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TEACHING ACROSS BORDERS: A GUIDE TO FOLLOW-UP ACTIVITIES FOR APTE ALUMNI TEACHERS

Edited by the Office of International
Teacher Exchange, APCEIU



Ministry of Education



Association of
Educational Institutions
in Asia and Oceania
APCEIU
Association of
Educational Institutions
in Asia and Oceania
under the auspices of UNESCO



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Teaching across borders:
a guide to follow-up activities for
APTE alumni teachers

Planned and edited by Office of International Teacher Exchange, APCEIU

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Teaching across borders:
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Introduction

Launched in 2012, the Asia-Pacific Teacher Exchange for Global Education (APTE) marks its 10th anniversary this year with a solid record of steady growth. The Programme started with only two countries—Mongolia and the Philippines—and has since added five more: Cambodia, Indonesia, Lao PDR, Malaysia, and Thailand. Even the COVID-19 pandemic has not impeded the APTE's development and instead provided the basis for an online form of educational exchange.

Over the past decade, more than 2,000 teachers in Korea and the partner countries participated in the APTE and guided numerous students. This was thanks to the unwavering support of teachers who sought dissemination of the value of Global Citizenship Education, a key element of UNESCO's educational agenda. We express our deepest appreciation to the teachers and students who took part in the APTE.

Human ties going beyond national borders are rare and precious. This project has tied many people around the world, with the teachers and students who participated continuing efforts to further consolidate their ties.

To assist and facilitate teachers' efforts toward follow-up activities after participating in the APTE, the Asia-Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO has released these guidelines on follow-up activities.

Encouraging all teachers who are determined to continue Global Citizenship Education in the wider world, we extend our heartfelt gratitude to the writers and researchers for their dedication toward the publication of this book. We sincerely hope that these guidelines promote follow-up activities for international education exchange and its sustainability.

December 2022

Office of international Teacher Exchange, APCEIU

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I. UNDERSTANDING FOLLOW-UP ACTIVITIES



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1 EMERGENCE OF INTERNATIONAL EDUCATION EXCHANGE: BACKGROUND AND CHARACTERISTICS

The social phenomena of globalization and informatization are occurring in more profound and extensive ways throughout the global village. These changes of the social environment demand a broadening of the scope of education beyond national boundaries and out into the world. Shifts in global society resulting from globalization raise the need for the development of education to cultivate national and global citizens. Global environmental issues are more serious, and their resolution requires attention, engagement, and cooperation from the entire world along with a sense of responsibility as global citizens. At the country level, active preparation for Korea's globalization and informatization and efforts to meet both domestic and international demand for fostering globally competitive human resources necessitate substantial support to advance a suitable

environment. International education exchange shares both its origins and history with Education for International Understanding (EIU), which includes the efforts of UN and UNESCO to promote understanding of other countries and cultures dating back to 1945, along with education on global coexistence and international understanding and cooperation. With globalization and informatization, however, international exchange education has taken on greater depth and breadth in context, methods, scope, frequency, and other aspects of international exchange. Article 29-1 of Korea's Framework Act on Education stipulates, "The State shall make efforts to provide global education for citizens to be equipped with knowledge and abilities as members of [the] global community." In this case, "global education" refers to cultivation of talented minds with the capacity, value, and attitude to allow them to play their roles in a global society by "instilling the knowledge and capabilities that citizens must possess as members of the global community," encompassing approaches that include education for overseas Koreans, multicultural and international understanding, and global citizenship (Asia-Pacific Centre of Education for International Understanding under the Auspices of UNESCO, 2012). As defined by UNESCO in 2015,

academically Global Citizenship Education (GCED) focuses on educational innovation by cultivating the necessary knowledge, skills, values, and attitudes for learners to contribute to create a more inclusive, just, and peaceful world (UNESCO, 2015). To this end, GCED identifies key conceptual areas at the cognitive (acquisition of knowledge, understanding, and critical thinking on the interconnectedness and interdependence of countries and people including issues relating to communities, countries, regions, and the world), social and emotional (cultivating love for humankind through respect for differences and diversity, unity, and sympathy and sharing of values and responsibility), and behavioral levels (acting effectively and responsibly at the regional, national, and global levels to achieve a more peaceful and sustainable world). Another aim is promoting the objectives of education focused on human rights, peace, sustainable development, and international understanding. International exchange refers to activities between or among countries for promoting mutual understanding, friendly relations, and cooperation. The term is used to describe interchange in education to achieve educational outcomes between or among countries. The Asia-Pacific Teacher Exchange for Global Education (APTE) conducts activities to promote international

exchanges among students and teachers worldwide to foster mutual understanding; develop cooperative relationships; and cultivate a sense of global citizenship in areas like human rights, peace, sustainable development, and cross-cultural understanding.

2 APTE

Launched in 2012 with partner countries Mongolia and the Philippines, APTE encompasses educational exchange with Cambodia, Indonesia, Lao PDR, Malaysia, Mongolia, Thailand, and the Philippines (ROK MOE & APCEIU, 2021; Kim et al., 2020). As Korea rapidly progresses into a multicultural society, this not only raises the need for global education capacity on the part of teachers but also an educational environment optimized for students from multicultural families. In this context, the APTE has teachers from one country dispatched to a school in the partner country for three to five months, during which classes are provided on subject content, bilateral cultural understanding, and multiculturalism and global citizenship, along with afterschool classes and lessons for the local community. Partner teachers analyze the educational curriculum and textbook,

develop joint lesson plans, and conduct joint classes, strengthening their global capacity and deepening the understanding of the partner countries' educational environments, which leads to developing innovative instructional methods. In the classes for cultural understanding, students learn how to understand cultures in the partner country or other countries in general, studying the topics related to their traditional, contemporary, and youth cultures. This process helps participants develop their cultural literacy and inculcate attitudes and values of understanding and respect for cultural diversity. Connecting language classes with cultural ones can provide students with experiences in language exchange and help develop their communication skills. In education on multiculturalism and global citizenship, UNESCO's Global Citizenship Education(GCED) and Education for Sustainable Development(ESD) have played a role in raising an understanding of social phenomena at the global level, awareness of the need for joint global problem-solving, and cooperation to explore alternative problem-solving approaches. Additional afterschool classes cover a range of educational activities at the participating teachers' discretion, with topics including

computers, robots, inventions, and traditional musical instruments. Besides, participating teachers can do various educational activities by collaborating with local community residents, expecting the outcomes of fostering communication, enhancing mutual understanding, and providing an appropriate education for them. On-site activities and exchange efforts thus aim to strengthen global education capacity not only for invited or dispatched teachers but also for fellow teachers and students at the schools to which they are dispatched while promoting understanding and cooperation between countries and contributing to sharing of the educational experience and high quality of learning.

3 APTE: FOLLOW-UP ACTIVITIES

1) Significance and necessity

In the APTE, follow-up activities refer to a series of activities after completion of the programme. Such activities can take a range of forms including continuation or diversification of activity content based on the preceding programme in educational exchange, as well as intensification of the preceding programme. Once the main programme between schools is

complete, its content may continue more in depth, and these activities, along with those that keep intensifying and expanding the experience of educational exchange at the school level or on the active initiative of teachers, are all considered follow-up activities. Examples include teachers participating in the APTE offering related classes and activities as part of global citizenship education in their classrooms after the project ends; online platforms used for educational exchange to overcome the limitations of in-person classes; teachers in both countries continuing to share educational information and present joint classes; and educational exchange carried on in forms identical to or different from the main programme of educational exchange. These follow-up activities are hoped to have major effects on quantitatively increasing and qualitatively improving international education exchange and cultivating the global education capacity of teachers. The progression and intensification of globalization and informatization have broadened the scope and raised the complexity of what can be studied and practiced through education, including mutual understanding, comprehension of universal human values, grasping and resolution of global issues, global

cooperation to achieve a sustainable world, and development of global citizenship. In that sense, education that incorporates more active, varied, and consistent communication is needed. Education alone cannot get students to learn or experience everything in the world. So follow-up activities at schools focus on innovative education through diverse means (including links to the curriculum, Creative Experiential Activities curriculum, and club activities) to help participants gain a deeper and richer body of conceptual knowledge both in and out of the classroom, develop their investigative methods and thinking capabilities so that learners improve their sense of global citizenship in daily life, and demonstrate their own practical abilities. The emphasis is on raising the quality of learning rather than quantity. Ultimately, the goal of education is to change the learner's behavior. Behavioral changes in learners necessitate the acquisition of knowledge and thinking capacity and internalization of values, something better achieved under a long term educational environment. The educational objectives in international exchange include cross-cultural understanding, sharing of universal human values and global issues, and

cultivation of global citizenship. Over the long term, education on those topics is essential to achieving goals such as the internalization of such knowledge and these values. This is how the meaning and methods of follow-up activities can be identified. Follow-up activities also have educational effects. First, they positively influence raising capacity vis-à-vis the studied content. In other words, learners can achieve deeper understanding through a process using the content learned to draw connections to details and exchange the information acquired. Based on their learning of concepts, students in both countries can form connections with their own lives and expand on them by sharing associated content, helping cultivate their knowledge, understanding, values, attitudes, and putting them into action. This is also connected to transformative learning that global citizenship education seeks. Second, follow-up activities have positive effects on inspiring interest and confidence. As learners relate their learned content to everyday life and community, apply it to real life, and share the results or their views about it, the continuation of these activities based on educational content positively contributes to student engagement with their learning and

confidence in the outcomes. Third, opportunities for communication can create an environment conducive to mutual understanding and cooperation. Dewey (2007) described education as an essential demand in life and a necessary element of social renewal, characterizing the process of coexistence as a form of education. In this case, living together does not necessarily connote physical proximity; close-knit bonds may be formed through communication. International education exchange seeks an environment in which learners who live in the global community can better understand one another, share universal human values, and cultivate a sense of global citizenship that allows them to identify and solve global problems. In the process, such exchange can provide long-term opportunities for communication. Learning can also occur through teaching, but communication among learners allows for shared perceptions of society and avenues for their development. In that sense, a meaningful approach to the expansion of learned content could involve presenting environments as a basis for educational activities or focal points for students in both countries to share their ideas. Fourth, follow-up activities are also

essential for cultivating a sense of global citizenship among students. As its four pillars for education to prepare for the 21st century, UNESCO suggested “Learning to Be,” “Learning to Know,” “Learning to Do,” “Learning to Live Together,” and “Learning to Transform Individuals and Societies.” This educational approach stresses the development of global citizenship (UNESCO, 1996; Korean National Commission for UNESCO, 2013; Kim et al., 2018). Such learning entails cultivating the ability to acquire the necessary knowledge, respond creatively to social change, and act with a sense of individual responsibility. Education for cultivating global citizenship ultimately aims to develop an awareness of other cultures; nurture the values and attitudes to achieve harmonious development with others and the environment; form interdependent relations; and achieve sustainability for a global society. Beyond knowledge sharing, the development of citizenship also requires associated activities like the communication of ideas and values and the process of sharing and reflecting on practice and tangible outcomes. In that sense, follow-up activities hold major significance in international education exchange. Follow-up activities are also significant

in cultivating the educational competencies of teachers. In a study by Kim Joo Young et al. (2020), teachers who took part in the APTE shared responses that indicated their own identities as global citizens. One teacher said, “I hoped that my follow-up activities help people I know gain the same perspective I have and for me to gain a sense of kinship from the exchange with overseas teachers,” while another stressed that “this is not a one-off thing but a matter of living together with everyone besides myself” and viewed global citizenship education “as an essential course and key capability.” Overall, the activities were shown to correlate with knowledge and understanding, values and attitudes, skills, behavior and practice, and self-identity as a global citizen. Thus, self-directed follow-up activities by teachers in international education exchange are effective in reinforcing the experience gained from such programmes, cementing the teachers’ sense of global citizenship and improving their practical capacities in global citizenship education. Dewey (2007) referred to education as the “continuous growth of experience.” Follow-up activities represent a process in which teachers and learners continue to develop the depth and

breadth of their educational exchange experience. For example, an exchange that involves learning activities on “practice and solutions for issues of the local community environment” might have a main activity of only developing ideas for solutions and practice. A follow-up activity in this case could be an opportunity for the students to directly conduct practical activities and share and reflect on the outcomes. This conclusion of their learning activity not only has educational effects on students but also provides the teacher with an opportunity to gain experience and outcomes from educational practices. Moreover, the activity can serve as the basis for learning efforts on related topics. This also applies to the acquisition of content on sharing the cultures of partner countries, global issues, and UN Sustainable

Development Goals (SDGs). Using educational exchange efforts to plan and present follow-up activities represents a method of improving the expertise of such efforts and practical capacity in global citizenship education as teachers achieve growth through their educational experience. In the process, teachers can more actively play a leadership role as instructors as well as agents to promote global citizenship education. In international education exchange, the results of activities are determined by teacher capacity. As a long-term form of education going beyond a short-term or one-off event in such an exchange, follow-up activities can be considered highly effective not only in raising the quality of global citizenship education for students, but also spurring growth in teacher experience

in the exchange and cultivation of their expertise.

2) Directions of effective follow-up activities

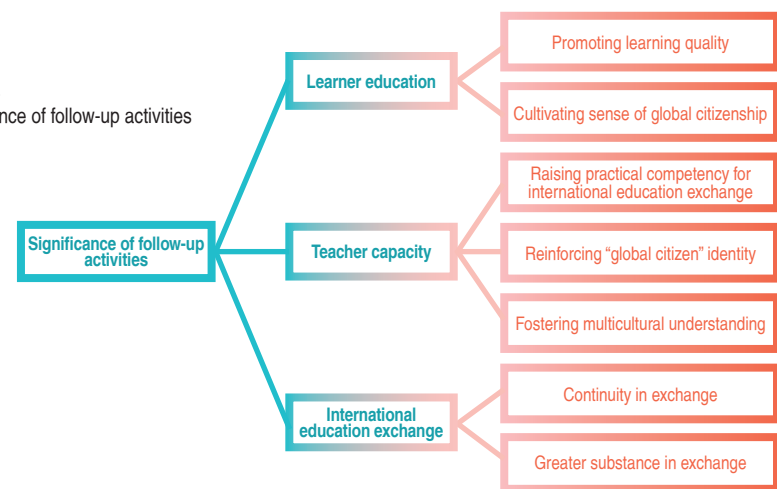
In follow-up activities, the final stage of assessing the effectiveness of international education exchange is the basis for determining the continuation and intensification of the exchange. Since institutions on each side base their continuation and intensification decisions on the assessment findings, they offer an opportunity to advance the initial international education exchange into a more sustainable form of cooperation. In the case of educational exchange among schools in the partner countries, however, suitable results can be observed and continuity maintained when reinforcement and development of their relationship are based on mutual efforts in pursuit of shared educational goals and values. It is especially crucial for educational exchange to be oriented toward mutual understanding and universal human values from the standpoint of Education for International Understanding (EIU) and global citizenship education, as well as the sharing of global issues and cooperation contributing to creating a sustainable world.

educational exchange along these lines, how to implement follow-up activities is important. Such activities are an extension of the original program of international education exchange in which assessment of that activity determines reviewing and formulating a strategy for developing future partnerships and devising ideas for continuation and intensification. At a basic level, this means revising the initial exchange agreement to resolve any inadequacies found in the assessment and adopting measures to reinforce and sustain partnerships, including efforts to keep active communications, develop ideas for effective implementation of educational exchange, share educational information, devise long-term plans based on the educational curriculum, form links with community environment, and diversify educational exchange approaches. In the process, the implementation of appropriate follow-up activities must consider factors such as levels of learners, teacher commitment, contexts of schools, and community environments.

Obstacles to the follow-up activities can be both internal and external. Internal factors include participants' agreement and cooperation; willingness to participate; expected

To ensure continuous and effective

Figure 1. Significance of follow-up activities



effects of participation; self-realization; and educational outcomes. External factors can include relations with partner schools or the community and required support for exchange activities. In certain cases, whether these external factors can be overcome could be affected by internal factors. When internal factors operate in a positive way, this can lead to the results of follow-up activities that establish the identity of educational exchange activities and their direction. Ideas should be devised to reflect adequate consideration of managing and overcoming these factors. The significance, effectiveness, and feasibility of the follow-up activities can be the crucial variables in strengthening partnerships with partner schools and building networks with other community organizations, along with the internal variables such as cooperation and the willingness of participation from the participants of follow-up activities.

Several ways of these follow-up activities will be the followings. First, forums for discussions are needed for more active communication. Exchange is based on communications, and such forums are a core factor determining the success of the exchange. It means creating an environment for active communication not only between but

also within schools and between the community and related institutions. Depending on the school, approaches can include creating websites for communication with partner schools; sharing educational data and learning outcomes between schools; and holding regular virtual meetings as well as online classes. Suitable methods tailored to a school and its environment may also be used for other persons for communication among schools, communities, and relevant institutions. Second, the school's curriculum can be used to improve the quality of the educational exchange. To achieve greater depth in international education exchange, follow-up activities need to ensure continuity and effectiveness. In that sense, follow-up activities need to be integrated into the school curriculum to intensify and systematize the content of the exchange activity and ensure more stable management for it. One suggested approach is integrating it into the school curriculum. It guarantees to secure time for the follow-up activity and improve the quality of education by fostering the cognitive dimension that accentuates areas of knowledge, understanding, and application, the socio-emotional dimension that focuses on values and attitudes, and the behavioral

dimension that emphasizes actions and practices. While connection with subject content can improve the substance of education in cognitive areas centered on knowledge, understanding, and application; affective areas related to values and attitudes; and behavioral aspects focusing on real-world practice. The integration into the school curriculum can also encourage continuity. Because of the ever-present potential for education exchange integrated into the curriculum, the acquisition of experience can lay the groundwork for subsequent and consistent follow-up activities.

A third approach is to build cooperative partnerships with the community and relevant institutions. The community is the environment where learners live with limitless learning resources. The content of international education exchange often focuses on cultivating civic attitudes as well as learning curriculum content. Follow-up activities can be effective in promoting understanding and practice of the content acquired in exchange activities if they are oriented toward the application and practice of that knowledge in connection with the resources and environments in the communities of students in both countries. For learners, such

activities are an opportunity not only to understand other cultures but also to think of possible solutions to community issues based on cooperation. Mutual understanding and cooperative problem-solving can be seen as effective for cultivating global citizenship. This explains the significance of community-linked educational activities that use community resources, environments, and financial support. Cooperation with relevant institutions helps the implementation of international follow-up activities by overcoming the limitations that schools have. The pursuit of cluster-based cooperation with relevant institutions offers pathways for creating cooperative systems, including sharing useful information and methods; providing mutual support to confront challenges; developing new ideas and improving capabilities; and effectively dividing labor. In addition to institutions within a community, this collaboration can also be done with institutions from several communities, getting support through human and material resources that can be translated into qualitative improvement and quantitative growth for educational exchange.

• TIPS FOR EFFECTIVE FOLLOW-UP ACTIVITIES

Tip	Details
Create concrete environment for follow-up exchange	Review the direction of activities for international education exchange to devise a concrete strategy for follow-up activities and create a favorable environment for such an exchange
Encourage participation	Conduct an overall assessment of activities for international education exchange to analyze detrimental factors and agree on improvement methods, promoting active engagement and interest of all those involved in activities
Share the significance, effectiveness, & feasibility of follow-up activities	Share content and strength partnerships among those involved in follow-up activities, focusing on the meaning, effectiveness, and possibilities of the activities
Create bonds within & among institutions	Develop approaches for maximizing synergy by assessing internal strengths of the international education exchange and available resources of external institutions
Set up forums for communication	Create environments for regular, continuing, and active communication within schools and among institutions on each side
Improve the quality of curriculum-based education	Use curriculum-based activities to boost links with follow-up activities, secure time for those, and integrate them into systematic education
Establish curriculum links at subject & school levels	Develop ideas for intensifying and expanding exchange activity through approaches including school curriculum, Creative Experiential Activities curriculum, afterschool, and club activities
Create & use online exchange environments	Ensure effective accessibility through convenient approaches integrating international exchange as part of school life, including exchange through ICT-based remote courses
Build partnerships based on reciprocity	Use prior education about a partner country's culture to strengthen cooperative partnerships based on cross-cultural understanding and respect
Focus on EIU, GCED, & ESD	Achieve greater depth and breadth of joint activities intensified along vertical and horizontal dimensions rather than focusing on cultural activities and language learning. Potential areas include content discussions on shared interests and global issues; cultural diversity; global sustainability; globalization and other forms of education oriented toward global understanding; global citizenship education; and education for sustainable development. Joint efforts can also identify problems and find potential solutions. This process focuses on promoting mutual understanding and communication, ultimately cultivating a sense of global citizenship, which is the aim of international exchange.

Activities for international education exchange are effective in communication and sharing of special knowledge and information, but their significance is also found in their role in providing learners with environments to share their capabilities and resources, interact, reflect, and develop their personal capabilities. Because such efforts with the APTE are incorporated into teacher exchanges for three to five months, they can also positively impact teachers in both countries by helping them continue individual and professional development, along with their fellow instructors' global education capabilities. For students on both sides, such activities can offer opportunities to develop mutual understanding, cooperation, and a sense of global citizenship, which shows the significance and reason why appropriate follow-up activities are needed.

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II. TYPES OF FOLLOW-UP ACTIVITIES AND MODEL EXAMPLES

1. TYPES OF FOLLOW-UP ACTIVITIES

2. MODEL EXAMPLES OF FOLLOW-UP ACTIVITIES

[REAL-TIME ONLINE VIDEO CLASS]

[VISITING/ INVITATIONAL PROGRAM]

[CLUB-ORIENTED INTER-SCHOOL EXCHANGE]

[INTER-SCHOOL COOPERATIVE AGREEMENT]

[PARTICIPATION IN VARIOUS SUPPORT PROGRAMS]



Office of International
Teacher Exchange
APCEIU

1. TYPES OF FOLLOW-UP ACTIVITIES

The Asia-Pacific Teacher Exchange for Global Education (APTE) was conducted in the form of face-to-face dispatches and invitations from 2012 to 2019, and an online educational exchange was launched in 2021. In other words, the experiences of teachers who participated in the programme can be categorized into three types. The first is those of dispatched/invited teachers who were placed in schools of partner countries to conduct exchanges with teachers and teach students. The second is those of mentor teachers at host schools who help (a) dispatched/invited teacher(s) conduct assignments smoothly when the dispatched/invited teacher(s) is/are placed to the host school from a partner country. The last is those of teachers who take part in online exchange. The teachers organize study groups with three to five other teachers at their schools and

hold classes in real-time or non-real-time with the teachers of the study groups formed in the same way in the partner country.

A study by KIM Jooyoung et al. (2020) found that APTE participants found such experiences instrumental in finding self-identity as global citizens. Specifically, their experiences produced results like raising a teacher's potential as an individual and professional; enhancing values and ways of life as teachers; spreading learning and emotional ripple effects in communities; promoting exchanges and relations with partner countries; and spurring social responses to the call of the times and a sense of responsibility.

Another study on the experiences of participating teachers by Yonsei University's University Industry Foundation (2021) found

that an exchange with a partner country enabled participants' self-introspection through comparison and growth as teachers as participants had the opportunity to re-think the nature of education in a new cultural environment.

The two studies show the general influence of the APTE on participating teachers. For substantial follow-up activities, however, every teacher is asked to reflect on his or her achievement through participation in the program, as it seems natural for them to utilize and develop their own experiences even after completing the program. Put another way, follow-up activities are almost like the natural introspection of teachers on inner growth and manifestation. Since each individual has a unique experience and form of learning from the programme, detailed

explanations of their inner motives leading to follow-up activities are superseded by several best practices in the next chapter.

The following is a general summary of representative/main types of follow-up activities:

1 BY METHOD: INVITATION/VISIT/ ONLINE

Based on the three types of APTE mentioned above, follow-up activities can also be classified as visits, invitations, and online exchange. Participating teachers can recreate the methods they experienced during their own exchanges or make their own by referring to other approaches used in the programme. In many cases, follow-up activities continue through the ties formed among teachers who participated in the

APTE, but teachers and schools hoping for exchange can be searched for on the programme's online educational exchange platform provided by APCEIU, Network for Teachers and Students (NETS). For further information about NETS, refer to Chapter 4.

2 BY SCHOOL CURRICULUM: CLASSES/ EXTRACURRICULAR ACTIVITIES

Teachers can find the meaning of APTE follow-up activities while sharing and disseminating the results of their experiences in a school community. The activities can be pursued in two ways according to the curriculum, either through direct integration of what has been learned from the APTE into subjects or through extracurricular activities. The former method requires teachers

to conceptualize what they acquired from the APTE and properly apply it at each level of the curriculum. The APCEIU, which runs the APTE, considers that the programme is closely related to Global Citizenship Education (GCED) and strongly encourages the integration of GCED into the curriculum. Related materials are introduced in Chapter 4 (Annex). To allow students to widen the scope of their experiences in freer and more diverse ways, extracurricular activities like creative experiences or club activities may also be adopted.

3 BY MAIN AGENT: TEACHER/SCHOOL

Follow-up activities can be divided by the main agent promoting them. Teachers and schools are not separate from each other, but it is helpful to consider activities during

which an individual teacher visits a school abroad or has a personal exchange with another teacher and those involving a school-to-school exchange.

For an exchange promoted by an individual teacher, follow-up activities are like a process of their growth and offer a more individualized and autonomous experience for them. In such cases, the time and effort of persuading the school community could be reduced by preparing and implementing follow-up activities. For a school-to-school exchange, follow-up activities can have far-reaching powers on the entire school community. Ultimately, the changes sought through APTE participation can be reflected in the concept of transformation of the school into a place of learning.

Several best practices selected by the Office of International

Teacher Exchange of APCEIU are introduced in the next chapter. The methods mentioned above can be confirmed by the experiences of five teachers: Mohd Al Khalifa bin Mohd Affnan, Kim Myungseok, Ahn Bongsun, Jeong Jiyeong, and Choi Hong Gil. Based on their direct field experience in Korea and abroad, the hope is that their voices generate ideas about follow-up activities.



Jeong Jiyeong
Hyundong
Elementary
School

2. MODEL EXAMPLES OF FOLLOW-UP ACTIVITIES

REAL-TIME ONLINE VIDEO CLASS

STARTING ONLINE INTERNATIONAL EDUCATION EXCHANGE

Why conduct online international education exchange

Many changes to daily life have occurred due to the COVID-19 pandemic. Given the difficulties in meeting in person, international education exchange and other educational activities have seen a sharp decrease. With the widespread adoption of online instruction and video classes as alternatives, exchange activities have naturally shifted to cyberspace.

In the past, such activities provided a valuable experience of getting people together and forming friendships through visits between countries, creating opportunities for teachers and students in partner countries to form unforgettable memories and accentuating the need for exchange between and among countries. Such activities also incurred considerable time, money, and effort in

the preparation process, and difficulties often arose due to changes in the global situation and other unexpected variables. In contrast, online international education exchange is relatively simpler, and its straightforward preparation and procedures are easier than conventional in-person methods while being subject to fewer constraints of time, setting, and expense. Other advantages include online interactions no matter where the participants are and greater continuity and connectedness through exchange activities, not to mention faster and more flexible responses to unexpected situations.

My online activities for international education exchange: background and experience

My first international exchange was in 2021 with elementary schools in Japan and Malaysia

through an online exchange sponsored by Gyeongsangnam-do Office of Education. I learned the importance and effectiveness of educational exchange by taking part in the APTE during the first half of 2019, and the commitment and enthusiasm I felt for this exchange made me accept the challenge. In 2022, I have expanded the scope of these online activities to include two schools in Japan and one each in Cambodia and Malaysia. In 2021, I did an exchange activity as a homeroom teacher with students in my class. Today, I am leading a student club for exchange activities as a teacher of English. The former is advantageous because it can experiment with creative integration that blends diverse subject content and exchange activities. It also retains autonomy in the subject period and management to flexibly adjust the activity schedule. The latter's strength lies in that it enables the designing of diverse and high-quality exchange activities by recruiting and selecting students with strong communication skills in English and interest and confidence in international education exchange.

Beginning online exchange for international education: matching countries and schools

Online exchange for international education can be separated into two

main approaches. The first involves participation in efforts organized by relevant institutions such as APCEIU, APEC Learning Community Builders (ALCoB), and centers for such exchange under offices of education. This method requires predesigning plans for exchange activities and budget use and complying with prescribed selection procedures. Throughout the process, this approach requires administrative duties that include planning and submission of reports on interim progress and activity results. In the selection process, teachers might not get matched with their preferred country or school. The process for forming connections with partner countries and schools is relatively simple, with a strong possibility of being matched with an exchange-driven school in a suitable environment. Another advantage is budget support to experiment with creative exchange activities. Participants can also benefit from expert advice, teacher training, and networks with other teachers participating in the same project. The next approach has teachers selecting and matching their desired country and school in the exchange. A participant can conduct follow-up exchange activities with a teacher at a school in the partner country whom they met through the APTE or get in touch with another teacher introduced

or recommended by the other. Yet another method is to communicate with teachers at home previously dispatched overseas or working in international education exchange. Those interested should ask departments for such exchange at offices of education. The situation varies by region but human resource pools for such exchange are formed by finding teachers fluent in foreign languages and with abundant experience in international education exchange. Finding partner countries for exchange is also possible through teacher organizations interested in such a practice such as Teachers for International Cooperation in Education (TICE). Finding and directly contacting partner schools that meet the desired conditions are not easy, but an advantage of this approach is fewer procedural duties and a freer range of topics and methods of exchange, traits that enable flexibility in responsibilities. Looking for partner countries and schools to conduct exchange requires many things to consider, but I view as important the classes, grade levels, number of students, and time difference. It is easier to form bonds and communication when everyone is around the same age and simpler to devise educational activities that suit the development stage for students on both sides. For elementary school

students, if they have outstanding communication skills in English, I believe that they are more than capable of interacting with middle and high school students. Class sizes should also be roughly similar. Finally, a shorter time difference means quicker discussions and feedback among teachers on both sides and better conditions for determining the schedule in real-time. A time difference of no more than four or five hours is optimal for smooth exchange activities.

Preparing for online activities for international education exchange: teacher discussions and real-time preparation

Once the partner country and school are chosen, preliminary discussions among the teachers involved are needed. Instead of email, a much faster and more convenient way to communicate is through mobile messenger services commonly used in a country. By using apps like Line, WhatsApp, or Telegram, people can easily send information like photos and documents. After deciding on a method of communication, participants should exchange basic information on their academic schedules and their daily activities and decide on the method of exchange (real-time, videoconferencing, or other exchange or online platforms) and topics. For real-time videoconferencing, they

should set the general number of meetings and schedule and hold close communication afterwards to discuss the detailed plan and make timely revisions and additions. Before launching the exchange activity, participants should hold discussions through real-time videoconferences with the teachers in the partner country to get necessary details quickly and conveniently, gain a better understanding of the interests and dispositions of students on both sides, and improve closeness and trust among teachers. Below are the things that must be reviewed and understood before starting an activity:

Daily schedule management

Knowing how to manage the daily schedule (including start and end times as well as breaks and lunchtime) is needed before devising a concrete plan for real-time videoconferencing-based exchange.

Capacity (internet connection and equipment) and budget availability

For schools pursuing online international education exchange, preliminary checks are necessary to assess internet connection, restrictions on the use of online platforms, and conditions of screens and sound equipment. Deciding budget availability and scale enables suitable activities and plans for programs like letter and gift exchanges.

English-language proficiency of teachers and students

Exchange activities are generally done in English, and because of the variability in English-language proficiency across classes, grades, countries, and regions, fluency should be examined beforehand. Another suggestion is to share opinions on the use of translation devices and interpretation to relieve the burden of English-language communication on teachers and students on both sides.

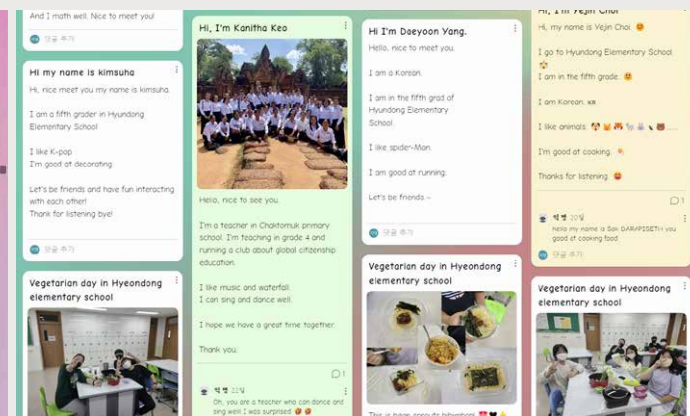
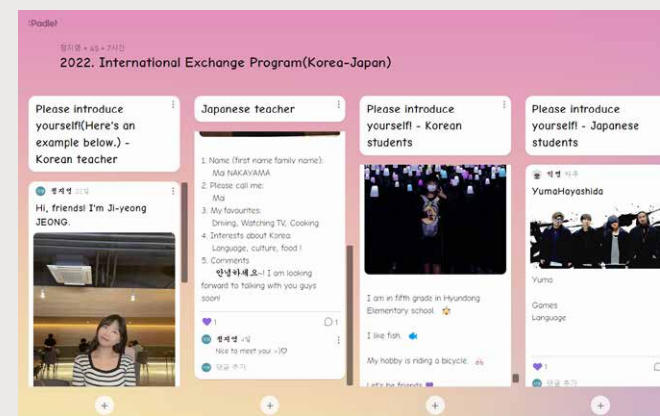


Figure 1. Sharing info on the Korea-Japan exchange in 2022 (Padlet)

Figure 2. Sharing info on the Korea-Cambodia exchange in 2022 (Padlet)



Figure 3. Simultaneous interpretation in the Korea-Japan exchange (2021) Figure 4. Q&A in the Korea-Japan exchange (2021)

Teacher and student interests and commitment to exchange

Another important step is gauging the major interests of teachers and students in the partner country. This allows identification of the common interests of teachers and students on both sides as the basis for devising exchange activities. Dialogue and discussion allow inspection and coordination of the desired directions of exchange on both sides and their commitment to exchange activities.

Areas of caution for success in real-time videoconferencing-based exchange

At the basic level, the real-time videoconferencing-based exchange requires a classroom environment with a good internet connection with webcams and other equipment. In my experience, the other country's internet connection was often poor

and made it difficult to hear the teachers and students there clearly. I often hear that Korean students tend to speak softly and this makes it difficult for the other side to hear. To prevent this, checks on speaker quality and sound levels before an activity and preparation of things like microphones for presentations are a must.

During real-time videoconferencing-based exchange activities, the first meeting typically involves self-introductions and explanations of each side's culture. Participants will also discuss their school and region. A highly effective approach is to share presentation data ahead of time between students on both sides. Using Padlet or Google's Jamboard, students can upload their own materials and communicate through replies.



Figure 5. Poster of tteokbokki (Korean spicy rice cake) for the Korea-Japan exchange (2021)

Figure 6. Poster of hanok (traditional Korean house) for the Korea-Malaysia exchange (2022)



Figure 7. Intro to hanbok (traditional Korean costume) for the Korea-Japan exchange (2021)



Figure 8. Intro to mideodeok (stalked sea squirt) for the Korea-Japan exchange (2021)

Real-time videoconferencing-based exchange is typically done in English, so using simple and basic expressions is recommended. Things like pronunciation, intonation, and speaking capacity tend to vary considerably by country, and participants find it difficult to understand even familiar English words and phrases. If the internet connection or sound quality is also poor, that makes it even more difficult to hear and understand long and complex sentences. In cases of real-time exchange with schools in non-Anglophone countries, better communication is possible by

contacting and enlisting the services of an interpreter. In practice, students experience genuine interest and curiosity while asking and answering questions about things they are curious about. Teachers should provide interpretation in English or allow the use of translation devices, but a far more vibrant exchange occurs with prompt and accurate interpretation from an interpreter. The most effective way of overcoming the language barrier is by sharing large and clear photos and items. Even better is if participants use translation devices to provide explanations of



Figure 9. Handmade tassels (norigae)



Figure 10. Bookmarks made with dried chrysanthemum petals



Figure 11. Frame made with folded Korean paper (ddakji)



Figure 12. Gifts for Korea-Cambodia exchange (2022)

those materials in English and the partner country's language. When sharing Korean food, customs, and traditional clothing, we got the best responses when we showed the items.

Finally, unexpected situations can arise in a real-time videoconferencing-based exchange. To prepare for this, it is necessary to check the students' presentation materials, like photos

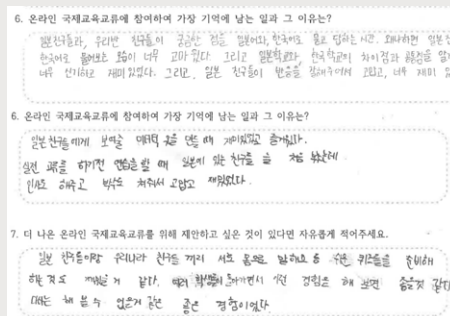


Figure 13. Survey responses from students in the 2021 Korea-Japan exchange (1)

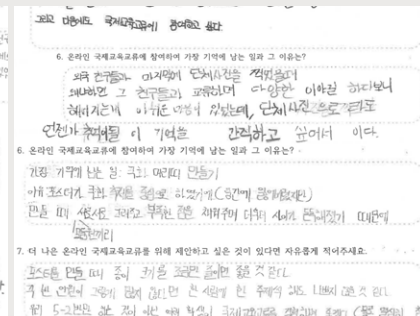


Figure 14. Survey responses from students in the 2021 Korea-Japan exchange (2)

and videos, ahead of time for review and save copies. A higher quality of activity is possible through rehearsals for the exchange.

Concluding online international education exchange: swapping gifts, reviewing activities, and sharing responses

The activity that students enjoyed most and looked forward to during online international education exchange was letter and gift exchanges. Having interacted with these students only on the screen, participants feel touched, delighted, and emotionally connected through these thoughtful letters and gifts.

Preparing and sending gifts is also meaningful for Korean students. As they consider what students in a partner country might like and choose gifts that best represent Korea's defining qualities, they reach a greater

understanding of students in the other country and their own culture.

These gifts can be souvenirs that symbolize Korea or local traits. Japanese schools had great responses to things like students' hand-painted and handmade ornaments and photo frames made with folded Korean paper edges. The region where my students and I live is famous for its chrysanthemum festival, and the students presented bookmarks they made with dried chrysanthemum petals.

When concluding activities for online international education exchange, reflection on the exchange process through photos, videos, and other media is a must. Participants should also discuss their reactions or fill out surveys to share their thoughts and feelings on the exchange process. This process allows students to reflect on



Figure 15. Campaign for collecting plastic bottle caps for the Korea-Japan exchange (2022)



Figure 16. Vegetarian cooking class for the Korea-Cambodia exchange (2022)



Figure 17. Ocean protection campaign for the Korea-Malaysia exchange (2022)

and internalize what they learned and experienced in the activity and for teachers to discover what worked and what needs improvement.

Global Citizenship Education and online international education exchange

Global Citizenship Education (GCED) aims to create a sustainable future by nurturing talented human resources with practical capabilities who are actively engaged in solving world problems. Global citizens have an understanding of the world's interconnectedness and interest in the issues of their neighbors that transcend national borders,

achieving closeness as they work together to consider issues that affect the world including climate change, war, and refugees. From this perspective, international education exchange is an excellent platform for gaining experience with the world's connectedness, instilling attitudes of global citizenship and practicing related behavior. In my case, I formed a student club this year and connected it with GCED and activities for international education exchange. Issues in GCED—which are related to the environment, peace, and human rights, among other areas—are shared interests of people around the world and include

many topics for students worldwide to discuss. Environmental issues are cited as a key theme in interactions.

A school in Japan that we have been involved in exchange activities with has launched a campaign to collect aluminum cans. Separated in the recycling process, these cans are used to make wheelchairs donated to people who need them, something I was delighted to hear about. The student club I lead is also involved in a campaign to collect plastic bottle caps (which are difficult to recycle) and donate them to upcycling businesses. The caps are repurposed and sold as keychains, with all the proceeds donated to groups working to protect the oceans. Korean and Japanese students have presented these two examples in an exchange activity of sharing their ideas on environmental protection, recycling resources, and the value of sharing.

We are also involved in an exchange activity with a Cambodian school on vegetarianism. I led a joint video class for students in both countries on the relationship between the climate crisis and dietary habits, and the Korean students discussed bean sprouts, a popular food ingredient in Korea. This was followed by a cooking lesson using such sprouts, after which the activity content was uploaded to Padlet and shared with the Cambodian students. Through this activity, students on

both sides gained higher awareness of the severity of the climate crisis, the need for a joint response, and the importance of changing eating practices, all of which strengthened their commitment to practicing vegetarianism.

I am now preparing to hold a second real-time videoconferencing-based activity with a school in Malaysia. Students on both sides have agreed to practice approaches toward saving the Earth at home and school and share the results of their activities. As part of this, the Korean students launched an ocean protection campaign and took part in a lesson and activity on fair trade. They also went to a marine park near their school to shoot a video on Korea's seas, emphasizing the value of oceans and the importance of protecting them. Through their study, they learned about the importance of protection of tropical rainforests and sustainable farming and safeguarding children's rights. The teacher and students learned valuable lessons while preparing for the real-time activity.

Micro-tips for online activities for international education exchange

Hanbok: Where can you find it, and how?

When talking about traditional Korean culture during an exchange activity, I

always discuss hanbok (traditional Korean clothing). I have found that the most effective way to present the outfit is by wearing it rather than introducing it through photos or videos. This is a more vivid way of showing those in the partner countries the designs and style of hanbok, while giving Korean students a marvelous experience in trying the clothes on. Hanbok can be rented at low cost from online rental sites or borrowed free from the multicultural education centers affiliated with offices of education. In 2021, we rented children's hanbok online for KRW 10,000–KRW 20,000 per garment, receiving and returning the

items by courier service. This year, I purchased one boy's and one girl's hanbok to keep at our school. Both are available as needed without requiring a rental, and this also reduces the hassle of potential damage and dirt.

Make gifts eco-friendly!

Why not consider the environment when exchanging gifts with fellow students in the partner country? Quite a few of the exchange activities focus on environmental protection. The first item I recommend is the eco-friendly souvenir postcard. An online business makes postcards printed with soybean oil on eco-

friendly paper. One can send to the business images for printing (photos of exchange activities, the two countries' flags, or characters), list the desired sizes and quantities, and receive beautiful commemorative postcards within days. Another business recycles discarded paper cups to make photo cards, photo books, and posters. Such cards and posters can be sent as gifts to the partner school, and photo books can also be made for Korean students to remember and celebrate their exchange activities over the past year.

Another recommended item is the aforementioned keychains made from plastic bottle caps. People collect and clean the caps and send them to an upcycling business that turns them into lovely sea turtle keychains. These items ordinarily sell for KRW 5,000 apiece but someone who sends the caps get KRW 1,000 off. Through this method, students can practice environmental conservation and donation while sending gifts to friends abroad.

My final recommendation is an eco-bag made from discarded banners. These bags help protect the environment through upcycling and serve a practical purpose. Priced at KRW 3,000 each, they are relatively affordable and sturdy since they are made from recycled banners. They also serve as excellent shopping bags.

Citizen diplomats: Instilling a sense of purpose and responsibility

Before starting an online activity for international education exchange, students need to learn cyber etiquette and personal information protection,

as well as international manners and etiquette. They also need training as "citizen diplomats" with a sense of purpose and responsibility. One way of doing this is to present "citizen diplomat" badges at either the beginning or end of the activity. The effect of this is amplified if the badges are officially presented to students by the principal. Many online businesses produce badges, and participants can find the materials and desired designs for customization at reasonable prices.

Knowledge brings people closer

Before beginning an exchange, both teachers and students should have basic knowledge of the partner country through watching related videos and searching for information. Reading a book about the partner country is also helpful. Certain books useful for exchanges with Southeast Asia, for instance, are found in the series ASEAN Countries: Knowledge Brings Us Closer! This series includes individual books on Brunei, Indonesia, Malaysia, Myanmar, Vietnam, and other countries with basic information and simple conversations. These books are relatively short and use many photos and pictures. I recommend that students read the books ahead of time while getting simple quizzes to check their understanding of the content.

Effects of online international education exchange

Students learn many things while preparing for and conducting exchange activities. They gain a better understanding of their own



Figure 18. Keychains made from plastic bottle caps



Figure 19. Eco-bag made from discarded banners



Figure 20. "Citizen diplomat" badge



Figure 21. Reading books about a partner country

culture, develop an interest in that of the partner country, and gain awareness of cultural diversity. Through their experiences with things that make each culture unique and outstanding, they grow to respect and protect cultural diversity. As they deliver presentations and engage in other forms of communication, they can develop their abilities in English and the partner country's language and improve their global communication capabilities. While studying and presenting on topics on GCED, they cultivate the knowledge, attitudes, and abilities needed as global citizens. Even today, students in my class who took part in exchange activities last year tell me how memorable they were and thank me for sharing that experience. They also expressed hope that other students could have the same exchange experiences as they did. Each time I hear this, I am convinced of the wisdom of such activities. I feel thankful and delighted to give children unforgettable memories and invaluable learning opportunities.

Online international education exchange and multicultural acceptance

Every three years, the Korean Women's Development Institute (KWDI) conducts multicultural acceptance surveys on the Korean public and youth of middle and high school age. According to a research summary for the 2021 studies, the multicultural acceptance score for youth was 71.39, 0.17 points higher than in 2018, but a small increase compared to the rise from 2015 to 2018 (from 67.63 to 71.22). The 2021 level was identical to that in 2018. Multicultural acceptance is measured by eight subcomponents in three dimensions: diversity (cultural openness, national identity, and stereotypes and discrimination), relationships (expectation of unilateral assimilation, rejection and avoidance, and willingness to interact), and universality (double attitudes and willingness to engage in global citizenship behavior). A comparison of the survey findings for 2018–2021 showed declines for adults and youth in “willingness to engage in global citizenship behavior,” “cultural openness,” and “willingness to interact.” According to the summary for the 2021 survey, the COVID-19 pandemic

might have greatly influenced this outcome.

Source: Korean Women's Development Institute, “2021 National Multicultural Acceptance Survey,” 2022.

If the pandemic continues or if another happens, reduced in-person interactions with foreign nationals and migrants and restrictions on inter-country movement may lead to stagnation or further declines in youth willingness to engage in global citizenship behavior, cultural openness, and willingness to interact. This, in turn, could lower multicultural acceptance in general. GCED and online activities for international education exchange are key factors for improving multicultural acceptance in the pandemic era. By boosting the willingness to engage in global citizenship behavior, cultural openness, and willingness to interact, these two categories of educational activity can ultimately raise multicultural acceptance. GCED and international education exchange are organically linked to multicultural education and will serve as key themes in education toward a sustainable future.

Online international education exchange: dreams and passion

The Asia-Pacific Teacher Exchange for Global Education (APTE) was a major turning point in my life. The passion and energy I feel toward multicultural education, GCED, and international education exchange stemmed from that scorching 2019 summer in Thailand. My experience opened my eyes to a wider world and made me venture further out into it. All teachers have their own unique characteristics and strengths. I look forward to seeing them use those as a basis for experimenting with new forms of exchange. And please, no need to start out on a grand scale. International education exchange inspires teachers and children to grow and dream of a better future. This is something tangible as people take one step at a time in interacting with others. I offer my full support to the APTE participant teachers as they translate their experience and know-how into follow-up exchange activities.

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Khalifa Affnan
Keningau Vocational
College

VISITING/INVITATIONAL PROGRAM

AN INSIGHT INTO INTERNATIONAL EXCHANGE PROGRAMME

A. Prologue

B. Insight into the Programmes

- Korea Malaysia Cooperation Programme 2017
- ALCoB Student Exchange Programme 2018
- Gaja! Korea 2019
- Daedong Middle School Visit 2019
- Korea Malaysia Teacher Exchange Programme 2021
- Daedong Middle School Online Class 2021
- PLANETS Exchange Programme 2022
- Daedong Middle School Visit 2022

C. Epilogue

A. PROLOGUE

Asia Pacific Teacher Exchange Programme, or APTE, is a programme organized by UNESCO-APCEIU where it has transformed many teachers, especially in the Asia Pacific region, to go beyond extraordinary in their profession, including myself. Being a part of the family is an opportunity that I will never regret, as it has given me the experience to organize more follow-up activities after returning from the three months programme from South Korea.

I was posted to Seoul Technical High School along with a partner from Malaysia, and together there were 10 of us being posted to various locations in South Korea. There, I was able to learn a lot of things, including understanding each other's cultures, transfer of knowledge between Malaysia and South Korea, food, language, and the most important of all in my opinion, the way teachers in South Korea work. Returning to Malaysia, I apply all the best practices I have learned from various mentors, officers,



Figure 1. Sitting the most left, during a forum in 2019 in Malaysia about APTE programme

and friends, on how to organize the best international exchange programme as a follow-up activity from the APTE programme. Here are eight follow-up activities that I have done over the years and hopefully will inspire others to do the same.

Happy reading!

Khalifa Affnan

B. INSIGHT OF THE PROGRAMMES

KOREA MALAYSIA COOPERATION PROGRAMME 2017

December 26–27, 2017

How did it start?

Korea Malaysia Cooperation



Figure 2. A graphic poster for the programme

Programme plan started during a discussion with my mentor, Mr. Im Hyun Bin, at Seoul Technical High School during the third quarter of the 2017 APTE programme. Seoul Metropolitan Office of Education (SMOE) was organizing an international programme, and they were searching for a country to do the programme with. Since the programme with APTE was still ongoing in Seoul during that time, the opportunity was given to me. During the initial stage of planning,

several meetings were conducted between the two of us (us and the mentor) without the officers from SMOE. This was because proper planning needed to be done before presenting the content of the programme to the officers. Afterwards, we had one meeting at the SMOE office, together with the officers, travel agent, and the teacher in charge of the school involved. Seoul Robotic High School was among the schools under this programme. After revising the plan and agreement was made, we ended the meeting over dinner at a local restaurant.

Programme overview

This program was initiated to strengthen the relationship between Keningau Vocational College participants and the Seoul Metropolitan Office of Education in cultural exchange and technology-sharing sessions, specifically drones. This programme aimed to increase students' skills and knowledge in drones and robotics and also aimed to strengthen the diplomatic relationship between Malaysia and Korea. This programme targeted 40 participants from various vocational courses around

Date	Agenda
Dec. 25, 2017	Arrival of Korean Delegates at the airport
Dec. 26, 2017	1 Day Programme
8:40 a.m.	Ice breaking session
9:00 a.m.	Korean students' introduction
9:30 a.m.	Malaysian students' introduction
10:00 a.m.	Break
10:20 a.m.	Workshop starts
12:30 p.m.	Lunch with Korean meals
2:00 p.m.	Workshop continues
4:00 p.m.	Tea break
4:20–5:30 p.m.	Workshop continues
Dec. 27, 2017	2 Day Programme
9:00 a.m.	Workshop starts
10:00 a.m.	Break
10:20 a.m.	Workshop continues
12:30 p.m.	Lunch with Malaysian meals
2:00 p.m.	Workshop continues
4:00 p.m.	Tea break
4:20–5:30 p.m.	Workshop continues

YouTube link about the programme:
<https://www.youtube.com/watch?v=Dc7FsPcxCAA&t=1s>

Content of the programme

The programme focused specifically on training and assembling drones and also introducing Korean culture to the participants.

Dec. 27, 2017	Cultural Night
7.30 p.m.	Arrival of guests
	Lion dance performance
	Opening performance by dancers from Kiawaian Elementary School
	Welcoming speech from VIP
	MOU signing ceremony
	Dinner and performance
	Photo session and end



Figure 3. Malaysian and Korean students get together at the field for drone practice.



Figure 4. A local newspaper article about the partnership with Seoul Robotic High School



Figure 5. Received 10 drones as a donation from South Korean delegates

Sabah and is a collaboration with the Seoul Metropolitan Office of Education and schools around Seoul.

Exposing students, especially in the interior part of Sabah, to trending technology and the international exchange programme was an opportunity for them to develop their knowledge and boost their confidence level in communication. 40 Malaysian participants have undergone training in the DRONE MANUFACTURING, ASSEMBLY AND OPERATION PROGRAMME and have mastered it through a series of challenges during the programme.

Drones equipment and training were provided by the Seoul Metropolitan Office of Education. Meals and event preparation were funded by Keningau Vocational College.

Other than the main programme, Keningau Vocational College has also inked a partnership with Seoul Robotics High School as a symbol of the dedication of two countries learning the best from each other practices despite differences in culture and language.

Procedures

This part is important to know the flow of the initial planning until the execution period. Here is the step-by-

step procedure that we planned according to the sequence.

1. Planning. Informal discussions were made between the lead teacher from Malaysia (me) and the mentor (Mr. Im Hyun Bin) of Seoul Technical High School. Then, I conveyed the information to my fellow teachers in school for their preparation. Since this programme was executed two weeks after I finished with the APTE programme in early December, early preparation was needed. I appointed one teacher in school to be in charge of the whole preparation. Preparation includes:

- Korean delegates transport
- Meals
- Activities to introduce each other cultures
- Accommodation (hotel or guest house)
- MOU signing agreement (to develop sister school)
- Content of the workshop including the venue
- Cultural night
- Funding
- Students as participants
- Documentation needed (letter of intention, certificate, and such)
- Media and photography

2. Meeting. A meeting was made one time at SMOE, Seoul, together with all the parties involved. A translator was present during the meeting. The agenda of the meeting includes the following:

- To know each other better (officers and teachers)

- Insight into the school involved (Keningau Vocational College)
- Programme content (2 days-workshop) and confirmation of dates
- Journey to Malaysia
- Additional activities in Sabah while they are there
- Drones' donation

3. Document preparation. The most important part of any international exchange programme is the documentation. Since it involved the relationship between two countries, detailed documentation on what to send to each other was needed:

- Letter of intention from SMOE (why they are coming, when, how many)
- Letter of invitation from Keningau Vocational College (To invite delegates)
- Declaration Letter and tax exemption and request for drones to Keningau Vocational College (This is important since the Korean delegates need to bring 20 drones for educational purposes. Letter was given to Malaysian Custom Officers.)
- MOU documents between two schools (or more)
- Certificate. This is important for participants, especially for Malaysians, as it is used as evidence for international activities.

4. Budget planning. Allocation for the budget to do an international programme needs to be clarified early to avoid any miscommunication, especially during the execution. For example, deciding on which party to cover a certain cost (transportation, accommodation, meals, items during workshop and activities). In our case,

most of the cost was covered by the Korean delegates. Meals during the programmes and cultural night were covered by the Malaysian side.

5. Execution day. Activities during the programme didn't have any problem as we had planned in detail what to do. However, do put into account cultural differences between the two countries and any extra agenda being inserted into the schedule because of last-minute or emergency cases. For instance, we had to start our cultural night earlier than scheduled as Korean delegates would need to rest earlier. It is not customary to start an event at 6:30 p.m. in Malaysia, but we tolerated and agreed as we understood each other's cultural differences.

6. Report and media coverage. All media during the programme were shared with each other for report writing and documentation. Consent from both countries was important as there might be certain rules to follow in terms of picture sharing and media coverage. This programme was covered by the national tv station (TV1) as there was the MOU signing ceremony between Seoul Robotics High School and Keningau Vocational College.

Educational Focus

There are four main educational focuses in this programme.

ACTIVITIES	FOCUS
1 Drone Assembly	Participants learned drone assembling skills by referring to the module taught by Korean teachers and students. The drones that were used were the Ares X FPV Racing Frame Kit 220 (Ares-01-R).
2 Drone Navigation	Participants were taught navigating skills and learned the safety tips for flying drones.
3 Cultural Sharing	Both countries showed the best practice of each other's cultures, including traditional games, food, dance, and language.
4 Communication	Participants communicate in English as part of their communication skills.

Challenges & Difficulties

Cultural differences. This was the first time where our school did an international programme as such, so the acceptance of another culture from another country was still quite fresh, and we were still learning. There might be some boundaries that we might have gone overboard during the programme.

Language barrier. Several participants were nervous about communicating in English due to language proficiency. As they were not used to communicating in English with visitors, some decided to run away or just keep quiet. However, this challenge was only minor as many other participants were very friendly and talkative.



ALCOB STUDENT EXCHANGE PROGRAMME 2018

July 8–14, 2018

How did it start?

ALCoB School Student Exchange Programme is a post-APTE activity planned by Mr. Im Hyun Bin. He was a member of the ALCoB association and proposed this programme as a follow-up activity between Seoul Technical High School and Keningau Vocational College. It was planned in February 2018 via email and KakaoTalk. Then in March 2018, I took the initiative to revisit South Korea

and during that time, we had a more detailed discussion of the activities that we were going to do in Malaysia.

Programme Overview

This program was a collaboration between Keningau Vocational College and Seoul Technical High School under ALCoB initiatives. Ten students and four teachers from South Korea participated in this programme by staying in

the dormitory and experiencing Malaysian culture. They also taught Malaysian students to operate drones and cook Korean cuisine.



Figure 6. Korean students arrived at the hostel area

This programme aimed to increase students' skills and knowledge in drones, robotics and Korean cuisine and strengthen the diplomatic relationship between Malaysia and Korea. It was a collaboration between Seoul Technical High School and ALCoB (APEC Learning Community Builders). Exposing students, especially in the interior part of Sabah, to trending technology and the international exchange programme was an opportunity for the participants to develop their knowledge and boost their confidence levels. The programme targeted 60 participants from various vocational courses around Sabah.



Figure 7. Korean student explaining about how to make Bibimbap

30 Malaysian participants from the Drone Course and 30 Malaysian participants from the Korean Cooking class had undergone two days of extensive courses. Based on the survey results, they are satisfied with the programme, and many students said they want more opportunities like this in the future.



Figure 8. Korean student teaching on how to cut the drone frame

This programme was funded by Seoul Technical High School and Keningau Vocational College, and it was a great success.

DATE	TIME	TENTATIVE SCHEDULE
Saturday, July 7	19:25	Depart from ICN airport to KKIA airport
Sunday, July 8	00:00	Meet up with Malaysian teachers & depart to Promenade Hotel, KK
	10:00	Check out from Hotel and go to city mosque & Korean mart
	13:00	Depart to Keningau
	15:00	Arrive at KVC
	16:00	Buy materials at the local supermarket (Keningau)
	18:00	Dinner at a restaurant around Keningau
	21:00	Rest
Monday, July 9	08:00	Depart to SJK Yuk Yin (Chinese School) to join the Teacher's Day celebration •Speech by local government officers •Speech by Mr. Yang Hansuck •Cultural performance
	14:00	•Lecture of Korea's TVET & WorldSkills preparation by Mr. Yang •Introduction of ALCoB by Mr. Im •Observation of KVC classes and workshop •English class for STHS students by KVC teachers
	18:00	Dinner at KVC dining hall
	21:00	Rest
Tuesday, July 10	07:30	Breakfast at KVC dining hall
	08:30	1st session of drone & Korean food by Ms. Lee & Mr. Lee
	12:30	Lunch at KVC dining hall
	13:30	2nd session of drone & Korean food by Ms. Lee & Mr. Lee
	18:00	Dinner at a restaurant around Keningau
Wednesday, July 11	07:30	Breakfast at KVC dining hall
	08:30	•Raya celebration (cultural exchange) & lunch •Korean students' performance •MOU signing session
	13:30	3rd session of drone & Korean food by Ms. Lee & Mr. Lee
	18:00	Dinner at KVC dining hall
	21:00	Rest
Thursday, July 12	07:30	Breakfast at KVC dining hall
	08:30	4th session of drone & Korean food by Ms. Lee & Mr. Lee
	12:30	Lunch at KVC dining hall
	13:30	Closing session of drone & Korean food class
	18:00	Dinner at a restaurant Kulimbong Mayo with KVC teachers & Korean delegates
Friday, July 13	08:30	Breakfast at KVC dining hall
	12:30	Lunch at restaurant around Keningau
	13:30	Sightseeing in Keningau & neighborhoods
	18:00	Dinner at a KVC teacher's house (Mr. Nordin)
	21:00	Rest
Saturday, Jul 14	07:30	Breakfast at KVC dining hall
	08:30	Sightseeing in Keningau
	11:00	Lunch at restaurant around Keningau
	12:00	Depart to Bongawan firefly tour
	13:00	Activity in Bongawan firefly tour & dinner
Sunday, July 15	19:00	Depart to KKIA airport
	00:30	Depart from KKIA airport to ICN airport

Content of the programme

The programme focused on developing good relations between the two schools while appreciating GCED through technology and cultural sharing. Here is the schedule:

Procedures

This part is essential to know the flow of the initial planning until the execution period. Here is the step-by-step procedure that we planned according to the sequence.

1. Planning. Informal discussions were made between the lead teacher from Malaysia (me) and mentor (Mr. Im Hyun Bin) of Seoul Technical High School over email and kakaoTalk. Then, I conveyed the information to my fellow teachers in school to form a team and prepare. There was a total of five months duration before the programme. The plan includes:

- Korean delegates transport
- Meals for the whole programme
- Activities to introduce each other cultures
- Accommodation (students' hostel)
- MOU signing agreement (to develop sister school)
- Content of the activities including the venue
- Interesting places in Keningau to be visited
- Cultural night
- Funding and allocation
- Students and teachers as participants
- Documentation needed (letter of intention, certificate and such)
- Media and photography
- Chaperon during the Korean delegates' stay

2. Meeting. The meeting was made once during my visit to March 2018 in Korea,

together with all the teachers involved. Translators were not present during the meeting. The agenda of the meeting includes:

- To know each other better (teachers)
- Insight of the school involved (Keningau Vocational College and Seoul Technical high School)
- Insight of ALCoB association
- Programme content (8 days programme) and confirmation of dates
- Journey to Sabah, Malaysia
- Drones' donation
- Admission fee and any external fees to visit places in Sabah

3. Document preparation. The most important part before any international exchange programme was the documentation. Since it involved the relationship between two countries, detailed documentation on what to send to each other was needed:

- Letter of intention from Seoul Technical High School (why they are coming, when, how many)
- Letter of invitation from Keningau Vocational College (to invite delegates)
- MOU documents between two schools (or more).
- Certificate. This is important for participants, especially Malaysians, as it is used as evidence for international activities.

4. Budget planning. Allocation for the budget to do the international programme needs to be clarified early to avoid miscommunication, especially during the execution. Decide on which party to cover the certain cost (transportation, accommodation, meals, items during

workshop and activities). In our case, the Korean delegates covered most of the price. Malaysian schools covered meals during the programmes. Admission fees and meals outside school were covered by the Korean school.

5. Execution day. Activities during the programme didn't have any problem as we had planned in detail what to do. Since this is the second time handling international activities, we had a better understanding of each other's time differences and communication barriers.

6. Report and media coverage. All media during the programme were shared via thumb drive for report writing and documentation. Consents from both countries were important as there might be specific rules to follow regarding picture sharing and media coverage. In addition, there was an MOU signing ceremony between Seoul Technical High School and Keningau Vocational College.

Educational Focus

There are five main educational focuses in this programme.

ACTIVITIES	FOCUS
1 Drone frame making	Participants learned how to create drone frames from recyclable items such as cardboard boxes and popsicle sticks. Then they tested the reliability of the drone by navigating it.

2 Korean cooking class	Participants were taught how to cook Korean food, such as kimchi, bibimbap, <i>gimbap</i> , and bulgogi. The Culinary kitchen was used for this session, and participants shared the meals with the rest of the school.
3 Field trip	Korean delegates were exposed to the wonder of Sabah by going on a field trip. That includes hiking, visiting coffee plantations, craft centers, cruising the river, and shopping at the local wet market.
4 Cultural sharing	Both countries showed the best practice of each other's cultures, including traditional games, food, dance, and languages.
5 Communication	Participants communicate in English as part of their communication skill.

Challenges & Difficulties

1. Accommodation. Korean delegates stayed in the students' dormitory and the teachers' house inside the compound. So, they had no choice but to adapt to some of the difficulties that they had to face daily by Malaysian students, including water shortages and power outages. As this issue occurred because of an external factor, we didn't have the proper measurement to solve the problem.

2. Language barrier. Similar to the Korea Malaysia Cooperation Programme 2017, some of the participants were nervous about communicating in English. However, this challenge was only minor as many other participants were very friendly and talkative.



• K O R E A •

Experiencing TVET in Seoul

GAJA! KOREA 2019

September 22–29, 2019

How did it start?

Gaja! Korea is an eight-day programme of visiting South Korea's institutions, and it started as a result of the Seoul Technical High School visit to Malaysia. Since we already had two Korean schools that visited Malaysia, we decided it was time to organize a trip to several schools in Seoul. This programme was independently organized by Keningau Vocational College and funded entirely by us.

Programme Overview

This program was organized to expose teachers and students from Malaysia to the Technical

Vocational Education and Training (TVET) system in Korea by visiting and experiencing several institutions that offer TVET to develop skilled workers in South Korea.

This program aimed to increase awareness of the importance of TVET for Malaysian participants and expose participants to the TVET education system in South Korea along with their rich culture. Seoul Technical High School acted as our main host for the duration of the programme, and the participants enjoyed visiting places in South Korea.



Figure 9. Students perform on stage in Seoul Technical High School.

Stigma on TVET education as a second-choice education is a worldwide issue. By experiencing it directly from other perspectives, participants could relate the significance of TVET in different ways. Participants obtained much information on TVET programmes offered in South Korea as a result of the 8 days visit. It was targeted to 5 teachers

and 14 students from Keningau Vocational College. All participants visited Seoul Technical High School, Seoul Polytechnic, and Seoul Robotics High School and participated in the ALCoB conference. They also joined the Funday Korea Network programme to experience Korean culture in a fun way. Other than that, participants were also excited to



Figure 10. Participants are given a short briefing before the activity in Nami Island.



Figure 11. Participants are wearing hanbok at Gyeongbokgung palace.

visit Nami Island as part of their itinerary.

Participants were using the subway as the main way of transportation, as it was affordable and within the distance of all the places. After a few days, participants could navigate themselves in small groups with the guide of the subway app on their smartphones. This programme was self-funded and partially sponsored by the Parent-Teacher Association from Keningau Vocational College.

Content of the programme ———
Gaja! Korea focused on TVET (Technical Vocational Education

DATE	AGENDA	NOTES
Sunday, Sept. 22	Airport	Transit 8 hours in KLIA
Monday, Sept. 23	Depart to Korea	Check in homestay
Tuesday, Sept. 24	STHS Seoul Technical High School	School visit
Wednesday, Sept. 25	Seoul Robotic High School	School visit
Thursday, Sept. 26	Seoul Polytechnic	School visit
Friday, Sept. 27	Teachers' gathering	Field trip
Saturday, Sept. 28	Malaysian community gathering	Activities with Funday Korea Network
Sunday, Sept. 29	Depart to Malaysia	Reach airport at 11:30 p.m.

and Training) educational sharing that teachers and students from Malaysia needed to be exposed to.

Procedures

This part is important to know the flow of the initial planning until the execution period. Here is the step-by-step procedure that I have planned, according to sequence.

1. Planning. Several meet-ups have been made among teachers in school in February 2019, about the plan to go to South Korea in September 2019. The plan includes:

- Application forms that need to be filled out to bring students abroad.
- Budget allocation for the whole programme.
- Main activities of the programme.
- Extra activities during free time.
- Field trips to cultural places in Korea
- Accommodation in Korea
- Transport in Korea
- Documentation that needs to be settled three months before the programme (invitation letter, letter of intention)

2. Selection. The selection process for teachers and students interested in going to Korea had to be conducted due to the high volume of interest. Interview was conducted to select the best student based on the criteria that I had set. Students must be active, have at least a good academic record, and be financially capable.

3. Meeting. Meetings were made 3 times before the programme. The agenda of the meetings include:

- To finalize the participants
- To do a checklist of all the documents that need to be prepared
- Selection of the committee to assign roles to the participants
- To update on the financial situation.
- Briefing on custom and cultural appropriation in Korea

4. Document Preparation.

The most important part of any international exchange programme is the documentation. Since it involves students under 18-year-old traveling abroad, detailed documentation on what to send to each other is needed:

- Letter of invitation from Seoul Technical High School (to apply for formal leave)
- Letter of intention to visit Korea from Keningau Vocational College
- Government form to be sent to the admins for the application process. Admin includes the principal of the school, district education office, and state education office.
- Certificate. This is important for participants, especially for Malaysians as it is used as evidence for international activities.

5. Budget planning. Allocation for the budget to do the international programme needs to be clarified early to avoid any miscommunication especially during the execution. For example, deciding on which party to cover the certain costs (transportation, accommodation, meals, items during

workshop and activities). In this programme, all expenses were covered by Malaysian delegates as this is the personal programme not under any association. However, we managed to get some funding from the Parent-Teacher association.

6. Execution day. All activities that we planned were executed perfectly without much trouble. The main transportation in South Korea was the subway as it was reliable and affordable.

7. Report and media coverage. All pictures and videos were shared via Telegram app by all participants. As we didn't have an official photographer, all participants were responsible for archiving their media and sharing it later at a centralized Google Drive.

Educational Focus

There are two main educational focuses in this programme.

ACTIVITIES	FOCUS
1 TVET knowledge sharing	Participants visited several institutions to learn in-depth about technical education in South Korea. Knowledge sharing is important as participants would learn best practices from the Korean schools and share them with students and teachers in Malaysia.
2 Cultural Trip	The cultural trip is an important part of the programme, and participants were exposed to lots of historical places such as Gwanghwamun Gate, Nami Island, and they had the opportunity to learn how to make <i>gimbap</i> .

Challenges & Difficulties

1. Funding. Funding is the number one challenge that is quite difficult to get since the programme is not under any association. School's allocation is not for the international program, so we have to find other sources, including our own pocket money. However, all participants were informed earlier that expenses have to be by themselves. For flight tickets, we collected RM500 from each participant for 3 months and purchased it in one shot through an online website. This way, it was much cheaper compared to buying through a travel agent.

DAEDONG MIDDLE SCHOOL VISIT 2019

November 18, 2019



DAEDONG MIDDLE SCHOOL AND KENINGAU VOCATIONAL COLLEGE
STUDENT INTERNATIONAL EXCHANGE PROGRAM
MONDAY 18TH NOVEMBER 2019

Figure 12. Memorable picture during the arrival of the delegates

This programme was a continuance of Keningau Vocational College Alumni who was posted to Daedong Middle School in 2019 Korea-Malaysia Teacher Exchange Programme as part of the APTE programme. Daedong Middle School is a private school that is really interested in coming to Sabah due to our rich culture and nature. 12 Students and 2 teachers flew all

the way from South Korea to Sabah, Malaysia and visited the college on November 18, 2019. They were exposed to Malaysian culture and food and were also guided around the college property. Many activities were prepared by the Malaysian student representatives, such as a treasure hunt, a school tour and a steamboat party.

This programme aimed to strengthen the relationship between Daedong Middle School and Keningau Vocational College through cultural exchange and as a follow up activity for the 2019 APTE programme. It also aimed to expose both Korean and Malaysian students to Global Citizenship Education as we aimed to narrow the gap between the South Korean and Malaysian ways of life. The idea of the world as one huge global village was seen through this programme with its wonderful collaboration between Keningau Vocational College and Daedong Middle School.

As an impact of the short program, both schools have developed a deeper relationship with each other through mutual networking via Notes of Understanding (NOU). We have also done online classes before the visit. The content of the class included introducing students to each other so they could become comfortable with each other before the visit.

This programme was funded by Keningau Vocational College and Daedong Middle School.



Figure 13. A Korean student is performing in front of Malaysian students.



Figure 14. Teacher is showing the technique to make a beautiful *roti jala*.



Figure 15. Students are having a steamboat party.

KOREA MALAYSIA TEACHER EXCHANGE PROGRAMME 2021 (ALUMNI)

May–July, 2021



Figure 16. A design for the KOMTEP 2021

This online programme was the UNESCO-APCEIU special programme made for alumni of APTe due to the pandemic. Keningau Vocational College was chosen among two other schools in Malaysia to participate in this programme. Three teachers, where 2 of whom are alumni, together with 25 students from Malaysia, co-partnered with Incheon Gonghang High School from South Korea. We conducted six lessons (three from each country) and two projects that were related to Sustainable Development Goals (SDG). This programme aimed to continue the Asia Pacific Teacher Exchange



Figure 17. Teachers from both countries are having a meeting about the programme.

Programme even in the midst of the pandemic, as the world is shifting the learning paradigm towards online learning. The online classes also aimed to reinforce both countries' relationships through SDG projects.

During the three months exchange programme, we created a website¹⁾ to archive our activities. We hope to increase the awareness of all site visitors about APTe and our wonderful programmes. The three activities from the Malaysian teachers were English

lessons about Malaysian culture, and two classes on cooking, which is how to make Malaysia local cake called Cek Mek Molek, and how to do a simple fruit carving. All 25 students managed to attend all classes and executed the project without missing anything, even when the classes were fully conducted from the comfort of their own houses. Students also managed to create their own e-book for the Ramen Challenge project inspired by Incheon Gonghang High School teachers.



Figure 18. Korean students are carving vegetables.

¹⁾ available at: <http://www.bit.ly/komtep2021>

DAEDONG MIDDLE SCHOOL ONLINE CLASS 2021

September–November 2021



Figure 19. Participants of this programme

This programme was a fully online class that was conducted for a duration of two months between October and November of 2021. The classes were conducted twice a month, and they mainly focused on introducing the students to each other's cultures. Fourteen students from Malaysia and Fourteen students from South Korea were involved in this programme, and teachers acted as facilitators. This programme was aimed to salvage the networking we had in 2019 due to the APTE programme before the pandemic. With the class-to-class concept, students were able to communicate freely and openly with each other. The topic that they discussed included each other's countries, schools, and an introduction about oneself.



Figure 20. Students are having a class to class session with Korean students.



Figure 21. Malaysian students are having class at their respective home.



Figure 22. Souvenirs that student received from Daedong Middle School

We basically had fun without the pressure of having to finish the activities and projects on time.

This project was self-funded and we received some gifts and souvenirs from Daedong Middle School at the end of the programme.

PLANETS EXCHANGE PROGRAMME 2022

August 22–October 21, 2022



Figure 23. T-shirt for the PLANETS programme

This programme was organized by UNESCO-APCEIU to promote the newly launched portal called NETS. Our school had been selected to undergo Promote Linking Alumni on NETS (PLANETS), and we were paired with two elementary schools from Suwon, South Korea. The two schools were Dasol Elementary School and Hwanggok Elementary School and the programme duration was from August until October 2022. We had two classes from each country conducted by teachers



Figure 2. Teacher participants from Malaysia

from each school. This programme aimed to connect alumni of APTE from different programs. Classes and projects that were conducted related to Sustainable Development Goals such as the introduction to Malaysian snacks, traditional Malaysian food, the importance of second-hand items, and drawing activity on a canvas bag. For the PLANETS project, we did a project led by our science teacher to create a simple hydroponic system that can be optimized to tackle food shortage in case of emergency.

A total of 25 students from each school were selected to participate in this programme. In addition, learning tools were also sent to each country to make the learning more authentic. This project was funded by UNESCO-APCEIU.



Figure 24. Students are having a class with a Korean teacher.

DAEDONG MIDDLE SCHOOL

VISIT 2022

November 1, 2022



This recent programme was conducted physically after a two-year pandemic since the 2019 Daedong Middle School visit programme. Daedong Middle School followed the same itinerary that they did last time for this visit. A total of 2 teachers and 12 students from various grades participated in this exchange programme, and they flew to Sabah for a 5-day programme.

This programme aimed to strengthen the relationship between the two schools while also exposing the students to communicate effectively with friends from other countries.

Prior to the programme, students participated in online classes, introducing each other and also about each other's cultures. This enabled students to be more comfortable with each other during the meeting.

During the programme, Malaysian students were in charge of the Korean delegates, so most of the activities were planned by the students. Activities that were done include an ice-breaking session, a school tour, a *dalgona* coffee demonstration by the Korean teacher, *roti canai* (local Malaysian food) made by Malaysian teachers and also a steamboat party at night.

C. EPILOGUE

So this is my story on the International Exchange programmes I have organized over the years. All of the programmes led many new teachers to become more interested in the International Exchange Programme, enabling them to start exploring opportunities for more diverse programmes, such as the SEAMEO-TED exchange programme.

I can't deny that lots of preparation has to be done to make all the programmes interesting and flow smoothly. Since the programmes make us the little ambassadors of the country, lots of consideration has to be discussed with the administrators and our counterpart to ensure there will be no problem before, during and after the programme.

There are many hardships along the journey, like sleepless nights and lack of support, but my advice is to be resilient in whatever we do. Continuing forward despite adversity is my motto to excel in any International Exchange Programme. Creativity will come along the way

when we think about the content of the program, but to me, securing the programme and developing a relationship with other countries enable us the chance to lead lots of schools in Malaysia as the pioneer of this programme.



Kim Myungseok
Retired teacher at
Sanggwan Middle
School

CLUB-ORIENTED INTER-SCHOOL EXCHANGE

FOLLOW-UP EXCHANGE WITH INVENTION CLUB ACTIVITY

In 2017, I participated in the Asia-Pacific Teacher Exchange for Global Education (APTE) as a teacher at Sanggwan Middle School in Wanju, Jeollabuk-do. I was dispatched to Sisowath High School (NGS) in Phnom Penh, Cambodia, to teach physics for three months. Despite the short period, I formed an invention club with the students and science teachers there to stimulate ideas for daily life and promote student creativity. I worked with club members during lunch and after school.

Considered a science high school in Cambodia, Sisowath had a student body and faculty that seemed quite unfamiliar with activities requiring creativity, especially in intellectual property rights (IPR), such as patent and utility models. After learning that inventions can be protected as IPR and could help build wealth, the students saw invention-related activities to be of greater value than just the promotion of creativity and



Figure 1. Afterschool invention club



Figure 2. Club meeting during lunch

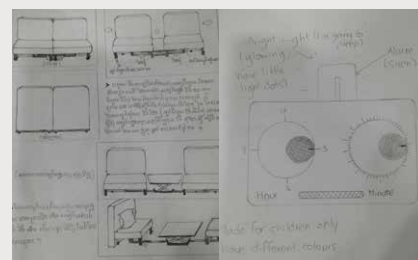


Figure 3. Student-submitted ideas

took an active part in them. After returning to work at Sanggwan Middle School, where education on invention was brisk, I began seeking methods of international exchange and cooperative study with the support of Wanju-gun Office to maintain my relationship with the Sisowath invention club. Preparing for international exchange, I felt skeptical and wondered if my school could gather the opinions of Sisowath teachers for direct exchange and if I could play the leading role in planning, making reservations, and inspecting all arrangements necessary for the project without needing to commission organizations specializing in such exchange or travel agencies. I was also worried about ensuring the safety of participants, the most important factor in an educational environment; meeting the conditions of the related system and procedural requirements;

and getting approval from higher authorities and parents. Because of the lack of precedent, everything looked vague in 2017 when I returned to work at my school in Korea. When I spoke to the students, teachers, and parents about my idea, however, they all gave positive responses in agreement. I was greatly encouraged and began the international exchange focused on invention between Sanggwan Middle School in Wanju and Sisowath High School in Phnom Penh.

Fortunately, Sanggwan Middle School had an invention-related fund with annual county support. The proposed exchange was deemed financially viable because of the fund and willingness of participating students to shoulder part of the cost. Through many online searches and inquiries to several organizations, we produced a manual for international exchange, confirmed the number of

participating students and teachers, and set rules on selecting student participants and procedural matters related to parent approval. We also devised plans for consultations with the regional education office, hiring an interpreter for classes in Cambodia, coordinating the programme schedule with the partner school, reserving airline tickets and lodging, renting a vehicle, gathering information on destinations in Cambodia, and preparing what our students would study along with their Cambodian counterparts.

In the process of preparation, a few teachers objected to spending part of the county's fund on the selected students and questioned the subsequent increase in work for other teachers and the danger of accidents involving students. These fears, however, were defused through several consultations with teachers with the conclusion that the exchange would have more positive effects than negative ones. In the end, 16 students and five teachers from Sanggwan participated in the first exchange by visiting Sisowath in Phnom Penh from November 14 to 20, 2017. In 2018, the second Sanggwan group of 16 students and five

teachers visited Cambodia from October 7 to 13. Students from both schools attended joint classes for three days, presenting and sharing new ideas and exchanging opinions on inventions. Afterwards, the students engaged in cultural activities while touring historical sites.

From May 11 to 16, 2019, Sanggwan welcomed a dozen students and three teachers from Sisowath for a visit, and this was reciprocated by 16 Sanggwan students and four teachers in Phnom Penh from October 3 to 9 in the same year. The theme of the visits remained an invention. The students and teachers did not use the same language, but the common theme of invention and communication based on illustrations enabled them to understand each other easily. To students, invention no longer meant something difficult based on deep scientific knowledge but rather finding and understanding daily inconveniences and seeking creative solutions to them. In exchanging new ideas, all the students considered invention an interesting topic for a joint study that combines science and creativity.



Figure 4. Commemorative photos

The mutual visits were also prime opportunities for the students to positively recognize each other's cultures. The exchange helped them change the preconceptions and foreignness they felt coming from countries with different ways of life into genuine understanding and mutual consideration, not simple communication and superficial knowledge.

The two sides signed a memorandum of understanding (MOU) on continuous exchange, which remained a highly anticipated annual event for both schools. Students, parents, and teachers praised the exchange and prepared all necessary plans and budgets in 2020 to continue it, but the



Figure 5. Presentation of ideas



Figure 6. Student exchange via inventive crafting

outbreak of COVID-19 ended all forms of physical exchange. While at Sisowath, I assigned a few themes and exchanged ideas with students during lunch and after school. IPR was little known to the Cambodian students and teachers back then, but they developed a high interest in the topic while taking part in the invention club. One teacher set up a Facebook account for the club to allow the exchange of news on inventions and other activities of the club members. When Sanggwan students and teachers made their first visit to Sisowath in Phnom Penh, they brought ideas on “improved portable warning triangles to prevent car accidents” and had three-day classes with Sisowath students, making presentations, asking questions, and discussing the topic. The students were divided into groups for the classes, and the group activities enhanced friendship among the members. The first visit saw the signing of an MOU on continuous exchange, and the second had Sanggwan students present ideas on “more sanitary toilets to prevent urine splash” prepared in advance; Sisowath students consequently asked questions that naturally spurred

discussion. Unlike on the first visit, Sanggwan students also had time to listen to the ideas of Sisowath students prepared beforehand. Both visits were covered by Cambodian TV news. In May 2019, a dozen Sisowath students and three teachers visited Sanggwan in Korea. After observing classes, students from both schools gathered at the auditorium and briefly introduced their respective traditional cultures by performing folk dances. The visitors stayed at the homes of Sanggwan students, and the homestay showed them life in Korea and developed friendships. The Sisowath students and teachers also toured traditional sights in Korea, such as Jeonju Hanok Village, and tried making the popular Korean dish bibimbap (rice mixed with meat, vegetables, and red pepper paste). In the fall of 2019, Sanggwan students again visited Sisowath and brought materials with them for use in inventive crafting classes with students there. They also built friendships with the Cambodian students through traditional performances. The COVID-19 pandemic ended the physical aspect of the exchange, but students from both schools

have kept in touch via Facebook and other social media. Through three rounds of international exchange, both students and teachers gained a broader perspective to recognize and understand mutual differences.

In watching the positive and vigorous class activities of Sisowath students, we input more positivity into the rather passive atmosphere of our classes.

Media coverage of Cambodia or the country as seen during a package tour are superficial, but our exchange with Sisowath allowed us to share and experience their culture and daily lives.

Watching the shopping malls, apartment complexes, and newly built skyscrapers in the Cambodian capital of Phnom Penh, the students keenly felt how amazingly fast cities worldwide are developing and reconsidered their future paths and careers from a new perspective on the world.

Though at Sisowath for only three short months, I saw and felt many things while teaching there. After returning to my school in Korea, I felt a pressing need to share my meaningful and precious experience with my students and fellow teachers.

I express my heartfelt appreciation to the Korean Ministry of Education and APCEIU for the opportunity to have these experiences.



Figure 7. Visit to Korea by Cambodian students



Figure 8. Homestay



Figure 9. Bidding farewell to Cambodian students



Choi Hong Gil
Teacher at Sunjung
High School

INTER-SCHOOL COOPERATIVE AGREEMENT

PRECIOUS TIES

After my appointment in 2016 as the head teacher for student guidance, I endured exhausting months without a break. In addition to the usual tasks of my job, I had to attend frequent meetings of committees on guidance and deliberation on school violence countermeasures. Our school had the most students in the district, so we had all kinds of incidents. After school, I often rushed out of the school as students smoked in obscure spots in residential areas near the school's main and back

gates. I needed a rest. I came across the Ministry of Education's notice on recruiting participants in the Asia-Pacific Teacher Exchange for Global Education (APTE), which promotes educational exchange with partner countries from which members of multicultural families are from. I applied and got in. Designated a "multicultural policy school," Sunjung High School, where I teach, had a senior from a multicultural family win the grand prize at a bilingual speech contest

the previous year. My recruitment seemed to officially recognize the school's status and the student's achievement.

After receiving orientation and training in Korea and on-site education in Vietnam, 26 Korean teachers from September 2016 were placed at 13 schools in the Vietnamese capital of Hanoi for three months. I was assigned to Nguyen Du Secondary School, which is close to the tourist attraction Hoan Kiem Lake. Especially with the onset of autumn in November, the town was packed with foreign tourists as the best spot to experience diverse cultures and hear a range of languages from international visitors.

On the first day at the school, I almost shed a tear as the students welcomed me warmly at the main gate, waving the Korean national flag Taegeukgi. Though for a short time, I taught the Korean language and culture to students who were enthusiastic about learning about Korea and welcomed us teachers with open arms.

Vietnam's education system requires five years in elementary school, four in middle school, and three in high school. Before the Doi Moi economic reforms, the country offered free education like other socialist countries but introduced an educational fee in 1990. Elementary

school education remains compulsory and free, but tuition must be paid from middle school.

The Vietnamese zeal for education is high. More than a few children go to private educational institutes on Saturdays to learn English. Schools divide classes according to student scholastic achievement. Vietnamese parents are as driven as those in Korea to send their children to the best schools. Riding on Vietnam's rapid economic growth, middle- and upper-income families often send their children to study in the US, UK, France, Korea, or other countries. Before teaching, I observed classes for two weeks. Vietnam has an unwritten rule requiring a foreign teacher in a secondary school class to have a Vietnamese interpreter in class. Between 40 and 50 students packed a hot classroom with a leaky air conditioner but studied hard despite the inconvenience. Group discussions and presentations were prerequisites. Unlike in Korea, Vietnam offers only five-minute breaks between classes. Around noon, the students had lunch and took a nap in their classrooms after locking the doors, a practice that surprised me. Some students went home for lunch and took their naps there before returning to school around 1:50 p.m. The afternoon class

started at 2 p.m. and ended well past 5 p.m. A drum instead of a bell signaled the start and end of classes. I was fascinated to see the staff member at the school management office check the time and beat the drum several times with a large stick.

K-POP CONTEST

In early December, as my time in Vietnam was winding down, the school held a K-pop contest in which students sang on stage “Bang Bang Bang,” “Fire,” “Cheer Up,” and “Pick Me.” The invited students in the audience sang along, captivated by the eye-catching dancing of the singers. The auditorium resounded with a student chorus when “Pick Me” was performed. The judges were from other schools and said they had a difficult time deciding who was good and who was not.

There, I met one of the judges, a Korean-language teacher from Thang Long Secondary School. At the time, Korean-language education was held on a trial basis at two schools, one in Hanoi and the other in Ho Chi Minh City. Since 2016, Thang Long in Hanoi has taught Korean as an elective. The teacher was dispatched by the National Institute for International Education in Korea on a long-term assignment. After the contest, we had egg coffee and

talked about the Vietnamese passion for Korea. We grew closer as the teacher’s home was near my school. In three months, not three years, what could I teach about the Korean language and culture to Vietnamese middle school students? The popularity of Korean TV shows and pop music and brisk business activity by Korean companies in the country caused the demand for Korean language to surge and related departments at Vietnamese universities to see skyrocketing applications. Vietnamese youth not only in Hanoi but also in Hai Duong, Hue, and Hoi An wanted to learn Hangeul.

I asked my students to memorize four Korean phrases, including “*Annyeonghaseyo*” (Hello). I taught them the poem-song, “Dear Mommy, Dear Sister,” referring to the friendship between Korea and Vietnam. If even a few of my Vietnamese students could remember after 10 or more years what they learned about Korea from me, their Korean teacher, I would consider that more than an achievement.

On December 5, 2016, at 7:30 a.m., all 2,000 students at the school gathered at the playground to bid farewell to the two teachers (myself included) dispatched there. I told

them, “Despite all the happiness I’ve experienced here, I’m leaving tomorrow. Please study harder as the wonderful teachers guide you. The future is yours. It’s a big world with lots to be done.” The students and teachers gave me huge applause during my speech, making me cry inside and making this an unforgettable 90-day experience.

MOU ON SISTER RELATIONS WITH VIETNAMESE MIDDLE SCHOOL

After returning to work at my school in Seoul, I made a PowerPoint presentation of over 80 slides on my multicultural experience and showed it to my students while teaching cultural diversity and global citizenship. The students laughed as they watched scenes of people getting their hair cut on the street and gloated over a huge jackfruit. I stressed that the floating homes on the Hoa Binh riverside were a form of eco-friendly living. My students also clapped when I told them that the Korean snack Choco Pie was a bestseller in Vietnam.

Through the messaging app KakaoTalk, I am still in touch with the Korean-language teacher I met in Vietnam. The teacher said more students want to learn Korean and their parents have a positive image

of Korean companies in their country, with the hope that their children can work for such businesses after finishing school. Learning Korean is recognized as a must by many Vietnamese.

Working at Thang Long Secondary School, the teacher wanted to set up an exchange with a Korean middle school. Thang Long Secondary School has final exams in mid-April and begins a three-month vacation in mid-May. The teacher wanted to sign a memorandum of understanding during the long vacation. After unsuccessfully seeking an exchange partner by contacting organizations, the teacher turned to me urgently, sending introductory materials on the school via email. Opened in 1972, Thang Long has over 2,000 students in 40 classes from first to fourth grades as a prestigious school that has received two commendations from the Vietnamese prime minister. The school has steadily conducted activities for international cooperation, receiving groups of student visitors from Korea, Japan, and Singapore and striving to enhance its students’ knowledge and foreign language capability. I mulled the request, repeatedly went through the materials, and decided on a plan to match the school with a Korean counterpart. I visited the vice

principal of Sunjung Middle School, which is right next to my school, and mentioned the request. Like my school, Sunjung Middle School has a multicultural policy, so my request was eagerly accepted. The vice principal was quite excited to conduct an exchange with foreign students and was confident in persuading the principal after receiving a timetable and other materials. The school even had a teacher specifically for multicultural matters who could handle administrative affairs like drafting official documents. Everything progressed well from that point.

After a while, I heard that visas were issued through the Vietnamese Embassy in Seoul. Thang Long sent an invitation-related document to be prepared by Sunjung. A Thang Long teacher said the document was made by revising a form previously used for exchange with a Japanese school. The teacher asked if it would be proper for the Thang Long delegation to bring gifts or souvenirs symbolizing Hanoi on the day of the memorandum of understanding (MOU) signing on the exchange. Thang Long would go along with the Korean school's hosting of the event, but asked for a tour after the signing. In other words, the delegation wanted to see the school's classrooms, cafeteria,

playground, and gymnasium after signing the MOU at the main auditorium.

JINDO ARIRANG AND FOLK DANCE

On June 25, 2017, Sunjung Middle School in Seoul and Thang Long Middle School in Hanoi signed the MOU at the former's auditorium. For an hour from 10 a.m., the two schools set up sister relations at a grand ceremony on a day that coincided with the 67th anniversary of the outbreak of the Korean War. I think that this was meaningful for both schools to join hands that day, as the two countries experienced wars in their pasts. The main gate of Sunjung was decorated with a large placard heightening the mood for welcoming the Vietnamese delegation.

The delegation consisted of 30-odd people including the principal, students, and parents. From Sunjung, members of the student body and foreign students living in the dormitory attended the ceremony. Thang Long students gave a performance of Vietnamese folk dance, and Korean students welcomed them by singing the folk song Jindo Arirang, creating a rare scene of thunderous applause. The Sunjung vice principal presided over the ceremony that proceeded



in the order of a declaration of the ceremony's opening, pledge of allegiance to each nation, introductions of the two schools by their respective student leaders, explanation of the MOU content and signing by the two principals, exchange of greetings and gifts, and cultural performances. The MOU had five articles on the agreement's purpose, role, confidentiality, amendments, and effectuation. The second mentioned cooperation including cultural exchange and academic seminars. The fifth said the MOU took effect on the signing date for a period of two years. Unless both sides issued written notices on the accord's expiration, the MOU was automatically extended for two years. After the signing, the participants

wrapped up the day's program by looking around the school facilities and ate lunch at a nearby Korean restaurant. Sunjung partly paid for the expenses with funds from its education office and Thang Long also paid a share. The gifts from the Vietnamese school were exhibited in the school hallways and teacher's lounge. Perhaps because of the MOU, I had the honor of reporting the results of multicultural education at the annual year-end review on December 19 at COEX in Seoul, attracting many related officials from across the country. As my school was a multicultural policy school that conducted many related projects like the Character Building Camp and Eoullim Hanmadang Festival, I concentrated on presenting the

MOU's conclusion with Thang Long. To finish my speech, I repeated a message I wanted to tell the multicultural affairs officials at my education office: "Anyone who wants to properly conduct multicultural activities should definitely visit Hoan Kiem in Hanoi."

MOU STILL IN EFFECT

On April 9, 2018, I conducted an online class through videoconferencing. Because of the two-hour time difference between my school and Thang Long, I prepared for the class through discussion with the Vietnamese side via Kakao Talk. Connecting with the class was not easy. To lessen the burden of this

new method of teaching and learning, we chose arts and sports instead of general studies. Finally, students from an arts and sports class at my school and those of the Korean language at Thang Long interacted through Skype. Students from my school were in their classroom and those of Thang Long were in their computer room, but the online class was hardly smooth due to disruptions in connection.

Students spoke in Korean only in a Q&A format in short conversations with questions like "What is your name? How old are you? Where do you live? Do you like K-pop? Who is your favorite K-pop band?" The Korean students sang a song by

the K-pop group Twice, and their Thang Long counterparts applauded enthusiastically. At this one-off brief event, my students were excited to see foreign counterparts answering their questions in Korean. The online class, however, was doomed because of two problems. First, teachers on both sides failed to work out and share teaching guidelines in advance. Second, the internet connection in Vietnam was weak. I think one or two videoconference-type classes are necessary each semester to serve the students' interests and future despite expected teacher's difficulties and problems.

The exchange between the two schools has not been as vigorous as stipulated by the MOU, however, with the reshuffle of multicultural affairs personnel and the retirement of principals. Yet the agreement remains in effect as its clause provides an automatic extension every two years barring no extenuating factors. On the wall of the teachers' room at Sunjung hang three frames from Hanoi from the Vietnamese delegation as gifts at the time of the MOU's signing.

DIVERSITY IS COMPETITIVENESS

After returning home from Vietnam, I organized a professional learning

community "Dagyeong" with fellow teachers. *Da* is the first syllable in the Korean word for "diversity" and *gyeong* is the same for "competitiveness." While in Hoan Kiem, I realized the significance of diversity and spoke about it to my fellow teachers in Korea and organized the group. Our membership has a minimum of five and a maximum of eight. Each school conducts four regular exams a year, and our members get together in the afternoon on each exam day, meaning at least four meetings a year. Utilizing public financial support for multicultural policy schools, we purchase books, take turns reading them, and have discussions. Sometimes, we raise a little fund to visit the Multicultural Museum or cities like Ansan, Gyeonggi-do, which is said to have the largest multicultural community in Korea. My fellow teachers and I have also traveled to Hanoi and Sa Pa, Vietnam, during winter vacation to raise our understanding of the beauty of other cultures. All these experiences are assets for our teaching. Whenever we went to those places, we took photographs and collected materials. If we had questions, we asked people there and received answers. We produced PPTs with all these materials and showed them to



students in the first class after exams if they struggled to concentrate. The student response has always been great. Though they do not study textbooks, underlining them during such classes raises their appreciation of the beauty of multiculturalism, watching the photographs on the screen.

There is another important moment that has to be mentioned. In December 2019, my fellow teachers and I went to Hanoi and other areas around the time when the semester was ending. We happened to see a student whom I had taught. The student and I were so happy to see each other and took photos as mementos. When I asked about the four Korean sentences I taught, the student answered in Korean without hesitation: “Good afternoon. Glad to see you. My name is ○○○○. Thank you.” My fellow teachers were greatly touched when seeing this, and this incident was broadcast on the radio. Korea is now a multicultural society not because it has to be but because of the call of history and the times. Many people say the country will prosper and develop only when openness and diversity bloom like flowers. Multiculturalism and diversity are also considered sources of competitiveness. I gained precious

knowledge during my three-month stint in Vietnam thanks to the APTE programme. The MOU and the videoconferencing-style classes were mutually beneficial, too. I will never forget the trip to Hoan Kiem and Sa Pa, Vietnam, that my fellow teachers and I made as Dageyeong members at our expense.

BEST PLACE FOR MULTICULTURAL EXPERIENCE

I cannot emphasize enough that Hoan Kiem in Hanoi is the best place to experience multiple cultures and diversity. The area around Hoan Kiem Lake is free from vehicles from Friday evening through Sunday night to become a venue for human interaction. Families, couples, and tourists wrap up the week mingling on the car-free streets, playing games, and listening to music played there. Nearby are Hanoi 36 Streets with 36 trades and always bustling with tourists. A shopping paradise, this area has one street selling flowers and another for coffee; others specialize in beer or bags. On weekends, racial minorities in unique attire set up stalls to sell things highlighting their cultures. Though short, the time I worked in Vietnam through the APTE

programme of the Ministry of Education and APCEIU remains the most precious memory of my life. As I will reach retirement age in six years, I have obtained a certificate to teach Korean in Vietnam or elsewhere after retirement.

I still keep in touch via Kakao Talk with the Vietnamese interpreter who helped me in my class at Nguyen Du Secondary School. Whenever I need information about Vietnam, I ask for help and receive answers in a few minutes. Last year, I purchased a variety of Vietnamese coffee and saved them. Human ties are indeed precious.

Vietnam’s population is relatively young compared to Korea’s. The warm-hearted way of life of the

people there is beautiful. If I had to choose an overseas destination or am asked to do so by my acquaintances, I would recommend places in Vietnam without hesitation. And I will tell them that people can regain the warmth they are losing before returning home.

Itinerary for Thang Long Middle School delegation

DATE	REGION	CONTENT
Thursday, June 22, 2017	Seoul	• Tour of N Seoul Tower, Myeong-dong streets
Friday, June 23	Seoul	• Tour of Nami Island & Petit France, visit to Korean dry sauna <i>jjimjilbang</i>
Saturday, June 24	Seoul	• Visits to Gyeongbokgung Palace, National Folk Museum, & Seoul Land (amusement park)
Sunday, June 25	Seoul Jeju Island	• MOU signing at Sunjung Middle School (Eunpyeong-gu, Seoul) • Seoul-Jeju trip, visits to Cheonjiyeonpokpo Falls & Sumokwon Theme Park
Monday, June 26	Jeju Island	• Tour of Yongduam Rock, Seongeup Folk Village, Seongsan Ilchulbong Peak & Seopjikoji beach & cape
Tuesday, June 27	Jeju Island Seoul	• Oedolgae Rock & Olle Trail • Jeju-Seoul trip
Wednesday, June 28	Seoul	• Incheon Int'l Airport (departure)



MEMORANDUM OF UNDERSTANDING

Thang Long Middle School and Sunjung Middle School sign an agreement as follows for mutual exchange and cooperation in education, research, culture, and social education services.

ARTICLE 1 (Purpose)

The purpose of this Memorandum Of Understanding is to confirm the details of exchanges so that Thang Long Middle School and Sunjung Middle School can conduct mutual exchanges smoothly and faithfully.

ARTICLE 2 (Roles)

1. Both schools will cooperate in the following areas:

- A. Mutual exchange and cooperation in afterschool activities related to cultural exchange at Thang Long Middle School
- B. Cooperation in education, arts and sports, and cultural activities such as cultural exchange and academic seminars
- C. Cooperation in the implementation of educational and cultural programs

2. Both schools must do their best to raise and support the necessary financial resources for exchanges, and if there is no separate consultation, each party will bear the necessary expenses.

3. Details on implementing this agreement will be conducted by coordinating mutual opinions between both schools.

4. Thang Long Middle School and Sunjung Middle School must immediately notify each other if reasons making it difficult to continue exchanges or other problems arise or are likely to arise and mutually consult on countermeasures.

ARTICLE 3 (Confidentiality)

Thang Long Middle School and Sunjung Middle School are prohibited from using the information acquired from their exchange for any other purpose or leaking it. Exceptions are made when requested by laws and other supervisory authorities.

ARTICLE 4 (Changes in Memorandum of Understanding)

The content of this Memorandum Of Understanding may be changed in the following cases:

1. Mutual agreement between Thang Long Middle School and Sunjung Middle School
2. Failure to implement all or part of the exchanges or programs without proper justification
3. Occurrence of a serious reason warranting suspension of the program in relation to other operations

ARTICLE 5 (Effectiveness)

This Memorandum Of Understanding takes effect from the date of signing with a validity of two years. If one party intends to amend the content or terminate the agreement, the other party must be notified in writing within six months. Barring a written notice of termination by either party, this Memorandum Of Understanding shall be automatically extended for a period of two (2) years.

May 5, 2017

Sunjung Middle School
19, Seooreung-ro 20-gil,
Eunpyeong-gu,
Seoul, Republic of Korea

Thang Long Middle School
482 Nguyễn Thị Minh Khai,
Phường 2, Quận 3, Thành phố
Hồ Chí Minh, Vietnam



BIÊN BẢN GHI NHỚ

Hôm nay, đại diện hai bên chúng tôi gồm: Trường THCS Thăng Long và Trường THCS Sunjung sẽ tiến hành ký kết biên bản ghi nhớ về việc hợp tác và hỗ trợ lẫn nhau trong lĩnh vực giáo dục, nghiên cứu, văn hóa và tình nguyện (dưới đây gọi là “Chương trình giao lưu”). Sau khi trao đổi và bàn bạc, hai bên đã đi tới thống nhất thực hiện các điều khoản sau:

Điều 1: Mục đích

Biên bản cam kết này được ký với mục đích nhấn mạnh quyền và nghĩa vụ của hai bên là: Trường THCS Thăng Long và Trường THCS Sunjung, cũng như đưa ra các điều khoản cơ bản cần thiết cho việc thực hiện chương trình giao lưu một cách thuận lợi, hiệu quả nhất.

Điều 2: Nghĩa vụ của mỗi bên:

1. Hai bên phải hợp tác, giúp đỡ nhau trong mọi lĩnh vực.
 - a. Chương trình giao lưu văn hóa, ngôn ngữ giữa hai trường.
 - b. Tổ chức các hoạt động thuộc lĩnh vực văn hóa, giáo dục, giải trí, thể dục thể thao, học thuật.
 - c. Hợp tác tiến hành các chương trình giao lưu giáo dục ngôn ngữ, văn hoá.

2. Hai bên phải nỗ lực hết sức để huy động các nguồn tài chính và hỗ trợ cần thiết cho chương trình giao lưu. Trong trường hợp thay đổi không có thỏa thuận trước, các bên sẽ phải chịu bồi thường.

3. Để biên bản cam kết này được thực hiện một cách hiệu quả nhất, hai bên phải đưa ra ý kiến và tham vấn lẫn nhau.

4. Trong trường hợp xảy ra sự cố hoặc gặp khó khăn trong việc tiến hành chương trình giao lưu, Trường THCS Thăng Long và Trường THCS Sunjung phải lập tức thông báo cho bên kia, hội ý để đưa ra đối sách giải quyết thỏa đáng nhất.

Điều 3: Vấn đề bảo mật

Trường THCS Thăng Long và Trường THCS Sunjung không được cung cấp các thông tin về chương trình cho các tổ chức, cơ quan khác ngoại trừ các cơ quan, tổ chức Pháp luật, cơ quan, tổ chức Nhà nước.

Điều 4: Những thay đổi trong biên bản cam kết

Biên bản cam kết này có thể được thay đổi trong các trường hợp sau:

Sau khi Trường THCS Thăng Long và Trường THCS Sunjung thỏa thuận lại.

Toàn bộ chương trình không triển khai được hoặc không triển khai được một phần nào đó mà không có lý do chính đáng.

Trong thời gian thực hiện chương trình có phát sinh vấn đề nghiêm trọng tới mức có khả năng phải ngừng triển khai chương trình.

Điều 5: Hiệu lực của biên bản cam kết

Biên bản cam kết này có hiệu lực từ ngày ký kết và kéo dài trong vòng 2 năm. Trong trường hợp một trong hai bên muốn thay đổi nội dung của biên bản hoặc chấm dứt thỏa thuận thì phải gửi thông báo bằng văn bản cho bên còn lại trong vòng 6 tháng kể từ khi ký kết biên bản này. Trong trường hợp không có bên nào đưa ra một văn bản chính thức về việc chấm dứt thỏa thuận thì biên bản cam kết này sẽ tự động được gia hạn 2 năm một lần.

Ngày 05 tháng 05 năm 2017



Ahn Bongsun
Teacher at
Songjeong Dong
Elementary School

PARTICIPATION IN VARIOUS SUPPORT PROGRAMS

HEART OF KOREA, MULTICULTURAL VALUES: OVERCOMING THE LIMITS OF THE CLASSROOM

Having worked at schools with the highest population of multicultural students in Gwangju, I naturally grew interested in multicultural education. In line with this, I traveled to the Philippines in 2014 to take part in the Asia-Pacific Teacher Exchange for Global Education (APTE) programme. My four months in the archipelago were filled with the joy of learning a new culture daily. The enthusiastic participation of my Philippine students, who had high interest in foreign teachers and a burning desire to learn more about Korea, also got me hooked on international exchange. While teaching math, science, and Korean for three hours each day, I also learned how to teach in an educational environment different from anything in my previous experience. The programme expanded the scope of my interest to international education exchange and global citizenship education.

My experience in 2014 changed my life as a teacher as if a new waterway was opened. I believe that international education exchange through the programme is one of the best and most effective ways not only to broaden students' receptivity to other cultures, but also teach them the values they need to be global citizens through raising their interest in volunteering. Through this belief, I went on to participate in many international education exchanges and lately, I have Real-Time Online Class exchanges with two Philippine and one Cambodian schools due to COVID-19. The following are examples of international exchanges I have experienced. I referred to the websites and official documents of relevant organizations conducting the programs for project outlines and application procedures.

1. UNESCO ASSOCIATED SCHOOLS NETWORK (ASPNET) <https://asp.unesco.or.kr>

A. PROJECT OUTLINE

The UNESCO Associated Schools Network (ASPnet) is a network of international schools under UNESCO to incorporate the latter's philosophy of human rights, peace, and education on sustainable development and global citizenship into educational curricula. ASPnet designs and implements projects in which members can acquire knowledge as global citizens, develop the capacity to achieve a sustainable society, and contribute to the promotion of peaceful and sustainable schools and society.

① RAINBOW PROJECT

(Youth Peace Project)

The Rainbow Project (now the Youth Peace Project) allows students to plan and conduct projects by recognizing problematic situations that threaten peace and sustainability

in their daily lives, selecting a related topic, and considering its relevance to Sustainable Development Goals (SDGs) in the pursuit of solutions.

② INTERNATIONAL TEACHERS EXCHANGE

(Korea-Japan Teachers Conversation)

Held every year for teachers from Korea and Japan, this project features discussion and understanding of the latest issues in education, sharing information, and promoting regional cooperation through visits to education sites. Since 2020, the program has been run as an online exchange for Korean and Japanese faculty due to COVID-19.

B. ACTIVITIES

Joining ASPnet in 2017, our school has provided Global Citizenship Education to students such as courses on international understanding, environmental preservation, and multicultural experiences through the Youth Peace Project and participated in the International Teachers

① Rainbow Project (Youth Peace Project) Global Citizenship Education via Rainbow Project / (2017-present)



Figure 1. Waste recycling and ecological field trip for sustainable development education

Using waste banners, teachers in the program devised methods to recycle resources with their students and studied the ecological environment of their village.

Figure 2. Education on multicultural understanding and village

Participants try foods and traditional games of other countries and explore the history of the village.



② Korea-Japan Teachers Conversation

Participated in Korea-Japan Teachers Conversation / (January 16-22, 2018, Tokyo, Gifu Prefecture, and Kyoto, Japan)

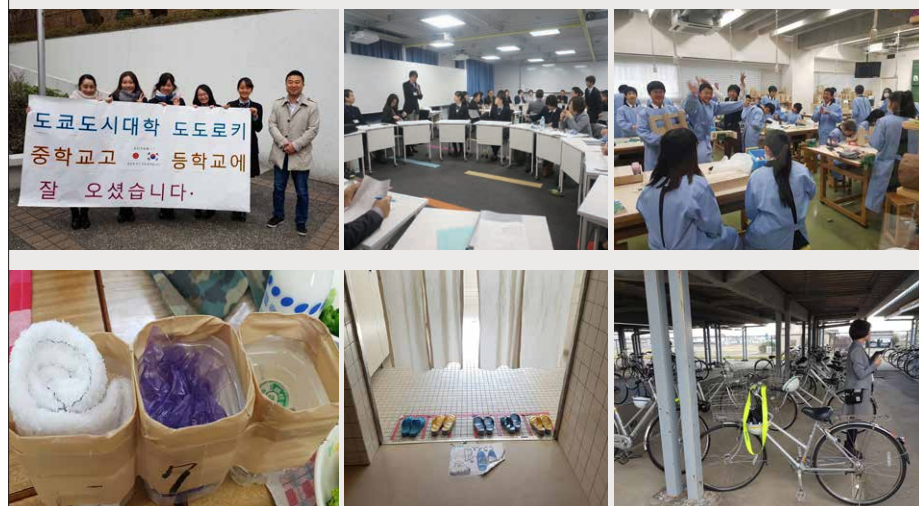


Figure 3. Visits to elementary and secondary schools and discussion of educational issues of both countries at Korea-Japan Teachers Conversation

Instead of using manufactured banners, each school displayed welcome signs made by students, which left a lasting impression on me.

Figure 4. Bathroom slippers are rearranged after use in consideration for others; after a meal, even the lids for drink containers are wiped and sorted for recycling; and bicycles are arranged in an orderly manner.

Exchange, which was renamed in 2018 from the Korea-Japan Teachers Conversation.

● Even if a school joins ASPnet, the organization has no guidelines for conducting each program. But members can participate in the Korea-Japan Teachers Conversation to explore the Japanese education system firsthand. In addition, joining ASPnet has the symbolic meaning of

a school's intent to actively conduct Global Citizenship Education.

A school can also request school matching for exchanges between members of ASPnet, and teachers can devise programs firsthand by referring to the network's goals. Songjeong Dong Elementary School, where I work, applied to take part in the then Rainbow Project and formed a multicultural student club. Through club activities, I made a booklet on

the village's history and explored the Goryeoin (Koryoin) town near the school with students. This was an opportunity to study the history of Goryeoin, or ethnic Koreans forcibly resettled in Central Asia during the Japanese occupation of the Korean Peninsula.

In addition, the student volunteer group Songjeong Dong Energy Rangers was organized in connection with energy conservation education, a key project of the school curriculum. Energy-saving activities were implemented such as turning off lights, checking tap water to prevent waste, and collecting recyclable items. By setting Global Citizenship Education as the theme of the professional learning community for my fellow second grade teachers, I provided education on sustainable development and global citizenship in connection with the curriculum. I have also conducted other activities to help students achieve curriculum goals on a more practical level. By reconstructing chapters on global awareness and multicultural understanding in an integrated second-grade curriculum, I organized an "Ant Market" to promote charity activities, invited multicultural education experts to class, provided education on international understanding, and introduced hands-on multicultural experiences and the Cross-Cultural Awareness Program for students.

2. E-ICON WORLD CONTEST

<http://e-icon.or.kr/ko/>

A. PROJECT OUTLINE

The e-ICON (e-learning International Contest of Outstanding New Ages) World Contest is an official development assistance project for students and teachers in developing countries and Korea to form a global team to compete in app development. A combined 186 apps were developed from 2011 to 2021 by 1,033 participants from 31 countries. This international software competition had students and teachers in and out of Korea team up to develop apps. As of 2022, COVID-19 forced the contest to be held online.

B. ACTIVITIES

8th e-ICON World Contest (June 24-30, 2018, University of Hawaii at Mānoa)



Figure 5. Four students from two countries were matched up to develop an app usable for sustainable development. The eighth contest in 2018 was held in Hawaii and since 2022, it has been conducted in non-contact form.



Figure 6. After working on app development for the contest, students spend time hanging out, learning about each country's culture, and enhancing their cultural sensitivity through friendly activities.

○ The e-ICON World Contest is geared for middle and high school students to develop apps that meet the demands of sustainable development education with support from their teachers through teaming up. Though an elementary school teacher, I was fortunate to participate in the contest as a guidance teacher for two middle school students from my city. Since students with programming ability apply, the guidance teachers must also have a certain level of programming skills or knowledge. The contest was held in Hawaii and held alternately between Korea and a member country. Our team consisted of four students—two from Korea and two from Hawaii. The greatest stumbling block for this contest was the communication channel needed for the discussions prior to the participation and design processes. Since participants used a range of messaging programs, deciding which platform to communicate with was important to start things off. This concern over

communication issues between middle school students, however, turned out to be unnecessary. The students were not that fluent in English but quickly bonded, became friends, and communicated in their own tongues easily. I believe the experience of mingling with students from other countries had a greater impact on their lives than their sense of achievement from participating in a competition.

3. DISPATCHING TEACHERS FROM APEC LEARNING COMMUNITY BUILDERS (ALCOB)

<http://alcob.org/kor/index.do>

A. PROJECT OUTLINE

Teachers from major member states of the Asia-Pacific Economic Cooperation (APEC) are sent to other countries for a short period to develop the capacities of teachers in the host nation. The project features workshops, preparation for team activities, and on-site programs (training in information

B. ACTIVITIES

Training in ICT for Teachers / August 14–19 in Hanoi, Vietnam



Figure 7. Four teachers give instruction on their respective methods of teaching ICT use.



Figure 8. Bonding among teachers and understanding of other cultures were also promoted through activities such as cooking.

and communications technology, or ICT, for teachers in member nations, demonstration classes, and activities for educational and cultural exchange).

○ Within the APEC Learning Community Builders (ALCoB), international exchanges for teachers are largely divided into two sections: the ALCoB Cooperative Project (ACP) and ALCoB Internet Volunteers (AIV). The ACP is a cultural exchange done via mail or internet platforms mainly at the classroom-to-classroom level and features activities such as online class exchange, sending letters

through individual buddy matching, and introduction of a participant's traditional culture. AIV forms teams of four Korean teachers dispatched to a partner country for about a week during summer vacation to teach methods of Korean-language education to teachers there. In 2022, I participated in the ACP through video classes with J. P. Rizal Elementary School in Manila. I took part in six live online classes through Zoom and usually divided the screen into four smaller screens. A Philippine teacher and I took turns hosting three classes each and we studied the culture and history of Korea and the Philippines. In my first

class, I introduced the consonants and vowels of the Korean alphabet Hangeul and the principles under which both are composed. In the next session, Philippine students tried writing their names in Hangeul and their Korean counterparts introduced their favorite Korean words. In my last session, I taught Korean children's songs. The Philippine teacher organized the three sessions to introduce Philippine culture, history, and children's songs. ICT is thus a great method of overcoming physical distance, the biggest obstacle in international exchange.

4. CLASS SUPPORT GROUP FOR OVERSEAS KOREAN EDUCATION

<https://okeis.moe.go.kr>

A. PROJECT OUTLINE

In 2022, the Korean Ministry of Education recruited class support groups to spread Korea's education system, language, and culture to schools in Uzbekistan. I believe that this project, supported by the ministry and promoted by Korean Education Center in the Uzbek capital of Tashkent, has great potential to expand its scope to similar centers in other countries.

B. ACTIVITIES

Class Support Groups for Overseas Korean Education
(July 28–August 10, 2022, Tashkent campus of Korea's Bucheon University)

Figure 9. Ten selected teachers ran joint teaching classes based on the curriculum they organized on their own for two weeks.



Figure 10. Korean teachers applied Korean-language education and traditional culture through a curriculum featuring the use of ICT, software coding education, calligraphy, and folk paintings.



Due to COVID-19, international education exchanges have been conducted online for almost three years. In-person programs, however, have begun to resurface as the COVID-19 situation has stabilized and reached a more controllable level. In August 2022, the Korean Ministry of Education and Korean Education Center in Tashkent, Uzbekistan, recruited a class support group for Uzbekistan. Because this project was done on short notice, neither the ministry nor the center could provide detailed guidelines for the curriculum or teaching methods to the dispatched teachers even before they departed for the Central Asian country. But the teachers maintained constant communication despite being scattered across regions and formed a fluid and creative curriculum. And their two weeks of activities were successful as the Uzbek teachers in Tashkent found them highly satisfying. Through the group, I found that a system giving teachers discretionary authority and full support is the most creative and effective case of international education exchange. Nine teachers utilized their knowledge of the subjects and specialties to teach topics that intrigued the Uzbek teachers such as making a Hangeul postcard, conducting software

education with Ozobot, making audiobooks, calligraphy, Korean folk painting, traditional Korean knots and clothes, and using an evaluation method involving Google Forms. The topic of choice for my lecture was “Utilizing PowerPoint as Multi-tool: From Image Editing to Presentation and Coding Education,” and I gave another lecture to officials from the Tashkent education office on “Korea's ICT Teaching Methods and Application.” Teachers who participate in international exchange can have strong personalities, which could lead to conflict of opinions within a team. The teachers I met in this group, however, made my experience full of passion and consideration as well as humility and sincerity. In the end, I was reminded that every activity is about people and that respect and love for others is most important. I miss the teachers I worked with in Uzbekistan, and this is perhaps proof that this was my best experience among all the programs I participated in.

5. E-LEARNING GLOBALIZATION TEACHERS' GROUP BY OFFICE OF EDUCATION <http://iace.re.kr>

A. PROJECT OUTLINE

LEAD stands for "Leading Educators for Achieving e-learning Development," the comprehensive name of a research group of teachers from 17 metropolitan and provincial offices of education in Korea for an e-learning globalization project. The teachers are interested in international cooperation based on ICT in education, and the group's primary activities include training in teachers in partner countries, textbook development, research on international education culture, and consulting.

B. ACTIVITIES

While middle and high school teachers in technology or information fields might be thought to dominate the activities of the e-Learning Globalization Teachers' Group, elementary school teachers are the majority in many cases. Basically, teachers with ICT knowledge and skills apply, and the ability to teach in English raises efficiency in activity participation. Teaching methods related to ICT are mostly taught to teachers in partner countries by Korean teachers in non-contact form, but as part of cultural exchange, content on Hangeul or Korean culture is sometimes included in the program. The city of Gwangju, where I

work, was matched with Tanzania, Africa, to help teachers in the latter improve their ICT knowledge and capacity for their incorporation into their curriculums. Each teacher made a video of his or her expertise such as software coding, artificial intelligence, Google Classroom, drones, and PowerPoint and gave lectures to the teachers in the partner country. Based on my experience of working in Cambodia, I thought that mobile devices were more useful than computers depending on the supply of ICT devices by country. So I made a video on devising class materials and online class teaching methods using mobile phones for teachers in the partner country.

When COVID-19 finally ends, teachers from partner countries are highly likely to be invited to Korea for training. In addition, Korean teachers may be dispatched to a partner country for a short time to train teachers there. Partner countries differ depending on which education office a teacher is affiliated with, so a teacher should confirm such information about the country before applying.

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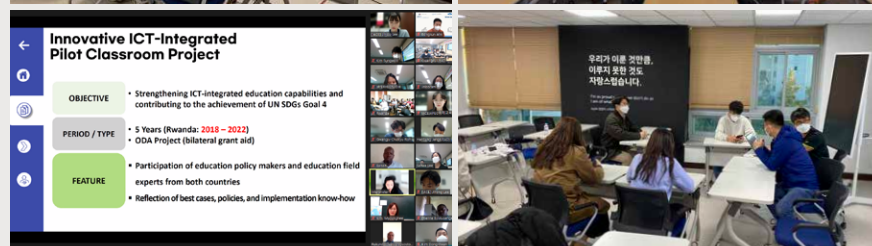
- Asia-Pacific Centre of Education for International Understanding (APCEIU) <http://www.unescoapceiu.org>
- Institute of APEC Collaborative Education <http://iace.re.kr>
- Korea Digital Education Frontiers Association (KEFA) <https://kefa.or.kr>
- UNESCO Associated Schools Network (ASPnet) <https://asp.unesco.or.kr>

E-learning Globalization Teachers' Group / Partner Country for 2020: Tanzania

Figure 11. The Globalization Teachers' Group provides online training for a teachers group of a country matched by education office.



Figure 12. The Globalization Teachers' Group reinforces its capacity through joint training by education offices nationwide and self-training sessions organized within the group.



III. FOLLOW-UP ACTIVITY OPERATION

1. THE NINE-STEP PREPARATION
PROCESS FOR INDEPENDENT
OPERATION OF EDUCATIONAL
EXCHANGE

2. PROCEDURES FOR INDEPENDENT
OPERATION OF INTERNATIONAL
EXCHANGE

1. THE NINE-STEP PREPARATION PROCESS FOR INDEPENDENT OPERATION OF EDUCATIONAL EXCHANGE



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Globalization is heavily influencing contemporary education goals that have significant implications on teacher education (Zhao 1). In this context, international teacher exchange programmes are becoming popular for enhancing global teaching competencies among teachers around the world. Today in most parts of the world, they are becoming an integral part of schools and the professional development of teachers. The Asia-Pacific Teacher Exchange for Global Education also known as, APTE, is an example of such programme that creates avenues for teachers in Asia to build Global Teaching Competencies. APCEIU hopes to create a long-lasting impact of APTE programme by encouraging APTE alumni to carry out future activities even after the programme ends.

In this chapter, we propose key planning and preparation insights and tools so that the APTE alumni can independently organize

Teacher Exchange programmes and create a wider impact.

PLANNING AND PREPARATIONS FOR A SUCCESSFUL INTERNATIONAL TEACHER EXCHANGE PROGRAMME

Proper and thorough planning is crucial for the successful execution of any project. Teaching is a complex and multidimensional activity and designing a Teaching Exchange Programme abroad requires significant and careful planning on various levels.

We provide this guideline for APTE alumni teachers who have participated in an APTE programme and now planning to independently conduct an activity with overseas schools by leveraging on the APTE experience. The general planning steps below can be used for an inbound exchange (hosting a fellow teacher), outbound exchange (going abroad to teach) as well as an online two-way exchange.

The key purpose behind proposing these planning steps is to give the teachers important insights, a framework, and tools that enable them to look out for key issues that they should be thinking about while designing a Teacher Exchange Programme independently.

Most importantly, through these planning steps, we hope to provide them with ideas and suggestions that will help them coordinate relevant activities at various phases effectively and efficiently.

THE APTE ALUMNI TEACHERS CAN START PLANNING WITH THESE 9 SIMPLE STEPS:

1 SET CLEAR GOALS & OBJECTIVES

Setting clear goals and objectives provides a strong starting foundation for a successful Teacher Exchange programme. Planners need to focus on developing a short programme description that answers the following basic

questions, also known as W5H:

- ▶ **What** is the programme about?
- ▶ **Where** will it take place?
- ▶ **When** will it start and end?
- ▶ **Why** is it taking place?
- ▶ **Who** will be engaged?
- ▶ **How** will it be undertaken?

Planners can easily use this description during their planning and preparation phase to pitch the desired Teacher Exchange Programme to partners, supervisors, and funders.

After being clear about the key characteristics of the desired programme, planners need to set clear goals and objectives. While thinking about goals, planners need to carefully consider the goals at both the individual and institutional levels. Below is an example of such goals, which can be selected and matched according to the nature of the exchange activity and participating teachers and schools (Horváth 10).

INDIVIDUAL LEVEL GOALS**WHAT IS THE OVERALL LEARNING/ EDUCATION GOAL?****How can this exchange help me to:**

- Improve my intercultural competencies and understand international students better
- Improve my teaching methods or pedagogical competencies
- Learn something new in specific areas such as Global Citizenship Education (GCE) or Climate Change Education (CCE)
- Develop new curriculum or extracurricular activities

WHAT ARE THE OUTCOMES FOR THE TEACHERS' PROFESSIONAL DEVELOPMENT?**How can this exchange help me to:**

- Improve my transversal skills (interpersonal, collaboration, stress-management, intercultural understanding)
- Expand my professional network and get to know peers from other countries
- Get a promotion

INSTITUTIONAL LEVEL GOALS**WHAT IS THE ADDED VALUE FOR THE SCHOOL, AND WHY SHOULD THE LEADERSHIP SUPPORT THE PROGRAMME?**

Planners should think about added

value for their schools and set at least one goal that benefits their school/ colleagues as well. They could, for example, commit to sharing their learning with colleagues after the project; set up collaborative working groups to further advance practices in their school; introduce new courses, modules, and activities based on good practice; and increase the reputation of their school in the eyes of students, parents, and stakeholders through showcasing their international activities and experience.

HOW ARE STUDENTS GOING TO BENEFIT FROM THE EXCHANGE?

Ultimately students benefit from teachers' professional improvement, but teachers can go beyond and set goals such as initiating a student exchange programme with a partner school abroad, or co-develop online extracurricular activity for students, that schools from different countries can do together.

After having a set of goals at various levels, we advise planners to reflect on their goals if they are SMART enough. SMART is an acronym made up of Specific, Measurable, Attainable, Realistic, and Timely.¹⁾

• **SPECIFIC:** Instead of having broad and generalized goals, it is better to have specific goals. Specific goals will help them keep on track and will make the program more concrete and meaningful in terms of outcome.

• **MEASURABLE:** Planners need to reflect if the goals they are setting are measurable. Measurable goals will help them evaluate and track their learning outcome as well as the learning outcome of other participants at the end of the programme.

• **ATTAINABLE:** The goals need to be attainable within the overall programme goals. If the goals are not possible to achieve, then the whole programme fails. So, planners need to set the goals in a way that they and their partner feel comfortable, knowledgeable, and confident about executing.

• **REALISTIC:** Being realistic is the key to any successful planning. It

is crucial that planners are realistic by understanding their and their partners' roles, responsibilities, and resources while setting goals.

• **TIMELY:** As we all know time is of the essence. While planners are setting goals and reflecting on if they are specific, measurable, attainable, and realistic, they need to constantly think of the time frame for all the goals.

EXAMPLE ON PERSONAL LEVEL GOAL

GENERIC GOAL: Improve my teaching methods or pedagogical competencies by doing an exchange abroad.

SMART GOAL: To do a two-week teaching exchange in a Korean secondary school, to enhance my global citizenship understanding and teaching competencies, and improve at least 70 percent of my students' understanding of global citizenship at my home school.

1) Check to learn more about SMART Goals: <https://cce.bard.edu/files/Setting-Goals.pdf>

EXAMPLE ON AN INSTITUTIONAL LEVEL GOAL

GENERIC GOAL: Conduct a good school exchange programme for my class.

SMART GOAL: To co-design a six-weeks long virtual class exchange programme with my colleagues at the partner school, focusing on Climate Change Education (CCE) and its cultural context, that will incentivize at least 50 percent of all participating students to take action.

After setting clear goals and objectives as a first planning step, it is better to prepare a general programme proposal. The programme proposal should be simple and state the answer to the W5H questions above (What, When, Where, Why, How), including the above SMART goals of the exchange programme at individual and institutional level. This will be useful to share with partners and funders while approaching them.

2 SELECT A PARTNER

After planners are clear about the goals of their Teacher Exchange Programme, they need to take some time to do research on potential partners and make a well-informed decision on whom to approach. Planners need to think through what are the important features of a partner that will help them to reach their exchange goals and examine the potential partners along these features. Below are a couple of considerations for partner selection:

UNIQUE KNOWLEDGE OR COMPETENCIES:

Some countries and some schools may have demonstrated strength in certain knowledge areas, or teaching methodologies, or relationships with industry and communities. If the planners' exchange goal is to learn from such specific concept or methodology, it is advised that they look for a partner for exchange, which is acknowledged for its unique knowledge or competencies.

SIMILAR PROFILE AND GOALS:

It is a natural choice to work with schools abroad that are “similar to us” in terms of size, specialization, and funding, as they are most likely to have shared goals and strategies with the planner’s institution. Even though the prospective partner looks similar, they are inherently different in terms of culture, practices, and expectations.

HISTORY OF PARTNERSHIP:

Some schools may already have partnerships with schools abroad or are members of an international network of schools such as the ASEF Classroom Network (ASEFClassNet), UNESCO Associated Schools Network (ASPnet), etc., and have a history of previous collaboration. Planners are advised to approach their peers and supervisors to ask about such pre-existing relationships, whether there are any champions who are leading the relations with this partner already, and whether they could explore utilizing these partnerships by proposing their

exchange programme.

EASE OF LIVING: Countries and cities have different ways of living, cuisine, getting around and cultural norms, which might be worth considering during the planning stage, especially in case the planners have some special needs. Value for money is also different from city to city, planners are advised to do some research on living costs in host cities because in some cases this also could be a deciding factor.

Whichever partner selection criteria the planner decides to go with, it is also important to think of the needs and motivations of the prospective partner and understand what they might want to get out of the project, and what is the unique added value planner can provide.

After choosing a partner, planners can reach out to them and share the Programme Proposal that they have developed earlier. The proposal should also state the

rational for the partnership and key benefits for both parties. Partners should be given time and room to evaluate the proposal and make suggestions on how to further improve it, depending on their needs.

③ SET A TIMELINE

After setting the goals and selecting a potential partner, we encourage planners to work on a solid timeline that captures all aspects of the desired Teacher Exchange programme—from inception to completion. The timeline can significantly help teachers to complete and execute tasks effectively and efficiently. One crucial thing to remember before drawing a timeline is that schools are busy with all year around activities and school calendars will be different from country to country. So, deciding on a timeline that works for both hosting (inbound) and sending (outbound) institutions' teachers is the key to organizing a successful programme. Ideally, summer is a great time to organize any activity.

However, depending on the program and country's academic year, winter and fall time can also be considered.

Please refer to **Annex 1**, an example of a timeline elements that planners can consider when drafting a timeline for their exchange programme. It is non-exhaustive and can be customized according to the form of exchange (physical, online). Creating a checklist will provide clear and concise tasks and help in identifying and anticipating specific needs and deliverables.

④ PLAN KEY PROGRAMME ACTIVITIES

After clarifying the goals, confirming the partner(s) and the timeline of the desired Teacher Exchange Programme, planners need to brainstorm with the partner(s) and agree on the key programme activities to be implemented during the exchange.

While there are many types of exchanges ranging from three days to six months, we recommend focusing on the set goals of the overall programme and key

activities that help achieve the set goals. Planners can think of various types of activities as per below. These activity suggestions can be applied both for Teacher Exchange and Students' Exchange Programmes as well.

ICEBREAKING ACTIVITY: While people are just getting to know each other in a new cultural context, having interesting, engaging, and meaningful icebreaking activities can go a long way. While designing an icebreaking activity, planners must think of what is culturally appropriate and language and local context-wise is expressive enough to execute. There is no fixed way to break the ice. Planners can use their imagination. To help planners, we propose a list of ideas for quick and meaningful icebreaking activities:

RECOMMENDED FOR TEACHER EXCHANGE ONLY:

- **Reflecting on “why”:** On the first day of the programme, participants can introduce themselves by sharing their individual details as well as

why they are doing the exchange programme. When someone responds to “why” it helps them express their mission for the activity that is crucial for understanding each other's motivation to kick-off the programme with great spirit.

- **Sharing new insights:** Introducing something exciting about planners' own country/school
- **Sharing hopes and fears:** Introducing one thing that they feel hopeful about and one thing that scare them about the whole programme.
- **Core Teaching Values:** Teacher participants can share 1 core teaching value that define them.

RECOMMENDED FOR BOTH TEACHER AND STUDENT EXCHANGES:

- **First impressions:** Participants can share the first impression of anything (first impression of contacting the partners, country, school, teacher colleagues, students, food, etc.)
- **Local game:** Participants can play a quick local education game that is context appropriate. Planners can check with partners for such game insights.
- **Fun activity:** Participants can share about a fun activity they are looking forward to doing while in a new country.
- **Guessing game:** Often in a new

context, participants can take part in guessing game that break the ice nicely, such as how old the school is national food/game/animal of the host country, etc.

KEY THEMATIC TEACHING & LEARNING ACTIVITY (FOR TEACHERS' CONSIDERATION ONLY):

While most teachers have their specialization and teach specific subjects, it is useful to put emphasis on crosscutting concepts such as Global Citizenship Education (GCE), Climate Change Education (CCE) or Education for Sustainable Development (ESD) related activities. It will be useful to build these competencies within the cultural context from which both inbound and outbound participants are. While there are numerous resources, we propose a key resource on GCE that can help planners design timely relevant global teaching and learning goals and activities: UNESCO Report on Learning Goals & Objectives of Global Citizenship Education (2015).²⁾

TEAM BUILDING ACTIVITY: No one can succeed alone. Hence, having some collaborative team activities as part of the programme will be immensely helpful. Planners can think of some team building activities that they have found useful during their APTE training and can customize it for their own programme. Team building activities are particularly helpful in an intercultural context. Some of the proposed icebreaking activities above can also be considered for team building activity. We are happy to propose some team-building activities:

- Sharing strengths and weaknesses as a team
- Sharing expectations as a team
- Cooking local food together with programme participants and going on a picnic
- Organizing a competition (based on sports/quiz/activities that everyone feels excited about and comfortable with)

LOCAL CULTURAL ACTIVITY/SITE VISITS: The most valuable learning can happen through directly experiencing locally significant sites such as museums, heritage sites, local education institutions, libraries, training centers, etc. This can be integrated in the programme as part of team building activity.

INTERCULTURAL ACTIVITY:

Participating in intercultural activities can be profoundly gratifying/reflective as one explores a different background than their own to build intercultural skills. This can also be part of team building activity.

EVALUATION & FEEDBACK

ACTIVITY: It's always a practical idea to have an initial on-site assessment to evaluate the outcome and status of the programme. Having an idea of what kind of aspects of the exchange programme should be evaluated will give the teacher an understanding of areas they need to focus on for meaningful outcomes and future

improvement before embarking on a programme.

ACTIVITY EXECUTION TOOLS

& RESOURCES: To implement all the activities, the planner needs to have an idea of the tools and resources they need as this might have an impact on budget and overall programme planning.

AWARD/CLOSING CEREMONY/

CERTIFICATION ACTIVITY: It would be incomplete to end a programme without a proper acknowledgment and closing ceremony. Planners can think of some farewell/gratitude gifts and performance awards to conclude the onsite programme.

⑤ PREPARE A BUDGET AND EXPLORE FUNDING OPPORTUNITIES

Planners should aim to do a detailed budget planning on what could be the expected cost required for the exchange programme, either it be inbound, outbound, virtual, or hybrid exchanges.

2) Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000232993>

BUDGET ITEMS TO BE CONSIDERED IN CASE OF PHYSICAL INBOUND/ OUTBOUND EXCHANGE:

Travel Cost: Planner should think of the airfare, insurance, airport transfer costs, as well as the visa fee if applicable. Planners can try asking for a visa fee waiver from the embassy in case of a student exchange programme, where visa costs could add up. Planner should think of the most sustainable ways of traveling, choosing public transport, train, and bus over flights for a short distance if available (e.g. avoid 1 hour long flights).

Accommodation: One way to explore funding for this can be solved by finding a homestay with a host family. For example, most of the ASEFClassNet Alumni Teachers organize School Exchange programme accommodation with the concept of “Host Family.” This could be an idea that planners can think of at least for accommodation if other fundings are scarce.

Daily allowance: Planners should do their own research to establish the daily living cost in the target city. This will include meals, either at the school cafeteria (if the host school is not providing any meals as in-kind

contribution), local transportation, a small budget for social, education study and cultural activities. There are websites³⁾ assisting with this.

Gifts/Awards: Not a must have, but it is nice to gift something to the partners, coordinators, students of the foreign country. These small tokens of appreciation can be something sustainable or digital even, to be easy on the budget but still make an impact.

Contingency: In any case, planners are advised to allocate a 10–20 percent contingency in their budget to cater to unexpected cost(s) or increase in the listed expenses in the budget.

BUDGET ITEMS TO BE CONSIDERED IN CASE OF VIRTUAL EXCHANGE:

Subscriptions: depending on the type of activities planned, planners needs to make sure the required software and applications are available such as a Zoom or Microsoft Teams virtual meeting platform; Mentimeter/ Slido for polling; Padlet/Mural for collaborative work, Google Docs or Dropbox for document sharing and storage.

Facilities and Digital/Technical

Equipment: in case of a virtual exchange the participating teachers and students must have access to classrooms equipped with audio and visual devices, and if required, students must have laptops or computers.

Teaching and Promotion materials:

while the intellectual output will come from the teachers/schools participating in the exchange, the planner should think of costs related to the distribution of materials such as printing, postage, stationary costs, and production of publicity materials if any e.g., virtual banners, graphic design, etc.

Please refer to **Annex 2** it gives an indication of the list of items which could potentially fall under the various exchanges (inbound/outboard/virtual).

After all items and numbers are clear for a solid budget, planners can prepare a funding proposal to approach donors and funders. A planner can simply write a letter by explaining the key goal of the project and how it meets the mission and vision of the funding institution. Most importantly, planners need to highlight how the

programme contributes to creating impact that the funding institutions care about.

The first step would be to check whether there are national level programmes supporting international exchanges. Some Education Departments and/ or Ministries of Education have set budgets for global teacher trainings and development. There sometimes bilateral partnership between their country and the country of the selected partner school, or multilateral agreements between multiple countries including the countries of the host and sending schools of the given exchange. If there are such opportunities, planners can approach the right authority or agency for funding. They can also check various Embassy websites for funding opportunities. After exploring national schemes, the second step is to look for funding and consult the hosting school, the sending school, there are also philanthropic individuals and organizations that support

³⁾ such as <https://www.rome2rio.com>

teachers/student exchanges.

When seeking sponsorship from private organizations, the school should explore and research on the Corporate Social Responsibility (CSR) of the organizations and if they could support such initiatives. The planner should not forget that funding might come as an in-kind contribution, not necessarily as a monetary support.

6 SIGN AN AGREEMENT

Once parties have mutually agreed on the objectives, timeline, budget and activities, they must put these down into an agreement, which outlines the roles and responsibilities of the parties involved. We recommend signing a three-party agreement, where the teacher, the sending institution and the host institutions all sign off the document. If it is a students' exchange, then the agreement should only be between the sending/receiving schools. Depending on the nature of the exchange activities, these roles and responsibilities can fall under the

following six categories:

1. GENERAL ARRANGEMENTS

In this category, the parties could describe the goals of the exchange, the planned period of exchange, the form of exchange (physical, online or hybrid), the sending institution (outbound) and the host institution (inbound), the proposed programme.

2. CORRESPONDENCE AND COORDINATION

In this section partners can specify the contact persons who are responsible to oversee the exchange activities, the overall progress of the exchange, and the way of communicating any problems or changes to the agreement.

3. FUNDING COMMITMENTS

Under this category any financial or in-kind undertakings of the partnering schools can be specified. The host school can commit to providing a scholarship for the teacher, or

in-kind contributions such as accommodation, canteen vouchers, local transport pass, etc. The sending school can also commit to financial support for the teacher/ students exchange or provide a paid leave of absence for the period of exchange. If applicable, a budget can be attached to the agreement in the annex. For virtual exchange, partners should also look into what would be the technical tools/equipment/ software required.

4. PUBLICITY

Publicity is an important aspect to promote the exchange and mark the milestones of the work and achievements of the teacher(s) and participating school(s). In this category, parties can indicate what would be the proposed publicity efforts for the exchange for visibility and outreach purposes.

5. REPORTING

It is important to do a post-

exchange reporting to document the exchange, either for internal or external reporting purposes. Under this category, the parties should indicate what are the documents required for the reporting purposes and an example would be the consolidation of feedback (teachers, students, or schools) at the conclusion of the exchange.

The Erasmus+ Programme of the European Union offers great templates for Teacher Exchange Agreements available online,⁴⁾ while **Annex 3** is an example of a student exchange programme based on the ASEFClassNet programme.

7 PREPARE A COMMUNICATION PLAN

Communication is a huge part of the successful implementation and promotion of any programme. A strong communication strategy is the foundation to showcase the objectives & values of a programme, as well as their

4) link: https://erasmus-plus.ec.europa.eu/sites/default/files/2021-09/mobility-agreement-teaching_en.pdf

progress and success in achieving the set goals to relevant project partners, funders, and a wider audience. It could exponentially increase the impact and visibility of any activity that helps build credibility. It is also helpful in actively engaging all involved parties in active participation. Therefore, we suggest that the planner can consider spending some time setting a communication strategy, and timeline of communication activities and outputs. By simply using the Microsoft Excel file, the planner can easily create a communication plan that includes types of communication with various parties, frequency of communication, communication channels, social media engagement plan etc. We propose these three areas to consider for effective communication and promotion of the programme:

INTERNAL COMMUNICATION:

Clear communication and update is the key to avoid any missteps. Planning all these in advance, will help the planner to implement the project efficiently by keeping all parties in the loop when needed. Planner should think through the following internal communication questions:

- How often should the planner communicate with the partners, funders, and other participants?
- What kind of update should be shared with various parties and when?
- What kind of communication channels/platforms (e.g., WhatsApp group chat, Facebook Group, Email Chains, Zoom Link) should be set up for efficient internal coordination?

EXTERNAL COMMUNICATION:

Going abroad for a Teacher Exchange is an interesting and meaningful opportunity. With strategic social media visibility and promotion of the exchange programme, the planner can reach out to a bigger audience to highlight the impact created by the programme. As we live in the age of social media, and various social medians can have a strong influence on highlighting the activity, the planner can think of setting some social media activities such as weekly

update posts, writing on a blog, creating a month/week-long campaign on a topic, creating videos updates and documentaries etc.

COMMUNICATION TOOLS AND PLATFORMS:

Finally, it will be good to plan the right and relevant communication tools and platforms. For example, if the planner wants to use Facebook or Gmail for communication and group work, and their host country school does not have access to these or they don't prefer it, then they need to invest and find new tools.

⑧ ASSESS RISKS & REVISIT OF THE ORIGINAL PLAN

The planner needs to keep in mind that good planning is important, but even the most carefully planned activity might become impossible in case some events happen. Therefore, it is always vital to consider risk factors, anticipate potential problems, and think of potential solutions beforehand. Even then, it is not always possible to eliminate all risks and problems, so teachers must adopt an agile thinking in terms of risks and adjustments.

Having an agile thinking mindset enables an individual to be flexible, a problem solver, and adaptable when required.

One meaningful way to do this would be to reflect on past training experiences and ideate what could have been done differently for better results. For effective agile thinking, here is a list of risk categories that teachers can consider: (Table 1)

See Risk Register Template in **Annex 4.**

Table 1.

POTENTIAL RISKS	POTENTIAL SOLUTIONS
Health related risks such as - Pandemic related public health measures - Mandatory and recommended vaccination for destination - Accidents and illnesses	To do research on country/region related public health situation and prepare admin, get vaccination accordingly To get an insurance, emergency numbers, local emergency contact lists, register with the embassy (if any, in destination country)
Programme design related risks such as - Language proficiency of participants - Digital competency of participants to successfully participate in online elements - Digital infrastructure at host institution - Site visit and experiential learning related risk	Better to select participants who meet the requirement for relevant competencies. Planners can consider conducting some preparatory knowledge building sessions before the actual programme begins if needed to bridge any competencies gap. Check with partners to mitigate any infrastructure issue and prepare all the necessary tools and equipment beforehand.
Culture related risks such as - lack of cultural understanding of the hosting country - culture shock - cultural norms and expectations	about the local culture and conduct a presentation about your own Prepare a list of "Dos" and "Don'ts" to raise their cultural awareness and understanding of differences in terms of gender, race, age, etc.

REPORTING

Almost in every case, chances are after concluding the programme, planners need to write a report to the funders and superiors. Even if they do not need it, it is always wise and practical to have some reporting planning for the end of the follow-up stage of the programme. Reporting is not just a requirement for funders, reporting also helps reflect on the programme that has been carried out, and internalize the education outcome and impact of the project. It is always good to focus on the impact and assess the impact at various levels after the programme. We propose these guiding

components and questions for preparing a post programme report:

1. ACHIEVEMENTS & OUTCOME

- What is your key achievement from this programme?
- How did it contribute to your Continuous Professional Development (CPD) goal?
- How did it contribute to enhancing your students' competencies? [Student/School Exchange]

2. TARGET GROUPS & OUTREACH

- Which target groups have you reached in this programme?
- What was the number of people within each group? (Table 2)

Table 2. Target Groups & Outreach

GROUP NAME	DESCRIPTION OF THE GROUP	NUMBER OF PEOPLE IN THE GROUP
Example: Students	8th grade secondary school teachers/students from (host school and country name)	10
Example: Teachers	8th grade geography teachers from (host school and country name)	2

3. IMPLEMENTATION

- Have you achieved the set goals of the programme?
- What are the key outcomes of the programme?
- Are you satisfied with this outcome the programme generated?
- How did all the implemented activities help you achieve the overall goal of the programme?
- What went smoothly?
- What were some of the key challenges?
- What would you do differently if you could start all over again?

4. PROMOTION & VISIBILITY

- How did you promote the programme in your own country, host country as well in internationally? Include direct links, if applicable.
- Share any visibility numbers and documents you may have [if any]

5. ROLES, RESPONSIBILITIES, & PARTNERSHIPS

- Briefly share an overview of the key roles and responsibilities you had at various stages of the programme to achieve the set goals:
- Briefly describe key roles and

responsibilities of all involved project partners at various stages of the programme to achieve the set goals:

- Did you have a good partnership/s? What have you appreciated the most about the partnership/s?
- Do you plan to cooperate with the programme partner/s in the future?
- Did you face any challenges with the partners/s? If yes, what would you do differently to avoid such challenges?

6. FUTURE PLAN & SUSTAINABILITY

- How do you plan to leverage on the achieved outcome and resources of the implemented programme in the future?
- Is there anything you would do differently in your next exchange? If so, why?
- How do you plan to inform and keep APCEIU up to date on the completed exchange activities, outcome, and impact as an alumnus?
- How can you support other APTE alumni teachers based on your experience of independently carrying out a Teacher Exchange Programme?

CONCLUSIONS

Careful planning and preparation can be both exciting, overwhelming as well as a stressful process to carry out any activity. We hope that these proposed nine steps give APTE Alumni teachers crucial insights into thoroughly planning and preparing for a successful Teacher Exchange or a Student Exchange programme. Planner teachers must remember that these steps are to guide them and not limit them. While we suggest the planners to carefully considers these steps, we highly encourage them to be flexible and creative to prepare their own programme.

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Annex 1-1. Sample of a Checklist (Teachers' Exchange)

TEACHER EXCHANGE	Inbound	Outbound	Virtual
PLANNING (3–6 MONTHS BEFORE)			
Goals • Set clear goals and objectives for the mobility	✓	✓	✓
Proposal • Develop a proposal that includes the goals, the timeline, and a draft programme	✓	✓	✓
Approval • Seek approval from supervisor(s) prior to seeking partners and sponsorship or funding	✓	✓	✓
Budget • Prepare an estimation of the budget • Secure funding or sponsorship	✓	✓	✓
Partners • Find and secure exchange partners • Maintain regular communication with them in the lead up to the exchange, keeping them engaged and updated	✓	✓	✓
PREPARATION (2–3 MONTHS BEFORE)			
Agreement • Preparation and signing of Exchange Agreement detailing responsibilities of hosts, receivers, and the teacher	✓	✓	✓
Logistics • Booking of flight ticket, accommodation • Insurance and any special needs preparation • Apply for a visa (if necessary)	✓	✓	
DURING IMPLEMENTATION (FROM 2 DAYS TO 6 MONTHS)			
Content • Prepare content necessary to implement the exchange plan (e.g. lesson plans, webinars, resources)	✓		✓
Technology • Ensure that the necessary equipment is available and set up • Subscription to online applications such as Zoom, Teams, Mentimeter, Slido, or other similar applications (if needed)			✓
Partnership • Organize briefing and introductions session on the first day of the exchange • Manage the relationship with partners • Look out for potential partners for future collaboration during the implementation (e.g. teachers or leadership)	✓	✓	✓
Debriefing • Organize debriefing session at the end of the exchange to give and receive feedback	✓	✓	✓
POST-IMPLEMENTATION (1–3 MONTHS AFTER)			
Reporting • Preparation of report with relevant supporting documents • Financial closing and report preparation if required by sponsors/funders	✓	✓	✓
Evaluation • (Including teachers/students/partners feedback)			
Dissemination • Preparation of promotion and visibility outreach (e.g. article on the exchange programme on official social media channel(s) and school's website, newsletter, school magazine, etc.) • Contact local media/reporter to cover the exchange (if required)	✓	✓	✓

Annex 1-2. Sample of a Checklist (Students' Exchange)

STUDENTS' EXCHANGE	Inbound	Outbound	Virtual
PLANNING (3–6 MONTHS BEFORE)			
Goals • Set clear goals and objectives for the exchange programme	✓	✓	✓
Proposal • Develop a proposal that includes the goals, the timeline and a draft programme	✓	✓	✓
Approval • Seek approval from supervisor(s) prior to seeking partners and sponsorship or funding	✓	✓	✓
Budget • Prepare an estimation of the budget • Secure funding or sponsorship	✓	✓	✓
Partners • Find and secure exchange partners • Maintain regular communication with them in the lead up to the exchange, keep them engaged and updated	✓	✓	✓
Students selection • Identify and select the students to join the programme • Communicate and secure approval from students' parents		✓	✓
Teachers & Students Volunteer • Secure teachers and students to assist with the implementation of the students' exchange	✓		
PREPARATION (2–3 MONTHS BEFORE)			
Agreement • Preparation and signing of Agreement detailing the tasks and responsibilities of parties	✓	✓	✓
Organizing Committee • Establish an organizing committee within the school to assist with the preparation for the exchange • Present the programme and assign roles and responsibilities to each of the committee members • Organize weekly update meeting with all the committee member	✓	✓	
Logistics • Booking of flight ticket, accommodation (hotel/homestay) • Insurance and any special needs preparation • Apply for a visa (if necessary) • Booking of venues, entrance tickets, catering services for welcome event, transportation, etc. (where applicable) • Rental of buses—airport transfers (if applicable)		✓	
Catering • Compile dietary requirements for the student delegation	✓	✓	
DURING IMPLEMENTATION (7–14 DAYS)			
Content • Prepare content necessary to implement the exchange programme (e.g. lesson plans, webinars, resources, education/study, or cultural visits)	✓	✓	
Technology • Ensure that the necessary equipment is available and set up • Subscription to online applications such as Zoom, Teams, Mentimeter, Slido, or other similar applications (if needed)			✓
Partnership • Organize briefing and introductions session on the first day of the exchange • Manage the relationship with partners • Look out for potential partners for future collaboration during the implementation	✓	✓	✓
Teachers & student volunteers • Organize daily briefing for volunteers daily and running through the programme and provide any logistics or programme update, if any.	✓		
Debriefing • Organize debriefing session at the end of the exchange to give and receive feedback	✓	✓	✓
POST-IMPLEMENTATION (1–3 MONTHS AFTER)			
Reporting • Preparation of report with relevant supporting documents • Financial closing and report preparation if required by sponsors/funders	✓	✓	✓
Evaluation (including guardian teachers/students/partners feedback)	✓	✓	✓
Dissemination • Preparation of promotion and visibility outreach (e.g. article on the exchange programme on official social media channel(s) and school's website, newsletter, school magazine, etc.) • Contact local media/reporter to cover the exchange (if required)	✓	✓	✓

Annex 2. List of Potential Budget Items

Inbound Exchange (Hosting overseas delegation)

CATEGORY	DESCRIPTION
Accommodation	• Teachers (e.g. hostel/hotel/dormitory) • Students (e.g. homestay, in partnership with volunteering hosting families)
Airport transfers (if applicable)	• Rental of buses to pick up delegation from overseas (two-way transfer)
Reception	• Reception or welcome lunch/dinner for the delegation, including catering of food (if applicable)
Daily allowance	• Meals—either at the school cafeteria (if the host school is not providing any meals as in-kind contribution), local transportation, a small budget for social, education study and cultural activities.
Cultural events	• Rental of traditional costumes of instruments
Gifts/awards	• Procurement of gifts/souvenirs for the delegation. Can be something sustainable or digital
Teaching and promotion materials	• Costs related to the distribution of materials such as printing, postage, stationary costs, and production of publicity materials if any (e.g. virtual banners, graphic design, etc.)
Secretariat cost	• Basic medication/first aid kit, printing, postage, stationary, etc.
Contingency	• Can be 10–20% to cater to cost increased or unexpected expenses

**The above is not exhaustive and subject to the nature and requirements for the exchange.*

Outbound Exchange (Sending teachers/students)

CATEGORY	DESCRIPTION
Airfare	• Cost of the airfare for the delegation to the exchange city/country
Visa Fees (if applicable)	• Visa fees if the visiting country needs entry visa, including transit city if required.
Travel Insurance	• Travel insurance for the delegation covering the duration of the trip.
Accommodation	• Accommodation (hostel/hotel/homestay) for the students and teachers if not covered by the hosting country
Local Transportation (if applicable)	• From home to the airport and return (can be covered by the individual delegate)
Gifts/Awards	• Procurement of gifts/souvenirs for the hosting school Can be something sustainable or digital.
Teaching and Promotion Materials	• costs related to the distribution of materials such as printing, postage, stationary costs, and production of publicity materials if any (e.g. virtual banners, graphic design, etc.)
Secretariat Cost	• Basic medication/first aid kit, printing, postage stationary, etc.
Contingency	• Can be 10–20% to cater to cost increased or unexpected expenses

**The above is not exhaustive and subject to the nature and requirements for the exchange.*

Virtual Exchange

CATEGORY	DESCRIPTION
Subscriptions	<ul style="list-style-type: none"> • Zoom/Teams or other similar for virtual meetings • Mentimeter/Slido for online poll
Facilities and digital/technical equipment	<ul style="list-style-type: none"> • Computers/laptops • Overhead projector and screen
Teaching and promotion materials	<ul style="list-style-type: none"> • Costs related to the distribution of materials such as printing, postage, stationary costs, and production of publicity materials if any (e.g. virtual banners, graphic design, etc.)
Secretariat costs	<ul style="list-style-type: none"> • Printing, postage, stationary, etc.
Contingency	<ul style="list-style-type: none"> • Can be 10-20 percent to cater to cost increased or unexpected expenses

**The above is not exhaustive and subject to the nature and requirements for the virtual exchange.*

Hybrid Exchange (if applicable)

For the hybrid exchange, the budget items can be extracted from the Inbound/Outbound/Virtual exchange listed above.

Annex 3. Project Agreement

Logo of School A
Logo of School B

PROJECT AGREEMENT

This Project Agreement is agreed upon on **[written out date] (numbered date)** between the **Name of School A**, with its registered address at **full address of school**, represented by **Name**, holding the position of **Designation**, hereinafter referred to as **“Name of school or abbreviation of school name”**;

the **Name of School B**, located in **full address of school**, represented by **Name**, holding the position of the **Designation**, hereinafter referred to as **“Name of school or abbreviation of school name”**;

hereinafter collectively known as “the Partners”.

The Partners wish to undertake the project titled **“Name of the Exchange Project”** in YYYY as part of the exchange programme, supported by **Name of Organization**, hereinafter referred to as the “Project”. The Project shall be performed, executed and implemented from **period of project, city and country**.

The Partners agree with the Letter of Intent on the basis of the terms and conditions as follows:

Name of School A will support the project by covering the following:
[Please indicate in general what the school is covering for the exchange teachers/ students.]

Name of school B (Host) will support the project by covering the following:
[Please indicate in general what the school (hosting school) is covering for the teachers/students delegation.]

Please refer to the Scope of Cooperation (Annex I) for more specifics on the arrangements.

In the event that a dispute arises in relation to the Letter of Intent, the Parties should use their best endeavors to resolve this amicably. Should any dispute or difference in relation to or arising out of the Letter of Intent cannot be settled amicably, the issue shall be brought to an arbitration venue to be mutually agreed by both Partners.

For and on behalf of:
Name of School A

Name
Designation
Date:

For and on behalf of:
Name of School B

Name
Designation
Date:

Appendix 1: Scope of Cooperation
Appendix 2: Budget Estimation

Appendix 1. Scope of Cooperation (for reference, guidelines only)

ITEMS	NO.	SHARED RESPONSIBILITIES BETWEEN PARTNERS	NO.	RESPONSIBILITIES OF SCHOOL A	NO.	RESPONSIBILITIES OF SCHOOL B (HOST)
1. General arrangements	1.1	[Indicate what would be the general arrangements to kick-start the preparation of the event (e.g. organize online meetings on a weekly basis to update each other on the progress of the preparation work)]	1.2	[e.g. Indicate in bullet points, the specific responsibilities of the school sending the delegation]	1.3	[e.g. Indicate in bullet points, the responsibilities as a hosting school]
2. Correspondence and coordination	2.1	[Specify the contact persons who are responsible to oversee the exchange activities, the overall progress of the exchange, and the way of communicating any problems or changes to the agreement]	2.2	[e.g. List down the name and designation of the persons responsible. Can be more than 1 person]	2.3	[e.g. List down the name and designation of the persons responsible. Can be more than 1 person]
3. Funding commitments	3.1	[Specify the financial or in-kind contributions of the partnering schools] Refer to Annex II	3.2	[e.g. Financial support for the teachers/students exchange or provide a paid leave of absence for the period of the exchange. For virtual exchange, to look into what would be the technical tools/equipment/software required.]	3.3	[e.g. Provide scholarship (applicable only for teachers exchange), accommodation, canteen vouchers/catering, or local transport pass, etc. For virtual exchange, to look into what would be the technical tools/equipment/software required]
4. Publicity [if applicable]	4.1	[Synchronize the communications strategy and publicity efforts for the exchange programme]	4.2	[e.g. Indicate the school will do to promote the change programme, such as putting up a post on the school website or other official social media channels]	4.3	[e.g. Indicate the school will do to promote the change programme, such as putting up a post on the school website or other official social media channels]
5. Reporting	5.1	[Partners to share and consolidate information such as feedbacks, for the project finalization reporting]	5.2	[e.g. Indicate what are the documents required for the reporting purposes and an example would be the consolidation of feedback (teachers, students, or schools) at the conclusion of the exchange.]	5.3	[e.g. Indicate what are the documents required for the reporting purposes and an example would be the consolidation of feedback (teachers, students, or schools) at the conclusion of the exchange.]

Appendix 2. Budget Estimation

Project Title Date / City, Country

SCHOOL A (SENDING SCHOOL) ITEMS	ESTIMATIONS/ACTUAL COSTS IN LOCAL CURRENCY	SCHOOL B (HOST) ITEMS	ESTIMATIONS/ACTUAL COSTS IN LOCAL CURRENCY
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	
7.		7.	
8.		8.	
9.		9.	
10.		10.	
TOTAL	Total Amount	TOTAL	Total Amount

Annex 4. Risk Register Template

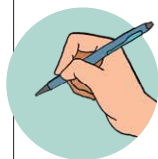
ITEMS	RISK CATEGORY	QUALITATIVE RATING				RISK RESPONSE		
		PROBABILITY*	IMPACT**	RISK SCORE	RISK RANKING	RISK RESPONSE	TRIGGER	RISK OWNER
[Example] Because of the increased cases of COVID-19, relevant local partner institutions might be forced to close, which would require change in working methodology	Public Health	5	5	25	Low	Find new ways to work remotely with partners	Partner selection	Teacher
[Example] The public health situation due to COVID-19 may prevent traveling and limit required field visits	Public Health	6	6	36	Medium	The project will be planned with additional remote and virtual elements to successfully complete all activities in case physical presence of project participants is not possible	Local and International Travel Ban/ Lockdown	Teacher and Partner
[Example] Upcoming election in the host country is expected to be turbulent, might result in public unrest, protests, etc.	Security Issues	5	6	30	Medium	The project will be planned with additional remote and virtual elements in case the visit has to be cancelled/ rescheduled	Socio-political unrest	Teacher and Partner
[Example] Upcoming election in the host country is expected to be turbulent, might result in public unrest, protests, etc.	Digital Domain	6	10	60	Medium	Relevant learning sessions will be conducted to prepare students	Student Selection	Teachers
[Example] Lack of digital infrastructure at partner institutions	Digital Domain	6	8	48	High	Pre-check and confirm that all the digital assets needed for the project activities (devices, software, internet) will be provided	Start of the programme	Partner
[Example] Involved local participants may not be proficient in English	Language Proficiency	4	10	40	Low	Teachers and students proficiency in English will be requested to work as interpreters and help their peers during the project activities or for any required communication related activities teachers will be available.	Teacher and Student selection	Teacher

*Probability

- a. High probability – (8 ≤ x ≤ 10)
- b. Medium-high probability – (6 ≤ x < 8)
- c. Medium-Low probability – (3 ≤ x < 6)
- d. Low probability (0 < x < 3)

**Impact

- a. High – Catastrophic (10-8)
- b. Medium – Critical (8-5)
- c. Low – Marginal (5-1)



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2. PROCEDURES FOR INDEPENDENT OPERATION OF INTERNATIONAL EXCHANGE

Procedures, Methods, and Precautions of Inbound, Outbound, and/or Online Exchange

1 INBOUND, OUTBOUND, AND/OR ONLINE EXCHANGE ORGANIZATIONS AND STAKEHOLDERS COUNCIL

A. COMMONALITY

Councils in Korea and abroad are required to determine the purpose, procedure, and content of follow-up activities. Details shall be decided through prior consultation as the stable operation of such activities depend on the cooperation of the stakeholders including supervisors, fellow teachers, and student councils, etc.; budget and administrative affairs; and collaboration of partner countries.

B. INBOUND EXCHANGE

To gain the support of the principal, fellow teachers, and administrative staff, consultations are needed on preparations and operating methods prior to an exchange

program. Prior consultations on the methods of operation need to decide the number of invitees, period of invitation, program, matters for cooperation, and budget.

C. OUTBOUND EXCHANGE

A consultative process is necessary between partner countries/ institutions to decide the schedule, the number of visitors, post-visit programs, and budget sharing. For in-person exchange, further discussion is needed on safety matters during the duration of stay resulting from invitations and visits, as well as detailed consultations about the visiting program. In this case, the cooperation of the partner country is imperative, and the process of stipulating and confirming matters for cooperation is necessary.

[REFERENCE 1. REQUIREMENTS FOR INBOUND AND OUTBOUND EXCHANGES]

※ Consultation Procedures for Exchange

Step 1 One shall check the process of collecting opinions of school community members on the exchange of visits through surveys and debates among teachers, supervisors, and student councils.

Step 2 After confirming the partner school's intention for agreement on such exchanges and the required negotiation procedures via letters, e-mails, etc., one shall discuss the plans for the exchange of visits. Details should include the number of visitors, period, program, budget, and matters for cooperation related to the political situation of the country for a visit and any safety concerns.

Step 3 Partner countries shall document decisions through the deliberation of the steering committee of the school in question.

※ A letter confirming the intention to finalize an agreement on exchange should include materials such as the school name and website, contact information and an introduction to the school. Institutions that previously had exchanges may share the latest information normally within three months of the first day of consultation. The letter should be sent after being translated into the partner country's language or English.

※ Sample Letter Confirming Intent for Exchange Agreement¹⁾

School name		Type of school establishment	
Grade		Number of classes	
Number of students in total		Number of teachers	
Website		Teacher in charge	Name E-mail
School address			
School photo			
Brief introduction of school-operated international exchange program (including previous exchanges)			
1. International exchange program			
2. Excellent or notable program			
3. Other mentionable merits and features of school			
Desired field or program for exchange			
Requests for cooperation related to partner country's political situation and other matters			
Budget allocation matters			

※ Matters Requiring Prior Consideration for Exchange

- The number of participants in an exchange program can affect their safety and transit at the place of a visit, so a group of 10–20 people shall be formed generally, and individual meetings among teachers shall also be planned to involve a limited number of them in consideration of transit and other factors.
- The exchange budget may be calculated and planned by classifying it as funds from the school, those from the outside, and payments from participating students.

※ Sample List of Subjects for Consultation Prior to Exchange²⁾

- What is the most important program in this exchange?
- Is participation in the partner school's classes possible? (If so, how will the students participate?)
- Do plans include cultural experiences for students and/or homestay in the partner country? (If so, an exchange of information is needed on the number of participants and other matters.)
- How will the official welcoming proceed? (Date, venue, or MOU signing ceremony)
- What is the estimated expense for program participation, including the cost of living and transportation?
- Does the partner country and/or school have any risk factors in the political situation and safety?

1) SMOE (2020, Annex 2) 2) BMOE (2019, p. 25)

(Sample 2) **MEMORANDUM OF UNDERSTANDING ON PARTNERSHIP BETWEEN [School Name] IN [Country Name] AND [School Name] IN [Country Name]**

[School Name] In [Country Name] and [School Name] In [Country Name], recognizing the significance of education for the development of both schools and the mutual interest both sides that can be acquired through educational exchange and cooperation, agree on the following:

1. The two schools agree to implement a mutual exchange program including the two following points:
 - a. Mutual exchange of students and teachers for education, culture, and friendship and exchange of class subjects and curriculum
 - b. Exchange of educational plans and projects and teaching-learning materials that include holding or participating in educational meetings, symposiums, and seminars for the development of educational programs and teaching-learning methods
2. The principles of basic cooperation are as follows:
 - a. Both schools positively and continuously cooperate according to the exchange plan.
 - b. Conditions of exchange (date and period) are determined through prior consultations and a specific agreement.
 - c. Any discrepancies in the interpretation or implementation of this MOU shall be amicably resolved through consultations between the two schools.

This MOU is written in the languages of both countries and in English, and all three MOUs will have the same binding legal effect. This MOU may be terminated at the demand of either school on the condition that the school notifies the other of termination six months in advance. This MOU is effective from the day of its signing.

	Month	Date	Year
[School Name] [Country Name]			[School Name] [Country Name]
Principal			Principal
Signature			Signature

※Sample procedures after MOU signing
 An MOU signing ceremony may be planned if exchange activities are promoted based on the MOU. The ceremony proceeds in the order of MOU exchange, greetings by principals of the two schools, reading of the MOU in both languages, and taking commemorative photos.

The MOU is a procedure written and exchanged as a friendly symbol of exchange activities, and the two schools may give and take separate activity plans for exchange. As exchange activities continue based on the MOU if necessary, the agreement should be produced in the official form and through proper procedures. The

languages for the MOU—the official languages of the partner countries and English—shall be decided, and translation shall be conducted carefully. The institution that proposes exchange activities shall sign two original MOU documents and send them to the partner institution for exchange.

3 PROCEDURES AND NOTES ON IN-PERSON AND ONLINE EXCHANGE

Consultations with the partner institution decide the scope of exchange participants. The applicants' careers and expertise may be considered in the selection process.

A. SELECTION OF PARTNER INSTITUTIONS AND PARTICIPANTS FOR IN-PERSON OR ONLINE EXCHANGE PROGRAMS

[Reference 4. Matters on Participants in Inbound and Outbound Exchange Program]

- ※ Selection of exchange program participants (all members of a school community including teachers, students, and principal)
 - Distribution of notice on the online exchange program
 - An online program could see a greater number of participants in real-time, but for effective operations, the institution needs to devise its own criteria and set the number of participants according!
- ※ Sample notice on selection of participants in online exchange⁴⁾

Notice for Applicants for Online Exchange with [School Name] in [Country Name]

Greetings. Our school plans to conduct an online exchange program with [School Name] in [Country Name]. Any member of the school community who wants to participate must fill out the application form below and submit it to [Department Name] by [Month] [Date].

1. Time: From [Hour], [Month] [Date], 2022.
2. Online platform: Zoom (or other platform)
3. Number of participants: ○○
4. Content

a. Program content, the number of participants, and other matters related to the inbound and outbound exchange program may be subject to change under the circumstances at the partner school or in the partner country

Country	Program content	Period	Time
[Country Name]	Global citizenship education with [School Name]	[Date]	[Hour]

b. Participants in exchange activities will receive certificates upon the activities' completion.

5. Selection criteria

- a. Degree of interest and expertise under the theme of online educational program
- b. English-language fluency or ability to speak the partner country's language

4) BMOE (2019, Annex III-4)

Application form for participation in the online exchange with [School Name] [Country Name]

Applicants are required to fill out and submit this form to [Department Name] by [Month] [Date].

(For students)

Grade/class		Signature of guardian	(seal)
Name		Contact info of guardian	
Student's contact info		Language competency	
Experience in participating in relevant programs			

(For teachers)

Name		Signature	(seal)
Affiliated dept. or class		Language competency	
Experience and expertise in participating in relevant programs			

B. DEVISING IN-PERSON/ONLINE EXCHANGE PLANS

- Inbound Exchange shall be decided by considering the careers and expertise of the applicants and the demand for exchange.
- Plans on program schedule, place, method, support, and other details shall be finalized.
- When planning an in-person exchange program (through inbound or outbound), the scope of support should be confirmed through prior consultations among principals, fellow teachers, and the administrative departments of the partner institutions. Consultations on budget planning are a must.
- When planning online programs, the time difference between the partner countries should be considered in the process and finalization of the program plan, including schedule, operating platform, and documentation method.
- When planning the process of

exchange, the scope of support should be confirmed through prior consultations between partner institutions, and budget plans should be reviewed in advance. For the stable operation of an online exchange program, planning is needed to secure a budget for system construction and paid applications/software. In this case, whether to support the partner country for the applications/software or not needs to be discussed as well.

- If possible, the exchange process may be planned through preliminary on- and offline surveys and the environment for an online program may be confirmed through a pilot operation.
- If interpretation is needed, the program schedule should be planned in consideration of interpretation time.

[Reference 5. Matters for Consultation for Planning Inbound and Outbound Exchange Program]

1. Analysis of Exchange Promotion Environment

- Background of exchange
- Policies related to partner country
- Promotion of similar programs, if any
- Political situation of the partner country

2. Confirmation of Demand for Exchange

- Purpose of exchange, subjects for each curriculum level
- Qualifications of exchange participants (i.e., career, expertise, affiliate institution, and demand for exchange participation)
- Consultation on procedures for selecting exchange students

3. Preparation for Exchange Program

- Confirmation of exchange schedule, place, budget allocation, and preparation
- Participating personnel (i.e., manager, officer in charge, guide, interpreter, and assistants)
- Safety management during exchange
- Plans for the return of participants after completion of the exchange program

[Reference 6. Prerequisites for Basic Plans for Inbound and Outbound Exchange Program]

- ① Background and progress (description of consultation procedures)
- ② Purpose of exchange (e.g., strengthening global potential)
- ③ Schedule
- ④ Content
- ⑤ Number of participants (classified as direct participants, managers, and program supporting department)
- ⑥ List of participants in inbound and/or outbound program
- ⑦ Accommodations and transportation in the partner country
- ⑧ Expense coverage (budget)
- ⑨ Documentation of other matters

C. PREPARATION FOR IN-PERSON EXCHANGE PROGRAM

- When an in-person exchange program (inbound or outbound) is finalized, necessary procedures are conducted.
- Airfare is reserved for participants and tickets are issued after confirming the dates, and time of their entry and departure. When the breakdowns of reservation and issued tickets, schedule, and list of participants are confirmed, participants are sent a letter of invitation and a guidebook.
- The guidebook should include

information about the partner country, the institution, contact information for the leader and/or guide, emergency contact information (for the person in charge of exchange at the partner institution and the embassy), notes on entering and departing the partner country, and precautions for overseas travel (money exchange, handling of valuables, etiquette, and safety measures).

- The participants shall purchase travel insurance in advance for unexpected incidents like natural disasters, crimes, illness, or injuries and closely check clauses on special contracts.

[Reference 7. Sample Letter of Invitation for Inbound and Outbound Exchange]⁵⁾

School logo
 (Month) (Date) (Year)
 (School name)
 (School address)

Subject: Invitation to [School Name] [Country Name]

Dear Principal (Name),
 To better understand each other's cultures and promote cooperative learning exchange, we extend a formal invitation to you and your school to participate in a cultural exchange. Our aim is to establish a long-lasting relationship in which students and teachers from our schools can have effective communication and build friendships.

Date: (MM/DD/YYYY to MM/DD/YYYY)
 Participants: Principal, head teacher for international exchange, student representatives (up to five)

Cost

- Expense within Korea: paid by (the host)
- Airfare and other costs: paid by (the visitor)

Sincerely,
 School Name (Name of principal)
 Principal's signature

<Names of Participants>

No.	Title	Name	Name (English)	Gender	Passport No.
1					

- Information on vehicles or transits shall be offered to support the entry or departure of participants in the inbound and outbound exchange program.
- From the eve of the program's launch until the next day after the program begins at the latest, participant entry or departure should be confirmed without fail.

D. SUPPORT FOR PARTICIPANTS IN IN-PERSON EXCHANGE PROGRAM UPON ARRIVAL IN PARTNER COUNTRY

- Extra attention shall go toward the

safety of invitees and visitors, and if necessary, professional personnel like interpreters shall be hired for the more effective operation of the exchange program.

- For safety management, classrooms and lecture halls, accommodations, and other facilities where the program is conducted need thorough inspection. Participants traveling between those facilities shall be supervised, and their transportation will receive the proper support. A participant's culture, religion, gender, and demands shall be considered when assigning rooms. If safety management and other reasons require limiting the number of people brought by a participant to his or her

accommodation, the latter should be informed and guided in advance.

E. ORIENTATION FOR IN-PERSON/ONLINE EXCHANGE PROGRAM

- The orientation shall inform participants the purpose of exchange activities, information about the partner school, a concrete schedule of the activities, and program content in detail.
- For in-person exchange, safety education shall be provided during the program, especially emergency contact information for a crisis like a natural disaster, crime, illness, and injury. Preventive safety education, including for COVID-19, may be conducted.
- For online exchange, online platforms shall be utilized to ensure a stable internet environment for participants and information on intellectual property rights and copyright clauses that should be observed in relation to the release, sharing, and use of educational materials shall be provided. Participants shall also be informed that arbitrary screen captures are banned to protect their portrait rights.
- During the program, participants shall refrain from hate speech or expressions toward a religion, race, or nation.
- During exchange activities for orientation, mutual cultural education is conducted to promote understanding of the participants' cultures and languages. To help participants adapt to the partner country, education on basic language and essential

information about living in the country shall be conducted.

F. OPERATION OF IN-PERSON/ONLINE EXCHANGE

- A professional lecturer for the exchange program shall be invited, or a program between participating teachers from the partner schools shall be conducted.
- Necessary materials for the program shall be produced in advance, and teaching materials shall be reviewed by a professional lecturer to confirm if they are credible and properly express respect for each other's culture, gender-sensitive perspectives, and religion. For the effective use of educational materials, they shall be translated into English and/or the language of the partner country if necessary.
- For in-person exchange, regional cultural experience, educational voluntary service, and homestay may be added. For participants to experience the partner country's culture, prechecking of the schedule and consultations on their visit are needed. An educational voluntary service should also not turn into a charity program, and orientation is needed to help participants respect the partner country's culture.
- During the online exchange, at least one person in charge from both partner institutions should be there to monitor progress. They shall ascertain participant attendance, degree of participation, violation of intellectual property and/or portrait rights, or other unexpected situations.

5) BMOE (2019, Annex II-3)

[Reference 8. Sample Operation of Online Exchange]

※ Sample of international joint class

1) Mutual exchange after holding project classes on a single theme within a designated period (vacation)

Theme	Responding to the climate crisis
Class 1	Class on the climate crisis (joint teaching by instructors from both countries)
Class 2	Studying the effects of the climate crisis on one's neighborhood and making a presentation on study results
Class 3	Students of both countries find what they can do and record the process of their practice on an online bulletin board they can access
Class 4	Sharing results

2) Communication through uninterrupted monthly exchange

Theme	Mutual cultural understanding
Session 1	Introductions of both countries (location & natural environment)
Session 2	Introductions of both countries (language, population, or cities)
Session 3	Learning traditional play (Korea)
Session 4	Learning traditional play (partner country)
Session 5	Students' introduction of culture (Korea)
Session 6	Students' introduction of culture (partner country)
Session 7	Production & presentation of vlog showing daily life
Session 8	The world we build together (pledge for a peaceful world)

G. MONITORING AND SHARING ACHIEVEMENT OF IN-PERSON/ ONLINE EXCHANGE

- The results of exchange activities may be documented by an activity report or satisfaction survey of participants for use in the program.
- The activity report shall comprehensively document the results of program monitoring and meetings sharing the interim and final achievements of the program.
- Monitoring: documenting each program's schedule, procedures, participants, and major results

- Meetings for sharing achievements: presentation of exchange activities and sharing achievements, impressions, and opinions

H. CONTINUOUS MANAGEMENT AFTER COMPLETION OF IN-PERSON/ONLINE EXCHANGE PROGRAM

- An operating results report shall be written after the completion of the exchange program. The report shall document teachers for each course of study, educational content, operating method, and major results.

[Reference 9. Prerequisites for Operating Results Report of Inbound/Outbound Exchange Program]

1. **Background and process** (descriptions of consultative procedures)
2. **Purpose of exchange** (e.g. strengthening global potential)
3. **Schedule**
4. **Content of the completed program**
5. **Number of participants** (classified into direct participants, managers, or program-supporting departments.)
6. **List of exchange program participants** (for issuance of activity certificates, separate lists are made for those who complete the program and those who just participate)
7. **Matters on program operation**
8. **Comparison of planned budget and funds spent**
9. **List of videotaped materials and records and plan for use** (disuse, preservation, or sharing)
10. **Record of other matters**

- The budget spent on the exchange program should be settled. Materials comparing the planned budget and settlement should be prepared based on the program plan and submitted along with itemized receipts.

- Impressions of the exchange program written by participants shall be collected, and a letter of appreciation may be sent to the partner country. Materials produced during the program should be documented.

[Reference 10. Documents for Participants after Completion of Inbound/Outbound Exchange Program]

- ※ Documents to be submitted by direct participants in the exchange program (all participants including teachers and students)
 - Submission of written feedback of participation in the inbound and outbound exchange program and reports on experience-study results
 - An awards ceremony may be held for excellent submissions.
- ※ Sample letter of appreciation⁶⁾

School logo
 School address
 Website
 E-mail

Letter of Appreciation

(Date) (Month) (Year)
 Dear Principal [Name]

Thank you for giving us the opportunity to visit [School Name] Middle School. We learned a great deal about public education in [Country Name] through the exchange programs.

We greatly appreciate the passion and high competence of your kind teachers and found your programs well-prepared and carefully managed.

Sharing our common challenges in education at this time was a great endeavor. Thank you very much again for allowing us to visit your school and introducing your educational activities to our teachers and students.

Sincerely yours,

signature _____
 [Name]
 Principal of [School Name]

6) SMOE (2020, Annex 27)

Crisis Management Manual

1 NATURAL DISASTER

A. PRECAUTIONARY MEASURES

During an exchange program of inbound and outbound, attention must be paid to predictions of natural disasters, disputes, terrorism, and other hazards. The partner institutions shall be informed immediately if such forecasts arise and must take precautionary measures by inspecting the security conditions at educational and dispatch facilities and building an emergency communications network.

B. DISASTER OUTBREAK

Participants shall take shelter at a safe place and take other measures according to safety guidelines, and request support from partner institutions. The institutions shall immediately ascertain the situation at a disaster scene and halt the program if it cannot continue. The participants shall be guided to a safe place, and after decisions are made either for evacuation to a neighboring country or return to their home countries, they shall receive support for immediate entry into the country.

C. POST-DISASTER MEASURES

At the end of a disaster situation, participants shall report the damage and security conditions to the managing institution, and the partner institutions shall discuss the need for resuming exchange and schedule and coordinate further measures. If the conditions are confirmed as secure, the exchange can be resumed; if circumstances make it impossible to resume the program, the schedule shall be adjusted or terminated.

2 CRIME

A. PRECAUTIONARY MEASURES

Participants must behave responsibly during the exchange program and are obliged to report any problem that occurs. Contact information on the nearest police station and similar authorities shall be given, and any emergency shall be immediately reported to the managing institution.

B. CRIME OCCURRENCE

Participants shall notify the partner institution of any crime. If participation is deemed impossible, the program should be suspended and response measures should be coordinated. The partner institutions must support the

mental health and state of the victim, and if the latter wants to report the crime to a police station or law enforcement authorities, it shall be reported, and related measures will be taken for the person's safety.

Participants who violate the laws of a host country shall be stripped of their qualification for participation in the exchange program. Under the host country's laws, they can be deported to their country or turned over to the police if they commit serious crimes.

C. FOLLOW-UP MEASURES

If crime causes suspension of participation in the exchange program, participants may seek to return to their countries immediately if the situation allows it.

3 INJURY AND ILLNESS

A. PRECAUTIONARY MEASURES

When an emergency like injury or illness occurs or is expected, this shall be reported to the managing institution immediately.

B. OCCURRENCE OF INCIDENT

The moment an incident occurs, the participant concerned shall immediately notify the partner institution and act by visiting a nearby medical facility. If continued

participation in the program is deemed impossible, response measures shall be coordinated.

C. FOLLOW-UP MEASURES

After consulting the participant in question, the partner institutions shall take insurance procedures, and if the person is in critical condition, his or her family shall be notified.

Reports

A. ACTIVITY PLAN

- Concrete project outlines shall be stipulated, including major plans of the exchange program.
- Plans for promoting the program shall be written in detail, including the title, period, and budget.
- Detailed plans for operating the program shall list the title(e.g. course's name), period, place, participants, and methods of operation.

B. OUTCOME REPORT

- In comparison to the Activity Plan, the Results Report shall state the name of the operated program, schedule, method of exchange, and results based on the outcomes.
- If promotional activity is conducted internally and/or externally during the exchange period, this shall be included in the report.

[Reference 11. Sample Form of Exchange Plan and Results Report]

Sample of Inbound, Outbound, and Online Exchange Plan and Results Report

A. Exchange outline

Program title

Period of exchange program: MM/DD, Year (weekday)–MM/DD, Year (weekday)/OO days (including weekend)

Method and place of the program (in-person/online)

- Place of education: (in-person) (online link)

Participants

- Number of participants in exchange:
- Names of partner institutions: (name of host institution) (name of partner institution)
- List of participants

B. Program

Inbound or Outbound Exchange

Schedule	Content of exchange program	Method & place of program	Preparation

Online Exchange

Schedule	Content of exchange program	Operating plan			Language of class	Language of subtitles
		Lecture materials	Video materials	Learning materials		

C. Results report

Inbound or Outbound Exchange

Schedule	Content of exchange program	Results vs. plan	Evidence

Online exchange

Lecture	Outcome	Operating status			Language of lecture	Language of subtitles
		Lecture materials	Video materials	Learning materials		

D. Promotional results

Method	Dates	Major content	Evidence

- E. Specifics to note in planning (operating) program**
- F. Budget and settlement**
- G. Documentation of other matters for reference**

- Settlement of activity expenses shall be submitted after arrangement according to the itemized budget plan. Expenses for the same item are arranged in the order of disbursement.

Settlement

A. ALLOCATING THE EXCHANGE PROGRAM BUDGET

- The institution hosting the inbound, outbound, or online exchange program shall review the related plan and budget and coordinate the partner institution’s sharing of the financial cost. Later, an MOU shall be signed based on the final Activity Plan and budget.
- Budget for the program shall be based on the Activity Plan and incidental expenses added to cover preparation, exchange process, and after-exchange management.

B. DISBURSEMENT OF EXCHANGE PROGRAM EXPENSES

- Exchange program expenses may be disbursed within the itemized budget plan.
- For the use of the host country’s currency, the exchange rate is applied, and foreign exchange losses shall be considered at the time of

budget formation.

- In principle, expenses for activities not covered by the Activity Plan are banned from disbursement. If the content or itemized budget in the Activity Plan needs revision, this may be coordinated through prior consultations between the partner institutions.

C. SETTLEMENT OF EXCHANGE EXPENSES

- The Results Report and settlement of activity expense accounts shall be submitted to the host institution normally within one month after the completion of the exchange program. The settlement details shall be shared with the partner institution if a prior consultation to that effect is held or a request for it is made.
- The settlement of activity expense accounts shall be submitted to the host institution as part of the set of detailed statements on expense settlement and that of documentary evidence. Requests for additional evidence must be honored.

REFERENCES

PUBLICATIONS

- Busan Metropolitan Office of Education. (2019) *International Exchange Manual*. Busan: BMOE.
- Korea International Cooperation Agency. (2022) *Fellowship Program Guidelines (online training): Capacity Improvement & Advancement for Tomorrow (CIAT) Program*. Seongnam, Korea: KOICA Department of Capacity Enhancement Program.
- Seoul Metropolitan Office of Education. (2017) *Meeting the Big World: International Exchange Manual*. Seoul: SMOE.
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WEBSITES

- Capacity Enhancement Program of KOICA
http://www.koica.go.kr/koica_en/3441/subview.do#gnb
- International Cooperation Division of Ministry of the Interior and Safety
<https://www.mois.go.kr/eng/sub/a03/internationalCooperation/screen.do>
- Seoul Metropolitan Office of Education
<http://english.sen.go.kr/>

IV. ANNEX

1. ASIA-PACIFIC TEACHER EXCHANGE
FOR GLOBAL EDUCATION

2. UNESCO APCEIU: ASIA-PACIFIC CENTRE
OF EDUCATION FOR INTERNATIONAL
UNDERSTANDING UNDER THE AUSPICES OF UNESCO

3. REFERENCE PROGRAMS
FOR FOLLOW-UP ACTIVITIES

1. ASIA-PACIFIC TEACHER EXCHANGE FOR GLOBAL EDUCATION

INTRODUCTION

Asia-Pacific Teacher Exchange for Global Education (hereinafter referred to as APTE or the Programme) is a bilateral Teacher Exchange Programme hosted by the Republic of Korea's Ministry of Education and organized by the Asia-Pacific Centre of Education for International Understanding under the auspices of UNESCO (hereafter APCEIU) in cooperation with the Ministries of Education of the Host Countries as the local partner. This Programme started in 2012 with two partner countries, Mongolia and the Philippines, and has been continued to expand in these ten years since 2012. Currently in 2022, exchanges are being conducted with seven partner countries (Cambodia, Indonesia, Lao PDR, Malaysia, Mongolia, the Philippines, and Thailand). Since the outbreak of COVID-19 pandemic in 2020, online school-to-school exchange has been introduced.

Through this Programme, teachers are assigned to host schools in the partner countries for three to four months to teach classes and participate in the educational activities of the school. Korean teachers dispatched to and exchange teachers invited from the seven partner countries are competent teachers, all selected by the Ministries of Education of each country, and they conduct classes on their subject fields, language and intercultural understanding at their respective host school and exchange experiences, as well as participate in the various activities of that community, leading to active interactions between students and colleagues. Such local activities and exchanges improve the global education competencies of the participants and the students in the host schools, as well as aim to contribute to enhancing understand and cooperation between the two countries, sharing educational experiences, and improving teaching quality.

APTE pursues three main goals. The first is to promote multicultural sensitivity and global communication skills. As Korea is quickly becoming a multicultural society, there is an increase in demand for multicultural education at schools.

The proportion of multicultural students in elementary, middle, and high school is constantly on the rise, and in fact, the ratio of multicultural students has increased from 0.35 percent in 2009 to 3.0 percent in 2021. The second goal is to support strengthening of teachers' competencies by providing teachers with various workshops, local education activities, mutual exchanges, and the execution of this Programme. Lastly, APTE aims to develop an exemplary Programme that satisfies both ODA goals and reciprocal exchanges in the field of education. The Programme grounds its goals on the premise that the capacity of teachers is the key for education development and the quality of education. Through the mutual exchange and teachers' capacity building, the Programme intends to contribute to the advancement of education in participating countries and to the global goal of SDGs, particularly for 4.7 and 4.c.

On one hand APTE contributes domestically to multicultural education, Global Citizenship Education, and strengthening global competencies in Korean education. Internationally speaking, this Programme aims to contribute to the partner countries through a mutually beneficial education exchange model which has grown in expectations and responsibilities as an aid donor since joining the OECD DAC in 2009. The recent rapid increase in exchanges with Korea and Asian states in particular has promoted mutual understanding and friendship, so one could say that the ripple effect is larger than just civilian diplomacy given the special nature of education. Furthermore, in 2015, all the member states of UN agreed to a global partnership for peace and prosperity through Sustainable Development Goal (SDGs) and Education 2030. This Programme is expected to contribute specifically to the educational goal of 4.7 promoting GCED and 4.c enhancing the quality of teachers through international cooperation. Due to the ripple effect of education, the participating teachers' educational activities are considered to be greater than other forms of diplomatic activities.

WEBSITES RELATED TO APTE

NETS: <https://nets.unescoapceiu.org/>

Network for Teachers and Students (NETS) is developed by APCEIU for the aim of sharing knowledge and experiences gained from Asia-Pacific Teacher Exchange for Global Education (APTE) and creating an online community for educational exchange, aiming to invigorate interactions and

cooperation among teachers, students, and schools. With a variety of online tools, NETS provides members with opportunities to build educational networks across borders, promoting learning and practice of Education for International Understanding (EIU) and Global Citizenship Education (GCED) as well as strengthening collaborative partnerships and mutual understanding. NETS embodies three main features. The first one is forming a network with schools and classrooms. NETS provides an online platform for teachers and students with similar interests to build a network to connect and interact with each other across borders. It allows teachers and students to learn and practice GCED collaboratively through active engagement in various online communities. Second one is supporting participants and alumni of the APTE Programme. NETS provides private communities for participants and alumni of each APCEIU Programme, offering platforms for discussion and distribution of information during and after participation in the Programmes. The last one is providing learning opportunities on GCED through online resources. NETS offers lesson plans and reading materials on EIU to facilitate the implementation of EIU in classroom settings. Advice from APCEIU professionals on how to find and effectively work with partner schools on EIU goals to empower the global educational capacity of educators.

2. UNESCO APCEIU: ASIA-PACIFIC CENTRE OF EDUCATION FOR INTERNATIONAL UNDERSTANDING UNDER THE AUSPICES OF UNESCO

INTRODUCTION

APCEIU is a UNESCO Category 2 Centre established in 2000 by the Agreement between the Government of the Republic of Korea and UNESCO in order to promote and develop Education for International Understanding (EIU) and Global Citizenship Education (GCED) with UNESCO Member States. APCEIU contributes to building a culture of peace by promoting Education for International Understanding (EIU) and Global Citizenship (GCED).

Through the 22 years of constant development, the focus of APCEIU was broadened from EIU to GCED. Since UN Secretary-General Ban Ki-moon emphasized the need to foster global citizenship in Global Education First

Initiative (GEFI) in 2012, GCED was included in the Incheon Declaration and the UN SDGs in 2015. Playing a pivotal role throughout the process of adopting GCED as a global agenda, APCEIU has been recognized as a global hub for GCED.

WEBSITES RELATED TO GCED

GCED Online Campus: <https://www.gcedonlinecampus.org/>

GCED Online Campus is an e-learning platform on Global Citizenship Education by APCEIU. The platform provides GCED online courses for educators, special lecture series, case videos of GCED initiatives, and GCED-related teaching & learning materials. All courses and contents are free and accessible to every educator who is interested in GCED.

GCED Clearinghouse: <https://www.gcedclearinghouse.org/>

The GCED Clearinghouse is a global database on GCED jointly set up by UNESCO and APCEIU to facilitate information sharing and enhance knowledge and understanding of GCED. At the GCED Clearinghouse, you can find policies, good practices, teaching and learning materials, journal articles and other resources on GCED from all over the world.

3. REFERENCE PROGRAMS FOR FOLLOW-UP ACTIVITIES

① ASEF CLASSROOM NETWORK

The Asia-Europe Foundation (ASEF) is an intergovernmental non-profit organization that tackles global challenges by raising mutual understanding and collaboration between people in Asia and Europe through exchange of ideas. Education is one of ASEF's key thematic areas, focusing on themes such as Higher Education and Education Policy, Secondary School Teaching, and/or Youth.

The ASEF Classroom Network (ASEF ClassNet) is a network of secondary, vocational and high schools, teachers and students across Asia and Europe that seeks to use cutting-edge technology in education to improve intercultural understanding.

<https://asef.org/>

<https://classnet.asef.org/>

② INTERNATIONAL EXCHANGES FOR TEACHERS (ASIA-PACIFIC CULTURAL CENTRE FOR UNESCO)

The Asia-Pacific Cultural Centre for UNESCO (ACCU) was established in 1971 by both the public and private sectors, including the Japanese government and publishing industry. The center conducts activities for educational cooperation, human resource development, and cultural exchange and cooperation to reflect the needs of each region in collaboration with international organizations including UNESCO, its member states in Asia and the Pacific, public education institutions abroad, industries, and communities with the aim of contributing to a sustainable society. The ACCU's International Exchanges for Teachers are conducted in China, India, Japan, Korea, and Thailand.

<https://www.accu.or.jp/en/>

③ iEARN

Established in 1998, iEARN is a non-profit organization that connects classrooms around the world using information and communications technology (ICT), with over 30,000 schools and youth organizations in more than 140 countries. iEARN allows teachers and students to design and operate their own projects according to their schedules and conditions, and the teachers and students in the project can join online forums and other projects with classrooms around the world. All iEARN projects provoke thought on answering the question “How will this project improve the quality of life on the planet?” while developing the capacities of participating teachers and students as global citizens.

<https://iearn.org/>

④ AFS EFFECT+ FOR THE CLASSROOM

The AFS Effect+ for the Classroom is an annual scholarship run by AFS Intercultural Programs, an international non-profit organization based in the US. This online capacity-building project for teachers has students develop a social impact project on the United Nations' Sustainable Development Goals (SDGs) with teacher guidance for sharing with the world.

<https://afs.org/effect-plus/2022-2023/>

⑤ TEACHERS' GUIDE TO GLOBAL COLLABORATION

Developed by the Longview Foundation and IEARN-USA, the Teachers' Guide to Global Collaboration is a user-driven database of global projects and resources.

This website allows teachers to search programs and related organizations with opportunities to collaborate with other classes around the world.

<https://www.globaledguide.org/>

⑥ CONNECTING CLASSROOMS THROUGH GLOBAL LEARNING

The Connecting Classrooms through Global Learning of the British Council is a program supporting learning, knowledge sharing, and international collaboration among schools and provides learning opportunities for schools in cooperation with the UK and other countries. This program offers online and offline training courses to teachers so that they are able to bring the needed values for global citizenship education into the classrooms. It also provides classroom resources related to SDGs and encourages teachers to share classes with partner schools by using related resources and knowledge, as well as help schools search for partner schools and develop collaborative projects.

<https://wales.britishcouncil.org/en/connecting-classrooms-through-global-learning>

⑦ EDUCATION EXCHANGE DIGITAL EVENTS

Education Exchange digital events are free panel webinars (online conferences) featuring educators and education personnel worldwide who develop ideas on education issues such as climate change and women's education and share leading practices. The panelists include teachers, department chairs, academics, and researchers in education and numerous teachers from more than 100 countries participate in the webinars, including Bangladesh, Brazil, Croatia, Ethiopia, India, Ireland, Jordan, Lebanon, Moldova, Morocco, Nigeria, Pakistan, Spain, and the US.

<https://www.britishcouncil.org/education/schools/education-exchange-digital-events>

⑧ E2: EDUCATION EXCHANGE

E2: Education Exchange, held by Microsoft, is a community that shares teaching and learning methodologies and strategies that improve student performance, and provides lectures and forms networks with educators and school leaders. This event is now online, and anyone wishing to participate must join the Microsoft Learn Educator Center and complete at least two modules there.

<https://educationblog.microsoft.com/en-us/2022/03/announcing-e2-education-exchange-moving-forward-together>

⑨ EDUCATION GLOBAL TRAINING PARTNERS

Microsoft's Education Global Training Partners is a free online program for education that connects educators and related practitioners around the world. It provides professional development sessions in education technology, future-ready skills, and STEM with the help of Global Training Partners, those who previously participated in this program.

<https://www.microsoft.com/en-us/education/training-and-events/global-training-partners>

⑩ UNESCO ASSOCIATED SCHOOLS NETWORK

The UNESCO Associated Schools Network, or ASPnet, is a global network of schools designated by UNESCO that promotes peace and sustainable development through global cooperation in education, science, and culture. Member schools play a leading role in promoting global citizenship by practicing UNESCO's vision and mission in education like peace, human rights, and intercultural understanding through the voluntary participation of students, teachers, and parents.

<https://www.unesco.org/en/education/aspnet>

