

2020 Online SSAEM Conference

Teaching Across Borders

November 24-30, 2020

Final Report



2020 Online SSAEM Conference

Teaching Across Borders

아태지역에서 활동한 글로벌 교사들의 이야기



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S2AEM
Sharing Stories of Asia-Pacific Education Movements

2020 Online SSAEM Conference

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Prologue

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Prologue

What is 「Asia-Pacific Teacher Exchange」 about?

The Asia-Pacific Teacher Exchange for Global Education (hereinafter referred to as Teacher Exchange Programme, the Programme, or APTE) is a bilateral teacher exchange programme between the Republic of Korea and Asia-Pacific countries, hosted by the Ministry of Education of the Republic of Korea (hereinafter, MOE ROK) and implemented by the Asia-Pacific Centre of Education for International Understanding under the auspices of UNESCO (hereinafter, APCEIU), in collaboration with the Ministries of Education of the partner countries. Launched in 2012 with two partner countries – Mongolia and the Philippines – APTE has grown into a well-known regional programme, working with seven partner countries in the Asia-Pacific region – Cambodia, Indonesia, Malaysia, Mongolia, the Philippines, Thailand, and Vietnam in 2019. Lao PDR joined the Programme as a new partner country in 2020.

The significant feature of this Programme is that teachers are dispatched and invited to and from the partner countries, and it provides participating teachers with opportunities to teach and participate in educational activities as a member of local host schools of the partner countries for 3-4 months. Korean teachers dispatched to and exchange teachers who are invited from the 7 partner countries are competent teachers, all selected by the Ministries of Education of the Partner countries, and they conduct classes on their own subject fields, language and intercultural understanding at their respective host school and exchange experiences and insights with fellow teachers and students by being involved in schools and local communities. Through educational activities, teacher exchange not only strengthens global educational capacity of participating teachers but also of fellow teachers and students.

Moreover, APTE enhances mutual understanding and cooperation of partner countries by sharing overall experiences of educational activities and contributes to the enhancement of the teaching and learning. At the domestic level, APTE contributes to fostering Multi-cultural Education and Global Citizenship Education (GCED) at school environments and strengthening global competency of educators.

At the international level, APTE allows Korea and 7 partner countries to contribute to the educational development of the participating countries through a reciprocal educational exchange and mutual support. Due to the nature of education, the ripple effect of the participating teachers' educational activities is considered to be greater than any other forms of diplomatic activities. Moreover in 2015, as the global goal was set through Sustainable Development Goals(SDGs), to be achieved domestically and internationally, 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.

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1. Background and Objectives

In the course of globalization and diversification, learners should develop the ability to communicate and cooperate with various members through education. In line with this, the schools should serve as an educational venue to foster multi-cultural sensibility and global competence of learners, while at the same time, should be a venue for the whole school communities to express such capacity and sensibility. For effective implementation of such 21st century education, school teachers should be offered the opportunity to shift their self-transformative perspectives and enhance their capabilities, and learners should also be given more experiential learning opportunities.

Even though there are increasing efforts to move, exchange and cooperate within Asian-Pacific regions, opportunities for exchange and mutual understanding in the education sector are relatively poor, and it is important to expand educational exchanges within the region for the next generation. Meanwhile, the Republic of Korea joined the OECD Development Assistance Committee (OECD DAC) in 2009. Hence, playing an increased role in international community, enhancing the awareness of multi-culturalism domestically, and strengthening global capabilities in school sites have emerged as major educational issues.

In order to respond to these rising demands, the Korean Ministry of Education (MOE Korea) and the Asia-Pacific Centre of Education for International Understanding under the auspices of UNESCO (APCEIU) have implemented the International Teacher Exchange Programme (hereinafter referred to as the Programme), named 'Asia-Pacific Teacher Exchange for Global Education', since 2012. The Programme was first implemented in 2012 with two partner countries, Mongolia and Philippines, and then expanded into 7 partner countries after joined by Indonesia in 2013, Malaysia in 2014, Vietnam in 2015, Thailand in 2016, and Cambodia in 2017. Laos joined the Programme as a new partner country in 2020. Through this Programme, teachers from Korea and partner countries shared and exchanged their vision on education and transformative methodologies by teaching in each others' schools for about one school semester and experiencing local communities. This led to enhancing mutual understanding between Korea and Asian countries.

2020 Online SSAEM (Sharing Stories of Asia-Pacific Education Movements) Conference is a space for examining and sharing the educational outcomes of the participating teachers and schools of the Programme. This Conference, which has been held annually since 2014, aims to provide an excellent opportunity for the Programme participants and stakeholders to showcase the impact of the Programme and to explore methods on strengthening cooperation for further development of the Programme.

2. Conference Outline

2020 Online SSAEM Conference

- **Theme** : 2020 Online SSAEM Conference
- **Host** : Ministry of Education, Republic of Korea
- **Organizer** : APCEIU (Asia-Pacific Centre of Education for International Understanding under the auspices of UNESCO)
- **Date** : November 24. Tue - 30. Mon 2020
- **Format** : Hybrid Conference (online and offline)
 - Video presentations (live and pre-recordings) were streamed through newly created homepage
 - LIVE Talk: Offline studio (live streamed on the homepage)
 - Homepage designed for PC and mobile devices
- **Main participants** : Approximately 450
 - Officials from the Ministry of Education and the Metropolitan & Provincial Offices of Education in Korea
 - Officials from the Ministry of Education from the Partner Countries and local partner organizations
 - Teacher Exchange Programme participants, presenters of best practices for follow-up activities
 - Teachers who participated in the Programme in 2012~2019
 - Host school representatives in Korea and overseas in 2012~2019
 - Teachers and school representatives for 2012-2019 Programme
 - General participants (Multi-cultural education professionals etc.)
- **Partner countries** : Malaysia, Mongolia, Vietnam, Indonesia, Thailand, the Philippines, Laos, Cambodia
- **Language** : Korea-English (Only during live talk an interpretation was provided)

- Main Contents

The SSAEM Conference consisted of Opening and Closing Ceremony, Panel Discussion, LIVE Talk, Presentations by Exchange Teachers, Online Exhibition such as 2020 SSAEM Challenge Hall, Educational Activities, APTE Hall, APCEIU Hall and Online Events.

The first day was started with Opening Remarks, Welcome Speech, Congratulatory Remarks and Congratulatory Performance, after which officials from the Ministry of Education from Korea and partner countries participated in the Panel Discussion. After that, the LIVE Talk show between teachers who had participated in the Teacher Exchange Programme in the last 9 years was held. The best follow-up activities were shared for three days by teachers and school officials who had participated in the Teacher Exchange Programme.

Furthermore, around 60 exhibition pieces of 2012-2019 APTE teachers' activities were showcased in the form of posters, multimedia, reports etc. throughout the Conference.

The Conference was closed by competition winners' unboxing video and deleted scenes video from the presentation pre-recordings.

• Conference Schedule

DAY 1, November 24, Tue

Time	Programme
	Opening Ceremony
11:00	Opening Remarks CHOI Eunhee (Director-General of International Cooperation Bureau, Ministry of Education)
	Welcome Speech LIM Hyun Mook (Director of APCEIU)
	Congratulatory Remarks Iwan SYAHRIL (Directorate General of Ministry of Education and Culture Indonesia)
	Congratulatory Performance 2012-2019 Exchange Teachers
11:30	Panel Discussion
12:10	Best Scenes of the Challenge for 2020 SSAEM
12:20	LIVE Talk
13:25	<p style="text-align: center;">Presentation I (Best Practices by Exchange Teachers)</p> <p style="text-align: center;">YOU Hyeongrim (Jinyeong Daechang Elementary School, the Philippines, 2019) Danilo Gervacio Osorio (Kasarinlan Elementary School SDO - Caloocan City, the Philippines, 2015) SON Sodam (Bumin Elementary School, Malaysia, 2018) Mohd. Saifullah Bin Mohd Jendeh (Sekolah Kebangsaan Bebuloh, Malaysia, 2018) Sok Thida (Santhormok Primary School, Cambodia, 2019)</p>
14:05	Best Scenes of the Challenge for 2020 SSAEM
14:15	<p style="text-align: center;">Presentation II (Best Practices by Exchange Teachers)</p> <p style="text-align: center;">IM Hyunbin (Seoul Technical High School, Thailand, 2019) Rosdiana Rawung Arnold (Mutiara Baru Vocational High School, Indonesia, 2018) GWAK Jinyoung (Daegu Youngsun Elementary School, Malaysia, 2015) CHANG Byoungchol (Sunrin Internet High School, Mongolia, 2016)</p>
14:55	Day 1 Closing

DAY 2. November 25. Wed

Time	Programme
15:00	Day 2 Opening
15:05	<p>Presentation I (Best Practices by Exchange Teachers) SHIN Hyesun (Bora Elementary School, Thailand, 2017) Kamonrat Chimpfali (Thanonhakkpittayakom School, Thailand, 2019) KIM Kang (Palma Elementary School, Indonesia, 2017) Vinny Sutriani Raranta (Kinderfield School, Indonesia, 2018) SHIN Hyunjin (Incheon Girls' Commercial High School, Vietnam, 2017)</p>
15:45	Best Scenes of the Challenge for 2020 SSAEM
15:55	<p>Presentation II (Best Practices by Exchange Teachers) KIM Myungseok (Sanggwan Middle School, Cambodia, 2017) Yeni Hartati (SDI Al-Azhar Cairo Palembang, Indonesia, 2019) LEE Jeonghan (Gangwon Myeongjin School for the Blind, Indonesia, 2017) Monyneath Vann (Chea Sim Santormok High School, Cambodia, 2019)</p>
16:35	Day 2 Closing

DAY 3. November 26. Thur

Time	Programme			
15:00	Day 3 Opening			
15:05	<p>Presentation I (Best Practices by Exchange Teachers) Mohd. Al Khalifa Bin Mohd Affnan (Keningau Vocational College, Malaysia, 2017) PARK Jihye (Geumjang Elementary School, Thailand, 2019) Melandro De Los Reyes Santos (Tondo High School, the Philippines, 2016) SEO Jeongrae (Incheon Dowha Elementary School, Vietnam, 2016)</p>			
15:45	Best Scenes of the Challenge for 2020 SSAEM			
15:55	<p>Presentation II (Best Practices by Exchange Teachers) KIM Kyungmi (Incheon Eunji Elementary School, the Philippines, 2016) Ma. Eirish Santos Zulueta (Las Piñas National High School, the Philippines, 2015) LEE Hoseok (Imjin Elementary School, Thailand, 2017) Henna Sehgal (Sekolah Kebangsaan Minden Height, Malaysia, 2017)</p>			
16:35	Closing Ceremony			
	<table border="1"> <tr> <td>Closing Remarks</td> <td>LIM Hyun Mook (Director of APCEIU)</td> </tr> <tr> <td>Awards Ceremony</td> <td>Certificate Awards & Presentation NG Cuts</td> </tr> </table>	Closing Remarks	LIM Hyun Mook (Director of APCEIU)	Awards Ceremony
Closing Remarks	LIM Hyun Mook (Director of APCEIU)			
Awards Ceremony	Certificate Awards & Presentation NG Cuts			

3. Conference Contents

Opening Ceremony

• Opening Ceremony Outline

- **Date:** November 24. Tue 2020, 11:00 ~ 11:25 (25')

- **MC :** KIM Kyungmi

- Contents

This year, the SSAEM Conference was held fully online in line with the new challenges due to the COVID-19 outbreak. Teachers and School Officials who have participated in the Programme between 2012-2019 shared their follow-up activities by participating online to support the continuous networking between participants.

The Opening Ceremony was started with Opening Remarks by CHOI Eunhee, Director-General of International Cooperation Bureau, Ministry of Education, followed by Welcoming Speech by LIM Hyun Mook, Director of APCEIU, and Congratulatory Remarks by Iwan SYAHRIL, Directorate General of Ministry of Education and Culture Indonesia.

The Opening Ceremony was closed by a Congratulatory Performance, Virtual Choir, that was performed online by teachers from 6 participating countries.

- Photo



- Schedule

Time	Programme	Contents
11:00~11:03	Opening Video	2020 SSAEM Conference Opening Video
11:07~11:10	Opening Remarks	CHOI Eunhee Director General for International Cooperation Bureau from the Ministry of Education, Republic of Korea
11:11~11:14	Welcome Speech	LIM Hyun Mook Director of APCEIU
11:15~11:21	Congratulatory Remarks	Iwan SYAHRIL Directorate General, Ministry of Education and Culture Indonesia
11:21~11:25	Congratulatory Performance : Virtual Choir	We're All In This Together

Opening Remarks

CHOI Eunhee

Director General for International Cooperation Bureau
from the Ministry of Education, Republic of Korea



I find today's final presentations extremely meaningful, as global cooperation and solidarity has become ever more pressing amidst the worldwide epidemic of COVID-19.

I want to thank the teachers, who carved out their precious time during the busy school year, Ministry of Education officials, and host school administrators joining us from Korea, Mongolia, Philippines, Malaysia, Indonesia, Thailand, Cambodia, Vietnam, and Laos. I am glad to meet you all, albeit online.

Furthermore, I would like to thank Dr. Hyun Mook Lim, Director of UNESCO APCEIU, and the staff for their dedicated effort.

Asia-Pacific Teacher Exchange for Global Education (APTE) is now in its 9th year since its inception in 2012. This year, unfortunately, we weren't able to proceed with the invitations and dispatches due to COVID-19. Nonetheless, the alumni teachers and host schools' continued efforts to strengthen global education competency and cultivate global talent allowed today's final presentation.

The recent global spread of COVID-19 has had a cross-cutting impact in the field of education.

Teachers are overcoming unprecedented challenges with devoted efforts, wisdom and cooperation in the classroom, the front line of education.

Diverse forms of education without temporal, spatial, and physical limitations will be in higher demand and online, in addition to offline, global exchange among students and educators will become more active in the post-COVID-19 world.

As such, the values of global solidarity and collaboration will become more important, and global competency to understand each other's cultures and communication will become urgently needed.

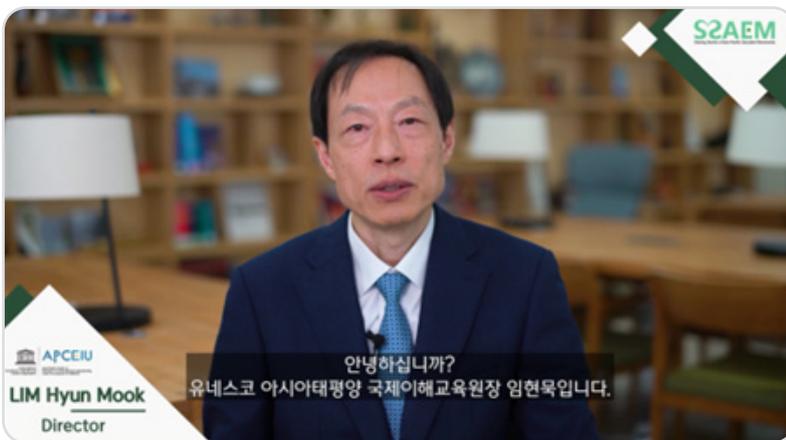
Republic of Korea's Ministry of Education will continue to support this Exchange Programme to ensure educators gain global competency and to back cooperation addressing the new challenges in education as borderless partners.

Finally, I want to thank all of the case study presenters and discussion panels in today's SSAEM conference. I hope we can continue to share our follow-up activities and mutually cooperate to overcome the COVID-19 crisis wisely and create future education together.

Welcome Speech

LIM Hyun Mook

Director of Asia-Pacific Centre of Education for International Understanding(APCEIU)



On behalf of APCEIU, I sincerely welcome you to the seventh SSAEM Conference to share the outcomes of the 2020 Asia-Pacific Teacher Exchange Programme.

I would especially like to extend my warmest greetings and appreciation to the ministries of education of our partner countries, Cambodia, Indonesia, Laos, Malaysia, Mongolia, the Philippines, Thailand, and Vietnam, and to the participating teachers of these countries, for your solidarity and cooperation for continuing global citizenship education in these difficult times of pandemic.

I would also like to express my deepest gratitude to Director General for International Cooperation, Eunhee Choi and her team at the Korea Ministry of Education. Their support for this Exchange Programme over the past nine years has greatly helped enhance mutual understanding between partner countries in the classroom of participating schools.

Since we started this Programme with Mongolia and Philippines in 2012, APTE Programme has expanded to include 8 partner countries and over 1,200 teachers have participated in the Programme. The Programme serves as a bridge that connects partner countries with more cooperation in education.

These achievements have been made possible thanks to the strong efforts of all participating teachers, officials of education offices, and the principals and teachers of host schools, who are committed to global citizenship education.

It is truly unfortunate that we cannot meet in person this year due to COVID-19. Nonetheless, we were able to discover the possibility of continuing exchange activities through the utilization of online platforms and contents.

In today's online SSAEM Conference, we expect to hear from you what you have done to continue exchange and cooperation in your own contexts after your participation in our Programme. We also wish to hear some evaluations and suggestions from officials of education authorities of partner countries.

I hope today's conference will contribute to the further development and expansion of our Teacher Exchange Programme.

Congratulatory Remarks

Iwan SYAHRIL
Directorate General,
Ministry of Education and Culture Indonesia



On behalf of the Ministry of Education and Culture of the Republic of Indonesia, may I first congratulate and appreciate the Ministry of Education of the Republic of Korea and the Asia-Pacific Centre of Education for International Understanding (APCEIU) for successfully organizing the 2020 Sharing Stories of The Asia-Pacific Education Movements (SSAEM) conference virtually.

I am amazed to know that 2,000 participants join this conference coming from ministerial representatives from partner countries, alumni, teachers and

experts in the educational sector. I am honour to be part of this conference.

I would like to convey the idea that the Indonesia-Korea Teacher Exchange Programme is in line with Indonesia's educational agenda in improving human resources through cultural exchange. Our goal is to gain International understanding through classroom activities. Teacher exchange experiences will give them new skills, new insights, new understanding and connections, the networks that will last a lifetime, and we know they will because the Teacher Exchange Programme made it possible.

Since the onset of the pandemic, the government of Indonesia has quickly responded to the COVID-19 impact by reallocating its 2020 budget for recovery needs.

At a primary education level, learning loss is concerning. What is going to happen when kids cannot go to school for a very extended period of time? The threat of learning loss is not only affecting students in Indonesia but also in many other countries, as shown in the statistics of COVID-19 Impact on Education published by UNESCO Institute for Statistics data on May 25th, 2020. In intermediate scenarios, the pandemic can result in the loss of quality of education for 0.6 years. Pandemic can also lower the effectiveness of the elementary school year from 7.3 years to 7.9 years. And school closures may lead to a decrease in the average test value up to 25 percent.

At the background of these perils, many countries are still lacking internet access. Take Indonesia for an example. About 45 percent of Indonesians live in rural areas. Unfortunately, with limited to no internet access, our task to ensure that children need to continue their learning is getting more difficult. Because we need to know that we can maintain students to keep on learning as opposed to not learning at all.

Access to education must be broadened to avert learning loss. One of our initiatives is to provide daily educational TV programs. Students, parents and teachers are now learning from national television. This initiative would be unthinkable to accomplish. Not in such a short period. If not because of other governments, NGOs and the private sector also can help us. There is a need to mitigate the education crisis due to the uncertainty condition caused by the COVID-19 pandemic. Their contribution to our national TV programs is exceptional.

Congratulatory Remarks

Iwan SYAHRIL
Directorate General,
Ministry of Education and Culture Indonesia



There is no ideal approach to handle this abnormal situation of course. Therefore, we need to continue to collaborate with all elements in the society. Education must not only be provided but also be delivered.

There is a lesson we can take from COVID-19. That is the ability to operate from anywhere, anytime and in any situation, including for teachers. For the very first time, we see a large number of teachers are using new online tools. We also witness teachers who travel door-to-door for visiting the students to make sure they are not deprived of knowledge. These are learning for us that we need to continue to develop and to work on. What previously could not be done now is expanding very fast. For parents, they realise now how difficult it is the job of the teacher. It has created unheard-of empathy and pro-activeness in collaborative actions between parents and educators.

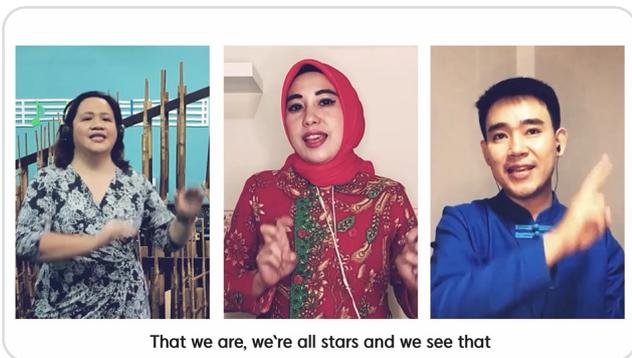
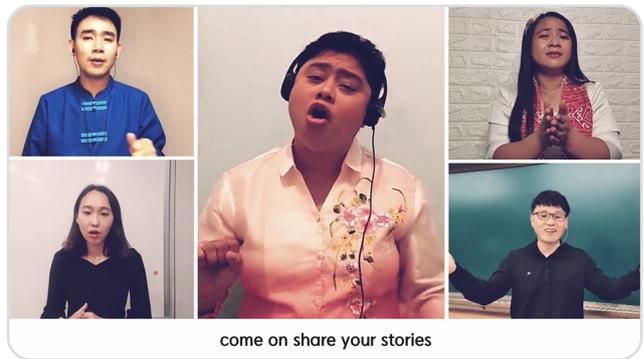
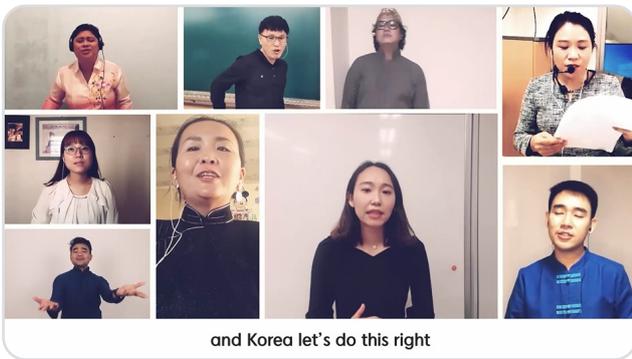
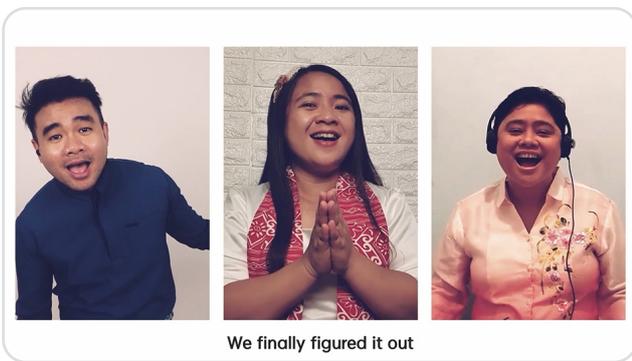
This global hardship presents a great deal of learning for us. We need to make sure that together; we are not only focusing on recovery aspects, but also in the long run to accelerate the transformation. Moreover, to do that, we need to scale up measures that are suitable for our education systems. This pandemic does not change the fact that we are all aiming to achieve inclusive and equal access to quality education. Nevertheless, it changes the way we see better prospects to advance our education agenda.

Before closing the remarks, I would like to express my gratitude to the Ministry of Education of the Republic of Korea as the host, and the Asia Pacific Centre of Education for International Understanding (APCEIU) as the organizer of 2020 Online SSAEM Conference for bringing us all together today. I am looking forward to continuing this Teacher Exchange Programme and other critical and meaningful matters that are shaping our world, especially the area of education.

• Opening Video



• Congratulatory Performance : Virtual Choir Video



Panel Discussion

• Panel Discussion Outline

- **Date** : November 24. Tue 2020, 11:28 ~ 12:18 (50')

- **Moderator** : LIM Wonjin, Head Office of International Teacher Exchange, APCEIU

- Speakers

No.	Name	Position and Organization
1	Ms. AHN Jooran	Director, International Cooperation Bureau, Education Internationalization Division, Ministry of Education, Korea
2	Ms. Vong Deuan OSAY	Deputy Director-General, Department of Teacher Education, Ministry of Education and Sports, Laos
3	Mr. Ahmad Rafee CHE KASSIM	Deputy Director General, Teachers Professional Development, Ministry of Education, Malaysia
4	Ms. Oyunbileg OIROV	Senior Specialist, Department of International Relations and Cooperation, Ministry of Education and Science, Mongolia
5	Ms. Nunuk SURYANI	Secretary, Secretariat Directorate General of Teachers and Education Personnel, Ministry of Education and Culture, Indonesia
6	Mr. Kun REN	Deputy Director, Personnel Department, Ministry of Education, Youth and Sport, Cambodia
7	Ms. Yupha IEMSANGUAN	Director, Foreign Relations Group Policy and Planning Bureau, Office of the Basic Education Commission, Ministry of Education, Thailand
8	Ms. Margarita Consolacion C. BALLESTEROS	Director IV, International Cooperation Office, Department of Education, the Philippines

- Schedule

Contents	Speaker	Time
Opening	APCEIU	2min.
Sharing the Outcomes of the APTE	MOE, Korea	2min.
<p>Question 1.</p> <p>As a new partner country, could you tell us in which policy context, for example, the development of teachers' professional development, globalization of Education, et cetera, Laos decided to participate in the Asia-Pacific Teacher Exchange for Global Education Programme? And which policy target will be expected to achieve through the Programme?</p>	APCEIU	1min.

Answer	MOE, Laos	2min.
<p>Question 2.</p> <p>The 2020 Online SSAEM Conference will be a journey to reflect the outcomes of the Asia-Pacific Teacher Exchange Programme and achievements of participants. While participating in this Programme for many years, please tell us how this Teacher Exchange Programme has affected the teachers and the quality of education in your country. In addition, please tell us what efforts are being made or needed to ensure that the participants' performance continues after their participation.</p>	APCEIU	1min.
Answer	Speakers of 6 partner countries	12min.
<p>Question 3.</p> <p>Due to the COVID-19 pandemic, we are now standing at the crossroads of a huge change in Education and International Exchange. We are facing unexpected challenges such as border closures and discontinuity in Education to name a few. Could you tell us why we should continue the Programme? And if you have, please share with us the idea to push ahead with the Programme despite the current situation.</p>	APCEIU	1min.
Answer	Speakers of 7 partner countries	15min.
Wrap-up	APCEIU	1min.
<p>Mid to long term strategy and Vision for the Programme Concluding remarks</p>	MOE, Korea	2min.
Closing	APCEIU	1min.

Panel Discussion Script

Sharing the Outcomes of the APTE

Republic of Korea_AHN Jooran, Ministry of Education, Republic of Korea

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

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

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

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

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

Question 1

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

Question 2

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

Question 3

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

Laos_Vong Deuan OSAY, Deputy Director-General, Ministry of Education and Sports, Laos

Q1: It is believed that it will help build up a platform for Lao teachers to have sustainable interaction to promote Global Citizenship Education. Moreover, in accordance with the vision of the Ministry of Education and Sports "By the year 2030, all Lao population equally and equitably have access to quality education in order to become a good citizen, disciplined, healthy, knowledgeable, highly-skilled with professionalism in order to sustainably develop the country, to align and be compatible with the region and the world," teachers definitely play a crucial role in fulfilling the vision mentioned. Significantly, our Teacher Education Sub-Sector Development Plan (2021-2025) also emphasizes "continuing focus on improving the quality of teachers." The Department of Teacher Education is in the process of developing a comprehensive strategic plan for CPD, which is Continuing Professional Development to address this. Also, the Teacher and Teacher Educator Development Plan to 2025 identifies one of the five policy objectives is to encourage cooperation at both national and international levels in order to share and exchange professional experiences to support the achievement of quality education in Laos. With these policies, it has become an urgent need for our country to participate in the Asia-Pacific Teacher Exchange for Global Education Programme as it would positively support our teachers to continuously develop their content knowledge and pedagogical skills.

Q3: Definitely, I would say that this Programme should be continued. It is evident that learning quality and success are based on teacher quality and effectiveness on the single most important school viable influencing student achievement for learners. This is strongly confirmed the continuity of the Asia-Pacific Teacher Exchange for Global Education Programme to enhance the intellectual literacy and global competency of teachers. More importantly, the Programme will serve as a platform for teachers to explore not only various teaching approaches and the application new ideas and teaching strategies in their own teaching and learning context, but also share and exchange cultural knowledge and insights with college teachers and students of the host schools and other stakeholders to improve the quality education in one's country. Definitely, the COVID-19 pandemic has greatly influenced and changed the way we handle our life, our daily work. It has accelerated adaptations to the delivery of teaching and learning methods, moving from physical learning to online learning and blended learning approaches. However, throughout this pandemic it has been clearly indicated that a number of activities can be successfully conducted using various available web applications such Zoom Meeting, and many others advanced knowledges Internet. Therefore, since teacher professional development is an endless journey, I am positive that with this we are able to continue the Programme despite the current situation at the moment with our great efforts and together cooperate with each other.

Cambodia_Kun REN, Deputy Director, Ministry of Education, Youth and Sport, Cambodia

Q2: Our teachers who participated in this Exchange Programme are highly respected in the subject matters that they teach. On top of that, their general ability to lead, manage and teach for outcomes is truly appreciable. They are the model teachers within their schools and communities. MoEYS feels very proud to have them in our workforce because they have the right kind of knowledge, skills and attitude as professional teachers. Such competence is badly needed to drive positive change to Cambodia. With that in mind, MoEYS maintains good contact with these teachers to learn about their progresses or challenges as they return to their schools at the end of this exchange Programme. Moreover, MoEYS have made recommendations or suggestions to schools in favor of these teachers hoping to pave their way for promotion. We also jointly conduct follow-up surveys with UNESCO APCEIU to understand their working conditions and/or other relevant matters. We want to make sure that they are also paving the way for their students and schools to grow.

Q3: I think this Programme is thought critically important for teachers but also for the millions of students across 8 countries in Asia who are waiting to be rescued by their teachers returning from this Programme. It's true that COVID-19 pandemic has sent shockwave, claimed millions of lives and collapsed economies around the world, but we're not going to allow it to crack the base of humanity. We're not going to allow it to destroy our wisdom. And we're going to allow it to destroy the wisdom of our children either. We're coordinating with every country, institution and person to fight it. Medical scientists have been working around the clock to devise strategies that will keep us safe as well as to create vaccines that will cure the illness. It's going to be a success and this Programme must continue unimpeded. With the advance in education technology, I believe we can sustain this Programme through the pandemic. So my biggest concern is how to make sure that more and more teachers benefit from this Exchange Programme through distance learning, with the help of modern technology.

Indonesia_Nunuk SURYANI, Secretary, Ministry of Education and Culture, Indonesia

Q2: Indonesia is a multicultural country. Fostering multi-cultural sensibility is crucial part in Indonesian Education. APTE (Asia-Pacific Teacher Exchange) provides participants with such multi-cultural environment which enable them to have a better understanding of other cultures. Once they return to Indonesia, The teachers put what they have learned to work in their classroom and school. APTE also enables Indonesian Exchange teachers to develop new ideas of pedagogy, Exposure to the differences of teaching and assesment methods, build in international network. Those opportunities will enhance and improve the quality of teaching learning in their school. To ensure the Indonesian Exchange teachers continue their participation in follow-up activities, there should be further challenging Programmes. The Programme should facilitate Indonesian school to have school to school cooperation to Korean school. The cooperation could be in the form of cultural activities, research, and students exchange. It is also important to have Focus Group Discussion (FGD) among teachers and students of the both countries as part of benchmarking in education. Those efforts will motivate Indonesian teacher to do follow up activities.

Q3: The government of Indonesia is seeing this situation through a multidimensional angle. Not only as health and economic crisis, but also as education crisis. The challenge for us is to find the right balance. There was a barrier because learning is only concentrated in classrooms. But now we can exhilarate learning innovations according to needs and situations. Be it face-to-face, distance learning, or the combination of both.

Because of the importance of this Programme, I think this Programme can still be continued within the Programme can still be continued, but using online learning model in the form of webinars, workshop and others. Based on experience during the pandemic, our country has proven that this approach has acquired effective in increasing teacher competence. During the pandemic, we implemented massive online training Programme, like "Guru Belajar," and the results are quite significant. Throughout Guru Belajar Programme, teacher can serve useful best practices for other teachers. By conducting in a part of this mention, having teachers self-learning problems face in the field.

Malaysia_Ahmad Rafee CHE KASSIM, Deputy Director General, Ministry of Education, Malaysia

Q2: The APTE Programme is relevant to the context of several Malaysian policy goals. First, Shift No.4, of the Malaysia Education Blue Print 2013-2025 is the main objective to elevate the teaching profession as a profession of choice. In aiming to achieve the teaching professionalism development master plan, Malaysian teachers provided with support for Continuous Professional Development or CPD. So that they can explore and achieve their full potentials. It includes providing opportunities for our teachers to gain international exposures and experiences.

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

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

Q3: For Malaysia, much of the benefits come from the KOMTEP alumni who have been proactive in initiating post-Programme activities. They have been sharing innovation and best practices within and outside their education communities, therefore multiplying the impact. Among the teachers themselves, the Programme set up as a stepping stone or impetus for greater achievements in their career and professional development. Since their participation, many have been actively discovering numerous international level activities, innovative community involvements, international exchanges and various other remarkable international activities. Some have become personalities or icons, receiving awards and recognitions for their contributions and achievements. Many of the follow-up activities are shared with fellow teachers. This has given positive direct spill-over effects to the students, to the schools and also to the communities. They have expanded the possibilities of what they could explore in areas such as STEM, GCED, Special Education, community of practice and international cooperation.

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

Mongolia_Oyunbileg OIROV, Senior Specialist, Ministry of Education and Science, Mongolia

Q2: Mongolia participants at the Asia-Pacific Teacher Exchange Programme since 2012, and we have been participating in the context of teacher's professional development. As the Programme gives opportunities to upgrade professional skills of teachers and to learn from Korean and other countries' colleagues. Our Ministry sees the Teacher Exchange Programme as one of the tools to develop teachers at their workplace and to increase the value of teacher's profession among the Mongolian population. To achieve the policy targets through the Programme, the Ministry encourages participants of the Programme to share acquired information, knowledge and skills to their colleagues upon their return to home.

Q3: I think we should continue the Teacher Exchange Programme to the extent as we can. Because Mongolia sees Teacher Exchange Programme as a very good international experience for Mongolian teachers. As it has academic and social benefits to all participants. Mongolian teachers gained not only understanding of new culture, but they learn new teaching methodology. They also upgrade skills of communication, not only in English language but also communication skills with the foreign people and also with the native colleagues. Because after returning from the Programme, they need to share their experience with their colleagues.

Teacher Exchange Programme gives new insights to different teaching methods and approaches. And we have wonderful opportunity to learn from the experiences of not only Korean teachers but also teachers from the Philippines, from Malaysia, from Laos, from Thailand, because we have very wonderful group of countries which included in, join into one group, which is called Asia-Pacific Teacher Exchange Programme.

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

Philippines_Margarita Consolacion C. BALLESTEROS, Director IV, Department of Education, the Philippines

Q2: In the Philippines, we have the Re-Entry Application Project (REAP), a practice that ensures the transfer of knowledge and skills of teachers through the GCED aligned project that also address the priority improvement areas. We have a mechanism to support our teachers in the implementation of their projects.

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

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

Q3: With regard to the mission of Global Education, the APTE Programme asserts that the ability to function in our global society is enhanced by knowledge of different cultural contexts. The Programme aims to enhance teaching competencies of participating teachers and colleague teachers so as to contribute to the achievement of quality education and enhance intercultural literacy and global competency of teachers, schools, and local communities. This is relevant in spite of what's happening now which is brought about by the COVID-19 pandemic. Researchers conducted a study at the impact of teacher exchange to the teacher-beneficiaries and schools and it turned out that to be significantly positive throughout the years. Undoubtedly, the global health crisis has brought many changes to our educational practices that likely to remain; however, the cancellation of education-cultural exchange Programmes this year should not really be one of them. On the contrary, institutions are encouraged to carry out or resume such Programmes. These Programmes impact the participant's personal and professional level and importantly, also attract students to the institution and increased enrollment.

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

Thailand_Yupha IEMSANGUAN,
Director, Office of the Basic Education Commission, Ministry of Education, Thailand

Q2: Thailand has participated in the Korea-Thailand Teacher Exchange Programme since 2016. There were more than 60 Thai participant teachers who joined the Programme. After the first year of the Teacher Exchange Programme, there were even more teachers applying for the Programme. The reputation of the Programme also came from teachers from the participating countries. The recruitment process became much more competitive each year since then. The teachers want to have an opportunity to gain valuable experiences in exchanges with the teachers in Korea where students achieve high scores in the PISA tests. In Korea, Thai teachers learned how to integrate global issues and SDGs into core subjects. When they came back to Thailand and taught in Thai schools, they integrated such issues into their subjects such as Sciences, Social Studies, English language, and Civics. They brought back new teaching styles to the Thai students. Thai teachers have to get students to be ready for current society. Now Thai students know better how to be a good global citizen and perceive which global issues need to be resolved. It can be seen that the students are enthusiastic and feel that they are members of the world and they act on small parts to improve the world.

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

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

Q3: We do agree to continue the Korea-Thailand Teacher Exchange Programme. It is rather difficult for Thai teachers to participate in the International Teacher Exchange because of the constraint of budget and time. When the Ministry of Education of Korea invited the Ministry of Education, Thailand to have the teacher exchange Programme, we were very delighted because it was the best opportunity for Thai and Korean teachers to connect, meet, know, learn, study, and be a friend in person. However, now no one can go overseas because of Coronavirus pandemic.

However, Coronavirus won't last for long – particularly after a safe and effective vaccine is developed and such developments are promising. The problem is temporary. After Vaccine is completed, the COVID-19 will become a manageable disease. Even if there are any other obstacles that lead to a country-lockdown, the situation will turn to normal life soon.

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

Future plan and strategies of the Programme

Republic of Korea_AHN Jooran, Director, Ministry of Education, Republic of Korea

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

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

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

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

Expectations for the 10th Anniversary of Teacher Exchange Programme in 2021

Kun REN_Deputy Director, Ministry of Education, Youth and Sport, Cambodia

For Cambodia, expectation for next year's 10th anniversary of this Teacher Exchange Programme, my first and foremost expectation for next year's 10th anniversary of this Teacher Exchange Programme is that it continues to enjoy exponential, flexible and sustainable growth as we adapt to the global new normal amid the challenges posed by COVID-19 pandemic. Secondly, I strongly believe that this Exchange Programme is a strong bond that connects our people and builds a common understanding among all of us. Next, I hope that more and more teachers from the Asia-Pacific region, including those from Cambodia, will be provided with greater opportunity to participate in this enriching Programme. Last but not least, I wish the 10th anniversary of this Programme and each and every one of the people who play a part in this Programme all the colorful and beautiful prospects in every single way forward.

Nunuk SURYANI_Secretary, Ministry of Education and Culture, Indonesia

This Programme is very important, and we think it deserves for us to be continued during the time of the pandemic.

Vong Deuan OSAY_Deputy Director-General, Ministry of Education and Sports, Laos

Thank you for giving us a chance to give a final comment to the Programme. As that Laos, has not really started the Programme yet, since the pandemic during recently, I do hope that we can start the Programme, it's very, very useful and very successful Programme. And then, I would really see it happens in Lao PDR very soon

Ahmad Rafee CHE KASSIM_Deputy, Director General, Ministry of Education, Malaysia

Malaysia hopes that this teacher exchange Programme will continue. It may not take the form of people deployment cross-border for now, but we can explore systematic virtual means of facilitating cultural and educational exchanges between countries. Therefore we all should persevere and open ourselves to the new norms and the New Normal.

Oyunbileg OIROV_Senior Specialist, Ministry of Education and Science, Mongolia

Our country expects to continue implementation of the Teacher Exchange Programme for the next several many years, for more than 10 years. We want to increase number of participants from both side and we want to enrich Teacher Exchange Programme with more activities as organization of site trips for teachers and principals in our country. Having this opportunity, I would like to express my gratitude to the organization of video conference to the APCEIU for being with us for more than 10 years, giving us wonderful international experience to visit Korea and also to share our knowledge experience with other APCEIU member countries. Once again, I would like to say that Mongolia wants to be together with APCEIU and with APCEIU member countries. I wish you all the best, and I am looking forward to seeing you in face. Actually we are meeting each other in face, to see and meet in normal face without COVID-19, pandemic troubles.

Margarita Consolacion C. BALLESTEROS_Director IV, Department of Education, the Philippines

For the Teacher Exchange Programme to not only for teachers to increase an number of participants but also for other countries. Hoping not only in Asia-Pacific region but even countries beyond, for us to really have a complete picture of how teachers all over the world do exchange and both for education and cultural purposes and to see a well-established teacher network as promoters of GCED in the world, not only in the Asia-Pacific, but in the world.

Yupha IEMSANGUAN_Office of the Basic Education Commission, Ministry of Education, Thailand

I am looking forward to celebrating the 10th anniversary of the Teacher Exchange Programme next year with all of you, guys! See you, face to face, I hope.

· Panel Discussion Video



Opening



Director, Ministry of Education, Republic of Korea



Deputy Director, Ministry of Education, Youth and Sport, Cambodia



Deputy Director-General, Ministry of Education and Sports, Laos



Deputy Director General, Ministry of Education, Malaysia



Secretary, Ministry of Education and Culture, Indonesia



Director IV, Department of Education, the Philippines



Senior Specialist, Ministry of Education and Science, Mongolia



Director of Foreign Relations Group, Office of the Basic Education Commission, Ministry of Education, Thailand



Closing

LIVE Talk

• LIVE Talk Outline

- **Date and Time:** November 24. Tue 2020, 12:22 ~ 13:23 (61')
- **Venue:** Maru Art Center
- **MC:** BAE Hyunjoo, Assistant Chief, Office of International Teacher Exchange, APCEIU

- LIVE Talk Participants

No.	Name	Organization and Position
1	KIM Horin	Gonggeun Elementary School
2	PARK Hyekyung	Korea Research Institute for Vocational Education & Training
3	KIM Okju	Sokcho Elementary School
4	SA Mikyung	Yulcheon High School
5	KIM Hyeran	Suwon Shinpoong School
6	KIM Sunyoung	Jochiwon-Daedong Elementary School
7	LEE Joonbong	Cheongju Middle School

- Schedule of Presentations

Time	Contents	Speaker
12:22-12:23	Opening	MC
12:23-12:26	Teachers' self-introduction	- Online (KIM Horin) - Offline (PARK Hyekyung, KIM Okju, SA Mikyung, KIM Hyeran, KIM Sunyoung, LEE Joonbong)
12:26-12:27	Question 1 What is the best item to represent your life during the Programme?	MC
12:27-12:36	Answer	Teacher (7)
12:36-12:37	Question 2 Can you introduce your motivations for your decision to take part in the Programme?	MC
12:37-12:41	Answer	Teacher (3)
12:41-12:42	Question 3 I am curious to know what your everyday life in that country was like? What was your daily routine like?	MC
12:42-12:47	Answer	Teacher (3)

12:47-12:48	Question 4 I think you have somethings that you consider that you really did great or something very worthwhile or happy that you did it. Could you show off a little?	MC
12:48-12:52	Answer	Teacher (3)
12:52-12:53	Question 5 Is there anything you feel has changed in you in this unfamiliar environment or does people around you say that you have changed after the Programme?	MC
12:53-12:56	Answer	Teacher (2)
12:56-12:57	Question 6 My next question is if there anything you did after returning to Korea to relive your experiences at the host school?	MC
12:57-13:02	Answer	Teacher (4)
13:02-13:03	Question 7 Can you share the memories of your first and last day?	MC
13:03-13:06	Answer	Teacher (2)
13:06-13:07	Question 8 Is there something you forgot to take with you or would want to tell yourself one day before leaving for the Programme?	MC
13:07-13:09	Answer	Teacher (2)
13:09-13:10	Question 9 We asked teachers to write what they want to say in five words to the future participants	MC
13:10-13:15	Answer	Teacher (4)
13:15-13:16	Question 10 We want to give you a chance to send a video message.	MC
13:16-13:21	Answer	Teacher (3)
13:21-13:23	LIVE Talk Closing	MC

LIVE Talk Script

Opening

Viewers and participants, we have reached the highlight of 2020 SSAEM Conference, the LIVE Talk Show being streamed online. Hello, I am Bae Hyunjoo, Assistant Chief at the Office of International Teacher Exchange of APCEIU.

We have some familiar faces with us at the studio. So, let me pass the mic to each teacher for self-introductions. From the teacher joining us via Zoom, I'd like to ask the teachers to introduce their name, year of participation, and the country you were dispatched

Teachers' Self-Introduction

(KIM Horin) Hello, I am KIM Horin of Gonggeun Elementary School. I went to the Philippines in 2013.

(BAE Hyunjoo) Next to my side, please.

(PARK Hyekyung) Hello, I am from the Korea Research Institute for Vocational Education & Training. I went to Malaysia in 2014, and my name is PARK Hyekyung.

(KIM Okju) Hello, I am KIM Okju, working at Sokcho Elementary School. I went to Vietnam in 2016.

(SA Mikyung) Hello, I am SA Mikyung. In 2017, I went to Lazuardi Global Islamic School Cinere of Indonesia.

(KIM Hyeran) Hello, I am working at Shinpoong Elementary School, and my name is KIM Hyeran. In 2018, I was dispatched to Thailand.

(KIM Sunyoung) Hello, I am working at Jochiwon-Daedong Elementary School. My name is KIM Sunyoung. In 2018, I was dispatched to Cambodia.

(LEE Joonbong) Hello, nice to meet you. Last year, I went to Mongolia, the country of the starry skies. I am LEE Joonbong from Cheongju Middle School.

Comments

Very nice to meet you all. On the tables, we have the national flags of the countries that you have been dispatched. So, representing the participation years and countries, we have these teachers present here today. Why do not we give us a warm round of applause?

We are being streamed live, and some of you may have found it a little bit hard to be here with us. As unable to have an offline event, we are having an online conference, but we wanted to give a feeling of an Alumni home-coming. Thank you very much for your willingness to participate here today.

Particularly, Mr. KIM Horin, could not be here with us physically because of COVID-19, but we asked him to participate via online. Thank you.

We have teachers who have participated in the Asia-Pacific Teacher Exchange for Global Education (APTE) between 2012 and 2019 and teachers who are interested in the Programme participating today. Please show us your support and stay with us until the end of the LIVE Talk Show.

Question 1

Before coming here, we had asked teachers one question.

We asked you to bring the best item that represents your life during the Programme. Now, the teachers are here with their answers. The teacher who is the farthest away from me, Mr. LEE Joonbong, do you want to go ahead?

LEE Joonbong

Once I was given this question, a 'photo' that came to my mind. This is the photo that I took with the students at the school I have been dispatched to in Mongolia. I had just met these students at the school, so I did not know well these students yet at that moment. But when I was going home one day, these students came smiling to me. They asked me to take photos with them, and they were speaking in Mongolian, which I could not understand.

But what was clear is that I could understand their smiles and laughter. When I heard their laughter, my heart melted immediately, and I wanted to remember that moment, so I took this photo. Looking at the innocence and the warmth of these children that I felt at the time was the driving force behind the enjoyable daily life in Mongolia for about 100 days.

KIM Okju

On the first day of class, I introduced the national flag of Korea to the students. In the next class, a student had drawn the Vietnamese and Korean national flags in his notebook. This was really moving for me because when I met these students first, they were greeting me "Konnichiwa" and they thought I was Japanese. So, I would greet these students "Annyeong" and "Kamsahabnida" in Korean, and when the Programme was about to end, I was saying "Goodbye" to these students, and they said their farewell in Korean. I think that was a moment that I still remember in my mind and heart.

PARK Hyekyung

I thought about what to choose, and I decided to pick a 'pink dress' I used to wear at special events when I was in Malaysia. When I first went to the school, I was given this as a gift. As you can see, this is really colorful, and I was doubtful whether I could wear this. But once I started wearing this, I got very good responses from the people around me.

When I came back to Korea, I could not wear this. Once, I wore this on my way to school, everyone was staring at me because of this colorful clothes. Anyhow, I had a great experience in the country, but after I came back, I could not really carry on the tradition of wearing this clothing, but this is an item that I chose because it was a very memorable experience.

SA Mikyung

I chose Korean traditional clothing, 'Hanbok' because the lines and the colors are very beautiful. Also, thanks to Hanbok, Indonesian students became more interested in Korea. Along with Hanbok, I had brought paper Hanboks with me when I went to the school. As you can see on the screen, the students designed the Hanboks themselves. Are not they beautiful? The traditional clothing of Indonesia is Batik, so that the students would compare Hanbok and Batik. Honestly, I was not very interested in Hanbok. Still, taking this as an opportunity, I became more interested in Hanbok and the students were also more motivated to participate thanks to it. They were also more interested in me and welcomed me warmly, and that is why I chose Hanbok as my item.

KIM Sunyoung

During my stay in Cambodia, the most memorable item is 'colored papers.' Preah Norodom Primary School students tried folding Hanboks with colored papers. Before going to Cambodia, I packed a lot of school supplies for the students I will meet. So, I have prepared double-sided colored papers sent by international mail from Korea. The students were really active, following my guidance in folding Hanbok using colored papers. That is why I chose the item, colored paper.

KIM Hyeran

One item I chose is the 'Hope in Classrooms' school violence prevention video that I made with the host school's students. As you saw in the video, the Thai students and Korean students that I taught that year did a video collaboration and starred in this video together. We submitted the video to World Vision, and won a prize, so and we were able to send Korean snacks to the school in Thailand. This was a very memorable experience, so I chose this video as my best item. This video continues to be used as a teaching material for multi-cultural education for Korean students. This represents the best of my experience during the Programme.

KIM Horin(Zoom)

My item is also a 'video clip.' After the Programme, we are asked to submit assignments, so I put together a semi-documentary film on my life in the Philippines. I visited the Philippines 7 years ago, but memories of the time spent there are always brought back whenever I watch this video.

Question 2

Just looking at your items introduced gives us an idea of how you spent your time there. Mr. LEE Joonbong who was dispatched most recently, had your exchange a little bit over a year ago. I am sure you had many concerns before leaving Korea, so can you introduce the motivations for my decision to take part in the Programme? Ms. Kim Okju, please.

KIM Okju

This may sound a bit vague, but I have always dreamed of working as a teacher overseas. When I recognized the announcement of dispatched teachers selection from APCEIU, I did not hesitate at all. In my class in Korea, was a student whose parent immigrated from Vietnam. So, I wanted to have an opportunity to talk with the student's mother, but she was not fluent in Korean, nor was I fluent at all in Vietnamese. This was quite a dilemma that I faced, but after returning from Vietnam, I could ask the student questions like "Did you visit your grandmother's place?," "What is your favorite Vietnamese dish?." There were so many things that the student and I could talk about. I think this had a positive impact. Of course, I never had the chance to meet the student's mother, but I am sure that my experience had a positive impact.

LEE Joonbong

My blood type is A, I tend to be shy, and I am quite an introvert. However, I actually love to embrace new challenges, and I tend to be quite an optimist, so I adapt well to new environments. Of course, I enjoy short travels overseas, but I always wanted the opportunity to live in a country for over a month, make friends, learn the language and the country's life customs. With this background, I decided to apply for the Programme. These are photos that show how well I was adapting, it was not a setup.

SA Mikyung

I have always dreamed of experiencing something such as this Programme. I wanted the chance to teach foreign students, and also to work at an overseas school. I wanted to work as a member of the foreign school, and I wanted to experience everyday life there. I wanted to learn how overseas students are similar or different from Korean students, how a teacher leads the class and provides guidance, the school culture, how the school views teachers, how the education system is like, etc. I had so many questions.

For a very long time, I have implemented multi-educational, multi-cultural, and international understanding education. But I had no experience actually teaching students from multi-cultural background. The number of students from multi-cultural families is soaring in Korea, but my lack of experience teaching them motivated me to apply.

Question 3

I am sure that your first-hand experience provided you with the necessary answers. I am sure all of you were quite worried and thrilled at the same time before you left Korea. Before dispatching, I see many teachers having many concerns, but when they actually arrive in the country, I am amazed by how well they get along there. All of you are exchange teachers, but each of you has dispatched to different countries. I am curious to know what your everyday life in your host country was like? What was your daily routine like? Ms. Kim Hyeran, please.

KIM Hyeran

I had to work an hour earlier than in Korea, so I skipped breakfast. There are many street stalls as you can see in the photo, so that I would have breakfast in the stalls, and a local teacher often brought me Thai snacks to try. That teacher always kept an eye on us, and I thank that teacher for that. We had classes in rooms without air-conditioning but, as you can see in this photo, I had a great time with the students. We did some English-speaking games, train games, and during P.E class, we played the Korean slap match using milk packs. After the afternoon classes were over, I would visit the parks, and as they provided free exercise programs, I exercised with the Thai locals. Furthermore, I wanted to learn Thai more, I studied with a Thai tutor. Before going to sleep, I planned for the next day's class to be more fun and interesting to the students. I was very satisfied with my daily life because I could spend quality time with the students there, easing the burden of administrative work in Korea.

KIM Horin(Zoom)

After I arrived there, the first two weeks, I was busy adapting to local life. Basically, the school was very thoughtful for providing living space. Still, I had to find where the bank or laundromat is, so I was very busy adapting to daily life since everything was unfamiliar. As we heard earlier, at 6 AM everyday, I would hear the students come to school already. After coming to the school, I would greet the students arriving in the morning, which helped me become closer to the students fast. Around 7 AM, there was a flag ceremony every morning. Interestingly, the Philippines is mostly a Catholic country, so there was a catholic prayer given during the flag ceremony. After that, I would be going around the classrooms from first to sixth grade to lead the classes. About 4 PM, my day would end, and I would ride a bicycle to explore the surrounding area of the town. I found an oasis during my life in the Philippines, which was a cafe. After discovering this cafe, I would take a tricycle everyday to go to the cafe for preparing the next class and reading books.

PARK Hyekyung

Like the other teachers, I also started the day very early. The first class began at 7:30 AM, and teachers had to arrive the school by 7:20 AM. I was living in the dorm near the school, so I could sleep in a little bit more, but not too much. Because at around 6 AM, the students living in the dorm would bring me breakfast from the dorm cafeteria. It was a huge amount of food, so I would have some left for the afternoon snacks with the students. As you can see in the photo, in the afternoon, I would share my snacks with the students to have a lot of conversation. Those were good memories gave me strength. For the high school students, I conducted Korean classes for them. It is called Korean language class, but actually I was just teaching them the Korean alphabet. My biggest goal was teaching them how to write their names in the Korean alphabet. We made Korean name tags to familiarize the student with their names. I was not sure if this method be useful or not, but on the Korean day event as you can see in the photos, students made name tags for themselves and friends, and I realized that my effort to teach them how to write in Korean alphabet was not wasted.

Question 4

It seems that there are similarities and differences. All of your teachers had very busy days. You may have somethings that you consider that you really did great or something very worthwhile or happy that you did it. Could you show off a little, Ms. KIM Sunyoung?

KIM Sunyoung

In Korea, Children's day is on the 5th of May. But in Cambodia, it is on the 1st of June. I worked in the Preah Norodom Primary School, and they had a commemoration every year on Children's day. When I was there, I heard that they were preparing for the upcoming Children's day event. I decided that I would prepare a small event for the students. I had brought Hanbok with me from Korea, so I had a cultural experience corner where the students could try on the Hanbok, fold the colored papers into Hanbok, follow how to write Korean alphabets, and play a traditional stone game. I also gave a performance where I played Arirang to the background music. I was performing in front of hundreds of students, so my hands were shaking really bad, and I don't even remember if I did well.

At the time, the 'Baby Shark song' was very popular in Cambodia. Dane was my translator, so I asked her to translate the lyrics into Cambodian. We gave out the lyrics to the students, and we have tried to sing it together, but it was the first attempt, so I think we could have done better. There are some regrets, but again, it was a very memorable event for me, and hopefully for these students as well.

KIM Okju

For me, I was teaching five different classes for the first and second graders. Students could learn how to greet in Korean, write their name in the Korean alphabet, wear Hanbok, learn the song 'Arirang,' and also listen to Korean folk tale. I was particularly focused on teaching the students how to write their names in the Korean alphabet. This is the list of names I received from the homeroom teachers. I translated that to Korean. During the classes, I gave out the name tags and the students themselves decorated the name tags, and we made them into keychains. It was not easy for me to make six hundred name tag keychains, but the students were so happy to receive them as gifts. We did a survey later on, and I was the only one who felt great about this class because the students were most satisfied with the Hanbok class. Drawing and coloring a Hanbok and wearing the Hanbok was the most memorable for the students. I had brought just four Hanboks, so not everyone was able to try it on. So next time I will bring about 30 Hanboks to ensure that all of the students will be able to wear Hanbok.

KIM Hyeran

The activity students most liked was the new sports activity during P.E. The students there had never experienced dodgeball. So I used flying discs and a gym ball to teach the dodgeball. Even not explaining the rules, the students naturally learned how to play dodgeball. Using only a regular ball is not fun, so I used a huge gym ball, and the students really enjoyed it. For the English classes, since I had studied Educational magic, I brought some tools with me. I used it to motivate the students, and we tried making English notebooks. A Thai student actually made this of mine. There is nothing in here, and then you will see these expressions pop up in English and then there's Korean that pops up suddenly. The students made their magic books, the review notebooks. We also did sticker games, as you can see in the photo, and other games to motivate learning English. Personally, what I feel that I did well was that I had memorized the whole book of basic Thai conversation. I found that it is challenging to communicate in English in Thailand. The fact that I learned basic Thai was very helpful in communicating smoothly with the students. The UCC video we watched is my another achievement, and I tried many other activities with Thai students as well. and we had many other activities, also. The best part is that I can watch the video and remember the students everytime I miss the Thai students. That is most impressive for me.

Question 5

One semester can either be short or a long time, depending on your perspective. We see that you have had a lot of different experiences. Is there anything you feel has changed in you in this unfamiliar environment or do people around you say that you have changed after the Programme? Ms. SA Mikyung, would you go first?

SA Mikyung

Ever since I returned from Indonesia, my colleagues and students tell me that I have turned more generous, positive, and young. Of course, I have aged a bit now, but when I was in Indonesia, the locals thought I was in my mid-thirties. I did not do anything to my face, nor did I drink from the fountain of youth. But the time spent in Indonesia served as spring water of youth indeed. When I returned to Korea, I said greetings in Indonesian to my Korean students, and they thought that I was an Indonesian teacher.

Before dispatching to Indonesia, I was focused on diversity. But after returning to Korea, I focused more on commonality. After teaching students in Indonesia, I learned that life is similar wherever you live. The small differences occur in the environment and institution surrounding people. But fundamentally, I think people are the same, which made me more generous toward others. As Every Korean individual is different, Everyone is different. Because I experienced this at first-hand, I became more younger, more generous, and more positive. In 2018, I was able to operate our school as the host school for inviting exchange teachers.

KIM Horin(Zoom)

After my experience there, I can now relate with the foreign teachers in Korean school. I understand how hard it must be for them to adjust in life in Korea. After returning to Korea, I made an effort to become more acquainted with foreign teachers and I tried to help them as much as possible. Not only with foreign teachers, but the same can be said for all the foreigners in Korea. I am not sure if the term immigrant is politically correct. Now I try my best to understand them and respect them. Based on this changed mindset, I have ignited interest in Global Citizenship Education and I am working hard on that area as well.

Question 6

Listening to your comments, I realized that the changes of mindset of exchange teachers are probably the greatest accomplishments of the Teacher Exchange Programme. This is probably possible because you experienced everything in firsthand and your memories spent there are still vivid in your minds. My next question is if there anything you did after returning to Korea to relive your experiences at the host school? Starting from Mr. LEE Joonbong.

LEE Joonbong

I do not really enjoy taking photos, but when I went to Mongolia, I took photos and videos more. I became more active with SNS platforms. After I returned to Korea, I tell my students about Mongolia and they are very intrigued by my stories. Sometimes, they wait more for my storytime of Mongolia rather than learning from me through class sessions. I often tell them to visit overseas countries as much as possible and to expand their horizons. I tell them there is a huge world in front of you and how there is so much to see and especially, to taste.

PARK Hyekyung

The most memorable thing I did after returning to Korea is to put together a memoir along with 2 other exchange teachers. We created a booklet, 'Knock Knock Lizard, here I come.' Of course, It is not something very significant, but I would use this in my class and share episodes with them. One of my students told me that he wants to read this and submitted a book report on this booklet as well. I was very touched by that. I started graduate studies on Global Citizenship Education which is also based on my experience of the Teacher Exchange Programme.

KIM Sunyoung

In 2018, I returned to Korea from Cambodia. The next year, I had an opportunity to share my experiences with Korean and Cambodian teachers taking part in the Teacher Exchange Programme. I shared many tips with the Korean teachers who are going to Cambodia. To Cambodian teachers coming to Korea, I introduced school life in Korea and the Korean culture. Most of all, I encouraged them to stay healthy and enjoy their time here in Korea.

In 2019, I was in charge of the English subject for the sixth graders. During the class, I introduced the Cambodian school life. It was a class for understanding the culture. Especially, as you can see in the photos, we played a board game called a 'Global Citizenship Education Changers.' We studied international trade and cooperation through this game. Small action can make a huge difference in education and now I can take an action for making these positive changes after my experience in Cambodia.

KIM Horin(Zoom)

After having participated in the Programme in 2013, I visited back to the school in the Philippines with some teachers from Gangwon province in 2015. We did some volunteer work, activities with the students and then we came back. What was more meaningful is that I visited the school in the Philippines with my fifth and sixth grade students in 2018. Externally, the reason for the visit was to develop a global mindset for the students and to learn English. Of course, these are good goals, but even if we do not express it in words, we were able to develop deeper relationship with the students and teachers over 3 days and that was a very moving and valuable experience for us. After that experience, we have continued to carry on the exchange and cooperation with the co-teachers in the Philippines.

Question 7

Thank you very much. As Mr. KIM Horin just mentioned, even after the Programme ends, many schools establish a sister-school relationship and the exchange is expanded from the teacher exchange to the student and school exchange. The Programme does not end as a single event, but it continues to have a positive ripple effect through this effort from the exchange teachers. I am sure that teachers who are watching online are also doing their own best to increase the effect of the global education.

It has been a long time since you came back from the Programme, but I am sure you still remember the excitement of the first day as well as the sadness you felt when you had to say goodbye on the last day. I would like to ask you to share about those memories. Ms. KIM Okju, please?

KIM Okju

What comes to my mind first is that on the first day and the last day I was wearing different clothes. As you can see in this photo, the Doan Thi Diem Elementary school in Hanoi, there are about 2,000 students, which is a huge school. I was looking down from faculty room and I was really nervous. Because I was about to meet the students on the first day at the school. I was up on the stage and I wanted to give the impression that I am a teacher from Korea, so I wore this Hanbok. But on the last day, when I was saying goodbye, I wore the traditional Vietnamese clothing, Ao Dai. I was really sad and cried because we had to say goodbye. Looking back what changed between the first day and the last day was not the clothing but my mindset. On the first day when I met the students, I met them as a foreign teacher, but on the last day, I was thinking that I became a Vietnamese teacher, and I was saying goodbye to my students. It felt like I was saying goodbye to my students during graduation. I think that was very memorable for me.

KIM Hyeran

On the first day, what I remember is that I wanted to greet the students in Thai language. So, on the day before, I practiced self-introduction in Thai very hard. I checked if my intonation is correct and I recorded my voice. I sent that recording to my Thai teacher to check whether it is accurate. I remember I was nervous to wait for meeting students. But fortunately, after I spent time in the school, the students and the teachers were welcoming me with an open heart, so I could adapt, and time flew by very quickly. The last day arrived, and I became sad. I hugged every student as I was saying goodbyes, and for the next few days after the farewell, I was very depressed. Because on the first day, we were strangers, but on the last day, we had become one. That was the most significant change.

Question 8

The semester seems to be sometimes a very short time and sometimes a very long time. As the programme officials of APCEIU, we also become tearful watching the teachers and students to say goodbye on the last day. If you could turn back the clock and go back to the day before you go dispatch, I believe there must be something that you would like to tell yourself. Is there something you forgot to take with you or would want to tell yourself one day before leaving for the Programme. Ms. PARK Hyekyung, please?

PARK Hyekyung

If I were going to leave tomorrow, then I would tell myself that I am so envious of you. It was one of the happiest experiences that I have had in my life. This may sound nagging, but I would say that rather than thinking that I would do so something for them, I should think that I would learn from them. Before leaving, I was thinking that I should be doing something for my fellow teachers and students at the host school, but after I arrived, I realized that I should be learning more and what I learned from them remains until today, and so that is what I want to tell myself.

As for what I should have prepared better is to learn more about K-pop. Honestly, I am not well-versed with regards to K-pop. The students were very interested in K-pop, so they would be disappointed if their K-teachers know nothing about it. If Korean teachers who will be dispatched wish to have a concrete bonding with these students, they must know about K-pop.

SA Mikyung

Before leaving Korea, I was very busy with work. But the one thing that I told myself is to make sure to make friends and get to know more people. Let's make friends with as ordinary and various Indonesians as possible. The photo that you see here is me attending the wedding of an Indonesian teacher's sibling. The next photo shows my new Indonesian uncle, aunt, and cousin. The next photo is of my student, whom I want to call my Indonesian nephew. These two teachers became my friend. The left one is Maria. She came to Korea in 2018, so I was pleased to see her here in Korea. The Teacher Exchange Programme gives you such fun memories. All of this has become a massive part of me. One regret I do have is that I should have studied the Indonesian language more. I would have been able to communicate better with the people I met there. But I did have a conversation for a full hour with a dress shop owner in Indonesia. We could not speak each other's language, but we were both mothers, and of similar age, so the conversation was made possible. That was a wonderful experience in Indonesia.

Question 9

We are now coming to the end of today's LIVE Talk. Some people have already participated in the Teacher Exchange Programme from 2012 to 2019. Still, for those teachers who are thinking and considering taking part in the future, we asked teachers to write what they want to say in five words to the future participants. Starting from Ms. KIM Sun Young.

KIM Sunyoung-LEE Joonbong-KIM Okju-PARK Hyekyung

(KIM Sunyoung) So I am doing some voice acting Pengsoo here. "No need to worry, just do it." Are you considering joining the Teacher Exchange Programme? Just go for it. It will turn out to be the most valuable experience of your entire teaching career.

(LEE Joonbong) The five letters I prepared is "rediscovering yourself." When you are in familiar environments in Korea, you feel like you are always at the center of your daily life. However, When you decide to participate in the Programme and become a school teacher in the host country, your identity shifts to being a perfect stranger, allowing you to view yourself from a distance.

(KIM Okju) I am sure that everybody here had so many concerns before leaving Korea, and I was the same. I was worried about the weather, the food, and linguistic barriers, and I am sure all of you share these concerns. What I want to tell you is "just let go of your worries." Just let it go. Because exhilarating experience is waiting for you in the overseas country, not to be afraid, take courage, and apply right away.

(PARK Hyekyung) I prepared three sets of five letters in Korean. "Do not hesitate. Hesitating is only time-consuming. Just go for it."

Video Letter

Thank you very much. I hope the teachers' messages were powerful enough to help your decision to join the Teacher Exchange Programme.

I am sure that these messages were loud and clear. As you are probably aware, we are also interpreting today's LIVE Talk in English, so the teachers and students in the country you dispatched may join us this very moment. We want to give you a chance to send them a video message. Because we have some time left over, I would like to provide the first opportunity to Mr. LEE Joonbong and then move on to other teachers.

LEE Joonbong-SA Mikyung-KIM Okju

(LEE Joonbong) My beloved students at Bolovsrol Complex School, my dear teacher, are you watching this? Is everyone doing well? It has been over a year since I left Mongolia. Ever since day one of at Bolovsrol Complex School, all of the teachers and students have been so kind and considerate towards me, and I would like to take this chance to thank you all once again. Thank you very much. I am sure that the weather has turned freezing in Mongolia. Be careful not to catch a cold. Last year, I was not able to participate in the graduation ceremony. I am curious whether those students who entered college and universities are doing well. Please contact me via Facebook. Remember, I said "See you later" rather than "Good-bye"? That means I sincerely want to meet you and say hello once again. Time is flying, which means that the date we met is coming. I look forward to the day we meet again. I wish you stay healthy and happy. Thank you very much. I love you.

(SA Mikyung) Teacher Yoon, teacher Nunique, teacher Risky and teacher Lee, and my beloved students and colleagues. Thank you for receiving me as a teacher Lazuardi Global Islamic School Cinere. I have fun memories of my spent there. I wish you all very good health. During the past two years, we have maintained contact, and I hope next year we will be able to meet each other again face to face.

(KIM Okju) Annyeong! Hello, my students! When I was there, you were in the first and second grade, but that was five years ago, so you are probably in middle school right now. Do you remember Teacher Kim from Korea? Every time I miss you, I look at photos and videos to remember our experience back then. Although I cannot go to Hanoi right away, I am always thinking about you whenever I see the Vietnamese flag on the streets or see a Vietnamese restaurant, or when I hear saying about Vietnam on television. I wish you good health and a very bright future. I am cheering you on from afar, and I am sure that we will be able to meet again soon. Thank you and see you soon.

LIVE Talk Closing

So looking out to this video message, I am sure your students are delighted to see you again. During the past nine years, many teachers have taken part in the Teacher Exchange Programme. I send support to the global teachers who are working hard in their everyday educational activities and efforts. Last but not least, our program is called Asia-Pacific Teacher Exchange for Global Education (APTE), and a teacher came up with a five-line poem based on the name of our Programme. I would like to finish today's LIVE Talk by reading this poem. Teacher Ms. KIM Sunyoung, please.

KIM Sunyoung Poem

Five line poem:

If I were to turn back the hands of time,

I would open the door and confidently start all over.

Though the time spent may not have been extravagant.

It was a time of much beauty, warmth, and learning.

I recommend the Teacher Exchange Programme for every single person.

Brought to you from the studio, LIVE Talk, and we have many more sessions to follow, so please stay tuned. Thank you very much.



Online Exhibition I

• 2020 SSAEM Challenge Hall

- **Exhibition Composition** : Online Exhibition of 2020 SSAEM Multimedia, Photos and Letters.

- **Exhibition Method** : Uploading materials after the selection of 1st, 2nd, 3rd Place Winners and other participants.

- Exhibition List

1st Place Winner

No.	Name	Host Country	Host School	Host Year
1	Barredo Kristine Joan Del Agua	the Philippines	The Attached Elementary School of Gwangju National University of Education	2019
2	Kem Malys Krang (three other people)	Cambodia	Suncheon Hyocheon High School	
3	Villacorte Jejomar Gamalo	the Philippines	Bukdong Middle School	
4	Diana Alui Daniel	Malaysia	Daedong Middle School	
5	Zulueta Ma. Eirish Santos	the Philippines	Baengnok Elementary School	2017

2nd Place Winner

No.	Name	Host Country	Host School	Host Year
1	Alambra Shirley Edio	the Philippines	Ganam Elementary School	2016
2	Bustos Princess Catherine	the Philippines	Byounggok Elementary School	2019
3	Lusiana Dian Retnowati	Indonesia	Inhang High School	2019
4	Magdalena Batubara	Indonesia	Yangseong Elementary School	2014
5	Norsheila Binti Julmohamad	Malaysia	Garim High School	2019
6	Osorio Danilo Gervacio	the Philippines	Namwon Noam Elementary School	2015
7	Ranti Mustika Karniyati	Indonesia	Bongilcheon High School	2014
8	Sadinas Noel Villa. Nueva	the Philippines	Seochang Elementary School	2019
9	Suciati Poro	Indonesia	Dongju Elementary School	2019
10	Syamsul Azhan Bin M Raymi	Malaysia	Incheon Yangchon Middle School	2016
11	YOO Kyungsoo	the Philippines	N. Yabut Elementary School	2015

3rd Place Winner

No.	Name	Host Country	Host School	Host Year
1	Demberel Urantogos (two others)	Mongolia	Areum Elementary School	2019
2	Do Thi Ngan	Vietnam	Daejeon Hwajeong Elementary School	2016
3	Fitra Murni Agus Ramayulis	Indonesia	Seoul Technical High School	2019
4	Guba Julyn Aquino	the Philippines	Daegu Bibong Elementary School	2015
5	Hadi Sukoco Sumarya	Indonesia	Jochiwon Girls' Middle School	2018
6	Ibabao Chandler Bumatay	the Philippines	Daejeon Jeonmin Elementary School	2019
7	Ike Fitri Wardani	Indonesia	Wolpyeong Elementary School	2019
8	Kamonrat Chimpali	Thailand	Yongin Kangnam School	2019
9	Khairunnisaa Binti Mohamad	Malaysia	Incheon Yangchon Middle School	2019
10	Kunna Patcharin	Thailand	Geumjang Elementary School	2019
11	Michelle Lim Chia Wun	Malaysia	Ojeon Elementary School	2018
12	Reyes Jenepil Balo	the Philippines	Bunpo High School	2019
13	Rochmani Dwiastuty	Indonesia	Okhyeon Elementary School	2014
14	Rosdiana Rawung Arnold	Indonesia	Incheon Daegun High School	2018
15	Sankhamnark Wiwat	Thailand	Seoul Technical High School	2016
16	Santos Melandro De Los Reyes	the Philippines	Jeongeup-Suseong Elementary School	2016
17	Sari Ayu Mahgdalena Purba	Indonesia	Dongju Elementary School	2019
18	Sry Mulya Kurniati	Indonesia	Seoul Technical High School	2019
19	Vinny Sutriani Raranta	Indonesia	Incheon Daegun High School	2018
20	Yunis Eka Putra	Indonesia	Bucheon Buheung Middle School	2019
21	KWON Hyewon	Indonesia	SMA Plus Negeri 17 Palembang	2019
22	SHIN Hyesun	Malaysia	SK(P) Methodist 1 Brickfields	2016
23	OH Kwangrae	the Philippines	Meycauayan National High School	2013
24	YOU Hyeongrim	the Philippines	Oranbo Elementary School	2019
25	LEE Dongtak	Vietnam	Bui Thi Xuan High School	2019

26	LEE Jeonghun (and one more person)	Indonesia	SMP Xaverius Maria Palembang	2019
27	LEE Jiwon	Vietnam	Nguyễn Bình Khiêm Primary School	2015
28	HUR Sooyeon	Thailand	Khlong Krathum Rat Uthit School	2019
29	HONG Hosun	Vietnam	Nguyễn Bình Khiêm Primary School	2017

Other Participants

No.	Name	Host Country	Host School	Host Year
1	Donrov Oyumaa	Mongolia	Manseok Elementary School	2019
2	Dulay Mary Ann Grace Bragasin	the Philippines	Dasom High School of Korea Polytechnic	2019
3	Mohd Azmanuddin Bin Azman	Malaysia	Sahwa Elementary School	2019
4	Namjildorj Khongorzul	Mongolia	Namyang Elementary School	2018
5	Nong Thi Bich	Vietnam	Imgo Elementary School	2019
6	Reni Nilawati Dewi	Indonesia	Tanhyon Middle School	2016
7	Sulistyawati	Indonesia	Yulcheon High School	2018
8	CHOI Honggil	Vietnam	Nguyễn Du Secondary School	2016



Please watch our video clips.

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OVERVIEW
OPENING·CLOSING
PRESENTATION
EXHIBITION
ACTIVITY
NOTICE

APCEIU Hall
APTE Hall
Educational Activities
2020 SSAEM Challenge Hall

Multimedia
Photo
Letters

SSAEM 2020 Online SSAEM 컨퍼런스 대표영상
시간 설정
공유

Guba Julyn Aquino
2019, Philippines

I was able to see cultural perspectives with a clearer vision
저는 더 명확한 시각의 문화적 관점을 형성하게 되었습니다

2020 Online SSAEM Conference Main Video

1st Place Winners



Barredo Kristine Joan Del ...
Tunasan Elementary School
Host Country the Philippines
Host School The Attached Ele...
Year 2019



Kem Malyskrang et al.
Vathanak Chhung Leap High S...
Host Country Cambodia
Host School Suncheon Hyoch...
Year 2019



Villacorte Jejomar Gamalo
Lorenzo Daa Memorial School
Host Country the Philippines
Host School Bukdong Middle ...
Year 2019

1st Place Winners of Multimedia Section

2nd Place Winners



Lusiana Dian Retnowati 
 SMP Xaverius Maria Palembang
Host Country Indonesia
Host School Inhang High Sch...
Year 2019



Magdalena Batubara 
 SD Strada Wiyatasana Jakarta
Host Country Indonesia
Host School Yangseong Elem...
Year 2014



Osorio Danilo Gervacio 
 Kasarinlan Elementary School
Host Country the Philippines
Host School Namwon Noam ...
Year 2015



Ranti Mustika Karniyati 
 SMAN 2 Cibinong
Host Country Indonesia
Host School Bongilcheon Hig...
Year 2014



Sadas Noel Villa. Nueva 
 Kongkong Elementary School
Host Country the Philippines
Host School Seochang Eleme...
Year 2019



Suciati Poro 
 SDN Percobaan Padang
Host Country Indonesia
Host School Dongju Element...
Year 2019



Syamsul Azhan Bin M Raymi 
 Kolej Vokasional Kuala Selangor
Host Country Malaysia
Host School Incheon Yangch...
Year 2016



YOO Kyungsoo 
 Hoam Elementary School
Host Country the Philippines
Host School N. Yabut Elemen...
Year 2015

2nd Place Winners of
 Multimedia Section

3rd Place Winners



Do Thi Ngan
Thang Long Secondary school
Host Country Vietnam
Host School Hwajeong Eleme...
Year 2016



Fitra Murni Agus Ramayulis
SMAN 3 Padang Panjang
Host Country Indonesia
Host School Seoul Technical ...
Year 2019



Guba Julyn Aquino
Longos Elementary School
Host Country the Philippines
Host School Daegu Bibong El...
Year 2015



Hadi Sukoco Sumarya
Al-Hamidiyah School
Host Country Indonesia
Host School Jochiwon Girls' ...
Year 2018



Ibbao Chandler Bumatay
Alem Elementary School
Host Country the Philippines
Host School Daejeon Jeonmi...
Year 2019



Ike Fitri Wardani
SMAN 1 Timpeh
Host Country Indonesia
Host School Wolpyeong Elem...
Year 2019



Kamornrat Chimpali
Thanonhak Pittayakhom School
Host Country Thailand
Host School Yongin Kangnam...
Year 2019



Khairunnisaa Binti Moham...
SMK Guntong
Host Country Malaysia
Host School Incheon Yangch...
Year 2019



Michelle Lim Chia Wun
Chung Hua Musi Chinese Prim...
Host Country Malaysia
Host School Ojeon Elementar...
Year 2018



Rosdiana Rawung Arnold
Mutiar Baru Vocational High ...
Host Country Indonesia
Host School Incheon Daegun ...
Year 2018



Sankhamnark Wiwat
Sappha Witthayakhom School
Host Country Thailand
Host School Seoul Technical ...
Year 2016



Sari Ayu Mahgdalena Purba
SD Swasta Batari
Host Country Indonesia
Host School Dongju Element...
Year 2019

3rd Place Winners of Multimedia Section



My name is Vinny Sutriani Raranta. I am an Exchange Teacher from Indonesia in 2018.

Vinny Sutriani Raranta
Citra Kasih Senior High School, ...

Host Country Indonesia
Host School Incheon Daegu ...
Year 2018



OH Kwangrae
Hamyang Middle School

Host Country the Philippines
Host School Meycauayan Nat...
Year 2013



YOU Hyeongrim
Jinyeong Daechang Elementar...

Host Country the Philippines
Host School Oranbo Element...
Year 2019



LEE Dongtak
Jinyeong Daechang Elementar...

Host Country Bui Thi Xuan Hig...
Host School 2019
Year 2019



LEE Jeonghun et al.
Kumsan Elementary School

Host Country Indonesia
Host School SMP Xaverius M...
Year 2019



LEE Jiwon
Eoryong Elementary School

Host Country Vietnam
Host School Nguyễn Binh Khi...
Year 2015



HONG Hosun
Saeseogwi Elementary School

Host Country Vietnam
Host School Nguyễn Binh Khi...
Year 2017

3rd Place Winners of Multimedia Section

1st Place Winners



Kem Malys Krang et al.
Vathanak Chhung Leap High S...
Host Country Cambodia
Host School Suncheon Hyoch...
Year 2019



Villacorte Jejomar Gamalo
Lorenzo Daa Memorial School
Host Country the Philippines
Host School Bukdong Middle ...
Year 2019

2nd Place Winners



Lusiana Dian Retnowati
SMP Xaverius Maria Palembang
Host Country Indonesia
Host School Inhang High Sch...
Year 2019



Magdalena Batubara
SD Strada Wiyatasana Jakarta
Host Country Indonesia
Host School Yangseong Elem...
Year 2014



Osorio Danilo Gervacio
Kasarinlan Elementary School
Host Country the Philippines
Host School Namwon Noam ...
Year 2015



Ranti Mustika Karniyati
SMAN 2 Cibinong
Host Country Indonesia
Host School Bongilcheon Hig...
Year 2014



Sadinas Noel Villa. Nueva
Kongkong Elementary School
Host Country the Philippines
Host School Seochang Eleme...
Year 2019



Suciati Poro
SDN Percobaan Padang
Host Country Indonesia
Host School Dongju Element...
Year 2019



YOO Kyungsoo
Hoam Elementary School
Host Country the Philippines
Host School N. Yabut Elemen...
Year 2015

1st and 2nd Place Winners of Photo Section

3rd Place Winners



Demberel Urantogos et al.
New Development Secondary ...
Host Country Mongolia
Host School Aream Elementa...
Year 2019



Do Thi Ngan
Thang Long Secondary school
Host Country Vietnam
Host School Daejeon Hwajeo...
Year 2016



Guba Julyn Aquino
Longos Elementary School
Host Country the Philippines
Host School Daegu Bibong El...
Year 2015



Hadi Sukoco Sumarya
Al-Hamidiyah School
Host Country Indonesia
Host School Jochiwon Girls' ...
Year 2018



Ibabao Chandler Bumatay
Alem Elementary School
Host Country the Philippines
Host School Daejeon Jeonmi...
Year 2019



Kamonrat Chimphali
Thanonhak Pittayakhom School
Host Country Thailand
Host School Yongin Kangnam...
Year 2019



Michelle Lim Chia Wun
Chung Hua Musi Chinese Prim...
Host Country Malaysia
Host School Ojeon Elementar...
Year 2018



Sari Ayu Mahgdalena Purba
SD Swasta Batari
Host Country Indonesia
Host School Dongju Element...
Year 2019



Sry Mulya Kurniati
SMKN 6 Palembang
Host Country Indonesia
Host School Seoul Technical ...
Year 2019



SHIN Hyesun
Bora Elementary School
Host Country Malaysia
Host School SK(P) Methodist ...
Year 2016



LEE Dongtak
Jinyeong Daechang Elementar...
Host Country Vietnam
Host School Bui Thi Xuan Hig...
Year 2019



LEE Jiwon
Eoryong Elementary School
Host Country Vietnam
Host School Nguyễn Binh Khi...
Year 2015

3rd Place Winners of Photo Section

1st Place Winners

From
Diana Alui Daniel
SMK Taman Perumahan Bedaun
Country Malaysia
School Daedong Middle ...
Year 2019

To
Principal(Kwon Youngdae--

From
Kem Malys Krang et al.
Vathanak Chhung Leap High S...
Country Cambodia
School Suncheon Hyoch...
Year 2019

To
Fellow Teacher and Stude--

From
Zulueta Ma, Eirish Santos
Las Piñas National High School
Country the Philippines
School Baengnok Eleme--
Year 2017

To
Principal, Fellow Teachers --

2nd Place Winners

From
Alambra Shirley Edio
West Fairview Elementary Sch...
Country the Philippines
School Ganam Element--
Year 2016

To
Mentor Teacher(Jang Ahr--

From
Bustos Princess Catherine
Muñoz National High School
Country the Philippines
School Byounggok Elem--
Year 2019

To
Fellow Teacher(Choi Jung--

From
Magdalena Batubara
SD Strada Wyatasana Jakarta
Country Indonesia
School Yangseong Elem--
Year 2014

To
Fellow Teachers(Ms. Ojin)--

From
Norsheila Binti Julmohamad
SMK Balung
Country Malaysia
School Garim High School
Year 2019

To
Fellow Teacher(Min Saeol--

From
Ranti Mustika Karniyati
SMAN 2 Cibinong
Country Indonesia
School Bongilcheon Hig...
Year 2014

To
Fellow Teacher(Chang Ho--

From
Sadinias Noel Villa, Nueva
Kongkong Elementary School
Country the Philippines
School Seochang Eleme--
Year 2019

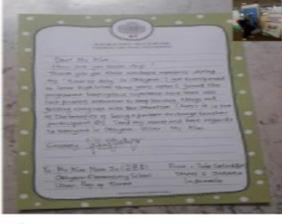
To
Teacher(Lee Cheolhyeok, --

From
Syamsul Azhan Bin M Raymi
Kolej Vokasional Kuala Selangor
Country Malaysia
School Incheon Yangch...
Year 2016

To
Principal(JANG), Mentor T--

1st and 2nd Place Winners of Letters Section

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From
 Rochmani Dwiastuty
 SMAN 6 Jakarta
 Country Indonesia
 School Okhyeon Elemen...
 Year 2014

To
 Teacher (Kim Moonju)



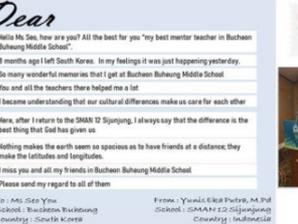
From
 Rosdiana Rawung Arnold
 Mutiara Baru Vocational High ...
 Country Indonesia
 School Incheon Daegun ...
 Year 2018

To
 Teacher (Lee Jeongae) an...



From
 Santos Melandro De Los R...
 Tondo High School
 Country the Philippines
 School Jeongeup-Suseo...
 Year 2016

To
 Vice Principal (Lee Kyungo)...



From
 Yunis Eka Putra
 SMAN 12 Sijunjung
 Country Indonesia
 School Bucheon Buheun...
 Year 2019

To
 Fellow Teacher (Seo Youn...)



From
 KWON Hyeywon
 Sasang High School
 Country Indonesia
 School SMA Plus Negeri ...
 Year 2019

To
 Titi, Rina, and all the teach...



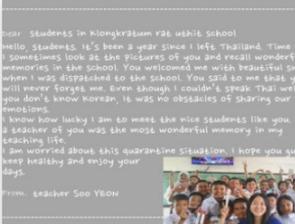
From
 SHIN Hyesun
 Bora Elementary School
 Country Malaysia
 School SK(P) Methodist ...
 Year 2016

To
 Dearest Malaysians and T...



From
 OH Kwangrae
 Hamyang Middle School
 Country the Philippines
 School Meycauayan Nat...
 Year 2013

To
 Fellow Teachers and Stud...

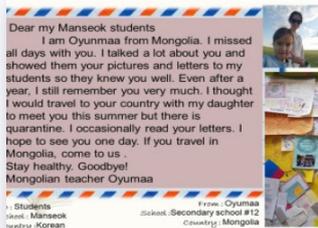


From
 HUR Sooyeon
 Incheon Juannam Elementary ...
 Country Thailand
 School Khlong Krathum ...
 Year 2019

To
 Students

3rd Place Winners of Letters Section

Other Participants



From

Donrov Oyumaa

Secondary School #12

Country Mongolia

School Manseok Elemen...

Year 2019

To

Teachers and Students



From

Dulay Mary Ann Grace Bra...

Manoag National High School

Country the Philippines

School Dasom High Sch...

Year 2019

To

Principal (Yoo Giok)



From

Mohd Azmanuddin Bin Az...

Sk Putrajaya Presint 14(1)

Country Malaysia

School Sahwa Elementa...

Year 2019

To

Fellow Teacher (Song Jimi...)



From

Namjildorj Khongorzul

Naran Soum School

Country Mongolia

School Namyang Eleme...

Year 2018

To

School Authorities, Teache...



From

Nong Thi Bich

Nguyen Hue High School

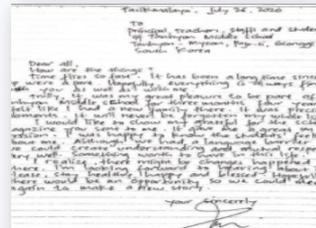
Country Vietnam

School Imgo Elementary...

Year 2019

To

Fellow Teacher (Kim Jiyeon)



From

Reni Nilawati Dewi

SMA Negeri 26 Bandung

Country Indonesia

School Tanhyong Middle ...

Year 2016

To

Principal, Fellow Teachers ...



From

Sulistyawati

SMK Negeri 2 Semarang

Country Indonesia

School Yulcheon High S...

Year 2018

To

Fellow Teacher (Sa Mikyon...)



From

CHOI Honggil

Sunjung High School

Country Vietnam

School Nguyễn Du Seco...

Year 2016

To

Student

Other Participants of Letters Section

• Educational Activities

- **Exhibition Composition** : Exhibition of Korean and overseas teachers' educational activities.

- **Exhibition Method** : Uploading multimedia and posters & reports by '12-'19 Teacher Exchange Programme participants

- Exhibition List

Multimedia

No.	Name	Host Country	Host School	Host Year
1	Baatasuren Dulamsuren	Mongolia	Borim Elementary School	2018
	Mongolian-Korean Exchange Teacher Programme			
2	Nanthaporn Keawharn	Thailand	Incheon Haewon Middle School	2019
	Hold Together for Better Future (SDGs)			
3	Santo Mugi Prayitno	Indonesia	Okcheon Elementary School	2018
	Building Discipline and Togetherness Through "Seni Pandalangan And Wayang Kulit"			
4	KANG Dahyun	Cambodia	Hun Sen Bun Rany Wat Phnmom	2019
	Do Dream			
5	KIM Nayeon	Malaysia	SK Taman Bukit Maluri Kepong	2016
	Maluri, fall in love with Korea			
6	SHIN Heawon	the Philippines	Mandaluyong HS	2016
	The Language I Want to Share with You			
7	YUN Hyonsoon	Vietnam	Cầu Giấy High school	2017
	I Love Career Class^^			
8	LEE Yukyoung	Thailand	Hat Amara Aksornluk Witthaya	2019
	The high school life in Thailand			
9	JUNG Chanyoung	Indonesia	SMA Bina Insani Bogor	2016
	Meeting and Harmony of Korea and Indonesia Culture			
10	CHOI Sukho	Mongolia	School #4	2018
	Let's Go Together			

Posters & Reports

No.	Name	Host Country	Host School	Host Year
1	Bun Phallin	Cambodia	Haewon Elementary School	2019
	The Beauty of Our Nature and How We Can Protect It			
2	Hadi Sukoco Sumarya	Indonesia	Jochiwon Girls' Middle School	2018
	The Magic of Phenolphthalein 1% as an Acid-Base Indicator in the Process of Making Indonesia Batik Pattern			
3	Jeerasak Srijankaew	Thailand	Hongcheon Middle School	2017
	Hongcheon Middle School Environmental Awareness Student Survey 2017			
4	Josefino A. Mendoza II	the Philippines	Jeongeup Suseong Elementary School	2016
	Metamorphosis			
5	Nguyen Thi Hong Que	Vietnam	Chilseo Elementary School	2019
	Creating a Healthy Environment for Children in the World of Digital Technology			
6	Phey Suk Ling	Malaysia	Garim High School	2019
	The Future City			
7	MA Yumi	the Philippines	Ilaya Barangka Integrated School	2019
	The Future City			
8	YUN Hyonsoon	Vietnam	Cầu Giấy High school	2017
	The Importance of Career Education for My Future			
9	LEE Myungja	Thailand	Wat Phiphit Prasat Sunthon	2019
	My Class on Housing Life at Wat Phiphit Prasat Sunthon			
10	JUNG Sooyeon	Malaysia	Bandar Uda 2 Primary School	2019
	Enjoying Multicultural Education with Regular Subject Classes			
11	JUNG Taeho	Mongolia	School #18	2019
	Fun Fun NIE with Golden Bell Game			
12	CHOI Nanju	Vietnam	Cầu Giấy Middle School	2017
	Korean Language Class for Cau Giay Middle School			
13	CHOI Hyojin	Cambodia	Hun Neang East Beung Trabek	2019
	Korean Teacher's Manual of Cambodia			

Educational Activities

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2020 SSAEM Challenge Hall

Multimedia
Posters & Reports

Korea-Mongolia Teach...
Baatasuren Dulamsuren
Gun Galuutai School

Host Country Mongolia
Host School Borim Elementar...
Year 2018

Hold Together for Bette...
Nanthaporn Keawharn
Khlongkrathum Rat-U-Thit Sc...

Host Country Thailand
Host School Incheon Haewon...
Year 2019

Building Discipline and ...
Santo Mugi Prayitno
Karanganyar School

Host Country Indonesia
Host School Okcheon Elemen...
Year 2018

Do Dream
KANG Dahyun
Daejeon Dunsan Girls' High Sc...

Host Country Cambodia
Host School Hun Sen Bun Ra...
Year 2019

Maluri, fall in love with ...
KIM Nayeon
Seoul Kyesang Elementary Sch...

Host Country Malaysia
Host School SK Taman Bukit ...
Year 2016

The Language I Want to ...
SHIN Heawon
Suil High School

Host Country the Philippines
Host School Mandaluyong Hi...
Year 2016

I Love Career Class...
YUN Hyonsoon
Haenam Technical High School

Host Country Vietnam
Host School Cau Giay High Sc...
Year 2017

The High School Life in ...
LEE Yukyoung
Jeonju Girls' High School

Host Country Thailand
Host School Hat Amara Aksor...
Year 2019

Meeting and Harmony ...
JUNG Chanyoung
Yeongdeungpo Girls' High Sch...

Host Country Indonesia
Host School SMA Bina Insani ...
Year 2016

Let's Go Together
CHOI Sukho
Anseong Yangjin Middle School

Host Country Mongolia
Host School School #4
Year 2018

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Multimedia Section

Educational Activities



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Posters & Reports



The Beauty of Our Nature--
Bun Phallin
Ox Lork High School
Host Country Cambodia
Host School Haewon Element--
Year 2019



The Magic of Phenolpt--
Hadi Sukoco Sumarya
Al Zahra Indonesia Junior High --
Host Country Indonesia
Host School Jochiwon Girls' --
Year 2018



Hongcheon Middle Sch--
Jeerasak Srijankaeew
Thanyaburi School
Host Country Thailand
Host School Hongcheon Midd--
Year 2017



Metamorphosis
Josefino A. Mendoza II
Rosauo Almarino Elementary S--
Host Country the Philippines
Host School Jeongeup Susen--
Year 2016



Creating a Healthy Envi--
Nguyen Thi Hong Que
Hoe Lu Junior High School
Host Country Vietnam
Host School Chilseo Element--
Year 2019



The Future City
Phey Suk Ling
SMK Seri Pastambun
Host Country Malaysia
Host School Garim High School
Year 2019



Teaching Strategies in t--
MA Yumi
Yuan Elementary School
Host Country the Philippines
Host School Ilaya Barangka In--
Year 2019



The Importance of Care--
YUN Hyonsoon
Haenam Technical High School
Host Country Vietnam
Host School Cau Giay High Sc--
Year 2017



My Class on Housing Lif--
LEE Myungja
Seoul Baekseok Elementary Sc--
Host Country Thailand
Host School Wat Phiphit Pras--
Year 2019



Enjoying Multicultural E--
JUNG Sooyeon
Seoul Gwanhee Elementary S--
Host Country Malaysia
Host School Bandar Uda 2 Pri--
Year 2019



Fun Fun NIE with Golde--
JUNG Taeho
Wanju High School
Host Country Mongolia
Host School School #18
Year 2019



Korean Language Class --
CHOI Nanju
Dongdaejon Middle School
Host Country Vietnam
Host School Cau Giay High Sc--
Year 2017



Korean Teacher's Manu--
CHOI Hyojin
Daegu Dongshin Elementary S--
Host Country Malaysia
Host School Hun Neang Beou--
Year 2019

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Posters & Reports Section

Online Exhibition II

• APTE Hall

-Exhibition Composition : Multimedia and Publications of APTE

-Exhibition List

No.	Category	Title
1	Multimedia	Asia-Pacific Teacher Exchange for Global Education (2017/documentary)
2		120 Days in Cambodia (2019/documentary)
3		Asia-Pacific Teacher Exchange for Global Education (2017/video clip)
4		2020 Developing Online Educational Materials Project: Let's Save the Sea Turtle! (video clip/Khairunnisaa Binti Mohamad, 2019 Alumni)
5		2019 SSAEM Sketch
6		2018 SSAEM Highlight
7		2017 SSAEM Highlight
8	Publications	Asia-Pacific Teacher Exchange for Global Education Brochure (2020)
9		[Letters from Korea Series 1] Children in the Land of Rainbow
10		[Letters from Korea Series 2] From Korea, with love
11		[Letters from Korea Series 3] Colorful Korea
12		[Letters from Korea Series 4] Sawasdee Korea
13		[Letters from Korea Series 5] Journey to the Heart of Peace

• APTE Hall



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Sharing Stories of Asia-Pacific Education Exchanges

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Go to NEST



Asia-Pacific Teacher Exchan...



120 Days in Cambodia (2019...



Asia-Pacific Teacher Exchan...



2020 Developing Online Educ...



2019 SSAEM Sketch



2018 SSAEM Highlight



2017 SSAEM Highlight



120 Days in Cambodia (2019...



100 Days in Mongolia (2016/...

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Ministry of Education



APCEIU

• APCEIU Hall

- Exhibition Composition : Multimedia and Publications of APCEIU

- Exhibition List

No.	Category	Title
1	Multimedia	Global Citizen Campus (Board Game) Teaser
2		Changers (Board Game) Tutorial
3		APCEIU's 20th Anniversary Video
4		GCED Lead Teachers Programme
5		GCED 101: Introduction to GCED
6		GCED Online Campus
7		Pre-Conference Webinar for the 5th IconGCED
8		GCED Clearinghouse
9	Publications	Global Citizenship Education: Topics and Learning Objectives
10		Global Citizenship Education: A Guide for Trainers
11		Activating Partnerships for Global Citizenship Education
12		Telling Tales from Southeast Asia and Korea: Teacher's Guide
13		Final Reports: Regional GCED Network Meetings (2017-2018)
14		Photos from the 2006-2019 EIU Photo Class

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Global Citizen Campus (Board Game) Tut...



Changers (Board Game) Tut...



APCEIU's 20th Anniversary Vi...



GCED Lead Teachers Progra...



GCED 101: Introduction to GC...



GCED Online Campus



Pre-Conference Webinar for ...



GCED Clearinghouse

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[Go to GCED Clearinghouse](#)



Global Citizenship E...



Global Citizenship E...



Activating Partners...



Telling Tales from S...



Journey to Peace

Online Events

• Photo Book

- **Date** : November 24. Tue - 30. Mon 2020

- **Eligibility** : Exchange teachers participating in the Asia-Pacific Teacher Exchange for Global Education (APTE) for 2012~2019
- Host schools participating in the APTE for 2012~2019

Name	Organization	Host Country	Year
KIM Okju	Sokcho Elementary School	Vietnam	2016
PARK Hyekyung	Korea Research Institute for Vocational Education & Training	Malaysia	2014
PARK Jihye	Geumjang Elementary School	Cambodia	2019
SEO Jeongrae	Incheon Dowha Elementary School	Vietnam	2015
SHIN Hyesun	Bora Elementary School	Malaysia	2016
KIM Jeonghyeon	Gangwon Myeongjin School for the Blind	Vietnam	2018
YOO Kyungsoo	Hoam Elementary School	the Philippines	2015
KIM Changha	Satri Samut Prakan	Thailand	2016
Michelle Lim Chia Wun	2018 Korea-Malaysia Teacher Exchange Programme Alumni	Malaysia	2018
Nur Fazilah Othman	2019 Korea-Malaysia Teacher Exchange Programme Alumni	Malaysia	2019
Mohd Zaki Ghazali	2019 Korea-Malaysia Teacher Exchange Programme Alumni	Malaysia	2019
Phey Suk Ling	2019 Korea-Malaysia Teacher Exchange Programme Alumni	Malaysia	2019
Lee Mon Chool	Chung Ling High School, Malaysia	Malaysia	2019
Khairunnisaa Mohamad	SMK Guntong	Malaysia	2019
Sok Thida	2019 Korea-Cambodia Teacher Exchange Programme Alumni	Cambodia	2019
Dian Khairani	SMPN 57 Palembang	Indonesia	2017

Rosdiana Rawung Arnold	Mutiara Baru Vocational High School	Indonesia	2018
Risharry Mohd Ramli	Ministry of Education, Malaysia	Malaysia	2015
Hadi Sukoco Sumarya	Al Hamidiyah Junior High School	Indonesia	2018
Julyn Guba	Tañong Elementary School	the Philippines	2015
Lusiana Dian Retnowati	SMP Xaverius Maria Palembang	Indonesia	2019
Shirley Alambra	Department of Education	the Philippines	2016
Emilyn Sinlao	2013 Korea-the Philippines Teacher Exchange Programme Alumni	the Philippines	2013
Jan Darell Casuncad	Department of Education Republic of the Philippines	the Philippines	2019
Mary Ann Grace Dulay	Department of Education	the Philippines	2019
Danilo Osorio	2015 Korea-the Philippines Teacher Exchange Programme Alumni	the Philippines	2015
Suciati Poro	SD Negeri Percobaan Padang	Indonesia	2019
Carmela Buhain	Philippine Normal University	the Philippines	2013
Ena Tamayo	Kalayaan National High School	the Philippines	2012
Chandler Ibabao	Department of Education	the Philippines	2019
Marco Meduranda	Department of Education	the Philippines	2018
Noemi Baysa	Department of Education-Malabon National High School	the Philippines	2019
Jejomar Villacorte	2019 Korea-the Philippines Teacher Exchange Programme Alumni	the Philippines	2019
Nur Hafiza Hasan	Ministry of Education, Malaysia	Malaysia	2017
Ofelia Baguio	2015 Korea-the Philippines Teacher Exchange Programme Alumni	the Philippines	2015
Mary Joyce Alfon	Department of Education	the Philippines	2015

Norsheila Julmohamad	SMK Balung	Malaysia	2019
Jean Laureta	Department of Education, SDO/Navotas	the Philippines	2015
Wiwat Sankhamnark	Sapphawittayakhom School	Thailand	2016
Malyskrang Kem	Vathanak Chhung Leap High School	Cambodia	2019
Diana Alui Daniel	SMK Taman Perumahan Bedaun, WP Labuan	Malaysia	2019
Ruzviguima Perez	2016 Korea-the Philippines Teacher Exchange Programme Alumni	the Philippines	2016
Melandro Santos	Tondo High School	the Philippines	2016
Kristine Joan Barredo	Department of Education	the Philippines	2019
Syamsul Azhan M Raymi	Ministry of Education, Malaysia	Malaysia	2016
Mohd Saifullah Mohd Jendeh	2018 Korea-Malaysia Teacher Exchange Programme Alumni	Malaysia	2018
Jenepil Reyes	2019 Korea-the Philippines Teacher Exchange Programme Alumni	the Philippines	2019
Rosita Sihombing	SMA Negeri 1 Pangkalpinang	Indonesia	2016
Edmund Dacua	Department of Education	the Philippines	2019
Cherry Lyn Balbacal	2019 Korea-the Philippines Teacher Exchange Programme Alumni	the Philippines	2019
Munkhtsetseg Byamba	2019 Korea-Mongolia Teacher Exchange Programme Alumni	Mongolia	2019
Maancelene Carag	Department of Education	the Philippines	2019
Norlizawaty Baharin	Sekolah Seri Puteri	Malaysia	2014
Jaida Malonzo	Department of Education-KPTEP Alumni Association	the Philippines	2016
Sheryl Malubay	2012 Korea-the Philippines Teacher Exchange Programme Alumni	the Philippines	2012

• Photo Book

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Photo Book
Stamp Tour

How to Participate in Photo Book

Online Networking Zone for the APTE participants!

Share your thoughts and whereabouts, stay connected and if you see your friends, please feel free to say hello!

My Posts
Write Post

APTE Malaysia Alumni...
MOE Malaysia
Malaysia
2020-11-24

Host Country: Malaysia
Year: 2019

Marco D. Meduranda
Department of Education Phili...
Philippines
2020-11-24

Host Country: Republi...
Year: 2018

JEJOMAR G. VILLACO...
Department of Education - Phi...
Philippines
2020-11-24

Host Country: Republi...
Year: 2019

JEJOMAR G. VILLACO...
Department of Education - Phi...
PHILIPPINES
2020-11-24

Host Country: Republi...
Year: 2019

KOMTEP 2017
MOE Malaysia
Malaysia
2020-11-24

Host Country: Malaysia
Year: 2017

Julyn Guba
Taalong Elementary School, S...
Philippines
2020-11-24

Host Country: Republi...
Year: 2015

Nur Hafiza (Fizzy)
MOE Malaysia
Malaysia
2020-11-24

Host Country: Republi...
Year: 2017

서정래
인천도화초등학교
한국
2020-11-25

Host Country: Vietnam
Year: 2015

Ally Hyesun Shin
Bora Elementary School
Korea
2020-11-25

Host Country: Malaysia
Year: 2016

SEO, JEONGRAE
INCHEON DOWHA ELEMENTA...
KOREA
2020-11-25

Host Country: Vietnam
Year: 2015

SEO, JEONG-RAE
INCHEON DOWHA ELEMENTA--
KOREA
2020-11-25

Host Country: Vietnam
Year: 2015

MICHELLE LIM CHIA ...
MOE MALAYSIA
MALAYSIA
2020-11-25

Host Country: Republi...
Year: 2018

MICHELLE LIM CHIA ...
MOE MALAYSIA
MALAYSIA
2020-11-25

Host Country: Republi...
Year: 2018

Lusiana Dian Retnowati
SMP Xaverius Maria Palembang
Indonesia
2020-11-25

Host Country: Indone...
Year: 2019

PHEY S. LING
SMK SERI PATIAMBUN LIMBANG
MALAYSIA
2020-11-25

Host Country: Malaysia
Year: 2019

PHEY S. LING
SMK SERI PATIAMBUN LIMBA...
MALAYSIA
2020-11-25

Host Country: Malaysia
Year: 2019

Munkhtsetseg
teacher
Mongolia
2020-11-25

Host Country: Republi...
Year: 2019

Melandro D. Santos
Tondo High School
Philippines
2020-11-25

Host Country: Republi...
Year: 2019

Rosita Sihombing
Indonesia Education Ministry
Indonesia
2020-11-25

Host Country: Indone...
Year: 2016

Dian Khairani
SMPN 57 Palembang
Indonesia
2020-11-25

Host Country: Republi...
Year: 2017

Teaching Across Borders

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• Photo Book

 <p>Kristine Joan Barredo Tunasan Elementary School Philippines 2020-11-25</p> <p>Host Country the Phil... Year 2019</p>	 <p>김정현 강원영진학교 대한민국 2020-11-26</p> <p>Host Country Cambo... Year 2019</p>	 <p>sam raymi moe malaysia malaysia 2020-11-26</p> <p>Host Country Malaysia Year 2016</p>	 <p>sam raymi moe malaysia malaysia 2020-11-26</p> <p>Host Country Malaysia Year 2016</p>
 <p>sam raymi moe malaysia malaysia 2020-11-26</p> <p>Host Country Malaysia Year 2016</p>	 <p>sam raymi moe malaysia malaysia 2020-11-26</p> <p>Host Country Malaysia Year 2016</p>	 <p>sam raymi moe malaysia malaysia 2020-11-26</p> <p>Host Country Malaysia Year 2016</p>	 <p>sam raymi moe malaysia malaysia 2020-11-26</p> <p>Host Country Malaysia Year 2016</p>
 <p>sam raymi moe malaysia malaysia 2020-11-26</p> <p>Host Country Malaysia Year 2016</p>	 <p>Shirley E. Alambra Department of Education Philippines 2020-11-26</p> <p>Host Country Republi... Year 2016</p>	 <p>LEE MON CHOOI SMJK CHUNG LING MALAYSIA 2020-11-26</p> <p>Host Country Republi... Year 2019</p>	 <p>P SMK SERI PATIAMBUN LIMBA... MALAYSIA 2020-11-26</p> <p>Host Country Republi... Year 2019</p>
 <p>Norlizawaty Baharin Sekolah Seri Puteri Malaysia 2020-11-26</p> <p>Host Country Malaysia Year 2016</p>	 <p>Hadi Sukoco Al Hamidiyah Junior High Scho... Indonesia 2020-11-26</p> <p>Host Country Indone... Year 2018</p>	 <p>Risharry Mohd Ramli Ministry of Education Malaysia Malaysia 2020-11-26</p> <p>Host Country Republi... Year 2015</p>	 <p>Risharry Mohd Ramli Ministry of Education Malaysia Malaysia 2020-11-26</p> <p>Host Country Republi... Year 2015</p>
 <p>JEJOMAR G. VILLACO... Department of Education - Phi... Philippines 2020-11-26</p> <p>Host Country Republi... Year 2019</p>	 <p>Risharry Mohd Ramli Ministry of Education Malaysia Malaysia 2020-11-26</p> <p>Host Country Republi... Year 2015</p>	 <p>JEJOMAR G. VILLACO... Department of Education - Phi... Philippines 2020-11-26</p> <p>Host Country Republi... Year 2019</p>	 <p>JEJOMAR G. VILLACO... Department of Education Philippines 2020-11-26</p> <p>Host Country Republi... Year 2019</p>

• Photo Book

 <p>Okju Kim 속초초등학교 대한민국 2020-11-26</p> <p>Host Country Vietnam Year 2016</p>	 <p>박혜경 한국직업능력개발원 대한민국 2020-11-26</p> <p>Host Country Malaysia Year 2014</p>	 <p>DIANA ALUI DANIEL SMK TAMAN PERUMAHAN BE... Malaysia 2020-11-26</p> <p>Host Country Cambo... Year</p>	 <p>MOHD ZAKI Ts. MALAYSIA 2020-11-26</p> <p>Host Country Malaysia Year 2019</p>
 <p>Wiwat Sankhamnark - Thailand 2020-11-26</p> <p>Host Country Republi... Year 2016</p>	 <p>박지혜 금강초등학교 대한민국 2020-11-26</p> <p>Host Country Cambo... Year 2019</p>	 <p>Nur Fazilah Binti Oth... MOE Malaysia Malaysia 2020-11-26</p> <p>Host Country Malaysia Year</p>	 <p>Ruzviguima G. Perez KPTEP Philippines 2020-11-26</p> <p>Host Country Republi... Year 2016</p>
 <p>Rosdiana Rawung Arn... Mutia Baru VHS Indonesia 2020-11-26</p> <p>Host Country Republi... Year 2018</p>	 <p>Maancelene Carag KPTEP Philippines 2020-11-26</p> <p>Host Country Republi... Year 2019</p>	 <p>Sok thida Cambodia exchange teacher 2... Cambodia 2020-11-26</p> <p>Host Country Republi... Year</p>	 <p>MAANCELENE CARAG Department of Education Philippines 2020-11-27</p> <p>Host Country Republi... Year 2019</p>
 <p>Suciati Poro SD Negeri Percobaan Padang Indonesia 2020-11-27</p> <p>Host Country Republi... Year 2019</p>	 <p>Suciati Poro SD Negeri Percobaan Padang Indonesia 2020-11-27</p> <p>Host Country Indone... Year 2019</p>	 <p>유경수 호암초등학교 한국 2020-11-27</p> <p>Host Country the Phil... Year 2015</p>	 <p>MOHD. SAIFULLAH BI... APTE ALUMNI MALAYSIA 2020-11-27</p> <p>Host Country Malaysia Year 2018</p>
 <p>NORSHEILA BINTI JUL... SMK BALUNG MALAYSIA 2020-11-27</p> <p>Host Country Republi... Year 2019</p>	 <p>CHANGHA Kim - S.Korea 2020-11-27</p> <p>Host Country Thailand Year 2016</p>	 <p>Ena Tamayo Kalayaan National High School Philippines 2020-11-28</p> <p>Host Country Republi... Year 2012</p>	 <p>Kem Malyskrang Vathanak Chhung Leap, MoEY... Cambodia 2020-11-28</p> <p>Host Country Republi... Year 2019</p>
 <p>Kem Malyskrang Vathanak Chhung Leap, MoEY... Cambodia 2020-11-28</p> <p>Host Country Cambo... Year 2019</p>	 <p>Kem Malyskrang Vathanak Chhung Leap, MoEY... Cambodia 2020-11-28</p> <p>Host Country Cambo... Year 2019</p>	 <p>Kem Malyskrang Vathanak Chhung Leap, MoEY... Cambodia 2020-11-28</p> <p>Host Country Republi... Year 2019</p>	 <p>Kem Malyskrang Vathanak Chhung Leap, MoEY... Cambodia 2020-11-28</p> <p>Host Country Cambo... Year</p>

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 <p>DANILO OSORIO Department of Education -Philippines 2020-11-28</p> <p>Host Country: Philippines Year: 2015</p>	 <p>carmela buhain Philippine Normal University Philippines 2020-11-28</p> <p>Host Country: Philippines Year: 2013</p>	 <p>OFELIA M. BAGUIO KPTep 2015 Philippines 2020-11-28</p> <p>Host Country: Philippines Year: 2015</p>	 <p>Emilyn R. Sinlao Education Philippines 2020-11-28</p> <p>Host Country: Philippines Year: 2013</p>
 <p>Noemi Baysa Department of Education Philippines 2020-11-28</p> <p>Host Country: Philippines Year: 2019</p>	 <p>Jan Darell C. Casuncad Korea-Philippines Teacher Exchange Philippines 2020-11-28</p> <p>Host Country: Philippines Year: -</p>	 <p>JENEPIL B. REYES TEACHER EXCHANGE BATCH PHILIPPINES 2020-11-29</p> <p>Host Country: Philippines Year: 2019</p>	 <p>Chandler B. Ibabao KPTep 2019 Philippines 2020-11-29</p> <p>Host Country: Philippines Year: 2019</p>
 <p>SOK THIDA Cambodia exchange teacher South Korea 2020-11-29</p> <p>Host Country: Cambodia Year: -</p>	 <p>Sok thida Cambodia exchange teacher - 2020-11-29</p> <p>Host Country: Cambodia Year: -</p>	 <p>Jaida C. Malonzo Department of Education-KPTep The Philippines 2020-11-29</p> <p>Host Country: Philippines Year: 2016</p>	 <p>Mary Joyce Alfon Plaridel Elementary School-SD Philippines 2020-11-29</p> <p>Host Country: Philippines Year: 2015</p>
 <p>Jean C. Laureta DepEd SDO Navotas Philippines 2020-11-29</p> <p>Host Country: Philippines Year: 2015</p>	 <p>Cherry Lyn V Balbacal DepEd Panabo City Philippines 2020-11-30</p> <p>Host Country: Philippines Year: 2019</p>	 <p>Mary Ann Grace Dulay Department of Education - 2020-11-30</p> <p>Host Country: Philippines Year: 2019</p>	 <p>Cherry Lyn Balbacal Teacher Exchange DepEd Panabo Philippines 2020-11-30</p> <p>Host Country: Philippines Year: -</p>
 <p>KIM JEONG HYEON GANGWON MYEONGJIN SCHOOL KOREA 2020-11-30</p> <p>Host Country: Vietnam Year: 2018</p>	 <p>SHERYL R. MALUBAY KOREA-PHILIPPINES TEACHER EXCHANGE PHILIPPINES 2020-11-30</p> <p>Host Country: Philippines Year: 2012</p>	 <p>Rosdiana Rawung Arni Mutia Baru VHS Indonesia 2020-11-30</p> <p>Host Country: Philippines Year: 2018</p>	 <p>Rosdiana Rawung Arni Mutia Baru VHS Indonesia 2020-11-30</p> <p>Host Country: Philippines Year: 2018</p>
 <p>Lusiana Dian Retnowati SMP Xaverius Maria Palembang Indonesia 2020-11-30</p> <p>Host Country: Philippines Year: 2019</p>	 <p>EDMUND DACUA DepEd Philippines Philippines 2020-11-30</p> <p>Host Country: Philippines Year: 2019</p>	 <p>EDMUND DACUA DepEd Philippines Philippines 2020-11-30</p> <p>Host Country: Philippines Year: 2019</p>	 <p>EDMUND DACUA DepEd Philippines Philippines 2020-11-30</p> <p>Host Country: Philippines Year: 2019</p>

Stamp Tour

- **Date** : November 24. Tue - 29. Sun 2020
- **Eligibility** : 2012-2019 APTE Participants
Exchange Teachers from Korea & Partner Countries
Host Schools from Korea & Partner Countries
- **How to Participate** : - Mission 1 : Upload your photo in the Photo Book
- Mission 2 : Watch more than 5 Presentation
- Mission 3 : Click 10 or more Likes on the Presentation videos!
- Mission 4 : Click 10 or more Likes on Online Exhibition posts!
- **Prize** : 5,000 KRW Mobile Coupon or LINE Emoji Stickers

SSAEM
Sharing Stories of Asia-Pacific Teacher Education

CERTIFICATE LOGOUT MY PAGE HDR

OVERVIEW OPENING-CLOSING PRESENTATION EXHIBITION **ACTIVITY** NOTICE

Photo Book Stamp Tour

Online Stamp Tour

Online Stamp Tour

- Eligibility** 2012-2019 APTE Participants
Exchange Teachers from Korea & Partner Countries,
Host Schools from Korea & Partner Countries
- Period** November 24 Tue. - 29 Sun. 2020
- Winner Announcement** Nov. 30 Mon. through the SSAEM website (NOTICE)
• The first 200 participants will be selected as winners.

Certificate of Participation

- Eligibility** Participants who completed all stamp missions
- How to** My Page) Stamp Tour Participation) Apply for Certification Issuance
- Period** November 24 Tue. - 30 Mon. 2020

Stamp 1
Upload your photo in the Photo Book!

Stamp 2
Watch more than 5 Presentation videos!

Stamp 3
Click 10 or more Likes on the Presentation videos!

Stamp 4
Click 10 or more Likes on Online Exhibition posts!

Prizes 5,000 KRW Mobile Coupon
Korea 2 x LINE Emoji Stickers

Go to Participate!

Note

- You can only apply for the event once per ID. If you participate with more than one ID, your participation may be cancelled.
- SSAEM Conference secretariat is not liable for any disadvantage may derive from wrong participant information. Please check whether your information is accurate in My Page tab.
- The prizes will be sent in the first-served basis.
- Your personal information will be used only to contact in case of winning and it will not be used for any other purposes.
- Event prizes are subject to change depending on the circumstances of the gift provider.
- Transferring or selling the event prize to another person is not allowed.
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- LINE messenger application must be installed in advance with the registered phone number to receive the prize.
- In certain countries and regions the Line stickers/emoticons are only available on Android or IOS devices due to copyright issues.
- LINE Emoji stickers will be chosen randomly.
- SSAEM Conference secretariat is not responsible for the deletion or loss of online gift messages.

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Ministry of Education APCEU

Closing Ceremony

• Closing Ceremony Outline

- **Date** : November 26, Thur 2020, 16:35 ~ 17:00 (25')

- **MC** : KIM Kyungmi

- Schedule

Time	Programme	Contents
16:31-16:34	Closing Ceremony	LIM Hyun Mook Director, APCEIU
16:34-16:37	Introduction of 2020 SSAEM Challenge winners' unboxing video	2020 SSAEM Challenge winners' unboxing video streaming
16:37-16:40	Special Video : NG Video	MC introduction of NG video
16:40-16:44	Expectations for the 10th anniversary Comments	Expectation comments
16:46-16:54	Programme Promotion Video	APCEIU video
16:54-16:57	2020 SSAEM Conference Opening Video	

Closing Remarks

LIM Hyun Mook

Director of Asia-Pacific Centre of Education for International Understanding(APCEIU)



I am happy to see the successful conclusion of 2020 Online SSAEM Conference. I have been particularly pleased to hear the participants share their experiences of follow-up activities for global citizenship education.

I believe that today's conference was an important opportunity for us to share experiences and communicate with each other beyond the boundaries of participating year and location, thereby lowering the wall hindering our exchange activities.

The follow-up initiatives you are carrying out in the classroom will become seeds of global citizenship education, which will eventually bear fruits not only in your fellow teachers and students but also in yourselves. I hope each of these achievements will together result in a social atmosphere that values cultural diversity, and this then will become a basis for global peace and prosperity.

APCEIU will make its best efforts to realize the vision that the ministries of education of partner countries have shared with us and to contribute to the strengthening of the education cooperation network in the Asia Pacific.

In particular, we will thoroughly review the opinions and suggestions provided today for future implementation of the Programme. Unfortunately, the pandemic is expected to continue into next year. APCEIU will make a special effort to continue the Exchange Programme under this situation. I believe that the education authorities from our partner countries will also fully support the Programme.

I would like to once again thank all the officials of the partner countries, the offices of education, the host schools, and all the participating teachers for your unwavering support and cooperation in continuing the Exchange Programme in this year's pandemic crisis.

4. Conference Outcomes

The 7th annual 2020 SSAEM Conference positioned itself as the opportunity to highlight participating individuals' activities in the contexts of the programme goal and the international education cooperation by sharing their experiences of Asia-Pacific Teacher Exchange for Global Education, and to accumulate and promote the achievements with the various stakeholders while seeking better directions for the future programme.

In particular, this year the SSAEM Conference faced challenges of a global pandemic and was held fully online, reflecting the importance of Teacher Exchange. As this year it was not possible to organize a face to face Conference, it was even more meaningful than ever to provide an opportunity for everyone who had participated in the Programme to share and hear various experiences and stories beyond the barriers of time and distance, in addition to welcoming the 10-year anniversary of Teacher Exchange in 2021.

Achievements by individual exchange teachers participating in the "Asia-Pacific Teacher Exchange for Global Education" are shared and extended.

The conference provided an opportunity where the dispatched teachers who taught in the seven partner countries (Cambodia, Indonesia, Malaysia, Mongolia, the Philippines, Thailand, and Vietnam) and invited teachers who taught in Korea can share their experiences, activities, achievements, positive impacts, and other feedbacks with various stakeholders of the programme.

Programme stakeholders' contributions to educational cooperation are reviewed by highlighting their experiences in various contexts.

The educational activities of the participants are highlighted in the aspects of the programme background, goal, achievements and the meaning of such activities are discussed in various contexts such as the improvement of the multi-cultural education and the international cooperation for the educational development at large in order to recognize various programme stakeholders' contributions to the educational cooperation in global society.

Programme achievements are assessed, proliferated and accumulated.

An opportunity arose to confirm that the programme correlates with the educational goal of each participating country and the global trend, and to assess, proliferate, and accumulate the achievements of the programme in the global context by sharing and recording the specific cases of the programme outputs reflected in the programme implementation.

The cooperation system between and among diverse stakeholders are strengthened.

The programme evaluation from the ministries of education of participating countries, comments and reflections from the exchange teachers, implementation strategies from the host schools, testimonies from metropolitan and provincial offices of education, and the assessment and proposals from experts all contributed to deepen understandings of the stakeholders of the programme. The conference strengthened their sense of responsibility as the programme stakeholders and thus, the network and cooperation system have become tightened and stronger.

2020 Online SSAEM Conference

Teaching Across Borders

아태지역에서 활동한 글로벌 교사들의 이야기

II. Presentations by Exchange Teachers

Day 1	81
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S2AEM
Sharing Stories of Asia-Pacific Education Movements

Day1

• Exchange Teachers List

No.	Dispatched / Invited	Name	Organization	Presentation Title
1	Dispatched	YOU Hyeongrim	Jinyeong Daechang Elementary school	Thoughts become changes with APTE!
2	Invited	Danilo Gervacio Osorio	Kasarinlan Elementary School	KPTep Journey, Translated into Action
3	Dispatched	SON Sodam	Bumin Elementary School	Changes in Education through Cultural Classes as the Follow-up Activities of APTE
4	Invited	Mohd. Saifullah Bin Mohd Jendeh	Sekolah Kebangsaan Bebuloh	The Jungle Teacher: From Hinterland to The Land of Soul
5	Invited	Sok Thida	Santhormok Primary School	Personal change and growth as a teacher through the follow-up activities after completing the Programme
6	Invited	IM Hyunbin	Seoul Technical High School	APTE Follow-up Activity -Student Exchange Programme-
7	Invited	Rosdiana Rawung Arnold	Mutiara Baru Vocational High School	Enterpreneurship Activities in Mutiara Baru Vocational High School
8	Dispatched	GWAK Jinyoung	Daegu Youngsun Elementary School	Go, Change, Empathize for GCED
9	Dispatched	CHANG Byoungchol	Sunrin Internet High School	My Heart Beats Again..!

1-1 Thoughts become changes with APTE!

· YOU Hyeongrim

My name is YOU Hyeongrim. I am a teacher at Daechang Elementary School. I just returned from my exchange Programme which took place from August till the end of November last year, teaching first to sixth grade students at Oranbo Elementary School in the Philippines. I would like to tell you a story about what kinds of changes I have experienced through APTE.

To begin, last year was when I entered my seventh year as a teacher to give you some background. Personally, I had two concerns. First, I did not have a clear objective, nor a sense of direction in my life and second, as years went by as a teacher, I have started to distance myself more and more from the students. So, I hoped that APTE would give me a fresh start and fortunately, after a period of 4 months, I was able to change for the better in remarkable ways. I will tell you about three of them.

First, my perspective of life has broadened. Second, my class has become richer. Third, I have opened myself up to students. I will tell you more about each of them in detail.

While I was dispatched to the Philippines, I had many opportunities to talk to the local principal and master teachers about a wide range of diverse topics. Through these conversations, I realized that despite all the differences that exist between the Philippines and Korea, we as members of the global community all face the same problems.

For instance, I have come to think that we, as members of the global community, should cooperate and put our heads together in the face of climate change, environmental issues, human rights, and refugee issues, etc. Naturally, this is when I started to take interest in global issues that I had not thought much about before.

Also, while my thoughts had rested within the boundaries of myself, my family, school, and my country before, the boundaries have now expanded more broadly towards the rest of the world. Since I have returned to Korea, I have also been spending more time with my students on books that address global issues.

On a personal level, I have been trying to live a vegan life and a lifestyle that minimizes harm to the environment in my daily life. I have also come to realize through my classes with the Filipino students that my influence can go beyond national boundaries through a medium called class.

So, I now have a new life goal to be a teacher who contributes to making a better world through education. Before my dispatch to the Philippines, not having an objective nor a sense of direction in my life was a cause for concern. In that sense, I believe having this new goal really changed me for the better.

Second, my classes have become richer in content. As my perspective of life has broadened, I think the number of messages that I would like to share with students in class have become more increased. For example, in the last first semester, I held classes on animal welfare, which was a subject covered by a mere page in the fifth-grade textbook. When I asked the students what images came to their minds when they heard the word 'animal,' they mostly mentioned dog, cat, or meat.

I therefore decided that I would hold my class by giving the students an opportunity to think about the way animals are treated or the impact that livestock industry has on the environment. At the end of the class, students had a chance to share their thoughts and some of them even shared that they plan to not have meat once a week.

Furthermore, some shared that they would also like people to try their best to create a 'happy' environment for animals, which made me think that the way these students viewed animals has evolved following my class. I was personally very satisfied with this class. It made me realize that I should do a lot of research to provide an environment with enough space in which students can learn and think about various global issues.

Lastly, the third change is opening myself up to students. Working in the Philippines meant it was hard to communicate fully with students with only verbal language. So, I often looked them in the eye for longer, laughed with them, and exchanged positive energies with them. I think having such an experience healed the wounds that I had accumulated as a teacher and re-energized me back from my exhausted self.

At the same time, it made me reflect on how I must have been in class in Korea. To be honest, I think I might have drawn a line to the students lest I am hurt by them and might have done what I could to ensure that they didn't cross that line. That really gave me a lot to think about myself.

To my surprise, the students in my class appeared so lovely and precious to my eyes when I returned to Korea in December. I think that because I had opened myself up to my students more with a more open mind, the students seemed different to me although students have in fact stayed the same. I would like to share the enormous amount of love I had received from the Philippines with each and every one of my future students.

I shared about the three changes I have experienced through the Exchange Programme. My perspective of the world has widened, my class has become richer, and my mind and attitude towards students has become much more open. One additional thing I have gained from the Programme is the precious relationships with those whom I now consider as my family. The teacher with whom I prepared and reflected on the class has become a good friend with whom I still exchange new ideas to this day.

In short, I really won't be able to forget last year. I will conclude this presentation with my favorite English sentence: "Thoughts become changes." It is a difficult time for all of us, but I hope you all bring about changes as you envision them every day. Thank you.

1-2 KPTEP Journey, Translated into Action

· Danilo Gervacio Osorio

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

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

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

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

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

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

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

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

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

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

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

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

As a matter of fact, we do not just help in shaping our society in the aspect of global competency and citizenship, intercultural learning education, but as well as holistic VOLUNTEERISM, reaching more people, more volunteers, more society and inspire more people to move and pay forward through our community programs and projects.

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

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

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

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

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

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

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

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

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

1-3 Changes in Education through Cultural Classes as the Follow-up Activities of APTE

· SON Sodam

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

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

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

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

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

There were co-projects among schools, too. My school at the time was doing 'Connecting Classrooms', an international exchange programme with the British Council. As part of the programme, we started a project under the common theme called 'Save the Earth', to campaign. We talked about how palm oil, an ingredient in snacks and instant noodles, is destroying tropical forests, and identified differing opinions. When students said "I didn't know what I do every day had so much impact. Now I should think more about connected people and countries all the time," I was very happy to know that I made a small contribution to building global citizenship in my students.

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

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

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

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

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

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

Thank you. Terima Kasih!

1-4 The Jungle Teacher : From Hinterland to The Land of Soul

· Mohd. Saifullah Bin Mohd Jendeh

Hi, my name is Mohd Saifullah from Malaysia. Before joining the Asia Pacific Teacher Exchange, I was a teacher who used to teach in a rural school which situated literally in the middle of a jungle. I was there for 5 years and for some time, I felt pretty comfortable despite the harsh life condition. We do not have proper electricity nor water supply. Internet connection is pretty much unreachable. Even phone reception is barely found. Some cannot even imagine staying overnight in such place but I somehow, felt quite content with the simple and laid-back life.

I found out about the program in 2017 but only in 2018, I finally decided to apply. At first, I did not put too much hope to be selected because I feel I was very lacking in so many ways. However, deep down inside a part of me is craving for a change. I handed out my application for the sake of getting the experience of teaching in another environment. I am really glad that I did because I did not just get that but even more. I was really nervous when I first arrived in my Korean host school (Daeso Elementary School), but once I got settled in, happy would be an understatement.

Everything was different. It was really hard for me to find similarities between the two education systems; Malaysian and South Korean. From working hours, classes periods, even the recess. I literally have to learn more on time management when I started teaching there. I was struggling to adjust my time when I first went into a Korean classroom. There are times when I felt very sorry to the kids and the homeroom teacher because I took more time than I should. Honestly, that part really taught me to respect others' time, especially the kids.

I learned that South Korean schools have an intermediate break between each period. These 10 minutes breaks allowed the kids to loosen up before continuing their lesson with another class. The kids needed some time to take in whatever they have learnt and also prepare themselves to take some more afterwards. That was personally a very big lesson for myself which helped me to change my way of conducting and controlling my class. Nowadays, whenever I got into a classroom, I would always give my kids 5 minutes for them to prepare themselves.

I also use some of the class control techniques that I have learnt back in South Korea. I introduce to the kids my own raising hand rules based on what commonly been used in South Korea and guess what? They did wonders in helping me controlling my class better. I no longer have to deal with kids shouting asking to ask or answer a question or even just to ask permission to go to the restroom. They only need to raise their hand with a specific hand gesture to ask my permission to do so. If they went wild, I just use a class chant to attract their attention.

Coming back to Malaysia, at first, I found it really hard to plan a follow-up activity. My initial plan fell through due to some unavoidable circumstances. Then I thought, let's just go back to basic. Obviously, K-wave is a thing right now and most of the kids really love K-pop and K-drama. So, I decided to do a weekly night class of Hangeul and basic Korean language for the kids. They actually really loved it. Even spelling their own name in Hangeul would be an achievement for them. They even call me "Sam" because I told them that is how Korean kids address their teachers.

I also took some time during these night classes to share my stories of teaching in South Korea. Since these kids barely go out that much, they always ask for more. They find it fascinating to hear about the people they usually only saw on television. One thing about these kids though, they are very shy whenever they are asked to talk especially in front of a crowd. So, I used my stories to motivate them to be more confident in themselves and be more like the South Korean kids.

I told them about how in South Korean school they have an annual talent show. We do not have that in Malaysia but somehow, I really wanted to organize one and so I did. Telling these kids who found it really hard even to present in front of a class to actually perform in front of a crowd was not easy.

Convincing them to take part was one thing. Then I literally have to help every single one of those kids who participated to find a song for them and train them after school hours. However, I let the kids to do everything else by themselves, of course under my surveillance. I hired some kids to be the emcees because I told them, that is how they did it in South Korea. They also have to wrote their own script! Then I asked them to form crew member group for the event. Not even a single teacher have to do anything for the event apart from being the audience and a guest judge along with me.

Surprisingly and thankfully, everything actually works out really well. It may not be the biggest event of the year but I must say, I couldn't even believe myself that I managed to organize the event single handedly, of course with the kids'

help. I believe this event really helped the kids to gain self-confidence and build their self-esteem, not just mine.

Now it really pleases me whenever I got a chance to share my stories and opinions with others. I did not get the opportunity to do sharing session formally with the teachers in my district, but I always do them informally whenever I got a chance. I was very happy when I managed to convince a fellow teacher from a neighboring school to apply for Asia-Pacific Teacher Exchange and he was actually selected for 2019 session. We are literally real good friends now. Apart from that, I also made some videos and posted them on YouTube and even wrote for a book to share my stories and precious moments of teaching and living in South Korea.

Nowadays, I no longer teach in the jungle. In fact, I have transferred to two different schools after I got back from South Korea. Sure, I do miss the laid-back life but there are so many great things to see outside. Transferring from a very small school to a pretty big school is quiet a transition and I am still adjusting here and there but somehow, I do believe my days in South Korea really helped me to prepare for the bigger things.

I think I have found my soul in teaching and now I want to explore the world more than ever. I believe I have become a better version of myself, more confident, having a better self-esteem and also more talkative and outgoing around people. I really wish I could get another opportunity to join another teacher exchange program in the future. More teacher should do as well because it will absolutely help us to widen our perspectives. That is all from me. Thank you.

1-5 Personal change and growth as a teacher through the follow-up activities after completing the Programme

· Sok Thida

Hello, I'm Sok Thida from Cambodia. I'm really happy to have time to join in this conference. After participating in the Korea-Cambodia Teacher Exchange Programme in 2019, I have eye-witnessed many various aspects of Korean society, especially in the education system. Exposing myself to local adjustment training, face-to-face corporations with Korean teachers, and teaching Korean students for 3 months, these privileged experiences allowed me to be able to well define the term GCED (Global citizenship education) in theories as well as in practicality. And it has broadened and shaped my thoughts in the following areas:

First, it enhanced my professional development skills in teaching approaches, teaching contents, and teaching objectives in aligning with GCED goals.

Second, become more concerned with the implementation of English class at Elementary school: This happened as I have visited how English classes in Korean are run, and witnessed those classes' effectiveness. I realized that I'm responsible for improving the English class in my home country when I return.

Third, acknowledge the necessity of nurturing environmental protection from young ages to young children through various activities.

As now at this part, I am going to share with you my on-going follow-up activities and some of those achievements as following:

In regards to the new knowledge I have gained in professional development in alignment with Global Citizenship Education, I have carefully applied and integrated it into my teaching contents and processes. I implicitly and explicitly introduced various scenarios related to comparing the similarities and differences with other countries about the cultures, traditions, through art works, or visual aids. Rather than discriminate those differences, students are taught to embrace and appreciate the uniqueness of each country by showing respect and giving value to our local and foreign countries. Besides that, I also tried to raise students' awareness about the current issues happening in my country as well as other countries to make them become informed to the issues and propose them to take some action to solve the problems. Beyond, altering lesson contents, I also have adjusted my classroom activities to encourage students to express their thoughts and negotiate their ideas with their friends via peaceful peer and group discussions.

Moving to my second following-up activity: Upon observing the productiveness of English class adoption at my host school, I realized the importance of English competency for communication, received new information, instead of being a homeroom teacher teaching only a class at my school. I have volunteered to become an English teacher to teach 8 classes of grade 4, since we lack English subject teachers. By now, I, with the support from my school principal, have tried our best to foster a more inclusive and attractive English learning environment by creating a unique English class corner whereby it equips with an LCD projector, decorations, and English books. This has provided me more convenience to lecture my students, and they also get more involved and learn much better than before.

In respect to my last part of acknowledgement of the necessity of nurturing environmental protection to young children, my follow-up activities is that I have portrayed and shared the good practice of Korean educational system, cleanliness and beauty surrounding Incheon Yonghyeon elementary school to my peer teachers and my students. As a fruitful result, my peer teachers and I have agreed to set some projects and campaigns to inculcate student's awareness of taking care of environments. Likewise, these are some of the mentioned projects, such as waste separations, trash picking-up campaigns outside the school campus, etc. Satisfactorily, this is how my school environment looks like now, and the students say they love our school environments a lot.

In conclusion, my overall goals of the following-up activities are to equip all students to become well-informed citizens of the local and global knowledge, empower them to take practical responsibilities to tackle arousing issues, and lead them to live together in a harmonious and peaceful society in local and global.

For my future plan, I will keep motivating my students to love and participate in volunteer activities by creating a volunteer project to plant trees on our campus to make our school environment keep fresh and green.

Thank You.

1-6 APTE Follow-up Activity -Student Exchange Programme-

· IM Hyunbin

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

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

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

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

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

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

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

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

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

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

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

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

The students named 'homestay' as the most memorable activity.

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

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

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

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

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

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

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

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

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

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

As we shared joys as well as sorrows with them for three months, preparing for classes and communicating with one another, we naturally built trust and rapport with each other. We were able to develop a project jointly thanks to all these follow-up activities.

What impacted me the most as a source of learning and thought while participating in the APTE was the exchange teachers' passion for learning about other cultures. After seeing how they approach fellow teachers and students in an education environment with an open mind despite being in an unfamiliar land called Korea and seeing how passionate they are in teaching our students, it also made me want to become a global teacher who can inculcate in my students global citizenship consciousness.

Our school will continue to participate in the APTE. We would like to have an opportunity to invite teachers from countries other than Indonesia, Malaysia, and Thailand from where we have had our exchange teachers to share our cultures.

Furthermore, I would like to become a teacher who can help our students grow as global citizens to the extent possible by continuing our follow-up activities even after the end of the Programme.

Lastly, I hope that there will be more Korean schools that will exchange for global education with other participating countries through the precious opportunity provided by the APTE.

Thank you.

1-7 Entrepreneurship Activities in Mutiara Baru Vocational High School

· Rosdiana Rawung Arnold

First of all, I'm very thankful for giving me a chance to share about my follow-up activity after my 2018 APTE Programme.

I have wonderful autumn journey during the Programme in 2018. Let me share a little bit about my stories during the programme. So, I was placed in Incheon Daegun High School, it was a Boy's school at Yeonsu-gu, Incheon, South Korea.

At first, I was a little bit worried because I have no experience teaching abroad especially in Boy's school also as a moeslem and wearing a hijab. But thankfully they gave me a very good reception, the teachers and the students as well. So, my worries slowly disappeared because of the friendly atmosphere.

And to be there, not only I can share about my country, my culture, my knowledge but also I can learn many things about the education such as School based on gender, culture and many things with love and understanding. So I am very grateful.

And then when I came back from the Programme, I have plenty of chance to share all my experience and all about South Korea. "The education, the culture, the beautiful places" to my fellow teachers at my school, to my students, and even had a chance to share at National Dissemination Conference in Teacher's association.

During my stay at Daegun High School, I learned about the entrepreneurship club in their school which is, I thought that was very interesting and matched to my school in Indonesia which is a vocational high school that major in Business and management.

So in short in my school, we have implemented a new curriculum, so my school became School with Entrepreneur based. We started last year by given the students extra entrepreneur class beside entrepreneur class in school. Such as Young entrepreneurship Seminar, and online-based entrepreneurship training, and other activities, including how to produce some saleable product.

In this pandemic situation, the schools must run with online learning system, which is very difficult both for teachers and students especially as vocational high school because the curriculum focus in practice learning and professional skill. We need to encourage the student to be creative. What we have implemented need to be running no matter how with strict rules and regulation.

Referring to the entrepreneur class, we have been teaching the student to create some products that possible to be sell in the future, for example, by making something that might useful in the pandemic such as Hand soap and clothing mask. So, for the hand soap right now the students make a sampling product to be tested internally, so the finished product is still in trial phase. Not only created the product but also the packaging label as well. Besides the hand soap, other things that we also teach students especially for girl students to produce Homemade Clothing Mask were easy and cheap raw material.

They've been taught to sew with a simple sewing machine. So they can easily make it at home. Why we choose Clothing mask to produce because of medical mask recently it's getting rare and pricey. So that is why we chose the clothing's material for mask. It is washable and quite cheap. And for the information, some of the mask material we chose "Batik" pattern as our National Pattern. They've been enjoy this kind activity class so much. Unfortunately, because of the pandemic, the class only could run with a small group of students to be taught. And of course, with the COVID-19 protocol.

In conclusion, by giving them the entrepreneur class, I hope that it will give motivation for students to be creative and they will have basic entrepreneur's skill and last is giving them the idea of how to survive in this pandemic, which is many people in Indonesia facing economic problem.

Hopefully, this short explanation can describe what my 2018-APTE Follow-up activity. And I hope this activity will keep continue in the future and following with other positive activities.

In the end, I hope APTE will be continued in the future. I personally thought this Programme makes me grow as a teacher and as a human being and open the door for many experience to learn and to keep growing. Last but not least, let's pray together that we shall pass this pandemic so we can continue to spread knowledge with love and understanding.

1-8 Go, Change, Empathize for GCED

· GWAK Jinyoung

Hello everyone. I am GWAK Jinyoung, a teacher at Daegu Youngsun Elementary School. I want to share the story of the changes I experienced from APTE. Thank you for hearing about my personal story. I will deliver the process of changes through APTE in the following order.

1. Who am I?

Until I dispatched, I was born and raised in Daegu, a city in Korea. I have never lived outside of the region, and even attended an education university located in Daegu. Many relatives, friends, and acquaintances have also stayed within Daegu and lived here for a long time. For such reasons, I lacked the opportunity to be exposed to diverse thoughts and perspectives in the environment I grew up in. I could only have a short-sighted perspective.

I heard of 'globalized era,' 'globalization,' 'multi-cultural society' as a young student, but these words were not relatable as my life was limited to the region I lived in. They merely stood at "Ah, I see~." One day I came across a trigger that changed my life: it happened that I was selected for an exchange teacher to Malaysia.

2. Go

Until then, I had no knowledge of Malaysia and didn't even know where it was. That fortuitous opportunity was the beginning of the shattering of my cultural bias and conservativeness. The experience of living somewhere completely different from where I have always been has become a treasure. The opportunity to live with the locals in a country with absolutely different lifestyle and perspectives, and to belong at a host school changed my approach to education. I understood what difference is and learned cooperation while teaching at the partner school.

It is quite possible to lack sensitivity in cultural diversity, as our living environment is inadvertently limited regionally. Although it is possible to have indirect experience through various media and informative resources, it can not match the direct experience gained from everyday life. However, it is common to approach different cultures with prejudice originating from narrow-minded facts and second-hand experiences. For these reasons, experience is essential. My values and educational philosophy changed from directly experiencing it on the field. I changed in two major aspects.

3. Change

1) First change was openness. Various cultures co-exist in Malaysia. These cultures co-exist because people from diverse cultures live together. I experienced the diversity of cultures first-hand.

The following was the process of understanding Malay culture. I had a really diverse experience. Firstly, I encountered Malaysian culture through various school events. I also spent the holidays at my Malay mentor teacher's family home, spending time with the family. I also learned Silat, traditional martial arts quite different from Taekwondo. Secondly, through my stay with a mentor teacher from a different cultural background, I also had the opportunity to learn of a different culture from the Malay. I personally witnessed how two other ethnic groups with different cultures live together; I felt first-hand how the people of Malaysia live together with an open mind without any set answers and fully understanding each other for who they are.

Thirdly was the experience of becoming friends with the ethnic Chinese neighbor family. Had I only spent my time at school, I would not have known how the Malaysia's ethnic Chinese lived. Multiple factors such as history, religion, and environment intertwined to form Malaysia's culture. Therefore, it can only be diverse. Through the process of understanding my Malaysian friend's, I had to break my conservative thought process. I had to approach them with openness.

2) The second thing that changed was communication. When I first landed in Malaysia, everything was new and odd. More often than not, the attention and kindness from my colleagues sometimes embarrassed me. Looking back, all of it was the result of the lack of communication.

To overcome this challenge, I started to learn Malaysian, Chinese, and Indian; my partner school colleagues and friends also began learning Korean. Through the processes of mutually putting in the effort, we found similarities, and naturally we spent more time communicating. As I was ramping up the learning curve, my colleagues were joyous, eager to teach more, and gained more interest in Korean. Although I was communicating with all possible forms of communication such as body language, facial expression, and awkward grammar, we understood each other.

Same was for the students. I taught in Malaysian, and students approached me with Korean. This clip is a song my students sang for me; it is mixed in Korean and Malaysian.

So then, how should we approach Global Citizenship Education (GCED)? Empathy and understanding based on open mind and communication is the starting point and the foundation of GCED. At school, I strive to practice education that empathizes and understands differences.

4. Empathize

A student from a different culture is assigned to my homeroom each year. Backgrounds are becoming very diverse. Although there are a lot of government-level supports for these students, I question if they actually adjust well. It is because those around these students are limited to the environment they always lived in lacking cultural sensitivity and diversity, like the old me. For this reason, students growing up in such an environment are sometimes hurt, knowingly and inadvertently.

These students need to feel compassion and experience being understood at least at school, where they spend the most time. Teachers must first change. GCED begins from teachers approaching all students with sympathy and understanding rooted in respect.

GCED starts when, starting from teachers, students, school, and further member of the society changes. This is a story from my class yesterday. There is a student in a multi-cultural family that has had difficulty fitting in and controlling emotions. During Physical Education class, we had a relay race split in to Blue team and White team. The team this student was in lost and he wouldn't return to class in disappointment. Then four classmates said "We will bring him back." Among the four was another multi-cultural student. As I was heading out to see what was taking so long, my students were running back. They gave me a look and whispered: "Ms. Kwak, OO was upset on losing the race. So we had another race. I acted like I was hurt, he tripped once, and she even took a roll. OO came in first."

I was overwhelmed with joy feeling a culture of accepting differences with an open heart with mutual communication, sympathy, and understanding was created. A movement has started. I still have a long way to go, and so do my students. But we are trying to understand each other from their perspectives, and we will continue to do so. If opportunity allows, please head over, and experience it. It will transform you and you will become even more empathetic. And put it into action when you return.

Thank you for your time listening to my story. I would like to know of yours. Please share!

1-9 My Heart Beats Again..!

· CHANG Byoungchol

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

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

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

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

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

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

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

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

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

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

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

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

Day2

• Exchange Teachers List

No.	Dispatched / Invited	Name	Organization	Presentation Title
1	Invited	SHIN Hyesun	Bora Elementary School	Spreading the Seeds of the Multiculturalism in and out School
2	Invited	Kamonrat Chimphali	Thanonhakkpittayakom School	Start with you connect to others Teacher: Student : School: Social
3	Dispatched	KIM Kang	Palma Primary School	Slowly but Rightly Growth and Change as an Exchange Teacher
4	Invited	Vinny Sutriani Raranta	Kinderfield School	Personal Change And Growth As A Teacher Through The Follow-up Activities After Completing The Teacher Exchange Programme
5	Dispatched	SHIN Hyunjin	Incheon Girls' Commercial High School	Hanoi and Incheon, "Every Child Matters"
6	Dispatched	KIM Myungseok	Sanggwan middle school	We are the one in INVENTION
7	Dispatched	Yeni Hartati	SDI Al-Azhar Cairo Palembang	Korean Atmosphere In Our School
8	Dispatched	LEE Jeonghan	Gangwon Myeongjin School for the Blind	My Story of Participating Korea-Indonesia Teacher Exchange
9	Dispatched	Monyneath Vann	Chea Sim Santormok High School	Our School, We Build up together

2-1 Spreading the Seeds of the Multiculturalism in and out School · SHIN Hyesun

Hi, I am SHIN Hyesun, a teacher at Bora Elementary School. We're in the middle of November, when autumn leaves change to beautiful colors in Korea. Leaves were green all over the trees, but as they pass the scorching summer, they turn yellow and red in this wonderful season. As I was growing as a teacher, I was lucky to experience APTE. Thanks to the Programme, I got to cherish various multi-cultural memories, and became able to bring about positive changes in and out of school.

My interest in global citizenship education began in May 2016, when I was working as an exchange teacher as part of APTE between Malaysia and Korea. I was dispatched to 'MGS (Methodist Girls' School) 1' in Kuala Lumpur for 100 days and designed and led interdisciplinary project classes focusing on Korean culture. For example, in the project class in Week 1, I integrated social studies and fine art into one class. Here, I will show you a video of Malaysian students' rehearsing for a performance singing Korean children's songs in both Korean and Bahasa Malaysia.

Did you enjoy the video? It was an amazingly beautiful experience of singing about the landscape of the local school in Malaysia by changing the lyrics of Korean songs. Also, since students were highly interested in Korean dramas and K-pop thanks to the Korean Wave, I taught them Korean language for five minutes at the end of the morning assembly every day. Students learned Korean conversations with useful everyday expressions.

Our school was built in the colonial style and was famous for its orange campus. It was a touching experience hearing Korean greetings, such as "Annyonghaseyo" and "Gamsahamnida" on this exotic campus.

Also, by comparing the play culture in the two countries, such as calligraphy, five stones, five-in-a-row, and elastics, we had a chance to understand and experience Korean culture with an open mind. In addition, we presented on the effect of KOMTEP (Korea-Malaysia Teacher Exchange Programme), in front of officers of education in Asia Pacific countries interested in the Programme. We therefore helped lay the groundwork for positive consideration of friendship programmes between the two countries.

The multi-cultural 'coexistence' I witnessed, felt, and learned in Malaysia influenced my work after I returned to my school in Korea. I developed and executed multi-cultural curriculum customized to my school. Based on continued exchanges with Malaysian teachers, I organized a pen pal project during the year-end holiday, where students of two countries send letters with best wishes for their friends. Such experience of international exchange inspired other teachers in my region, promoting awareness in the Teacher Exchange Programme.

I also thought about what geography class could do for global citizenship education. I modularized the social studies project class on Korean culture I devised in Malaysia and presented the idea at a conference. This proposed an educational option for elementary school teachers who will work as exchange teachers in the future to fully tap into their strengths as Korean teachers. It proved my teaching method could be generalized.

Amazingly, interesting challenges continued. 2017 presented a new opportunity for me to return the hospitality I received through the Programme. I became the teacher in charge of the Host School when our school invited teachers from Thailand. Based on the wonderful collaboration between Korean and Thai teachers, we could use a new "multi-cultural education curriculum" for a semester, which was designed to enhance multi-cultural understanding of all members of the school. Now, let's watch a video of our students enjoying their learning of the essence of the Thai language!

Our friendship with Thai teachers was thicker than Tom yum. It enabled us to continue our collaboration through a bilateral exchange program in 2018. In April, 30 Thai teachers visited my school for training. The Tom yum ramen cooking class co-taught by Korean and Thai teachers showed possibilities for a fusion between Korean and Thai cultures. By talking candidly about the positive and negative sides to the teaching job in the two countries, teachers built mutual respect and solidarity, based strongly on understanding and empathy.

This story was covered as a best practice of education in a local newspaper. It was a very positive event promoting Programme within and out of school and expanding areas of exchange, making the Programme more practically valuable.

Now, in 2020, I am working for a different school, but my relationship with APTE has continued into the fifth year. I am still working to offer multi-cultural education, hoping for a global community living in harmony.

The seeds we brought from various parts of the world have been planted and grown by hands working together, and now they are blooming in multi-cultural flowers in all shades of the rainbow, in and out of our schools. Like the green leaves absorbing raindrops and heat to shine in yellow and red when autumn comes, the multi-cultural experience from APTE has not only grown me as a person but brought about colorful changes surrounding my school. Thank you for listening to my presentation.

2-2 Start with you connect to others Teacher : Student: School:Social

· Kamonrat Chimphali

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

What's on your mind when class is over?

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

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

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

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

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

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

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

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

"Water pollution and rice poison."

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

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

"Reduce your food waste to help the climate."

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

We wanted them to realize that saving themselves is first, and then they can save the world. Furthermore, we have been creating a campaign for inviting the school members to take photos, to play and learn in SDGs media in every school event.

I also shared SDGs activities on my social media to encourage Thai teachers in learning and teaching SDGs. I taught SDGs by Workshop and open my classroom for all teachers who were interested in SDGs.

Also, I published a book that reflected on how to bring SDGs into school and classroom.

There are 7 chapters;

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

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

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

2-3 Slowly but Rightly Growth and Change as an Exchange Teacher

· KIM Kang

Hi, I am KIM Kang, an elementary school teacher. I was dispatched to Indonesia as a participant to APTE in 2017. I applied for the Programme because I was interested in teaching students in a different culture in a different country.

I took part in the Programme out of curiosity and interest, but this experience changed me as a teacher in many ways. Although my stay was short, staying in a country where people from different cultures naturally respect each other and live in harmony made me think about the direction for Korea's education.

At a time when knowledge is more than abundant, what kind of education do students need from school? In a world where more diverse cultures coexist with blurring boundaries, how can people live together harmoniously? I asked these questions to myself and wanted to experience more.

These days, the importance and necessity of multi-cultural education is strongly emphasized in the field of education. But in fact, teachers do not have much awareness and knowledge of multi-cultural education. I also just thought it was important but did not have specific ideas about the current issues of multi-cultural education at school and where schools should be headed.

But my time in Indonesia was a turning point. I decided I wanted to be an expert in multi-cultural education. I went to graduate school to study multi-cultural education and began my studies on teachers' multi-cultural understanding and teaching competencies. I had a valuable experience building my global competency by teaching at a local school in a different country. Through this experience, I realized that teachers need more than knowledge in multi-cultural or global education. They needed to improve their multi-cultural understanding to really be able to provide multi-cultural education.

I looked back at how I got to embrace different cultures during my time as an exchange teacher and thought about how to build pre-service teachers' multi-cultural understanding. During my studies, I was able to confirm a significant relationship between a teacher's multi-cultural understanding and teaching competencies that I'd believed to be relevant. I also realized how important it was to give pre-service and in-service teachers opportunities to improve multi-cultural understanding when they receive training on the subject.

No matter how much training they receive in multi-cultural or global education, teachers still need to deepen their multi-cultural understanding on top of approaching multi-cultural education simply as knowledge. That way, they can provide relevant education to students when faced with students with different cultural backgrounds. In this respect, I hope there will be more opportunities, like APTE, for teachers to experience teaching in different cultures.

As I studied further, my interests expanded from multi-cultural education to cultural diversity, then to global citizenship education (GCED). I believed that teaching cultural diversity is also a part of global citizenship education. After completing graduate school and my thesis, I came back to teaching and joined the Global Citizenship Education Study Group in my region, to interact with teachers sharing the same interests.

We cannot meet face-to-face often due to COVID-19, but teachers who have the same interests share the curriculum they designed or adjusted and their teaching experiences. Together, the teachers are discussing what values we should teach for sustainable development to foster GCED and how to teach them, and we are working on practicing it in classrooms.

I was lucky this year, because the Global Citizenship Education Study Group I belong to and a university in my region are co-hosting an IGT (I'm a global teacher) competition. The competition is aimed at promoting pre-service teachers' multi-cultural awareness and teaching competencies in global and multi-cultural education. Six teams of pre-service teachers are entering the competition, and I am working as the coaching mentor for the cultural teaching team, which explores diverse cultures.

Also, as a member of the Multi-cultural Education Issue Research Society, I take part in advancing the agenda selected for the Regional Problem Solving Platform. At the moment, I am planning for a programme in collaboration with Daegu City, on the agenda of <Education Support for the Youth Outside of School, to Close the Educational Gap caused by COVID-19>.

Three months as an exchange teacher, from May to August 2017, was rather short. But it was a valuable time for me to ponder, for the first time, about the direction of education, and what to focus on in teaching, and what roles teachers should play. I will always be thankful for the three months which reminded me of the importance of education and rekindled my love for my job. Thank you.

2-4 Personal Change And Growth As A Teacher Through The Follow-up Activities After Completing The Teacher Exchange Programme

· Vinny Sutriani Raranta

Good afternoon, ladies and gentlemen. My name is Vinny Raranta from Indonesia. I am an alumni of Asia-Pacific Teacher Exchange Programme in 2018. First of all, let me ask a simple question especially to those who are educators. Why become a teacher? Because you'll get to learn as well as teach? Because you'll benefit from flexible hours? Or because you want to make a difference? Well, frankly speaking, two reasons mentioned were my answers to the question before. However, getting the opportunity to join the Teacher Exchange Programme has given me another reason for working as a teacher. So I would like to share my personal change and growth as a teacher through the follow-up activities after completing the Programme.

Sharing knowledge, sharpening students' skills, and becoming a role model were some of my major responsibilities as a teacher. Nevertheless, participating in Global Citizenship Education Conference during my first week in Seoul and being placed in Incheon Daegun High School, a UNESCO associated school that integrates curriculum, made me realise what I have done so far is not enough. I have learned another essential point which also becomes a major challenge for me as a 21st century teacher, - Thinking globally and acting locally. As a global citizen, I feel called to take actions in order to create a more peaceful world. For now, integrating GCED in my classroom teaching is a thing I can do as a realisation to this commitment. In addition, to reduce the environmental impact, I am trying my best to reduce plastic consumption, throw garbage properly and reduce the use of electricity. By doing this, I hope people around me will follow. I have also learned a lot more about diversity. Through this Programme, I could explore the various cultures, including my country, Indonesia and South Korea. Living in Korea and having direct interaction with local people every day made me realize the importance of the diversity. I witnessed how the people I met indeed applied Global Citizenship Education in their everyday life not only seen from how they treated foreigners but also through disciplinary practices, for instance, dispose of garbage properly and the sense of public order.

Besides teaching me to think more globally, the Programme has also broadened my mind on the importance of character education. Observing the school life in South Korea has given me insights on the curriculum, teaching practice, and most particularly, character education. Some sight of positive disciplinary practices had a meaningful impact on me.

Through these experiences, when I came back to Indonesia, I started preparing my English lesson with integrating Global Citizenship Education related topics. At first, I thought it might be extra challenging, especially for students with low proficiency of English. So, in order to minimise this problem, I allowed them to use their native language in some discussions. To my surprise, they could in fact express more with the freedom granted. I hope that learning the various cultures has helped my students expand their horizons as well as broaden their perspectives and eventually become interested in other cultures. Here is a brief interview of a student who participated in the class.

"My name is Patrick Nolan from Citra Kasih Senior High School. Last year, we experienced a different kind of studies in English class, which is called Global Citizenship Education Class. Throughout the GCED class I learned about five Indonesian ethnic groups. In order to raise awareness and our cultural belonging, we were signed into groups to do more research about the ethnic groups. We made posters and we had peer to peer presentation to introduce and share our knowledge about the groups. I had a lot of fun in GCED class. I find it interesting that we can learn English while also learning a different important aspect. GCED class is awesome!"

Furthermore, this Programme has also given me the opportunity to gain valuable experience not only as an exchange teacher but also as a mentor for Korean teachers in the following year. I was entrusted with the duty to assist three Korean teachers for around two weeks during their period teaching in Citra Kasih School, Jakarta. My principal gave me this opportunity due to my experience as an exchange teacher and also experience living in Korea as well as understanding some of their cultures. Being once in their shoes has given me insights and guidance on how to carry out this special responsibility. It was indeed a real opportunity for me again to enrich cultural understanding as well as teaching practices.

Thank you very much for your attention and have a good day.

2-5 Hanoi and Incheon, "Every Child Matters"

· SHIN Hyunjin

Hi, I am SHIN Hyunjin, teaching English at Incheon Commercial Girls' High School. Today, under the title "Hanoi and Incheon, Every Child Matters", I would like to share my experiences in Vietnam and follow-up activities in Korea.

As part of Asia-Pacific Teacher Exchange for Global Education, I was dispatched to Vietnam. The students and teachers I met for the first time in Vietnam were full of energy. The classes were very informative, and teachers were excellent in leading classes. The content seemed a lot to me, and I was impressed by the hard-working Vietnamese students.

I taught English, Korean, and Korean culture at Nguyễn Tri Phương Middle School in Hanoi. To make my classes more interesting for students, I visited the Temple of Literature, Long Biên Bridge, the West Lake and other landmarks that students were familiar with. I made learning materials about these landmarks and my experiences visiting them. The Vietnamese students were enthusiastic to meet a Korean teacher who taught Korean and Korean culture, subjects of their interest, by relating them to their own culture and history. My English class was also linked to Vietnam's pop culture and history, which proved very popular among students.

This experience made me resolve that when I go back to Korea, I would lead this kind of class for my students at Incheon Commercial Girls' High School, as our school is in a neighborhood rich in multi-cultural elements. Our school is close to historic sites from the Japanese colonial era and a Chinatown. I thought the surroundings would provide a perfect background to this kind of class.

After coming back to Korea, I thought deeply about how I could foster the multi-cultural understanding I witnessed in Vietnam in my students, who will inevitably experience the breakneck speed of globalization. I thought about how I could best achieve the mandatory academic goals out of a curriculum, along with the cultural, philosophical, and practical goals that need to be accomplished.

I teach English I to freshmen and English Conversation to sophomores. I decided to teach according to the learning objectives of textbook chapters, and engage students in individual and team projects along with presentations. Luckily, the learning objectives of our English textbook were in line with the goals my students and I had in mind: the solidarity with and understanding of the world, people, my surroundings, and myself. Thanks to this, students were much more interested and engaged, and their English improved a lot in the meantime.

As you saw from the previous slide, we looked around our surroundings, starting from historic sites within our school. With the help of the Internet, we expanded our boundary to the world and continued this activity. Not only physical expansion of space, but also climate and environmental issues were addressed in depth during class. All of these were substantial from the functional perspective of an English class, and gave our students a deeper understanding of the society and the world they live in.

As you can see from the students' presentation slides, through online globe-trotting, finding my role model, and many other activities, students grew out of shying away from using English and had precious experience of feeling more confident. As they explored the whole process of searching for and using English materials, planning, editing, and delivering presentations by themselves, students showed achievements exceeding my expectations. Regrettably, as a vocational high school, our school does not have many English class hours. But the students did their best to deliver great outcomes and said they had a lot of fun during the process.

Understanding their surroundings, learning about global figures to find their own role models, gaining knowledge about neighboring countries will not only grow our students as individuals but someday make an important contribution to the sustainable development of our world, friendship, and peace. Thank you.

2-6 We are the one in INVENTION

· KIM Myungseok

I taught physics at Sisowath High School (NGS) in Cambodia for three months in 2017. During my short time there, I made an 'Invention Club' for local students to create ideas that are helpful in everyday life.

At my school in Korea, Sanggwan Middle School, invention education is very active. After coming back to Korea, I began an international exchange project to continue the relationship with NGS.

As you see from this slide, in 2017, 16 students and four teachers from Sanggwan Middle School visited NGS for the first time. They stayed there for seven days, from Nov. 14th to 20th. In 2018, 16 students and five teachers visited for seven days, from Oct. 7th to 13th. Students from Sanggwan Middle School and NGS came together for a 3-day project on invention, and for the rest of the stay they explored Cambodian culture visiting historic sites.

Later, from May 11th to 16th 2019, 12 students and three teachers from NGS visited Sanggwan Middle School, and from Oct. 3rd to 9th, 16 students and four teachers from Sanggwan Middle School went to NGS again for more joint activities.

The teachers' and students' bilateral exchanges on invention taught students that invention is not something distant or difficult, but is something that can be done in a fun way, through exchange of ideas. It was also a good chance for students of the two countries to have a positive impression on each other's culture. The exchange project is becoming an excellent tradition of both schools, and teachers of both schools hope to continue this project in the future. In fact, we made all the plans for the project in 2020, but unfortunately, face-to-face exchange was not possible due to COVID-19.

Now let me show you some photos.

This was taken during my time at NGS. Students interested in invention gathered during lunch breaks and after-school hours. They selected several themes, created ideas, and discussed them.

This photo was taken after my return to Korea. Students and teachers from Sanggwan Middle School visited NGS and are studying there in this photo. Under the theme "On Products Improved from Tripod Warning Signs for Prevention of Traffic Accidents," Sanggwan Middle School students proposed their ideas to discuss with and receive questions from NGS students. During this 3-day group discussion class, they became closer friends.

During the first visit, we signed an MOU, promising to continue exchange activities.

During the second visit, Sanggwan Middle School presented prepared ideas on "More Hygienic Toilets." NGS students asked questions and proposed their own ideas for discussion. Students listened to different ideas from NGS students.

The next video is from Cambodian news coverage in 2017 and 2018. It says that thanks to the visit from Korea's Sanggwan Middle School to NGS, NGS students became interested in innovative science. This shows students from the two schools working together on the subject of "Innovation in the Technology Era." This is very meaningful to me personally, because my experience of teaching and communicating with students on invention and learning and sharing lessons through exchanges with students and teachers are left in the official record.

Finally, in May 2019, 12 students and three teachers from NGS visited Sanggwan Middle School. They observed classes, and students introduced their traditional culture to each other, including a traditional dance performance held at the school auditorium. Korean students invited Cambodian students for homestays, sharing their everyday lives at home and becoming even closer as friends. We also visited Hanok Village in Jeonju City and learned how to make Bibimbap. During the short time, we wanted to show Korea's traditional aspects to students and teachers from NGS.

This is a photo of NGS students and teachers leaving Sanggwan Middle School. They were sad to say goodbye after a short time together, and you see some students are in tears.

Then in fall 2019, Sanggwan Middle School students visited NGS again. They brought materials for craft classes related to invention. Students also staged performances as social activities.

The three times of international exchange were helpful in many ways. First, although our countries and cultures differ, through the exchange project with NGS, students could meet face to face, and their relationship continued online such as Facebook, building a channel of communication. Second, the voluntary and active attitudes of NGS students in class was a stimulant to the rather passive Korean students to become more active in their learning. Third, instead of learning about a different culture superficially through media or tour programs, our students experienced the real local culture with their friends at NGS. Lastly, the shopping malls, apartment building, and high rise buildings being constructed in Phnom Penh, the capital of Cambodia, left our students a deep impression on how cities around the world are developing amazingly fast. It was a chance for them to look at changes from a different point of view and think about their future career paths and jobs.

During the three short months at NGS, I also learned a lot through teaching local students. This served as a meaningful opportunity for me to share my experiences with my teacher colleagues and students in my school in Korea. Thank you.

2-7 Korean Atmosphere In Our School

· Yeni Hartati

Good afternoon everyone. Thank you for the opportunity given to me to share some activities we have done during the international Teacher Exchange and how the Programme has given some good impacts on our school.

Before that, let me introduce myself first. My name is Yeni Hartati. I am a teacher of SD Islam Al-Azhar Cairo Palembang, Indonesia.

Our school, SD Islam Al-Azhar Cairo Palembang, Indonesia, is located in the middle of Palembang. It has two best programs. First, iPad education which targets for grade 4-6, with this program, the students can use the iPad to support their learning activities. The other one is fun learning. The students have the learning activities both inside and outside of the classroom with the fun learning method.

We already had fun learning method in our school, so this Programme really helped us by introducing us more fun activities during the Programme, such as activities in the classroom that the students learnt about Korea by singing a song and playing games, etc. directly from the Korean teacher, and for those things, I would like to say thank you to Eunhak teacher and Shim teacher for teaching us and giving us the great experiences and knowledge.

We also had 'English for fun,' 'Market Day,' and 'Traditional Games,' in which the students introduced Eunhak teacher and Shim teacher some of the traditional Indonesian games. Eunhak teacher and Shim teacher also introduced us the traditional Korean games such as, Jaegi Chagi, Yut nori, and many more. Then we had a culinary event and also crafting day.

After those wonderful activities, we still have the Korean atmosphere in our school. We have Korean Simple Expressions, Korean Fun Time, and the International Costume Day. With the Korean Simple Expressions, the students use some Korean expressions in their daily conversation, such as "Annyeonghaseyo" to say hello to one another and "Kamsahamnida" for saying thank you.

Before leaving us, Eunhak teacher and Shim teacher gave us a lot of presents, including Hanbok, traditional Korean toys, and many more. By having those, we could have a 'Korean Fun Time.'

For example, the students could learn about colours by doing activities that they have to colour Hanbok with their creativities on the worksheet; some of them also wore Hanbok after the worksheet has done as a reward. The students also could learn how to type by using their iPad, but now they do not type the word in Indonesian or English only, but they also can type their name and some words in Hangul.

When the students learnt about numbers, they could also understand it by playing some Korean traditional toys. Before, we used to have the 'National Costume Day' as our annual activity. As you know, Indonesia has 34 provinces with about 1,340 tribes which have their own culture and traditional costume. But after Korea-Indonesia Teacher Exchange Programme, we enriched the students with the experience of having the International Costume Day where the students could wear kebaya from Indonesia, Hanbok from Korea, Sari from India, and so on.

By having those great activities, we feel much better. Those activities really colour our days in school. So, I appreciate the opportunity to be a part of this Programme. And thanks for giving this amazing opportunity to introduce our school, our students, and especially myself. I am very grateful for this. I hope that we can keep joining programs similar to this. I hope that I can learn more about Korea and I can introduce more about Indonesia to others. Once again, thank you so much. It was very nice seeing you and good bye.

2-8 My Story of Participating Korea-Indonesia Teacher Exchange · LEE Jeonghan

Hi, everyone. I am LEE Jeonghan from Gangwon Myeongjin School for the Blind. In 2017, I was dispatched to The Lazuardi Global Islamic School in Jakarta, Indonesia, for three months. I am working at a special school for the blind.

The Lazuardi Global Islamic School, I was dispatched to, is a private school known for high enthusiasm for education. Enthusiasm was high not only in learning in general, but especially in special education. It seems that the school was known for one of the first schools in Indonesia to provide inclusive education (integrating education for the disabled and the non-disabled). Since I am a teacher at a special school, the exchange activity was all the more meaningful to me.

The Lazuardi School has special education teachers in each class. When special education students come to school, these teachers observe and talk to them for an hour. In the morning they give classes in Indonesian, math, and others, as well as swimming and habit building. I helped special education classes. In the afternoon, I would go around classrooms for Korean culture class. As the Korean Wave was gaining popularity, students were very active in class, and I found it easy to lead classes. Teachers and parents were also interested in Korean culture. I taught at middle school, but later parents of elementary school students also asked for Korean culture class for the elementary school. So I spent the school vacation teaching them Korean culture.

Before I left after my three-month stay in Indonesia, students threw a goodbye party for me. The principal and directors of the school wanted to talk to me so I went to see them, and they said they wanted to visit Korea for a field trip. I thought it was a good idea because our school in Korea had experiences of international exchange. In November, Lazuardi students visited our school. We held networking events and joint performances. Students became friends right away, they were in class together, they went on field trips together, and the fun time went so fast. They exchanged contact numbers and gifts. We said goodbye, but I still continue to talk to teachers and students through social network services. Back then, Korean students presented an orchestra performance, and Indonesian students showed traditional dance in traditional costumes.

I gained many benefits through KITEP (Korea-Indonesia Teacher Exchange Programme), so let me try to summarize them. The best thing was that I was able to broaden my understanding in Islamic culture by visiting Indonesia. As Korea becomes more multi-cultural, we see growing exchanges with Islamic countries. So this understanding is and will be a big advantage for me.

Also, as I worked together with special education teachers there, I was very impressed by their consistent attitudes towards students. Of course I do my best in my job too, but their passion in observing students for an hour every day and keeping a journal of their observations, and personalizing their teaching plans very specifically to each and every student was a true inspiration. This is something I try to practice myself here in Korea.

Another advantage from my stay in Indonesia was that I got to know passionate experts in special education and social welfare. Sharing know-how and building human networks with them is a treasure to me. I still talk to them, share know-how and information, and strengthen my network with teachers and students in Indonesia. So these are the three benefits I gained from my APTE. I will continue this exchange activity with my colleague teachers. Thank you for listening.

2-9 Our School, We Build up together

· Monyneath Vann

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

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

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

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

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

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

Thank you so much for paying attention to my presentation.

Day3

• Exchange Teachers List

No.	Dispatched/ Invited	Name	Organizer	Presentation Title
1	Invited	Mohd. Al Khalifa Bin Mohd Affnan	Keningau Vocational College	How TVET change the world
2	Invited	PARK Jihye	Geumjang Elementary School	Knot leading up by me
3	Invited	Melandro De Los Reyes Santos	Tondo High School	Championing GCED in Science Classroom
4	Invited	SEO Jeongrae	Incheon Dowha Elementary School	My APTE Story Making Everything Unfamiliar to Familiar
5	Dispatched	KIM Kyungmi	Incheon Eunji Elementary	Global Citizenship Education to Change Tomorrow
6	Invited	Ma. Eirish Santos Zulueta	Las Piñas National High School	Friendship to Last
7	Dispatched	LEE Hoseok	Imjin Elementary School	MY GCED Story
8	Dispatched	Henna Sehgal	Sekolah Kebangsaan Minden Height	Sisters From Different Mothers

3-1 How TVET change the world**· Mohd. Al Khalifa Bin Mohd Affnan**

Assalamualaikum and good day to every member of the 2020 Online SSAEM Conference. I hope everyone is safe and sound at your own place.

My name is Khalifa Affnan and I am currently working in Keningau Vocational College, Sabah, Malaysia as an English teacher. I have participated in the 2017 Korea-Malaysia Teacher Exchange Programme. And the title of my presentation that I want to share with you today is "APTE Experience 2.0: The Gold, The Gain & The Glory." It is an after story of what I did after I came back from a 3-month Teacher Exchange Programme in Seoul Technical High School ever since.

When I was in my host school in Korea, Seoul Technical High School have started a project called "How TVET(Technical and Vocational Education and Training) change the World." My vision for this project was simple, to educate the community on the importance of TVET through visual attractions. I have learned the similarities and differences between TVET education system between Korea and Malaysia. To educate the significance of TVET to the community is not an easy task. The stigma of having the alternatives to pursue skills instead of academic is still not widely accepted. These findings strengthen my resolution to improve my project actively through visual attraction as it is the easiest method to capture attention.

My APTE Experience revolves around these follow up activities and How TVET change the World has been continuing to strive even up to this day. So I have categorized the successfulness of my programs to gold, gain and glory. Each of these categories has its own story to tell, and the first one is gold.

Starting from the student exchange program as my first follow up program in 2017, I have discovered that some of my students were really passionate and knowledgeable in drone and robotics technology. These students are what I considered as gold as they have shown tremendous effort to learn, even though drone and robotic are considered a new knowledge in our rural community. I have tried to lead various programs related to drones and robotics up to this date, involving my own students, NGOs and the community around us.

Another aspect of gold that I discovered was the willingness of the students to join in-depth knowledge sharing visit to South Korea in 2019 by raising their own funds. The program was called 'Gaja! Korea' involving 17 Malaysian delegates to learn more about the technical and vocational system in South Korea. 12 students were able to learn more about Korea education system through school visits and conferences, while not forgetting to experience a much more authentic food and culture.

Next aspect that I would like to share with you is gain. Through APTE experience, I have gained opportunity and resources to organize many programs in my college involving South Korean schools.

One of the programs were the 2017 3 days drone course with Seoul Metropolitan Office of Education involving 12 students, 4 teachers and 2 officers from various high schools in Seoul, including Seoul Robotics High School. We managed to learn a lot of things in drone technology and received a total of 15 high-tech drones to be used in college.

Another program that I would like to highlight was during 2018 were Seoul Technical High School, came to do a 1-week student exchange program. With the total number of 4 teachers and 10 students, my students learned how to build drone frames from recyclable materials, and they also learned how to cook the famous Korean dishes like bibimbap and Kimchi. In return, the Korean teachers could build up knowledge of the nature and culture of Sabah, too. All of our activities had chances to share in the national television and local newspapers as well.

Lastly, in 2019, we received another visit from Daedong Middle School where 20 delegates did a short visit to Sabah and spent 1 full day in our college. Here, the Korean students were given a mentor consisting of Malaysian students and they did many activities together like college tour, treasure hunt and experience the local cuisine. The Malaysian students were also taught some basic Korean phrases and the art of making drip coffee.

The last aspect that I want to share with you over the result of my follow up activity is glory. The Teacher Exchange Programme has broadened my mind to become more interested in technical and vocational education. We bought our first set of tetrix robot and coded it with Arduino to play around with it. Then, we decided to join the World of Robotic National Championship in July 2018 and we secured third place, enabling us to represent Malaysia for the International Robot Contest in Kintex Exhibition Hall, South Korea on October 2018. We managed to secure 3rd place out of 14 teams from all around the world.

Early this year, my passion towards robotic and drone brought my team to secure an International grant to develop our STEM programs to the next level. STEM refers to Science, Technology, Engineering and Mathematics, and this initiative aims to prepare the TVET community in Sabah to be more aware of the rapid development of industrial revolutions 4.0 through workshops, seminars and programs.

So, as a conclusion, the Asia-Pacific Teacher Exchange Programme was truly a stepping stone for me to go achieved many great things. My APTE experience of gold, gain, and glory won't be successful without the support from family, friends, and colleagues. I hope that this sharing of mine would motivate all of you to go global and even higher in the midst of hardship. Thank you and have a nice day.

3-2 Knot leading up by me

· PARK Jihye

Hello everyone. I am PARK Jihye, an elementary school teacher from Korea. It is an honor for me to have this opportunity to share my story with you.

2019 was a year that I can never forget. Going to Cambodia as an exchange teacher was like a dream, but spending time with an exchange teacher from Thailand as a mentor teacher as soon as I returned was also unbelievable.

Once I became a teacher, I always pondered the education I really wanted to provide. I dreamt of sharing values such as the world, culture, equality, and happiness with my students; rather, I was becoming burned out from the repetitive classroom environment and heavy workload. One day, my heart started pounding when I saw the notice on selecting teachers to participate in APTE. I felt this was something I really wanted. I accepted the challenge by following what my heart wanted. I was luckily selected as an exchange teacher to Cambodia in the first half of 2019.

My time in Cambodia, initially with much anticipation and fear, was much happier than I could have imagined. I still clearly remember my heart pounding as another exchange teacher and I prepared for classes at the partner school. I was extremely nervous if Cambodian students would enjoy my class, but my worries immediately dissipated as students participated in class genuinely and eagerly. The time I spent with students who sincerely appreciated me and giving me with starry eyes made me thank for becoming a teacher and coming to Cambodia.

Reminiscing my time in Cambodia, the beautiful sea and skies like paint drops spread in water, shy yet kind Cambodians, the mentor teachers and colleagues from partner schools that only showed kindness from the beginning to the end, the translator that provided unfathomable support in class and daily life, students concentrating with sparkling eyes, and fellow Korean teachers that made the Exchange Programme so joyful ... Everything made me feel true happiness.

Exchange Programme in Cambodia truly made me aware of many things. Living overseas, a previously vague idea, allowed me to realize difficulties foreigners face in detail. Sequence of unexpected contingencies in an unfamiliar setting allowed me to further develop diversity in consideration.

Leaving fond Cambodia behind, I returned to Korea on July 31. On August 1, the very next day, my status changed from exchange teacher to mentor teacher for invitation Programme. I actually was assigned to a new school in 2019, but I didn't know that the new school participated in APTE. As I was assigned to my new role and began the handover process, I was stunned by such a coincidence. I still felt as though I was an exchange teacher in Cambodia; as I prepared to receive the exchange teacher from Thailand, I could once again feel the dedication from my mentor teacher in Cambodia. On my way to meet the exchange teacher from Thailand, I promised myself to make the teacher feel as loved as I was in Cambodia.

The two teachers from Thailand were truly great. Not only were they great at teaching, but also they approached students first and treated them warmly. They did not hold back on sharing the beautiful Thai smile with us.

Because I has previous experience as an exchange teacher, I was able to come up with many ideas on activities Thai teachers can participate when they arrived. When I taught in Cambodia, I was truly thankful that Cambodian students were receptive for the class taught by a Korean teacher. On the flip side, I thought I would have understood Cambodia's education even further had I participated in the classes and activities at the partner school. For that reason, when there was an event or activity Thai teachers can experience, I tried to provide opportunities for them to participate.

During Chuseok, Korean Thanksgiving Day, they played Yut (a traditional Korean board game) with students. Thai teachers made bibimbap with students and studied together in arts and Physical Education classes. Thai teachers also attended on-site class at Bulguksa, a UNESCO World Heritage site. I planned as many activities with students as possible.

I also designated "UNESCO Multi-culture Understanding Week," a special learning week, which allowed Thai exchange teachers to prepare special classes that allowed Korean students to become more familiar with Thailand. Because the Thai teachers took part in all these activities with excitement, I also greatly enjoyed this experience.

Since I wished I spent more time with colleagues from the partner school in Cambodia, I informed my colleagues of the purpose of the programme and created a teachers club and Thai culture class to allow more interaction between Korean teachers and Thai exchange teachers. During this time, we had the opportunity to exchange various stories on each country's education, culture, and lifestyle; I could truly feel the two countries becoming more closely connected. Friendships were extended with Korean teachers through meals, and various traditional cultural activities in Gyeongju. Because my colleagues in Korea actively participated and highly valued the initiative, I was very proud as a mentor teacher.

I have been interested in multi-culturalism and believed I had a comprehensive understanding of the value of diversity. However, I wonder had I only been an exchange teacher or a mentor teacher, would I have developed such an extended understanding and supported the teachers' activities.

I gained a treasured experience and learned immensely from the fortunate opportunity that I stumbled upon in 2019. Cambodian and Thai teachers both sought understanding through conversation when challenges surfaced from cultural differences or unfamiliarity. I sincerely wanted to learn their inclusiveness and warm-heartedness. I am truly thankful for their kindness trying to actively take part and thoughtful consideration.

Thankfully, I was able to experience being both an exchange teacher and mentor teacher one after another. Being an exchange teacher at a school in a foreign country, and supporting exchange teachers from overseas as a mentor teacher were two different yet similar experiences. Accepting a culture different from mine without any stereotypes, collaborating with partner country teachers and Korean teachers on how to educate our students, and finally disseminating results with colleague teachers from each other's countries is how we move ahead. Among many of us, I was fortunate to hold a string called exchange teacher on one hand, and a string called mentor teacher on the other. I was able to tie a tight knot with these two strings. I sincerely hope this knot that I created becomes even firmer to lead to mutual prosperity between Korea and partner countries.

Thank you.

3-3 Championing GCED in Science Classroom

· Melandro De Los Reyes Santos

I am a GCED advocate. It is deep inside me that cultivates the passion and love for creativity, innovation, and commitment to peace and sustainable development. And all of these started in the four corners of my classroom.

Today, let me share the timeline of my advocacy of promoting GCED in the Philippines. The intensive integration of GCED in our country is a long way to go, but our collective efforts to sustain our advocacy can be an instrument to build up a network of educators who are committed to the promotion of GCED.

Throughout the years, the success of promoting GCED was made possible through the untiring efforts from the stakeholders who fully supported our endeavors. Indeed, the true spirit of "Bayanihan" continue to live in the hearts of every Filipino Educator who are inspired to improve the curriculum through collaboration and partnership.

My GCED advocacy started after I participated in KPTEP(Korea-Philippines Teacher Exchange Programme) in 2016. I consider the program as a life changing experience since it gives me an opportunity to share our culture and what we truly are as a Filipino Educator. I learned to appreciate the value of cultural diversity and sensitivity as I develop good relationship with my fellow Korean teachers and students in Jeongeup Suseong Elementary School. I am truly grateful to the whole Jeongeup Suseong family who bonded with us during our stay.

When I went back to the Philippines, I wanted to share the same learning experience to my fellow Filipino teachers and students. To appreciate the importance of shared values and shared responsibility that wherever we came from, we should still be together to love our humanity. "In Scientia Nos Solidaritas" (in science we are united) was designed to integrate Global Citizenship Education(GCED) for sustainable development in science classroom. The project was conceptualized based on the necessity to capacitate the Filipino science teachers on the content knowledge and pedagogical skills of GCED. The participants are expected to integrate GCED on existing secondary school science subject through teaching demonstrations, writing lesson exemplars, and developing contextualized GCED Learning Material.

In the same year of 2017, a compendium of GCED learning material was developed by 16 participants. The contextualized learning material intends to instill the importance of non-cognitive learning such as social responsibility, concern for the environment and commitment to sustainable development. It incorporates the 10 UNESCO SDGs in Grade 7 science lessons. In the end of the 2017, It was an amazing experience to share the project during the First Forum on Teacher Exchange Towards Global Citizenship.

As I continue to utilize the GCED Learning Material inside my science classroom in 2018, I initiated a school-based teaching demonstration entitled 'I love H₂O' focuses on SDG: Clean Water and Sanitation. This GCED science lesson aims to develop science students' understanding of the importance of a clean, accessible and safe drinking water by designing and building their own water filtering system.

In the same year, with the support of our school head and supervisors, I initiated the GCED Integration Across All Learning Areas during School Inservice Training for Secondary Teachers of Villegas High School. These sharing of GCED among instructional leaders is a good leverage to promote GCED to their respective schools. They could initiate GCED school-based programs targeting sustainable development.

In 2019, during our science month celebration, we launched several GCED Learning Activities as the highlight of the School Science Fair. These are 'Science Learning Stations,' 'Group Singing Contest,' and 'Science Film Festival' that promotes GCED and SDGs. At the end of the learning station, the students were able to identify disease causing microorganisms, understand the ways of breaking the chain of infection and perform proper hand washing technique and disinfection.

To promote SDG 15: Life on land, we conducted a group singing contest, the Voice of Nature. The contest could showcase student talents and promote environmental stewardship. Through their collaborative efforts to share their talents, the message of environmental sustainability was delivered to the audience.

Another activity to promote SDG 14: Life below water is the Science Film Festival. The film festival features several documentary films that showcase the importance of plastic management in maintaining sustainable life under water. My students are encouraged to share their pledge of commitment to minimize the single use plastics in everyday life.

In September of 2019, I never imaged that our own little way of promoting GCED in our country would be recognized globally as one of the GCED Best Practices of 2019. APTE provided several platforms for me to share the best practice of our country in promoting GCED. I feel blessed that the project was featured in GCED Online Campus, an e-learning platform where the project can share to all educators around the world. I will be happier to see the viewers to be inspired by our story and ready to share their own GCED advocacy. In the same week, APTE invited me to share the project during the 4th Global Capacity Building workshop. After sharing the project in Korea, I am grateful that I was also recognized as one of the Best Project Implementer of 2019 by DepED-ICO.

To continue the saga of my advocacy in promoting GCED, our project was presented again in the 'ICO-KPTEP Learning Series' during the lockdown period in Metro Manila, Philippines. As of now, I am still engaged in several undertakings that would improve my capacity to share GCED. Last September 2020, I participated on the Curriculum Development Course at the 'GCED Online Campus.'

And finally, "As a Global citizen, I remain committed to serve the urban poor community of Tondo, Manila, Philippines - where countless challenges awaits for me and I express my full allegiance to deliver the quality and accessible education that my students deserve in this time of pandemic."

Again, Kamsahamnida! Mabuhay ang Gurong Filipino! Maraming Salamat po!

3-4 My APTE Story Making Everything Unfamiliar to Familiar

· SEO Jeongrae

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

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

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

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

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

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

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

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

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

3-5 Global Citizenship Education to Change Tomorrow

· KIM Kyungmi

Hi, I am Kim Kyungmi, a teacher at Incheon Eunji Elementary School. I applied for APTE in 2016 and was dispatched to the Philippines from August to December that year. Memories from there are still fresh, but four years have already passed. Time truly flies. After coming back from the Philippines, I became interested in global citizenship education (GCED). Today I'd like to talk about the GCED activities I performed personally, and with my students here in Korea.

My presentation is divided into four parts.

First, how I changed as a person after coming back from the Philippines, and how I looked at APTE, Exchange Programmes and GCED;

Second, my personal studies on GCED after my time as an exchange teacher;

Third, cases from applying my studies to the field of teaching;

Fourth, my personal thoughts on the direction for education, from the GCED perspective.

Before I was dispatched to the Philippines in 2016, I was not deeply interested in people, education, and the environment in other countries. However, after the Programme, I changed a lot. Let's watch a short video of my time in the Philippines.

As you saw from the video, although the time was short, my teaching experiences in the Philippines made me become interested in education, culture and various issues in other countries. I started to look at the world from a bigger point of view, and this change inspired me to continue GCED.

As I started to think differently about GCED, I began to study personally about the subject after returning to Korea. I took a research sabbatical in 2018 to study GCED. I collected data on the subject by looking around local communities and various places within Korea. I also applied for an advanced GCED training on Place-based Learning (PBL). I spent a week in Malaysia for an in-depth research on GCED methodologies.

The PBL I learned in Malaysia was about looking at local community problems from various perspectives and finding solutions to them. The training gave me a lot of ideas I could apply to my class and made me reconsider the direction of my research. In 2019, I practiced this learning in my class.

Third, among the GCED I practiced in 2019, let me introduce the environment protection campaign, GCED reading and GCED craft classes.

I taught third grade in 2019. While I was thinking the theme of GCED for third graders, my students reported that the school pond was poorly managed, and the fish were dying. So, we started a campaign to protect the pond, which continued for two months. Since the problem was reported by students, I engaged 6 to 7 interested students in the campaign. I encouraged them to find ways to change the behaviors of students who litter the pond, instead of counting on teachers to scold them. They wrote slogans, made posters and brought them out to the pond during lunch breaks for their campaign.

Also, for the environment, students organized a flea market, selling recycled goods, and donated the earnings. Students wrote letters to friends in other countries through a Good Neighbors (International Humanitarian Development NGO founded in Korea) programme. As part of the reading activities from the school curriculum, we selected books regarding GCED. Students read about and discussed world peace and war, made key rings depicting food and costume from different cultures, and learned about how various cultures celebrate Thanksgiving. These activities were aligned with the official curriculum.

What I personally learned from these activities is that GCED does not bring about immediate results but let us sow small seeds like farmers. Do you see the small seed on the screen?

This seed may grow into a big tree, and form a large forest, but one cannot see the result now. But I think teachers are like farmers, who sow seeds dreaming of lush forests in the future. Do you agree?

Through these classes, I got to think about the direction for GCED. First, teachers should continue to pay attention and study this field. Second, there should be more efforts to educate teachers and students about the importance of GCED. Third, various, more in-depth GCED materials should be developed and disseminated.

Thank you for listening to my presentation.

3-6 Friendship to Last

· Ma. Eirish Santos Zulueta

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

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

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

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

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

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

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

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

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

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

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

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

"The time we have shared with Ms. Shinae, our Korean teacher, during the KPTEP 2015 was one of the happiest days of our lives, and through her help I was able to appreciate more other's cultures and learned how to cope up with everyone's differences. I became interested in their language, and until now, I am trying my best to learn it. This helped me to cope with my current university where I am having encounters with people from different countries. I became more culturally sensitive and respectful in building a relationship with people from different races."

Elisha Jabinal (Pen Pal Project Member, 2018)

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

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

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

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

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

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

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

3-7 MY GCED Story

· LEE Hoseok

I will start my presentation on "My GCED (Global Citizenship Education) Story".

Sawadicap! Hello!

My name is LEE Hoseok. I am a Korea Exchange Teacher who worked at Ban Sa Nam Som School in 2017 in the Nakhon Pathom Province, which is located in the northwestern region of Bangkok, Thailand. The four months I spent with the Thai school teacher, who is now like my family and with bright and passionate Thai students were very meaningful to me. It had a tremendous impact on my values as a teacher as well as my view and understanding of education. It was a turning point in my life.

There are three elements I thought I would definitely put into practice in Korea.

First, there were many things that Thai students did early on as children. Seeing them perform well while enjoying themselves, I have come to reflect on myself, realizing I didn't believe in the students enough and held them within a protective fence in the fear that they would get hurt. So, I've decided to believe in the students' strengths and to give them a lot more opportunities to decide for themselves in class.

Second, Thai people had a higher level of understanding and acceptance of other cultures. While the students in Korea had a high level of multi-cultural understanding, they presumably tended to lack a sense of acceptance, so I thought I would become a teacher who could also develop their sense of acceptance of other cultures.

Third, I thought I would make rigorously apply the GCED in class. This is because I have become more certain of my belief that having a global citizen consciousness is a prerequisite skill for future talent in the globalized world we live in today. So, starting in the second half of 2017, which is when I returned from the Exchange Programme, I have given a lot more independence to my students in my class.

As a member of the class, the teacher also cleaned his assigned area in accordance with the classroom rules and if he failed to abide by the rules, he was punished in accordance with the classroom rules just like his students. With that, students started to act with more responsibility in the classroom and our class could evolve into one that actively communicated with one another.

And in 2018, the second year after the Programme, I chose and have held my class with GCED as the class theme. I requested for various external workshops such as Visiting Multi-cultural Understanding Class, Multi-cultural Field Workshop, World Vision Global Citizenship Class and Visiting Environment Class so that students learn the importance of GCED. Also, we visited institutions such as the National Museum of Ecology and Nature, which are putting SDGs (Sustainable Development Goals) into practice to show students why we need GCED in our everyday lives and to give them an opportunity to experience as well as understand what it is.

In addition, we did the Global Citizenship Project 17 times in one year as part of our creative field workshop to think with students about what efforts we need to put in for a better understanding of other cultures and sustainable development. As a result, we observed that the level of multi-cultural acceptance and global citizenship consciousness had increased overall from the surveys conducted at the beginning and end of the academic year.

Another practical example is when my students' work was selected as one of the best works in 2019 Robot Software Challenge (RSC) Competition in which for a robot explaining ways to put SDGs into practice. Like this example, I have been implementing many new initiatives since my Exchange Programme to help students grow as global citizens. However, as I am a teacher who still has a lot of room for improvement, I have also been striving to become a teacher who can provide more quality GCED.

For instance, I was appointed as a GCED Lead Teacher for the province of Gyeonggi-do in 2019. Since my appointment, I was able to share and develop more appropriate and effective GCED activities with many other excellent teachers. Through my time as a GCED Lead Teacher, I was able to learn that there are many institutions and groups that work on GCED in our country and it encouraged me to think that I should share it with many other teachers.

So, I started to share the GCED materials and class programs with students in the same grade and then others in school. Sharing was hard only in the beginning. After the first instance of sharing, it wasn't hard at all. I believe when I explained to other classes the objectives of those materials and class programs, this process itself contributed to the dissemination of GCED at least a little bit.

After that, I stumbled upon a chance in 2019 to share GCED even more widely. It was through "Paju Teacher's Multi-cultural Capacity-Strengthening Dual Language Voluntary Workshop." It consisted of studying with Vietnamese, Chinese native-speaking teachers the culture of the respective country in two languages. It also provided an environment in which research could be conducted on the ways in which students who come from partnering countries can adjust well in class in Korea.

Also, in 2020, I started to support more actively the Visiting Multi-cultural Class and the Capacity-strengthening Workshop on Multi-cultural Education since my appointment as a member of the Paju Multi-cultural Education Support Group. While participating actively as a member of the support group, I could also think about the dual language voluntary workshop held in 2019 together with multi-cultural education and develop multi-cultural education materials and expand the workshop to a more inclusive one. As such, I could run a more substantive Multi-cultural Capacity-strengthening Workshop, which I believe made it more meaningful.

After my exchange experience in Thailand, I have been putting GCED into practice myself in the classroom, starting with small things. My plan is first to continue the relationship with the Thai school that became a turning point for me. I visited the Thai school that I worked in again in 2019. It was short, but it was nonetheless a precious opportunity in which I could participate in the scout program and share the class on computer and science that I had prepared.

Even now, mentor teacher Ant and I stay in touch. I hope that COVID-19 comes to an end quickly so that I can go visit the teacher and students of Ban Sa Nam Som School to serve as well as learn.

My second plan is to contribute to putting GCED into practice to the best of my abilities if there is a place that I can contribute to in Korea. That is even if it is by little and even if I still have much to improve.

I just rambled on about my follow-up activities after the Exchange Programme. In short, I would like to say that you can start small with GCED. I also started with a small thing.

It is my hope that our class, then our grade, then our region, and more broadly, then even other countries can start to take action on the small things, one by one, so that our students can be exemplary global citizens in the future with the help of their teachers. With this, I will conclude my presentation. Thank you.

3-8 Sisters From Different Mothers

· Henna Sehgal

Good afternoon. Greetings from the island of Penang, Malaysia, Annyeonghaseyo. I am Henna Sehgal, and I was the mentor teacher during KOMTEP 2017. The title of my presentation is " Sisters From Different Mothers."

I had a great opportunity to participate in a life changing event called KOMTEP in 2017 and I was selected by APCEIU to be a mentor teacher to two wonderful Korean teachers, Kang Seun and Min Hyeyong. Well, looking at the title "education beyond borders," it was a change in the outlook of the teaching and learning process because we've started practicing fun learning. A fun learning has in a lot of games, stories, drama, art, calligraphy. There was also correspondence between Korean and Malaysian schools at all times. And we had the chance to exchange experiences between foreign education systems and practices.

SK Minden Heights Primary School, or better known as Sekolah Kebangsaan of Minden Heights is privileged to work hand in hand with a few educational organizations in Korea. As you seen my slide, I have listed out of few of the schools that I've been working hand in hand with and what we do is we exchange cultural activities and we have indoor and outdoor activities of our classrooms. We have also got our students to keep in touch with one and another via e-mails, video calls and chats. And they do exchange a lot of stories – Korean stories and Malaysian stories, the making of book marks, art projects with the help of my KOMTEP teachers.

I was very privileged to be given the opportunity to attend the H.E.A.L Forum with stands for Heritage, Environment, Asian Culture, and Language in Jeollanam-do, Yeosu, 2018. Well, the focus of this forum was global citizenship and what we learned from here was the importance of unity, the importance of making this planet a better place in the form of education, equal rights, fairness, and sustainability. We also got a chance to appreciate UNESCO World Heritage Sites in Jeollanam-do, Yeosu. I had a privilege to take 22 students from Malaysia and meet 22 students in Korea and we had a lot of multicultural activities and games. We had good educational excursions. We exchanged a lot of context and ideas, teaching and learning methods. And this eventually let to the changing of our communities for more sustainable future. Most importantly, I would say that the team building between both these nations has remained from 2017 to date via me and my Korean teachers.

Now, I'll move on to the next slide which I had compiled wonderful pictures for all the activities and the presentations that I carried out, and you can see it's all here in one slide for you. A lot of global citizenship activities took place, and we were honored to visit a lot of UNESCO Heritage Sites.

Now, from this, we also saw a lot of positive changes among the communities, and of course, we saw the focus on multiculturalism in education. We focused on cultural diversity, there was a intercultural dialogues between my Korean students and Malaysian students. A lot of question & answer sessions that we had to carry out. Make them stay under one roof to make them broden their mindset and narrow down the curiosity gap. And also, make communication the basis of global citizenship. So this was a great experience.

Continuous follow-up activities have been taking place between my Korean teachers and me. We travel around Asia and around the world, they come and visit me in Malaysia, and Penang annually. We continue to learn from one and another. We attend conferences, we have international programs that are organized by my school such as online essay writing, and they do participate and take the initiative to get the students to participate. So, the follow-up activities seem to go on as time passes.

This was a very important component, and is still very important component of 21st Century learning, where I have matured that my Korean teachers and me, myself, and my students, "take the initiative to learn, unlearn and relearn." This has made us and forced the network of educators and strengthened the bond and relationship between Korea and Malaysia. We focus on multiculturalism and we make sure that our students learn about it and practice it. We make sure that we learn, unlearn, and relearn all the time make this world a better place. And it's also a room to gain more knowledge.

And on to my next slide now. You would see more than anything what I have cherished the most is making and cherishing memories throughout my experience of KOMTEP. A lot of international travels, educational excursions, annual visits to Malaysia and Korea, to my family, my house, my colleauges, host school, and also to UNESCO Heritage Sites; we have wonderful places in Penang and all around Asia, and this will continue, and it will not stop here.

Gamsahamnida, Terima Kashi! Thank you.

