

2022 SSAEM CONFERENCE

Final Report



Teaching Across Borders

November 24 2022 | Conrad, Seoul

01 Prologue

01 What is 'Asia-Pacific Teacher Exchange for Global Education' about? -----	06
02 What is the Significance of the 'Asia-Pacific Teacher Exchange for Global Education'?	07

02 Overview

01 Background and Objective -----	10
02 Conference Outline -----	11
03 Conference Schedule -----	12

03 Conference Contents

01 Opening Ceremony -----	14
02 Group Photo -----	26
03 Panel Discussion -----	27
04 Video of 2022 APTE Activities and Participants' Interviews 2022 -----	51
05 Celebratory Performance -----	52
06 Presentation I-1 2022 Online APTE Best Practices -----	53
07 Presentation I-2 2022 Online APTE Best Practices -----	72
08 Presentation II-1 Best Follow-up Practices -----	92
09 Presentation II-2 Best Follow-up Practices -----	108
10 Recollecting 10 years of APTE - Live Talk by Alumni teachers -----	125
11 Closing Ceremony -----	142

APTE 10⁺

”

01

Prologue

Teaching Across Borders

2022 Asia-Pacific Teacher Exchange for Global Education



01 What is 『Asia-Pacific Teacher Exchange for Global Education』 ?

What is 『Asia-Pacific Teacher Exchange for Global Education』 ?

『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 steadily expanded for the last ten years. In 2020, APTE has carried out online teacher exchange with 7 Asia-Pacific countries (Cambodia, Indonesia, Malaysia, Mongolia, the Philippines, Thailand, and Laos).

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 invited from the 7 partner countries are competent teachers, all selected by the Ministries of Education of each country, and they conduct classes on their subject fields, language and intercultural understanding at their respective host school and exchange experiences 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.

02 What is the Significance of the 『Asia-Pacific Teacher Exchange for Global Education』?

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. seven partner countries 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.

Due to COVID-19, the Teacher Exchange Programme was converted online in the first-half of 2020. Korean teachers and teachers from the partnering countries formed an online study group to run online classes, share educational materials and jointly operate the GCED project. In the second-half of 2020, Korean teachers cooperated with teachers from partnering countries to develop and distribute GCED contents for class use at partnering schools. Online educational exchange was thus carried by providing educational content. Accordingly, the 2022 SSAEM Conference will act as a venue to share outcomes of the new online form of educational exchange, up until which were conducted offline since 2012.

APTE 10⁺

01 Background and Objective

In the course of globalization and diversification, learners are required to 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 understanding and global competence of learners, while at the same time, should be a venue for the whole school communities to express such capacity and understanding. For effective implementation of education with such goals, 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. 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 being 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 other's schools for about one school semester and experiencing local communities. This led to enhancing mutual understanding between Korea and Asian countries.

SSAEM (Sharing Stories of Asia-Pacific Education Movements) Conference has been held annually since 2014 to examine and share the educational outcomes of the participating teachers and schools. This Conference aims to provide an excellent opportunity for the Programme participants and stakeholders to showcase the impact of the Programme and to explore methods of strengthening cooperation for further development of the Programme.

02 Conference Outline

Title | 2022 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 | 2022. 11. 24. (Thu)

Venue | Park Ballroom (5F) Conrad Hotel, Seoul, Republic of Korea

Main participants | Approximately 150

- Teachers who participated in APTE
- Teacher Exchange Programme Stakeholders
- Ministry of Education of Korea and the partner countries
- Teachers and schools interested in APTE

Partner Countries | Cambodia, Indonesia, Laos, Malaysia, Mongolia, Philippines, Thailand

Language | English–Korean, Mongolian (Simultaneous interpretation)

03 Conference Schedule

Time	Schedule	
09:00~09:30	Arrival and Registration	
09:30~10:00	Opening Ceremony - Opening Video - Welcoming Speech & Opening & Congratulatory Remarks	
10:00~10:30	Group Photo / Break	
10:30~11:30	Plenary Session	
	Panel Discussions - The Ministries of Education from Korea and 7 Partner Countries	
11:30~11:40	2022 APTE Activities and Participants Interviews Video Screening	
11:40~11:50	Celebratory Performance (by Woori Multicultural Children's Choir)	
11:50~13:00	Luncheon	
13:00~14:25	Presentation I-1 2022 Online APTE Best Practices Rina A. Angeles (Philippines)	Presentation I-2 2022 Online APTE Best Practices Jinnita Pongjakthanachot (Thailand)
	Namjildorj Khongorzul (Mongolia)	Taeyoung Kim (Korea)
	Gayatri Mayang (Indonesia)	Keomoukda Kattiyavong (Laos)
	Rotana Prum (Cambodia) X Zion High School (Korea)*	Diana Alui Daniel (Malaysia) X Daejeon Samcheon Middle School (Korea)*
14:25~14:45	Break	
14:45~15:55	Presentation II-1 Best Follow-up Practices Noemi S. Baysa (Philippines)	Presentation II-2 Best Follow-up Practices Kem Malyskrang (Cambodia)
	Bongseon Ahn (Korea)	Frewendi (Indonesia)
	D. Urantogos (Mongolia)	Sunkyung Kim (Korea)
	Siwarin Sae-heng (Thailand)	Mohd Al Khalifa bin Mohd Affnan (Malaysia)
15:55~16:10	Break	
16:10~17:25	Recollecting 10 years of APTE	
	- Retrospective Film Screening - Live Talk by Alumni teachers: My Story, Your Memory	
17:25~18:00	Closing Ceremony - Certificate Awards (exchange teachers in Second Half of 2022) - Closing Remarks	

”

03

Conference Contents

Teaching Across Borders

2022 Asia-Pacific Teacher Exchange for Global Education



01 Opening Ceremony

Date | 2022. 11. 24. (Thu) 09:30~10:00 (30')

M | CI Lee Seung Hee

Language | English (Korean and Mongolian simultaneous interpretation)

Content |

The Opening Ceremony of 2022 SSAEM Conference began with the Opening Video, followed by the opening remarks, welcoming speech and congratulatory addresses of:

- Ji-young Park, Director General of International Cooperation Bureau, Ministry of Education of Korea
- Dr. Hyun Mook Lim, Director of APCEIU
- Mr. Ganbayar GANBOLD, Vice Minister, Ministry of Education and Science of Mongolia
- H.E. Theresa DIZON-DE VEGA, Ambassador, Embassy of The Republic of The Philippines
- Ms. EK Vongvathany, Charge d'affair, Royal Embassy of Cambodia in Seoul.

Program	Content
Opening Video	Opening Video
Opening Remarks	Ms. Ji-young Park, Director General of International Cooperation Bureau, Ministry of Education of Korea
Welcoming Speech	Dr. Hyun Mook LIM , Director, APCEIU
Congratulatory Address 1	Mr. Ganbayar GANBOLD, Vice Minister, Ministry of Education and Science of Mongolia
Congratulatory Address 2	H.E. Theresa DIZON-DE VEGA, Ambassador, Embassy of The Republic of The Philippines
Congratulatory Address 3	Ms. EK Vongvathany, Charge d'affair, Royal Embassy of Cambodia in Seoul

Opening Video



Opening Remarks

Ji-young Park Director General, International Cooperation Bureau, Ministry of Education of Korea



Ladies and gentlemen, good morning. I am Ji-young Park, the director general of International Cooperation Bureau at the Ministry of Education, Korea.

It is extremely meaningful to be hosting the 2022 SSAEM Conference in celebration of the 10th anniversary of the Asia-Pacific Teacher Exchange for Global Education Program, or APTC. We are joined by many distinguished guests at today's event.

First of all, I extend my gratitude to our guests who traveled all the way from our partner countries. Vice Minister Mr. Ganbayar at the Ministry of Education and Science of Mongolia, undersecretary Chan at the Department of Education in the Philippines, Director Widdiharto at the Ministry of Education, Culture, Research and Technology in Indonesia, Deputy Director Ren at the Ministry of Education, Youth and Sport in Cambodia, Deputy Director-General Osay at the Ministry of Education and Sports in Lao PDR, Deputy Director Maidin at the Ministry of Education in Malaysia, Deputy Director Iemsanguan at the Ministry of Education in Thailand, and all other members from ministries of education in participating countries, thank you for joining us here today despite your busy schedule.

I would also like to thank Ambassador Dizon-de Vega of the Republic of the Philippines to Korea, Charge d'affair Ek of Cambodia to Korea, and all other members of the embassies to Korea for honoring us with your presence today. My thanks also go to Director Hyun-mook Lim of the Asia-Pacific Center of Education for International Understanding under UNESCO and members of the Office of International Teacher Exchange for their hard work in preparing for this event.

Most importantly, I thank and sincerely welcome the teachers from eight countries, the stars of the SSAEM Conference, for joining us today despite your busy schedule during the semester. This year marks the 10th anniversary of the Asia-Pacific Teacher Exchange for Global Education Program. It was able to thrive for such a long time thanks to the participating teachers' passion for teaching and the participating countries' interest and support for the program.

Through this program, more than 1,600 teachers in Korea and abroad were posted in partner countries or engaged in remote exchanges to provide global citizenship education to students, which allowed them to share their culture and discuss the challenges of the global community.

Many teachers took this a step further, developing relationships with the teachers they met on exchange, creating local networks for teachers, and leading transformation in their school through research society and school club activities. I believe that the experience of being connected with teachers and students beyond one's borders and discussing 'a world we live in together' served as a valuable foundation for understanding 'differences' among students in schools. Recently, there has been a rise in the number of students with different cultural backgrounds in Korean classrooms. The way teachers respond to such change in schools will determine the future quality of education. Meanwhile, in the face of global challenges of climate change, strife, inequality and humanity is working together to figure out solutions of solidarity and cooperation.

Against such a backdrop, our teacher exchange program is meaningful in that it goes beyond simply promoting cultural understanding. It also enhances the teachers' capacity for global education through international cooperation and contributes to stronger global citizenship education in schools. Today's SSAEM conference is a meaningful and precious occasion for sharing the 10 years of commitment, hard work and valuable outcomes of teachers and governments of participating countries in promoting international teacher exchanges. I also hope this will be an event of sharing and communication for discussing future international cooperation, exchanging experiences of teachers in and outside of Korea, and planning for our new journey together. Once again, thank you for the hard work that went into making this event possible, as well as for all of your participation.

Thank you.

Welcoming Speech

Dr. Hyun Mook LIM
Director, APCEIU

CONFERENCE



Ladies and gentlemen, good morning.

I extend my sincere welcome to all participants at the 2022 SSAEM Conference. I am delighted and grateful to join you in celebrating the 10th anniversary of the Asia-Pacific Teacher Exchange for Global Education Program, or APTE. Director Seung-keol Oh of the School Innovation Support Office at the Ministry of Education in the Republic of Korea, Vice Minister Ganbayar Ganbold at the Ministry of Education and Science in Mongolia, Undersecretary Gerald Chan at the Department of Education in the Philippines, representatives from participating countries, Ambassador Theresa Dizon-de Vega of the Republic of the Philippines to Korea, Charge d'affaire Ek Vongvathany of Cambodia to Korea and members of the diplomatic delegations in Korea, teachers and students from 8 participating countries, I would like to thank you all for joining us at this conference today.

Ladies and gentlemen, A few days ago, Indonesia was hit by a big earthquake, resulting in many deaths and injuries. I offer my sincere condolences to the victims of the earthquake, their families and the Indonesian people. Today, we are affected by frequent natural disasters such as this as well as climate disasters, including droughts and floods. The COVID-19 pandemic that has been persisting for three years now is another critical challenge threatening the health and safety of the people.

These are only a few examples of challenges that are growing in number and severity, and it calls for international collaboration in finding solutions. In this reality of the 21st century characterized by a complex web of challenges exerting a significant impact on our lives that cannot be solved by individual countries, global citizenship education is more direly needed than ever for not only the future generations but also for us adults to make wise judgments and decisions. Global citizenship is more valuable than ever to help us realize that we are all interconnected despite the differences in nationality, ethnicity or culture and take responsible action for peaceful and sustainable ways of life in harmonious co-existence with not just people but also nature.

Ladies and gentlemen, The Asia-Pacific Teacher Exchange for Global Education Program took the form of online exchange over the past three years in the wake of COVID-19. We have now more or less adapted to the new format. This new way of exchange enhanced the continuity and scalability of our teacher exchange program, which was possible thanks to the passion and commitment of teachers in 8 participating countries.

After three years of interacting virtually only, we have finally gathered together in person today. This is why today's offline conference feels all the more welcome and meaningful.

Today, we will examine the past decade and outcomes of the Asia-Pacific Teacher Exchange Program, both online and offline and explore a new way to develop our program. I also hope this will be an opportunity to have heart-to-heart conversations that might not be possible on virtual platforms and learn useful lessons through shared best practices.

Once again, I extend my gratitude to you all for joining us today, in particular to the delegations from our partner countries who traveled all the way to Korea. I look forward to continuous cooperation and partnership with you.

Thank you.

Congratulatory Address 1

Mr. Ganbayar GANBOLD Vice Minister, Ministry of Education and Science of Mongolia



I would like to express my gratitude to Honorable Director Hyun-mook Lim of the Asia-Pacific Center of Education for International Understanding under UNESCO, members from the Ministry of Education in the Republic of Korea who are with us today, delegations from Thailand, Malaysia, Cambodia, the Philippines, Indonesia and Laos, teachers and stakeholders of schools joining us online and offline, and all members of the Ministry of Education in the Republic of Korea and the Asia-Pacific Center of Education for International Understanding under UNESCO. On behalf of the Ministry of Education and Science in Mongolia, I extend my congratulations to you on the 10th anniversary of the Asia-Pacific Teacher Exchange for Global Education Programme.

Recently, Incheon Declaration was announced at the World Education Forum hosted in Incheon, Korea. It was delightful that as part of the global citizenship education initiative under the declaration, there was a mention of the education methodology for promoting understanding in cultural differences and global citizenship born out of the participation of 172 Mongolian teachers and 148 Korean teachers in APTE and its valuable contribution to pedagogical skills in the context of multiculturalism. We are living and working in an era of technology that is escalating in uncertainties and unpredictability. In this age characterized by rapidly advancing new technology and science, talents with innovative ideas, skills, creativity, and lifelong learning ability are our valuable assets. You would probably agree with me that education is the first step to transform the world we live in. Our approach to education that we have today is not enough. The world has its eyes on education now. Covid-19 has been a testament to this.

In November last year, the global report titled “Reimagining Our Futures Together: A New Social Contract for Education” was published by the International Commission on the Futures of Education, detailing two years of discussion by more than 1 million people regarding whether education can deliver on the promise of overcoming challenges faced by humanity, create a peaceful, just, and stable society, and whether education of the future can be transformed. We are called upon to transform education into collaborative work and joint effort in order to create opportunities for teachers to work together productively for shared goals, exchange methods and experiences, learn from each other, address issues of teaching together with other experts as a team of professionals (open learning environment), and improve teaching methods .

The policies and activities of our teacher exchange program are making significant contributions to making such transformation possible. I would like to once again express my gratitude to the Ministry of Education in Korea and APCEIU for successfully organizing online teacher exchanges to transcend time and place over the past two years.

This teacher exchange program offers opportunities for participating countries to share diverse customs, history, education, and culture not on a bilateral but on a multilateral basis. Over 40,000 Mongolian teachers are eager to be part of APCEIU’s teacher exchange program, and I am delighted to share with you that there is soon to be an announcement for openings for this honorable and meaningful program.

Allow me to conclude by expressing my wish that the members of academia and school, as well as teachers from different countries participating in this year’s 2022 SSAEM Conference will take this as an opportunity to share each other’s stories and become friends. I wish all of you the best of growth and success.

Баярлалаа. Thank you.

Congratulatory Address 2

H.E. Theresa DIZON-DE VEGA Ambassador, Embassy of The Republic of The Philippines



It is an honor for me to convey on behalf of the Embassy of the Republic of the Philippines to Korea our warmest congratulations to the organizers and participants in the Sharing Stories of Asia-Pacific Education Movements Conference this year. I thank the hosts, the Korean Ministry of Education, and the organizer, the APCEIU, for this kind invitation.

That you have all managed to hold this event and gather together presentations of Ministries of Education and educators from participating countries is a testament to the resiliency of the education sector, certainly one of the hardest hit globally by the pandemic in the last nearly three years. The Philippines is honored to be part of the Asia-Pacific Teacher Exchange for Global Education of the UNESCO Asia-Pacific Centre of Education for International Understanding (APCEIU) and the Ministry of Education of the Republic of Korea. For more than a decade now, the program has continued to provide platforms for multicultural awareness; advocacy for global citizenship; pathways to greater engagement, exchanges of best practices, and cooperation among teachers and those involved in education administration.

The participation of educators from the Philippines in tandem with their counterparts from Korea and other Asia-Pacific countries is more critical than ever as it serves to enhance and engender innovative practices as the nature of education continues to face new challenges and opportunities. Excellencies, Ladies and Gentlemen, at the heart of meaningful and impactful education are our teachers, unsung daily heroes who give themselves and their skills to their respective communities.

This program places them at the very center of education innovation, and we applaud the gains and look forward to the future engagement of our teachers under the APTE and its sub-program, the Korea-Philippines Teacher Exchange Programme (KPTEP), as their platforms continue to develop greater intercultural and global approaches to teaching.

The Philippines' Vice President and concurrently Minister of Education Sara Duterte, whose own family counts several teachers among its members, has emphasized time and again the goal of improving the quality of entry-level teachers and reskilling and upskilling the education workforce to help develop our teachers' capacity to teach higher-order thinking. Programs like the APTE and KPTEP are indeed welcome additions to realizing this goal. We recently passed a law this year on Excellence in Teacher Education which we hope will contribute to further enhancing this critical sector. Our educators, with the Philippine Delegation led by Undersecretary Chan, will share many insights and inputs on these vital matters at this conference.

Finally, as a former teacher myself for the first five years of my professional life, I congratulate and thank all the teachers in this program for their continued perseverance, commitment, and passion.

Thank you. Gamsahamnida, Salamat.

Congratulatory Address 3

Ms. EK Vongvathany Charge d'affair, Royal Embassy of Cambodia in Seoul



Ladies and gentlemen, please allow me to introduce myself first. I am Charge d'affair Ek Vongvathany of the Royal Embassy of Cambodia in Seoul. The Ambassador was unable to join the conference in person and I would like to deliver words of congratulations on his behalf.

Officer Ji-young Park of International Cooperation at the Ministry of Education in the Republic of Korea, Director Hyun-mook Lim of the Asia-Pacific Center of Education for International Understanding under UNESCO, Vice Minister Ganbayar at the Ministry of Education and Science in Mongolia, deputy ministers, members of governments, APCEIU, and ambassador, I am delighted to be invited to this conference.

It is an honor for me to deliver congratulatory remarks on this special occasion at the 2022 SSAEM Conference. I would like to take this opportunity to express my appreciation to the APCEIU for hosting this conference together with the Ministry of Education in Korea.

"Education is the most powerful weapon you can use to change the world." The quote by Nelson Mandela sums up the significance of education in the lives of people. Without education, human beings would not have reached where we are today, and without education, we would not have been able to continue space exploration. Education is the most powerful tool in the world. Education can transform someone's life beyond imagination. The prosperity of humanity today is the result of education. It is education that made possible the changes in modern society from what it was decades ago.

Over the past two years, COVID-19 has affected all sectors, and education was one of the hardest hit. Governments around the world have developed actions plans to prepare and facilitate the best ways to deliver knowledge under new circumstances. I am extremely happy that the 2022 SSAEM Conference is hosted by APCEIU and I hope this will be an opportunity for Korea and partner countries to share their experiences and also the results of follow-up programs during tomorrow's consultation session as well. I also hope that the panel discussion will be a chance for participants to engage in in-depth discussions about the coming new decade. In addition, I believe this will be an occasion for the participants and stakeholders of the program to showcase the impact of the program on educational innovation and collaboration as well as to share thoughts about how to promote the quality of the program for the future.

Ladies and gentlemen,

I would like to take this opportunity to once again extend my deep gratitude to the host of the conference. I wish you the best of health, prosperity, and even greater success in your noble work. I also hope the rest of the year 2022 will be filled with joy for you.

Thank you.

02 Group Photo



03 Panel Discussion

Date | 2022. 11. 24. (Thu) 10:30~11:30

Language | English, Mongolian, Korean

Moderator | Ms. LIM Wonjin, Head of Office of ITE, APCEIU

Panels |

	Name	Position and Organization
1	REN Kun	Deputy Director of Personnel Department, Ministry of Education, Youth and Sport, Cambodia
2	Rachmadi Widdiharto	Director of Basic Education, Ministry of Education, Culture, Research and Technology, Indonesia
3	Vongdeuan OSAY	Deputy Director-General of Department of Teacher Education, Ministry of Education and Sports, Lao PDR
4	Dr. NOR FONIZA binti Maidin	Deputy Director of Teacher professionalism Division, Ministry of Education Malaysia
5	Nomin Davaadorj	Officer, International Relations and Cooperation Department, Ministry of Education and Science of Mongolia
6	Gerard L. Chan	CESO I, Undersecretary, Legislative Affairs and Partnerships, Department of Education Philippines
7	Jinhyung Kim	Director, International Cooperation Bureau, Ministry of Education, Korea
8	Yupha lemsanguan	Deputy Director of the Policy and Planning Bureau, Ministry of Education, Thailand

Timeline

Content	Speaker	Time
Opening	Ms. LIM Wonjin, Head of Office of ITE, APCEIU	1 Minute
Please share the Ministry of Education of Korea's thoughts about the achievements and meaning of the 2022 education exchange project.	Ms. LIM Wonjin, Head of Office of ITE, APCEIU	30 Seconds
Answer of Ministry of Education	MoE Korea	2 Minute
<p>Question 1 .</p> <p>This year's Asia-Pacific Teacher Exchange for Global Education (APTE) has been conducted online. This online APTE aimed at three main goals: promoting GCED, strengthening teachers' global competencies, and mitigating the educational losses of students in spite of the prolonged pandemic crisis. On what aspect has your ministry and the teachers particularly focused on while conducting online APTE? Also, please share with us the outcomes of this year's online APTE.</p>	Ms. LIM Wonjin, Head of Office of ITE, APCEIU	30 Seconds
Answer of Question 1	Partner Countries	3 Minute
<p>Question 2 .</p> <p>The APTE programme marked its 10th anniversary since its inception of the programme in 2012. What was the objective when you initiated the programme? Also, please tell us how your ministry evaluates its outcomes.</p>	Ms. LIM Wonjin, Head of Office of ITE, APCEIU	30 Seconds
Answer of Question 2 (for MEdS Mongolia, DepEd Philippines)	MEdS Mongolia, DepEd Philippines	3 Minute
<p>Question 3 .</p> <p>Tell us in what context, such as strengthening the teachers' global capacities, educational globalization, etc., has been the APTE programme conducted in your ministry? Also, share your thoughts on which direction the programme should aim in the medium and long term, and your idea or vision to pursue this goal.</p>	Ms. LIM Wonjin, Head of Office of ITE, APCEIU	30 Seconds
Answer of Question 3	Partner Countries	3 Minute
Please share the mid- to long-term strategy and vision of the education exchange project, which marks its 10th anniversary this year. What are the similarities and differences between the goals set at the start of this business and the future of the business?	Ms. LIM Wonjin, Head of Office of ITE, APCEIU	30 Seconds
Answer of Ministry of Education	Ministry of Education	3 Minute
Closing	Ms. LIM Wonjin, Head of Office of ITE, APCEIU	30 Seconds

Panel Discussion Content

Please share the Ministry of Education of Korea's thoughts about the achievements and meaning of the 2022 education exchange project

Jinhyung Kim, Director, International Cooperation Bureau, Ministry of Education, Korea

Hello, I'm Jinhyung Kim, the director of International Cooperation Bureau, Ministry of Education of Korea.

First of all, I would like to say it is very meaningful to discuss the APTE business with the representatives of education in our partner country. The APTE business, which celebrated its 10th anniversary this year, started in 2012. Since then, it has steadily grown in quantity and quality.

The project, which was created through cooperation between two countries, has now become a cooperative project among seven countries in the Asia-Pacific region. There are nearly 1,600 teachers who have interacted with each other over the past ten years through this. Not only did the number of participating teachers increase, but it contributed to developing the global competence of participating teachers and students. It is bringing about positive changes in the educational field.

According to the annual survey and analysis, the global competencies of participating teachers and students increased as they participated in the project. The participating teachers of the project became leading teachers of internationalization in each country, leading the training of fellow teachers, research groups, and club activities. 2022 was significant in terms of settling the online exchange method introduced last year, and it has been fully expanded to all seven partner countries. It was expected that the infrastructure and language of distance education would be a major challenge, but the active cooperation of governments and above all, the passion of participating teachers was the basis for a successful online education exchange this year.

In addition, the launch of NETS, an online education exchange platform, also was a meaningful achievement. NETS, which enables online joint classes between domestic and foreign teachers, will facilitate future online education exchanges in this project. I expect it to serve as an online bridge that continues the relationship between domestic and foreign teachers. The COVID-19 situation is still not ending. The last three years highlighted the importance of solidarity and cooperation more than ever.

Despite this situation, I think the biggest achievement of this project was teachers at home and abroad interacting based on cooperation between countries to let our students embrace diversity as citizens of the world and to think about the common problems of the global community. I would like to take this opportunity to say thank you to the teachers from eight countries for deciding to participate in the APTE business even in difficult situations.

Thank you.

Question 1

This year's Asia-Pacific Teacher Exchange for Global Education (APTE) has been conducted online. This online APTE aimed at three main goals: promoting GCED, strengthening teachers' global competencies, and mitigating the educational losses of students in spite of the prolonged pandemic crisis. On what aspect has your ministry and the teachers particularly focused on while conducting online APTE? Also, please share with us the outcomes of this year's online APTE

REN Kun, Deputy Director of Personnel Department Ministry of Education, Youth and Sport, Cambodia

In Cambodia, MoEYS has exercised nearly equal care in implementing these three goals under multiple waves of Covid 19. Of note, however, is our response to learning loss. Because this pandemic has made so many disruptions again and again to our face to face teaching and learning, our students have been pushed into the problem of learning loss. MoEYS did acknowledge this problem from the beginning and have been quite determined to mobilize the resources that we have to minimize this impact on the students nationwide. For example, when our country was still at high risks during each Covid lockdown, what we did was we took our students online until the situation improved, and then we took them back offline and then online again when necessary. We kept doing this for almost two years until our population got vaccinated. And only then did we feel confident that our students could safely return to face to face learning; 2 such is what we are doing. But Cambodia is getting increasingly used to online learning as well. MoEYS made many local programs available to education staff and students via online mode in addition to in-class training. Talking about this year's online APTE, Cambodia nominated some 18 school teachers to participate in the exchange with four Korean schools. Eighteen of the teachers conducted collaborative online teaching in partnership with Korean teachers. The aim of that exchange was to save the learning of our students in primary and secondary schools in Cambodia and South Korea and to maintain an active engagement in this program. Our teachers showed much excitement as well as positive thoughts about this opportunity.

Rachmadi Widdiharto, Director of Basic Education, Ministry of Education, Culture, Research and Technology, Indonesia

Ladies and gentlemen, to answer this question, I would like to say this. In the case of Indonesia, we have been promoting many education-related programs, especially during the COVID-19 situation. First of all, the Indonesian government has been working on systematic education improvement since 2010. Through this, we prepared and promoted the Pancasila program. We wanted to provide equal learning opportunities for all Indonesian students, improve practice, empower school leaders, and improve the overall education system. In addition, specific changes and improvements related to education were made as follows.

First of all, the curriculum improved in the middle of 2020. It was an improvement work that was carried out after the last curriculum revision in 2013. Second, our Ministry of Education started the Merdeka curriculum in February 2022. It was a bit different from the past curriculum. I focused on performance, and I strengthened my competency to strengthen a lot of competency beyond a specific curriculum and provided resources for teachers. Also, we are starting our face-to-face class again in July 2022. This included developing inclusive education throughout Indonesia. In addition, we are taking the following steps to prepare for global capabilities. We expanded our global capabilities beyond individual teachers, expanded beyond individual classrooms, and created something called the Pancasila Students Profile. This profile is a kind of a philosophy for national reconstruction.

It emphasizes a number of aspects. It emphasizes cooperation, global diversity, creativity, critical thinking, morality, and independence. A program called Guru Penggerak was also organized for teachers. It is designed to reform the system of national education and to ensure that overall, holistic education is provided. It was a 2020 and 2021 program and was provided as an online platform program. It also increased the ability of all schools to continue to provide education under any circumstances. On top of that, we will try to provide a venue for all students and schools to enjoy many benefits of education in the future.

Vongdeuan OSAY, Deputy Director-General of Department of Teacher Education, Ministry of Education and Sports, Lao PDR

On behalf of the Ministry of Education and Sports, Lao PDR, and the teachers I would like to share with you the aspect focused on while conducting online APTE as we are all aware that the online Asia-Pacific Teacher Exchange for Global Education emphasized promoting GCED, strengthening teachers' global competencies, and mitigating the educational losses of students despite the prolonged pandemic crisis. For Lao PDR, in addition to those main goals, being passionate about nature, responsible, and building up the skill of basic agriculture for a sustainable way of living were also focused on while conducting online APTE.

One of the obvious achievements is that a number of good practices on vegetable gardening managed by the students from different schools were shared. Having done this, it is evident that it helps build up the students' passion for nature as well as being more responsible for their tasks assigned. More importantly, the skill of basic agriculture for the sustainable way of living is developed amongst students. Moreover, it is a great opportunity for the teachers to strengthen common understandings and collaboration network amongst teachers from different schools which can be used as an effective communication channel/platform for preparing the teachers to respond to the change of educational environments around the world brought by the increase of migration and interactions across borders and cultures, and to the rising demand from partner countries, in particular from Korea for sharing teaching experiences of teachers. Through this online APTE, I do believe that the teachers' global competencies and enhanced intercultural literacy, and mutual understanding across different cultures between the two countries, Korea and Laos have been significantly raised. This could definitely be mentioned that it is a great outcome of the program. APTE has help our teachers to gain better ideas about how to deliver GCED's content to the students. For example, our teachers have picked up to plan the lesson that can be associated with other countries, which they found very important for themselves and for the students to be involved in solving the 'world issue' such as global warming and to respect diversity.

On top of that, the online APTE has come at no better time. To strengthen the capacity of our teachers, it has allowed teachers to experience long distance learning-teaching systems and the usage of necessary e-learning platforms to communicate among the teachers and with students. This has helped the teachers to improve their ICT skills, which is very important at the current situation and also to be prepared for future uncertainty. These skills are valuable for the teachers to upgrade themselves, and they are very thankful for the program for this great opportunity. It serves as intensive learning for the teachers and students to make up for what they have loosed during the pandemic.

NOR FONIZA binti Maidin, Deputy Director of Teacher professionalism Division, Ministry of Education Malaysia

Our focus at the Ministry of Education Malaysia has been first and foremost the continuous professional development or CPD of the participating teachers in the sharing of best practices during the programme and post-programme activities. Apart from the expected upskilling and international exposure, the Online Korea-Malaysia Teacher Exchange Programme or KOMTEP 2022 has once again proven the participant teachers' resilience and perseverance in navigating the continuing threats of the pandemic, and the restrictions it has caused, in delivering quality education to students in both countries.

Taking off from the success of the online method the programme was conducted last year in 2021, I am sure that we all saw the tremendous positive outcome, so much so that for this year, the number of teachers and schools participating have been increased — together with the increment of allocation given. For that we would like to thank MOE Korea and UNESCO APCEIU for their trust and generosity. MOE Malaysia is positive that this year's 16 KOMTEP alumni will join their 54 "seniors" who have had their breaks to further career developments through the programme. It is not incidental that GCED, being at the center of the programme, is also the focus of the programme implementation. In fact, the programme serves as a prelude to MOE Malaysia initiatives in the pipeline, such as the pilot project for the integration of GCED elements in Malaysian secondary schools and the proposed establishment of GCED Cooperative Centre in Malaysia. It also complements existing projects, notably sustainable schools and eco-schools, as well as the integration of GCED in Geography, History, Mathematics, Science and Moral Education subjects in the national curriculum.

Therefore we are sure that this programme has continued to sow the seeds of intercultural and cross-cultural experiences, which would grow into international understanding within the Asia-Pacific region and eventually the world. In mitigating students' educational loss caused by the prolonged pandemic, the 2022 Online KOMTEP has provided an avenue for teachers to showcase their creativity and ingenuity in educational instruction through hybrid face-to-face and online means. In fact, Malaysian teachers are largely well-versed in overcoming barriers to education after coming out "alive" from the challenges of 2020 and 2021. Throughout the programme implementation this year, the teachers have demonstrated exemplary displays of creative workarounds and alternative means to deliver their lessons.

Nomin Davaadorj,

Officer, International Relations and Cooperation Department, Ministry of Education and Science of Mongolia

Hello, everyone. This year marks the 10th anniversary of the APTE program. Due to COVID-19, the program was held online this year. About 30 teachers and 180 students participated in the program. There were six online courses in the program. We conducted several programs with the time to introduce ourselves. Through this online teacher-student exchange program, we achieved our school goals. Also, teachers and students learned about multiculturalism and developed the dietary capacity of global citizens in the 21st century. The most important thing for this year's exchanges was e-learning exchanges. So the focus of our Department of Education is to help all teachers and students participate in the program successfully.

As you know, Mongolia has many rural areas and technology development has not been fully developed, so we have successfully carried out the program this year with the support of ministries, education offices, and partner countries. Participating in the program gave many children, especially in rural areas and in idyllic families, an opportunity to learn about Korean cultural traditions. In addition, students were able to develop passion and confidence and have many good memories. From the perspective of teachers, they were able to understand the knowledge of multicultural families, and because it was conducted online through this program, they saved a lot of time and continued to work as teachers in Mongolia. One of the most important achievements of online meetings is that teachers and students all learned how to use online programs and apps. I've learned a lot from the APTE online program. It was also an opportunity to learn a lot about language and culture and to learn a lot from other countries. In addition, in order to learn about the environment and to provide accessible education, we continued to provide learning opportunities for teachers in rural areas.

Gerard L. Chan,

CESO I, Undersecretary, Legislative Affairs and Partnerships, Department of Education Philippines

The three main goals of the APTÉ in terms of promoting GCED, strengthening teachers' global competencies and mitigating the educational losses due to the pandemic have been promoted and achieved by the Department of Education in the Philippines through APTÉ.

In particular, teachers ensured that all the crafted lesson plans were executed with their partner school and highlighted the GCED themes such as Globalization, Respect for Diversity, Sustainability, and Conflict and Peace Building. They integrated these themes in sharing and introducing the Filipino language and Philippine Cultural Heritage and literary pieces. Utilization of transformational teaching, which is a necessary pedagogical approach in harnessing the GCED domains, was also evident during their teaching activity. In all their learning activities, they facilitated collaborative, active, and problem-based learning. Furthermore, the promotion of GCED has intensified through the study project of the team. The study project offers integration strategies relevant to promoting GCED and K-12 curriculum as the design is based on the framework of lesson preparation prescribed by the Department of Education and the manual of GCED framework produced by APCEIU. In this way, teachers interested in GCED will have a clear idea of practical and simple ways of integrating the GCED themes to eventually developed a global citizen who care to make positive changes in the society.

While facilitating the online lessons and completing the study project, their global competencies improved as they were able to engage their learners with diverse cultural backgrounds in authentic learning which fostered optimal learning. They moved beyond the content of their lesson and exposed the learners to have a better understanding of their own and other people's culture and be reflective of their own thoughts, behavior, and values to eventually transform them into an individual demonstrating a culture of peace. The teachers were also empowered to lead their respective learning areas in teaching the Sustainable Development Goals and GCED. The study project also reflected the competency of the teachers in presenting global issues that had a great impact in the lives of the people, especially those who are marginalized and included in the low-income bracket of society. They utilized activities that helped the students to understand that global problem requires local action and solution, and global changes should always start from themselves. The research capacity of the team is also enhanced while developing their proposed framework for the integration of GCED in K-12 Curriculum. Aside from the enhancement of content knowledge and pedagogical skills, the teachers' skills in utilizing the available technology in developing their teaching resources were manifested.

On the other hand, the Department of Education mitigated the educational losses among the student by providing an avenue for the learners to work together with students from different cultural backgrounds. The transversal skills, which seemed underdeveloped during the pandemic, were a focus of the lessons. The projects and group activities opened a channel for the students to develop projects where they could apply their critical thinking skills and creativity. It also became an avenue for Filipino students to have interest and enthusiasm in learning a foreign language to lessen the language barrier with their counterparts while Korean enhanced their communication skills in English.

Yupha Iemsanguan, Deputy Director of the Policy and Planning Bureau, Ministry of Education, Thailand

First of all, I have to thank MOE Korea and APCEIU for their effort to continue the implementation of the Teacher Exchange Programme this year. Thankfully we can finally meet in person once again. All schools opened in mid-May in Thailand. However, some schools, especially in the serious pandemic area, chose to use a hybrid learning style. Half of the students studied on site at schools and another half studied online at home for a week. Then they switched the learning style every week, so no one gained more advantage.

This year, it is easily seen that many agencies arranged conferences to brainstorm how to mitigate students' learning losses. Honored lecturers were invited to recommend many strategies and teaching/learning styles to achieve a learning recovery and improve learning outcomes. During the pandemic, the number of dropouts was increasing. It became our national agenda to bring students back to school. Finally, our mission was rather successful. There are still some children left to make it complete. In the meantime, encountering the important challenge, the Secretary-General has an opinion that participating in the Korea-Thailand Exchange Programme is a good opportunity to improve students' learning achievement and promote a Global Citizenship Education. Normally, Thai schools have to use the national curriculum for 70%, and they can create their own school curriculum for 30%. However, there are not many schools focusing on GCED in the school curriculum. Therefore, joining the teacher exchange programme can help enhance GCED teaching and learning in the school programme. It can encourage them to understand deeply how important to bring the related contents to teach students nowadays. Let them recognize the global issues for being a good citizen.

Actually, GCED has content in a social study subject, but when they had to teach Korean students about global issues, it made Thai teachers study profoundly about the topic and choose the most interesting and important topics for Korean students. The more they research, the more they gain, the more they understand, and the more they share. Their teaching skill had changed. They learned new teaching-learning methodologies, processes, and techniques from Korean teachers, such as the application of an active learning concept in the classroom. Furthermore, their skill of utilizing technology beneficial for effective online teaching had been improved too. Additionally, they educated more about strategic planning and action plan development. Teachers had experiences that they never had before such as working with an international organization and developing a collaborative network with Korean teachers. Finally, all of them stated that they were able to apply knowledge, skills, and experiences obtained from participating in the programme to improve their work in the future.

Question 2

The APTE programme marked its 10th anniversary since its inception of the programme in 2012. What was the objective when you initiated the programme? Also, please tell us how your ministry evaluates its outcomes.

Nomin Davaadorj, Officer, International Relations and Cooperation Department, Ministry of Education and Science of Mongolia

During the years of participating in the teacher exchange program, 172 teachers from Mongolia participated and received 148 teachers, making a valuable contribution to improving the content and teaching methods of teachers in the context of multiculturalism in the development of cultural differences and global citizens, becoming a part of the main goal of this program. The Ministry of Education and Science of Mongolia has included teachers from 21 provinces and 9 districts of Mongolia in this program.

This teacher exchange program not only from the two countries but also from the participating countries provides a full opportunity to spread the diversity and diversity of their traditions, history, education, and culture to others and share information. For more than 40,000 teachers who are teaching in general education schools in Mongolia, we are pleased to announce that we have become one of the honorable programs that are waiting to be announced when they sincerely wish to participate in teacher exchange programs in Asia and the Pacific.

For the Ministry of Education and Science of Mongolia, teachers should cooperate productively with each other for a common goal, share methods and experiences, learn from others, solve problems in teaching as a professional team and together with other specialists (open learning environment), and teach to create opportunities to improve teaching. There is a need for cooperation and joint efforts. We are pleased to announce that the teacher exchange program has made a significant contribution to supporting this transformation through policies and activities. The Ministry of Education of the Republic of Korea and the Center for International Education Understanding of the United Nations are once again proud of the successful organization of the online teacher exchange program regardless of space and time over the past 2 years. The Ministry of Education and Science of Mongolia highly appreciates the teacher exchange program that has been implemented for the past 10 years and proposes to implement this program regularly in the future.

Gerard L. Chan, CESO I, Undersecretary, Legislative Affairs and Partnerships, Department of Education Philippines

The Teacher Exchange Programme aims not just to increase the number of participating teachers but for us to have a bigger and complete picture of how teachers should become promoters of GCED not just in the country but in the whole world. The programme is meant to broaden the understanding of teachers on cultural and education exchanges. After the APTE Programme, our teachers transfer knowledge and skills of GCED-anchored programs and projects which we call, a Re-entry Application Project (REAP) where teachers address the priority improvement in their own context of their school community. The Department of Education, through the International Cooperation Office (ICO), in partnership with the Korea-Philippines Teacher Exchange Alumni Association (KPTEAA), monitors the implementation of the Programs. Outcome and impact of the programs will be shared by the Alumni during the Annual GCED Forum.

Question 3

Tell us in what context, such as strengthening the teachers' global capacities, educational globalization, etc., has been the APTE programme conducted in your ministry? Also, share your thoughts on which direction the programme should aim in the medium and long term, and your idea or vision to pursue this goal.

Yupha Iemsanguan, Deputy Director of the Policy and Planning Bureau, Ministry of Education, Thailand

Thailand has implemented the APTE programme since 2016, both offline and online. We can say that Korea - Thailand Teacher Exchange Programme was successful and achieved its goals. Thai students and teachers gained knowledge and recognized educational globalization. They understood more about how different we are and how we behave with each other to make a better world and also understand the diversity among the cultures on earth. Teachers from both countries could not only exchange and learn concerning educational systems, core curriculum, educational activities, teaching and learning techniques, and school disciplines, but also make friends with each other and get to know wonderful students. The programme, which was conducted in Thailand, took only three months in Thailand. A three-month stay is too short for such an exchange programme. Time goes very fast. It is a pity if teachers get familiar with each other and adjust themselves to a new environment, and then it's time to go back home. I am sure they need more months to be closed and be good friends. Therefore I would like to propose having a one-year exchange programme with at least one to two teachers per year for a long-term project. Our school is willing to take care of a Korean teacher for a year by providing school accommodation and some meals. Korean teachers can teach their subject area and include cultures with a combination of GCED issues at Thai schools for one academic year. The first semester starts from May to September and the second one starts from November to March. We believe that the outcomes of the programme must be fruitful. The relationship between two partner teachers then is stronger. It creates a mutual understanding and certainly strengthens teachers' global capabilities and competencies.

Gerard L. Chan,
CESO I, Undersecretary, Legislative Affairs and Partnerships, Department of Education Philippines

At present, the Department of Education actively works with UNSECO-APCEIU through Online Teacher Exchange Program and PLANETS. In the Philippines, there are a lot of Filipino Exchange Teachers who are continuously pursuing their GCED programs at their respective school level and wishing to expand it to the city level. The APCEIU may assist these teachers in promoting GCED in a wider scale by providing them logistics, mentoring, and technical assistance.

The DepED ICO, at present, has already increased the level of awareness on GCED to the grassroots levels and school head/city officials through its Learning Series and GCED Caravans. It is high time for APCEIU and DepEd to work hand in hand for the sustainability of the projects led by the Filipino Exchange Teachers to encourage more teachers to champion GCED and eventually establish the consciousness of the teachers and school administrators that GCED can be both infused in teaching and administrative process. The GCED 101 Course could be offered to all teachers so that level of awareness and practice increases.

Nomin Davaadorj,
Officer, International Relations and Cooperation Department, Ministry of Education and Science of Mongolia

In order to improve the capacity of teachers and work accessible to students and teachers by the Ministry of Education and Science, the implementing agency of the Government - General Department of Education was established by Resolution No. 403 of the Government of Mongolia dated December 31, 2021 "On the establishment of a government agency". The General Department of Education was established based on the following demands and requirements to provide expertise, methodology, management, and organization to provincial and metropolitan education departments and educational institutions.

Therefore, teachers and schools participating in the teacher exchange program will be organized in cooperation with the General Department of Education. This question is answered based on the interviews and findings with exchange teachers who participated in the teacher exchange program in the 2022-2023 school year. Through this online teacher and student exchange program, we have the opportunity to fulfill our school's goals, our teachers and students learn about multiculturalism, and develop their 21st century global citizenship skills. The highlight of this year's exchange was the e-learning exchange. In order to create a mutual learning environment for the students of the two countries, all activities were organized in the form of electronic meetings, which created the opportunity to use information, communication, and communication tools. Program, children from remote regions and nomadic herder families have the opportunity to immerse themselves in global civic education, especially the culture and traditions of Korea, develop their passion for learning, develop their self-confidence, and create wonderful memories.

Regardless of time, space, language, and culture, it was a great activity where we could learn from each other, learn from each other, and develop ourselves and our students in the online environment. We also aim to create accessible education by including teachers in rural areas, giving them opportunities to develop and learn.

NOR FONIZA binti Maidin, Deputy Director of Teacher professionalism Division, Ministry of Education Malaysia

KOMTEP, which has been implemented annually since 2014, has been a stepping stone or impetus for greater achievements in the career and professional development of all 70 alumni from Malaysia. We are proud to acknowledge that they have been proactive in sharing innovation and best practices within and outside their own educational communities, therefore multiplying the effect. These follow-up activities have been shared with fellow teachers, schools, and communities, expanding the exploration in areas such as STEM, GCED, Special Needs Education, a community of practice, and international cooperation. These have effectively been in line with the United Nations Sustainable Development Goals (SDG) 4.7.

MOE Malaysia views the implementation of KOMTEP as part of the effort to fulfill several contexts. Firstly, as a so-called flagship CPD programme managed by the Teacher Professionalism Division, it is in line with our Teaching Professionalism Development Master Plan or PIPPK. Through the Master Plan, teachers are provided with support to explore and achieve their full potential, including international exposure and experience. This is congruent with UN SDG Number 4c in upskilling teachers through international cooperation.

On the regional front, the Ministry also sees that the APTE programme content provides the avenue to work towards Southeast Asian Ministers of Education Organization or SEAMEO's priority areas, mainly Priority 2 (Addressing Barriers to Inclusion), Priority 3 (Resiliency in the Face of Emergencies), Priority 5 (Revitalising Teacher Education) and Priority 7 (Adopting a 21st Century Curriculum).

All the contexts that I mentioned feed back into our own Malaysia Education Blueprint 2013-2025's Shift Number 4, aiming to elevate the teaching profession as a profession of choice. Regarding the direction of KOMTEP, firstly we would like to see it brought back to its pre-COVID method of implementation, which is via face-to-face mode. While the online method has its own merits, total immersion in a host school in Malaysia and Korea definitely has its distinct edge. With that, we could level the programme up by deploying pairings of teachers of different nationalities to host schools in Korea instead of both from the same country. This way, we could amplify the cross-cultural impact on students. In fact, we could then explore the possibilities of doing a similar framework in APTE countries in the long term. For instance, the programme could find a mechanism for deploying, say, Cambodian and Indonesian teachers to the same host schools in Malaysia. This could pave the way of fostering greater understanding and sharing among teachers in SEAMEO member countries, a regional organization for which UNESO APCEIU is an affiliate.

Indeed, we see there is room for the APTE programme to expand and replicate with the support and cooperation of UNESCO APCEIU and each APTE country. Specific to Malaysia, KOMTEP could also be a catalyst of foreign language uptake among our students. In Malaysia, the Korean language has been taught in selected schools since 2016, therefore the programme could include a Korean language enrichment module to be used by the participating Korean teachers to their students in Malaysia.

Vongdeuan OSAY, Deputy Director-General of Department of Teacher Education, Ministry of Education and Sports, Lao PDR

It is evidenced that the continuity of the COVID-19 pandemic has caused an unprecedented disruption in education over the past year and has exposed the weaknesses and limitations of the existing education system. The year forced sudden changes, including the massive closure of traditional face-to-face learning and the subsequent shift into distance learning. With this change, it has been challenging for governments, educators, and learners to continue education. However, alongside these negative impacts, a positive change has also been acknowledged in which teachers have learned how to apply ICT in their own teaching and learning, also adapt themselves to the new normal in terms of working and living. Moreover, the teaching and learning process can be conducted via different channels, including zoom, google meeting, Microsoft teams, WhatsApp, and Facebook.

In brief, it is strongly insisted that Asia-Pacific Teacher Exchange for Global Education should be implemented/conducted by applying various ICT devices as well as many platforms/channels as mentioned. For the innovation for educational recovery to happen, it is important for the teacher to have a chance to share a common language for teaching and learning, to observe one another's teaching practice, to ask for and offer support to each other, and to continuously explore inclusive instructional practices that encourage all students to learn. Thus, the program 'Asia-Pacific Teacher Exchange for Global Education' (APTE) would become a significant initiative to help begin the innovation for educational recovery in Lao PDR.

Rachmadi Widdiharto,

Director of Basic Education, Ministry of Education, Culture, Research and Technology, Indonesia

Indonesia, Online APTE conducted in promoting GCED, cultural exchange, enables students to live together with others respectfully and peacefully through the global understanding of cultural differences.

APTE Programme should aim at building awareness gender equality, human rights, sustainable development, peace and, non-violence communities. In the medium term, it is aimed at creating classrooms that value diversity, facilitating intercultural conversations and partnerships, and integrating global learning/teaching experiences. The Ministry of Education, Culture, Research, and Technology (MOECRT) of Indonesia has gone through a long way to find the most suitable “translation” of the law, until they come to a decision to embed the state philosophy, Pancasila, in the curriculum as the outcome of national education, i.e. Pancasila Student Profile. MOECRT has developed a special program on the development of characters and focuses on 5 core values religiosity, nationalism, independency, cooperation, and integrity. The program, namely Fellowship Program to Foster Ethics Education to Contribute to Global Citizenship and Peaceful and Inclusive Societies.

This initiative brings together the following partners: Arigatou International, Guerrand-Hermès Foundation for Peace - Global Humanity for Peace Institute, the Higher Committee for Human Fraternity, KAICIID International Dialogue Centre, UNESCO Regional Office for Eastern Africa, and UNESCO New Delhi Cluster Office, as well as the implementing countries, represented by the Ministry of Education, Culture, Research and Technology, Republic of Indonesia partnering in collaboration with National Commissions for UNESCO.

In the long term, it is aim to develop global teacher’s competencies in Applies critical, comparative, and creative thinking and problem-solving. Self-awareness about identity & culture, & sensitivity, and respect for differences. The Ministry of Education, Culture, Research, and Technology (MOECRT) of Indonesia also seeks to encourage the Sekolah Penggerak presence, which involves the participation of organizations in the field of education. Its main focus is on improving the quality of teachers, school principals, and education personnel to improve student learning outcomes. This effort is made by increasing collaboration between MOECRT and the organization concerned. In pursuing the realization of Sekolah Penggerak, MOECRT sees the programs implemented by those organizations by identifying programs for improving the competency of Teacher and Education Personnel; identifying the mass organization that has and/ or develop a model for enhancing the competence of Teachers and Education Personnel in accordance with the character and needs of Teacher and Education Personnel in Indonesia; integrating various models of programs for improving the competency of Teacher and Education Personnel that have been implemented by the Mass organization and proven to have an impact on improving student learning outcomes into the learning process; Expanding and disseminating the competency improvement model for Teacher and Education Personnel which is proven to have an impact on improving the learning process and outcomes of students on a larger scale. The underlying spirit of our policies and programs is the participation of all elements of society. It is impossible for us to work alone to achieve an ideal, all-inclusive national education system.

REN Kun,

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

MoEYS sees APTE as being conducted in the context of improving the abilities of Cambodian teachers, creating a new window for cross-cultural collaboration, learning, and friendship, instilling love and understanding in the heart of our people and diversifying our experience and teaching staff. I also think that what is important for Cambodia leading itself into the future is that we really need to further improve our teacher's general competence for class. I think our teachers need to have enough skills and ability to use technology in teaching and managing classes while at the same time they need to have more diverse experience. Furthermore, they need to have their voices heard in the school, the community that they serve, and in the curriculum development process, not to mention other skills such as action research, global citizenship, and even critical thinking. Although we have been pushing gradually toward these, a lot still needs to be done in terms of making sure our teachers wholeheartedly want to teach well and save the future of the country.

Saum or Kun (ស្រីមរតុណ្ណ)!

감사합니다.

Thank you !

Additional Question

Please share the mid- to long-term strategy and vision of the education exchange project, which marks its 10th anniversary this year. What are the similarities and differences between the goals set at the start of this business and the future of the business?

Jinhyung Kim, Director, International Cooperation Bureau, Ministry of Education, Korea

Yes, listening to what the Ministry of Education said, I thought that the concerns about learning deficits and gaps after COVID-19 were a big concern not only in Korea but also in the world. It was even more encouraging to hear that the Ministry of Education is making efforts to reflect global citizenship education in the curriculum and teacher education. And it was very impressive to hear that this project, the APTE project, was a small step in beginning that process. Looking back on the 10th anniversary of the project, it seems to give us joy and relief that the long journey has ended well, as well as worries about the future direction.

Although it has become more prominent through COVID-19, I believe that education needs to be supported so that our students who will lead the future can grow into global citizens who think and act for the peace and development of the global community. Therefore, the Ministry of Education will cooperate with UNESCO Asia-Pacific to continuously support teachers to spread global civic education classes as well as cross-cultural understanding. In addition, there have been many changes through COVID-19. In the process, it is time to think about how to introduce and apply the new online education experiences we have introduced following the next year.

The 10th anniversary of the project gives us joy and relief that the long journey ended well, as well as worries about its future direction. Starting this project in 2012, The Korean Ministry of Education focused on strengthening cooperative relations between countries and improving multicultural understanding in each school field. Of course, these goals still hold their worth. But on top of that, the role of education has emerged to support growth of our students, who will lead the future as a citizen of the world who thinks and acts for the peace and development of all the global community.

Accordingly, the Korean Ministry of Education has cooperated with UNESCO's Asia-Pacific Institute of International Understanding to allow teachers to have not only classes of intercultural understanding but also global civic education class.

In the coming year 2023, we are planning to create a new online exchange track as well as face-to-face invitation and dispatch through discussion with the partner country and others. Through this track opportunities to try and sustain international education exchanges will spread among teachers who are physically unable to go abroad for many reasons. Through listening to the difficulties in the field and reflecting on them in the operation details and with excellent classes and activities accumulated by participating teachers, I believe this project's online and offline 2-track exchange system will settle down as a leading model for post-COVID-19 international education exchange.

And we look forward to spreading this to school sites in each country through the Office of Education in the eight countries, including Korea and Ministry of Education. We're facing a world where events are unexpected, like conflicts, climate change, and pandemics. Under these circumstances, I believe our efforts are meaningful as we are trying to achieve sustainable international educational exchanges.

Thank you for being with us on this journey. I look forward to that day, 5 years later, 10 years later, when we get to talk and reflect on these worries, looking back and making this day a milestone.

Thank you.

Photos



Panel Discussion



Panel Discussion



Moderator Ms. LIM Wonjin,
Head of Office of ITE, APCEIU



Gerard L. Chan CEO I, Undersecretary,
Legislative Affairs and Partnerships, Department
of Education Philippines



Kim Jin-hyung, Ministry of Education of Korea



REN Kun Deputy, Director of Personnel Department Ministry of Education, Youth and Sport, Cambodia



Rachmadi Widdiharto, Director of Basic Education, Ministry of Education, Culture, Research and Technology, Indonesia



Vongdeuan OSAY, Deputy Director-General of Department of Teacher Education, Ministry of Education and Sports, Lao PDR



Dr. NOR FONIZA binti Maidin, Deputy Director of Teacher professionalism Division, Ministry of Education Malaysia



Nomin Davaadorj, Officer of International Relations and Cooperation Department, Ministry of Education and Science of Mongolia



Yupha Iemsanguan, Deputy Director of the Policy and Planning Bureau, Ministry of Education, Thailand

04 Video of 2022 APTE Activities and Participants' Interviews 2022



05 Celebratory Performance - Woori Multicultural Children's Choir



06 Presentation I-1 2022 Online APTE Best Practices

Date | 2022. 11. 24. (Thu) 13:00~14:25

M CI | Lee Seung Hee

Presenters |

	Name	School	Title of the Presentation
1	Rina A. Angeles	San Juan City Academic Senior High School, the Philippines	APTE: Stories to Tell, Lessons to Share
2	Namjildorj Khongorzul	Naran Secondary School, Mongolia	"Our future, Global citizen"
3	Gayatri Mayang	SMAN 1 Rogojampi Taruna Budaya Banyuwangi, Indonesia	Saving the Earth through Understanding the Diversity
4	Rotana Prum x Zion High School	Hun Sen Angsnoul High School, Cambodia	CAM-KR GCED Project Exchange

1. APTE: Stories to Tell, Lessons to Share

Rina A. Angeles, San Juan City Academic Senior High School, the Philippines

As I was attending one of the professional development seminars for teachers, I was hooked by this question being asked by the speaker, "When was the last time you did something for the first time?" At first, I was stunned to digest what it meant, so I repeated the question by myself, "When was the last time you did something for the first time?"

Looking back at the school journey, I would probably say that's the last time I did/we did something for the first time. It is, indeed, the first time for all of us in the school to participate in an online exchange program. My presentation will discuss the first-hand experience of San Juan City Academic Senior High school, our stories to tell, lessons to share, and practices to sustain, including our ways forward.

Our humble school is part of the smallest school division office in the Philippines-SDO San Juan City. Whereas, in the city, there are only nine public schools, one national high school, and two senior high schools, which recently became stand-alone schools. As you may see on the screen, one out of five teachers has experienced participating in an exchange program, and none from our students.

As mentioned, one out of five teachers experienced cultural exchange, and that was me. In 2013, nine years ago, I participated in Korea-Philippines Teacher Exchange Program and was assigned to an elementary school in Gyeonggi-do, where I am the only Filipino teacher. The lesson focused on language and culture with elementary students. In 2022, I was fortunate to be given another chance to participate in the program virtually, from individual teaching to team teaching. Focused discussions are not just about language and culture but the sustainable development goals towards global citizenship. Our core team from senior high school came from different fields of specialization; one specializes in Accountancy, Business, and Management (ABM), two majors in social sciences, and the other in language and literature.

Considering the teacher and students' backgrounds, we have come up with the three main focuses of our discussion.

SDG 10- Reduced Inequalities

SDG 12- Responsible Consumption and Production

SDG 16- Peace, Justice and Strong Institution.

Most of our senior high school students are from ages 16-20 and from Accountancy Business and Mathematics strand followed by Science, Technology and Mathematics Strand, Humanities and Social Sciences and General Academic Strand. Since we have a specialized teacher, ABM teacher, we focused our project on responsible consumption and production, so that we can have a more meaningful discussion.

Our key to dynamic and collaborative discussion is getting into the heart and passion of our teen students. We used arts as a unifying technique in collaborative learning and exhibited outputs through social media platforms. Since students are very active on social media, we made TikTok videos at the end of each lesson and posted them on our social media accounts. One way of promoting our GCED advocacy and reaching out to our community.

Here are some of the TikTok videos we have made :

Lesson 1: Mandala Peace Art

Lesson 2: Painting reusable bags under "Project Sinop"

Lesson 3: Promoting Equalities through performing arts (dancing)

Meanwhile, we have integrated our project - "Project Sinop" in lesson 2, the idea of which is not to pressure our students into making an output, but for them to really enjoy and appreciate every detail and idea they're going to pour into their activity.

The hand-painted reusable bags were sent to our partner schools together with some native items from the Philippines.

Our national hero, Dr. Jose Rizal, once said, "Ang Kabataan ang Pag-Asa ng ating Bayan," in English, "The Youth is the Hope of our Nation," we asked our students their main takeaways in the program. As presented on the screen, here are some of the main takeaways of our students. Their thoughtful feedback needs continuous support to maintain and sustain what we have taught to them during the entire program.

As we have joined the community of GCED advocates, these practices could help us sustain what we have started. Celebration of Success and Celebration of Learning, let us celebrate small wins and appreciate and recognize the contributions made by everyone. During the celebration of learning, schools present students' and teachers' success stories.

Showcase students' output and talents; moreover, express support by voluntarily taking the oath of GCED and signing on the pledge of commitment board. We also take this opportunity to engage with various stakeholders, who can be very helpful in helping us spread awareness and campaign on our program activities, leading to the sustainability of what we have started.

As we open spaces for collaboration and communication, we can quickly get feedback from our community regarding what should be the top priorities that need to be addressed and advocacies that need to be reinforced, among others.

As for our students, the top three SDGs they wish to learn more about are:

SDG 5 - Gender Equality

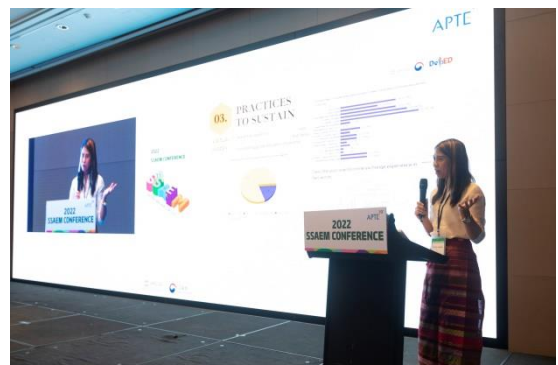
SDG 4- Quality education

SDG 1 & 3 - No Poverty, and Good health and well-being.

Moreover, we asked them to describe their overall exchange experience, and the result is presented on screen. The majority of the students agreed that it was "excellent" and "amazing" with these responses we wish to continue what we have started.

We look forward to a dynamic community of practice of GCED Advocates, learning together with a shared goal. Let us continue innovating and finding ways to embed GCED in the school and the community. Let us be an agent of change and champions of GCED.

Maraming Salamat po, Thank you very much, Kamsahamnida!



2. "Our future, Global citizen"

Namjildorj Khongorzul, Naran Secondary School, Mongolia

Yes, hello. Before I start the presentation, let me introduce myself. My name is Khongorzul Namjildorj. I'm here today on behalf of all these teachers in a region far from downtown Ulaanbaatar, Mongolia. I would like to express my greetings to all teachers who represent the happiness of students and global citizenship education. Today is a very important day in Mongolia. It will be the 860th anniversary of Genghis Khan's birth and Mongolian Pride Day. Congratulations on APTE's 10th anniversary.

In 2018, I worked at Namyang Elementary School for 3 months through a teacher exchange program. At the time of work, I was able to learn and experience many things from school teachers with the help of my mentor teacher. Since then, I am honored to participate in the online teacher exchange program in 2022. Today, I'd like to talk about the current status, details of the program, experience, and results of the teachers who participated in the teacher education program.

Our school, located in Sukhbaatar Naran province, Mongolia, was founded in 1955. And it's located on the southeastern border of Mongolia. I think you can understand that it's a school in a very rural area. And 19 teachers are working now, and 278 students are studying. The biggest feature is that about 60% of our school's students are from nomadic families. Due to the COVID-19 pandemic situation, these nomadic children are unable to go to school, and we have encountered these new difficulties. So we need to keep introducing new ways for how our teachers should adapt to online classes. It is a lesson of our school to cultivate global citizens who are confident and can respect various cultures.

By participating in the online teacher exchange program in 2022, we were able to learn a lot without time and space constraints, and I think it was a great opportunity to share opinions on global citizenship education. I think it is right to introduce our teachers who participated in this teacher exchange program. Our elementary school teacher L. Chinzorig, English teacher Gerelchimeg, elementary school teacher Nathanbat, and history and social teacher E. Ountungalag participated in the APTE project.

Jusang Elementary School in Korea cooperated with us to carry out this APTE project, and teachers Kim Seyeon, Lee Seohyun, Shin Eunhee, Min Taeim, and Lee Wonkyung cooperated with us for 3 months and helped us a lot. Korean teachers prepared hard day and night for successful program operation, and it was a very good experience for us to learn a lot.

In the case of students, all students from 1st to 6th grades participated in the APTE project, and the biggest characteristics of Korean students stood out. It was very impressive that Korean students were very confident and could express themselves well. And in the case of Naran Secondary School, class 4a of Chinzorig homeroom teacher participated. There are 24 students in the class that teacher Chinzorig is teaching now. The big characteristic of these students was that about 80% were children from nomadic families, and because of the COVID-19 pandemic, they couldn't have any classroom classes for 2.5 years from the first grade. It was also one of the biggest difficulties that the students' homes were located at a distance of at least 5 kilometers and as far as 64 kilometers due to nomadic life. So it was difficult for teachers to meet students, and there were many difficulties because there was no technical environment where they could conduct online classes themselves. Therefore, students were less social and their learning level was poor.

So, I would like to emphasize that, although it was a very short period of time, our Mongolian students were able to meet Korean students and learn a lot of things, and that there were many positive effects. Also, I would like to thank students once again that this program has provided them with great opportunities, and that they have gained confidence and greatly improved their participation in learning.

And there were many similarities between our school and Jusang Elementary School in Korea. The first was that it was far from downtown and far from the city, and it was also that it was doing livestock and agriculture on a small scale.

And the biggest feature of this APTE project was that all of the partnerships were done online. Six classes were conducted online, and students met through real-time online classes. Through this time, students were able to respect each other's culture and make beautiful memories. This created a positive atmosphere for them to learn from each other.

The first class I did with Jusang Elementary School in Korea was the Korean traditional culture class that teacher Kim Seyeon held. Teacher Kim Seyeon taught me a lot of fun ways to teach mixing online and offline forms. I had classroom classes with Korean students and online classes with Mongolian students. I'd like to remind you once again that it was a very new form of instruction for us. Based on what Mongolian teachers learned, mixed education was implemented soon. As far as we know, teacher Kim Seyeon is here today. I would like to take this opportunity to thank you again.

And in the case of Naran Secondary School, teacher Gerelchimeg and teacher Nathanbat taught a class called 'Hello, my friends'. Through this class, I also taught Mongolian children's songs to Korean students. I was able to teach them what Mongolian culture was like. The disadvantage was that it took a long time because the interpreter accompanied me, but the students were nice and learned very well.

And I also used reverse learning in class. It was confirmed that this class had a great effect on teaching students with different languages and cultures. We reconfirmed what we learned in the online class and organized the class to communicate and understand each other. I want to say once again that the effect of upside-down learning was also very high. I was able to find a lot of advantages. We could shorten the class time, and we could apply the opportunity to study it in depth to teachers as well as students. Also, creative activities increased a lot, and convenient communication between teachers and students was possible. And everyone showed their willingness to interact about the project. I could also learn a lot about new teaching and learning methods from Korean teachers. Also, various events were held to improve students' participation in classes.

Korean students sang Mongolian songs while reading music through teacher Chinzorig and teacher Nasanba's classes. It was an opportunity for Mongolian teachers to gain a lot of confidence to teach their future classes better.

Teacher Shin Eunhee, a teacher at Jusang Elementary School in Korea, also taught classes about Korean sewing techniques. Mongolian students took teacher Shin Eunhee's class and went home to do their homework to create very good work. Teachers Lee Wonkyung, Lee Seohyun, and Min Taeim also conducted classes on climate differences between Korea and Mongolia. It was a very interesting class that left a big impression on the students. Through these classes, students made new works, exhibited them in class, and introduced them to other friends.

Mongolian teacher Chinzorig and teacher Oyuntungalag made Mongolian bookshelves and introduced them to students and taught them how to make them. So, one of the biggest pros is that we made students do a lot of activities where they could receive presents.

In the case of schools in both countries, students also sent small commemorative packages to each other. For example, big impressions were given to students by sending various items by mail. And the eyes of the students were shining very brightly wearing traditional clothes, tasting food, and playing traditional games.

Through this, we created a cultural exhibition section through the mail, and we believe that these activities will greatly help expand the scope of the program's sustainability, respect for the cultures of the two countries, and communicate with each other. Online equipment was able to be built at our school, and it was an opportunity for online classes to proceed more peacefully and conveniently in the future.

Also, our school is expanding international exchange. Students have a great desire to learn and understand multicultural families and their cultures. One of the good results was that Mongolian students' ability to express themselves and their confidence improved a lot.

As for the teachers' updates, the ability to conduct and teach classes in an online environment and knowledge of multicultural families have improved a lot. In addition, the ability to teach students in other countries has improved a lot.

Not only Jusang Elementary School but also other schools in Korea hope to expand cooperation with schools in various international countries. Also, we are trying to create an environment where we can teach classes in a more diverse and fun way by establishing an online class database. Since Mongolians live in a very large territory called Mongolia, our teachers will do their best to provide a good education to visit each and every child far away.

Thank you.



3. Saving the Earth through Understanding the Diversity ”

Gayatri Mayang, SMAN 1 Rogojampi Taruna Budaya Banyuwangi, Indonesia

Selamat Siang. Annyeonghaseyo. Good afternoon to all of the participants in the 2022 SSAEM conference. In this opportunity, I would like to thank the Ministry of Education of Korea, the Ministry of Education and Culture of Indonesia, APCEIU, and all of the honorable teachers who promote GCED (Global Citizenship Education).

I am Gayatri Mayang Handayani, an English teacher in SMAN 1 Rogojampi Taruna Budaya Banyuwangi, a representative from Indonesia for the 2022 Best Online APTE (Asia-Pacific Teacher Exchange) Practice. I would like to share our three months journey with APTE Program. “Saving the Earth through Understanding Diversity” is our main goal. Knowing that Indonesia is a big country with thousands of islands, and hundreds of races, ethnic groups, and languages make a harmonious diversity. Despite this fact, global environmental issues arise due to those things. Becoming one of the participants in this event, as a teacher I want to make students care about this problem.

Then, my story will cover four main parts, namely: the School Exchange, the Preparation of IKTE 2022, Teaching Process and Students’ Project, and the Implication of IKTE 2022. The exchange schools are Suju High School and SMAN 1 Rogojampi Taruna Budaya Banyuwangi. Suju High School is located in Bucheon, Gyeonggi-do, South Korea. There were 24 students and 5 teachers who joined this program. While my school, SMAN 1 Rogojampi Taruna Budaya is located in Banyuwangi, East Java. There were 58 students and 4 teachers who joined the program. Here are the four teachers in my study group. I choose Taruna Budaya as the name of the study group since Taruna means a man/ woman and Budaya means culture, so in short it means the representative of the culture. Me, Gayatri Mayang Handayani as the leader of the study group. Mrs. Iluh Lukanis, an art and culture teacher, is a maestro who creates many traditional dances. Mr. Supriyadi, an English teacher, who is also an expert on Javanese culture. The last is Mr. Hendri Fradias, an art and culture teacher, who is a master in modern dance.

Many steps were done before the teaching and learning process. At least there were 3 things that we had done in preparation time. The staff from the Ministry of Education and Culture of Indonesia came to visit our school, checking the readiness and all of the facilities supported the program. The coordination and zoom meeting between the two schools were done in early August. We were getting

to know each other, introducing the members and also the school's condition.

My best partner, Seok Ji Yeon from Suju High School is always 24/7 for me to discuss all the things regarding the IKTE Program.

Both of the schools agreed to conduct 3 classes for exchange teachers and 3 meetings for students' projects. So, here is the schedule set by both of the schools. The first lesson by an Indonesian teacher was conducted by me. The goal of this first lesson was to know the diversity in Indonesia, especially the 6 official religions and how they celebrate their holy day. At the end of the lesson, the students were asked to make a campaign to fight food waste issues.

The second lesson was conducted by Mrs. Iluh and Mr. Hendri. They taught the history and basic movement of Banyuwangi traditional dance to Korean students. It was taught for giving skill dance to Korean students. There were 11 basic movements of traditional dance, including foot, hand, and body movements. We can see here that they can imitate the basic movement of traditional dance nicely.

The last lesson was conducted by Mr. Supri. Javanese is one of the ethnic groups in Indonesia which has the biggest population in Indonesia. As part of the Javanese people, we want to teach the special letter that we have. The letter that we have is different from the Indonesian letter. There are 20 characters of Javanese letters. It's really fascinating to see the students learn new things.

Now we are moving on to the main activity for students, which is the Students' Project. On this project, we wanted the students to make two outputs: Video and Magazine. As mentioned before, we prepared three meetings for real-time online. The title of the students' project is Intercultural Understanding based on School Life. This project is led by Ms. Soojin Hong. So, in order to understand the diversity which each school has, we wanted the students to share their every time habits in school. The objectives of this project were student-centered collaboration and an understanding of the school cultures.

The first day of the project was exploring topics that students wanted to know in each school. The students were asked to access mentimeter.com and typed the topic that they wanted to explore, e.g. school curriculum, lunchtime, break time, club activity, school facilities, etc. Finally, there were four most wanted topics that students chose. There were After School Activities, School Festival, Break Time, and Club Activities. Then, each topic was divided into four groups of students. They were asked to make a video to be presented in the next meeting.

Before coming to the second day, the students uploaded the video on Google Classroom account which made to arrange all of the tasks and discussions. They were also leaving comments and

questions to other groups' works.

On the second day, the students from both countries gathered in a Zoom meeting to see the full video from all of the groups and did discussions.

After finishing making the video, the students were asked to make a magazine based on the information they got from the video. This task was not the same as before since they had to write down the other country's school culture. So, the Indonesian group of After School Activity would write a magazine based on the video made by the Korean group of After School Activity, and vice versa. On the third meeting, using Padlet, the students gave comments and appreciation for other groups' work. These are the results of the student magazines.

Having three months journey is not simply talking about memories. But far from that, is the positive implications that we got. Of course, both teachers and students were feeling so much positives vibes. The intercultural sensitivity and competence of the students are strengthened. Cultural differences and unfamiliar behaviors are better accepted and integrated into personal behaviors. By getting global exposure, my students learn ways of the world that opens up their mind and make them capable of thinking out of the box. Mingling with other students from different cultural communities also gives them an international perspective on their future of living abroad. For the last implication, not only receiving and absorbing other cultures, but the students also became the pioneer or ambassadors of their own cultures.

While for us as a teacher, this program expands and enriches the teachers' pedagogical expertise by having teachers teamwork and giving new perspectives and ways to collaborate and implement the current method of teaching. Not only that, but we also have new cultural learning experiences.

To make it more visual, let's watch the IKTE 2022 recap in this video.

So much fun, knowledge, and memories. I hope this new bonding between the two schools does not stop at the end of the program, but we can continue to do other meaningful programs. For the closing, I will take the quote from Mr. Jawaharlal Nehru the former Prime Minister of India. He said, "Culture is the widening of the mind and spirit." So, by understanding many cultures in the world, you will fulfill the need of your mind and change it to tolerance, fulfilling the spirit and also changing it to respect.

I am Gayatri Mayang Handayani, thank you.



4. CAM-KR GCED Project Exchange

Rotana Prum x Zion High School, Hun Sen Angsnoul High School, Cambodia

First of all, I would like to pay my humble respect to all the representatives, teachers, students, and staff from the participating countries. Regardless of the Covid-19 pandemic, the 2022 Asia-Pacific Teacher Exchange is resumed by following a distance learning procedure where on-and-offline activities were operated. Under the theme “Global Citizenship Education”, each pair of partner schools had discussed and adopted a variety of joint learning activities. Having heard from the earlier presentations, I felt glad to learn from their experience and I am also eager to share mine as well.

To start with, please allow me to introduce myself. My name is Ms. PRUM Rotana, an English teacher at Hun Sen Angsnoul High School in Cambodia. Today my presentation will cover on “GCE Activity Summary” during the 2022 Asia-Pacific Teacher Exchange between Hun Sen Angsnoul High School and Zion High School of the Republic of Korea. The presentation itself focuses on four points as following: (Activity Plan) mainly discusses objectives and learning process; (Class Procedure) shares how we operated the joint online class within its focus. (Lesson learnt/Implication) of the whole program; (A reflection) by displaying a video from Hun Sen Angsnoul High School Students and lastly a presentation from students of Zion High School.

Under careful discussion and consideration with our partner school, we decided to run a school project called “Think Globally, Act Locally”. We believed that this project will benefit high school students at a certain level, and four objectives were set: (1) To provoke students’ awareness on global and local issues; (2) To train their critical thinking and presentation skills through learning autonomy and collaboration works; (3) To allow students to engage in problem-solving and to be a change agent to the problem in their community; (4) To learn from foreign friends so that they could familiar with each other’s society.

To achieve such objectives, we brought out two methods of learning. First is Changemaker skills. It trains students to be empathic and thoughtful of each other and what they are doing by enacting their creativity to work on their assigned topics. At the same time, they learn to work as a team by dealing with team management and problem-solving. More importantly, the “project-based learning procedure” is introduced to all learning activities to increase students’ learning autonomy with the four steps. (1) Set/scope the topic study; (2) Inquire about information and the root cause of the problem; (3) Seek for Possible Solution or action planning; (4) Do and Share.

We were trying to engage students by using Padlet to communicate where they can share their project progress and learn from each other. They uploaded their project progress on Padlet 1 for the group activity "Think Globally, Act Locally".

They commented and dropped the questions so that the other group can preview and make changes from better work. The individual mission was provided through Padlet 2 as well. Every two weeks, the teacher took turns giving fun missions to do. Basically, we had two Padlet in our project.

To achieve the objectives, changemaker skills were associated including empathy, thoughtfulness, creativity, leadership, and collaboration work. We believed these are vital for students to gain in our exchange activity. We trained them through project-based learning activity which students independently work to achieve all the stages. These were followed by having the topic focus, then they had to "inquire about information" and the root cause of the problem by themselves.

They seek possible solutions and set up an "action plan" to learn more from the situation. Finally, they had to "do and share" with their local and foreign friends. As mentioned earlier, PBL activities equipped students with "changemaker skills" where teachers worked as consultants and facilitators.

Let's get a look at how we specifically run the exchange project. We totally had 16 Korean students and 25 Cambodian students involved. They were teamed up and formed nine groups: 5 Cambodian teams and 4 Korean teams. Each group was paired up and assigned to work on different themes such as "Education", "Media Literacy", "Zero Waste", and "Animal Rights and Issues". These were set by considering the relevance and importance in SDGs for both countries. Students scoped their topic interests and proceeded with their PBL activities.

Basically, we had totally three joint real-time classes and five off-line classes. This schedule seemed easy for students to follow but it took time to work on each stage since it's likely to be learner-centered. We, teachers, were trying to assist students as less as possible so that students can use their potential and learn about teamwork by themselves. At the same time, we helped facilitate them as soon as they encounter any difficulties.

I'll briefly talk about "Class format". In offline classes, students must upload what they had done to Padlet so that it prompts other groups. Then in real-time class, they presented their works followed by Q and A sessions.

You may be curious about what we had learnt and the implication of our activities. Of course, we observed and asked students several reflection questions such as (1) What have you done through the whole program? (2) What have you especially learnt from the program? (3) Have you faced any challenges? How would you overcome those?

They similarly stress “mutual understanding and social engagement”. Students realize the cause of the problem in their community and seek possible contributions. They understand what happens in other countries and their way of life. They learnt about the importance of “problem-solving and collaboration works.” They learn to work as a team to develop the idea and project. They learn to compromise on their opinion and develop a sense of belonging and responsibility. They develop their “critical thinking and research” and “ICT skills”. They learn and teach each other to use applications on smartphones to do slide presentations, make videos, put subtitles, and so on. So far, not many students knew how to properly use ICT applications to manage material for learning activities. This makes them aware of these useful applications that benefit their future study. Last but not least is “Language and Presentation Skills”. They build confidence in delivering their idea to foreign friends and improve and sharpen their language skills, specifically English.

After the exchange, the activities imply four main considerations for the school and teacher. First, this is a comprehensive extra-curricular activity. Though it is time-consuming. It illustrates the motivation and mentorship needs for students to fulfill learning premises while increase autonomous in learning. School partnership is quite necessary to be an open space for students to look at the world positively and learn how a social problem is connected. This exchange brings capacity building on what GCED is and improves teaching methodology through teachers’ discussion and collaboration for effective learning outcomes and fun learning.

To end my sharing session, I would like to draw your attention to students’ reflections. First is the video by a Cambodian student. Korean students will personally have some words as well. Let’s give them a warm welcome!

○ Student 1 Hi! My name is Curious. I'm curious I'm curious. I'm curious about everything in the world. Where are we, and who are you? Uh, who are these guys?

I should get to know these guys with the MBTI that's popular these days. Hi, guys, what's your MBTI?

○ Student 2 I am ISTJ.

○ Student 4 I'm ENTP!

○ Student 5 I'm also ENTP.

- Student 1 I'm curious. I'm curious. Why isn't the second friend answering my question?
- Student 3 Who asks about MBTI these days? The trend these days is GCED!
- Student 1 What? I'm curious, I'm curious. What's GCED?
- Student 2 Z!
- Student 3 A!
- Student 4 I!
- Student 5 M!
- Student 1 Oh, ZAIM? I'm curious, I'm curious, what's that?
- Student 2 Zero Waste.
- All A~!
- Student 3 Animal Rights.
- Everyone I~!
- Student 4 Inequality.
- All together M~!
- Student 5 Media Literacy.
- Student 1 Oh, that's very interesting! Then who are you and what kind of activities did you do?
- Student 2 Hi! I'm Kang Yewon from the Zero Waste team. We are a team of friends who are interested in the environment. At first, I became interested in fast fashion that affects the climate crisis through problem-exploration activities. But my friends didn't seem to know much about this, so I made scrunchies and hairpins with clothes that people don't wear anymore for my school students and campaigned about it. I collected the old clothes through the campaign and also donated them to a local second-hand shop.
- Student 3 Hello! I'm Zero, Animal Rights Jung Hyun Wook. We are a team of animal lovers. I wanted to solve the conflict between people who take care of street cats while doing research activities. With the advice of a veterinarian and the help of Bucheon City Hall, we also performed neutering surgery on street cats living in our school. Some people think neutering is unethical for cats, but I thought it was an inevitable choice for people and cats to coexist in cities. Also, I got to know about a cat cafe that takes care of rescued street cats in the community and helps get them adopted. We wanted people to realize that animals are precious beings who should live together with humans through this project.
- Student 4 Hi, I'm Song Yeonjoo from the Inequality team. We are a team of friends who dream of an equal world. We became very interested in visual impairment during the activities. I visited a library specializing in visual impairment in our community to learn more about their daily discomfort. I met a blind person and interviewed him there. At that time, I learned the basic manners of meeting blind people, and I thought it would be nice for others to know too. So, I did a campaign at my school. Students and teachers campaigned for the campaign, and I remember being so grateful that many

people were interested and participated.

○ **Student 5** Hello! I'm Han Soo-hyuk from the Media Literacy team. We are a team of friends who are interested in the media. Our team studied Media Literacy while reading the book 'Am I the only one uncomfortable with this scene?' because the topic was so difficult. This book introduced various hate and discrimination in the media. Perhaps because we were in an international exchange with Cambodian friends, we became interested in the hatred of foreigners, and to solve this curiosity, we decided to meet foreigners in person and listen to their stories. After many twists and turns, we were able to meet a college student from Cambodia and a friend of our age from China and conducted an interview.

○ **Student 2** After doing so many activities like this, we thought that we would like to share what we have explored with my school friends.

○ **Student 5** So, we developed activities in the 'creative activity class' in groups and operated them like this. I was really thankful and touched that my friends participated in the 'creative activity class' more than I expected.

○ **Student 1** Wow, everyone did various activities. I'm curious. I'm curious. There must've been a memorable episode while doing these activities. Can you tell me?

○ **Student 2** Through the campaign, we donated clothes collected by our school students to a local used shop called Beautiful Store. At that time, I became determined to volunteer there when I became a college student after watching older college students who were volunteering there. I think it was a moment when I realized that there are more things I can do to make the world a better place than I thought.

○ **Student 3** While doing these activities, we found out that there are street cats living in our school and started taking care of them. But there were people who were against us taking care of street cats. In addition, the raccoons that showed up to eat cat food made it harder for us to take care of street cats. I felt very sad when I faced a situation where conflicts arose as the community's opinions on the care of street cats clashed with ours. It was an opportunity to think about how animals and humans could live well together.

○ **Student 4** The most memorable moment in our activities was when we went to distribute stickers for guide dogs for the blind. Although the guide dog's position is legal, I was very upset to hear that there are many stores that refuse and feel uncomfortable about guide dogs. So I personally visited the stores around my school, explained the purpose of our activities, and attached stickers. At that time, I was very worried that I would be rejected, but fortunately, I was so thankful that everyone participated in our activities.

○ **Student 5** The most memorable thing was recruiting foreigners living in Korea. I tried to contact various multicultural institutions and alternative schools in the community, but it was not easy to find foreign interviewees. It was bitter that communication between them and the community was not smooth even though there were quite a few foreigners living there. In the end, we decided to recruit foreigners through SNS since after all, we are the Media Literacy team. While I was searching on YouTube, I found a college student from Cambodia on a channel. I asked him for an interview via Instagram message, but he said it was difficult to participate due to his schedule, so he introduced me to his friends instead. Thanks to them, we were able to finish our activities well because they interpreted in Khmer and participated in the interview. I think meeting them was very precious and I am more thankful because it was difficult reaching them.

○ **Student 1** Wow, everyone worked really hard in each position. I'm curious. I'm curious. What changes were there before and after your activities?

○ **Student 2** We didn't know GCED well before. We knew the global environment was threatened, but we didn't know how to respond. But not anymore. I realized that the way to protect the Earth is easier than I thought.

○ **Student 3** We liked animals, but we never thought about animal rights. I realized that animal rights are just as important as human rights.

○ **Student 4** Yes, I used to think that disabled people were always sad beings who needed help, but I learned through this opportunity that they are not lacking but uncomfortable, and special manners should be accompanied when meeting them.

○ **Student 5** We were quite shocked that there was unexpected hatred and discrimination in the media we always encountered. Now I realize new things that never caught my eye.

○ **Student 1** Aha~ You seem to now view the world with a more delicate and rich sense than before. I think it's really cool. Oh? It's already time. Is there anything you want to say?

○ **Student 2** Thank you to the Cambodian friends and teachers for working with us on the project for a long time. In particular, despite the time difference, our project ended well because you were so considerate of our schedule every time we met in real-time. I love you, Mr. Rotana.

○ **Student 3** To Zion High School teachers who helped me do these activities... Thank you! And also, thank you to Zion High School friends who worked hard in their respective places and made the project shine.

- Student 5 We would like to thank the Ministry of Education and all the officials of the UNESCO APCEIU for creating a good stage for us to do such wonderful activities.
- Student 4 it feels like it's all over after saying goodbye, right? No, no, no~ It's just the beginning!
- All What's your GCED?



07 Presentation I-2 2022 Online APTE Best Practices

Date | 2022. 11. 24. (Thu) 13:00~14:25

M C I Programme Specialist Park Soyoung, APCEIU

Presenters |

	Name	School	Title of the Presentation
1	Jinnita Pongjakthanachot	Princess Chulabhorn Science High School Chiang Rai, Thailand	Getting Closer You and I
2	Taeyoung Kim	Seoha Elementary School , Korea	You and I, We live together in a global society
3	Keomoukda Kattiyavong	Dongkhamxang Demonstration Primary School, Laos	Korea-Laos online Education Exchange
4	Diana Alui Daniel x Daejeon Samcheon Middle School	SMK Merapok, Malaysia	Bridging Peace and Culture-ramics Together

1. Getting closer and closer, You and I

Jinnita Pongjakthanachot, Princess Chulabhorn Science High School Chiang Rai, Thailand

Hello, everyone. Did you all have a good lunchtime? Let me introduce myself first. I'm Jinnita Pongjakthamachot, a teacher at Pongjakthanachot in Thailand. I would like to introduce the exchange program with our partner school, Gyeongju High School. Today, we have a teacher from Gyeongju High School. The topics that we were particularly focused on were respect for diversity and sustainable development. I will explain the following next four topics. First, a summary of our educational activities. The second, is a presentation of the achievements of the joint project. Third, the meaning of APTE 2022 and lastly, a Q&A session.

Now, I'll talk about the first topic, a summary of educational activities. As you can see on PowerPoint, the main theme of our GCED was respect for diversity and sustainable development. Since my school is a science high school, I wanted a topic that can produce results with scientific knowledge.

That led to the topic, food preservation culture. We showed examples in this regard to Korean students, for instance, the culture related to food preservation in our country. Next, we learned about the food preservation process, and finally, we studied waste management together. This was the first class that we introduced food preservation. The first class was mainly introducing it. I introduced the fermentation method and compared Korean kimchi with similar Thai food, Pickled Cabbage. Pickled cabbage or cabbage pickle is mainly eaten in northern Thailand.

In my first class, I introduced some facts about this and learned why food is preserved in many countries around the world. In the second class, we learned about the conservation process. We learned how to preserve it and how to ferment it differently. And in the last part, the students learned what happened in the conservation process, and then they presented the results in groups. And as for the last lesson, there's food waste that is eventually generated after the fermentation process.

How to deal with this food waste can be a problem, and we thought we could relate it to local problems. So, we thought about how to deal with this food waste and produced a strategy. The common strategy that we came up with was recycling and reusing. We wanted to use the knowledge that students learned in class to deal with the garbage in this area and connect it with the garbage disposal strategy.

Through these classes and the lessons learned here, I think students will be able to become leaders who can have a positive impact on the environment in the future.

Next, I'll tell you about the second topic. The theme of our joint project was "Getting closer and closer, You and I." In this session, students were asked to learn about the similarities and differences between cultures, and to learn about traditions and perceptions among different countries. This was to make them embrace cultural differences and take pride in one's culture and identity. And I wanted them to be able to present their culture. I'll tell you how it went. There were two major steps.

First, we had three real-time Zoom video conferences. We also used other online tools such as Instagram, Kakao Talk, and Slack for more in-depth chat discussions. There have also been three classes about this, so I'll be more specific. The first goal was to exchange goals and schedules with each other. But one important thing that I wanted was to get students to learn more about each other. So, I made them learn to introduce themselves in each other's language. For example, Thai students introduced themselves in Korean, and Korean students introduced themselves in Thai. After that, I had them post a short self-introduction video on the Padlet, and other students watched it and pressed "Like." One thing I want to tell you is that in this joint project, the students presented, taught, and even wrapped things up by themselves. The teacher was just a moderator. For example, I only explained the purpose of this class and went only at the end to organize the class.

And the other thing was sharing about school life and our leisure activities. I realized that students live different lives through the stories they shared about school life. Since our school is a boarding school and our partner school is an all-boys high school, students were very interested in learning and understanding each other's school life. Students discussed with each other and had time to identify commonalities and differences in their lifestyles and leisure life. Speaking of the last lesson of our joint project, saying goodbye to friends was actually the most memorable time. I gave students time to organize the project and say goodbye to each other. Students were asked to prepare related activities in advance. The students divided the activity into three parts. First, we played a game called Da Vinci to guess the next words that would come out. Next, Thai students taught Korean students a traditional Thai dance called Ngam Seang Dean and danced together on an online platform. Finally, Thai students made a very touching video. In fact, I can say that everything was contained in this video. Through this program, I think it was an opportunity for students from both schools to understand more about the differences and similarities between multicultural and traditional perceptions. At the same time, it was also an opportunity to strengthen my pride in my culture. I think this was because students were able to introduce themselves on online platforms such as Instagram.

If you look at the left, this is Gyeongju High School's Instagram, and on the right is our school's Instagram. Many students are interested in the platform itself so not only the students who participated in the program, but also the students who did not participate, accessed it, watched it together, and talked together about it.

In theory, we've achieved the goal of our project. We were able to collect data through surveys, Slack Chat, and Slido. We were able to achieve the desired goal by using the tools we chose, and finally, we were able to achieve the desired goal through cooperation with teachers. As for the third goal, my colleagues and I were able to learn about global citizenship education. In fact, it was a concept that we didn't know in detail before, but as we understood it more, we were able to reflect it more in the subjects we teach. In fact, we teach different subjects. For example, chemistry, biology and math teachers have stated they wanted to reflect this concept in their curriculum.

Second, this program enabled teachers' educational capabilities to strengthen. So, it was a time for teachers in Korea and Thailand to share how to teach or ways to teach with each other. Considering recent years, we have been able to feel once again how helpful it is in teaching and learning to do it through online platforms.

And finally, teachers were able to work together effectively throughout the entire program, cooperating at an international level. I think it's a mutual understanding that matters to us as people from different backgrounds and different cultures. Overall, both students and teachers have gained a lot from the APTE 2022 program. I think this concept of global citizenship education should be applied to all classrooms. Because being a citizen of the world is ultimately important to everyone, and so we can influence our world with responsibility.

And lastly, do you have any questions? If you have any questions about what I just announced, please raise your hand.

○ Participant 1 Thank you for your speech. I noticed students using their tablets with Wi-Fi. Is it correct that you used Wi-Fi?

○ Thai teacher Jinnita Pongjakthanachot Yes, that's right.

○ Participant 1 So, the Wi-Fi was stable. Because when I tried connecting to Wi-Fi, I had trouble in my first class. Maybe I trusted Korea's technology too much. Anyway, that ruined my first class. Did you happen to have any technical problems?

○ Thai teacher Jinnita Pongjakthanachot In fact, we had some technical problems. Before the class, we took about 10 minutes to find out if there were any problems. If there was a problem, students connected through mobile and if the Wi-Fi was not working well, they connected through their mobiles. Or they used another friend's cell phone or uploaded using another account. Because this wasn't something that they had to upload using their account no matter what, we found an alternative way, which was using a friend's account if there was a problem.



2. You and I, We live together in a global society

Taeyoung Kim, Seoha Elementary School , Korea

Hello, I'm Kim Taeyoung, a teacher at Seoha Elementary School . We are very happy to meet exchange teachers who are passionately carrying out global citizenship education and online education exchange activities. And it is an honor to be able to talk about our school with great teachers.

The 2022 online education exchange program for multicultural family countries was a new challenge, an opportunity for growth for both teachers and students in our school, and also a happy learning process and an unforgettable memory. I would like to express my deep gratitude to the Ministry of Education and the UNESCO APCEIU for providing students at small rural schools in Hamyang, Gyeongsangnam-do a wider view of the world and a foothold to grow as global citizens.

I'll tell you the order of my presentation. First, I will introduce our school and Cambodian school, which were clear in exchange activities. Second, I will talk about online classes that link SDGs with culture. Third, I will tell you about the student exchange project that conducted global citizenship education and cultural exchange activities. Lastly, I will tell you what I realized while participating and how my school will continue its online exchange in the future.

Seoha Elementary School , located in Hamyang-gun, Gyeongsangnam-do, is a small school in the mountains with 26 students, but it provides various educational opportunities for students to express their dreams and talents and grow into world citizens with the right mind. In addition, I applied for this program to experience the wider world through online exchange activities with students from other countries. To this end, I, a homeroom teacher in the 3rd, 4th, 5th, and 6th grades and an English teacher, organized a research group and participated with 17 students. The partner school that conducted and participated in the exchange is Vathanak Chhuong Leap High School in Cambodia , and five teachers with extraordinary passion and extensive knowledge of global citizenship education and 50 first-year middle school students with pure hearts and proactive attitudes in class.

Secondly, I will talk about online classes. The keyword in our online class was connectivity. In terms of the subject and content of the class, the cultural elements of each country were connected under the theme of SDGs, a global citizenship education. In addition, in terms of class activities and materials, we tried to implement blended learning and flipped learning through online and offline connections. And for actual teachers, cooperative classes were conducted through the connection between Korean and Cambodian teachers. Based on these principles, we devised and prepared six online classes together.

Secondly, I will talk about online classes. The keyword in our online class was connectivity. In terms of the subject and content of the class, the cultural elements of each country were connected under the theme of SDGs, a global citizenship education. In addition, in terms of class activities and materials, we tried to implement blended learning and flipped learning through online and offline connections. And for actual teachers, cooperative classes were conducted through the connection between Korean and Cambodian teachers. Based on these principles, we devised and prepared six online classes together.

The first online class was for Cambodian students, and the topic was to learn about the 17 Sustainable Development Goals, SDGs. First of all, starting with an activity to find out about Korean food, we naturally connected it to a hamburger connection to recognize the need for SDGs. We looked at SDGs by connecting them to global issues and organized them by using study papers. After that, they played a memory-matching game to get used to SDGs while having fun. Finally, I chose SDGs that students are most interested in, designed new marks, and shared everyone's design on the Padlet.

The second online class was taught by a Cambodian teacher on the subject of peace and the Khmer language, a Cambodian language. Cambodian teachers work in middle schools, but considering that Korean students are elementary school students, we planned various activities that fit students' interests and levels, such as coloring, decorating, and folding origami pigeons. Most of the students spoke Khmer for the first time, but many students said Khmer was beautiful. Students also picked one of the most memorable activities as learning and speaking 'We Love Peace' in the Khmer language. Let's take a look at this activity.

The third class was planned as a class where Cambodian students and Seoha Elementary School students can participate together. This class tried to maximize the advantages of online classes by using flip learning and blended learning techniques under the theme of climate change and its countermeasures. Students were asked to watch videos about the class in advance as a preliminary task, and online activities using various edutech were conducted during the actual online class. In order to introduce new online class tools such as Mentimeter and ThinkerBell, we guided them in advance to download applications on students' mobile phones and presented practice activities so that they can learn the functions in advance. This allowed students to secure more activity time in class.

In the fourth class, a Cambodian teacher introduced traditional Cambodian rice farming methods to Seoha Elementary School students and conducted activities to learn about cooperation and eco-friendly life. Seoha Elementary School students were very interested in the Cambodian rice farming method and the food culture of eating rice that is very similar to those in Korea. In addition, we conducted real-life online classes with two-way communication and feedback by drawing students' active class attitudes with fun activities such as online quizzes and breaking sorghum straws.

However, the online classes that we've been doing so far have not always been as planned. There were times when students did not understand well because the contents of the class were too difficult compared to the students' level, there were times when there were too many class activities, and there were problems with the sound during the class. After discovering these big and small mistakes and problems, Korean and Cambodian teachers communicated more, discussing classes, exchanging feedback, and considering improvements together.

Based on this, we planned and conducted the fifth class, Zero Waste. Both Korean and Cambodian students participated in this class, and Khmer subtitles were added to the video produced in Korean so that students from both countries could watch it as a pre-task. In addition, students from the two countries could interact and participate actively through a game where they can solve quizzes together.

Let's watch the video of the last activity, where students wrote 3 things that they could do to practice Zero Waste on Post-its.

Next, I will tell you about the student exchange project. The theme of the project was cultivating cultural diversity and multicultural sensitivity through cultural exchange activities. This project aimed to carry out meaningful student education activities by gradually and systematically planning global citizenship education and multicultural education activities centered on hands-on activities considering students' interests and levels. To this end, the project was planned and prepared in the first stage, and global citizenship education activities, including multicultural education activities, were conducted in the second stage, and cultural exchange activities among actual students were conducted in the third stage.

First of all, we discussed the overall project plan with fellow teachers during the professional learning community class in school and established a topic-oriented project learning plan through the reorganization of subjects by grade group under the theme of cultural diversity. In addition, the classroom was equipped with global citizenship education books for students, and the classroom wall was decorated with the contents of global citizenship education and online education exchange activities. In addition, I took remote training to broaden my understanding of the concept and activities of global citizenship education and read books related to global citizenship education or materials provided by UNESCO APCEIU.

In the second stage, various hands-on activities related to global citizenship education and multicultural education were conducted. First of all, through the multicultural learning tool rental project provided by the Gyeongnam Office of Education, we were able to rent various Cambodian teaching tools such as traditional clothes, props, and play tools, and we used them to provide multicultural education on Cambodian culture. In addition, we planned a field trip to Jinju National University Multicultural Education Center and conducted various hands-on activities such as experiencing traditional clothes, traditional games, traditional musical instruments, and traditional food making in various countries around the world. In addition, through the operation of an online international exchange club, students learned about global citizenship education and operated a booth to directly participate in community events to promote club activities.

In the third stage, we conducted cultural exchange activities with Cambodian students. Firstly, we made a video introducing each country's culture, posted it on Padlet, shared it together, and had time to learn each other's culture.

Korean students introduced elementary school meals, how to make kimbap, cultural heritage of Hamyang, and historical figures of Korea. Cambodian students introduced Cambodian traditional games, traditional dances, and greetings. Since then, students from the two countries have had time to solve online quizzes and ask and answer questions through real-time exchange sessions. In addition, we prepared a culture box with traditional clothes, traditional props, and snacks, which became a big gift for students and teachers.

By participating in this program, Seoha Elementary School experienced global citizenship education, conducted online exchange activities, and learned and gained a lot. In particular, teachers' and students' English communication skills and digital literacy have improved a lot in the process of planning and conducting online classes. In addition, our view of the world expanded, and we could feel a bond as citizens of the world by pursuing an attitude of understanding and respecting differences and universal values. Students were at the heart of learning-oriented classes which are based on students' participation and directly connect learning and life.

I think the online exchange activities with Cambodian schools have laid the foundation for our school to continue global citizenship education and online international exchange. We will plan and prepare for online international exchange activities with schools in other countries next year so that these educational activities can become major educational activities in Seoha Elementary School. Moreover, we would like to plan and operate various school education activities related to online international exchange clubs, multicultural education activities, environmental education, SDGs, and global citizenship education.

Personally, in order to strengthen my ability as a teacher in charge of international exchange affairs and run programs, I would like to continue cooperation and exchange with domestic and foreign teachers through networking. So far, I have told you the memories of happy online international exchanges at Seoha Elementary School. Today, I would like to wrap up the presentation with the hope that our school story will be of any help to teachers here and those interested in online exchanges.

Lastly, I would like to thank teachers and students for their sincere and best participation in Seoha Elementary School and Vathanak Chhuong Leap High School, and I hope that the school and students' families will always be full of safety, health, and happiness. Thank you.



3. Korea-Laos online Education Exchange

Keomoukda Kattiyavong, Dongkhamxang Demonstration Primary School, Cambodia

Good afternoon everyone, May I present the achievements of the Lao-Korea teachers exchange program implementation in 2022. The outline of this presentation includes 7 slides.

The 1st slide is about procedures for conducting the Lao-Korea teacher exchange program. There are three stages such as the preparation stage.

First of all, the preparation stage:

On July 23, 2022, the organizers of the project arranged an online meeting through Zoom to inform the objectives of this program and also discussion on work planning in each stage. In this meeting, participants included the Korean organizers of this project (APCEIU), the Korean school teachers, the Lao organizers of this project, Lao coordinators, 4 Dongkhamxang Demonstration Primary School, and 4 BanKeun Secondary School Teachers.

Secondly, the implementation stage:

In August of 2022, we discussed with Korean project partners at Bunpo Elementary School the teaching works and how to do this project together. Later on, 50 Dongkhamxang Demonstration Primary School students in Grades 4 and 5 were selected to participate in this project. After that, we decided which subjects would be taught, including 3 subjects such as the Lao language, ethics, and science and environment subject.

On September 6, 2022, an online meeting via Zoom with the partners was held. The Lao project organizers and Lao coordinators participated in this meeting to discuss the teaching subjects, teaching lessons, topics to be taught, and teaching schedules. The Lao school teachers will teach students 4 times and the Korean school teachers will teach students 4 times.

Lastly, the conclusion stage or project results:

The Korea-Laos online education exchange program is considered to be a good success which can be seen on slide number 5. The 2nd slide shows many pictures during the project. The first photo is from the introductory meeting of the program, and the responsible committee is giving the equipment to be used in the exchange.

The second photo shows a discussion with partners to determine activities and teaching dates and preparation of teaching materials for Korean students. The third photo is about teaching and learning activities during which Lao teachers teach Korean students and Korean teachers teach Lao students.

The 3rd slide shows the advantages of this project. UNESCO APCEIU provided the project budget and equipment such as an internet network, a camera for remote conferencing, a speaker and all materials for facilitating online teaching and learning. Guidance support from Lao Natcom, Korean school teachers and students. All teachers are ready and active in all assigned activities and have an interpreter to translate Lao to Korean and Korean to Lao. There is a team waiting to help all the time. Students are enthusiastic about the assigned activities.

The 4th slide shows the challenges. Some teachers still lack experience in using ICT. Since it was their first time teaching foreign students, the teaching is not as good as we hoped to be. Sometimes the communication was not clear. There was also a lack of expertise in long-distance learning. Some teachers and students could not sign up so could not do a survey.

The 5th slide shows the project results. The exchange had been carried out 8 times according to the plan. Lao teachers taught 3 subjects: Lao language, ethics and environmental science. The subject of teaching was the importance of nature, That Luang festival, love, peace, and safety on the road. Lao and Korean students learned how to show courtesy in welcoming domestic and foreign guests, traditional food and how to love and unite with friends regardless of race, nationality, and skin colour. They also learned about festivals and the history of That Luang and learned that nature is very important for all lives. Lao students learned about the customs, dress, food, traditional dances and important days of Korea. Besides that, they did projects together by using ICT skills such as Padlet and uploaded photos and activities. Teachers learned student-centered learning style and gained the ability to answer the question of Korean students, Through this project, we were able to strengthen a good friendship between Laos and Korea and present the result at Lao Natcom.

Please take a look at the 6th slide for the first photo. Lao students are studying and doing the activity with a Korean teacher. The second photo shows a Korean teacher demonstrating that the culture of playing in both countries is similar, and the third photo is about the Seminar presenting the result at Lao Natcom I have just mentioned.

The 7th slide shows the recommendation. Before starting the Lao and Korean teacher exchange program, there should be a meeting to exchange information between the partner schools first to prepare for readiness and unity in the implementation of the activity. The online Lao-Korean teacher exchange program should be continued next year. If it is possible, Lao school teachers would like to implement the face-to-face exchange.

This is the end of the presentation about the online exchange. Thank you for giving me this opportunity to present the implementation results of the Lao-Korea teacher exchange project. Thank you very much for everybody's attention.



4. Bridging Peace and Culture-ramics Together

Diana Alui Daniel x Daejeon Samcheon Middle School, SMK Merapok, Malaysia

No one was prepared when the coronavirus pandemic hit us. No one. Everything in the days ahead of us was uncertain, the unimaginable happened and no one knew for sure what the future holds. In 2022, teachers and students are scrambling in all directions trying to catch up with what had been put on hold for the past 2 years... and thankfully, this very year, SMK Merapok, which is my school, is privileged to be chosen to take part in the Korea-Malaysia Teachers Exchange Programme.

Annyeonghaseyo. A very good day everyone. Hi, I'm Diana Alui Daniel representing my team from SMK Merapok, Malaysia. I'm here to present our school's lessons and project, what we've learnt, follow-up activities and future plans.

Firstly, let me introduce my team. The teacher participants from SMK Merapok are Mdm Norfarhana, Ms Kaith Princess, Mr Sapri and myself. We are all English teachers at the school. In this programme, we have taught one lesson each, 3 live lessons and 2 recorded lessons. 50 students have participated in this programme. 40 are from SMK Merapok and 5 students each from our buddy schools; SMK Lawas and SMK Sundar. Our Partner School is Daejeon Samcheon Middle School. The teachers and students are very helpful and cooperative to work with.

In our first lesson, one student from both countries showed a video of their daily routine as a teenager. Starting from when she wakes up, dresses up, walks to school, school life, and after school life.

The highlight of this lesson was when the Malaysian student, Sylviency, from an indigenous tribe called Tagal, gave a short speech in her native language (Tagal) about how she aspires to be the first graduate in her remote village and wishes for equal opportunity for girls in education and also in the job market. In this slide, you can see that Ms Kaith is having her class in a makeshift area of Mr Sapri's house. This is because on that particular week, the internet service is often disrupted at our school, and we had to plan in advance about having our lesson where the internet connection was stable. We did our very best to set up a small 'cyber café' at Mr Sapri's house. Thankfully everything went very well for our first lesson.

The second lesson is by Mr Sapri. After having reflected from the challenges of relying on the unstable internet, having echoes in the sound system and a lag in the internet connection from Ms Boram and Ms Jinna's lessons, we decided to shift our class to a primary school, about 5 kilometres away from us.

We had our lesson on the premises of SK Merapok Primary School.

In Mr Sapri's lesson, which is celebrating diversity, students were asked to pretend to play God and create their own superpower tribe on Canva. We were amazed at the startling and "loud" creations that the students from both countries produced. They came up with the most bizarre ideas of superpower tribes. Some characters have powers to erase memories, others have powers to produce food for poor countries while others have powers to cause war-laden countries to make peace.

This lesson is all about respecting each other's cultural diversity, not making fun of each other's unique tribes and celebrating differences. Students from each group presented their tribe. What we noticed was an amazing breakthrough from students who were normally quiet and reserved in class. They volunteered to come forward and did their presentation. I guess students were aware of the importance of overcoming the fear of speaking in front and it was not too overwhelming as the lesson was done online and not as nerve-racking as delivering a presentation face to face to an audience. Our recorded lessons would be our cultural lessons.

Mdm Norfarhana taught all about the 'Talun: Art on a tree bark.' You may see the product of this talun tree at the exhibition table. This lesson aims to create an awareness and appreciation of the importance of preserving trees SDG 14: Life on land. This particular tree is a type of jackfruit tree and is endemic to the rainforest in Borneo. However, it is not that easy to find this species of the tree even in other parts of the rainforest in Southeast Asia. Also, it was a lesson on tribal tattoos, which is a pride of most of the Sarawakian tribe. They learnt about the Bungai Terung (Eggplant Flower) which is the first tattoo an Iban individual would receive, which marks the Iban tradition known as Bejalai, a journey of knowledge and wisdom where an individual would leave their longhouse to experience the world. There are also some Lun Bawang designs that they painted on the talun as well. Then the students infused Korean designs and colours into the tattoo designs and created a few new designs, which I showed to some ladies in the village – who found them adaptable and they would like to use them on the Lun Bawang costume. So congrats on the students' ideas!

This year, the Malaysian school participants could collaborate with 2 buddy schools from the same state, and we've decided to join hands with our buddy schools SMK Lawas and SMK Sundar. These two schools are located about 60 kilometres away from my school and although the distance is far and the road terrains are quite challenging, we have managed to pull things together to make the lesson work by having video conferences, Whatsapp and Telegram chats and met a few times in Lawas town.

Our best class is the Hornbill Feather Fusion Dance, done in a hybrid setting.

Firstly, a 4 basic dance steps tutorial video was made. Mdm Grace from SMK Lawas and her students taught the Hornbill Feather dance using a traditional song called Busak Baku.

They also used props such as feathers, called kirep. The video was sent to Samcheon Middle School and SMK Merapok. The task was to learn the steps and to perform them live together in the third and final class using their favourite K-Pop song. All students from the buddy schools and SMK Merapok gathered at the venue school, SK Merapok which is a primary school to get a steadier internet connection.

The students rehearsed many times and we requested that teachers from all schools attend a dry run session with Samcheon Middle School to make sure that the lesson would go smoothly the next day. On the day of the performance, all the students managed to dance a new routine, adapt the steps and most importantly, felt confident and happy performing with their friends.

Steve Jobs once said, "Life is about creating and living experiences that are worth sharing." As I am an alumnus of this programme, I felt that it was only right to share this valuable experience of teaching Korean students with my colleagues in my district. The team was beaming with pride when I handed the baton over to them, and it was a team-teaching effort. Some choreographed, some edited the music, others prepared the Powerpoint slides and others took care of the sound system and flow of the lesson. We, teachers, are just amazing when it comes to teamwork, aren't we?

Next, is our Project Activity. Our Project is to create a Korea-Malaysia Friendship Peace Bracelet. In summary, the students created a Friendship-Peace bracelet using ceramic beads that they have handmade and assembled to make a bracelet. The motif on each bead represents a symbol representing the Sustainable Development Goals. The bracelets that they have created also carry a theme from the SDGs and a message. This is to create an awareness of the issues all around us and to hopefully instill values and the need for everyone to be accountable for our world.

Making ceramic beads is a long process as students learnt the traditional method of creating them. Using clay, they moulded it into different shapes and sizes and baked them for 4-5 hours. After that, the students designed and painted these beads and glazed them, and baked them again for another 4-5 hours. Only then, the students assembled the beads into bracelets according to the theme and message.

And here are the students wearing the ceramic beads bracelet together. Samcheon MS has also sent us their Korean lace bracelets and the students wore them proudly and loved their gifts.

We have spread the joy of our lessons to the neighbouring district in Limbang. As it was a State Level Teachers Appreciation Week and Celebration, we were invited to open an exhibition booth to display the best practices of our Korea-Malaysia Teacher's Exchange Program and also to actively promote this program among the teachers in the state of Sarawak. It was a wholesome experience for us as. We also won the booth with the most visitors!

Besides displaying our exhibits, we had a lucky draw, a mini Korean kitchen and books about the APTE programme. Mr Sapri and Ms Kaith were dressed in Korean hanbok, and students enjoyed communicating with us and tested their Korean language with us. Students from even smaller indigenous tribes came from their rural schools and asked many questions about the Korean online classes. In the slides here, I have included the group photos of the Penans and Kedayans which are smaller and more unique indigenous tribes of Sarawak.

We then had another opportunity in sharing our lesson when Lawas District Education Office had an open day and almost everyone in Lawas visited our booth.

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

With that, I would like to close and thank everyone who has given each of us this piece of opportunity in coming together as one to teach our future generation the wonderful messages of peace and unity amid the challenges. Thank you and kamsahamnida.

So, the last part and the highlight of today's event. My beloved students in my heart, the students of Daejeon Samcheon Middle School, will be on stage.

English Discussion Session for Students at Daejeon Samcheon Middle School, Korea

○ Kim Youngbin, Daejeon Samcheon Middle School Good afternoon. Thank you for the opportunity to share with you our works. I'm Youngbhin Kim, second grade at Samcheon middle school. Samcheon middle school is located in Daejeon and there are 943 students in the school. Our club's name is 'world story club', consisting of 14 students. You may think it's quite a small number of students compared to the whole school. We prepared for two performances, the first is Malaysia's traditional feather dance and the second one is the debate about palm oil plantations. Six dancers are going to dance the feather dance! According to the Busak Baku song, HyunChe is going to sing the song for us, and my teacher will play Haegeum, a Korean traditional instrument. I hope we enjoy it. Our second performance to show you is debating whether palm oil plantations should continue or not. The pros team debaters are Jimin and Siwon, cons team debaters are Eunseo and Soowon. First, Jimin, would you say the argumentation of the PROS team if you are ready?

○ Park Jimin, Daejeon Samcheon Middle School Hi everyone. We are here to discuss whether the palm oil plantation should be maintained. In my opinion, it should. There are two reasons palm oil plantation should be continued. First, palm oil plantations play a huge role in Malaysia's economy. In 2011, the palm oil industry was the fourth largest contributor to Malaysia's economy, accounting for 16.8 billion dollars of Malaysia's Gross National Income. Second, it provides considerable jobs for people. Oil palm plantations by their nature can not rely on mechanization but rely primarily on a combination of high and low-skilled labor. This is a strength of the industry as a poverty alleviation mechanism. In response to these effects, palm oil laborers have been provided with a combination of training and tools to assist in their work. As a result, 28,000 additional jobs will be created. Getting a job and earning the money for the human is essential for living in a capitalist society. For these reasons, the palm oil plantation should be sustained. Thank you.

○ Kim Youngbin, Daejeon Samcheon Middle School And next turn, Eunseo, would you present the argumentation of CONS team if you are ready?

○ Song Eunseo, Daejeon Samcheon Middle School The standards of human life are, of course, different from person to person. However, destroying the environment in pursuit of only economic benefit is the same as destroying our future. So, palm oil plantations should stop here right now. First of all, palm oil plantations destroy biodiversity. A prime example is an orangutan. According to a paper in 'Current Biology', about 150,000 orangutans were lost on the island of Borneo in the 16 years to 2015. In addition, palm oil plantations devastate forests. Due to the creation of palm oil plantations, the second-largest rainforest in the world was burned and cleared. Even if you don't care much about this right now. But don't forget. All problems humans made will come back to us again. Therefore, our team is against palm oil plantations.

○ Kim Youngbin, Daejeon Samcheon Middle School And Siwon, are you ready for the rebuttal and the final argumentation of PROS team?

○ Kim Siwon, Daejeon Samcheon Middle School Apa Khabar (How are you?). In fact, the wage workers earn helps them improve their lives. So economic stability is a key element of human rights. Also, we can't say the plantation is immoral since the palm oil plantation is operating legitimately. However, what makes palm oil plantations? Let's compare the various oils in the point of land required to produce. According to the UN FAO, farmers can produce 2.84T of palm oil from a hectare of land, It's the most amount on the least land among the cooking oils. Canola oil as the second-efficient oil takes up five times more ground than palm oil. At this point, we can guess palm oil can not be replaced with any other oils. The more other oils are produced, the more the forest will be destroyed. So in conclusion, for the environment, we need to keep the plantation of palm trees. Terima kasih.(Thank you.)

○ Kim Youngbin, Daejeon Samcheon Middle School The last turn is Soowon, would you say the rebuttal and the final argumentation of CONS team?

○ Ji Soowon, Daejeon Samcheon Middle School I'm against using palm oil since human rights are being violated in many places where palm oil is produced. For one of those examples, International Amnesty discovered(in 2017) that Two Wilmar's affiliates violated the human rights of people working on their farms. So, let's find out what human rights Two Wilmar's affiliates have violated. First children. Children are working with pesticides without safe tools, and in addition, they have to stop going to school for working. Second, working women. Although they work long hours, they don't even get 2.5 dollars.

“Economic Efficiency”, related to palm oil production, one of the human-centered economic logic, gives convenience to humans. But in return, many low-income people on earth are not treated as human beings. Therefore we are against the palm oil for a peaceful society where human dignity is respected.

○ Kim Youngbin, Daejeon Samcheon Middle School That was an amazing debate. I cannot say which team did the best because both did a great job. But as an mc and a juror, I think the cons team’s logic was more persuasive. Because I was on the opposite side of a palm oil plantation and I didn't know worker’s rights got abused. It is wrong to do to people, even though they are working for you.

It was my pleasure to be here and thank you for watching and listening to our performances. I hope you liked it and see you again.



08 Presentation II-1 Best Follow-up Practices

Date | 2022. 11. 24. (Thu) 14:45~15:55

M C I | Lee Seung Hee

Presenters |

	Name	School	Title of the Presentation
1	Noemi S. Baysa	Malabon National High School, the Philippines	PIGEON (Project I commit to Global citizenship Education through Online Newspaper)
2	Bongseon Ahn	Songjeong Dong Elementary School, Korea	Cross the boundaries of the classroom
3	D. Urantogos	Khalkhgol Secondary School, Mongolia	Let's Develop Together Regardless of Borders
4	Siwarin Saeheng	Streemutprakan School, Thailand	Under the same sky, we all are united.

1. PIGEON (Project I commit to Global citizenship Education through Online Newspaper)

Noemi S. Baysa, Malabon National High School, the Philippines

A pleasant day to everyone. I am Ms. Noemi S. Baysa, a Filipino delegate in the Korea-Philippines Teacher Exchange Programme (KPTEP) back in 2019.

My KPTEP journey, which introduced me to Sustainable Development Goals and Global Citizenship Education, made me realize that imparting knowledge to my students is good, but my role does not stop there. I realized that my profession as a teacher actually gives me an opportunity to do more – a chance to transform societies, to build a better world. And that’s exactly what I intended to do when I initiated PIGEON (Project I Commit to Global Citizenship Education through Online Newspaper).

Target 4.7 of the Sustainable Development Goals of the Education 2030 Agenda and Framework for Action calls on countries to “ensure that all learners are provided with the knowledge and skills to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.” This is the basis of PIGEON, an online publication I initiated, together with the former and current campus journalists of Malabon National High School from the Schools Division Office of Malabon City, National Capital Region, the Philippines.

PIGEON is designed to promote GCED and the SDGs. It features works of students that focus on awareness of different local, national, and global issues. It delivers articles from different categories - news, features, opinion, and science. It also publishes artworks, such as photos, illustrations, and literary pieces. In PIGEON, we dream of a world inhabited by people who are inherently peace-loving, just, and tolerant; who believe in the interconnectedness of all people beyond race, culture, religion, language, gender and beliefs; and who work and act responsibly and conscientiously as part of one global community.

So we made it our mission to become a catalyst for change in creating a global community and in inspiring global citizens by upholding our pledge to perform our duty - to educate, enlighten, and empower the youth.

When I formed PIGEON, I knew right away that I would be working with my students. So I reached out to them, introduced to them the SDGs and GCED, and invited them to be part of this advocacy. I was very fortunate because a lot of them heeded the call. That was in November 2019. And you know what happened next. We were hit by the COVID-19 pandemic, and that was a big challenge for PIGEON. But I was grateful and blessed that I had an amazing staff.

Everyone worked so hard amidst the pandemic. Articles were written, edited, layout. The website was designed, critiqued, and finalized by the team. Social media accounts were created for publicity and promotion. Teasers were created. And all of these were done while we were confined in our respective homes as community quarantine has already been implemented in our country.

And then finally, after all the hard work the team put into PIGEON, we opened the website for public access in April 2020.

Just like any project, the work does not end in the implementation stage. We wanted to know how PIGEON has made an impact, if there is any at all, not only to our readers but also to our staff.

After 6 months of implementation, we gathered the needed data in order to assess the effectiveness of the project in terms of our goals.

First, we looked into the articles that we have published. We mapped out each article and the particular SDG it hits. Our goal is to promote the SDGs and GCED.

So here is the mapping we had. And yes, each article or artwork we published focused on a particular SDG. Second, we looked into the viewership. Even if all our articles featured the SDGs, it would not mean anything if no one is reading them. So we checked PIGEON's statistics. Our viewership improved month after month. Its average daily views started at 314 in April. It broke the 1000-views in June and by November, it started reaching 3000 views. PIGEON's total monthly views, also showed an upward trend, from only over 5000 views in April to more than 90,000 views in December. Third, we did a survey. And we were very happy with the result we got.

All the 116 reader-respondents and 29 writer-respondents agreed that PIGEON made an impact on their lives. Three general themes that correspond to the 3Es of PIGEON emerged in the answers of the respondents to the question, "What is the impact of PIGEON on your life?" For reader-respondents, EDUCATION topped its impact with 60% of the respondents saying they acquired knowledge, information, and awareness of what is happening around them through PIGEON.

The second is ENLIGHTENMENT. 28% of the respondents said they had a better and deeper understanding of what is going on around them through PIGEON which led them to have a realization about the ways of a global citizen.

Last is EMPOWERMENT with 12% of the respondents saying they took action and engaged themselves to the application of what they learned in PIGEON. For writer-respondents, 38% felt they were Empowered. 35% experienced enlightenment while 28% got educated.

PIGEON was my REAP in 2019 after my 3-month immersion in Korea as an Exchange Teacher. I did not expect that my team and I would actually reap recognition for our project. During the 4th Annual Forum on Teacher Exchange towards Global Citizenship Education on October 30, 2020, yours truly was recognized as one of the Best Implementers of the Re-entry Application Project for PIGEON. PIGEON as an innovation in education during the COVID-19 pandemic was also chosen by OECD, UNESCO and Teacher Task Force as one of its featured videos in its Global Teaching Insights platform in December 2020. PIGEON was featured on the DepEd website where former Education Secretary, Hon. Leonor Magtolis-Briones, herself lauded PIGEON, its proponent and SDO-Malabon for actively promoting the advancement of education and youth participation. On April 15, 2021, I was invited as one of the panelists to talk about PIGEON as social-emotional support to youth in a time of crisis in the Conversations on Teaching online series conducted by OECD, UNESCO, and the Teacher Task Force. But all these accolades were just bonuses. We were happy that we were able to accomplish our objectives.

Here is a short video clip from one of the editors of PIGEON telling us how PIGEON made a positive impact on her life.

“Good day everyone. I am Amaranth Xena Soleil Saludar and I am here to talk about how PIGEON gave me the opportunity to take part in making it an effective platform for showcasing different narratives which are related to Global Citizenship Education and Sustainable Development Goals. More importantly, I will also be sharing how PIGEON positively influenced my life as a writer, learner, and most of all, as a Global Citizen. It was through PIGEON that I was able to establish meaningful connections. I got acquainted with other people and formed friendships along the way. I also got actively involved in the organizations I have written about. I became an ambassador, a member and even an officer in some of them. Taking part and promoting their advocacies other than simply writing about them in our online newspaper and so given these further involvements, I became more socially and globally aware. I have even developed a more positive social attitude because of the different perspectives I encountered while interacting with the people I write about. Overall, more than teaching me essential life skills, such as critical thinking, effective communication, building empathy and the like, PIGEON encouraged me to do better, and to be better.”

Amaranth is an editor/writer/researcher for PIGEON. In the video, she reiterated how she has developed a more positive social attitude through PIGEON, making her more socially and globally aware. PIGEON encouraged her not only to do better but to be better.

Another story of how PIGEON made an impact is the experience of Ms. Kristine Crisseda Mangareng. Teacher KC is a Grade 9 teacher from Longos National High School in Malabon City. She is the founder and the president of Project Ulayaw: Above and Beyond, a nonprofit organization that works with communities to improve child nutrition and health. In her speech, she shared that Project ULAYAW started when PIGEON featured her story- the story of how she healed herself from the excruciating pain of losing her mother to cancer. Teacher KC said:

“It’s all because of Pigeon —we now have Project Ulayaw: Above and Beyond. Pigeon raised awareness of issues by featuring my story. That story, connected with the readers’ emotions and inspired them to act and made a difference.”

PIGEON through these and other stories have allowed our writers not only to share the experience of the people they write about but also for them and our readers to feel, empathize and take action. As for the subject of our stories, they have inspired other people, they have become models and were able to effect change in our readers.

In PIGEON, we intend to continue doing these, to remain true to our mission – to educate, to enlighten, and to empower the youth in the Philippines and across all borders.

Please join us! Together, let us transform the world into one global community.

Thank you and have a great day everyone!



2. Cross the Boundaries of the Classroom

Bongseon Ahn , Songjeong Dong Elementary School, Korea

Hello, I'm Ahn Bongsun, an elementary school teacher in Korea. I naturally became interested in multicultural education while working at a school with a large proportion of multicultural students in Gwangju Metropolitan City. Therefore, I applied for the dispatch to the Philippines in the 2014 Asia-Pacific Teacher Exchange for Global Education. This experience expanded my educational interests to international education exchanges and global citizenship education. My experience in 2014 changed my life as a teacher a lot like opening a door.

After I was dispatched to the Philippines I joined the UNESCO School Network to continue international education exchange and global citizenship education and carried out various projects. Through experience in operating UNESCO schools, I was able to have experiences such as "Visiting Japan for Korean-Japanese Teacher Dialogue", "Overseas ICT Vietnam Training Instructor", "Guiding Teacher of the World Congress in Hawaii for Student App Development", and "APEC International Education Cooperation Case Presentation" held in the Philippines.

Since 2019 for 2 years, I was dispatched to Phnom Penh Korean International School in Cambodia. In my first year of teaching fifth grade, there was only one student named Sejin. So I think it will be an unforgettable memory in my life that I invited two local school staff to teach Sejin together.

These are the kids I taught the next year. Please don't misunderstand the shape of children's fingers. That boy's cross finger isn't a bad curse, it's a hand gesture that says "I wish you good luck" in Cambodia. All of these children have a Korean father and a Cambodian mother. Through these children, I could see the direction of multicultural or global citizenship education. These children were proud of both their cultural backgrounds and identities. So they were very active in embracing other cultures. I think we should actively teach the culture and identity of the students' mother's country to students from multicultural backgrounds in Korea. To this end, I am still interacting with these students with the support of Gwangju Metropolitan City Hall and the Gwangju Office of Education.

It was during the COVID-19 period after returning from Cambodia in 2021, but the development of IT technology allowed more exchange activities beyond physical boundaries. I was able to visit an exchange school by video and conduct international exchange classes, and now I am continuing non-face-to-face exchanges with two schools in the Philippines and one in Cambodia. In addition, the Gwangju Metropolitan Office of Education's e-learning globalization teacher group introduces IT teaching technology to teachers in Tanzania.

I always appreciate the initiative and sincere preparation of the teachers of the partner country. They demonstrate how to make traditional food in real-time or dance in traditional costumes to teach traditional Filipino dance. Through these people, our students learn an international understanding and attitude as global citizens even in non-face-to-face situations.

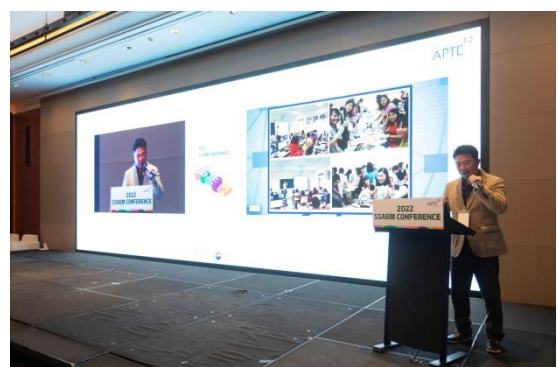
For almost two years, I practiced international exchange non-face-to-face, and in August this year, I was able to participate in a class support group for Korean teachers organized by the Tashkent Education Center in Uzbekistan. The delegation taught not only Korean but also calligraphy, sports activities, and software coding in Uzbekistan for two weeks.

It's a cliché, but I'm always learning more from international exchanges. She was nine months pregnant and came on a 27-hour train ride from the province to the capital Tashkent to take the delegation's class. Everyone was moved to see her smiling brightly when showing her newborn in September during a non-face-to-face remote training in October. This teacher is a hard learner of Korean for her mother who worked hard to raise herself alone. I was very embarrassed to think the things that I took for granted could be great opportunities and wishes for someone. I then determined that I should have a stronger sense of duty.

Many people talk negatively about education in our country. However, through various dispatch activities, I became confident that the growth of the Republic of Korea lies in high education enthusiasm and generous investment in education. So I think what we have to show the real world is not K-Pop, but K-education. We hope that there will be more opportunities for these exchanges to promote K-Education.

Finally, I would like to conclude my story by thanking UNESCO APCEIU from the bottom of my heart for setting the stage for all these experiences.

Thank you.



3. Let's Develop Together Regardless of Borders

D. Urantogos, Khalkhgol Secondary School, Mongolia

Nice to meet you. Thank you for allowing me to present today. We were able to have a good opportunity to cooperate with Gwangan Middle School in Sejong City. I would like to talk about the activities that were carried out through APCEIU's business in 2019.

In 2022, we conducted a project through cooperation with elementary schools in Korea. Our teachers were able to implement the project through the theme of 'Let's develop without restrictions on distance and space.' Before introducing the project, I would like to give a general introduction to our school.

We tried to tell our students about the similarities and differences between Mongolia and Korea. Also, I gave students homework to investigate the similarities and differences between Mongolia and Korea. Korea and Mongolia are located in same Asia, and it takes about 3 hours and 30 minutes by plane. Also, our school is located in an area called Khalkhgol, Mongolia. And I told them that it takes about seven and a half hours from Ulaanbaatar to my school.

Students also found that both the Mongolian and Korean flags were made up of blue and red. Also, regarding the geographical characteristics, students have investigated that Korea has a territory 15 times smaller than Mongolia. In addition, students have been studying that the Korean population is more than 17.5 times larger than the Mongolian population. Although Mongolia has a large enough territory to rank 24th in the 194 countries' territorial size rankings, students also learned that its population is 146th. We also found out that Ulaanbaatar, the capital of Mongolia, and Seoul, the capital of Korea, have a lot of similarities in urban form.

Our theme was "Let's cross the border and develop together." I'm Urantogos, a physics teacher at Khalkhgol Regional Integration School. In addition, five teachers, Na Sang-jol, an English teacher in our school, Elementary school teacher B. Ochgerel, a social studies teacher E. Zolzaya, and G. Enkhtuya, an English teacher in the 12th school in Khalkhgol, actively participated in the project. So, I worked with Gwangtan Middle School in Korea to carry out this PLANETS project together.

We set a number of goals for the APTE project, and one of our biggest goals was to inform children from multicultural families about historical and cultural differences and provide them with relevant knowledge through this international education.

75 students from the KlakhGol area, four teachers, 75 students and one teacher from the 12th school in the Herleng area also participated. And we did a project for 10 students who were going up from 6th grade to middle school and 10 students who were going to high school.

We also conducted a basic survey within the scope. In the case of students, they accessed each student's home and participated in online classes. There was no face-to-face education in related fields, and no students took classes with teachers or had experience communicating with foreign teachers.

Also, through cultural classes, we were able to inform students of new cultures and create conditions for online classes. In our school, the biggest problem was that there was no integrated Internet network at all. So I used the home internet that teachers use at home in class. One of the biggest negative effects was that our school was far from the center of Mongolia, so the cost burden was very high. Since accommodation was not provided, teachers also had various problems.

We've made four plans regarding the implementation of the project. Therefore, through cooperation with selected Korean schools, I tried to find out about the history, culture, and educational tendencies of both countries and to develop and introduce new learning methods.

We jointly held online classes four times. I planned a class comparing school classes in both countries and tried to tell students about the differences between culture and history through various themes such as Mongolian traditional food, traditional clothes, traditional songs, and yard festivals.

And now you're looking at the pictures that show how the class was done. The first is a picture that shows how students participated when they conducted online classes. In the next slide, Mongolian teachers are teaching online classes to Korean students. I think you can understand that it's a picture that shows what students are learning and how much teacher competence is being strengthened through two online classes.

The next class is when Korean teachers gave their second online class. We had the opportunity to learn together using Google Class and share teaching methods and learning tactics with each other. Within the scope of the project, we established separate educational and class contents as PDFs that our Mongolian teachers taught. In addition, we were able to actively use various teaching tools sent by Korean teachers in the class, and we expect that this will be very helpful when we conduct classroom education in the future. This picture is a picture of Mongolian students using class tools sent by Korean teachers. Through global activities, students spread the cultures of both countries and introduced them to each other through the knowledge they have learned. And we also held a Mongolian festival. Yes, this program has helped us improve the learning environment, especially the Internet, for students living far from the city center.

Let me tell you about the project's results. Online classroom facilities were renovated and built to enable online classrooms. Our five teachers were able to learn new ways to organize online classes. Students learned how to use smartphones correctly, and this enabled great results when students were given online homework related to traditional food at the Mongolian festival. The database was enriched with data on Mongolian traditional holidays, traditional foods, and traditional costumes, allowing students to learn and do online homework on their own.

We mentioned that we selected the project's name as 'Let's develop together beyond the border'. We've been able to get a lot of good results with this project. Mongolian and Korean students learned various things from each other and produced good results. It was great that I was able to watch the Korean middle school class online in real-time, and that students from both countries became very interested in each other's countries.

After 35 minutes of class, Korean teachers gave Mongolian students time to ask questions and solve their questions for the remaining 5 minutes. Usually, Mongolian students received 40 minutes of cramming education from teachers, and it was a good opportunity to learn these new teaching and learning methods. Also, since the class was conducted through Mongolian and Korean interpretation, it was very good that students could receive answers to questions they were curious about through an interpreter. I would also like to emphasize that teachers were convenient in terms of language as they conducted classes through interpreters. In addition, teachers taught their majors online, which also improved their ability to teach classes in an online environment.

There are also a few things I would like to suggest for the future. I think it is necessary to establish an advanced environment where teacher exchange programs can be implemented online and also, actively. I hope that there is a more specific and easy-to-understand way to introduce and utilize such programs.

I would also like to mention once again that sufficient financial support must be provided before the project is implemented. We, Mongolian teachers, went to Ulaanbaatar, about 1,000 kilometers away, to buy class tools. So I hope that these problems can be improved. Thank you.



4. Under the Same Sky, We All Are United.

Siwarin Saeheng, Streesmutprakan School, Thailand

Good morning, ladies and gentlemen. First of all, I'd like to thank the organizers of the SSAEM Conference for inviting me here today.

Let me briefly introduce myself. I am Siwarin Saeheng from Streesmutprakan School, Thailand and I am delighted to be here today to talk to you about the post-Programme activity that I have conducted in my school. I've divided my presentation into four main parts: A wonderful experience in Korea, About Thai and Korean Exchange Program, The difficulties during the program, and pride and achievement.

I will begin with the topic A Wonderful Experience. Before I decided to participate in the APTE Programme. I can say that I don't know much about global citizenship education. Now I would like to thank APCIEU who increased my knowledge and understanding of GCED and made me a small part to empower my students to be active global citizens.

I had a chance to participate in the APTE Program in 2016. Firstly, I was a mentor of Ms. Park Jeongwon, a Korean exchange teacher who was teaching English at my school. Then in August 2016, I went to Korea to work as a Thai Exchange Teacher at Yonghwa Girls' High School, Seoul, South Korea, teaching English and Thai Culture to Grade 10 students. So that was the first time I knew the differences between Thai and Korean Education. I encountered different learning styles of students, different teaching methods and school systems. In addition, I had a chance to visit Girin Primary School and Seoul Technical High School. These precious experiences made me understand more about the differences between Thai and Korean Educational Systems and also the concept of Global Citizenship Education.

The one important part that inspired me to start my Student Exchange Program was the Conference Class between Yonghwa and Australian Students. At that time I thought my students should learn more about the thought, perspectives and attitudes of friends from other countries to develop themselves and respect the differences of each other who are living under the same sky with us. So before going back to Thailand, I visited Yeouido Middle School and had a meeting with the staff of International Affairs. We spent half of the day briefly planning the program before we presented it to the school board.

And then, when I came back to my country after the program, I started planning the 'Thai and Korean Student Exchange Program' with Yeouido Middle School. My school really emphasizes the importance of Global Citizenship awareness. My school, SSP provides various curricula and activities in many languages and cultural programs for the students such as Chinese, French and Japanese. But the year 2016 was the first time that we organized the Thai and Korean Student Exchange Program.

Next, I will talk about the goals of our program. The first is to coordinate learning and education between the two schools, the second is to promote social and cultural understanding, the third is to create close relationships between students and teachers, and the fourth is to practice languages for communication. The fifth is to share ideas creativity teaching and learning methods.

And next, these are the five steps I used to manage the program. This is the first step. In order to start the program, you have to set a goal with the partner school. Then, you have to organize your team members in school. In my case, I gathered the staff of our school's foreign language department and the human standard school department as a team. And all of our students are participating in the project.

In the second planning stage, you must plan this program with the team, including assignments and duration. So I first had a meeting within our team and then shared the plan with Yeouido Middle School, and then completed the plan together.

The next stage of implementation was to conduct student exchange program activities according to the planned schedule.

In the fourth step, the management step, we mentored the advantages and disadvantages of students' activities. We took notes during the program and talked all the time to improve our program in the future.

At the end of the final phase, we always had a small meeting to share what teachers and students learned and to organize goals and problems that need to be addressed next year.

I will show you some program activities. The program has been held since 2017 until now. Now it has already been 5 years. For the first year, Student Exchange Program 2017 started in Thailand. It had been designed to be A Host Family Program to learn about cultures and lifestyles.

14 Korean students needed to stay at Thai buddies' house for 9 nights and 10 days and the host family provided the homestay and budget. Korean students had to join many Thai Culture Classes and regular classes with Thai Students. They did the after-school activities with Thai friends. After that, I took 28 students to Korea. YMS provided 2 nights and 3 days of host family programs and Korean Culture Classes for us. It was a good start for both schools. We achieved the goals but some activities were changed after that.

We continued the program in 2018-2019, but we canceled the homestay because of the inconvenient point. The students still had a chance to learn about each other via the activities the school provided and strengthen their relationships with their buddy friends. The school provides 3 main activities for the students: 1) Study in class to exchange learning styles, ideas and classroom management, 2) School field Trip to study tradition, culture, landmarks and local activities and 3) After school activities with buddies to make the understanding about lifestyles, ways of life and individual preference. Unfortunately, we didn't conduct any activities in 2020 because of the pandemic of Covid-19.

The program came back again in 2021 in the online version via the Application, Gather Town hosted by YMS. We had a conference meeting to plan and design the activities together many times. It was challenging because almost 60 students participated in this program. The Gather Town Student Exchange program was a virtual world. The students could design their own avatars to join the meeting. There were three main activities there: the main hall for the opening ceremony, the Thai and Korea Classroom and the Thai and Korean Tour and Buddy Talk. We also held Global Citizenship and shared the students' work on that day.

And this year, we are working on Online Thai and Korean Student Exchange Program 2022 via Zoom with 22 students from both schools. Our activities are aimed to develop an understanding between them and appreciate differences and multiple identities through the discussion on various topics from 7 September to 30 November 2022.

For 5 years, there are many challenges happening in the program. By the way, we can pass all the obstacles. Some of the challenges are the cultural and lifestyle misunderstanding, the pandemic of the Covid 19 and the struggle with the Time when we need to set the online activities.

We can solve all the problems and always improve our activities every year. We cancel the host family program in the 2nd year because the time is too short for the students to learn deeply about the tradition and culture in each family. In addition, we provide a workshop for the participants before joining the program. Next, we won't stop working even though we couldn't have face-to-face activities. We held the online student exchange program by using online platforms such as Gather Town Application and Zoom. And the last solution is co-organizing the Global Citizenship Contest even though we can't set the activities at the same time. Our students still create works and share their ideas, creativities and attitudes through their works.

As a final point, I'd like to present to you the pride and achievements that my team staff, my students and I got from the exchange program. We can share our knowledge and understanding through many school activities. For example, the school clubs, the performance and some booths at the International Culture Festival, GCED Work Shop, the cultural performance and some of the program participants go further than we think.

"Cultural differences do not separate us from being friends" is Ms. Pakjira's expression after joining the program. Ms. Pakjira got the inspiration to study in Korea after she joined the 1st year Thai and Korean Student Exchange Program in 2017. Now she is studying in the faculty of International Studies at Ewha Women's University, Korea. And her dream job is teaching at a university.

These are about my journey after the program. I hope my story will be useful for everyone. Thank you so much for your interest and attention. Have a great day.



09 Presentation II-2 Best Follow-up Practices

Date | 2022. 11. 24. (Thu) 14:45~15:55

M CI Programme Specialist Kim Haeun, APCEIU

Presenters |

	Name	School	Title of the Presentation
1	KEM Malyskrang	Vathanak Chuong Leap High School, Cambodia	I am a part of "Global Citizen"
2	Frewendi	State Vocational High School 2 Sibolga SMK N 2 Sibolga, Indonesia	Implementing GCED (Global Citizenship Education Development)
3	Sunkyung Kim	Yongbuk Middle School, Korea	Sustainable World, Sustainable Class!
4	Mohd Al Khalifa bin Mohd Affnan	Keningau Vocational College, Malaysia	The Butterfly Effect of APTE

1. I Am a Part of “Global Citizen”

KEM Malyskrang, Vathanak Chuong Leap High School, Cambodia

Hello, I'm KEM Malyskrang a biologist teacher at Vathanak Chhuong Leap High School from Cambodia. Welcome to 2022 SSAEM Conference sharing teaching experiences for follow-up activities under the topic of “I Am A Part of Global Citizen.”

Today I have a great honor to give a presentation on the follow up activities and flash back to the past 3 years teacher exchange in Korea, local adjustment at APCEIU, living in Suncheon city, most practice is at Suncheon Hyocheon high school. All activities also remind me to APTE family members, let me give this chance to send love and recollection memory back to Mongolian, Philippino, principal, vice principal, teachers and students at Suncheon Hyocheon High School, also fellow teachers alumni in 2019. And say a warm greeting to APCEIU staff for convenient and helpful during my present in Korea for three months. I wish you are staying healthy!

The main contents today's are:

1. Introduction: I'm going to describe briefly to Korea-Cambodia APTE, sharing experiences from the last 3 years.
2. Follow-up Activities: Project, online class, video making, photos contest and school curriculum.
3. Challenges: The problem that I often face during projects are language use, English barrier for communication, timing, skill, become more concern on implementation of environmental protection, promoting SDG, gender equality and peace, and build up communication skill.
4. Conclusion: Suggestion, feedback, request and future plan

Turning back to my Korea-Cambodia Teacher Exchange Programme in 2019 which I gained many experiences during the programme, I tried to learn as much as I could, even involving in class observation, everything was really meaningful to me especially in teaching to take this opportunity and learning the educational system in Korea.

I grasp all learning points, cultural adaptation, different school curriculum, language, understanding of GCED, class activities creativity, teaching methodology, communication, project plan designing, and kept documentation resource since the programme started, I have eye-witnessed many various aspects of Korean society, especially in exposing myself to local adjustment training, face-to-face corporation 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 practice. And it has broadened and shaped my thoughts in the following areas.

Here is how exchange teacher experiences affected all the projects I involved. I have three main reasons: one is to sustain the programme I joined so far, second is to improve my personal career as a teacher in teaching methodology, the content of GCED, to integrate the national curriculum, and the last is to let the students involve to raise awareness of GCED. Through the basic understanding of GCED and experiences involving, I implemented several sources and directly practice in video making, online class, involving any GCED and APTE contest, and a small different project designing to adapt in the time of Covid19 pandemic.

As now at this part, I am going to share with you my ongoing follow-up activities and achievements. Starting the first project with my host school, Suncheon Hyochon High School, where I was dispatched for three months from November 2019 to January 2020. After the APTE Programme, we still closely connected and had conversations on future plans. My host school asked me to participate in the "Making Global Friends" Project related to the context of GCED in 2020. It was so creative for me. The main purpose of the project is to communicate with other countries' students and to have cultural exchange. At that time, I chose the students from two different schools. One is Vathanak Chhuong Leap High School (public school) and another one is Pannasastra International School (private school). Students of Korea and Cambodia were able to exchange letters or emails one-to-one. Korean students make books and videos by themselves which can teach Korean (including how to write Hangeul) to Cambodian students. Korean students sent it to them by international postal service. And if possible, Korean students can also learn Cambodian from Cambodian students.

As a result of above, Cambodian students can introduce themselves in Korean and write a letter using Korean. Korean students sent small gifts related to the Korean Culture to explain it to Cambodian students using international postal service. It was the contest but what I have shared is I and my different fellow teachers who are APTE alumni 2019 let others teacher to involve the contest we know the meaning of SSAEM and APTE mean to be. I would play a video to share with you.

In this stage I have known SSAEM which come from Korean slangs words Seonsaengnim which mean teacher that we always celebrate teacher day every year with separately the letter of "teacher" that mean as below:

TEACHER, T=Talented, E=Elegant, A= Awesome, C=Charming, H=Helpful, E=Efficient, R=Receptive

It was a past project that I earned the most experiences, mistakes made, time management, preparation and designing materials. I had to take the video twice before I finished it successfully. Thank you APCEIU staff for giving me a good chance to join this project. I faced many problems, otherwise I have a positive will to rock all the problems. Anyway, I upgraded my professionalism to enhance capacity building my own career as a teacher and sharing it with other teachers. Producing useful video teaching experiences sources for the next generation to develop the educational materials. And it's my personal intention to learn more about GCED and promote it through education.

I chose these two topics that are related to music because at that time I wanted to gain new experiences and test a new GCED design with the music class and it was easier to use the real material in class.

Let's turn to the next project. As you see the poster shown on the slide, it is similar to the "Making Global Friends" project. The students have to communicate, discuss different topics and share their learning points in different educational systems by email. Changing the students randomly is not the same as the old one according to some of them move to the higher class. On the other hand, we are willing to let different students participate in order to have a new experience and we might get a new learning point from the project.

Moving on to the next slide, here it was a new experience learning for me. I would say it was a bit challenging for curriculum design, to put the content of GCED into the national curriculum in the educational system of Cambodia. I think it's not good enough. I hope that I can redo it and develop to a useful one.

Actually, I am so proud to be an APTE alumni. If I didn't participate as exchange teacher in 2019, I wouldn't have had a great chance to learn more about GCED, to fulfill my professionalism, to know more cultures on-going the online exchange teacher project.

This is a new experience from offline to online class I would share with you that I have learned from the project in a plenty of work. I have met a great lead teacher at Seoha elementary school, Ms. Kim Taeyeong. I have learned a lot from her since the programme started until the end. Please have a quick look on my slide to describe what we have done so far during the project. We are warmly welcome to share all those experiences with sources.

As far as my teammates have presented it during the final 2022 online exchange. After the discussion we chose the issue topic as shown in the following slide. Lesson one is "We Love Peace in Different Languages", to raise awareness of peace building, lesson two is "Rice Cultivation to Cooperate, Keep Healthy Environment and Food" the purpose is to keep healthy with organic food, cooperation, and team work." Lesson three is "Stop Using Plastic from Today" after the lesson students can do with Three RRR, R=Reduce, R=Recycle and R=Reuse.

One of the best practice classes is "We Love Peace in Different Languages". The rest are good and this one is best. After class the students can say the phrase "We Love Peace in Different Languages", English, Korean and Cambodian. The result will show in picture on padlet link and they can fold pigeon be aware of peace symbol and how they say "We love peace".

Moving on to the final project which is the main content for our project plan activities. I can say it is the most successful topic that we achieved what the plan set up is from each class. Overall, after joining class, students intend to work closely with other students, communication in bilingual language use in different contexts. They know the meaning of global citizen, no discrimination, no racism and cultural understanding to promote peace understanding through diversity. The result is over 70 to 80 percent, which is more than I expected as the students work showed by picture and video in ppt. It was a great combination class between Cambodian and Korean students for them to introduce themselves to make friends, practice English, evaluate culturalism and exchange to sing the song together (Cambodian and Korean song) like "We are the One". I want to play the song, but because the time limited, I will share all the documents to see later.

Let me bring you to the next project, "PLANETS". At this stage, my partner school was Sangmoon High School. It was the same but different because in this stage, we were in the same school level, high school vs high school. We had the same topic "Gender Equality and Environmental Issue and Protection." This is how the exchange between Vathanak Chhuong Leap high school and Sangmoon high school went. Ms. Sowon, lead teacher of Sangmoon High school prepared the two lessons with ppt and worksheet and took turns with the Korean students' ppt explanation of what they have researched in each team for giving a great delivering to Cambodian students to promote gender equality and clean city in the society. After the project students made a video how to separate waste properly to share with other students. The students were able to communicate with each other and make friends, share their lessons, and make videos to promote gender equality in the society via Padlet and email. All activities, pictures and videos are posted in a Padlet link for a useful resource to download and as a model to develop for the next project.

After the projects we get a fruitful result with pictures. We can reach out the project plan by seeing the results of students' work. Every lesson they can draw pictures, show the picture and practice in real classes. All pictures, videos they made were posted on each padlet link I shared with you with the topic and link bio for the useful source for the next teachers and students who are willing to join APCEIU next programme downloading as a model.

School Environmental Day was set up every year after the project above. It is one of our best goals. We are so excited to succeed with it as you can see here. This is a short video to promote cleanliness at school. I wish to celebrate it every year like this. It was also made by one another of Seoha elementary students because time is limited, I can show only one. 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.

From all above activities, I gained a lot of positive and negative experiences. For my own personal improvement, I think I still do not deeply understand the content of GCED training demands, for example how to insert it into the national curriculum of Moeys, Cambodia. I'm not an expert on all projects. I am just what I have learned so far, I don't have skills. I just do it and learn from mistakes why the effectiveness of work has not reached out the goal yet. The productivity is slow and not good enough regarding the knowledge still needed to support in developing lesson plans, class activities, methodology related to the content of GCED.

Timing was the most challenging for me, because we are not the permanent staff and also, we don't have a condition to be a specific one to a strong involving the program yet. I am the example. I have a full time schedule at school plus some work to bring home. Yet, I know that the question is if you don't have time why you didn't reject it. Honestly, I love this kind of project for one purpose: to enlarge the capacity of other teachers and students to understand more clearly what GCED is, how it plays an important role in the national curriculum of Cambodia. Language and communication is still a problem for every teacher. I think as my own overview a lot of teachers wish to participate in the program but language for communication is the barrier for them. This is the reason why I try to encourage them to be involved as much as they can.

Finally, I'd like to leave you with the significant messages from my personal perspective on the follow-up activities I have passed through to the related institution, schools, Ministry of Education and APCEIU. Presentation end, project end, conference end but I make sure that our last destination is not the end. To develop the program sustainably, I have several suggestions.

Training: We should select the main teachers who are willing to join with the APCEIU program, especially APTE alumni to understand more the contents of GCED in order to be familiar with, in this way they can share with their home school to other teachers and students.

Supporting: Seeing that the understanding of GCED in school in Cambodia is limited, it means that we do not get support from them during the project because their basic understanding of GCED is needed. Supporting this means to spread more understanding of GCED to other teachers and students surrounding school in Cambodia.

Time Understudying: It's not the suggestion but I would like to say thank you to the APCEIU staff for your understanding all the time of submission documents.

Encouragement: Honestly, we need encouragement from the head of the school and other related departments for moving on to develop for the next project to be greater.

My future plans are to create club activities, School to School Project, enlarge GCED capacity building to the teachers and students.

Last but not least, my overall goals of the following-up activities are to equip all students to become well-informed citizens of local and global knowledge, empower them to take practical responsibilities to tackle arising issues, and lead them to live together in a harmonious and peaceful society both locally and globally.

Thank you.



2. Implementing GCED (Global Citizenship Education Development)

Frewendi, State Vocational High School 2 Sibolga SMK N 2 Sibolga, Indonesia

I am Frewendi, a 32 year old guidance and counseling teacher, and I live in Sibolga City, North Sumatra Province, Indonesia. In 2015-2020 I was a teacher at State Vocational High School 1 Lintongnihuta, in the mid of 2020 until now, I am being a teacher at State Vocational High School 2 Sibolga. In 2019 I was placed in Wolpyeong Elementary School in Jangseong, Jeollanam-do province in this amazing country, South Korea. I Love Korea so much.

After participating in the 2019 Indonesia-Korea Teacher Exchange Programme, As a global citizen, I realize the importance of being a global citizen, becoming citizens of the world who have GCED values because as human beings, we are all interconnected between one and other.

Even though the distance is very far, as a teacher, I realize that it is essential to start to learn and to apply GCED to all students, to teachers at schools and to teachers throughout Indonesia by doing efforts that I have done and what I have plan to do, hopefully one day I will get various inspirations to better implement GCED.

Contribution in building network of local teachers in my regions for GCED dissemination after the programme is by making various webinars and online training activities in many topics, I invite friends who take part in the Indonesian-Korean teacher exchange/alumnus and pay them through my private institution named HARVEST, one of the title of the materials we organize related to GCED is Comparing and Understanding Lesson Plans Between Indonesia School and Foreign School, Socialize about education in South Korea and Australia, How the Lesson Plan in South Korea and Australia, Train the Indonesia Lesson Plan to teachers in Indonesia, Citizens are interconnected in GCED, Introducing of Global Citizenship Education Development. The purpose of this activity is so that the knowledge can be applied and known by fellow teachers in Indonesia.

I also join together and invite professors from various universities, widyaiswara from Ministry of Education and Culture of the Republic of Indonesia, teachers from various countries to conduct online training related/not related to GCED for about 20,000 teachers officially registered as participants from 2020 until now. In order to realize the follow-up to GCED, I have already had access to teachers throughout Indonesia, because I am an admin on social media facebook, hundreds of whatsapp groups are linked to all teachers. About one fourth of teachers from various regions are connected to me. I have access to connect with them easily to promote GCED.

This activity is an open donation that I initiated to help people and children affected by an earthquake that occurred in Kalimantan and Sulawesi. From this open donation we have 40 million rupiah, we gave food, blankets, mats, and many others. The title of online training is Post Disaster Recovery Training, many teachers enthusiastically volunteer to give help by sending money and the other activity is Humanity help impacted by Covid 19. I also give scholarship, pocket money, and free courses for 3-5 the poor students with no parent in my region.

Develop and exercise GCED in school (State Vocational High School 2 Sibolga). As a Guidance and Counseling teacher at this school, I conduct guidance and counseling services by using the guide book that APCEIU-UNESCO has provided/sent to my school, the guidance and counseling services I provide through classical services in the classroom, I teach students in class about GCED, why we study about GCED, what the purposes of studying GCEDs are, what the benefits of learning are and try to internalize GCED values to be their personalities.

I conduct Group counseling by presenting a hot issue/problem that occurs and connect the topics to GCED, introduce GCED in group guidance with topics that exist in the GCED book that has been given to me, carry out individual counseling by internalizing the values that exist in the application of GCED such as empathy, care, awareness, respect, responsible, active, and having a sense of belonging to a common humanity.

In Introducing (GCED) Global Citizenship Education Development for students, I have just passed the selection of "Guru Penggerak Candidates" in my country, "Guru Penggerak" is a leadership education program for teachers throughout Indonesia through the selections and education process. "Guru Penggerak" becomes an example teacher for other teachers because they are considered inspiring. I am currently attending a program carried out by the Ministry of Education and Culture of the Republic of Indonesia. Through the selection process the selected teachers become a learning leader at schools. "Guru Penggerak" is an eligible teacher to become principal at school. Through this activity, I am going to make various projects and activities that I am going to do later. Incorporate GCED education into the projects/activities I will work on at school and communicate to the principal so that GCED is included in the school curriculum and all teachers are going to share GCED impact.

I have not contributed or studied about the curriculum development that is integrated with GCED in a level of master degree. In my plan, I am going to implement Guru Penggerak Education Program in 2022-2023, in accordance with the "Guru Penggerak Education Program" that I am going to participate in, because I have passed this selection to take part in the "Guru Penggerak Education Program" carried out by the Ministry of Education and Culture of the Republic of Indonesia, the program of guidance and counseling and school curriculum at State Vocational High School 2 Sibolga is going to implement GCED.

Thank You.



3. Sustainable World, Sustainable Class!

Sunkyung Kim , Yongbuk Middle School, Korea

Hello, teachers from all over the world who are working hard for global citizenship education and officials of UNESCO Asia-Pacific Education Center, it's nice to meet you. I am Kim Sun-kyung, a teacher who teaches Korean at Yongbuk Middle School located in Namwon, Jeollabuk-do.

Thank you again for inviting me to your conference in 2022 and for giving me the honor of speaking. In this session, I'm going to talk about follow-up exchange activities under the topic, Sustainable World, Sustainable Class. In the first half, I will talk about my 2018 Vietnamese teacher exchange project and domestic follow-up exchange activities from 2019 to 2021, and in the second half, I will focus on exchange activities with Timoteo Paez Integrated School in the Philippines, which is a school for 2022 PLANETS.

I worked as a dispatched teacher at Bui Thi Xuan High School in Ho Chi Minh City, Vietnam, for 3 months through the Asia-Pacific Teacher Exchange for Global Education in 2018. Many people divide their life into before and after COVID-19. However, I'd like to tell you that my life as a teacher is distinguished before and after the dispatch in 2018. The short three months of dispatch to Vietnam were enough to expand and change my thoughts, values, and scope of life as a teacher.

Before I went out as a dispatched teacher in 2018, my thoughts and life were limited to the school and students I worked with, and the subject I taught in class. However, after I was dispatched to Vietnam, I became interested in education and schools in other countries, and while teaching Korean language and culture to Vietnamese students, I expanded my perspective on topics related to global citizenship education, and I vaguely thought that I could expand the spectrum of education itself. This realization, in fact, was a decisive factor in making a big difference in my teacher's life.

After returning from Vietnam, I interacted with Vietnamese school students and teachers through SNS. In 2019, I conducted research activities as a member of the Multicultural Research Association of the Provincial Office of Education, and I often met parents of multicultural families through the Multicultural Family Support Center in my area. In addition, as a cultural sensitivity education instructor of the Provincial Office of Education, I had the opportunity to lecture elementary, middle, and high school teachers and students on cultural diversity. Of course, I would start by introducing my time at the Vietnamese school every time.

In fact, when I left the Vietnamese school, I promised the students in the Korean language class that "I'll definitely come back to see you before you graduate." However, as COVID-19 hit the world in 2020, I had no choice but to refund my pre-booked flight ticket to Ho Chi Minh with tears in my eyes.

In 2021, when I had an uneasy time with COVID-19, and all my educational activities were also shrinking, I received a proposal from the Asia-Pacific Education Center. I participated in the Online Teaching Materials Production Project, which sent global civic education class videos to some countries in the Asia-Pacific region in the COVID-19 situation. Although it was online, I was able to interact with teachers interested in global citizenship education again and experience a similar excitement of preparing for a dispatched teacher in 2018 by developing a global citizenship education instruction plan to send to La-Mont-In-Cam. Of course, Networking Day in September this year was also a big gift for me.

And finally, I participated in the PLANETS activity, an online follow-up exchange support project for the Asia-Pacific Teacher Exchange for Global Education (다문화대상국가와의 교사교류사업) in 2022. Actually, I was on leave this year, so I had no intention of participating in it. However, one Iksan Eoyang Middle School teacher, who I am close to, showed interest, and I worked for two months as a team called "Teachers Dreaming of a Sustainable World." After time at the Vietnamese school, the second country and school I interacted with was Timoteo Paez Integrated School located in Manila, Philippines. And the teachers who have been sharing class with me for about two months are Melandro and John Patrick, who teach science.

The two science teachers and we formed a fantastic team, "PAIR I" and interacted very actively as a team. We conducted a total of eight classes and events, including about three classes in real-time about sustainable development, one non-real-time cultural exchange class, three real-time events, and one non-real-time event. We opened a real-time chat room and discussed the class held every Friday. In addition, we opened a separate Facebook website to exchange photos and videos of students from both countries taken after real-time classes. Of course, I have faithfully uploaded the weekly class materials to the "PAIR I" class room. As you can see, we really felt like we were living for every Friday's class.

After Friday's class, I discussed and prepared the class with my partner teacher from the very next day. Even if Filipino teachers conducted classes, they had to simulate and check classes for Korean students in advance, so there were times when they could not relax. Actually, at that time, I wanted October to go by quickly.

And I realized that the PLANETS activities were taking me to the next level as a global civic education teacher. Above all, I realized and learned a lot from two Filipino teachers. In order to meet the Filipino teachers' passion, who do their best to prepare for classes and events every week, our Korean teachers also found themselves developing as they constantly thought, discussed, and prepared for the better.

Taking this opportunity, I would like to thank you for your passion and effort to ensure that the activities of the PLANETS Pair I team were successfully completed. Thank you again, Mr. Melandro, and Mr. John Patrick. They are the best world-class teachers.

Let me explain our PLANETS activities in more detail by looking at the pictures.

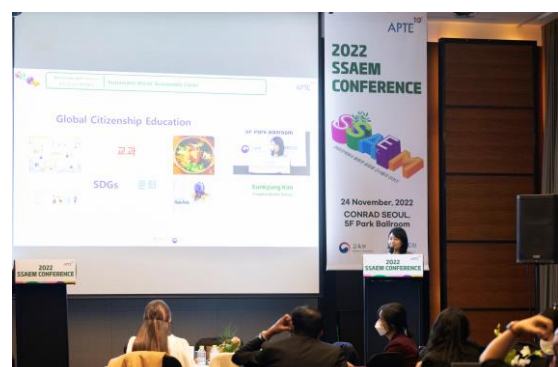
First, on September 7th, we held a grand meeting event with schools to exchange between the two countries in real-time. There was also a time to sing the national anthem of each country, and there was an episode where our Korean students were a little embarrassed to sing until the fourth verse of the Korean national anthem. The greeting of the principal of each school was recorded and screened in advance. We spent an hour introducing the greetings of teachers from both countries, a short welcome greeting between students from both countries, and taking the last commemorative photo on Google Meet. The second photo shows a real-time poster making time under the theme of "How to Live in a Sustainable World." The third picture of the students was a class video conducted by Filipino teachers, and students from both countries took experimental videos before class and participated in real-time classes. The next picture is also a picture of the "Making Halo-halo" class conducted by Filipino teachers. For our Korean students, it was a bit difficult to get coconut meat, the core ingredient of Halo Halo, so we had no choice but to make a Korean-style Halo Halo. But everyone enjoyed it. The last picture is a real-time class conducted by our Korean teachers for Filipino students "How to Reduce Food Mile: Making Bibimbap" class. Of course, Filipino students also made Filipino bibimbap.

Dear teachers, I don't know if you noticed, but our team's common theme was SDGs. Mr. Melandro and Mr. John Patrick are science teachers, I am a Korean language major, and my team partner, Mr. Sunyoung Lee, is a Home Economics teacher. So when we envisioned the class, we tried to mix the majors of teachers, sustainable development, and cultural exchange from both countries in one class. If you have found the traces of our effort, it would be a great comfort and encouragement for us.

Lastly, I'll show you a video of all our PLANETS activities. This is a valuable video made and sent by our esteemed teacher Melandro and John Patrick. Let's watch it.

(After watching the video)

Teachers who strive around the world for global citizenship education, even the Covid virus cannot stop us from taking steps toward "Sustainable World, Sustainable Class." That's all for the presentation. Thank you.



4. The Butterfly Effect of APTE

Mohd Al Khalifa bin Mohd Affnan Keningau Vocational College, Malaysia

Assalamualaikum and good morning to all the members of the floor. Today is the day I want to tell you a story about how a simple action during the past contributes to what I have achieved now. My name is Khalifa Affnan and I am an English teacher at a vocational school in a rural part of Sabah, Malaysia. So, this is my story.

I think in life, everyone is one decision away from a completely different situation from where you are now. At least, that is in my case. There are so many possibilities of one's action that could affect their future, hence, I call it the butterfly effect. It is a theory where a small change in any decision can have huge implications later down the road.

One day in 2017, as I was scrolling through my Facebook, I came across an advertisement made by our Malaysian government to participate in the Korea Malaysia Teacher Exchange Programme. I decided to give it a shot and apply for it. Although at that point of time, I didn't think much about this programme as I just wanted to divert my thoughts somewhere else. Little did I know that my action at that time brought me here.

Actually, I have been representing Malaysia in 2018, 2020 (online – during the pandemic), and this year for the SSAEM conference as a speaker for the best follow up practises from Malaysia where I have organised lots of International Exchange Programme despite the geographical and facilities challenges faced by our school.

This opportunity from APCEIU has also awarded me as the Global Winner for the Cambridge Dedicated Teacher Award of 2022 by the Cambridge University Press early this year.

Ladies and gentlemen, participated in APTE programme as an alumnus of 2017, and as I came back from Seoul Technical High School, I was really inspired by my mentor, Mr. Im Hyun Bin, to organised lots of International Programme as I want to share to my teachers and students about the benefit of this programme

In December 2017, the Seoul Metropolitan office of Education came together with Seoul Robotic High School to our college for a 2-day drone courses and cultural exchange programme.

This event was the starting point where I exposed teachers and students from my school about the APTE programme and as a result, two of my teachers, each from the 2018 and 2019 batch, were selected among thousands of applications to join this APTE programme. Both of these alumni have performed well and I can never be prouder.

Afterwards in July 2018, it was Seoul Technical High School's turns to visit our school for a 7 days student exchange programme. This programme is a bit special because other than the APCEIU, we have also collaborated with ALCoB. This expands my knowledge in approaching different organisations to optimize my school experience in handling such programme. The Korean students experienced first-hand how Malaysian students undergo their daily lives, including living in the hostel, learning in class, and doing their daily chores.

In 2019, this was the busiest year among other years as I have organised 2 major international programmes. One is the Gaja! Korea Programme in September, and the second is the Daedong Middle School International Exchange in November. Both programs involved a number of students and teachers that were trained as our school ambassadors. Gaja! Korea programme brought 20 students and teachers for an 8-day fun-filled programme in South Korea where they experienced the Technical and Vocational Education at various institutions such as Seoul Technical High School, Seoul Robotic High School and Seoul Polytechnic. Since the program is quite packed, participants have also experienced lots of cultural programme, like visiting major attractions, exploring historical places and experiencing first hand making bibimbap and tteobokki.

Now in 2020 and 2021, everyone is affected when the pandemic strikes hard on us. However, when APCEIU open a window of opportunity to run an online APTE programme in 2021, we quickly signed up. We did a collaboration with Incheon Gonghang High School and I led a group of teachers to assist with the programme. The 3-month programme was totally different as everything was done online and being a participant in 2017, I can say that it was difficult to juggle between the programme and our normal teaching period as we have to be physically in school, and at the same time to be virtually online for our programme. But we managed to get it done.

It is the year of 2022, where post pandemic enables us to organise programs more freely. With the experience from past online program, we signed up for the online PLANETS programme and were assigned to conduct a project with Dasol and Hwanggok Elementary School, both located in Suwon. This time around however, I let another group of teachers lead the programme as I want them to experience organizing and managing an International Programme by themselves and hopefully can inspire other teachers to do the same.

As you can see, these follow up programmes that I have told you about in this story have created a wonderful chain reaction just from a mindless scroll of a Facebook. Of course, there are so many 'What if' in this situation that you and I might ponder, but you will definitely agree that APTE programme conducted by UNESCO APCEIU together with your respective countries' education division have transformed not only you, but more teachers and students outside the circle to be more accepting of each other differences. So, that is my story of the butterfly effect, and at this point of time, I couldn't help but to think, what if I didn't scroll my Facebook back then?

Thank you.



10 Recollecting 10 years of APTE - Live Talk by Alumni teachers

Date | 2022. 11. 24. (Thu) 16:10~17:25

M C I | Lee Seung Hee

Presenters |

	Name	School
1	Rotana Prum	Cambodia Hun Sen Angsnoul High School
2	Frewendi	Indonesia State Vocational High School 2 Sibolga
3	Mohd Al Khalifa bin Mohd Affnan	Malaysia Keningau Vocational College
4	Rina A. Angeles	The Philippines San Juan City Academic Senior High School
5	Jinnita Pongjakthanachot	Thailand Princess Chulabhorn Science High School Chiang Rai
6	Kim Hong-dae	Korea Gangwon Myeongjin School for the Blind
7	Yoo Sodam (Student)	Korea Wonkwang Health Science University

10 Recollecting 10 years of APTE - Live Talk by Alumni teachers

MC Now we'll have a conversation with the participants, and six teachers and one student will talk with us. Please give them a big round of applause.

Yes, thank you for joining us for this talk. Six teachers from home and abroad and a Korean student will participate in the main talk. This session is a live talk with domestic and foreign participants who have been engaged in various activities since their participation in the project. I'd like to share your experiences, so let's talk about what you've learned and gained through the various activities so far. Before we listen, please introduce yourselves first. First, Cambodian teacher, Mr. Prum Rotana, please introduce yourself.

Cambodian teacher Rotana Prum Yes, I would like to say hello once again. My name is Rotana Prum from Cambodia. I am an English teacher at Hun Sen Angsnoul High School. I am a teacher who was dispatched to Korea in 2019. I came to Suncheon Hyocheon High School, and this year, I participated in an online exchange programme with Zion High School. Thank you.

MC You gave a presentation earlier as the Best Case and we also saw a special performance of Zion High School students. So, I ' m looking forward to talking and sharing about your experiences later. Next, please introduce yourself, Mr. Frewendi from Indonesia.

Indonesian teacher Frewendi Yes, thank you for this opportunity. I'm Frewendi from State Vocational High School 2 Sibolga in Indonesia. I am 32 years old, and I participated in the Korea-Indonesia teacher exchange project in 2019 and was dispatched as a teacher at Wolpyeong Elementary School in Jangseong, Jeollanam-do.

MC Yes, thank you. The next teacher is Khalifa from Malaysia.

Malaysian teacher Mohd Al Khalifa bin Mohd Affnan Hello? My name is Mohd Al Khalifa bin Mohd Afnan. Malaysian students call me Teacher Khalifa and Korean students call me Mr. Khalifa. The pronunciation is a bit different. I work as an English teacher at an industrial high school in Sabah. I was dispatched to Seoul Technical High School in 2017. After three months of participation in the programme, I would like to say that it was a great, great experience to be part of the APTE program.

MC Yes, thank you for your introduction, and next is a teacher from the Philippines. Ms. Rina, who gave the first presentation in the Best Practice presentation session.

Philippine teacher Rina A. Angeles Yes, hello everyone, it's an honor to be in front of you. I am happy to share my experience. I am Rina A. Angeles from Manila, Philippines. I was sent to Naegok Elementary School in 2013. Since it was 9 years ago, this year is the 10th anniversary, and in 2022, I will participate in programs with our cooperative teachers at Daegu High School. Thank you.

MC Thank you. Next is Jinnita from Thailand?

Thai teacher Jinnita Pongjaktanachot. Hello, let me introduce myself. My name is Jinnita, and I'm from Princess Chulabhorn Science High School. I was dispatched to an elementary school in Daejeon as a participant in 2018. This year, I was given a good opportunity to participate in Gyeongju High School and APTE online Korean student Yoo Sodam Thank you.

MC Thank You. Next, Kim Hong-dae, a teacher from Korea, please introduce yourself.

Korean teacher Kim Hong-dae Hello. I am Hongdae Kim, a music teacher working at Myeongjin School in Gangwon Province who was dispatched to Mongolia No. 116 School, a special school for the blind, from September to December 2014. Myeongjin School in Gangwon-do is also a special school for the blind in Chuncheon. Nice to meet you.

MC Thank you for introducing yourself. Yes, lastly, we're with student Yoo Sodam on behalf of the students. Let's listen to their self-introduction.

Korean student Yoo Sodam Hello. I am Yoo So-dam, a student at SangGwan Middle School where teacher Kim Myung-seok, was dispatched through the APTE programme in 2017. Since teacher Kim Myung-seok's dispatch, our school has continued international exchanges with Seesawat School in Cambodia, and in 2017, when I was in the second grade of middle school, I went to Cambodia with teacher Kim Myung-seok and other friends.

MC Thank you for introducing yourself. As you heard earlier, all of them have various experiences, have different majors, and have accumulated various experiences in various schools. Yes, let's listen to the experience in person. The first question would be to share the most precious moment, the best moment, and the most memorable experience while participating in APTE. First, let's listen to the Cambodian teacher. Ms. Rotana?

Cambodian teacher Rotana Prum Yes, thank you for your question. The three-month dispatch at Suncheon Hyocheon High School was a great experience, so every moment was precious to me. Although my schedule at the high school was very busy, I was happy to share many things with my students. But to pick one, it would be the first class. It wasn't a class, it was an introduction time, but we were very nervous at first. The teacher I went with was also here, and we prepared thoroughly in case the students didn't understand anything. However, despite the language barrier, the students became more and more interested in Cambodia's culture and its pending issues, and they actively participated, so this remains as a precious memory.

MC Yes, thank you. "Every moment was very precious, and you especially remember the first time you met the students of Hyocheon High School." Next is Indonesia. Please speak, Mr. Frewendi.

Indonesian teacher Frewendi Yes, I participated in a big festival in Yeosu. I participated in the largest coding and robot festival, and Indonesia does not have coding classes like this. And it was fun to play soccer with the students.

MC Yes, you enjoyed experiencing a new culture, and next, Mr. Khalifa?

Malaysian teacher Mohd Al Khalifa bin Mohd Affnan To choose, it was the last few days of my teaching at Seoul Technical High School, when it was snowing. As I walk through the school gate, as you can see here, this is Seoul Technical High School, and I enjoyed this beautiful scenery as if I were a prince. This experience was so impressive that I used it as a cover for a book written by Malaysian participants who participated in the APTE programme. We would like to ask UNESCO APCEIU to sell it, not now, but someday. It was a very memorable moment.

MC Yes, thank you. Next, Ms. Rina, please answer.

Philippine teacher Rina A. Angeles Yes, I also think that "all the time was precious," as Ms. Rotana said. But if I must choose one, I think it's 'GALA Philippines in Korea'. We held an exhibition about the Philippines for a week and held a Pinoy sports day. At this time, various items from the Philippines, the results of cultural exchanges between Korea and the Philippines, and the items of each culture were displayed. And we also enjoyed many games from the Philippines. UNESCO APCEIU was also invited, and officials from the Philippine Embassy in Korea were also invited. And teachers from other schools nearby were invited to enjoy the event for a week. We got together to share laughter and share our memories. That's why I choose that week as the best moment.

MC Okay, I think it would be unforgettable for both teachers and students. Next, Ms. Jinnita?

Thai teacher Jinnita Pongjaktanachot There were actually millions of unforgettable moments, and this is the picture if I had to choose one. If you look at the picture, we are making kimchi at the church of the mother of a Korean teacher. We asked the principal several times that we want to participate in making kimchi. So I was able to actually participate in it, and I realized, 'Oh, this kimchi, and making kimchi is an important event that connects people as well as food.' There were many elderly people, and they liked our Thai teachers a lot. One of them ripped the kimchi open, rolled it up, and put it in my mouth. It was hard to eat at once, but I remember tasting the kimchi a lot because they put it in my mouth many times after I said it was delicious.

MC Yes, I think you shared more by not only sharing kimchi but also making it together. Next, Mr. Kim Hong-dae, let me ask you about some memorable memories.

Korean teacher Kim Hong-dae Yes, I was also very grateful for every day, and I had many memories, but I will tell you two things briefly. First, Mongolia also has a Korean Olympiad competition like the Hangeul Day celebration day in Korea in early October. There are many things such as singing Korean songs and speaking Korean, and I remember the 2nd grade elementary school student at the 116th school. They were a blind students, and I taught and guided Korean children's songs to compete with ordinary school students, and we won the grand prize like this. So I was very happy. Second, I got a Facebook email from a student when I came back to Korea, who would be in high school if they were in Korea. It had only been about six months since they came to that school, and they've been a student who's been raising animals in rural Yurts and just staying at home. But they really liked music. So I taught them piano and recorder every day, and I taught them various instruments. Later they sent me this. In fact, Mongolia has a system where you can't go to a music college unless you go to an arts middle school or an arts high school, but the student said, "I went to a music university in Mongolia like this. And you're the first teacher who taught me music," and I was really touched.

MC Oh, that must have been a very touching memory. Thank you. Next, I'll ask Yoo Sodam a new question. I know that Kim Myung-seok, a teacher who participated in APTE, is very passionate about international teacher exchanges, and what I want to ask is, "How did the relationship with Kim Myung-seok during your school days affect you?" Could you please answer?

Korean student Yoo Sodam Yes. Teacher Kim Myung-seok taught science, but he broke the perception that science is complicated and difficult. Through international exchange activities, I learned how to communicate with many people about the subject that I was in charge of giving a presentation and learned to observe and respect various people's perspectives.

MC Yes, thank you. It was a heart-warming answer because it seemed to have helped you develop various aspects, such as how to communicate with people and live together, rather than just teaching studies. Thank you. Let's move on to the second question. There are a lot of precious memories, and I'm sure you have kept them, but in reality, there must have been problems such as cultural differences and language barriers. To the teachers, let me ask you this question. What was the biggest difficulty during the exchange, and how did you overcome it? Please answer first, Ms. Rotana.

Cambodian teacher Rotana Prum Yes, thank you for your question. Actually, I was personally interested in Korean culture, so I did a preliminary survey before I came to Korea in 2019. I researched about the weather, lifestyle, and education system in advance. I felt a slight difference when I came to Korea in person. Because the system itself was quite strict, well regulated, well structured, and I felt something different when I went to the high school. Korean high schools have a very tight schedule. So when it came to teaching class, I sat down with my mentor teachers to talk about it. Teachers Ma and Cho, who were my mentors brainstormed 'What is a better activity to do? How should we provide classes to students?' So we decided to observe more, and I learned various methodologies while observing the class, and I also had the opportunity to look around the UNESCO cultural sites. Interpreting was difficult when I was in class. Although I knew Korean culture and a little bit of Korean language expression, I didn't know how the students would react. The students responded, "Ah~" But in Cambodia, if you say "Ah~", it means you understood, but when Korean students said "Ah~", they said they didn't know. So it was kind of funny and I realized that this was a cultural difference. Thank you.

MC Yes, then how did you overcome such a problem? Did you overcome it with your mentor teachers, or did it work out naturally over time?

Cambodian teacher Rotana Prum I think 'Time was medicine.' I went into the classroom and kept checking. Such as, "What kind of activities make students have better reactions?" I observed these things more, and I gave them more assignments if they needed any. First of all, I tried to figure out if the students understood what I taught them. When they said "Ah~", I thought, "Ah, they didn't understand." So I thought I should give more homework. Then I communicated with other fellow

teachers as well as mentor teachers, and asked them, "How can I see well that students understood?" and tried to observe them better. If students understand, they don't make any noise and do activities right away, but if it's a little confusing, they react like "Ah~."

MC "To solve such problems, they communicated more with mentor teachers, students and teachers." Yes, then, Mr. Frewendi, please answer.

Indonesian teacher Frewendi In fact, the biggest difficulty would have been language problems. There were some restrictions on students' English skills, and the second was coding. In Indonesia, coding is not taught in schools. But in Jangseong, my mentor teacher taught coding and taught it to students, and coding was very interesting. I think coding is useful for human life.

MC Yes, language barrier. It's really hard to overcome, right? Thank you for sharing this story. Then, Mr. Khalifa, please answer.

Malaysian teacher Mohd Al Khalifa bin Mohd Affnan The biggest difficulty for me, except for that fact that I couldn't buy the latest Samsung phone at the time because I didn't have much money, was that I had the biggest language barrier with Cambodian and Indonesian teachers. I tried to understand each other's language like dogs and cats would, but when communication was difficult, Korean teachers and Korean students' facial expressions used to show disappointment. When I tried to talk to them, and if I didn't understand them, my face reflected my feelings, so I simplified my language as much as I could to overcome this language barrier. So, I used simple English expressions to help students and teachers understand better, and I also used popular apps. I used the Naver translation app to translate Korean in real time. While words were translated well like I was a smart person, there were often completely strange translations. In that case, we used gestures. If I wanted to go to the bathroom, I used body language. Yes, I won't show you how. But this is how I overcame this difficulty.

MC Yes, thank you. Many teachers said, "Language was the biggest challenge." I was born in Korea, but it is difficult to communicate with middle and high school students while speaking Korean even using the same language. Thank you for sharing this story. Now, Ms. Rina, please answer.

Philippine teacher Rina A. Angeles Yes, it was winter when I came, and it was so cold. Except for the cold, teaching in elementary school itself was difficult. I have never taught elementary school students because I am a high school teacher.

That was my biggest challenge. I had two questions in my head. 'How will I teach young learners?' and "How will I get feedback from young learners?" These two were the concerns. It was because I had to participate in this immersion course for three months. Fortunately, my cooperating teacher helped me and gave me guidance. And I also used the code-switching method, and I communicated openly with my co-teacher. My teachers helped me when I asked, "Can I talk about this?" or "How should I discipline students when they are not sitting in place and running around in class?" So, I would like to take this opportunity to thank the teachers who mentored me and coached me. And I really respect elementary school teachers. I taught elementary school students for the first time, and I thought, 'It's really hard.' I learned a lot from students and teachers. I also learned it's very important to give a compliment like "Oh, you did a great job." I thought, "It's more important to compliment our students by reacting as much as possible," and since I have experienced this once, I'm confident that I'll do better next time I get a chance.

MC Yes, thank you. "We gain a lot from overcoming difficulties. Yes, then Ms. Jinnita, please answer.

Thai teacher Jinnita Pongjakthanachot I will give you a simple answer. The biggest difficulty was my personal concern. At first, I learned the concept of civic education, but it was very difficult to acquire it. And it was also difficult to teach. So I consulted with my colleagues from Thailand. I also consulted with the co-teachers who always watched behind the classroom. I asked what feedback they could give me and how I could convey the concept of global citizenship education well. Once again, I would like to thank the co-teachers, the vice-principal, and the principal for helping me a lot.

MC Thank you for sharing your story. Let me ask you a question, Mr. Kim Hongdae. If you had any difficulties, how did you overcome them?

Korean teacher Kim Hong-dae Yes, another Korean teacher and I were dispatched to the School No.116 together, but there was only one interpreter, while there were many classes. As a result, it was a little difficult to proceed with the class. But music is the international official language, so I taught students based on musical terms. The musical terms were universal. I said, "Make it big." "Make it small." "Let's do it together." "Listen." And so I started to study Mongolian a little bit, and I think students found it much more interesting because I taught it in Mongolian.

MC Yes, thank you. If you break down the language barrier, you can communicate more smoothly. I can't imagine how hard you worked. Thank you for sharing your experience

Let's move on to the next question. Yes, then what do you miss the most and remember the most from the time you experienced the school, country, or dispatch? Please answer first, Ms. Rotana.

Cambodian teacher Rotana Prum Yes, I keep thinking about the old days. This picture was taken at Jokdubong in 2019. I can see Suncheon from the top, and this picture brings back beautiful memories. I don't think there will be anyone who has eaten home food this deliciously while staying for three months like us. My colleagues and I ate different home-style meals every day and tasted different kinds of kimchi. Because we lived near the high school teachers' house, we were free to go out in the evening, and although it wasn't 100 percent, it felt very safe and secure, and they were very open-minded and answered as many questions as they could.

And the time we spent with our students was also very precious. We did lots of activities together and visited many places. When I visited again last December, the students and teachers were surprised. They thought I wouldn't like Suncheon because it's in the countryside. But I think I couldn't express it properly because I was introverted, and my MBTI starts with 'I'. So they misunderstood me, but I was able to recall my memories by looking around the neighborhood again.

MC You seem to be tearing up right now, and you said you miss almost everything. The people, teachers, landscapes, Suncheon, students, food, everything. Oh, thank you. Now, Mr. Frewendi, please answer.

Indonesian teacher Frewendi I miss the students the most. I miss my mentor teacher and my fellow teachers. Every time I spent time with my mentor teachers, they were like my brother, like my family, and they always said, "Let's go to church together," every Sunday, and every Saturday, "Let's play soccer with the students." I really like soccer.

MC After all, yes. "I miss people the most." Next, what do you miss the most, Mr. Khalifa?

Malaysian teacher Mohd Al Khalifa bin Mohd Affnan Yes, let me show you a picture. I was working at Seoul Technical High School in 2017, but I wore a mask because it was cold. Koreans often wear masks even if it's not COVID-19, but foreigners don't wear masks. The thing I miss the most is the hustle and bustle of the city center because I lived in the city. I lived near Sangdo Station, near Seoul Technical High School, and my mentor teacher, Mr. Lim, let me stay at Gosiwon, and I passed by a small bakery every morning when I went to work. They played G-friend, a singer, to the point where I remember the lyrics, and I went into the bakery every morning and bought a bagel and ate it for breakfast. And I took the subway when I was commuting, but I couldn't feel the hustle and bustle anywhere else, so I miss the hustle and bustle of Seoul the most.

MC Yes, it's amazing that you remember even the smallest things. Oh, thank you. Now, Ms. Rina, please answer.

Philippine teacher Rina A. Angeles Yes, as I said earlier, "The students challenged me, and it's hard to teach young students," but I miss them the most. I'm curious if they grew up well. "Did they go to college?" Because it's already been 9 years. So I wonder if they still remember me, and I miss people the most. They were such nice and kind people and they were very friendly, so we were able to do very important and good activities. I miss the people, places, and food, but I miss my students the most. I don't know if they still remember me, but I hope they remember me.

MC Yes, thank you. I hope you can meet your students in the future someday. Yes, Ms. Jinnita, please answer.

Thai teacher Jinnita Pongjakthanachot Yes. This picture is when I went to the cafeteria. In the cafeteria, I ate with the students, teachers, vice-principal, and principal. Thanks to the consideration of teachers and students, Thai teachers were able to put food on the plate first. I often skipped breakfast, so I was looking forward to eating time of the day. Every day we said, "Please give me a lot." So they gave me more with the spatula several times until I said "thank you." And Thai people like spicy and sour things, so kimchi was so delicious. They piled kimchi on the plate like a mountain. I miss that so much, and I really remember that we talked a lot with students and teachers while eating at the table. Thank you.

MC Thank you so much. Yes, I'm going to ask Mr. Kim Hong-dae, but since you were in Mongolia, you must have made some special memories. Please speak.

Korean teacher Kim Hong-dae Yes, Mongolia has a beautiful nature. In addition, I saw a lot of the grandeur and positive thoughts of Mongolians who have been descending from generation to generation in the vast nature. Also, it has a lot to do with this picture, and I've seen a lot of good things about loving family and being family-oriented, respecting children, the elderly, and women. I always miss them.

MC Yes, thank you. Thank you for your answer and let's move on to the fourth question. What has changed the most since you participated in the programme? Please answer first, Ms. Rotana.

Cambodian teacher Rotana Prum This exchange programme has provided me with a lot of experience. I don't think the idea of GCED has spread very widely among teachers yet. I think there's an interest or though we're already doing it, it really isn't recognized. So through the exchange programme, I learned more about GCED and learned how to apply it to the classroom. I'm a language teacher, and I've used this to help students learn more and more about real-life examples and social issues. The second thing I learned was that learning about global civic consciousness education, GCED, motivated me to go one step further in my major, Global Education Leadership. Because it's a process where I can learn the important axis of GCED. As for what concept GCED is and what conflicting educational issues exist, I can tell you that my mindset and career choices have greatly expanded as I participated in the master's program for this.

MC Thank you for sharing your experience "I learned a lot while participating in the programme as a teacher." Next, Mr. Frewendi?

Indonesian teacher Frewendi Yes, I also gained an open mind after participating in the program. So I think a lot of things have become beautiful through these experiences. So I think we need to promote this humanity for all of humanity. Thank you.

MC Thank you, host. You learned how to overcome our differences. Next, Mr. Khalifa?

Malaysian teacher Mohd Al Khalifa bin Mohd Affnan After I finished the programme, I came back to Malaysia and my friends and family told me this. I'm walking much faster now than before. It's because I had experience running around taking public transportation when I was in Korea. So sometimes, I think it's good to go around this fast because that means I'm getting healthier. There are many ordinary Malaysians who walk fast, but now my fellow teachers say something because I walk so fast. Second, I like sweet things a lot. So in Malaysia, I often drink coffee with a lot of sugar, but these days, I like "Americano" and "black coffee" much more. Coffee without sugar, I enjoy it much more.

MC Yes, I feel like you've become a Korean, walking very fast. Yes, thank you for sharing a big change in your life. Next, Ms. Rina?

Philippine teacher Rina A. Angeles I became a very active person. I became more involved in regional or international conference exchanges. It was because the APTE programme was very good, so I became a very active person. I always wanted to have the opportunity to share the lessons and experiences I learned through the conference.

I wanted to contribute to this by sharing with teachers and with our community. So I'm trying to share this with the people around me because I'm blessed. In addition, I actively participated in the community in various advocacy activities, like about drinkable water, and children's education programs. Because we're not heroes, but we're people who can make small changes.

MC Yes, thank you. Next, Ms. Jinnita?

Thai teacher Jinnita Pongjaktanachot Actually, I went through a lot of changes. First, the way I look at the world has changed. When there is an issue, I start to think critically. This is because I now have a new perspective. And because there are regional differences within our country, there are many perspectives. The second change, I became a recycling expert who is serious about recycling. Although the concept of recycling has been around for a long time, Korea is really serious about recycling. I was confused because I didn't know when to leave the trash outside in front of my house. I took out the garbage one night, but they didn't pick it up. I'm glad no one arrested me because I didn't know any rules at the time.

MC Thank you for sharing your story. Lastly, Mr. Kim Hongdae?

Korean teacher Kim Hong-dae a Korean teacher Apart from being a teacher, I understood the activities of the country as one of the people. And I took pride in being a global teacher participating in these events, and above all, it was a very valuable time to have a different perspective and gain such perspectives which you can't do on other foreign trips.

MC Yes, thank you, sir. You said, "Not only teaching, but also through the process of teaching together, I have broadened my perspective." Now, we will ask a question about what it is like from the perspective of the student. After Teacher Kim Myung-seok's dispatch, Sanggwan Middle School continued to interact with Cambodian schools. Please tell us how you think this continuous exchange with Cambodia has affected you and Sanggwan Middle School students.

Korean student Yoo Sodam The rare opportunity to go to a school overseas and communicate directly with friends from that country, and learning together made us grow more, such as how to view the world or set our minds toward the world. And that experience became a very different experience for everyone, not just me, and it became one of the most important stepping stones in life. And I think having such experience in the middle-school age allows you to have flexible thinking without prejudice.

MC Yes, thank you, "I think it will be a very special memory if you experience and experience these various cultural exchanges rather than studying only at school." Yes, thank you very much for sharing such a valuable opinion.

Oh, thank you. Here's the fifth question. Please tell me what the most impressive class or project you had with the exchange school during the programme was. We heard about the big pictures earlier, so please give us a more detailed answer this time. First, Ms. Rotana?

Cambodian teacher Rotana Prum Yes, thank you for your question. As far as I remember, class 5 of the first grade was my mentor's class, and I had an experience of overcoming language barriers. I asked students to do activities related to global warming. As students actively participated in the class, they had time to develop what global warming is, what its effects are, how to respond to it, and how to solve problems. The most memorable successful class was not only that I conducted classes with students, but also that I expanded my students' interest in teaching English on global issues, and that I gave them the opportunity to experience this important topic directly. This is because global warming is also a problem directly related to GCED. So I got a good experience about how to conduct classes for students from multicultural backgrounds.

MC Global Warming, even though it is a very difficult topic, I think you gave a very good class. Mr. Frewendi?

Indonesian teacher Frewendi When I was teaching at Wolpyeong Elementary School, I think the students actually saw me a little differently. So they asked me a lot of questions, and I talked a lot about Indonesia's culture, the similarities between Korea and Indonesia, and I gave them a lot of gifts. I gave these presents that I have now, and I was a little disappointed that they threw them away at first, but I compared them to King Sejong, and I shared the story of the king of Indonesia and told them how these objects and these gifts have a connection to the King. Now, students have realized how precious these gifts are and how important the stories are.

MC Yes, thank you for sharing a very interesting experience. Next, Mr. Khalifa?

Malaysian teacher Mohd Al Khalifa bin Mohd Affnan I'll go back to 2018 when I proceeded with the most impressive Malaysian school visit project at the time with Seoul Technical High School. So then, there was a hostel in our school and a dormitory, so students from Seoul Technical High School visited our Keningau Vocational College for a week. So, in the same dormitory, I lived with Malaysian students. Korean teachers also spent a week staying at Malaysian teachers' homes.

So they tried to experience it as a Malaysian. So they took a bath outside and experienced the lifestyle of the Malaysian people. Also, what was particularly good about this was that students brought drone technology to our school and shared it with us. We assembled drones using recycled materials, and Korean teachers and students conducted cooking classes with Malaysian students to make bibimbap and Korean chicken. I hope we can have this kind of experience in the future.

MC Yes, thank you. Next, Ms. Rina, please answer.

Philippine teacher Rina A. Angels As I told you before, "One of the memorable events was Gala Philippine Week." In 2013, we also had a Philippine game called Palarong Pinoy, a Philippine game. It's actually very difficult to bring everyone together in one space like this. It's because they live in different places and they're very busy, so I was very happy that we could all get together and play games and exchange cultures during this week. That week or so was a very memorable period for everyone. At that time, we laughed and talked a lot. Everyone wanted to participate in these games because it was so much fun to play. So it's an experience that remains in our minds, and it's an experience that remains in our heads.

MC Thank you, next, Ms. Jinnita?

Thai teacher Jinnita Pongjaktanachot There was a great program that we started. It was to perform Thai dance in an open house, but the level of students was different, so I practiced a lot. We showed them five dances, and we thought a lot about the easiest way to learn. First, we made a video of how we danced, and we gave it to teachers and students to see it for themselves. After that, whenever they had time, students gathered to practice and rehearse. In another attempt, when we were performing, the Thai students and Thai teachers, Korean students had to actually perform. They made some mistakes, but they danced successfully in Thai clothes. And even though the students all had different levels, they showed a great performance. Parents also participated and thanked Thai teachers after the performance, and I remember that. Thank you.

MC Thank you for sharing such a beautiful picture with us.

Next, Mr. Kim Hong-dae, please. Let me ask Mr. Hongdae Kim. What was the most impressive class or project?

Korean teacher Kim Hong-dae Yes, there is a competition like Gangwon-do Entertainment Practical Competition in each province in Korea. When I went to Mongolia, there was a music event called the Suvatur Music Contest, and in Korea, people usually compete separately for the disabled/non-disabled, but it was very impressive that it was not there. And teachers actually left work early because there was a distance, but when I saw them teaching students until late at night, I thought, "Oh, they must really love school." In particular, the level of teachers was very high because they went through the preliminary rounds by region, and it was a great opportunity to see various music activities.

MC Yes, thank you. As you explain in detail what you have experienced in person, I think we can get closer to the achievement and feeling as we have not experienced it in person. Thank you.

We prepared a lot of questions, but due to time constraints, we need to jump to the last question. I'll give you the last question. Yes, it's number 11. Please leave a short message to the students and teachers who participated in the exchange project. Then, please start with Ms. Rotana.

Cambodian teacher Rotana Prum Although this is the last question, I'll tell you in terms of going back to the beginning. I want to say, "Thank you." Thank you for the precious time that made a huge impact on me. I was able to learn about the Korean education system and lifestyle, and I was able to change myself. There has been a big change in my life, both personally and professionally. Everyone, I miss you all. I'd like to see you again later. I don't know when it will be, but I hope we get a chance. I would like to thank Mr. Park and his family. You treated me like a daughter, and I thank you, Mr. Cho and Mr. Ma. They were great mentors to me and coordinated well. Also, thank you both the school teachers and the neighbors who helped us a lot, welcoming us very warmly and kindly. I really felt like I was home at the time. It feels like a second home. If I have a chance again, and if everything is okay, I would like to come back to Korea once a year. This is my third visit to Korea. Once again, I would like to thank the Ministry of Education of Korea, the Ministry of Education of Cambodia, and APCEIU for this opportunity.

MC Yes, thank you. Next, Mr. Frewendi?

Indonesian teacher Frewendi Yes, I miss my students the most. I want to see both my mentors and fellow teachers. Also, I want to see the special education students. I miss playing games and doing the games that we prepared separately in class, and also Korean food is so delicious. And I also want to meet the principal again. When I first came to Jangseong and introduced myself, I said principal in Korean, and all the teachers laughed.

Everyone was full of laughter, and I want to go back to the church I went to every Sunday. Because my mentor teacher brought me to church and that's how I became closer to religion.

MC Yes, thank you. Do you have anything else to add to your students or teachers?

Indonesian teacher Frewendi Yes, I want to play soccer again.

MC Yes, thank you. Mr. Khalifa?

Malaysian teacher Mohd Al Khalifa bin Mohd Affnan Yes, so I see the Indonesian teacher likes soccer. I'm not good at making cheesy comments, but all the students were high school students. So I think they've probably gone on their own journey of life. They may be working somewhere in Seoul, and I heard that one of the students joined the army. And I hope that other students will do their best whether they continue to go to school or get a job. I really want to tell you to come visit Malaysia. Also, what I want to say to the teachers is that I'm in Korea, so please buy me dinner. I'm staying until Sunday, so please buy me dinner. If you're watching this live, please buy me a meal. And my mentor, teacher Lim Hyunbin, is in the back. He's smiling alone, and he's my best friend teacher. I hope I can spend much more time with you. Thank you.

MC Ms. Rina? Please reply.

Philippine teacher Rina A. Angeles Hello to my co teachers. I'm back in Korea. I'm working on this teacher exchange programme. I hope you are doing well with your students, teachers, and parents. If you come to our school again, I will welcome you. I hope to see you again, whether in the Philippines or here. I love you. I hope you stay healthy.

MC Yes, thank you. Now, Ms. Jinnita, please answer.

Thailand teacher Jinnita Pongjakthanachot Yes, thank you again to my partner school. Thank you for the schools in Daejeon and Gyeongju. I heard directly that the principal said, "I want to see you in person again." We still have this close relationship, and I wish you good health at the new school. We were able to achieve a lot through this programme. I think we've achieved success by finishing the project. All of you, and students, and teachers, please visit our school.

MC Thank you, and Kim Hongdae teacher?

Korean teacher Kim Hong-dae Yes. I am a music teacher, so I will send you a message through music. Just as Arirang is in Korea, Mongolia has a Harong Ergen Rotarmen song, a folk song called "I miss you so much as my burning heart." I can't do it until the third verse. I'll just do the first verse.

MC Yes, please give him a big round of applause. (Korean teacher Kim Hong-dae - Mongolian folk song singing)

MC Ah~ Mongolian teachers here are filming a video. Thank you very much for giving us this song as a gift. Yes, thank you for the beautiful singing performance. I think teachers from Mongolia liked it very much. Yes, the last question. I'm going to ask Yoo Sodam, I'm guessing you miss the Cambodian teachers and students who you interacted with at the time, so please send them a short message.

Korean student Yoo Sodam Yes. It was a special memory that is not easy to experience, to go to a school in Cambodia and learn and do activities together. I am very thankful that my Cambodian friends actively participated in the presentation that I and my friends prepared sincerely. And I am very thankful that the teachers took care of me and helped me and my friends who must have had a hard time adjusting to a strange place. It's a good memory, so I won't forget it.

MC Yes, thank you for sharing your experience. Due to time constraints, I will end this conversation here. Please give a big round of applause to the teachers and our students for their hard work. Thank you.

Photos



11 Closing Ceremony

Certificate Awards



Certificate Awards



Closing Remarks

Dr. Hyun Mook LIM Director of APCEIU



I am delighted for the successful conclusion of the 2022 SSAEM Conference made possible thanks to the participation and contribution of all distinguished participants today.

Today's conference, hosted in celebration of the 10th anniversary of the Asia-Pacific Teacher Exchange for Global Education Programme, was a valuable opportunity to take a comprehensive look at our past decade together, including the outcomes of face-to-face exchanges and online exchanges as well as follow-up exchanges among our 8 countries.

I express my sincere gratitude to members of the ministries of education from 8 countries who shared their valuable insight during the panel discussion, teachers and students who presented best practices of this year, teachers who presented best practices from follow-up exchanges, and teachers who shared their experiences during the Programme. My thanks also go to all participants who joined us in person as well as those who were with us virtually.

This conference showed us the full picture of the commitment of so many people. Our teacher exchange Programme, which began with a focus on promoting mutual understanding among Asia-Pacific countries, made a significant contribution to strengthening the capacity of global citizenship education in participating teachers and schools over the past decade, which then directly benefited the students.

The Programme, which embodies the commitment of educators to broaden the horizon of students and help them grow into responsible citizens and leaders of the future society, has served as an open window that connects schools with schools, teachers with teachers, and students and students by transcending national boundaries.

I would like to express my sincere gratitude to the ministries of education, education offices, schools, and most of all, teachers for being part of the Programme over the past 10 years. I look forward to your continuous cooperation and participation for continuous advancement of the Programme.

The Asia-Pacific Center of Education for International Understanding will join in your work to create a world of peace, sustainability and harmony that goes beyond our differences.

Once again, thank you to all participants at today's conference as well as everyone who has worked so hard for the success of the exchange Programme.

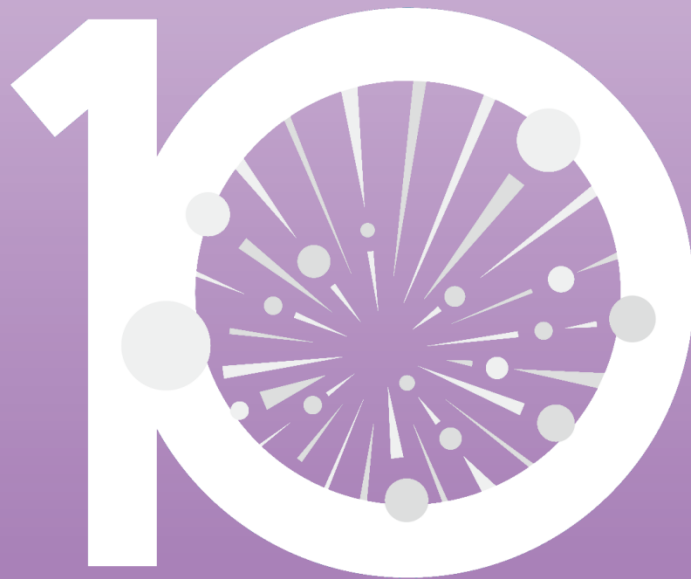
I look forward to seeing you again at next year's conference.

Thank you.

APTE 10⁺

2022 | SSAEM Conference





APTE | 10TH ANNIVERSARY
Asia-Pacific Teacher Exchange
for Global Education