> <li>▪ We were able to monitor the students' work or task completion through the padlet.</li> <li>▪ Through the process of preparing this lesson, we were able to understand more deeply about our own culture and how the indigenous community celebrate 'Hari Gawai' in the Long-house.</li> <li>▪ We had a chance to tour the Sarawak Cultural Village and learn more about our own culture while preparing materials to teach the Korean students.</li> <li>▪ In the future, we hope to be able to teach the students to do the advanced and full version of the Sarawak Bamboo Dance.</li> </ul> |
|--|--|---|

### ❖ Project Activity

|                        |   |
|------------------------|---|
| <b>Project Title</b>   | Korean-Malaysian ROJAK Fusion   |
| <b>Project Result</b>  | <ul style="list-style-type: none"> <li>▪ All the participants were excited to be involved in this project. The whole project was a success.</li> <li>▪ The project helps to stimulate students' creativity to think out of the box and be courageous to try something new.</li> <li>▪ It helps students understand the meaning of learning to adapt and tolerate things that are different—the taste of Rojak.</li> <li>▪ Suggestion for the future is that we can have more schools participating in this project.</li> <li>▪ Students learn the hidden value of this Rojak Fusion project which is 'when things are bad, we don't throw it away, but we modify and fix it to become something that we can enjoy and love.'</li> <li>▪ Link the project to GCED, indirectly teaching the students to adapt what they learned into their daily lives. For instance, as human beings, when a misunderstanding occurs, we should try to fix it by learning to adapt and tolerate it, thus finding a way to live together in harmony. This is what we should do as global citizens.</li> <li>▪ Check out our padlet and YouTube for more information:<br/> <a href="https://padlet.com/m11860661/Bookmarks(Malaysia%20padlet)">https://padlet.com/m11860661/Bookmarks(Malaysia padlet)</a><br/> <a href="https://padlet.com/ujung2105/aedr53jmw0p5ba6c(Korea%20padlet)">https://padlet.com/ujung2105/aedr53jmw0p5ba6c(Korea padlet)</a><br/> <a href="https://youtu.be/Z0KD34fkqHc(Final%20Project%20Video)">https://youtu.be/Z0KD34fkqHc(Final Project Video)</a> </li> </ul> |
| <b>Project Summary</b> | <p>Rojak is a famous dish in Malaysia and we are famous for our very own 'Rojak Mamak' or 'Pasembur'. 'Rojak' means an "eclectic mix" in colloquial Malay language. It is basically a local-style salad with its unique aromatic taste. Its ingredients reflect the cultural diversity of Malaysia, bringing together disparate items with strong flavours into a harmoniously tasty blend.</p> <p>By introducing 'Rojak' to the teachers and students in Korea, we share our local taste with them. Besides learning how to make Malaysian-style Rojak, through this project, teachers and students are able to put their creativity into work by creating their own recipes for their own style of 'Rojak'. Both Malaysian and Korean students will then share their 'Rojak' through video or picture virtually.</p> <p>At the end of the project, the students' Rojak recipes will be collected and compiled into a 'Korean-Malaysian Rojak Fusion Cookbook'.</p> <p><b>Project Organiser :</b> Team Bornen of SJK Chung Hua Bau, Malaysia</p> <ol style="list-style-type: none"> <li>1. Michelle Lim Chia Wun(Leader)</li> <li>2. Bong Siaw Chien</li> <li>3. Koh Ee Kim</li> <li>4. Kon Siew Choon</li> </ol> <p><b>Participating School :</b></p> <ol style="list-style-type: none"> <li>1. Sinchun Elementary School, Daegu, Republic of Korea</li> <li>2. SJK Chung Hua Taiton, Sarawak, Malaysia</li> <li>3. SK St. Stephen, Sarawak, Malaysia</li> </ol>  |

## ❖ Other Activity

| Type   | Activities and Achievement  |
|--|---|
| Student Activity Exchange:                                       | Student Activity Exchange: Korea–Malaysia Culture Week  |
| Korea–Malaysia Culture Week                                      | <ol style="list-style-type: none"> <li>1. Discussed and collaborated with the Korean partner school(Daegu Sinchun Elementary school) about the students’ activity exchange.</li> <li>2. Invited our two Buddy Schools in Malaysia(SJK Chung Hua Taiton and SK St. Stephen) to participate in this Korea–Malaysia Culture Week.</li> <li>3. Setting the date for a cultural week, which is the 1<sup>st</sup> week of July(3~9 July 2022).</li> <li>4. Students have the freedom to choose and select their performances ranging from traditional music, modern music, dances, instrumental musical performances, arts, and many more.</li> <li>5. Students record and share their performances through the padlet page created (<a href="https://padlet.com/m12403028/ac1qxghivf6wp0vh">https://padlet.com/m12403028/ac1qxghivf6wp0vh</a>).</li> <li>6. Students watch and enjoy musical performances from friends of different countries with different cultures.</li> </ol> |
| Teachers and Students’ Gift Exchange                             | <ul style="list-style-type: none"> <li>▪ Malaysian teachers from Team Bornean and students posted our local cultural items and local food, and snacks for the Korean teachers and students to try.</li> <li>▪ Korean teachers and students posted Korean games, and some local snacks for the us Malaysian teachers and students to try.</li> </ul>   |
| Observation from Teacher Professionalism Division, MOE Malaysian | <ul style="list-style-type: none"> <li>▪ Two officers from the Teacher Professionalism Division, Ministry of Education Malaysia has visited our school for an observation of our exchange class on the 1<sup>st</sup> of July 2022.</li> <li>▪ A discussion and workshop regarding Korea–Malaysian Teacher Exchange Programme has been conducted as well during this visit.</li> </ul>  |

### 3) Comments and Suggestions

|          | Name                          | Content  |
|----------|-------------------------------|--|
| Comments | Michelle Lim Chia un (Leader) | <p>This is my 2<sup>nd</sup> time in Korea–Malaysia Teacher Exchange Programme (KOMTEP). I am an alumni of KOMTEP 2018. However, what I have experienced as the lead teacher for Team Bornean in KOMTEP 2022 is different from being an individual participant in KOMTEP 2018. It helps me realise the importance of teamwork to make the dream work. As each and every one of us is different, working in a team requires tolerance, and effective communication and the most important is to learn to trust in your teammates.</p> <p>Personally, I think this is an excellent opportunity for me to learn how to be a leader, value our individuality, and divide our tasks in accordance with each other’s strengths to compensate for our weaknesses. As the team leader, I am happy to see how my team members have gained their confidence through this programme. KOMTEP is also a path where I was able to bring my colleagues out of their comfort zone and open our eyes to all the possibilities in the world of education.</p> <p>Furthermore, KOMTEP is a very valuable opportunity for our Malaysian students to learn from the Korean teachers directly through real–time live streaming, as well as to have a direct conversation with the Korean students. As a teacher, I am proud to be able to provide such an opportunity to my students which I believe they will cherish for the rest of their life.</p> |



|                             |  |  |
|-----------------------------|--|--|
|                             |  | <p>As for the school, I believe that KOMTEP has made an impact on both teachers and students, especially discovering the importance of Global Citizenship Education(GCED). The international bonding and networking between us and the Korean partner school, as well as APCEIU should continue so that more teachers and students will learn about GCED.</p> <p>In the future, we hope to participate in or organise a face-to-face exchange Programme with the Korean partner school so that we can strengthen our bond.</p>   |
|                             | Bong Siaw Chien  | <p>I've got the opportunity to teach across borders and deliver lessons to Korean students. All the lessons were carried out smoothly and successfully. Both Malaysian and Korean students really enjoyed the lessons. Both Malaysian and Korean teachers could share ideas and opinions together. Teachers could communicate well without any language and cultural interference.</p>   |
|                             | Koh Ee Kim   | <p>I felt very grateful for giving me the chance to join this Programme. All the activities have been carried out smoothly with efficient communication, tolerance, and cooperation from Malaysian and Korean teachers. Besides that, Korean teachers are very creative by producing different and easier ways, especially in the process of making Batik Cake. Hopefully, both of us will continue with some activities in the future.</p>  |
|                             | Kon Siew Choon   | <p>I feel lucky and happy to say that it might be the first and also the last chance for me to grab this opportunity in my whole life. Thank you to our young leader Miss Michelle Lim. Because of her, something might be changed and come out in different colors. Thanks also to my team colleagues, they work smart, cooperative and high performance in every task as well as enough. Fortunately, all the toughs can be overcome smoothly. This is a nice experience for me because we can talk and share the knowledge together with the Korean teachers and also their pupils at the beginning, throughout, and also at the end of the lesson. The most important thing that we learned from this Programme is giving and sharing besides learning and outcomes. Hopefully, all of us and also our partner school will enjoy the happy hours and remember to keep all the sweet memories in our hearts deeply and forever.</p> |
| Plan for Follow-up Activity | <ul style="list-style-type: none"> <li>▪ Design and develop the Korean-Malaysian Rojak Fusion Cookbook(digital) in conjunction with our Korean-Malaysian Rojak Fusion project. The cookbook is going to be shared with our Korean partner school, alumni of KOMTEP and APCEIU, UNESCO.</li> <li>▪ Continuous exchange classes for students in SJK Chung Hua Bau and Daegu Sinchun Elementary School based on our agreement to meet every semester.</li> <li>▪ Design and develop a google site to document all our lessons, students' activities exchange, and also project.</li> <li>▪ Participate/organize sharing sessions for teachers at the district, state, or national level.</li> <li>▪ In the future, hoping there is a chance for a face-to-face exchange Programme to meet up with our Korean partner school.</li> </ul> |  |
| Suggestions                 | <ul style="list-style-type: none"> <li>▪ We would surely hope for a chance to meet the teachers and students from our Korean partner school, to foster a stronger connection and bonding with them.</li> <li>▪ As there is a lot to be shared after a 3 months Programme, hope that we will be given a little bit more time for our presentation so that we could enjoy the process instead of rushing to finish it within the short timeframe given.</li> <li>▪ If it's possible, we hope for a face-to-face presentation or exhibition in Korea during SSAEM Conference, at least having the chance to view the country firsthand, it will fulfill the actual value behind an exchange Programme.</li> </ul>   |  |



4) Photos

❖ Malaysia Lesson 1 (Real-time live streaming)



Teacher from Malaysia  
(from the left is Mdm Kon Siew Choon, Mdm Koh Ee Kim, Ms Michelle Lim (Lead teacher), & Mdm Bong Siaw Chien)



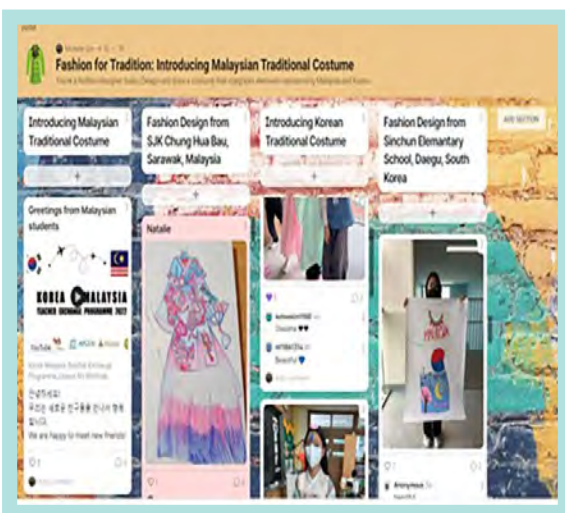
Participants for Malaysia-Korea Lesson 1



1<sup>st</sup> lesson from Malaysian teachers



Fashion Show from Malaysian pupils



Pupils completed the task given by Korean teachers



Malaysian Pupils' Hanbok design



❖ Korea Lesson 2(Real-time live streaming)



Students showing Hanbok



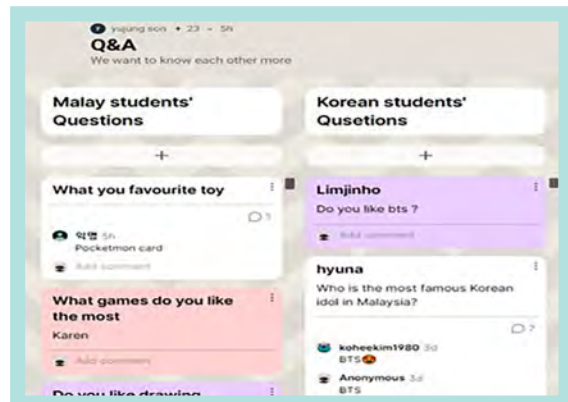
The view from Korean classroom during Malaysian lesson



Malaysian teachers conducting lesson



Korea students fashion show



Padlet(Korea Host School)

❖ Malaysia Lesson 3(Real-time live streaming)



Real-Time Live Stream



Introducing Malaysian Dessert

❖ Korea Lesson 4(Real-time live streaming)



Lesson by Korean teachers



Learning sign language 'Save the Earth'



Project 'Liter of Light'



Write down promise to 'Save the Earth'







Student's worksheet



'Save the Earth'



Korean students making Batik Cake



Live streaming classes in Korean classroom



Student's product



Pledge to 'Save the Earth'

❖ Korea Lesson 5(Real-time live streaming)



Lesson by Korean teachers



Making name card on Korean paper fan



Students' paper fan name card



Present their paper fan name card



Asia-Pacific Teacher Exchange  
for Global Education 2022 Final Report



# Photo Collections of Online APTE

*click click*



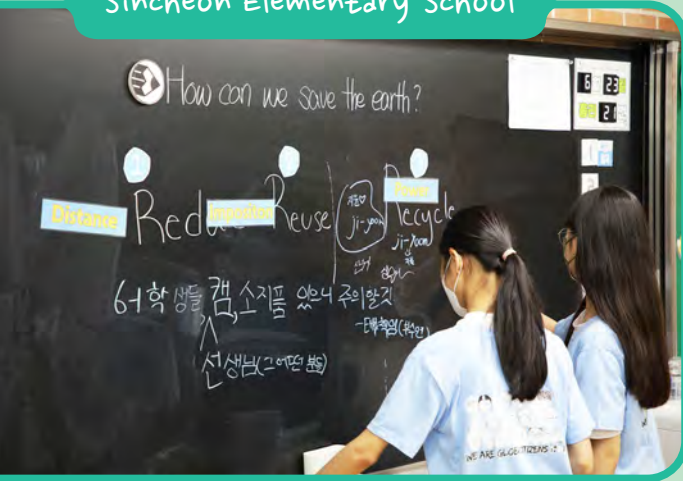


# Teacher Exchange Programme



## 01. Korea-Malaysia

### Sincheon Elementary School



### Samcheon Middle School





click click



# Photo Collections of Online APTE



Incheon Gonghang High School







Chaam Elementary School





# Teacher Exchange Programme



# Photo Collections of Online APTE



## 02. Korea-Laos

Daejeon Dongsan Middle School







Bunpo Elementary School







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# Teacher Exchange Programme



## 03. Korea-Mongolia

### Seoul Technical High School





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# Photo Collections of Online APTE

Jusang Elementary School







# Teacher Exchange Programme

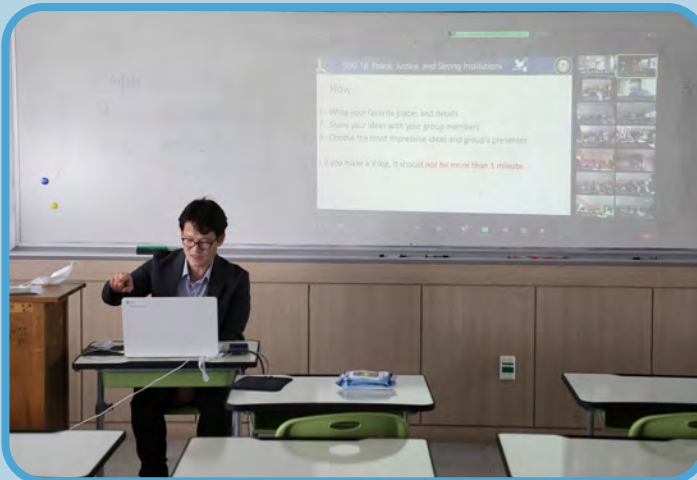


# Photo Collections of Online APTE



## 04. Korea-Philippines

### Daegu Girls' High School



### Sacheon Middle School







Songjeong Dong Elementary School







## Photo Collections of Online APTE

Incheon choeun Elementary School





# Teacher Exchange Programme



## 05. Korea-Indonesia

Gyeongsang National University Middle School



Myongwon Elementary School







# Photo Collections of Online APTE



Suju High School







Jinnam Elementary School







## Photo Collections of Online APTE





# Teacher Exchange Programme



## 06. Korea-Cambodia

Gonjiam High School



Zion High School





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# Photo Collections of Online APTE



## Sammaru Elementary School







Seoha Elementary School







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# Teacher Exchange Programme



## 07. Korea-Thailand

### Gyeongju High School







# Photo Collections of Online APTE

Gunseo Global School



Damyang Middle School







Dodam Elementary School







## Photo Collections of Online APTE







# Seoul (First)

Held from August 8th to 9th

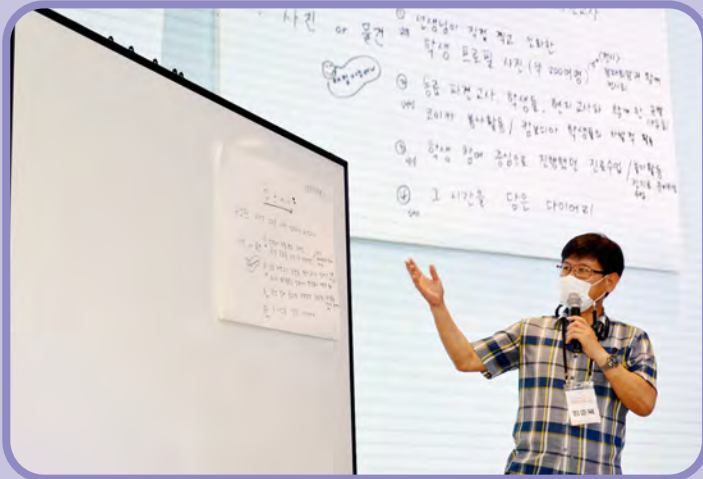




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# Photos of Networking Day

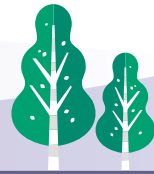




# Seoul. Photos of Networking Day

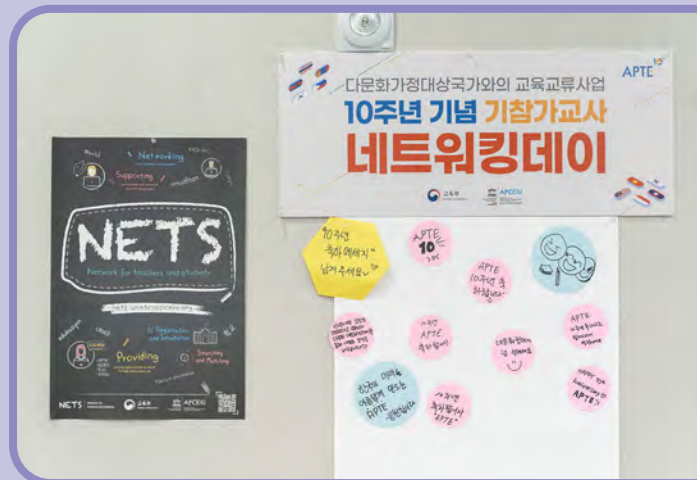
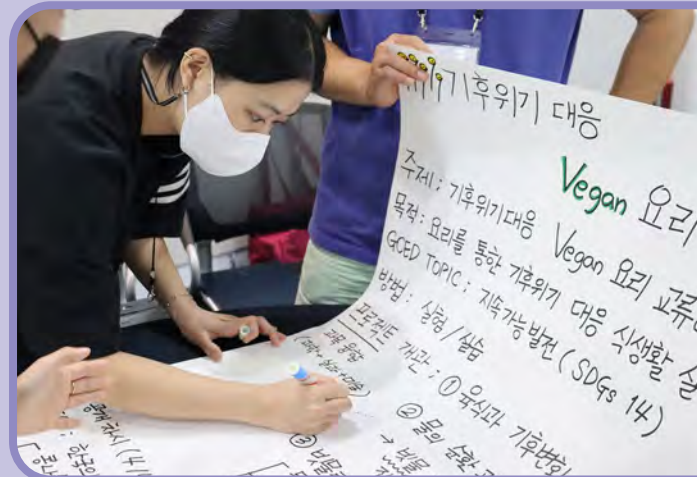






# Busan (Second)

Held from August 11<sup>th</sup> to 12<sup>th</sup>









# Busan. Photos of Networking Day



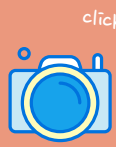


# Busan. Photos of Networking Day





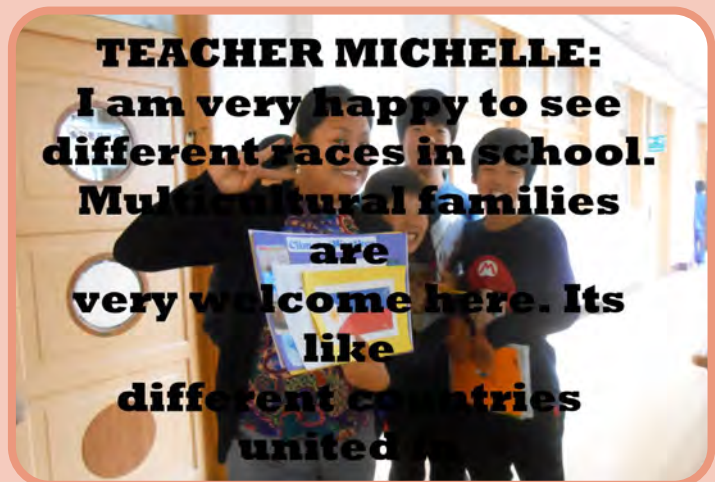
Challenge 01



Challenge Event for commemorating  
10<sup>th</sup> APTE Anniversary  
• Photos of Activities during the Programme









## Challenge 01. Photos of Activities during the Programme



Our students were actively involved in the lessons taught by their Mongolian teachers.



## Challenge 02 • Celebration of 10<sup>th</sup> APTE Anniversary







This is our commitment for the next generation.



in creating a more tolerant, peaceful, and sustainable globalized society.



## Challenge 02. Celebration of 10<sup>th</sup> APTE Anniversary



Asia-Pacific Teacher Exchange  
for Global Education 2022

# Final Report



OT-ITE-2022-014

Asia-Pacific Teacher Exchange  
for Global Education 2022

# Final Report



Asia-Pacific Teacher Exchange for Global Education

