



Sharing a piece of **APTE:** Best Practices

Asia-Pacific Teacher Exchange for Global Education



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Planned/developed by Office of International Teacher Exchange, APCEIU

Published on November 2022

Published by APCEIU

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Designed by DesignJD +82-2-792-0842

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- This book was produced as a part of the Asia-Pacific Teacher Exchange for Global Education, funded by the Ministry of Education of the Republic of Korea and implemented by APCEIU.
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C CONTENTS

All Experiences on Asia–Pacific Teacher Exchange for Global Education Cambodia – Him Mana	05
The Double Benefits of the APTE Programme Indonesia – Fransiska Ika Prihatiningsih	08
Asia Pacific Teacher Exchange 2018 Learning Lesson: Adapting and Innovating Happy School Program Indonesia – Riski	11
Learning From My Second Home Indonesia – Hadi Sukoco	14
Understanding Between You and Me, Making Soto and Galbitang Indonesia – Lilis Sulistyawati	17
Understanding and Respect Is the Key to Peace Indonesia – Rosdiana Rawung Arnold	19
Introducing GCED Through Korean Festival at School Indonesia – Sry Mulya Kurniati	23
How Teaching Abroad Changed My Life Indonesia – Hendri Ilyas	27
Unboxing APTE Program: When Fear Turns to Fun “Out of Sight, Out of Mind” Indonesia – Herliyana Hasyim	31
APTE: Journey of Transformation Malaysia – Mohd Al Khalifa Bin Mohd Affnan	34
A Journey to Remember Malaysia – Michelle Lim Chia Wun	37
GCED Implementation: Sutas Going Global Malaysia – Mohamad Farid Mohamad Fauzi	41
How the Koreans Taught Me Malaysia – Mohd. Saifullah Bin Mohd Jendeh	43
Learning to Teach, Teaching to Learn Malaysia – Norsheila Binti Julmohamad	46
My Education Exchange Experience on Asia Pacific Teacher Exchange for Global Education ‘We Have Never Truly Left’ Malaysia – Khairunnisaa Binti Mohamad	50
Building Cross–Cultural Communication Skills in the Apte Programme Malaysia – Natasya Haswani	53
Creation of “Mongolian Children of the World” After APTE Mongolia – Oyunmaa Donrov	55

My Education Experience on Asia– Pacific Teacher Exchange for Global Education Mongolia – Munkhtsetseg Byamba	57
Exchange Teachers’ Blueprints: Awareness, Integration, and Advantages Towards Cultural and Community Perspective Philippines – Shirley E. Alambra	58
Milestones of GCED Engagement: A Chain of Love Philippines – George B. Borromeo	61
How APTE Motivated Me to Be a Part of YAKAP Philippines – Kristine Joan DA. Barredo	64
My Six Reasons Never to Stop My GCED Adventure Philippines – Noel V. Sadinás	67
The Music Laid in Every Noise (A Story of a Global Teacher) Philippines – Allan Jason P. Sarmiento	70
Bridging Love Amidst the Pandemic Philippines – Elizabeth Catibog	73
My Education Exchange Experience on Asia–Pacific Teacher Exchange for Global Education Philippines – Regine Lagrimas	76
Understanding to Come Together Philippines – Honey Riza V. Yu Vega	79
Online Project Experience: Challenge and Not Discouraged by the Situation Thailand – Sasithorn Kiewkor	81
Change: How Wolves Change Rivers, and How Students Can Change the Environment Thailand – Kamonrat Chimphali	84
Experiences on Education: Enhancing English Productive Skills for 6th Graders at Geumjang Elementary School Thailand – Patcharin Kunna	86
My Teaching Experience in Vietnam Korea – Kim Sun-kyung	89
The Joy of Being Together by Overcoming Our Differences Korea – Ahn Yu-jeong	94
Getting Together Online for a Sound of Harmony, Global Citizenship Education That Changes Me! Korea – Kim Seong-hee	99
Three Reasons to Go to the Philippines’ Panabo City in Mindanao Island Korea – Lee Jae-won	102



Asia-Pacific Teacher Exchange for Global Education (APTE)

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

Key Features

Exchange teachers

- work as teachers at their respective host school of the partner country for 3-5 months
- teach classes in collaboration with host school teachers and get involved in various school and local activities
- share and exchange innovative ideas and professional experiences as well as cultural knowledge and insights with colleague teachers and students of the host schools and other stakeholders



Objectives

The Programme aims to

- enhance teaching competencies of participating teachers and colleague teachers so as to contribute to the achievement of quality education
- enhance intercultural literacy and global competency of teachers, schools, and local communities
- establish reciprocal educational cooperation model through teacher exchange





By Him Mana

Participating in the Asia-Pacific Teacher Exchange for Global Education was the most valuable experience that will always be in my memory forever. I learned a lot of things from this program, both working and living in a new context of a different society from my country of origin. Those memories provided me an opportunity to develop my professional career, especially teaching across borders and the flexibility to live in another society. This program did make me understand what living in a different culture and society is like, strategies for teaching a different classroom environment and benefits of understanding a culture to communicate effectively. In short, I have understood how to communicate efficiently with teachers and students of my host school. I learned how to adapt to an unfamiliar culture while working in foreign school. I gained new knowledge from many lectures there and from many school activities that I have joined.

Understanding is the key point to help people communicate effectively, so I will share with you my experience when I first communicated with my host school teachers and students. The last day of orientation in Seoul after we arrived in South Korea, I was introduced to the vice principal of my host school. My host school vice principal was not very good at speaking English, but he tried so hard to communicate with me and my fellow teacher, using body language and a mobile app translator to help, which was very touching to see the goodness of Korean. We already knew that both Korea and Cambodia were located in Asia and our countries had our own language created by our ancestors. That's why we had problems speaking and understanding each other at first since English was just our foreign language. Anyways, my former vice principal could still accompany us to arrive at his school safely. My mentor teacher and her co-teacher were waiting for us until midnight because we arrived at our apartment which they rented for us so late at night. They gave us a very warm welcome, then we started discussing what we were going to do at school the next day. I tried to understand her speaking and so did she because all of us were very awkward at first. From day to day, my fellow teacher and I were very busy producing new lessons, sharing knowledge to our host school students at all grades. All the teachers there were very friendly and helpful. We tried to communicate with each other everyday and every time we met. The person who I'll always miss is my mentor teacher. She helped us every time we had something that we didn't know how to do. She offered help without hesitation. Most of our chatting time turned into a funny story because we always misunderstood each other, but our conversation ended up with many outcomes. One of the funniest stories of our misunderstanding happened when she asked us to have dinner with all the teachers there after a school volleyball competition. The menu for dinner was duck bulgogi, and we misheard the menu was dog. At that time, I realized that facial expression is very useful because she started to wonder when we showed our wrinkled face that we couldn't understand the food menu, then both of us quickly corrected our misunderstandings. Not so long after, I soon understood everything she said, her gestures and Korean's attitude toward people around them through my personal experience and the help from my mentor teacher. Besides understanding attitude, the communication style and classroom



system from my personal experience, I also learned how to adapt to unfamiliar culture in my working place. The Organizational Citizenship Behavior of teachers at Haewon Elementary was impressive. Their commitment to their work, their civic virtue, their courtesy and altruism were filled very well. Teachers in my host school were very punctual, responsible, helpful and team-working and loved each other. They showed me that working in a serious environment was not as productive as a happy work environment. They spend their time from 8 in the morning until 4:30 in the afternoon together with the joy of happy work. If we are satisfied with our job, we will not be bored with it. During their break time and after students leave the school, they always have something to entertain, and those things always end up with educational outcomes. They sometimes had snacks together and discussed students and lessons. Besides this, schools also create several programs for teachers to relax and to strengthen the relationship between teachers and teachers. We spend 2 to 3 hours just climbing the mountain and having coffee together. It sounds simple but it's essential since we can spend our times together relaxing and sharing each other's story that leads to strengthening the relationship. Moreover, I joined a few activities with students which I had never dreamed of doing before and it was really worth doing. I and grade 1 students were spending time climbing the mountain together and having a picnic there. From this, I gained more knowledge in managing students on trips and saw the love of kids sharing food with each other and the high responsibility of teachers to protect students during the trip. I have got the experience of doing a sport with students and it was my first and happiest time playing sport. The lessons learned from this program cannot be compared to other things because it is the best knowledge in my life. Knowledge and experience which I have learned from this program from day to day helped me create many different kinds of cultural lessons to share to students at my host school in all classes that I was responsible for. Those lessons always ended up with various outcomes that I have never dreamed of getting. It was great. Students have changed their behaviors towards us, and they started to enjoy our lesson. They showed us how much they love us by trying to say some words in Khmer, trying to learn every lesson we presented, and trying to learn more about my culture and my country. The first day we were introduced to them, where we are from and how my country is doing, they replied with no answer because they had never known about us and the importance of Global Citizenship Education. Day after day, they loved the lesson and they kept showing us how much they loved us and our lessons. We have changed the mindset of ourselves and students to love Global Citizenship Education more and more. The better we know about the countries around the world, the better we will change ourselves. We cannot go to a place where we don't understand their cultures. If so, the misunderstanding will occur. Even though I myself knew a lot before going to South Korea, I still faced many difficulties.

Last but not least, I would like to share my own story during this exchange program, and the story is about people who I met outside the school throughout this program. The first story happened when me and my fellow teacher were lost at the train station. We were really scared at that time and we did not know how to get out of the station which we mistook. We did not walk into that train because we knew that it was the wrong destination, but the ticket that we bought was already checked into the train, so we couldn't get out of the door, and it was very late at night. Luckily, a group of elderly men walked towards us and tried to use a body gesture to ask us what happened, then they helped us to get out of there. We really



appreciated the way Korean behave towards foreign people like us. Another story is about my host school students. All of my students were under grade 3, so their age was between 5 to 8 and most of them didn't know how to speak English but several did. Even though they could not speak English, they were trying to learn with me by heart. At the end of my exchange period, they hugged me and we were crying to say goodbye to each other. It was a sad ending but it made me grateful for what I have tried so far. Anyways, they also prepared a small birthday party with a dancing song for me at that time as well. This program is really meaningful to me. Through this program I learned new things, new knowledge, new culture, new experiences, how to adapt in a new classroom environment and get to know many new good people. Thank you UNESCO APCEIU for establishing such a great program for teachers across borders to gain more experiences and knowledge in the education field.



The Double Benefits of the APTE Programme

Indonesia

By Fransiska Ika Prihatiningsih

Education for global citizenship helps enable young people to develop the core competencies, which allow them to actively engage with the world and help to make it a more just and sustainable place. It is best implemented through a whole-school approach, involving everyone from learners themselves to the wider community. It can also be promoted in class through teaching the existing curriculum in a way that highlights aspects such as social justice, the appreciation of diversity and the importance of sustainable development.



Regarding the process of teaching and learning the global citizenship curriculum, international teacher exchange programs can be the answer. It is the method to expose educators to other countries, cultures and societies as well as to new pedagogical methods and competencies. South Korea, for example, is the country that works with the United Nations to foster a sense of global citizenship through a teacher exchange program that brings foreign teachers to Korea and gives Korean teachers a chance to visit classrooms in dozens of countries around the world.

This best practice particularly focuses on how the global citizenship curriculum is integrated into English class at Geumsan Girls' Middle School. During the Indonesia-Korea teachers' exchange program held by APCEIU-UNESCO and the Ministry of Education Korea-The Ministry of Education Indonesia in 2015, there were three classroom activities in the Indonesia-Korea teachers' Exchange program designed by the school: English, culture and reading classes. In this case, the English class for the first-grade students was the main focus to be discussed. Two Indonesian teachers and one Korean teacher were involved in the program which integrated culture and English as the main language to deliver the teaching materials. The teaming up program was started by a discussion on how to design the lesson plans. The result of the discussion was the idea to use an English textbook, which was used by the school for the English class, and the lesson plans of English would be based on the Korean curriculum content of English and would embed the Indonesian culture content in the lesson plans. There were twelve meetings of the teaching and learning process conducted by the team teaching.

How do you embed the global citizenship core skill From the classroom activities, it can be considered that the teachers had embedded the global citizenship core skills in the English curriculum content through the steps of the teaching of project-based learning and communicative learning approach. The learning process was based on the social relationships among humans, especially to enhance the understanding of language and culture. The learning plan on a project-based learning program was innovative, meaningful and actively engaged the students in every learning process through discussion, reading, performances, playing games etc. Therefore, the descriptions will be based on the activities and themes conducted in the



process of the teaching and learning program as follows.

The lessons aimed to heighten multicultural awareness and self-esteem through English lesson activities. The students developed an intercultural understanding of Indonesia by exploring the cultural traditions, values and beliefs. The first program held for the first grade was “Enjoy Indonesian-Korean Culture”. The content of cross-cultural culture was delivered through describing, retelling experiences, the transactional text for offering something and the responses and a sequencing project of Indonesian culture. They found out the similarities and differences between Korean and Indonesian traditional food, games, musical instruments, clothes, sport, tourism spots, and dance. They practised the conversation of offers by using the phrases. By learning the lesson, students developed their understanding, demonstrated respect for features of other cultures (Indonesia) while developing their awareness and understanding of expressions offering something and practised using these expressions with their friends.

At the second meeting, the students read a text about Korean culture. It was a text about students’ experience in making a traditional pencil case (hanji), kimchi and bibimbap, and trying on a hanbok. After that, they did the reading comprehension exercises based on the text. The teacher then gave a text about “Enjoy Indonesia Culture”. The students learned the text and did the exercises based on the text. In this lesson, the students interacted with the passage to extract meaning and picked out available information on the cross-cultural content. They learned more about their culture and compared it with Indonesian culture.

At the third to the fifth meeting, the students were given information about Indonesian tourism spots, traditional dances, costumes, musical instruments, and foods. A whole discussion was opened to check students’ understanding of the new knowledge. Then, groups of 5 were formed to give opportunities for the students to find more information about Indonesia through online references and made a PowerPoint presentation. Project-Based Learning, in this case, offers one of the best ways to provide students in the classroom with authentic literacy experiences by having them read and write for a real purpose.

The sixth meeting was a demonstration of what the students had explored in the previous meetings. They presented their PPT on the Indonesia tourism spot, traditional dances, costumes, musical instruments, and foods. Their presentations were wrapped up by their performance related to the topic they presented such as dancing one of the Indonesian traditional dances, singing one of the Indonesian songs, and cooking show on how to make ‘rujak’ and ‘lotek’. This project had allowed the students to demonstrate their skills in communication and collaboration.

At the seventh to tenth meetings, the students had a cooking project. The lesson was opened by a whole class discussion. The students discussed the food that they liked most and Korean eating habits. After that the students wrote the Korean food recipes that they had in their groups. To close the lesson, they had a brief discussion on the similarities and differences that they could find from Indonesian-Korean eating cultures. At the following meeting, they showed Indonesian teachers how to make Korean foods such as tteokbokki, japchae, bibimbap, bulgogi, and





nurungji and tasted them together. At the last two meetings of the cooking project, the students had their experience to explore Indonesian traditional foods by learning the recipes, practising to cook, eating and enjoying the unique taste of the Indonesian foods.

Understanding customs could also be conducted through grammar class. At the eleventh and twelfth meetings, the students learnt about modals. The themes were about the school's rules

and the customs of Indonesian and Korean. The objective of this lesson was to help the students accustom to the idea that there are many cultural practices and points of view. It was also to attach positive feelings to multicultural experiences so that each learner will feel included and valued, and will feel friendly and respectful toward people from other ethnic and cultural groups. The students watched the video about the school's rules, played a game based on the video, and had a class discussion about the differences and similarities between the school rules in Indonesia and Korea. Posters were the product of this session.

As a wrap-up, by doing this way, the students gained double benefits. They got the opportunities to comprehend the global citizenship values content and developed the English language structures at the same time. In addition, the most important thing for both Indonesian and Korean teachers is a chance to build understanding by accepting differences and understanding each other.



By Riski

Drastic changes in the curriculum of each country are always an interesting theme. The curriculum in education is one of the essential components for both developed and developing countries. Few years ago, developed countries such as South Korea had a curriculum that focused on students' high academic achievement. No wonder it has always been one of the top countries in the world rankings in academic achievement tests such as Program for International Student Assessment (PISA) and Trend in International Mathematics Science Study (TIMSS). However, this is not directly proportional to the willingness to learn, students' happiness and teacher quality (So & Kang, 2014). Based on this evaluation, they changed their curriculum to focus more on the student competence and happiness which was then known as the "Happy Education" curriculum (Kim & Kim, 2020). Then what about developing countries like Indonesia?

Indonesia as one of the developing countries has difficulties in improving the scores of international assessments such as PISA and TIMSS. This is evidenced by the academic results of students in Indonesia always being at the bottom ten of all participants in terms of reading literacy, science, and mathematics and even a decline from 2015 and in 2018 (Tohir, 2019). In contrast to South Korea, the level of students' happiness in Indonesia is at the top of all countries taking the test (OECD, 2013). This becomes an interesting phenomenon to learn more about the big differences that occur between the two countries. Several programs are implemented for comparative studies and at the same time are increasing diplomatic relations with these two countries. One of the programs organized by UNESCO APCEIU is Asia Pacific Teacher Exchange (APTE).

Being one of the participants in APTE in 2018 was a valuable experience for me to get a concrete picture of the implementation of the curriculum in South Korea. During my placement in primary school, Okcheon Elementary School, Haenam, Jeollanam-do, I found that the implementation of the elementary school curriculum in Korea has changed from being centralized to decentralized. There is an opportunity to develop a curriculum according to the needs of each school. The local policy at Okcheon Elementary School covers a compulsory curriculum and the development of a creative experiential curriculum. The interesting aspect that I could take was the first and second-grade level curriculum. They only provided five subjects namely Korean language, mathematics, decent life, wise life, and happy life. In addition, the development of interests, talents and skills was very visible both indoor and field learnings. However, it seemed that the South Korean culture that requires children to get high grades had not died out because many paid for tutoring services named "Hagwons" which had sprung up around the city. Many parents still want their children to get high grades even though there is guaranteed education from elementary school to high school with a zoning system.

Unlike Okcheon Elementary School, in my elementary school SDN Sidotopo I/48 Surabaya, the curriculum really demands that children get high academic scores. However, this demand is not in line with parents' ability to provide additional tutoring facilities because the average parent at my school is from a low-income community. In addition, there is no mentoring and learning supervision from parents considering that both parents have to work. Meanwhile, environmental conditions that are not conducive,



such as frequent acts of crime, bullying, and harassment, are some of the factors that influence the growth and development of children. Domestic violence against children is also a very common issue among students at my school. Aren't these two countries completely different? Is there something the two countries are trying to do in common?

Based on my experience of teaching in two countries through the APTE program, both countries are working to foster global citizen education. Global citizenship education has the aim of building the next generation to be more aware of the world's interests and take part as an agent of change in the world (APCEIU, 2018). The application of global citizenship education is being sought to be integrated into indoor or field education. One of my final projects in APTE was to connect two students from two countries, South Korea and Indonesia. I named the project "Smile is an Unbeatable Power". This is an activity to provide student support from South Korea to students in Indonesia who are experiencing an earthquake and tsunami. I uploaded the documentation of this project on my personal youtube account with the link: <https://www.youtube.com/watch?v=M1fZEJ1bMHk>

After the program ended and I returned to Indonesia, I tried to formulate a big project called, "A Happy School". I held discussions with school stakeholders to modify the existing curriculum in schools to become happy schools. I emphasized some aspects focusing on developing skills, interests, talents, and the happiness of students and teachers. My happy school took the theme "Be the best version of yourself!". We initiated a happy student day program every Saturday where children were free to choose a class they liked. There was no classification based on the class level but there would only be interest and talent classes. Those who like to sing will take singing classes; those who like to draw will take drawing classes, etc. The purpose of this activity was to give students a space to express themselves to be the best version of them and be free from coercion. In addition, we also implemented a "happy teacher day" where teachers were invited to play as though they were returning to childhood so that teachers could express themselves as well. This activity aimed to reduce a teacher's stress on work demands so that teachers would reduce pressure on students. The result of these activities was an increase in student achievement in various fields ranging from academics, literature and arts to sports. In addition, the accompanying impact was a reduction in the level of violence between students and in complaints from parents about education services and teacher performance. "A Happy School" program is character building through habituation before learning took place. For example, on Mondays, an effort to foster the character of nationalism through flag ceremonies, then on Tuesdays the cultivation of religious characters by habituation of praying Duha together. Wednesday is the cultivation of love for local wisdom through storytelling activities, then Thursday is the habit of loving the environment with a zero waste program, and on Friday is the habituation of physical fitness with joint exercise.

From the activities mentioned above, they were complemented by a "Happy Morning" program, an activity where the teacher stood in front of the school gate welcoming students with a friendly smile and said "good morning" to students and parents who came. We also prepared a student stage at the end of each semester where all student clubs could display what they had learned during one semester.

What about efforts to cultivate global citizen education? We often hold the "Guest Teacher" program by inviting guests from other countries with the aim that students get to know other countries and have an interest in establishing good relations with other citizens. Some of the guests we have invited came from



Malaysia, Spain, Australia, Canada, and of course South Korea. In addition, we also maintain networking with South Korea by inviting the Principal of Okcheon Elementary School, Mr. Kim Muh Yeong, to our school in Indonesia to share stories with all principals in the Semampir sub-district (approximately 30 principals). In addition, we also conduct international online sharing with teachers from other countries.

As my initiation, we share best practice teaching experiences with them through the teacher community platform. This activity has been held three times with approximately 200 participants in each event. From this activity, principals and teachers have been inspired and motivated to transform learning development and integrate global citizenship education in their respective classrooms. The Happy School project has been covered in mass media such as local newspapers and television. In the future, we will try to initiate a 'Happy Children Center' where students from underprivileged backgrounds can learn 21st-century skills and improve their talents for free.



By Hadi Sukoco

Firstly, I am very grateful for an amazing experience I had as an Exchange Teacher in 2018 Asia-Pacific Teacher Exchange for Global Education. As an exchange teacher from Indonesia, I highly recommend this program which helped us as teachers to become more humble, creative, innovative and open-minded wherever we are. 90-days in Jochiwon Girls' Middle School taught me many things. I was able to share my culture in my educational activities and learned from my students and the teacher as well. This program gave me valuable experiences on how to get connected with the host teacher and Korean students. The most important thing the host school teacher has taught me is that if we put our heart into every single teaching activity with the students, the mutual understanding and relationship between the teacher and students will be built effectively.

On other hand, the main value that I found while getting involved with the host teacher and the students in some activities are:

Respect for diversity

The host teachers in this school really respected me as a foreigner. They were very patient by actively listening when I needed something to do or was asking for help. I tried to maintain ongoing communication by learning a simple daily conversation when I came to the office in the morning and left the room in the afternoon, for example saying "Hi" in Korean language. When they knew I was a Muslim, they gave me a lot of attention, for example, directing me to find room for prayer inside the school and asking me about the daily menu for Halal Food. We discussed the diversity of both Indonesia and Korea. They gave me every Friday the time to take Jumat Prayer because it is an obligation for all Male Muslims in the world to give some notes to find the mosque. When they took me to go around on the weekend for an excursion, they reminded me to give my time for a while to take Solat or Prayer. The students also gave their explanation of Islamic New Year 1440 H. Grade 9 students introduced Islamic holidays as the major religion in Indonesia, namely the Islamic New Year, to Jochiwon Girls Middle school students. I used this opportunity to explain the meaning of the Day of one of the religious holidays in Indonesia.

Shared sense of Empathy and Solidarity

When they heard the news about the earthquake that happened in my country, Palu Donggala, Indonesia, on 28 September 2018, they asked me about my family in Indonesia and asked about the condition in the country. The thing that surprised me was that even though I was there for only three weeks, many students from this school wrote letters and posters to show their empathy and made a charity in order to show their solidarity to support the victims of the earthquake. These kinds of empathy and solidarity show us their awareness and sense of being global citizens.



Responsibility

The teacher and students showed a responsible attitude in everything. The students always finished their task or assignment that was given from the teacher on time. Also, the teacher checked the students' results immediately after finishing the class. In the afternoon, the students cleaned the classrooms and school based on their schedule.

Discipline

The Korean teacher in this school always came to school on time and was never late to the class before the bell rang. This is a good example for the students and for me. The students cleaned up their learning materials when they finished the lesson. They always wore the uniform based on the rules, and when they had a PE class they changed the uniform with the sportswear.

Critical-thinking

The teacher showed their professionalism in daily teaching by encouraging the students with project-based learning, inquiry learning, and based-evidence practice. The teacher engaged students by defining a student-centered approach where the students actively engaged in a curriculum-based project driven by authentic real-world problems that often required expert-like thinking. I saw the students typically worked in a team to achieve commonly defined and measurable learning goals. The students worked on actual products as project outputs that are targeted at a certain audience, thus extending the impact of students' learning beyond the classroom. When I checked the students worksheet, I saw that the worksheets were very unique and creative in order to gain critical thinking of the student. I also got an opportunity to join in classroom supervision, or what they called "Teacher Open House", which was conducted to observe a teacher and students' activity in some subject studies. They had already prepared and divided the teachers into some groups to observe teaching-learning activity while a teacher was teaching them. At the end of the activity, the teachers gave feedback to each other on what has been observed. Feedback could be in the form of strategies or models of teaching, media and learning evaluation.

Togetherness

I joined many activities during this program which help us get together, such as Sport Day Celebration. This school program is recommended to be done for students & teachers. The activities were aimed at increasing the competence and skills in sports, fostering a sense of brotherhood between students and teachers and the cohesiveness between classes. All teachers and students were involved in the implementation of these activities. The unique thing is that they used their favorite costumes from cartoons & fruits characters, occupation, sports, and movie characters.

I also joined "Jochiwon Girl's Middle School Teacher Club", a program formed by a group of teachers who have an interest in a hobby, sport or just travel to some place. This program was held twice a month (every second week). I was given the opportunity to participate in the teacher club and visited natural lakes and Buddhist temples in this city. It is a very good program, because it could strengthen the cohesiveness between the teacher and share their hobbies or preferences.

And last I joined a parenting program. This program is for students who need special training



in character or have family issues, whether relationships or financial problems, etc. I was given the opportunity to participate in this activity. On Sunday, I travelled to Seoul to visit tourist attractions with teachers, students and their parents. This activity was expected to strengthen the relationship between parents and students, as well as the teachers themselves.

Those values allowed me to integrate culture in my major subject (science) as well as cultural knowledge and insights into the students by learning culture from a comparative and cross-cultural perspective between Indonesia and Korea. By integrating culture in our educational and pedagogies, we try to strengthen our culture with the philosophy itself.

Lastly, for me, the Asia-Pacific Teacher Exchange undoubtedly plays an important role in education because it broadens our minds to respect the diversity of culture.



By Lilis Sulistyawati

Thank God for the amazing life that was given to me for 3 months in South Korea. That was a wonderful journey with many experiences while working in Yulcheon High School in Suwon. The educational activities at my host school and normal routines of the students and teachers there were very interesting and inspiring and motivated me to adopt and practice them at my hometown, especially global citizenship education, creative, experiential activities, and the positive discipline in the classroom.

The first time I was there, the principal, all of the students, teachers and employees gave us a welcoming ceremony at the school gymnasium. It was very awesome although I couldn't understand what they said in Korean, but it was an enjoyable day. I had to build good relationships with everyone at school, but it was not easy, because some of them could not speak English. It made me dare to try to speak Korean even though I could only speak a little bit. I tried to establish rapport with the students, teachers and the school employees with all my love for them as my second family in Korea. Of course, this was very difficult for us, I mean for the students, the teachers, the employees and me, because we could not communicate well with each other. I could only communicate with my mentor teacher, and they could not communicate well with me without my mentor teacher as our interpreter.

In the first week at my host school, I had a chance to observe all school facilities and first-grade classroom activities with my mentor teacher. I observed English, Music, Technology, Social Needs and Creative Experiential Activities classes. I also observed the second-grade English class, East Asian History class, Korean class, Art class, Creative Experiential Activities class and the third-grade English and Math classes. I also attended the parents meeting, teachers meeting, joined students council activities and observed evacuation rehearsal activities, school workshop and all the school environment and social welfare services. I used these opportunities to get closer with the students, teachers, and parents to learn more about Korean culture and language which were very interesting to me.

I had an amazing opportunity to introduce Indonesian culture not only at my host school but also at another school, teacher communities and office education of Suwon. All the classroom atmospheres made the students get the highest motivation and mutual respect to enhance learning. I really saw how the students study very hard every time not only in class but also at the library, especially the students in the third grade who were preparing for the test (Sueneng) to enter the best University.

I also knew how the students loved each other and really respected the teachers including me. We often discussed Indonesian culture and Korean culture, the food, the dance, the school life, the teenage activities in Indonesia, the similarities and the differences between us. We also talked about Asian Games that were held in Indonesia during my stay in Korea.

In the second week to the end of the APTE Program, I started preparing to teach in class. I taught the culture class in the second grade and in the first grade. Every day, I tried to build relationships with the students and the teachers.

Both Korea and Indonesia are countries that have a diverse culture and highly respect the culture. Korea and Indonesia also have historical backgrounds not much different. Both have been colonized



by other nations for a long time, and now is a great chance to teach The Maritime Spices Routes and Indonesian Spices in collaborative teaching with East Asian history to the second graders: how the spices are sent to Korea through Nagasaki and Busan Port from Maluku Indonesia and what kind of spices are sent from Maluku (Indonesia) to western and East Asian countries such as Korea and Japan.

When I taught my class on the subject of spices, I cooked Soto using some traditional spices from Indonesia for all my students. Soto is one of Indonesian traditional foods that is similar to Galbitang in Korea. I also cooked Sate for them which is the same with Dakkochi in Korea, so they could taste the food that I cooked. We cooked another traditional food, Nasi Goreng, together in class. On another day, I taught them about Indonesian traditional clothes. I brought my traditional clothes so that they could try it on. I also taught Indonesian traditional dance and we danced together with the students and the teachers - they were very interested and enjoyed it.

We did many activities together every day from morning until afternoon, and we sometimes went to explore Korea or took part in some workshops on the weekend. Some of their actions that I brought to my class at hometown are:

1. Creative Experiential Activities that can motivate the students to grow their passion in life.
2. Creating happy classes that awaken students' souls.
3. PDC (Positive Discipline in the classroom)
4. Being an international citizen, global education, love and help each other.
5. Being innovative, creative, and democratic teachers.
6. Student achievements, discipline without violence, reflection of all the achievements of the students.

I also accompanied the student council and the parents to carry out the school campaign for safety with the students: no violence, no smoking and no drugs. Some of the students gave me an apple on apple day. It is very nice for me. They accepted me as their teacher with all of their love and so did I. This situation made us closer to each other. Finally, we can get a cross-cultural understanding well and really love each other. I really love them like my students in my hometown.



By Rosdiana Rawung Arnold

My Name is Rosdiana Rawung Arnold, and I took part in the Asia Pacific Teacher Exchange in 2018. In September 2021, along with one of my fellow teachers at the Host School, Incheon Daegun High School, we plan to hold an online student webinar that will involve four schools from two countries. There will be Mutiara Baru Vocational High School, Mutiara Baru High School, Incheon Daegun High School and Incheon Haesong Girls High School. This webinar aims to provide an international conference experience for students to speak in public, and get to know and exchange information about culture and education from both countries, Indonesia and South Korea.

This is the third time for me to accommodate an International Webinar since the Covid 19 Pandemic occurred. It started with the school from Malaysia and then continued with students from Thailand, who also participated in APTE in 2018. The main topic of the webinar is “The Differences and Similarities about learning systems during the pandemic, learning innovation during the pandemic as well as culture”. Since the pandemic occurred in almost all parts of the world, many schools have been constrained to carry out several activities planned, especially those involving other countries to meet face-to-face. I feel very lucky that under these circumstances I can still get the opportunity to hold webinars for students and encourage them to dare to express their ideas and thoughts in an international discussion opportunity. All of this was motivated and inspired by my experience participating in teacher exchange activities for about three months in South Korea in 2018.



At the beginning of September 2018, after following a local adjustment for almost one week to learn about education, culture and customs in South Korea, we were dispatched to our host schools that had been predetermined. Although I had participated in local adjustment training, I was worried about what we would face when we teach and live in South Korea. Even though South Korea is in mainland Asia, there will still be different cultures, customs and perspectives. I was worried about their perspective and attitude, especially towards me, who is a Muslim and wears a hijab. How are they going to accept me?

The host school I was assigned to was a Catholic School for boys. My worries slowly disappeared because of their warm welcome. What amazed me was how they prepared themselves and everything to receive us so well. Every student was encouraged to find out all information about the culture, society, politics and natural conditions of Indonesia. Posters about Indonesia made by students had been prepared to welcome us teachers from Indonesia. Many questions were asked me during the teaching activity. They were not only out of curiosity, but students also wanted to have an experience and were trying to adjust to me as I also tried to adapt to their environment. Lucky for me, at the host school I was not only guided by a mentor teacher but also accompanied by a partner teacher during class teaching, so the biggest



obstacle, such as language, became easier. I could even try to speak and write Hangul to make it more understandable for students during the lesson.

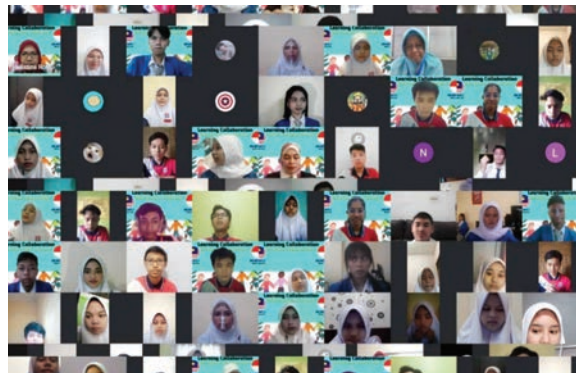


There are so many fun activities during class such as English Class, Project Class, Culture Class, Extra Activity Class, Student Field Trip and Parent Class. And there are so many experiences that I would like to pour into like a book of journeys. Each class always responded well and happily. In the English class, students learned about comparative adjectives as the main subject while the related subjects were art and culture about “similarities and differences between Indonesia

and Korea”. On this occasion, students explored more about the customs, natural conditions, cuisine, and tourist destinations in Indonesia and South Korea. Then, they made a poster to present. Besides English Class, another class that is no less memorable was the Extra Activity Class. On that occasion, I tried to introduce Indonesian food, and we tried to cook it together with available ingredients in Korea. It was not easy for the male students to do the cooking activity, but they really enjoyed it and seemed to have tried very hard. At the end of the activity, both the teacher and students ate their dishes with joy. They not only learned about Indonesian cuisine but also could compare the similarities and differences with Korean cuisine as well.

It was an impressive teaching experience. I am very impressed with the high willingness of the students to learn. With curiosity, they study hard and work hard to achieve future success. With full discipline, they prepare themselves, especially for grade 3 to take the Suneung Test. Seeing how hard they study from morning to night, I want them to be happy. Therefore, when I was teaching them, I tried to figure out how to invite them to learn in a fun way. So that they still feel happy even with so many learning burdens they have. They have to be balanced either way. There is nothing better than doing something with happiness. While there, the most important things that were instilled in students were things related to attitudes such as discipline. Discipline in terms of time, cleanliness and learning as well as social ethics and respect for teachers are the values that really need to be instilled, especially in today’s young generation. As an Indonesian exchange teacher, I didn’t forget to teach how important it is to understand differences, because I came from a country where there are so many different cultural backgrounds and “unity” is one of the foundations of our country’s life.

Short story, this opportunity was not only a teaching experience but also a learning experience for me to understand many things about South Korea. In addition, an experience that is no less interesting and memorable for me is visiting tourist attractions in several parts of the region of South Korea. Not only seeing the beautiful scenery in





autumn but there are also many other interesting things, such as seeing the history of Korea's development from the royal period to modern times. One of the great attractions is the K-Pop Wave. Who doesn't know about K-Pop? Almost all over the world there has been a K-Pop fever, especially among young people. This was one of the experiences that my students definitely looked forward to when I returned to Indonesia. I wondered what K-Pop was like in South Korea and how it got so global. On one occasion I was traveling around Seoul just to specifically visit some big agency places that I often hear about K-Pop. Armed with courage, traveling alone around the city of Seoul was certainly not easy with all the limitations that existed. But the impression I got when I dared to walk around alone without a guide was a sense of security and comfort. I was not afraid to drive at all even at night. In my opinion, the first requirement to be a tourist attraction is to be able to provide a sense of security and comfort, safe transportation and clear direction as well. And of course with the people around who are ready to provide information whenever tourists need it.

When I visited, I saw how serious and focused a large agency in Korea was in promoting their artists, even one of these agencies had built a special museum with all its contents, which was prepared for K-pop Lovers to be able to see their work and even meet in person with their idol. So many K-Pop lovers had come directly from various countries specifically to see them. Interestingly, some fans even stayed overnight so they could meet their idols.

Another thing that is no less interesting was visiting tourist attractions while wearing Hanbok. This was one of the things very interesting to tourists and to me in particular, learning history and enjoying the atmosphere of one of the fairly large palaces in the middle of Seoul. This gave me the idea that when I returned to Indonesia, the most enjoyable learning experience would be to let our students get hands-on experience. So, what is learned will leave a deeper impression and be much easier to understand?



Three months is quite a short time to get to know something better, such as the environment, friends, colleagues and many things. However, with all the welcome from both the students and all the teachers there, I felt as if I had a new family that I will always miss. Existing limitations and constraints are not a barrier. What I value the most is that we can learn to understand each other and appreciate all the differences that exist. Understanding and respect are the keys to creating peace. In Indonesia there is a phrase "Tak Kenal maka tak sayang", or if you don't know you won't love it. By understanding, we get to know each other and slowly grow mutual feelings to care for each other.

There are many positive things that I have brought back from this exchange activity. Some are even applied to my school, for my students and even for me. For example, ethics, culture, habits, learning methods and learning tools. All the experiences I have mentioned gave me a sense of confidence and encouragement to maintain this good relationship. The three precious months were not just a memory but more like the beginning of good relations between two countries that I will continue to foster. And it



will encourage the creation of peace in differences. Therefore, I want what I felt and what I got from my experiences to be felt by both teachers and students at my school in Indonesia. Through relationships that have been established from virtual conferences during this pandemic, students could learn directly and exchange information related to education and culture. At the same time, the students have the opportunity to make friends with students from other countries. I hope that this pandemic will be over soon. With this friendship, we can strengthen each other and hope that when the pandemic passes, we will have the opportunity to meet face-to-face and continue with other forms of cooperation, creating world peace as part of Global Citizen.





By Sry Mulya Kurniati

There are two best practices that I want to share here; the first is the implementation of the Korean Festival in the Indonesian school and the second is the implementation of international Online conferences with the host school and other partner schools.

I am an alumnus of the Indonesia Korea teacher exchange program 2019. During the program, I got a fruitful and new horizon on Global Citizenship Education (GCED). GCED must be placed at the center of the education system. The great question of global citizenship education is how to build solidarity with people we do not know, not those we do.

When I visited Korea for three months, I could live harmoniously with Korean people. For instance, the connection between me and Korean teachers and students improved when we had to work on projects together. In addition, by focusing on trust and motivation, we could finish our project well because we could appreciate different opinions, points of view and diversity. Those who really understand the GCED will have good soft skills such as: having good emotions and good communication skills.

Korea is a developed country which has good technology, long history and cultural heritage. In terms of culture, Korea is very popular in Indonesia. Most Indonesian teenagers love Korean culture. They are also familiar with Korean dramas, songs and dances. Korea is also our neighboring country which is located in the Asia region. To avoid conflicts, GCED should be part of the school curriculum and should also be integrated into extracurricular activities at school. The pilot project that I have already made to engage the students with GCED was “introducing GCED through Korean Festival”. Learners are encouraged to engage and proactively promote peace and establish relationships in resolving interconnected challenges of the 21st century.

Making Korean Festival at school will also address the importance of incorporating Global Citizenship Education into the school curriculum which will guarantee lots of students’ fruitful learning, networking, advocacy and strategic innovative worldviews.

The objectives of introducing GCED through the Korean festival at school were to show that GCED should be part of the school curriculum so the students will know how to respect diversity, build solidarity and share a sense of humanity. Second, we introduced Korea as a developed country which has great technology, long history and cultural heritage. Indonesian students learned how Korean people build their country and create great human resources. Third, we aimed to teach the students how to recognize, respect and appreciate differences and multiple identities, to live in harmony with others. Fourth, we taught the students how to pay attention to others, especially the most vulnerable, and demonstrate empathy and compassion





Also at the Korean festival, the students were able to see the real Korean culture, arts, handicrafts, and traditional food, and they can be proactive to participate in Korean dance and Writing Hangul Competition.

Introducing GCED through a Korean festival at school can have positive impacts on the school community (both teachers and students). GCED has a lifelong learning perspective, beginning in early childhood and continuing through each level of education into adulthood. It requires formal and informal approaches through the implementation of the Korean festival, interventions covering both educational programs and extracurricular activities, and conventional and unconventional methods to encourage the wide participation of learners. Learning topics should be practical and appropriate to the age of the learners, as well as to diverse geographic and socio-cultural contexts.

The target groups of the Korean festival were all the teachers and students in Vocational High School number 6 Palembang, Indonesia.

The structure of the Korean Festival at school was initiated by Me as an alumnus of the Indonesia - Korea teacher Exchange program 2019. This activity was fully supported by the regional Educational Department of South Sumatra Province, Palembang City, Indonesia and was fully supported by all the school family members, including the principal, teachers, students and parents. This Korean festival was conducted in the schoolyard for three days (13-15 February 2020). There were some booths. The first until the fourth booth were the displays of winter time, summer, spring and autumn in Korea. The students and teachers could take photos there. There were also some booths which displayed Korean arts, handicrafts and traditional Hanbok and another booth which displayed the cooking class of traditional food such as kimchi and tteokbokki. Furthermore, there was also a performance of Korean traditional dance in the schoolyard, which was the “Buchaechum Dance”. On the second day, the students might join a writing Hangul competition and photo contest by wearing traditional Hanbok. We also invited the head of the regional education department to open the Korean festival formally and his speech was really welcomed.



Introducing GCED through Korean festival at school has a lot of outcomes. The students seemed to really enjoy the Korean Festival, were very curious about and enthusiastic to see the arts and cultures of Korea, and were actively participating in the writing Hangul competition. By joining this activity, the students learned about the diversity among nations, so they could accept the differences and appreciate various peoples. This festival also aimed to empower learners of all ages to assume active roles, both



locally and globally, in building more peaceful, tolerant, inclusive and secure societies. By having the Korean festival at school, GCED has been put and integrated into the school curriculum. They are interlinked and integrated into the learning process.

Some strengths were found during the implementation of the Korean Festival at school. There was one teacher in Vocational High School Number 6 Palembang who participated in the Indonesia Korea Teacher exchange program 2019. She could be the agent of change and contributor to expanding GCED in the school community. The Korean festival was fully supported by all the school family members including the principal, teachers, students and parents. It was also supported by the regional education department. In the booth of the Korean festival, the properties of Korean arts, handcrafts and Hanbok were very complete so the students could see the real Korean arts and cultures. The Korean festival was attended by all the school family members, thus, the school was really crowded. The students looked very enthusiastic in attending every booth of the Korean festival and being active in joining the writing Hangul competition and photo contest wearing traditional Hanbok.

The follow-up activities to be done

Partner school (Seoul Technical High School) will visit State Vocational High School Number 6 Palembang Indonesia in January 2022 if the Covid 19 pandemic has terminated both in Indonesia and Korea. There will be 10 teachers, the principal, and the vice principal joining the program for 5 days. During the program, the students from each school will show their cultural performances and give training which will focus on TVET (Technical and Vocational Education and Training). Korean students will show their skills in the field of technology, and the Indonesian school will show their skills in the field of tourism, such as cloth design, culinary arts and beauty class. Online exchange classes among partner schools will be implemented in August 2021. The topic will focus on ICT. This activity is fully supported by the communities of each partner school including the principal, teachers, parents and regional/local government and the Ministry of Education.



Description of Previous Experiences in the Related Fields

I am an alumnus of the Indonesia Korea Teacher Exchange Program 2019 which was hosted by APCEIU UNESCO. It was a great experience for me to meet Korean students and teachers. We exchanged our cultures, shared information about the education system and discussed global issues. By having this valuable experience, I have been empowered by GCED. One of the GCED activities that my Indonesian friends and I have already organized was the “Indonesian Festival” in my host school (Seoul Technical High School, Korea). This festival was carried out for two days. We made a booth which displayed Indonesian traditional food, such as rendang, nasi goreng, bakwan, gado gado, pempek, etc. We also displayed Indonesian traditional costumes, such as kebaya, batik, songket, etc. We also held a “designing batik competition”. Furthermore, this Indonesian festival was opened by performing an Indonesian traditional dance which is called “Tor Tor Dance”. On the festival days, Seoul Technical High School was very crowded, and the students looked excited, curious and enthusiastic to see the cultural richness of Indonesia.





By Hendri Ilyas

Teaching at one of schools abroad had been one of my biggest dreams to achieve. It is actually a great way to create social impact, to gain more interactive experience with students, teachers and school stakeholders while immersing myself in a local community by getting to know the culture, habit and positive attitude of its people and in how capable I am to survive and experience the new life of the city. Furthermore, it was an eye-opening, educational experience seeing how other people lived, whether it was across the country or across the world. Thus, I was very thankful to the Korean and Indonesian Government for having given me the opportunity to experience those.

I flew to Korea with some friendly and great missions. My missions were to make Korean students, teachers and people around know that they have a neighbouring country that also has unique cultures, tasty foods, amazing nature as well as friendly people which are almost similar to the Koreans. I planned to introduce all above in my classroom by working together with the teachers. And throughout my time in Korea, I taught literally hundreds of students ranging from age 13 to 16.



Unfortunately, I wasn't properly prepared and trained in the Korean language so I quickly found myself in need to learn classroom language or commonly used expressions to interact with the students and teachers.

To help things run smoothly during my time at Bucheon Buheung Middle School, the school provided me with one mentor teacher. My mentor teacher was a History and Korean language teacher. She was very humble, active and professional. While I was with her for almost 3 months, I learned a lot from her, especially her professionalism with her professions. She planned her class very well. She came earlier to school to check things that she would do for students. This is one of the positive values I got from this teacher exchange.

On the first day of my visit at Bucheon Buheung Middle, I felt very amazed with the warm welcoming from the principal and all of the teachers. The principal was very happy to have me at his school because he felt that me being there would be beneficial for students and teachers. He hoped that I would enjoy my days at his school and get involved in school activities. After meeting with teachers and principals, my mentor teacher brought me for a quick tour of the school. She showed me classrooms, laboratory, kitchen, library and some other supporting facilities for the students and teachers. I was very surprised that this school had very complete and fun facilities to support the teaching and learning process.

Before I started teaching, I discussed a lot with my mentor teacher. She was very helpful and cooperative amidst her English limitation. Sometimes we used gestures or written format when we got stumbled with each others' explanations. But once in while, she asked the English teacher to accompany her when we had discussion. We talked about what I would like to teach, whether the materials were okay



according to the law in South Korea. I believe that there are certain restrictions that I need to comply with the contents. She also added that I should be aware of the choice of words that I used in classroom as some words were not appropriate to be heard and uttered to the students. She also told me that I may not touch the students if it was not that necessary.



For one whole week, I only observed or attended classes. But before I came in to the classes, my mentor would tell the teacher that I would join their classes for an observation and get to know with the students. Almost every day I visited classes. What I noticed clearly from my observation was firstly, the discipline of the students and the teachers. I never found a case where the students and teachers came late to the school. They normally came 30 minutes before the

class began. The students had to take off their shoes when entering the school building and replaced their shoes with the slippers. When they had physical education class, they had to change their clothes and had to change back when the class finished. There were no students wearing the same clothes when they came back to class for the next lesson.

Another thing I observed was in the teaching learning process. I figured out that the condition was still almost the same as in Indonesia, teacher center. Teachers still had big role in the classroom. teachers still talked and explained a lot the lessons while the students listened to the teachers explanation. But this condition was only applied to certain subjects, like math, Korean history and science even though sometimes teachers involved the students in certain activities and discussions. Perhaps, this was because the students were still in need of guidance and learnt something basic principles. It is almost the same as at Indonesia schools.

Regarding the subjects learnt by middle school students in South Korea, middle school curricula do not vary much from school to school. They study Korean, Algebra, Geometry, English, social studies, and science as the core subjects. Students also receive music, art, PE, Korean history, ethics, home economics, secondary language, technology, and Hanja. It seems that the government not only equips the students with global subjects but the government seems to care of the soft skills and the attitude of the students. What I observed was, even though South Korea is an advanced country, they are not forgetting to teach the students with traditional ethics, traditional musical instruments as well as equipping the students with soft skills in home economics class and technology. The government really wishes to have their next generation who still maintain and appreciate the traditional values and food as well as who are able to compete technologically.

I basically did not teach certain subjects. But I entered according to the slots that my mentor teacher had set. I came to different classes but I taught the same topic. For the first three weeks, I taught about Indonesia. I presented my approved materials using power point , video, worksheet which was also incorporated with an application for quiz called Kahoot and flipgrid for reflection. The students were



very surprised when I told them the map of Indonesia archipelago. They never thought that Indonesia was that big. And the only city they knew was Bali. They said “wow” and “incredible”. They got a lot of new information on Indonesia also like religions, numbers of provinces, weathers and education. The discussion was very alive amidst the language barrier. But I did not lose my determination. We used google translate to help me to explain the information and to help them to make questions and understand what I said. Luckily, the subject teacher understood English much better than the students, so they could retell the information I said. The fun thing was when we played a game. I gave a prize for the students who could answer the questions. This was done to check whether they understood and were interested in my topic. They were very enthusiastic to join the game both using an application or answering directly.

Another interesting topic I taught was traditional clothes of Indonesia. At the beginning of my class I asked the students whether they knew traditional clothes from Indonesia. They answered “no, we don’t”. And then I asked them the traditional clothe from South Korea. They said the one and only, Hanbok. Then I showed them through video the 34 traditional clothes from different provinces. Again they were so suprised. And of course, there were lots of questions like “



Do you wear all these clothes”, how heavy this clothes are and many other interesting questions they were curious of. I was very happy that I could bring some pairs of clothes from my province and I borrowed 3 other traditional cloths from 3 other provinces. At the end of the class, I asked the students to wear the traditional clothes. The teacher also participated and requested them to walk around the class acting like models. It was really fun and one thing for sure the students and teachers had new insights on Indonesia and felt the real Indonesia traditional cloths.

To increase my mutual understanding and appreciation as a global citizen, I needed to learn something new from this country like cultures, language and music. Luckily, when I was at that school, the principal and teachers brought me to a Korean restaurant. They taught and explained to me the way Koreans behave at a restaurant like how to use chopsticks, to pick up food from the bowl, to share the food and to eat nicely and properly. They also taught me what I should do and I shouldn’t do while eating. Before we went to the restaurant, my mentor teacher asked me if I could not eat and drink certain foods. She wanted to make sure that foods she would serve me did not contain pork or alcohol. It was really great respect for me. Another culture experience was I had a chance to learn one Korean traditional musical instrument, Janggu. I got in to music class for several meetings. I found it very interesting to learn. It was quite hard for the first time but finally I could follow the rhyme. In that class, I also showed the students some traditional wind instrument made from bamboo from my province. I blew some but it sounded not that good but I played the video the real sounds of them. The students really appreciated and said that Korean also had the same types of those wind instrument.

I also shared traditional food topic with students. In presenting my material, I tried to find almost similar food between Indonesia and South Korea like Songpyeon with onde onde and Bungeo-ppang



with kue ikan(fish cake) and Yachaejeon with bakwan sayur (vegetable pancake with chilly sauce). My mentor teacher asked me to teach her students at her home economics class to make vegetable pancake. I welcomed warmly and happily. It was time for me to teach the students from very beginning until the end. I knew it was going to be crowded and messy at the kitchen, but I was very glad that I could teach them one of Indonesia's traditional food. All the students were very enthusiastic and paid attention to every step I explained. They really made it and felt satisfied that they could recook the recipes of Indonesian traditional food.



My exchange experience was not only about teaching. I also got a chance to have a discussion with the school principal. He told me that the education system in Korea was extremely intense and competitive. From a very young age, many kids are involved in numerous extracurricular activities. They go from their regular elementary school to academy after academy, and, when they finally come home, they study even more, sometimes with an in-home tutor. He also added

that parents were highly concerned with their kid's success. Especially when the students at the final year at high school. Parents will send their kids to hagwon to have extra class. When they join hagwon, they will be able to enter their favorite and reputable university. It is a big pride for parents when their kid is successfully entering their chosen university. That is why when I went out at night, I still saw students wearing uniforms walking to their home. That is really a great sacrifice for parents and kids to get successful. Another new thing I learnt, sacrifice and struggling.

To conclude, there are some of us on this planet that just weren't meant to live our lives in one place. I am one of these people. Having a chance teaching abroad has given me a fantastic way not only to move and travel but to understand other cultures and values. .By living in a country and working there,, even though for 3 months, I could understand much more about the culture than I would if I just came for a week or two. By teaching abroad, I also had found that I saw places and did things that I would never know about if I was simply a tourist. By getting to know locals, I get the chance to visit locations that sometimes only locals know about. Thus, teaching abroad gives me the opportunity to feel truly immersed.



By Herliyana Hasyim

A proverb may describe well the whole experience of joining the Asia Pacific Teacher Exchange (APTE) Program. Besides all the excitement and the fun, there were some issues that worried me personally.

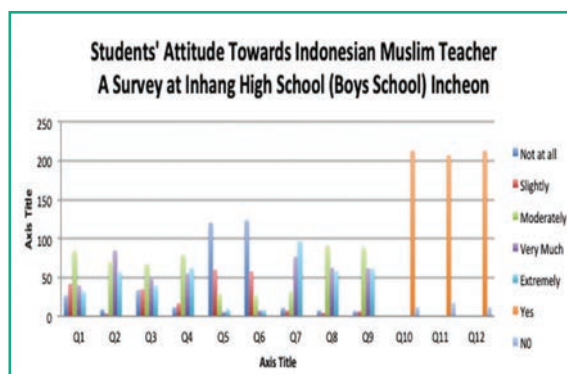
It was such a wonderful moment when I saw my name on the list of APTE participants. However, when one of the interviewers told me that I, as a female Muslim teacher who wears hijab, might become the ambassador of my religion, I started to worry about many things.

The issue of religion was on the top list of my “fears”. How will the Korean students treat me as their teacher? How will they see me? Will they be able to enjoy my class? What about the teachers in my host school? How well can I adapt to the culture? Such questions inevitably worried me very much, before I left for Korea until my first day at Inhang High School. The articles that I read about the subject of religion in South Korea did not provide me the answers that I needed. Therefore, when APTE assigned all teachers/participants to do a project, I decided to do a mini research regarding the issues of religion, which I expected to be able to answer my questions.

It was my first day at Inhang High School, Incheon, when I met a student who greeted me by saying “Assalamulaiakum”, a common greeting between Muslims. I was astonished and speechless for a few seconds, not expecting anyone that I barely knew would greet me so well.

The other day, when I was teaching, a student suddenly said “Allahu Akbar”, one of some compliments to God in Islam. I, once again, puzzled. Then, I took it as the best moment for me to give them a understanding of Islam. One of the responsibilities as global citizens is having a good understanding of many world issues, including religion. Many misconceptions about Islam have led to the “terrorist” labeling. Thus, it was my responsibility to provide some good insights into Islam to Korean students, without stepping too deep into their own religious beliefs.

Furthermore, in order to present a factual finding about how Korean students see a Muslim teacher, I conducted a mini research to students at Inhang High School. The finding was amazing and might be a good source to many people, especially educators or teachers, who need a clearer view about such issues. Hopefully, the diagram below will be able to describe the finding well.



The graph shows a significant number of positive responses of students at Inhang High School towards a Muslim teacher, where almost 95% of them thought that the teacher’s religion (Islam/Muslim) was not a barrier to their teaching and learning activities.

The next fear-to-fun experience in joining the APTE program was sharing Indonesian culture to Korean students.



For most millennial teenagers, not only in Korea but also in Indonesia, culture and traditions are not their “things”. They belong to their parents, grandparents and older generations. Therefore, it was fun yet challenging for me to share Indonesian culture to Korean students.

It was undoubtedly true that not all of the students were interested and excited to learn Indonesian culture. Some students liked certain topics while others were not. For example, when I introduced one of Indonesian traditional dances, most students (all of them are boys, as Inhang High school is only for boys) were shy and anxious when they were asked to practice the dance. On the other hand, many students enjoyed making some Indonesian handicrafts such as hand embroidery.

One of the implicit missions of the APTE is raising cultural awareness among all of the APTE participants as well as the students at the host school. Thus, it was a good opportunity for me, when teaching Indonesian culture, to remind students, the young generation of Korea, about the importance of preserving their culture and traditions.

When we talked about Indonesian traditional costumes, the students were amazed at the varieties of the costumes. Then, we discussed Korean traditional costume, Hanbok: when they should or can wear it, what kind of Hanbok should be worn on which occasion. It was not surprising to know that most of them did not like wearing Hanbok, even on Chuseok day. Therefore, I considered it as a good moment to remind them of the importance of preserving their own tradition and culture. In the next 10 - 15 years, their tradition and culture may vanish if they do not preserve them as soon as possible. Or the worst thing that may happen is, when other countries acknowledge their culture and tradition.

Cultural identity is constructed and maintained through the process of sharing collective knowledge such as traditions, heritage, language, aesthetics, norms and customs...

In the globalized world with increasing intercultural encounters, cultural identity is constantly enacted, negotiated, maintained, and challenged through communicative practices. (Chen, 2014).

Visiting many tourist places around Korea had shown me how the Korean government had attempted so well to preserve their culture and tradition. Many palaces seemed to be in a good and almost pristine condition. Tourists were welcomed to enjoy the sites comfortably.

This responsibility of raising cultural awareness was not only applied to Korean students at my host school but also to my Indonesian students. After completing the program and returning back to my school, I shared my experiences and the values I learned during the APTE program to my students.

Table 1. Questionnaire

No	질문 (Questions)	전혀 아니함 없음 (Not at all)	조금 (Slightly)	조절이 (Moderately)	조금 (Very much)	전혀 (Extremely)
1.	I have known about Indonesia before the Indonesian teachers come to my school					
2.	I am interested to know more about Indonesian					
3.	I have already known about Indonesian Muslim before the Indonesian Muslim teachers come to my school					
4.	I do not agree that Muslim is always related to terrorism					
5.	I am not comfortable about having a Muslim teacher in my classes					
6.	I can not enjoy the learning process in my class because of the teacher is a Muslim					
7.	I do not have any problems by having a Muslim teacher in my classes					
8.	I like the teaching method that I used by my Muslim teacher					
9.	I like the characters of my Muslim teacher					
10.	After being taught by a Muslim teacher, I became more aware that teachers' religion is not a barrier in learning	<input type="checkbox"/> 예 (Yes) / <input type="checkbox"/> 아니 (No)				
11.	After having an Indonesian Muslim teacher, I became aware that it is important to be a global citizen	<input type="checkbox"/> 예 (Yes) / <input type="checkbox"/> 아니 (No)				
12.	Through this class, I became more aware that the world is closely interconnected. 이 수업 통해 세상 이 넓어 세계와 더 연결되어 있음을 알게 되었습니다.	<input type="checkbox"/> 예 (Yes) / <input type="checkbox"/> 아니 (No)				



It is unsurprising to know that K-Pop or Korean culture has world-widely become part of many youths' lifestyles. Therefore, it is important for me to remind Indonesian students that they should not forget to value and preserve their own traditions and cultures as well. Enriching their knowledge about other cultures is as important as preserving their own culture. Interestingly, the issue regarding preservation of culture has also become one of my local government's essential programs. Learning culture has been included in Indonesian National Curriculum, where every school may manage the content of the lessons referring to their local culture.

The last important thing that I gained from the APTE program is that I learned many good things from my school life at Inhang High School, such as discipline, hard work, and professionalism. Although I may not be able to apply all of them to my current school, I am still able to apply it to myself.

Sharing APTE experiences with my Indonesian students is always exciting. It is a good moment for me to tell them about the many good academic systems and cultures in Korea. It is expected that they will be able to adopt them in their life as high school students. Some good academic cultures that I find very important to share with my Indonesian students are that Korean students study very hard to achieve their ideals and future goals. Also, while many Indonesian high school students do not have specific future goals, Korean students have been able to design their future goals since middle school.

This issue may not be students' responsibility only but also the responsibility of teachers, principals, educators and all stakeholders. It is very important to direct students to identify their own skills, interests and future goals as early as possible.

Eventually, the Asia-Pacific Teacher Exchange has had, directly and indirectly, many important impacts on teachers as participants, as well as on host schools and teachers' original schools: preserving, promoting, raising cultural awareness and academic cultures.



By Mohd Al Khalifa Bin Mohd Affnan

Upon sipping my coffee and gazing at the busy street of Seoul from the third floor of my mini room, I still couldn't believe that I'm living the dream of teaching in Korea. Now, that was a routine that I went through almost everyday in Sang-do, a place where I lived over the three months duration under the Asia Pacific Teacher Exchange Programme (APTE). It all started when I scrolled through my Facebook one day and stumbled upon an advertisement made by the Ministry of Education Malaysia promoting this programme. The rest is history, just like the other Alumni who went through it.

I have been teaching English for almost 12 years in a vocational school in Sabah, Malaysia and I enjoy the peace and relaxing working environment there. I never want to leave my comfort zone. My growth after several years of teaching has become stagnant, and my commitment in life grows. I was scared of not being able to progress in my current state, so as fate would have it bestowed upon me, I applied for this program in 2017, got accepted, and embarked on the most life changing journey of self-discovery that I have ever experienced.

The combination of teaching experience, international conference, networking opportunity and cultural exchange is a perfect formula for me to not be able to move on from APTE. The program's impact is so significant that it almost influenced me to return and start a new life in Seoul. Within these 3 months, I managed to transform myself not only to be a better educator, but it ignites the passion and thirst for knowledge. I wonder what if this programme was given a time frame more than that?

My host school, the prestigious Seoul Technical High School (STHS), taught me many things. Mr. Im Hyun Bin was my hardworking mentor during that time and with him, I have explored every truth and graceful side of Korea. Since I am teaching in a vocational school in Malaysia, to be posted to STHS is a step closer in apprehending Technical & Vocational Education and Training (TVET) on a global scale. My project on 'How TVET Change the World' concluded that Malaysia and South Korea are emphasizing on the TVET system in becoming a more sustainable nation.

To experience Korea is to live in it. It was quite challenging at first adapting my work style in Seoul Technical High School. The most obvious one would be my duty as a practicing Muslim, where I would need to adjust my prayer and meals accordingly. Nonetheless, Korean teachers were so thoughtful and tolerant as they provided me with a praying spot in the counselling room during the afternoon. For the food, I was so grateful to be pampered by the wonderful choices of meals suitable for Muslim during the lunch hour at the cafeteria. I was always reminded if the meal they prepare is unsuitable, thus making me feel accepted by the community there. I adapted rather quickly.

Language is another challenge to be highlighted since my proficiency in Korean is poor. Honestly at first, I was nervous thinking about how well I can understand the Korean teachers and students, since English is taught as a foreign language in school. There were two ways we communicated. The first was to use basic English to convey the meaning and the second was to use body language to express simple meaning. I remembered clearly when I complimented a Korean teacher by flaunting my coat while pointing at his attire, and putting a thumbs up at the same time, to tell him that I love his coat. He,



of course, got the meaning. I also used the Naver translator app suggested by my Korean colleague to communicate if all else failed. However, what I really admire the most was how the Korean teachers and students put their effort in trying to converse with me in English, word by word, patiently. It was an honor to be appreciated that much so I tried my best to use the Korean language whenever I had the chance.

There were a lot of memorable moments that I could easily write a novel out of, but there was one that really stood out. It was when we held our Malaysia Day in STHS. Other than the typical preparation of showing off our cultural best, I stayed up the night before to cook a Malaysian cuisine called Lemang, a type of glutinous rice, and its peanut sauce condiment. Since my place only has one shared kitchen, I started cooking after 12 midnight to not interrupt the other tenants. Luckily, the Koreans loved it so much that it was the first food to be finished during the event. It was great to know that Malaysian food suits Koreans' taste buds.

APTE brings us something that we could not have gained from asking 'Mr. Google' or hearing stories from avid travelers of all the magnificent things about the Koreans. I am always curious on how people survive, making ends meet in Seoul, while still preserving their own culture despite technological advancement. I know the answer now, after befriending lots of Korean friends, among them are passionate teachers and strangers. From the importance of eating Kimchi and side dishes, to learning the Hanbok dance, to celebrating Chuseok with the family, to exploring the heavily armed border of DMZ and to experience the magnificent snowy season, I have done it all.

Global Citizenship Education (GCED) and Sharing Stories of Asia-Pacific Education Movements (SSAEM) conferences were among the top 2 events that I was really impressed with. Networking capabilities with education enthusiasts around the world has never been so easy and interesting. Educators from Thailand, Indonesia, Bhutan, Finland, and Africa were among the many people that I have met during the sessions. Event after event that APCEIU has beautifully arranged puts APTE on another level.

Upon returning back to Malaysia, I feel refreshed. The things that I used to do before the programme, I did with even more enthusiasm. In December 2017, I brought 18 delegates from Korea, consisting of 5 teachers and 13 students to my school for a Korea-Malaysia Cooperation Program. It was a rare occurrence for Koreans to come to the interior part of Sabah so their visit excited everyone. Among the activities that we did during the program were introduction of assembling and navigating the drone, establishing networking with Seoul Robotic High School (SRHS), and cultural exchange. We received 15 drones as a symbol of good cooperation and future networking with the Seoul Metropolitan Office of Education.

APTE has broadened my mind to become more interested in robotics, so we bought our first set and decided to join the World of Robotic National Championship in July 2018. We secured third place, enabling us to represent Malaysia for the International Robot Contest in Kintex Exhibition Hall, South Korea in October 2018. There, we managed to secure 3rd place out of 14 teams from all over the world. Since then, many students started to show more interest in robotics. I then established an extra-curricular club that gathers like-minded students to play, explore, and educate themselves with drones and robots.

In late 2018, I was announced by APTE as 2017 Best Practice Teacher from Malaysia. It was indeed an honor to be able to come back to Korea again to share my experience as an inspiration to the participants of the SSAEM conference in November 2018. The award was even more meaningful as I got to present my experience in front of Malaysia's Deputy Minister of Education.



Up to this date, I have organised three international exchange programs from 2018 to 2019. In July 2018, the ALCoB School Student Exchange Program with Seoul Technical High School enabled us to establish even further networking with the South Korean education system. Both schools signed the Memorandum of Understanding (MOU) to commemorate our relationship in this programme. With a total number of 4 teachers and 10 students, Malaysian students learned how to build drone frames from recyclable materials, and also learned how to cook bibimbap, a famous Korean dish. In return, Korean students have enjoyed experiencing the richness of nature in Sabah. This program can be found on YouTube and it also made it into our national television and local newspapers.

More programs were done in 2019. The first one was a program called ‘Gaja! Korea’ in September. I led 19 delegates from my school to visit several technical institutions in Seoul in 8 days. Many activities were executed during the busy schedule and not a single day was wasted.

The second international exchange program in 2019 was from Daedong Middle School in Pohang, a city situated in North Gyeongsang. 20 delegates visited us in a one-day excursion to experience our unique culture and activities. I believed that our networking with South Korea institutions grew even more.

In 2020, I was given the opportunity by APCEIU to present in the SSAEM online conference when the pandemic hit us hard. I think it was a new experience for us to transform our physical conference to a virtual setting. Regardless, I took this new norm optimistically and shared the conference link with teachers in Malaysia via social media so they could experience the APTE programme and activities presented by international teachers.

Finally, in the year 2021, I led the Malaysian high school team in the APCEIU Teacher Exchange Programme with Incheon Gonghang High School. It was done fully online but the experience was nevertheless rich and wholesome. I could virtually bring my students and teachers across the border. Online lessons and activities were crafted easily since participants were reachable over the Internet. Technology was used optimally and during this time I realized that there are still so many ICT tools that I haven’t discovered yet. We also exchanged a couple of gifts, and lesson materials such as do-jang, the Korean traditional stamp, so that our students could learn authentically. For our project, we even exchanged instant noodles from each other’s countries! Such experience is only possible with APTE.

Despite all the challenges faced during my journey, APTE is truly a blessing in disguise. It will always be the most favourite moment in my life, but a small part of me will forever despise it for all the contentment it brings together during my excursion. Truth to be told, APTE really sparks me to evolve, and this is the journey of my transformation.



By Michelle Lim Chia Wun

The road to teaching abroad in a foreign school can be winding, circuitous, and meandering, yet this is half the fun! The truth is, the rewards greatly outweigh any challenges faced. Teaching across borders in South Korea in 2018 has opened my mind and eyes to the power of education in shaping a sustainable future and a better world. It's an experience that will last a lifetime and has thoroughly changed my view of education.

As much as I was excited to teach in a Korean host school, deep down, I was nervous since I would be working in a foreign school approximately 4,354 km away from home, with an unfamiliar culture, and I could not speak the language back then.

During the Asia-Pacific Teacher Exchange Program 2018, I was dispatched to Ojeon Elementary School in Gyeonggi-do. Undoubtedly, the language barrier was the biggest challenge for me. As much as I wanted to socialize with the school community, yet, 'annyeonghaseyo' and 'gamsahabnida' were the only Korean words that I understood at the point of arrival in South Korea. To be honest, it was very challenging at the beginning because I could not communicate or



share my thoughts with the teachers and students, and the same goes for them. However, the obstacle was overcome by my eagerness to learn more about the Korean language and culture.

Learning the new language felt like going back to school as a kid once again, but the difference is that this time, I had a clear purpose and was driven by self-motivation. For the first few days, I grabbed hold of any opportunity to learn basic Hangul from my mentor and the English teacher and, at the same time, learned about the school's culture. I started learning about the Korean alphabet - Hangul letters - and the character sounds, basic greetings, and speech in the Korean language, hoping to minimize the communication gap with my new family in the Ojeon Elementary School.

Eventually, this process took me down memory lane to relive the experience of how I used to learn a second language as a kid. To be frank, even though I am a language teacher equipped with second language teaching skills, it's undeniable that I've often viewed language learning through an educator's lens, thus overlooking the importance of viewing it from the learner's viewpoint. Hence, I value this opportunity to experience Korean language learning from scratch, which provided me with a deeper understanding of the challenges Korean teachers and students were facing communicating with a foreign teacher like me.

Henceforth, we have developed a mutual understanding to learn from each other. I believe seeing my effort to learn and communicate even with my broken Korean language helped boost the Korean teacher's and student's confidence in speaking English without stressing the need to be perfect, which had



been hindering them from using the language for communication in the past. Slowly, the teachers and students in my Korean host school were open to the idea of learning another language Bahasa Malaysia. I was given a pile of gift cards written in Bahasa Malaysia at the end of the day. The improved communication finally allowed us to share and learn about our similarities and differences in many areas, such as culture, education, lifestyle, and many more. In addition,

strong relationships that were mutually supportive, respectful, and fun have been built between me, as a Malaysian teacher, with the Korean teachers and students.

As a Malaysian who lives in a harmonious multicultural country, embracing cultural diversity has always been part of my upbringing. While others are trying to assimilate, Malaysia is one of the few countries with multi-ethnic, multicultural, and multilingual societies. However, each ethnic group in Malaysia maintains separate cultural identities. We are unique because we are different. We draw strength from that diversity. As we live in a borderless era, the world is coming to realize that cultural diversity should be respected because it makes us who we are. It's especially crucial in the process of promoting global citizenship in line with the Sustainable Development Goals.

Participating in this Asia Pacific Teachers Exchange Program (APTW) made me realize the importance of interacting with others in the Asia-Pacific region to build bridges of trust, respect, and understanding across cultures. During my service as an exchange teacher, I was amazed by how the Korean education system highlighted the importance of developing an understanding of cultural diversity and embedding culture in education.

I've learned from Korean teachers that South Korea has been a culturally homogeneous society for a long time. However, due to the rapid increase of migrant workers, international students and the growing number of multicultural households that largely contributed to increasing international marriage, Koreans felt the urge to understand and embrace cultural diversity. Thus, the key to ensuring diverse cultures that coexist in harmony is educating the community, starting from the grass-roots level of education - SCHOOLS.

Teachers from different countries were brought into schools through teacher exchange programs to provide first-hand experience for the teachers and students in Korea to learn about cultural diversity. As lucky as I was, I had a chance to be a part of the APTE Programme and played my role in sharing the unique culture of my country and tips for living together harmoniously in a multicultural country.

During my three months of service in Ojeon Elementary School, I was rotating and taking





turns to teach different cultural classes from every grade. It was the school's idea so that every student had a chance to learn about cultures from other countries first-hand, and teachers were invited to join the classes as well. During the culture classes, I shared how Malaysians lived together in a multiracial and multicultural country, sharing the different races, languages, festive sessions, traditional clothing, foods, traditional games, arts and crafts, etc. At the same time, I carried out my cultural beadwork project during 'happy time', which was a 30 minutes interval break before lessons every Tuesday and Thursday and after-school lessons with the students. At one point, students started coming to me and my partner's room every recess and right after lunch. They were curious about us, and we enjoyed their company as well. The Korean students taught us their Korean culture and traditional games, and we showed them ours. The students' laughter was music to my ears, and it was a joyful experience that reminded me of how learning could be fun.

Besides teaching in school, I also had the chance to tour South Korea to organize Malaysia Day and the Multicultural Art Festival with other Malaysian exchange teachers. We had a great time sharing about our culture and learning about Korean culture at the same time. I believe that the presence of me and my Malaysian friends who belong to different races and ethnicity showed a real-life example of embracing cultural diversity and working as a team to create a harmonious life. I appreciated the opportunity to show how different we are in terms of culture, yet we complemented each other and drew strength from that diversity. Understanding cultural diversity is the key to promoting global citizenship to the younger generations to make the world a better place to live in.

Teaching abroad through the APTE Programme has changed my life. I was able to completely immerse myself in a culture that was very different from my own, but along the way, I discovered that we are more



alike than different even though we live in different parts of the world. The experience has broadened my horizons to think bigger about what I should do or how I should equip my fellow teachers and students to become global citizens. Moreover, it has given me the courage and confidence to step out of my comfort zone and explore the world.

Upon returning to my own country, I was excited to share my experience and knowledge learned from the APTE Programme. Hence, I have been invited for Best Practice sharing ranging from the international, national, and state to the regional or district levels. I've been sharing about my three-month experience in Korea, such as Korean culture, education system, school environment, lifestyle, Global Citizenship Education (GCED), etc. As my confidence level builds up over the APTE Programme, I have put myself in the field and participated in various forms of innovation locally or internationally. I conducted community projects to address the Sustainable Development Goals (SGDs) and participated in training workshops organized by the Ministry of Education Malaysia, APCEIU, GCED Online Campus, Young Southeast Asia Leaders Initiatives (YSEALI) and US Embassy. I was also awarded as the National Geographic Certified Educators in 2020.

All these were made possible because of the Asia-Pacific Teachers Exchange Programme. It has shown me how beautiful and magical every day can be as I live life to the fullest. Henceforth, South Korea and my Korean 'family' will always be in my heart. It is now a part of who I am.





By Mohamad Farid Mohamad Fauzi

Let me start with a great word from the 8th Secretary-General of the United Nations, Ban Ki-Moon. He said, “We must foster global citizenship. Education is about more than literacy and numeracy. Education must fully assume its essential role in helping people to forge more just, peaceful and tolerant societies”. So, as a teacher, we are a major pillar in leading the field of education.

Hello global citizens!! My name is Mohamad Farid Mohamad Fauzi, and if it is too long, just call me Farid. I am a Geography teacher working at Sungai Kertas National Secondary School, Selangor, situated on the outskirts of Kuala Lumpur City, Malaysia. Other Malaysian teachers and I were given the opportunity in 2018 and 2021 to be part of the Asia Pacific Teacher Exchange Programme. Seriously, I had a live and virtual, memorable and valuable experience based on my involvement in this programme. Thank you APCEIU for this great moment!

The title of my article is ‘GCED Implementation: Sutas Going Global’. My school, known as SUTAS, is a school that has been operating for over 25 years with families whose backgrounds are mostly from low middle-class status. Most of them are less motivated to learn due to the imperfect living environment and cost of living. Most people don’t recognize this school and look the other way. This article describes the journey of SUTAS towards the global direction and its impact on school children, especially students. Producing students who master the six aspirations in the Malaysian Education Development Plan is the main agenda of SUTAS, and this aspiration can be achieved by providing a platform that can have a great impact on students. The exposure to and collaboration with local and global communities can indirectly increase the excellence and potential of students. The implementation of programmes can be seen in the increase in students’ confidence. Students from a variety of cultures use technology to enhance their global perspective while living in their home countries. Global students know the meaning of community. “Local is global, global is local” (Altinay, Hakan, 2010). Teachers and students think globally and act locally as they participate in various projects planned with international involvement.

Let me start with the 1st aspect. When I was at Seoul Technical High School in 2018, I started a project called “Malaysia Batik: An Introduction to the Unique Malaysian Art”. My vision for this project was simple: to introduce to non-Malaysian students the diversity of Malaysian arts. Although I am not an art teacher, my passion for art has been blooming since I taught at the SUTAS. As a non-TVET teacher placed in a technical school, I felt this was a great opportunity to do something across the curriculum in line with Global Citizenship Education (GCED) after coming back to Malaysia.

After I came back to Malaysia, I initiated many programmes for my students, my school and the community of my place, and the highlight of the programme was the International Students Exchange Programme. The students were rarely exposed to world events, and any opportunity to visit overseas was only a dream to them. Most of the students are weak academically due to family background, but as teachers, we accept the challenges to educate them toward success in life. One of my students when I invited Korean teachers and students to my school in July 2019 told me, “Teacher, this is the first time I have only seen a Korean up close, what more talking to them. I only saw them on television when I



watched K-Drama or K-Pop clip videos. Thank you for giving me this chance.” This is one example of many other reasons that motivated me to do more programmes for them.

Various elements of GCED that were implemented had shown a positive impact through the activities done. For example, I could see that students who were very shy to speak English communicated with foreign students and teachers. Even when the grammar was not correctly used, I was proud of them because at least they tried. In addition, my students and teachers were exposed to GCED in school when the school established a GCED club to facilitate global educational activities. Besides, as for info, our school is located near the village of the aborigines. The youngsters mostly received their education in our school. Previously, they were shy to speak up about their background and traditions. Eventually, when GCED was introduced in the school, they started to share the uniqueness of their culture with the public.

Another important thing is that GCED has made my students interested in STEM activities. As a teacher from a non-TVET school, when I was at Seoul Technical High School, my point of view was transformed into a “bird’s-eye view” towards the opportunity of exploring my students on TVET. Hence, what I learned provided me with a chance to share the knowledge that I gained with the learners who are not exposed to TVET. For example, we learned a lot about drone technology and received drones to be used in school through a student exchange programme. We learned how to build the drone frame from recyclable materials. The success of these programmes exposed the students’ hidden talent even though they do not have a background in TVET education. As a result, some of my students have participated in international drone and robotic competitions for the first time after the programme.

As a teacher who has been exposed to GCED, I feel responsible for sharing the benefits of GCED with others. I have done many GCED sharing sessions with students, teachers and the community, as well as in university and college. For example, I had to share how GCED could make the learning process in school more interesting and how to teach across borders with GCED and others. Besides, I also wrote an academic book about the implementation of GCED in geography. My main purpose of writing this book was to make Malaysian students fall in love with geography subjects through GCED.

KOMTEP 2021 was an opportunity for students to develop their experience and talents. Due to the increase of Covid-19 cases in Malaysia, our government has announced a total lockdown in several areas including our school area, and all students have to go through the learning process from home. This situation has put emotional pressure on them. Thus, through this programme, they could release stress by learning new knowledge from foreign countries. I could see how they are passionate about making origami Hanbok and ice Bingsu and learning Hangul with Korean teachers. This showed that global education has succeeded in creating a valuable opportunity and experience in the development of student education.

Now it’s been two years since SUTAS have not implemented a face-to-face GCED programme. Everything is done online. We were preparing to organize an International Students Exchange Programme to Korea, Indonesia and Russia in 2019. However, because of this pandemic, everything had to be cancelled. Hopefully, the virus that plagued this world will disappear as soon as possible, and GCED activities will be as vibrant as ever. Thank you APCEIU for this great opportunity!



By Mohd. Saifullah Bin Mohd Jendeh

Yes! I do love K-drama and I do listen to K-pop songs every now and then. Backpacking to Seoul was one of the best backpacking experiences I have had so far. When I found out that I had finally met the minimum requirements to apply for the Korea-Malaysia Teacher Exchange Programme, I applied for it without hesitation, despite all the sacrifices I had to make. Even at the later stage of the selection, the boot-camp was no easy peasy summer camp after all. It would either make or break you. In fact, that was the time when I first questioned to myself, do I really have what it takes to be chosen as one of the lucky ten?

Thankfully I did! I got the golden ticket to experience working and living in the cherry blossom country for three whole months. Mind you, it was no honeymoon. No! Instead, I was literally living my own K-drama in real life. There were ups and downs. Also, there were conflicts which I have never expected to happen, but those were the things that really made this experience even more valuable to me.

Stepping into Korean school was a very eye-opening experience for me. It was totally different from what I had imagined. I was scared and worried at first. What if I could not blend in with the teachers, and most importantly with the kids? I have only learnt the basic Korean language prior to arriving in Korea. How would I interact with those who do not speak English?



Surprisingly, the Korean kids were very talkative, despite the language barrier. They were very keen to ask and get to know more about me, even though I had just met them. I mean a total stranger to them. Sometimes, I did feel bad when I could not really attend to their questions properly, but it was their warm heart that really helped in warming the ice-cold weather. For those who know me personally, no kidding, but these words really came out from me; someone who usually is not so

amused by kids and their presence by any means.

Some say Koreans are not that friendly to foreigners. If that was really the case, then the teachers in my school must be very professional. Working in a very different education system could be tricky, but my fellow Korean teachers were absolutely very helpful in making me adapt to the surroundings so much easier. At times, they did make me blush when they started to treat me like a guest while I was totally not in the position to be treated that way. They naturally came and helped me even when I did not even ask for a hand. It was not professionalism, it was just their culture.

Also, I somewhat experienced a culture shock when I first entered their classroom. The teachers seemed to be very kind to their pupils. They hardly got mad. Once they did, or should I say when they had to, they handled it very nicely. They barely, or should I say hardly, raised their voice. Instead, they consoled the pupils in a very gentle way. Surprisingly, whatever the conflict was, all was settled nicely. I think it was their teacher-student bonding that made them understand and respect each other very well and



made this possible.

The kids could also go very noisy during classes, but they absolutely knew how to turn the volume down when needed. They listened to their teachers' instructions very well. I honestly envy that so much. Witnessing that with my own bare eyes really struck me deep: what kind of a teacher have I been all this while? I have always had this kind of tough love approach towards my pupils before. It was absolutely draining. Now that I have learnt to appreciate the "pupils' voices" more, I no longer enjoy being in a quiet class. I just have to make sure that they know how and when to volume it down.



For Koreans, the learning process does not only happen in school. I have learnt so many things from them while I was outside roaming around and mingling with the locals. Again, I was surprised at how helpful and friendly they were to me, unlike some myths of how they usually responded to foreigners. Some said maybe I was lucky because I look a bit like them, the Koreans. But no! I asked a Korean friend, "do I look like a Korean", but he said it straight to my face; "No! You look

different". There were times, quite often actually, even the cashier or the salesperson would ask me of my origin.

Many times, when I was touring alone, a local would voluntarily offered me to take a picture of me when they saw me taking a selfie. Some of them did not even speak English, but it was the beauty of body language, with simple hand gestures and a smile, that they used to offer me their kindness. There was one time when I was quite lost in the subway, a local, instinctively came for the rescue, before I could even ask for help. No! The 50-ish lady did not speak a single word in English. Yes, a "halmoeni" indeed!

I also adored the youngsters so much. Some of them looked like some K-pop stars; with colorful hair and fancy fashionable attires. In other places with different cultures, my country for instance, we might get quite an unsettling impression when we come across youngsters dressing up too much for the occasion, but not in Korea. I came across many incidents where I saw this kind of youngsters helping to pick up other people's belongings in subways and other public places, including my wallet with some good cash in it once! Yes! I was that clumsy. Then there was once, when I was in Hongdae; a place relatively packed with hip and trendy youngsters; an old lady who was making a living by collecting boxes suddenly tripped her cart. Just in a second, she was swarmed by all these youngsters to help her pick and put all her boxes back up on her cart. It was absolutely a sight to behold, and hopefully that scene could be seen in more places in the world.

How was that even possible? It was probably because the Korean kids were trained to be helpful from a very young age. At school, the kids had fun doing the school chores. No! No teachers were needed to hawk them. They did everything by themselves voluntarily: picking up the trash, sweeping, mopping, and sometimes even wiping the floor by themselves. Would you let your 8 years old kid wipe the floor with their hands at school? It was not a big deal for them, the Koreans. It is the mentality of not pampering the kids, but to teach them to be independent that makes this possible.



Age difference is absolutely a very big thing to them. Even a year gap would completely differentiate the way you talk to someone, which may be unfamiliar to us these days. Yes, we do have ways of talking formally and informally, and we may have our own kind of honorifics as well, but we literally would still speak the same way to each other if not casually or politely. For them, even the greeting should be different to whom it may concern.



Greetings are like the heart of their communication. It is not only for those who are close to them or someone they personally know, but they literally greet anyone that they encounter or have to talk to. A security guard greeting us would seem quite foreign in my country, but not to Koreans. A convenience or grocery store shopkeeper greets their customers may be a rare case in Malaysia, but that is the common norm for them. Probably because they have a very universal greeting “Annyeonghaseyo”, which could literally mean everything from “Hello” to “How are you?” and “Welcome”. Somehow, that is what makes them seem to respect each other naturally, not just for the youngsters towards the elderly and vice versa, but literally to everyone, anyone regardless of their position.

Talking about position, there is also the bowing culture. No! Not just for those who are superior to us, but to everyone. It is a culture that humbles me of my position. I have no position to stand proud upon others. Even the school principal bowed upon meeting the other teachers, including me. Then why could I not bow to others as well? Yes! Again. It is their customary culture. However, it is the mindset to respect each other, regardless of their position that is valued the most.

Of course, it was not all sunshine most of the time, but I prefer to only record the rainbows that came after the rain. I have learnt so many things just by witnessing them, mostly about their mentality of being a more civilized citizen; the basics that we do share and know, however unfortunately, we do not really make our common practice like being on time, queuing at public places and cleaning up our own messes. If I have to record and recall everything, it will be at least a 16-episode 1-hour long weekend drama, after all the cuts and edits of course. It may not be that appealing or entertaining to others, but certainly it was (and still is) a very unforgettable and rewarding life-learning one for me.

My name is Saif. In Korea, the kids called me Sam (teacher), and this was my story.



Korea - Malaysia Teacher Exchange Programme 2019 From Sabah to South Korea

By Norsheila Binti Julmohamad

Introduction

Garim High School

As John Dewey said, “Education is not preparation for life, education is life itself”. It was with this quote that I started to challenge myself to teach abroad. Before I got selected for the 2019 Korea-Malaysia Teacher Exchange Programme, I kept on asking myself, how does it really feel to teach in South Korea? Ranked as the top 5 countries that have the best education system in the world, I feel so honored to be given the opportunity to teach there. I believe this is one of the most adventurous and unique life experiences that anyone can ever do for themselves. My 12 weeks journey in Garim High School, Incheon has been a truly instructive experience!

Understanding the Differences

I still remember the first day I came to this school. Everyone looked so amazed upon seeing me. I am pretty sure it was because I was wearing a scarf on my head (hijab), and looked different from them. It is undeniably true. At first, I was worried about the acceptance of the school community, especially the students. After meeting the school administrators on the first day, I was very surprised by their friendly and warm welcoming ceremony. The principal and the teachers who greeted me were very excited and delighted to meet us. It still made me smile remembering the principal’s compliment of seeing me wearing the yellow hijab that day. “You look cheerful and as bright as your hat (he was referring to my hijab)”. That was just the first part of this beautiful journey.

My worries are still not over at that time. Deep down in my heart, I know there are still a lot of differences, especially in terms of culture that I have to deal with. Since I am an English teacher, at first, I thought there would not be any communication problems, as the English language is also being taught here. Little did I know, the English language is regarded as a foreign language, hence not everyone uses it in their daily conversation. However, I am indeed thankful as there were many students and teachers who use English quite well in my host school. Despite having differences in terms of language, they were never afraid and felt awkward talking to me. All my life, I will never forget one of the teachers at this school. He was always so happy to meet me that every day he would come and greet me with “Selamat Pagi”, which means good morning in the Malay language. I just felt at home and very close to them especially when they tried to use our language.

Learning and Adapting

Aligning with the APCEIU’s aim of this programme, which is to enhance teachers’ capacity in global education and cross-cultural communication skills through hands-on experience, there were indeed many things that attracted me there. I learnt lots of informative and interesting knowledge. Of course, there were



ups and downs but that is just part of learning, and that totally depends on how you take it. I am really glad I was given the chance and opportunity to observe and exchange knowledge on culture as well as to learn about the Korean education system. Garim High School has about 90 teachers and staff, and a total of 916 students. Generally, high schools in South Korea consist of three grades, first grade (age 16), second grade (age 17) and third grade (age 18).

There are many exemplary and good practices implemented and being applied in Garim High School. These include the school operations, school culture, classroom management and activities, lesson planning and implementation as well as student and staff welfare. For the school operation hours, it starts every Monday to Friday, from 8:40 am until 4:30 pm. The lesson takes place at 9:00 am. From 8:40 am until 9:00 am (20 minutes) is the homeroom teacher session with the respective classrooms. I personally love the idea of 10 minutes of interval time between lessons. This is indeed great as teachers can prepare for the next lesson. On the other hand, students as well, can prepare themselves and have a short break which helps students to relax a bit as they have long school hours as compared to Malaysia.

There were many different school cultures which can be seen here. First, there is no chair available for teachers to sit in class (during the lesson). None of the classrooms has one for teachers. I can see that teachers, as well, are used to that culture. They usually wander around checking the students in classrooms. Second, there is no attendance document for teachers. Teachers are trusted to come and leave on time even without written or any attendance documents. I can say that Korean teachers are really well-disciplined in terms of time management. They usually come 15 minutes earlier than the actual time. This is indeed one of the good school cultures that can be implemented for everyone. Third, the classroom cleaning system here is great. They make it a habit for students to clean their classroom before the lesson starts (8:40 am - homeroom teacher session) and as soon as the last class finishes (4:30 pm).

In terms of classroom management and activities, many things amazed me. For instance, instead of calling out names, teachers in South Korea will call out students' names by using their numbers in class. In Garim High School, they have printed out students' pictures with names, as well as numbers on the teacher's table. For lesson planning and implementation, it involves a course partner or curriculum guidance partner. Teachers teaching the same subject within the same grade but to different classes discuss beforehand what to teach so that students from different classes can learn similar things (but still up to the teacher's creativity to adapt and modify the activities). This is to ensure there is no issue if certain classes could not finish the chapter or unit for the examination purpose.

Next, in terms of student and staff welfare. I believe all schools in South Korea have their own clinic with a nurse teacher in charge. As for Garim High School, the nurse teacher was a nurse who had worked in a private clinic before. Students and teachers are free to visit the clinic and get treatment. Unless it is a serious problem, students and teachers will be advised and get a recommendation letter from the nurse teacher to go to the respective hospital. All classrooms are also equipped with computers and a PA system. This is really good as teachers can simply bring their USB device and connect it to the computer.

Educational Activities

Throughout my 12 weeks journey in Garim High School, my partner and I, as well as other fellow Malaysian teachers at other schools, managed to organize Malaysia Day. In relation to this, we have



assigned members of The Connecting Classroom Club of the school as assistants throughout this event. Malaysia Day aims to get students as well as teachers to experience the beauty of Malaysia from different aspects. There were a total of 5 booths overall which included a cooking station, a traditional costume & photo booth, an arts & crafts booth, a traditional games booth as well as a food-tasting booth. Each booth has a teacher in charge as well as assistance from the club members. The event started at 1:40 pm until 4:00 pm.

Another thing that really caught my attention is The Connecting Classroom Club. As for Garim High School, they do offer various school activity clubs to the students. Students are free to choose their own club based on their personal interests. To me, this club really attracted me as they have done so many incredible activities and partnerships with teachers all around the world (from Peru, India, China, Hong Kong, Australia, the USA, and Indonesia). As for this year, they have done TEEN Times, STEAM Camp, Global Citizenship Camp, Good Morning Garim!, Halloween Celebration and many more. It really amazes me how students are given the opportunity to establish partnerships or at least connections with other schools worldwide. I believe that if we have a connecting classroom club in Malaysia, it would be a great opportunity for students to learn about the diversity of cultures worldwide.

Prior to that, I came up with my individual project, Be Global! This is a connecting classroom project between two schools, Garim High School and SMK Balung. The main aim is of course to promote global learning and enable two different schools to exchange information and knowledge of their cultures. It promotes sharing of the resources which is to create meaningful learning experiences for students based on different cultures. Thus, it develops new international school partnerships, which build a network of like-minded students to develop learning around global themes. This is also to prepare students to interact in a global, diverse and challenging world. By learning the diversity of cultures in connecting classrooms, it allows students to seize opportunities and learn how to interact in a global world where students learn to accept and respect differences. Be Global! Project involves four different activities which are The Pen Pal Project, One-to-One Interaction, Culture in a Box, and Connecting to the Locals. The best part of this activity is that they engage not only in connections with others but the opportunity to think critically about it.

Three weeks may not seem like a lot of time. But when you are on an international exchange program, three weeks can be transformative. This life-changing experience as part of the Korea-Malaysia Teacher Exchange Programme brings together educators from different places to promote mutual understanding, increase leadership skills, and prepare youth to make a difference in their communities and be global citizens. I found new inspiration, especially for my students during my stay in South Korea.

At first, I may not have been prepared for the different cultures and all, but I was inspired by all the opportunities I had to do there. The experiences have helped me to achieve all that I set out to do. I really feel that I have improved my skills and my abilities. My goal was to learn about other ways of thinking and to see things from different positions, be more empathetic, and inspire. I really expected the program to make me that person and I think it has. I'm not the same as before. I think I have gotten better. And I do believe we all have.



Implementation of Educational Practices

After returning here, I learnt how important it is for one to be a global citizen. Global citizenship nurtures personal respect and respect for others, wherever they live. It encourages individuals to think deeply and critically about what is equitable and just, and what will minimize harm to the world. Prior to my experience there, I really want everyone around me to feel the way I do. Because of that, I started to bring the idea of global citizenship to everyone at my school. Bringing global teaching practices and sharing them with other teachers bring with them their individual and societal cultural baggage. The aim is for teachers to navigate through this diversity in order for teaching and learning to take place. Acknowledging cultural diversity increases equity and provides tools to make lessons more relevant and engaging for students.

As for me, I have planned several follow-up activities which benefit both students here and my host school in South Korea. The plans include benchmarking school visits, BE GLOBAL! post-activity as well as “Best Version of ME!”. However, due to the pandemic, we only managed to do online activities. I admit I did not know much about GCED or global citizenship education before this. As for now, I keep on looking forward to activities involving GCED be it sharing, webinars or other hands-on activities with the students. Joining webinars or talks on multicultural issues or GCED somehow helped me how we can develop empathy for student cultures. It helps me to develop culturally relevant teaching by using prior knowledge, frames of reference, cultural knowledge and cultural and linguistic diversity. At the end of the day, it highlights the importance of tolerance in diversity.

I believe teachers are aware classrooms are not culturally neutral; they are mosaics of different cultures, genders, ages, races, religions, and economic situations. Culture is at the heart of all we do in the name of education, be it curriculum, instruction, administration or performance assessment. Teachers have to navigate through all these in order to reach the students at a level where learning can take place. Some people love “roti canai”, others hate it. Some people love kimchi, others hate it. This does not mean either is bad, it means our tastes are different, so are customs. We can use this to explain differences students hear and observe daily. By starting online programs with other schools, it allows students to see others going through similar educational experiences, thus understanding cultural diversity. Let’s start with acknowledging cultural diversity in the classroom. Develop cultural empathy with students, and learn to use their students’ culture as a resource, letting them take pride in their culture.

All in all, the challenges and experiences here are truly valuable. Life is indeed a journey and it is about growing and changing, coming to terms with whom and what you are, and loving who and what you are. Not only allowing me to develop my professional skills, I believe everyone who goes through this wonderful and life-changing journey becomes better for the experience!



My Education Exchange Experience on Asia Pacific Teacher Exchange for Global Education

Malaysia

'We Have Never Truly Left'

By Khairunnisaa binti Mohamad

'Nisa Ssaem! Yesterday I got 100 marks for my Home Economics!' the text read. It was from Ye-Seo, a student I met in 2019 while I was involved in the Asia-Pacific Teacher Exchange for Global Education (APTE) Program. I still keep in touch with my colleagues and the students in Incheon Yangchon Middle School but receiving Ye-Seo's text today brought me back to that day in November of 2019, our final day in Incheon Yangchon.

It was seven in the morning. My APTE partner, Lee Mon Chooi, frowned as she was putting her gloves in front of my door. 'Walao eh (oh my God), so cold!' she said. We started our usual 1.4 km walk while braving the cold weather. Even though it was cold, we grinned like little kids as we watched the falling yellow leaves fill the streets. We tried not to step on the ginkgo fruits but failed miserably. At that moment, an 'ahjumma' smiled at us. We see her every morning on our way to school.



As always, we bowed to her and she did the same. She was a random stranger we happened to meet one day but we had built a special connection through our daily greetings. We continued walking and stopped by a bakery. The smell of freshly baked bread made me hungry but I did not end up buying anything that day. 'Take this! This is for your breakfast!' said the lady in the bakery. I said 'It's okay, there's really no need' but she proceeded to pack me some freshly baked sweet garlic bread. The lady and the baker peeked a smile from the kitchen as me and my partner left the bakery. We walked a few steps before reaching my usual coffee shop. The barista's face lit up even before I pushed the door open and laughed. 'As usual?' she asked. 'As usual', I said, referring to my usual hot latte. We then made another stop at a kimbap place and I ordered my usual tuna rice ball before making our final pit stop at a convenience store for Mon Chooi's breakfast. 'Good morning!!!' a group of Grade 1 boys cheerfully greeted us, bowing down and waving from a few meters away. They waited for us to catch up and we walked together to school. Every day, we left our house really early because we looked forward to this 'usual' commute to school. It might be cold, but the smiles and laughter from people around us warmed our hearts. Sadly, this morning's greetings would be our last. I wondered if everyone we met today knew that today is the last day we'll be meeting them.

Good morning!!!', a bright high-pitch voice with a motherly smile greeted me and my partner, bearing more food and freshly picked wildflowers as we were working on our computers, planning lessons in the International Zone room. That was our mentor Lee Eun-Kyung. 'Ah...I will really miss this lady', I said to myself. I put on my happy face even though I felt like crying. I know we'd be seeing each other again during the SSAEM Conference but I will miss her morning greetings, her laughter, her bright energy, her



advice and her whole existence. Someone once told me that a good teacher exudes a certain aura. When I look at her, I can truly see that. She is a great teacher and I have learned a lot from her.

Before coming to Korea, I was really excited about the prospect of teaching Korean students. During the orientation program, however, I suddenly got nervous. “What if the students don’t like me? What if my new colleagues find it hard to communicate with me? What if...what if my mentor hates me?” Having the experience of being a mentor for a Fulbright English Teaching Assistant back in Malaysia, I would understand if that happens. Being a mentor is a demanding task. You have to juggle your own administrative work in school, plan and teach the students, try to communicate with foreigners, meet every demand while also being culturally sensitive about the people you’re in charge of, get to know their culture as well as introduce your own culture (that you yourself might not be aware of), and be professional even when you’re seriously tired and want to be left alone.

However, those worries quickly disappeared when I met my mentor Lee Eun-Kyung for the first time in the APCEIU office. She greeted me and my partner warmly and made us feel so welcomed. Despite the language barriers, my mentor made sure she was able to convey her messages in every way possible. This included using a human translator (Jenny, my co-teacher or Mirim, a student who is proficient in English and Chinese), a translation application, awesome body language,



Konglish or straight-up Korean language (that we somehow managed to understand well). Although she had an extremely packed timetable, she would always greet me and my partner every weekday morning at the office, waited for us to finish class and get lunch together, and then walked around the school compound talking about anything you can imagine. Sometimes we talked about the weather, sometimes we talked about the trees, the flowers and insects, sometimes we went into a more serious mode and talked about the difference between the Malaysian education system and the Korean education system. Sometimes when we were lucky, we got to eat fresh cherry tomatoes from the school garden with the teachers and students who were out in the sun to take a breather. Sometimes we got to hang out with the Principal who was either gardening or making something out of anything he could find in the garden.

It may seem like a simple after-lunch activity, but me and my partner treasured this. My mentor usually walked at the speed of 5G when she went around the hallways. She didn’t like to waste time and she got her work done really quickly. There was no such thing as resting for her. When a person who is very busy living her own hectic life is willing to take her time off for you, it means a lot. It means you are important, it means you are loved, and that’s what my partner and I felt during the 3 months of our program in the sunny village of Yangchon Middle School. It made us feel that despite coming from different races and religions, we are all the same. Every teacher wants the best for the students and students, being children, are colour-blind. They don’t know racism. It is us adults who shape them. For me and my partner, we were so blessed that the administrators, the teachers, the school staff, the cafeteria ladies, the security officers, the students and even the community in Yangchon all made us feel so loved, so welcomed and so accepted.



“Don’t leave!” and “you’ll come back again, right?” are the words that came out from the people around us but were only made possible through love and understanding. When you see past the differences, be it the different languages we speak, the colour of our skin, or even what someone puts on their head, you begin to accept them for who they are.

If I am being honest, I miss me and my partner’s usual routine in school, I miss our walk in the morning and when we get back from school, and most importantly I miss the people, the small community in Yangchon. We might be back in our home country with our friends and family, but with today’s technology, it feels like we have never left the place. In our KakaoTalk group chat, my partner and I were often transported to Korea’s beautiful seasons through various pictures from our colleagues and students in Yangchon, and in return, they got to travel virtually to enjoy Malaysia’s fruit season. We might have left Korea, but Korea has never left us.





By Natasya Haswani

Teaching is a challenging task. One shall perform his duty with the highest degree of excellence, professionalism, intelligence, skill, and with utmost devotion and dedication to ensure the quality of education. As a teacher myself, I have been able to practice my professional skills with my own students in my country. But the experience I got in this Asia-Pacific for Global Education programme was somewhat extraordinary for me, as I have never experienced teaching students from other countries.

Hailing from a middle-class family in Malaysia, I am Natasya Haswani binti Hassan Merican. I am currently teaching in SMK Sungai Kertas, Selangor. I feel glad to be a part of this great programme with such great and helpful friends. In this programme, my school was partnered with Damyang Middle School, South Korea. I was involved in Science Class. The topic for my class was Fermentation Process; The Similarity Between Malaysian and Korean Traditional Food (Tapai and Kimchi). This lesson theme was selected in order to improve students' awareness of cultural diversity through traditional foods between Malaysia and Korea and to make students appreciate the uniqueness of different cultures. The purpose of this lesson topic is to provide understanding to students that science is everywhere, all over the world.

The most valuable experience for me throughout this programme was that I have developed strong cross-cultural communication skills, which I learned how to improve communication with other people from different countries. I also learned that it is actually the first step in creating a successful work environment. It brings out the best in all of us as a team member. Secondly, this programme also taught me about multi-cultural understanding. This programme helped me create understanding and acceptance of differences between people. I am able to understand and appreciate the history, the life experiences and the beliefs of different groups of people. And I believe my students also have gained so much throughout this programme and appreciated the cultural diversity around the world.

Through my lesson for science class, there are a few outcomes that I hope my students will get and will relate with multi-cultural understanding. For example, students were able to understand the fermentation process that occurs in the production of Malaysian traditional food, tapai, and also in the production of Korean traditional food, kimchi. Besides, students get to know Malaysian traditional food and are able to make tapai themselves and appreciate the uniqueness of different cultures.

By participating in this program, I was able to learn some important lessons that made me reevaluate my attitude towards the job as an educator. For example, I can see how the Korean people are very time conscious. Punctuality is highly emphasized in the lives of Korean people including in education. For instance, if the class starts at 9 a.m., students have already been there in class as early as 8.30 a.m., ready to accept the knowledge that they will learn on that day. As we know, punctuality is an etiquette which encourages us to complete our work in a timely fashion. It also makes us realize the importance of time. A person who is punctual will always know how to respect their time and others as well. In other words, when you are on time, you will maintain the discipline and order in your life. That's the Korean attitude that I have learned from this program, and I can say that I really admire their punctuality.

Another thing that I could learn from the working culture of the Korean community is that in creating



an active classroom environment, the role of the teacher and the teaching environment shifts from teacher-centred classroom to student-centred classroom, from product-centred learning to process-centred learning, and from teacher as a transmitter of knowledge to teacher as an organizer of knowledge. This working culture has greatly affected me and hopefully I can practice such a working culture in my life especially for my role as a teacher.

This programme also allowed me to experience different cultures and perspectives, including new traditions and customs and meeting new people. One of the main benefits of taking part in this programme is all of the great friends that I have made, especially my fellow Korean teachers. It is beneficial to have friends in different countries, not only because maybe I will have an excuse to visit them in the future, but also because these people may become an important network later on in my career. And of course, if I had a chance to go to Korea one fine day, I would like to take the opportunity to see for myself how Korean students make tapai. This is because in my virtual class for this Korea-Malaysia Teacher Exchange Programme, Korean students prepared tapai with their teacher in their school and they just sent me the photos and video while preparing tapai. So, it would be lovely if I can witness myself how they prepare the Malaysian traditional food.

Talking about tapai, I would like to share a little bit of my experience conducting a virtual class with my Korean students. A week before class started, I posted some ingredients that are used to make tapai. The lesson of my class is that students have to produce tapai. Because the production of tapai takes several days for the fermentation process to take place, I asked students to make tapai two days before the class started. During the class, I explained the properties of tapai and kimchi, what are the differences and the similarities, and I focused on the process that both tapai and kimchi go through which is fermentation. I continued the explanation on the theory of the fermentation process. And as the students participated in the hands-on activity in class, they decorated their plate of tapai that had been produced before and uploaded the photos of their tapai plating on the Padlet link that I had shared. To add to the excitement of the students, I decided to select three winners with the most attractive plating of tapai decoration. The gifts for the winners will be posted later to them.

Overall, I had so much fun conducting this class and I believed that the students also had fun preparing and decorating the tapai. I also feel touched as the students did such a great job in preparing and decorating the tapai considering the school is all boys' school. What I learned from this is when talking about global citizenship education, you do not need to be an expert on every global issue to educate your students. I have learnt from this programme that you can make a difference no matter how small you think you are. Everything you do has an impact whether it is good or bad. All students have the same basic needs but many different ways of meeting them. Differences in gender, culture, class, nationality, religion, ethnicity, language and status may all be significant in explaining these variations and in shaping identity. To thrive in such a diverse and fast-changing world, learners need to feel confident in their own identity. To be able to do that, teachers have a very important role in forming confidence in each one of his students. Thank you for this very great and valuable opportunity.



By Oyunmaa Donrov

My name is Oyumaa. I live in Dornod province in southeastern Mongolia. I participated in the Asia-Pacific Teacher Exchange Program in 2019.

For three months, I worked with the welcoming staff at Incheon Manseok Elementary School. During that time, I was able to help students develop their fundamental knowledge and realize their dreams. I also taught the students to help others and to behave intellectually and compassionately.

I am very happy to have changed myself by starting a new chapter in my teaching career, spreading Mongolia’s traditions, history, and culture, a UNESCO World Heritage Site, in collaboration with Asian teachers from various backgrounds, languages, and cultures. I believe that one experience is worth a thousand words.

During my teaching experience in Korea, I learned a lot from the teachers at Manseok elementary school, who shared a lot of good experiences in the following areas: global education trends, country development, social culture, human relations, attitudes, the learning and teaching environment, learning management, and pedagogical methods.

And the fact that I was able to spread what I had learned in Mongolia at Manseok elementary school is due to the efforts of teachers worldwide who contribute to Global Citizenship Education.

For the past 17 years, I have worked as an elementary school teacher. And, because teachers can direct the future, this is a golden opportunity. A country’s high social development and cultural level begin only with children becoming good people. And their positive attitudes and relationships grow at a young age. So, if these qualities are well taught to children through a special curriculum, many good people will emerge in the future, and social development will thrive.

529 students of Manseok elementary school asked me “How are you?”. It was my great pleasure to be able to say hello and thank you, no matter how many times I met them.

After participating in the program, we developed a special program of “Mongolian Children of the World” - 5 targeted activities are delivered: to teach patriotism, positive attitude, pride in Mongolian heritage and respect for the interests of others. We implemented this program in cooperation with governmental and non-governmental organizations and business entities through in-class and after school activities.



Here is what we did in the “Mongolian children of the world”. First of all, Mongolian, Japanese and Korean cultural lessons were taught once a week, integrated with civic education and human and social studies. Why do we need this? We live in an era of globalization. We live in the same world even though we speak different languages and have different cultures, so we need to understand and respect each other



as a family. I have taught your students that when you grow up, you will have less difficulty in learning and living in any country in the world if you know the culture of that country. Second, we set up an “I Can” board and asked students to write their mottos, dreams, and promises. In addition, students wrote on a “Forgiveness Board” of when they had felt anger and frustration, to create a learning environment that instilled positive attitudes and self-confidence in every child.

Third was Cloud Creation Technology. Why are Korean kids happy when they’re at school all day? We studied what the influencing factors were. The children seemed happy to change seats every day. Therefore, every week, the students in my class had the opportunity to change seats and learn from each other, and to share what they learned from others. Fourth, we developed a plan for the “Free Season Week” study tour in cooperation with the parents’ council and established cooperation with local businesses.

We worked together to teach students how to make bread rather than giving it to them. For example, local flour and water businesses like Dornod Guril LLC, Dornod Water LLC, and Eastern energy system LLC helped us. The purpose was to encourage students to work with real-life examples, facts, and information, to think about questions and answers, to have conversations, to find problems, to seek solutions to problems, and to engage in real and creative participation. “Let’s Develop and Become Us” was developed and taught for 3 days and 8 hours by the herder of Sergelen Soum and the school child protection team in the “Herder’s Campus”.

Lastly, there was “Care challenge”. We performed at a nursing home, wrote letters of appreciation to chefs and waiters, and led charitable donations. For example, firewood, food, and 2 months of data were provided to students who did not have access to online classes.

As a result of working with this program, we realized that excellent learning is not the ultimate goal of a child, but through social activities, motivations to learn, self-confidence, problem-solving we aim to prepare a citizen of the world to be a person of intellectual ability and creativity who can find new ways to solve problems.

Here are the educational activities after the program. Everything starts simple. We need to change our attitudes first, rather than the attitudes of children and parents. So let’s prepare the “Mongolian Children of the World” project to create a “Positive Attitude-Humane Relationship-Stress-Free Learning”. We provided Korean educational trends and the methods and practices to 811 teachers, 184 parents in Aimag and Soum through online and offline classes.

Every teacher can prepare a Global citizen. We published the book “Rainbow-89” to start the 89-day diary of “World Education” with Asian teachers and distributed it to BMDI, NPO, and local partner schools.

Participating in this APTE program made me realize that every citizen of the world is different in race and language, and because we live in the same world, we need to understand each other, learn from each other’s experiences, empower ourselves, discover, and contribute to global civic education. In the future, we will continue to learn from others by sharing the history of our program to help educators improve their international culture, education, and civic education around the world.



By Munkhtsetseg Byamba

The year of 2019 was a surprise for me, not only for me but also for my students. They spent memorable and interesting times and days with Korean teachers, one of them was an English teacher and the other one was a home-economics teacher. It was really interesting to observe Korean English teacher Jung Tae Ho's classes. My students were delighted and asked so many questions to know more about Korean K-pop and drama stars.

Time to fly to Korea.

South Korea is one of the countries I have always wanted to visit, and finally I was selected to be dispatched there. My family and I were very happy to hear the news that I was going to be an exchange teacher. And overwhelmed too. I was at Sungmyoung Elementary school in Daegu. From 13th April in 2019, I had wonderful times and classes there. The school staff, supervisors, and teachers were nice and kind to me.

School tours, observation school teachers classes, teachers school field trips, extra class activities, outdoor picnic activities, culture classes were awesome. I had no Mongolian language translator so I had to make an effort to understand everything using my limited English. Thanks to teacher Kim Moo Sook, it was not so difficult. She helped me a lot with everything.

The school building, facilities, classrooms, classroom environment, visual aids, learning and teaching materials, national curriculums that I want to adapt to my country.

The thing that I was most satisfied with was the curriculum for the special students. The students are separated from their classmates for only Korean and mathematics classes, and in the other period of classes they need to study with their classmates. There is an expertized and special testing system to assess the students.

My classes were about Mongolian culture. I was excited to share my culture and the students were really interested in them and wanted to know more. It made me prepare more interesting and valuable culture classes. Since then I want to teach my Mongolian culture and traditions to my students nowadays because modern lifestyles in cities are short of customs of the nomadic life. I want to create "culture rooms", where students can spend their time learning through culture.

Exchange program was an opportunity to meet teachers from other countries and share our experiences. I have a Filipino teacher friend Khristine Joan Barredo. She was invited to share about the sustainable development of GCED to English teachers in my province.

Last November I participated in the SSAEM conference, and it was an honor to watch the videos of exchange teachers and activities of the teachers. It was inspiring.



Exchange Teachers' Blueprints: Awareness, Integration, and Advantages Towards Cultural and Community Perspective Philippines

By Shirley E. Alambra

Exchange teacher programs offer a wide based assistance and outcomes for teachers that boards on any international adventures. It gives a vast opportunity for teachers with qualifying degrees to teach in an accredited institution abroad. When a teacher goes back to their countries, teachers will work things out and share all the things they've learned in their own class and community activities. Most teachers who benefitted from this program are either from public and private schools. They travel to Korea and participate in the Asia-Pacific Center of Education for International Understanding (APCEIU) under the auspices of UNESCO. It is integral in giving both the teacher and students around the globe a positive impact towards achieving and maximizing their potentials towards global competitiveness and academic excellence.



First, I myself was an exchange teacher under the Korea Philippines Teacher Exchange Program in 2016. I personally underwent and fully appreciated that being an exchange teacher abroad requires both self-sacrifice and devotion. It is self-sacrificing because I made a choice and left my home country, my family, and friends for the first time in three months. I learned to face my fears especially on language barrier and culture. I was able to manage them both inside and outside

the campus by starting to engage using simple gestures and sign language which successfully breaks the ice of silence. This gave me the courage that no matter how difficult the situation, as long as I have my focus and determination, things will be better. It is also a call for devotion, because there has been a big impact when I had the chance to learn how to make their favorite dish “kimchi” and learn to play “Danso” and “Samulnori”. It made me realize that music plays an integral part in breaking our cultural differences when I taught my Korean students our Filipino song and dance, which my pupils greatly enjoyed and appreciated during our cultural classroom presentation.

Second, through-out my immersion, I had a tremendous sense of accomplishment with the Korean culture perspective and learning another language and culture. For one, the school I was in was Ganam Elementary School, situated in an agricultural area, in Bibong-myeon, Cheongyang-gun, Chungcheongnam-do, South Korea. Both the faculty and pupils were superb. I fully appreciated how they valued their time, where both Korean teachers and pupils were able to maximize their school and leisure time in a very interesting manner, which is a bit different from what we called the “Filipino time”. Pupils went on studying by themselves more comfortably than with each other fully supported with all facilities of the school. Teachers, on the other hand, had all the teaching materials within their reach and had a strong support of their school head and government.

Third, there has been a tremendous sense of great friendship while fostering deep appreciation of



home and family within the community. It has been remarkable and totally inspiring as we align our understanding with their daily lives. The entire culture greatly manifests on great importance on how time is spent in a day, and how many tasks have been successfully done. For instance, it was quite trustworthy to reference the preset teaching manual while I was preparing my lecture for the day. It was easier to understand, and materials were all complete and met in the given time. There was always time for every little thing and when we had activities outside, we felt safe and part of the system.

Eventually, the whole program had thoroughly helped me, and the whole team helped me better understand others, with enhanced language skills. I learned to develop new ideas and learned a different educational system and assessment methods as well. These experiences led towards global citizenship which makes us nurture both our respect for ourselves and respect for others. It is also about accepting other beliefs. It is important to fully integrate the values of global education for our students and help instill the values and attitudes that would make them a better global member of this nation.



Furthermore, I personally advocated global citizenship by helping my pupils understand and keeping them aware of the wide world we all live in through focuses on sustainable development activities both in the school and in their homes. It was equally important that our pupils would have their voices heard, have personal choices and make decisions, and believe that they played a vital part in this world we all lived in. The new things and culture that I brought with me when I got back to my own country were totally fascinating. I was able to make a school-based proposal which incorporated an action plan on teaching my Filipino pupils how to make “kimchi” and appreciating its taste. I did manage to teach my pupils after class every day the basic Hagwon class for almost 3 months. My pupils greatly appreciated the importance of learning a new language, music and dances. In this kind of undertaking, amidst the challenges, this kind of experience had multiplied and inspired others to be part of my advocacy.

Right now, slowly our club has grown tremendously in bigger numbers. This is evident when we tried to meet other students and teach them what sustainable developments are and its impact towards global citizenship. We managed to focus on the four SDG’s. One is SDG 5 for gender equality, SDG 13 for climate action, SDG 17 for partnership in goals, and SDG 4 on quality education. Even in this time of the pandemic, it never keeps us from our school-based activities to go on. But rather, it became our flagship program that will help us transform our kind of education for a better tomorrow and beyond. Through the help of our division office youth focal person, our engagements towards global education and global citizenship manifest a great endeavor. Our advocacy turns out to be a flame that keeps on burning others’ interest and desires which are to help keep our world a better place to live in. My personal experience as an exchange teacher empowers me to keep others motivated and maintain our focus on giving positive responses to any sort of challenges either local or international.

We managed to run it this year, by having at least more than a hundred members coming from different



public schools in Quezon City, Philippines. Our members were known as the supreme pupils and student government federation officers. They helped us facilitate child-centered programs and sustainable activities both in the division and district levels. We also managed to keep our best practices through attending our quarterly virtual meetings and by actively participating in youth-related webinars, forums and focus group discussions.



Finally, I would like to reiterate that these processes and experiences are not a walk in the park. They have different stages of challenges and more so physical and mental pressure. It may be impossible to teach, but it is also important that we must have our goals and clear objectives in order to keep things going and must learn to channel it effectively. I therefore conclude that, what matters most is our desire and commitment by taking positive action no matter how different we are from each other, may it be our race, our color and beliefs. What greatly matters is that our small collective positive actions will reshape the world we live in.



Milestones of GCED Engagement: A Chain of Love

Philippines



By George B. Borromeo

I still can picture and detail every inch of my adventure's precious momentum as a Global Citizenship Education (GCED) advocate. It all began in 2018 when I joined the Korea-Philippines Teacher Exchange Program (KPTEP). As part of my Re-Entry Application Project (REAP), I implemented an initiative called "Project PLAC: Building Professional Learning Action Cell," where my host school and home school were involved. During the first milestone of this endeavor, the selected teachers and students of Namyangju Songra Elementary School in South Korea, visited my home school, the Pedro Guevara Elementary School, and an intercultural exchange of activities had begun.

On September 26, 2019, three teachers of my host school, namely Kyung Mi Hyun, Lee Sang Yeul, and Jeong Chan Ok, together with 16 students, came in with their hanbok. The visitors were greeted and acknowledged by the teachers, learners, General Parent-Teacher Association Officers, Local Government Officials, and Department of Education Officials wearing their traditional costumes proudly. Delightfully, participants could not hide the joy of their sweet smiles while the cameras were strikingly flashing on. Colorful and stylish wardrobes of both Korean and Filipino delegates added the festive mood to the day.

At 7:00 in the morning, the Korean visitors enjoyed the native Filipino breakfast meals featuring the traditional rice cakes from the Northern part of the country. The welcome program started at 8:00 am, showcasing the traditional dances of Korea and the Philippines. The Buchaechum (Korean Fan Dance) and taekwondo performances were presented. The talents showcased were greatly applauded by the audience, mainly when the popular BTS songs and dances penetrated the crowd. After that, traditional folk dances from Luzon, Visayas, and Mindanao were featured by professional performers from the Department of Tourism Dance Troupe and Manila Dance Company. The Pedro Guevara Elementary School Dance Enthusiasts also shared their best waves during this show. A 2-hour festival of traditional and modern dances captured the interest of the entire delegation.

The participants immediately changed their outfits for the Physical Education open class. Another set of selected 6th-grade learners joined the Korean delegates in playing traditional Filipino games (Laro ng Lahi) such as patintero and tumbang preso. Obviously, the participants appreciated the differences and diversities while developing among themselves the spirit of camaraderie. Afterward, another group of Filipino learners came in to meet the Korean delegates for an open art class. At first, the visitors offered a laminated friendship greeting card to their counterparts. During the art activity, the learners from P. Guevarra Elem. School provided a white shirt for their counterpart to be painted. The painted T-Shirt output will serve as remembrance of their friendship. Their experience in applying the steps/procedures in silkscreen printing helped them produce their own prints from original design shirts conveying their love of caring for our environment.

After a jam-packed activity in the morning, the Local Government officials and the GPTA officers prepared a sumptuous lunch. Lechon, one of the most popular dishes in the Philippines, was served with other Filipino traditional viands like adobo, pinakbet, sinigang, kare-kare and pichi-pichi. The halo-halo and mango completed their meal with a big "WOW" reaction from the Korean kids. After the fiesta type



of lunch, it was observed that the feeling of belongingness has started to strike two communities of people from different levels of identity who became one as they began to share their Facebook accounts. They started to manage identities, relationships, and feelings of belongingness. As an advocate of GCED, it was very fulfilling to see the delegations' positive reactions.

In the afternoon, an open English class was observed. The English songs and jazz chants made the delegations amazed. The afternoon ended with an open cooking class featuring Palitaw and Banana cake as one of the most common snacks of Filipinos. The participants were able to prepare their own by following the correct procedure presented by the teacher.

The visit of 14 selected Pedro Guevara Elementary School teachers to Namyangju Songra Elementary School, South Korea, last October 24-29, 2019, highlighted the second phase of this journey. The diversity of culture and language of two nationalities was not a hindrance for them to meet again. The language barrier was not an obstacle for them to communicate once more; instead, they used it as an opportunity to build camaraderie that strengthened a community of good practice and a vibrant professional learning community.

The delegates from the Philippines were greeted with vivid flaglets and banners synchronized with melodious school symphony bands. Engaging activities in the class were observed, such as the open classes in Science of the 5th-grade students, robotics in the 2nd grade, art class in kindergarten, and the music class of 3rd grade. The delegates felt elated with the after-lunch tour while witnessing the modernized version of classroom practices. A 21st-century learning environment was noticeable from every corner of the school worthy of emulating. The chain of love reconnected through the faces of two separated links. No races, no colors, no barriers, and the links in a chain make connections.

The “Project iCARE: Interest to Capacitate and Respect Everyone” entails the third milestone of my advocacy. As an offshoot to Project PLAC, extending the links of the chain of love to students is the goal at its best. Selected student-recipients of the program got involved in the training on disaster risk reduction management, wherein they were called “BERT: Batang Emergency Response Team.” “BATA” is a Filipino term coined for youth. The First Aid Treatment training taught them how to save lives in times of disaster. The resource person from the Philippine Navy shared his expertise to capacitate the “BERT,” essential life skills. The significance of environmental concerns was also given priority with the 4Rs: Reduce, Reuse, Recycle, Respect campaign. It exhibited the “BERT” active involvement in engaging and encouraging others to participate in Environmental Awareness and Sustainability. Their involvement in the SAVE Manila Bay Campaign as part of Project iCARE’s advocacy made a noteworthy accomplishment, especially after being featured in widely circulated tabloids of the country. Project PLAC is not just an application project. Moreover, it was about a sustained endeavor for a better future.

PLAC “pilak,” derived from the English term “silver,” was defined as an excellent conductor of heat and electricity. It relatedly described the program’s hallmark to continuously burn and ignite one another through the chain of love, the energy that advocates preserving the motherland for a more sustainable future.

Even now that I am on the next chapter of my career, serving as a District Supervisor in the Division of City Schools Manila, I will vibrantly continue to uphold that the energy and spark of PLAC is a torch that shines as its best. In 2020, the project illuminated its rays of light that produced one of a kind project



that provides an avenue for teachers to develop educational video lessons through the “FIVE STAR: Flexible Instructional Videos to Engage Students and Teachers towards Achievable Results.” It provided equal opportunities to about 11,000 teachers of DepEd Manila to attend a capability building on the core conceptual dimensions of GCED such as cognitive, socio-emotional, and behavioral via FB live stream. The event was attended by almost 10,000 participants, as can be seen from the number of views.

After the virtual event, the participants were expected to conceptualize and produce a FIVE STAR learning video content that embedded GCED concepts across learning areas in all grade levels. A total of 236 learning video contents were ensured and exceeded the 216 expectations for this school year.

The quality assured learning video contents are now uploaded in the E-library of DepEd Manila and are used as learning resources for both the teachers and students. This unique project of the Division, spearheaded by Dr. Maria Magdalena M. Limm, Schools Division Superintendent, unceasingly connects the links of the chain of love to both internal and external stakeholders while surviving the challenges of a volatile, uncertain, complex, ambiguous and disruptive (VUCAD) world.

The COVID-19 Pandemic and other crises strike globally. However, the chain of love cannot be easily broken; it always finds its best ways to continuously link us tightly, even miles apart from each other through the power of technology. The virtual communications and meetings via Zoom enabled me to greet them Hello and say “kumusta” (how are you) to my mentor teacher’s multicultural and English Class. I am still able to witness virtually that the learners enjoyed the games I imparted to them. Those simple moments made me realize the impact of the links of the chain of love that profoundly binds us in its magical ways. This journey of mine since 2018 is one of the best stories I have had in my life. I will keep going through this milestone, captivating my fellows to endeavor various projects and programs that will sustain the desire to link the chain of love to everyone. As famous Vincent Van Gogh said, “Love is something eternal, the aspect may change but not the essence.”



How APTE Motivated Me to Be a Part of YAKAP

Philippines

By Kristine Joan DA. Barredo

I would like to express my gratitude to be one of the Filipino Exchange Teachers representing the Philippines for the 2019 Korea-Philippines Teacher Exchange Program. It is because of the generosity of the Ministry of Education (MOE) of the Republic of Korea, Department of Education Philippines and UNESCO Asia-Pacific Center for International Understanding, that I have successfully completed my mission as a delegate for promoting intercultural understanding and taught lessons related to Global Citizenship Education.

I was assigned as an elementary teacher in the Attached Elementary School of Gwangju National University of Education. One of the best reasons why it is the leading education is the teachers. They handle their students well especially in classroom management, teaching them good Korean values and making themselves up-to-date to technology. I am pleased to see that Filipino and Korean teachers are the same in terms of this attitude, their love, and dedication for teaching enables their learners to become more proactive in learning.

During my stay there, one of the best lessons that I presented was about Recognizing the Importance of Food: Taking A Step Against Food Wastage. I observed that the Principal and the teachers implemented a “No Food Waste Campaign” to the students. They attentively helped students to finish their meal to minimize the accumulated food waste thrown away in the cafeteria. My lesson was very timely. Due to this campaign and the lesson that I taught them, the students were able to apply what they learned, “Value every ounce of food” and do the Zero Hunger Challenge.

Incorporated in my project plan is my action research entitled “Global Citizenship Education Using Learner-Centered Approach: Meeting the Needs of a 21st Century Learner”. The purpose of this action research was to enhance students’ understanding of Global Citizenship Education through a Learner-Centered Approach in teaching.

Through this, I made lesson exemplars for the integration of Global Citizenship Education through achieving the Sustainable Development Goals, namely:

- Lesson 1: Knowing Our Roots: The Ancient Filipinos
- Lesson 2: The Journey to the Philippines
- Lesson 3: Interdependence of Humanity and Biosphere
- Lesson 4: Filipino Culture and Traditions
- Lesson 5: Philippine Folk Dances: An Emblem that Sustains History, Culture, and Traditions
- Lesson 6: Recognizing the Importance of Food: Taking A Step Against Food Wastage
- Lesson 7: The Problem with Plastics: Tiny or Mighty All Changes Counts
- Lesson 8: Bridging Barriers through Upholding Peace, Insisting for Rights and Building Communities
- Lesson 9: The Dreamweavers of South Cotabato
- Lesson 10: Philippine National Symbols



With my background as a speaker, I was invited to talk about our culture and the Philippine Educational System from the following organization and institutions: National Museum of Korea, Association of Gwangju Filipino English Teachers, and Faculty Club of Gwangju Attached Elementary School.

Consequently, this scholarship motivated me to conduct the re-application project here in the Philippines last 2019 entitled, “YAKAP: Youth Advocacy and Knowledge-Access Program for Education on Global Citizenship”. It aims to improve the 21st century learning skills of the students through the integration of Global Citizenship Education across all learning areas. Youth advocacy was implemented through tapping the youth organizations in Muntinlupa and Knowledge-Access (lesson exemplars) was implemented in Tunasan Elementary School, Division of Muntinlupa. Specifically, it aims to ensure Knowledge-Access through Integration of Global Citizenship Education in all learning areas which addresses themes such as sustainable and development goals; peace and human rights, intercultural understanding, respect for diversity and tolerance, and inclusiveness. Secondly, it aims to involve student’s active participation in projects that address global issues, as proactive contributors to a more just, peaceful, tolerant, inclusive, secure, and sustainable world. Lastly, it creates exemplars to demonstrate how GCED can be integrated into different subject areas.

There are many accomplishments of Project YAKAP. I was invited as a resource speaker about GCED during the conduct of Division Learning Action Cell of Division Teacher Coordinators in English, Science and Araling Panlipunan. I also created a Facebook Page of Project YAKAP as advocacy campaign on GCED and SDGs. Project YAKAP partnered with Muntinlupa’s Youth Affairs and Sports Development Office in promoting youth advocacy on global citizenship with 200 youth leaders and organizations within Muntinlupa. It aided the integration of GCED in different subject areas. Project YAKAP partnered with the Embassy of Indonesia in promoting Knowledge-Access in GCED.

In 2020, the pandemic came and I realized the importance of teaching the youth about GCED and SDGs, so I spearheaded the 1st Online SDG Youth Action Forum in partnership with Schools Division Office Muntinlupa (June, 2020), International SDG Youth action Forum in partnership with DepEd International Cooperation Office (August, 2020) and #TeachLove 4SDGs in partnership with different Youth Organizations in the Philippines.

I was also given an opportunity to talk with teachers from Ouynii Ireedui Complex School and nearby schools from province of Darkhan-uul, Mongolia, and Gwangju Filipino English Teachers (GFET) in cooperation with the Community of Filipino English Teachers in Korea (Iksan Community) and United Fil-Korean Families UFF (Busan Community). In Nepal, I have mentored Prapri Timilsina, a student from Nepal to talk about the Philippine Youth achievement in agriculture.

With the experiences that I have gained, I was also invited by UNESCO-APCEIU to develop online educational materials for global education in Korea. I was able to produce two video lessons on ethics for elementary graders about food waste and Rice culture of the Philippines and Korea. I was also given a chance to be part of the trainees of GCED Online Campus about Curriculum Development for GCED



Educators: Perspectives, Purposes and Practices by Dr. Cawagas and 20th Asia Pacific Training Workshop on EIU/GCE. In the Philippines, I was part of the pool writers of GCED modules in Science by DepEd Bureau of Learning Resources and Philippine Normal University.

Through me, Tunasan Elementary School signed a Memorandum of Understanding (MOU) with the Attached Elementary School of Gwangju National University of Education to have partnership and collaboration in online teaching and intercultural exchange from April to December 2021. Realizing the goals of the BRIDGING CULTURES ACROSS BORDERS (from South Korea Class to Philippine Class) program, teachers from the partner schools, Kristine Joan Barredo and Sukyung Yeom, engaged the students in diverse enrichment activities to encourage understanding of different cultures.

The student-participants from partner schools also shared their videos describing their experiences about the lesson topic through Padlet. Moreover, through the presentations from Ms. Yeom and Ms. Barredo, the participants also learned more about the Philippines and South Korea in general.

During the first time that they met online, they were shy to talk. But now I am glad that they were able to exchange ideas and show their creativity in recording videos. Students talk more about the similarities they have than the differences: the songs they like, their favorite food, the things they enjoy. They were able to explore and experience a connected classroom from two different countries.

Thank you again for your generosity and support. It allowed me to be one step closer to my goal and inspired me to help others by giving back to the community through Youth Advocacy on SDGs and GCED integration. May this program continue to help teachers like me to develop and hone their abilities and skills for professional development.

Maraming Salamat at Mabuhay!



By Noel V. Sadinás

There is indeed a better understanding of the people, culture, education and place once you have actually been there. Positive Learning Outcomes take place when you engage and involve yourself positively outside your comfort zone... in a community where you need to adjust, respect the people, the education system and the place itself.

After my participation in the Asia Pacific Teacher Exchange in 2019 through Korea-Philippines Teacher Exchange Programme (KPTEP) at Seochoang Elementary School, Yangsan-si, Gyeongsangnam-do, I came up with Six Reasons why I should strengthen and continue my meaningful GCED adventure.

Understanding. I am a living testimony that Korean teachers and students are paragons of respect for differences in different aspects of life and culture. I am happy that throughout my three-month stay, I was able to get involved in a Korean way of life with these teachers and students who accepted me warmly, my culture, and all about the Philippines. Thus, when I came back to Philippines, through my Re-Entry “Project APPLICATION”, I was able to portray and set an example to my students and fellow teachers, “Strengthening Cultural Identities among Indigenous Peoples Groups/Tribes towards Global Identity”, by establishing GCED Indigenous Peoples (IP) Village inside the school approved by the school principal. This GCED IP Village is serving as a laboratory of learning the different tribal cultures and minimizes the presence of cultural discrimination. Indeed, when you understand and love your roots, you are ready to respect and understand others’ culture.

Learning. I still vividly remember our collaboration on the Science Lesson experiment with Kim Gu Min teacher. She shared with me the traditional way of making “Organic Insecticide” by her ancestors. We looked for Korean raw plant materials that I can use in open class and we named it “PeGaChe” which stands for Pepper, Garlic and Cherry Blossoms Leaves. We researched the contents of these plants which are effective as insect repellent. Through this lesson, maximum involvement of the children at the school garden was achieved and we were able to promote “Organic Farming” that highlights its impact to health and wellness and conservation and protection of the environment which fall under Sustainable Development Goal 13-Climate Action. Being a GCED teacher means SDGs Advocate too. Understanding citizenship and humanity will lead us in understanding global issues that we, global citizens must collaboratively address.

Education. On my personal and professional aspect as a global teacher, KPTEP helped me to discover myself, redefine my strong points and shortcomings to come across my skills and potentials. It supported me in spreading the message of peace, recognition of human rights, social justice, equality, environmental sustainability, helped me deepen multicultural understanding and helped me understand the rest of the GCED Key thematic areas. It helped me understand our collective responsibility in addressing global challenges in a wider horizon. That we are all interconnected.

On Education Aspect- Globalized Education, KPTEP helped me learn and understand how South Korea gives importance to quality education. I highly recognize the Ministry of Education for the effective implementation of its educational system that I consider South Korea is one of the best countries in terms



of education which has this so-called Education Fever. How I wish, likewise, to witness the education system of other countries.

Change. After joining the APTE 2019, I developed a better version of myself as a citizen and as a teacher. I was able to realize and be more sensitive to the needs of the students who come from diverse cultures and backgrounds and deserve to be understood.

I was able to widen my horizon so that similar problems experienced in other countries have similar solutions which may be addressed through collaboration. In other words, local impacts towards global impact.

Practice. After joining the programme, I was very eager then to implement GCED related projects. I've come out of my cocoon believing that in my simple steps I can make simple positive changes towards global impacts. I have established "Project APPLICATION (Applying Pro Environment Practices and Local Ideas, a Collective Advocacy Towards an Intimate Care for our Nature)" in 2019. This project highlights the establishment of Cultural Village inside the school that continuously serves as a laboratory of Sustainable Development Goals including SDG 4- on Quality Education, SDG 3 -Health and Well-being, SDG 13 on Climate Action and SDG 17-Partnership for Goals including GCED inspired concept of Multiculturalism highlighting respect for diversity.

Another GCED inspired project was born after the CoVid-19 Pandemic boomed. The shifting of Face-to-face learning to Modular Distance Learning motivated me to reach out the Least, Lost and Last (L2) or Pupil/Students At-Risk of Dropping Out (SARO) specially in remote places of our barangay where there is no internet connectivity and where some students have assistors in their learning. This project was named in local term "Project KARRUBA". Karruba is an Iloco term which means "Neighbors". Students who have no assistors in their learning were being resolved. Through proper coordination with my principal and DepEd personnel I was able to implement this project. This project aimed to identify neighbor para-teachers who were capable of teaching these Least, Lost and Last Pupils. At present I was able to tap 30 para-teachers who continuously assist learners amid pandemic. This project helped address lessened Pupil/Students At-Risk of Dropping Out (SARO) problems of my school. This project will be intensified by looking for partners that would help in the provision of teaching materials and gadgets that can be used by the Para-teachers and learners.

Love for GCED and SDGs. Before joining this APTE, I was just content doing my teaching responsibilities in my four-cornered classroom, after which, I went home for my family. This was my routine every year in my 6 years of service, no more no less.

In 2019, who thought that a dreamer teacher from a mountainous and remote province in the Philippines would be selected to join the APTE? It was an experience that brought me to a really deep realization. Yes, that teacher was me.

I have witnessed how Korean teachers take good care of the learners. From communicating with parents, admirable teaching in the class highlighting "character education", and taking good care of the students during outside school educational activities to molding them. How they took good care of those learners with special needs is still vivid in my mind. Inclusive education in Korea was evident and commendable.

From those experiences during my APTE journey, I was equipped with GCED values and positive



outlooks in life that a more eager teacher for change was reborn. I know I will have more opportunities in providing a quality of education that my Filipino learners deserve. Experience is the best teacher as they say, but if you continuously make better learning opportunities as related to experience, it means achieving the Key Thematic Areas and Goals of GCED. And that's what I did after coming back to my home country. I was not content doing the tasks inside my classroom but transformed my vision into actions in my community through my projects and strengthened partnership with stakeholders. Yes, that far, remote and mountainous community where we lack other learning opportunities. But you know what? Through this APTE Journey, I realized that the above mentioned six reasons taught me to “Never Stop my GCED Adventure”.



The Music Laid in Every Noise (A Story of a Global Teacher)

Philippines

By Allan Jason P. Sarmiento

This is the perfect time that Global Citizenship Education is intensified and to be one of the recipes of every nation's educational system. It's about time to deepen the pedagogical practices that will develop the young minds to a kind of globally aware learners and will change the world's agitating rhythm to a peaceful melody. It's about time to seriously train them holistically, for in their hands lies the choice of making this world great and powerful.



Global Citizenship Education responds to the challenges created by inequality, poverty, corruption, and human rights violations. It works through empowering learners of all ages to become active promoters of a more peaceful, tolerant, inclusive, and secure global community, a UNESCO's strategic area that strives for Peace and Human Rights Education which instils in the learners the values and behavior that support responsible global citizenship. As the global

community is in an unprecedented health crisis and contemporary challenges defying the rule of law are a source of growing concern for many societies worldwide, it is realized that the challenges the world is facing are wholly interconnected. People feel linked as citizens belonging to the same large community, to common humanity called upon to define actions to promote peace, better living together, well-being, prosperity, and sustainable development.

Somehow, witnessing how people dream for a better tomorrow, I realize that I should also take the lead. As I believe that education is a powerful weapon to change the world, I have just found myself clinging to its magic and letting my students experience its compelling influence and attraction as one of the Asia-Pacific Teacher Exchange participants for Global Education, an initiative of UNESCO-APCEIU that fosters cultural and mutual understanding between two nations, a stepping stone towards the realization of the goals of GCED.

Certainly, my three-month sojourn in a Korean middle school has influenced me a lot. I have adapted unique cultures which further developed my teaching skills and upgraded my pedagogical techniques. I humbly say that I became more driven and passionate about my craft as I carry out my tasks not only as a Filipino teacher but also as an international ambassador that upholds and promotes Global Citizenship Education. The discipline and dedication that I witnessed in every





Korean teacher I met are legacies to treasure and acts to emulate.

More than these, I became an agent of change as I developed the value of cultural understanding, tolerance and concern for humanity in every Korean student I taught. Though distance is keeping us apart, I know that global citizenship is what throbs in their hearts now after I helped them realize and accept that they are not only people of South Korea but also of the world, and in their hands lie the responsibility to make it an ideal place to live in for the coming generations. I know I have made each of them a global citizen aware of and understand the wider world and their place in it. I believe they are now taking an active role in their community and work with others to make this planet more peaceful, fairer and sustainable.

Two years after the Korea-Philippines Teacher-Exchange Programme, I always see myself serving my purpose as a global teacher through keeping the fire in me burning. Now, I have been raising awareness to Sustainable Development Goals among students through launching OPLAN JOURNO, a program that develops Global Citizenship through Campus Journalism. I believe that this platform is essential to further enhance not only writing and reading skills, but more importantly, it develops and rekindles mindfulness to local and global issues and addresses problems that may bring devastating impact to humanity.

Likewise, I became a full-fledged GCED warrior as I conduct lectures and discussions on Global Citizenship Education with my fellow Filipino teachers. I encourage them to incorporate GCED in classroom discussions for our clients who are assumed to be the future of the world and the hope of the next generations. They need to understand that the face of wars has changed into an image of children starving for food, education, and shelter and pitiful appearances of people victimized by inequality, abuse,



and discrimination. They need to understand that we are the soldiers who should champion these wars for the people of tomorrow.

I know there is a lot to work for,
There are many battles to conquer.
There are many lives to save.

Indeed, Mark Twain's words drive me to fulfil my duty as a global teacher. According to him, "The two most important days in your life are the day you were born and the day you found out why". Through the program, I realized my purpose. I took the chance to instill in the learners that they are the stewards of this planet and that their conformity to the law of ethics and morality can maintain its authentic grandeur and glory, and their dedication as global citizens can preserve the planet's being as a sanctuary of benevolence and compassion. Global Citizenship Education is indeed the music that can soothe the growling noise of hatred and disrespect.





By Elizabeth Catibog

When the pandemic struck last year, no one was ready. The whole world was shaken, we were all wrapped in fear and confusion. It was like the end of the world. Everybody panicked, it was like a scene in a movie where the theme is “Survival of the Fittest.” It was one of the darkest moments in the world, nobody was safe anymore, and nobody was spared of the wrath of the deadly virus.

We have suffered a lot physically, mentally, emotionally, and spiritually. It was just so scary that we had to isolate ourselves from the others, start to focus on our health and well-being, and create avenues to keep us sane and productive.

Technology has played a big part in dealing with the pandemic, we have been able to communicate our thoughts and share our good news and advocacies through this. Even the education system was able to continuously deliver quality education because of technology. Everything has seemed to become easier at work and in dealing with our emotions because of technology.



The once disrupted educational system has now slightly stabilized. One step at a time, schools continuously adopted possible means to deliver quality education. They also kept their teachers informed and upskill them in order for them to become adept in the skills needed to deliver instructions. Most schools adapted to the norms of the society and of the entire world, stretching flexibility at all costs to make sure that all learners are reached and that no child will be left behind.

As the process of 3As (Adopt, Adept, Adapt) is making progress and is resulting in a positive impact among educators, the field has become more aggressive in integrating more realistic, available, and more doable steps to combat the wrath of COVID-19 in the education sector.

Likewise, international partnerships have also adopted ways and means to bridge sympathy, help, and information to other nations. Advocacy campaigns were held virtually, donations and help were carried out online, and communication among them has also been made possible digitally.

It came to a point that this has become a way of life, a way of survival, and a way of reaching out to others. Thus, the Asia Pacific Teacher Exchange under the Asia-Pacific Centre of Education for International Understanding (APCEIU) has started its first ever Online Teacher Exchange Program. The program aims to continue to exchange education between partner countries and Korea. The online education exchange project was done in a school-to-school exchange form.

This paved the way for the 2021 Korea-Philippines Teacher Exchange Program schools to merge and exchange educational practices, and culture between partner schools. Renato Lopez Elementary School (RLES) has been privileged to represent the biggest island in the Philippines, Luzon, as a partner school to Songok Elementary School in Yongin Province, South Korea.



RLES delegates are composed of the following: I, as the focal person, who has participated in the KPTEP 2017 with four teachers as part of the study group this 2021, while SES has Ms. Jeong Nam Yu as its lone representative.

The program started ambiguously since the process was way different than the face to face or physical KPTEP modality in the past as we got to travel to South Korea to showcase our teaching prowess and teach Filipino Culture there. This year, we delivered educational exchanges online utilizing all forms of communication apps to reach our partner school in South Korea.

There was a lot of adjustments done in the program for us to achieve greater impact and deliver our goals judiciously to our target learners considering all aspects of netiquette, differences in educational practices, English language proficiency of the target learners, and the appropriateness of the contents to be taught and how it will be delivered.



It was challenging to strategizing an online class. We became singers, actors, composers, and story tellers to make each class engaging and motivating for the learners. Self-made videos and PowerPoint presentations were our main tools, but the most appealing of all tools to our learners is our physical appearance in all of the classes. Interacting with them digitally and facing them with gusto and enthusiasm made our class enjoyable and engaging.

The learners had a positive impact in all our classes. It could be observed from their reactions the excitement they felt every time we went on air. Our partner teacher whom we fondly called Ms. J is also the best. She showed interest and collaborated in the planning so that all the required activities and lesson contents would suit our learners.

This just proves that communication plays a vital role in the success of any program, may this be physically or digitally implemented. This breaks the barrier between countries. This made me realize that we may be used to speaking different languages in communicating but when we put ourselves in one situation where we have a common goal of making both our learners in Korea and in the Philippines learn and understand global citizenship education, our language becomes one, that I call the “Language of Love”. Love for children, love for education, love for humanity.

The program allowed us to open our doors to the possibility of continuously developing our craft through exchange of best practices, it strengthened our partnership among other nations, and it made us realize that within us, we have a hidden strength that is waiting to unfold despite the pandemic. It is a matter of attitude over aptitude as the key to global understanding.

This paved the way for us to carry out our aim of educating learners about GCED even after the program, for we believe that this can develop the virtues of responsibility, humaneness, humility, and loving kindness to all people regardless of color, race, gender, and beliefs.

We can make this world a better place to live when we join hands and become one, when we look at our common traits not our differences and when we exert an effort to reach out to one another and



communicate.

We concluded 2021 Asia Pacific Teacher Exchange under the Korea Philippines Teacher Exchange Program, but it has left us with a bittersweet feeling because we knew that we would be bidding goodbye to wonderful people who had made our journey an extraordinary one, but this also left us with a wonderful feeling as we know in our hearts that we have made friends and gained marvelous memories that would always cheer us up whenever we think about it.



With all these, we will not be closing our doors to more possible engagements. Instead we will always be open to share what we have and to carry on the advocacy of Global Citizenship Education at all costs.

The pandemic may not end soon but the exchange program will continue due to the successful implementation of the pilot program of Korea-Philippines Teacher Exchange. This paves way to strengthen mutual understanding between the two countries and opens more doors of opportunity for professional and personal development.

Our engagement in the program does not end here. Rather, this is just the beginning of a new journey of sharing what we have learned from the program to other educational institutions and communities. Something that would make our life more meaningful by touching other people's lives and making a difference by bridging people of different races around the globe. As Mother Theresa said, "Not all of us can do great things. But we can do small things with great love".





My Education Exchange Experience on Asia-Pacific Teacher Exchange for Global Education

Philippines

By Regine P. Lagrimas



I was already ready to give up on education. I was ready to give up on teaching.

For more than a year now, I had been thinking about changing the course of my life and stepping out of the ever-changing world of Education to get away from its mundane tasks. Like all other women in my generation, I wanted to be empowered, have plenty, and create my own place in this world. A place where I could thrive and have more time for myself was my grand dream.

As I was planning this, however, I came across someone who said, why is that even though we have everything, we do not seem so satisfied with it?

In the search for a new direction in my life, I had come to realize that our satisfaction was not measured by how much we gain, rather, it was anchored by how much of ourselves we can give. Are we willing to extend our time, skills, and even our passion for others? The invitation to be a part of the education exchange program actually came to me in serendipity. This fortunate turn of events had given me a new goal, a better purpose.

The purpose that the educational exchange experience gave was very moving. It inspired me to become a better version of myself and that was to become a woman for others. It was a woman for others who pursues her passion and dreams not for herself alone but for those who are around her, especially those who are in need. It is quite a mystery to some, how a simple exchange program could bring such a change of heart. Little do they know, there are more things that are exchanged here than just classes and schedules. There is an exchange of cultural understanding, bridging international friendship, and learning from each other's values. I would like to believe that this makes a far greater impact.

Creating an impact on the world is difficult. The world is wide and we speak different cultures. Korea has been so generous in providing a platform where different cultures could come together and allowing nations to understand one another. When there is room for understanding, communication begins. We have global issues that cannot be ignored, and we cannot put them off just because we do not understand one another.

We have a mission as one world to make it a better place for everyone. Of the things that have left an impression on me during this exchange, it is how all of us are interconnected. This linkage challenged my team and me to see the importance





of doing more and being more for others. We accepted this challenge and decided that this opportunity was too big to pass. It is time to give back to our community.

Our community is not very big. It is not known. And if you look closely, a lot of children have been deprived and if we don't do something about it, these children will grow up to become a part of the world's needy. The world already has a lot to handle, we can spare a few hands to make it better.

Instead of creating a way out of teaching to save my own life, I found myself planning with my team about what we could do for these children - of whom I didn't even know personally. This time, I was dreaming not for my own comfort, but for the assurance that in the future - a one hundred eighty degree turn from what I was trying to get away from. All because we wanted to become a part of a child's life - to make it better for them.

We got to the point of even having to tap key persons in our community to pass on our dream for these deprived children to help us in sustaining a continuous project for them. We were creating a game plan that would help alleviate their ignorance and heighten their chances of getting somewhere in their lives by making sure they are literate. We believe that the key to becoming knowledgeable and being able to acquire skills is when one becomes a reader. For when we are not able to



read and comprehend, how are we able to battle the effects of illiteracy (i.e. early pregnancy, drugs, bad influences)? It has become a group mantra, if these children can't go to school to get a quality education, we will bring it to them.

We gathered passionate and willing teachers to bring our quality assured instructional materials to a venue that we prepared for the children so that we could get the chance to meet them. With the help of our Local Government Unit, we were able to launch our Project Sugbo.

Project Sugbo aims to help decrease global issues in our community, creating ripples that we hope in time would make a difference one child at a time. This project focuses on three Sustainable Development Goals: Quality Education, Zero Hunger, and Good Health and Well-being, which we have made into three sub-projects. As of this writing, we were able to do a soft launching for all three and primarily focusing on Project Tudlo.

Project Tudlo is a sub-project that focuses on sharing and giving Quality Education to identified deprived children from ages 6-9 in our community. The goal of the project is to create reader-ready learners who will not be demotivated because they do not have access to appropriate school materials or have not had the chance to learn how to read. The term 'tudlo' in the Cebuano vernacular means "teach", "point", "guide". All of these things summarize our passion to create a difference in these children. We could only hope that there are more children that would benefit from this humble project.

I have come to realize that the span of three months in the program was enough to create a change in me. It stirred an emotion so strong in me that I wish I had known it earlier in my life. What I can do now is to share my learnings, talk about my wonderful experiences, and write my expression of gratitude for



the people that have extended and gone out of their way to ignite others with a bigger plan.

I have received so many things to be grateful for from this educational exchange. I have gained another family in this program, a multicultural one at that.

But of all the things gained, I am very much thankful for this program for bringing me back to the core of my mission as a teacher. To take my passion on another level as a woman for others. To create an avenue to speak up for the world and actually do something about it. To be a part of the bigger world and allow others to witness how it is to be a part of the move to create a better place for everyone.

Somehow, the purpose to live for others has seemingly become more satisfying to me than my dream of being alone on top.



By Honey Riza V. Yu Vega

Understanding our differences is important so we can come together. The sixteenth (16th) day of April 2021 marked my first journey to walk with the Korean Teachers, students, and our Philippine Team-Team Visayas. It was the day that I realized that the most expensive thing in one's life is missing an opportunity to do more and become more. The succeeding days were steps for me to take the challenge that DepEd Philippines has entrusted to us, and that is to carry out the 2021 Pilot Online Teacher Exchange Programme. After the Kick-off Ceremony, Team Visayas and Host School ShinChun Elementary School had our first online meeting. We got to know each other and crafted our plan for the whole duration of the Programme. Communication in terms of language was not an issue to both schools because we were able to understand each other. To have a smooth implementation of the Programme, partner schools had constant communication through email and announcements through Google Classroom. We had shared Google Drive where we dropped our outputs like class schedules, student lists, recorded classes, photos, videos, instructional materials that we used, students' outputs, class observation reports, and students' journals.

I have learned that the two countries differ a lot in terms of teaching-learning style. I learned that broad topics could just be easily delivered to students in a very simple way. I never thought I would be able to finish my topic about recycling in just 40 mins where all the skills and competencies required in the topic were achieved. In the Philippine Teaching style, the lesson on recycling will last for a week. While in my experience with OTEP, the lesson was carried out in just a couple of minutes. I also learned that in our partner school, all the teaching materials were made available for the teachers. Their students were having fun while learning because part of their routine was to do the things they were interested in. School facilities were well provided, and teachers were not burnt out from their job. On the contrary, here in the Philippines, we are so particular about finishing what is written in the curriculum. We push our students too hard just to finish the task which could have been simplified like how our partner school did. I realized that the way Filipino Teachers deliver their lessons is too tasking for the students. We often forget that children are children, and they deserve to have fun while learning. The most striking realization I got from their culture is "timeliness". They really observe schedules, plans and order. This is their practice that I admired the most. I wanted to adopt this to my own advisory class while our school had not implemented this yet.

In my 21 years of teaching, this is my first experience where the SDGs were highlighted as a lesson. This is also my first time to know that SDGs are really given a slot to be taught separately, not only to be integrated in subjects as what we usually do in the Philippine Teaching setting. The six lessons/ topics we had conducted where both Filipino and Korean students attended in all our six sessions were all anchored to address the global issues found in the SDG list. This made the students in both countries to learn together the importance of being aware and involved and promoting the SDGs in such a way that they



could help solve these global issues in their own little ways. They even serve as agents of information to their family members, neighbors, and friends.

As I planned, conducted, and assessed my class, I became more passionate about my profession. I realized how important the role of a teacher is in promoting ways to answer our global issues. It motivated me to use my profession to extend service to the less fortunate ones. Teachers like me, do not have enough money to solve issues on education, hunger, health, poverty, gender inequality and climate. But a teacher like me can be a catalyst of change. A teacher like me can promote awareness among my students and colleagues. I could multiply my learning, and my commitment to do it is the key. I may not be able to do it alone, but I can tap stakeholders to support any Programme that may address the SDGs.

My team and I have a common goal now, and that is to sustain, implement and expand our learning from the Programme. Right now, we are already implementing our local project called “Project Tudlo”. This is a community reading tutorial of children from six to nine years old. With the support of the Local Government Unit - Education Committee, we were able to conduct tutorials outside the school every Friday until September and provide them with school supplies and food during each session. We also have contacted universities to help us train the out-of-school youth on Computer Lessons as part of the “Livelihood Project”. We have speakers for Women Empowerment facilitated by the Fire Fighters, Policewomen and Domestic Committee in the Municipality. Local bakeshop owners offered to provide bread for the children during tutorial sessions. Under our Wellness Programme, people who own clinics offered free medical check-ups. We also have volunteer teachers to conduct weekly dance exercises. Our Governor has also supported us to promote tourism and cultural heritage preservation and conservation, and the City Government has donated some tables to be used in our school for online classes.

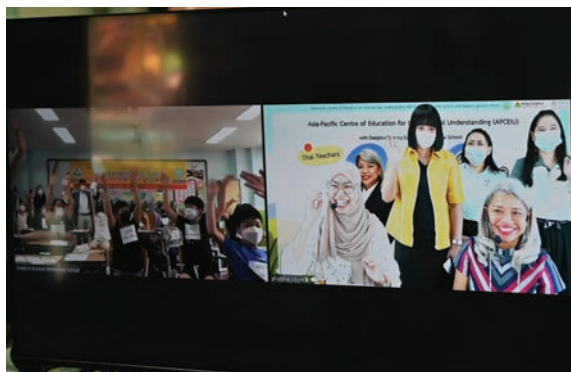
Our journey in this Program is not a bed of roses. We faced a lot of challenges. We do not know how to start, whom to approach and how to sustain it. We were rejected many times. We were rejected from our heads. We did not feel supported at all. The Programme was less valued because it was new to them and was not a priority or a part of the curriculum. But our team did not lose hope. We thrived. We became more driven, motivated, and courageous. We took these challenges as our weapon to prove that teachers like us can do more and be more. We moved on our own until we were able to launch the Programme together with our local projects. After the launching of the Programme, many stakeholders opened their doors and offered their support. They demonstrated their commitment to support our local projects along the way. We realized that it was not because they did not like the Programme, but because they just lacked awareness of it. We did not stop searching for more stakeholders. In fact, we asked our stakeholders to be part of our 3 year-plan for each local project. We aim to sustain and expand. As the OTEP ended, we felt proud of ourselves. We felt satisfied that we made it! It is very fulfilling to claim our achievement with the challenges we have been through. We gained more friends, especially from the host school itself. We teachers, together with our students and stakeholders outside the school, are now the bringer of change. A simple change can address a Global concern.

Online Project Experience: Challenge and Not Discouraged by the Situation

Thailand



By Sasithorn Kiewkor



I am a Thai teacher who once participated in the Asia-Pacific Teacher Exchange (APTE) Korea-Thailand Teacher Exchange Programme at Jinyeong Daechang Elementary School for 3 months. Before joining the project, I had the experience of getting to know Korean teachers exchanging their experience in Phayathai School but wondered what those teachers were doing. Korean teachers tried to design teaching based on the course contents linked to Korean traditions and

culture. Therefore, all students were interested because of the Korean teachers' attractive teaching design combined with Thai people's interest in Korean culture. When arriving at Jinyeong Daechang School, my fellows and I tried to design teaching focusing on Thai traditions and culture through practice. Korean students cooperated well in class with high interest, learned with fun and achieved the planned learning objectives. In addition to 15 tutoring hours per week, I was very interested in the collaboration of Korean teachers in using the lesson study and supervision of each group, helping and caring for students from other countries with learning difficulties due to non-fluent language use and taking good care of students needing special care, etc. I will always remember the impression of that experience. However, having the opportunity to attend the Sharing Stories of Asia Pacific Education Movements Conference (SSAEM Conference) in 2017 and 2018, I achieved the goal of teaching design to develop Global Citizenship in a broader perspective from examples of attendees' presentations and forum discussions. After reviewing and understanding the experience of attending the conference, I realized several things to improve and lead students to Global Citizenship successfully.

In 2021, Phayathai school had an opportunity to join the Asia-Pacific Teacher Exchange (APTE) Korea-Thailand Teacher Exchange Program on an online platform for the first time due to the COVID-19 situation in cooperation with Daejeon Dunsan Elementary School. As a great opportunity for my fellow teachers and students from both schools, I was determined to put my experiences to the current project. I designed a teaching process based on the Korean curriculum with the focus points of the GCED and SDGs. For example (1) Thai teachers designed learning on Plant Components and Functions, and the flowers and components of plants linked to traditions and culture of Thailand and Korea. "Wai Kru" refers to paying respect to teachers or giving flowers to thank teachers or show gratitude on Father's Day, Mother's Day, etc. This shows respect and appreciation to others. Korean teachers reported learning outcomes after using instructional clips for grade 2 students in their school as follows: (1) lesson exchange was a fresh experience to feel a new world (2) students learned about plants and the thankful mind together (3) lesson was little different from our way. So, our students got curious and did the activities



actively. These learning outcomes are consistent with our curriculum objectives of developing students to acquire knowledge and developing positive attribution of respect and appreciation for others. This Korean teachers' guideline drove the Thai teacher team to design teaching and learning management in the future. (2) Thai teachers designed learning materials on the occurrence of seasons and global warming connected to hot weather situations in both Thailand and Korea, pointing out impacts of global warming and encouraging the students from both countries to work together on "the 21 Days for our world project". Since this class was taught live via Zoom, the teachers could observe the real atmosphere, students and their reactions to assigned activities such as group work activities on the topic "What can a student do to reduce Global Warming?" The Korean students also presented in English. It was unbelievable that seeing each other in real time thousands of miles apart can create such a real friendly atmosphere. Learning outcomes in class also helped students become aware and strengthen awareness of global warming's negative effects on humans with guidelines for students' daily practice to reduce global warming. (3) Korean Teachers designed learning materials by comparing national sports of Thailand and Korea (Muay Thai and Taekwondo) to take pride in their own culture and understand others' culture. This class was taught by Korean teachers through video clips sent to Thai teachers to use via Zoom for Thai students. The content and practice involved comparing Thai and Korean national sports, especially Taekwondo skills. Surprisingly, the students handed in their worksheets to show their contributions to the class. More importantly, 13 Taekwondo training video clips were students' practice as actually taught by Korean teachers. I sent those clips to the Korean teachers to examine and give the students recommendations.



These learning outcomes provided students a better understanding of the two national sports, especially basic Taekwondo skills. Accordingly, teachers could actually design learning materials to promote Global Citizenship Education and the SDGs. This could actually be done by the teachers, for example, by organizing as a learning club, a supplementary course or integrating with other subjects. Nonetheless, the teachers should create more activities in designing lesson plans.

Actually, it is not easy to accomplish the 21 Days for our world project because of such a long time taking and continuity, but the Thai and the Korean teacher teams agreed to work together. If the students actually completed it, the teachers successfully took them out of the textbooks and classrooms since they had already acquired this knowledge and information but lacked actual practice. The teachers hoped a continuous 21-day activity could turn into the students' permanent behavior. While working on the project, many things were needed in learning and adapting ourselves to suit students and situations at all times, such as designing a diary for students to include pictures or photographs. While doing activities, Korean students did not like it and became shy to show their photos so they only wrote notes. For Thai students, it was inconvenient to write and record diaries, but they preferred taking and posting a photo. As online at home, the teachers could not keep up with writing assignments so posting on the Application Padlet was



actually convenient. The teachers also adapted to the students' needs from both countries. The success needed time until the end, but some could be seen initially concrete as (1) designing posters of students from both countries campaigning people to participate in the project (2) doing posting picture activities showing the students' ongoing climate mitigation behavior and messages (3) chatting messages in Application Line to ask teachers to do activities since early in the morning (4) requesting a link from the teachers to do activities, etc.



Participating in the second online project in this situation was both a challenge and a learning opportunity for me and my fellows. The challenge was to align activities with learning styles of both countries during the COVID-19 situation. Learning opportunity was to learn how to design curricula-based learning to promote GCED and SDGs jointly between Thai and Korean teachers, use technology to manage distance learning and motivate students to do activity for their benefits. For the 2021 Asia-Pacific Teacher Exchange (APTE) Korea-Thailand Teacher Exchange Programme, the first online format will end in August. As a project participant with high confidence, I ensured a certain level of success awaited us ahead. Such success comes from dedication, effort and not succumbing to any situation and limitation.





Change: How Wolves Change Rivers, and How Students Can Change the Environment

Thailand

By Kamonrat Chimphali

Last semester, my students and I learned about ecology. The lesson began with watching the YouTube video “How Wolves Change Rivers from the Sustainable Human” based on a genuine story about wolves changing the river. We addressed the interconnectedness of living things and the line “Pick a flower on Earth and you move the farthest star.” The students worked on six-box comics to practice efficient communication, which was something I would have liked them to learn. Evidence in science showed how one species can have a massive cascading effect on the entire ecosystem in which it lives. The most crucial concept I wanted my students to grasp was that everyone matters in society, and everything we do has an impact on the system in which we all live in. This also allowed students to consider how the activity relates to the SDGs.



We also talked about how we could change the classroom and school environment. They looked around the school and discovered that plastic cups were the most thrown out and abandoned item around the school, which confirmed we lacked responsibility for our school. How can I take more responsibility for the plastic cup than just keeping it in the bin? They planned to use it as a learning tool, using the bottom of a plastic cup to make a food web while giving them practice presenting a

workpiece in English for communication by teacher collaboration between subjects (Science and English). We discussed how we could reduce our use of plastic and what we could do to help the environment. Students shared their ideas and voted to plant vegetables. The project was called “Sufficiency Treasure in soil” and students planted vegetables that they would consume. For example, if you enjoyed eating cup noodles, you need to think about what vegetables can make the cup noodles more nutritious and how much you need to design the area to plant, how you can get their seed from your village and how to know how to take care of your vegetables. I discovered that most of my students had not planted veggies in a long time and had to learn again, even though we were located in an agricultural area. Students couldn’t attend school during the COVID pandemic, which added stress to their lives, but vegetables could cure their feelings and students could learn how to be self-sufficient.

Before joining the program ATPE, I considered the content of science more than connecting the content with the context, which is why I will miss the opportunity to give students to think and act on their knowledge. When students learned about plants, they knew the plant structure but didn’t feel anything about the plants because they didn’t have a chance to take care of or spend time growing the plants. This time, I saw the different things students showed me in their new roles: they were protecting the plant and learned the values of plants as valuable natural resources. It is very important for every teacher to wear new glasses of SDGs and bring them to the classroom because we need to connect the content to context



and make students engage in applying their knowledge for a better life and a better society, not just test scores. I can say that the experience in SDGs gave me new perspectives and gave real-world context to lesson plans. During online teaching, our activity of planting the vegetables also gave students a relaxing activity rather than focusing on the screen and would have a veggie for the menu with their family.

My classroom activity was selected to be broadcasted on television to share with the community the ideas on how to design lesson activity. I wish my change would impact other teachers in Thailand to think about how to make a lesson plan connecting with real-life context and how to develop students' skills more than tests. I was also invited as part of the committee to develop the Biodiversity Utilization Model toward Holistic Economic Development in Knok Nong Na Model that related application of the Sufficiency Economy Philosophy for the SDGs.

We need to change the way we educate children and begin changing ourselves first and collaborating with others. Experience with SDGs is the important thing in changing attitudes and values to design learning activities. Change from 'what to know' to 'what to do', to help students develop basic practical skills is still needed, but working with others develops humanity as citizens of local, national, and global societies. Education must be seen as a pathway to attaining lifelong learning, satisfaction, happiness, wellbeing, opportunity, and contribution to humanity.

I appreciate the Asia-Pacific Teacher Exchange for Global Education for allowing us the experience to become a change agent and for supporting and continuing in the follow-up activities. Nowadays, we face an adaptive problem that we can't solve alone - we need to work together. I do believe that an adaptive teacher who can collaborate is the most valuable resource in changing students to become a Global citizen and change society in a responsible manner to make our world a better place for everyone. A better change starts with you.



Experiences on Education: Enhancing English Productive Skills for 6th Graders at Geumjang Elementary School Thailand

By Patcharin Kunna

Participating in APTE (Asia-Pacific Teacher Exchange for Global Education) Programme enhanced my experience in so many aspects such as adapting to an unfamiliar culture, working in a foreign school and learning on the educational system in one of the best countries known for having the best educational system in the world. I'm not only having an opportunity to share some of my teaching techniques and activities to promote English productive skills for the teachers and students at the host school, but I was also introduced to some awesome activities to use in English class from my mentor teachers, Mrs. Yang and Ms. Park. Those were what I believe one of the purposes of the Programme, to have teachers learn and experience educational activities from each other for the better education and future collaborations.



Let's start with the context of English class at my host school. There were 3 periods per week for 6th grade students to study English with a special teacher (not a homeroom teacher), which meant that the teacher majored in English. The teacher, Mrs. Yang, or Cathy, was very fluent and confident in using English. However, with only 40 minutes per day, the lessons were dependent on textbooks and materials which mostly were on the screen. Students experienced lots of receptive skills but when it was time for speaking, reading and writing, they just repeated after the teacher and followed what was displayed. Students didn't have much experience in producing the language on their own. After having a discussion with the teacher, I mentioned some activities that I would like to do during my time there and it was a bit different from what the teacher had done. I tried to design the activities concerning the meaningful context and student's level of English.

The activities were in various interaction patterns such as individual drills, pair work and team, which helped increase their confidence and their opportunity to expose and produce the language better than just a whole class activity. I also supervised students very closely while doing the activity as I could be there to help and support them. After finishing the activity, I elicited the ideas from students and gave effective feedback as well.

The example activity I did in class was 'My Favorite Food is Healthy!', which later on was my project during the time I was there. The activity was designed with the aim of helping students to learn English vocabulary about food from their favourite dishes, promoting writing skill and using English to look up information outside of the classroom. Moreover, they would have to study food nutrition and present their findings in the form of a booklet in English as well.

As a language teacher, I know that learning a new language for young learners seems difficult as they might find it different from their native language. Choosing a topic that they're familiar with or interested



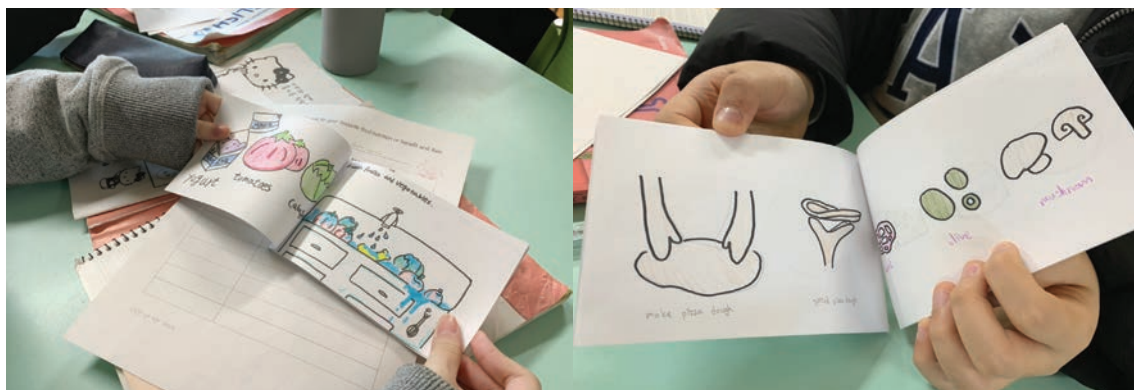
in (personalisation) will motivate them to learn more. Food is a topic that everyone loves to talk about and there are some rooms where English teachers can use this as a tool of learning language. As food is a part of the culture, it'd be interesting to learn some new vocabulary of the ingredients, how to cook, and the nutrition from those particular ingredients. Not just students that can learn new vocabulary but I, as an exchange teacher, can also learn Korean culture through food. The area for them to study from the ingredients is nutrition. When they know that their food is healthy, they will confidently eat all the food. They will be aware that there are some people in some parts of the world who suffer from hunger. Therefore, they won't leave any waste.

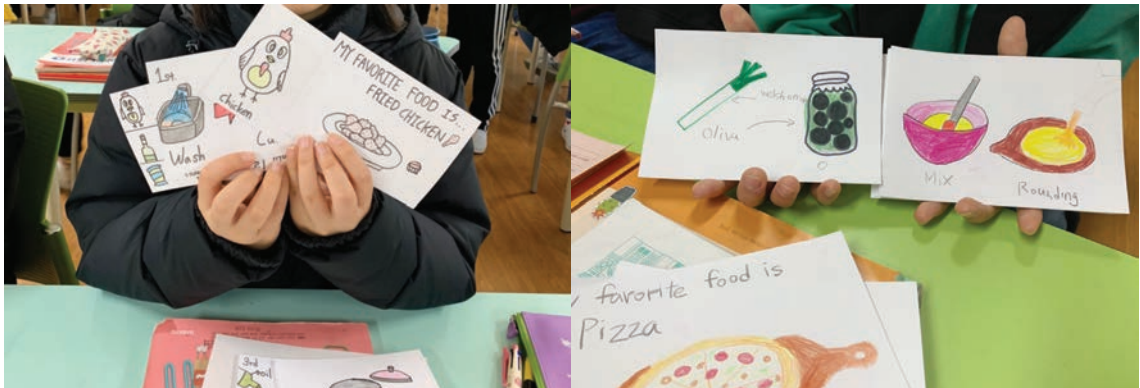
While the students made the booklets, my co-teacher, Cathy, and I helped and supported them by showing the sample work. Moreover, we focused on supervising them to see how they dealt with their work. Most of them had done the work so well while a few were struggling with spelling. From what I observed, the majority of the students loved drawing and performed well on their task. However, it appeared that some of them had some difficulties in both using the language and drawing. We closely supervised them and allowed them to use Korean in their work. Even when that was not what we wanted, rejecting what they could do would just demotivate them to continue their work and would have a negative impact on learning English.

As we saw some students struggling with writing sentences, Cathy introduced me to an interesting activity called 'Sleeping Elephants'. I'd never seen or tried this activity before, so I was super excited trying this with Korean primary students for the first time. Students loved and enjoyed the activity and they got more confident in writing short sentences.

The last section of the booklet was about food nutrition and benefits. After presenting and showing the sample of food benefits, they got some idea on what and how to put the information on the booklets. To complete this section, they would have to search for the information on various sources such as interviewing some teachers, reading the book and looking it up on the Internet. This activity promoted the use of English outside of the classroom. It appeared that most of the students could complete their work whereas the rest had not finished the nutrition/ benefits section. It showed that there were some students who were struggling in using English to search for the information.

The final part of the project was giving feedback to the students. I gave verbal feedback for them after a short presentation and written feedback on the back of their booklet as a way to show their performance





in using English during the project. From what I had done with the classes within 3 months, some changes could be observed such as students felt more comfortable interacting with me using English. They gradually exposed themselves to more English while doing activities. They engaged more in class as they participated in various interaction patterns. And, last but not least, they even thanked Cathy and me personally for giving them the opportunity to show their ability in both using English and drawing.

I was so lucky to be able to work with such talented teachers from Geumjang Elementary School. I had the opportunity to be in their open class and was amazed by their contribution in teaching. Their classes were active and students were engaged by the lead of the teachers. They discussed a lot and teachers were so open about students' responses. I could see that the teachers were well-prepared as the pace of the teaching was rapid but precise. They made the best use of limited time.

There's a Thai saying that 'Ten people telling you about something doesn't match seeing it with your own eyes.' (สิบปากว่าไม่เท่าตาเห็น) to prove something people have said about it yourself. Previously, I was informed of some pessimistic stories about Korea such as people or social expectations. However, after joining the APTE (Asia-Pacific Teacher Exchange for Global Education) Programme I could take only the advantages. I met great people, lived in a great place and experienced one of the top educational systems in the world. That was the most memorable moment in my life and I wouldn't trade this for something else.



Introduction: Getting to Vietnam

By Kim Sun-kyung

Exactly three years ago, in the summer of 2018, I arrived at Ho Chi Minh City with great expectations and a beating heart for a new environment. I couldn't believe that I had to spend three whole months away from my family, yet what amazed me the most that I left the familiar schools in Korea to stand on the podium of a Vietnamese school as a foreign teacher. Right after seeing the post for "Education exchange program with countries of multicultural families," my heart started beating rapidly because it felt as if I saw what I truly wanted in my life.



I wasn't confident in communicating in English, but I believe I had a will stronger than anyone else when it came to learning and experiencing other cultures, which led me to apply for the program without any hesitation. After that, all the moments of finding my name on the list of successful applicants, getting training as a dispatch teacher, and the arrival in Vietnam all felt as if they passed in a matter of seconds. Fortunately, my family comforted me by telling me not to worry, and my colleague teachers in Korea also encouraged me to have a wonderful time there. Thanks to them, I was alleviated like fish in water and could march into Vietnam that would become my second home.

I traveled around a lot of countries, but it was my first time being in Vietnam. That was why I was even more excited to be there, and I told myself numerous times during the dispatch training that I would eat and live like Vietnamese. I am relatively less hostile to cultures that are different than mine, and I adapt well to new environments. In all the countries I had visited before going to Vietnam, I approached the locals first with curiosity and interest in their culture, and I had a lot of memories of eating local food with a great appetite, sleeping well, and traveling around with wonders. There was no difference in Vietnam as well. Even when the rattling noise of motorbike engines hit my eardrums, I thought to myself, "I've come here to learn about Vietnam. Let's live like a Vietnamese for three months," and encouraged myself. Thanks to such determination, the thought of kimchi stew, which was my favorite food, didn't even come to mind even though I only ate local food and drank milk tea for whole three months. That really was a mesmerizing experience. At least in the aspect of eating culture, I feel like I became a Vietnamese for three months.

Part 1: Vietnamese teachers who became my friends

The total number of teachers dispatched to schools in Ho Chi Minh was 10, including me. The teachers were sent in pairs for each school, and my buddy teacher (who taught in an elementary school in Jeonnam) and I were sent to Bui Thi Xuan School, which was known to be one of the prestigious schools in the area. The school was in the first sector of Ho Chi Minh, which made commuting convenient, and my



mentor (Teacher Dung) was someone who also came to Vietnam through the APCEIU education exchange program. When I first got to the school before the semester started, my mentor and other teachers came to me and started chatting with me. Most of them were young teachers in their late twenties to mid-thirties. I later found out that they welcomed me first because I looked like I was around their age. I am still grateful for them treating me like one of their friends and showing me kindness even after getting to know my real age.

I miss every single person I met through my program, including my mentor Teacher Dung, Teacher Khuyen who gave me a thorough explanation on Vietnamese culture and education system, Teacher Thu who introduced me to all the parts of the school so I could get used to the place right away, Teacher Ahn who invited me home to let me experienced the life of locals closely, Teacher Ngoc who invited us over and taught us whenever there was a traditional Vietnamese cooking session, and Teacher Hoa, the one who became my tongue and perfectly interpreted everything I said in my Korean classes. In fact, even after three years since the end of my program, I still send and receive greetings to a few teachers through Facebook. Though it may be through pictures on social media, I am thankful and glad that I can see which educational course Bui Thi Xuan School is in and how the teachers there are doing. Moreover, I am grateful for teachers who ask me how I'm doing after they watch global news on Korea, and the teacher who never forgets to send a message of congratulation on every 15th of May, which is the Teacher's Day in Korea. I also send the same greetings to Vietnamese teachers on the 20th of November: the Teacher's Day in Vietnam. Whenever I send that message, I always remind myself the "Vietnamese Teacher's Day" that I experienced which was so magnificent and remarkable.

Part 2: Trying to teach "Azaleas" to Vietnamese students...

There's a class I taught in Bui Thi Xuan School that I'll never forget. The session was the "Literature comparison between Korea and Vietnam" that I had with Teacher Ahn, who was a literature teacher. One of the closer relationships I had while working in with Vietnamese teachers were ones with Vietnamese literature teachers, and as a Korean major myself, I was very curious to find out how Vietnamese literature was being taught in Vietnam. I asked a few of them to let me observe their lessons, but I would sometimes be rejected in the morning right before the class or get to only visit the classes that were textbook deliveries without any teaching model or use of equipment.



But one day, Teacher Ahn, who became a close friend of mine, suggested that we go the extra mile and perform team-teaching on Korean and Vietnamese literature. The proposal was about selecting literature with themes of universal human emotions, such as love, from the works of each country, and introducing them to our students so they could compare the two literary works and have discussions to learn about both countries' literature. I thought that digging deep into Korean literature wouldn't be reasonable as there was a language barrier, so I pondered on a literary work



that carried the soul of Koreans well while still being easy for Vietnamese students to understand. It was literally a “literature exchange” class.

Then, the interpreting teacher suggested Kim Sowol’s “Azalea” as she knew the poem well and because a lot of Vietnamese literature also had themes of “love and farewells.” Kim Sowol was a well-known Korean poet, and “love and farewells” were sentiments that could cross borders when it came to literary themes, so I agreed right away. I

also told Teacher Ahn to select a literary work in Vietnam that could be a good comparison to “Azalea.” If we were in Korea, I would have reorganized the team-teaching content before class and consulted with other teachers on how to create the flow for the class. However, in Vietnam, the date of our session came without having enough time to agree on what should be our final goal in delivering our lesson to students. It was typical in Vietnam for Teacher Ahn to come to school only twice a week, which made me feel too sorry to ask her to come on her day off. Not only that, I became less and less confident as the day came closer because I couldn’t be sure that Vietnamese students would have interest in Korean poems. It went to the point of regretting the whole idea and thinking I put myself in trouble by making such a proposal, but I decided to take it easy as the interpreting teacher, Hoa, told us she knew “Azaleas” well.

On the day of the class, we found that flowers that resembled azaleas were in full bloom around our apartment, and we escaped the eyes of the security to pick a few flowers and make our way to school. The time of our Korean and Vietnamese literature exchange class came, and we introduced the content of “Azaleas” to students in Korean and Vietnamese. And we asked a pair of male and female students to act out the poem briefly and made them do a performance of throwing the azalea-like flowers on the classroom floor. After the introduction to the Korean poem was done, Teacher Ahn also delivered a short introduction to a Vietnamese poem and allowed the students to have discussions on comparing the two poems. Up until here, everything seemed to be going great. But Vietnamese students here and there raised their hands and asked why Korean women were so cruel. They wondered how the woman could just leave when the man had gone all the way to throw flowers on her way so she wouldn’t go, and why the woman in the poem was the complete opposite of female characters in Korean TV dramas, who were so kind. They were throwing out questions that made no sense to me. Right at that moment, I realized that Teacher Hoa, the interpreter, understood the narrator of “Azaleas” as male, and delivered the poem in a completely opposite direction, which would make the woman in the poem betray the man and leave. I had clearly shown the picture of Kim Sowol to the class at the start, but the poetic narrator being a female caused confusion among students. *(Even in Korea, children often become baffled when dealing with “poetic narrators.” “Kim Sowol is a man, so why would he speak in the voice of a woman?” Students ask this question and have a hard time understanding the concept.)* And so, the poem delivered to students got tangled up, and I was suddenly taken back and had to make Teacher Hoa understand the poem properly. After that, she had to make corrections back to the students, which led the bell to ring even before our ambitious class was over.



I can only laugh when I think of the class now. When we were preparing for our so-called literature exchange class, the three of us, including myself, the Vietnamese literature teacher, and the interpreter, should have met at least once. But I had too much faith in my interpreter who delivered my words in Vietnamese with ease. Moreover, I should have had multiple discussions with the literature teacher on how well the Vietnamese students would understand the sentiment of Koreans. But I never got to do that because of the working conditions of Vietnamese teachers, which still brings a sense of regret to me. All the while, I tell myself that it was still worth it because there are children in the class who still remember the “flower throwing performance.”

Part 3: You must have been a Vietnamese in your past life.



Up until I was dispatched to Vietnam, I had always believed myself to be a person with openness to other cultures, but there was a small episode that made me think again. I didn't miss Korean food at all while I was in Vietnam, which was strange for me. I had rice noodles or other local food for all three meals of the day. After the meal, I didn't forget to drink milk tea or Vietnamese coffee (Cafe Sua Da) like a true Vietnamese. My diet drew attention of a school teacher. One day, while I was enjoying my bowl of rice noodles, that teacher called me and said, “Kim (Vietnamese people called me “Kim”), I think you were Vietnamese in your past life.” (The majority of Vietnamese are Buddhists and believe in past lives.) I thought that was maybe because I ate Vietnamese food so well. But the teacher asked again, “do you know why I said that?” That was because I had the eyes of a Vietnamese with prominent double-eyelids, not the ones of a Korean- eyes. After hearing that, I had a look around and realized that over 90% of the Vietnamese teachers had double-eyelids. I had spent the entire three months with Vietnamese people, eating and chatting with them, yet I never realized that they had double-eyelids. That experience changed my perception about thinking I had good sight of other cultures; after such an event I developed a little habit of checking the person's eyes whenever I ran into a Vietnamese.



Part 4: I'll come back before you guys graduate

Before leaving Vietnam in November 2018, I made a promise to the students in my Korean class. I told them that I would come back for sure before they graduated. But I had to cancel my flight for Ho Chi Minh in January 2019, even though it had been already booked. The outbreak of COVID-19 put a stop to all airlines, and I had to watch students graduate high school and become adults in three years while not being able to keep my promise. Puong, the student who is still learning Korean through Korean talk shows and dramas, sent me a message one day. “Teacher Kim, I already became an adult now. When are you going come to Vietnam?” Ahn, who dreamed of studying Korean hard to have a chance to meet BTS and talk to them in Korean would sometimes text me too. “Teacher Kim, I won an award in a Korean speaking contest. I really miss you. By the way, when are you coming back to Vietnam?”

Outro:

The three months I worked in Vietnam was like a welcome rain to the withering life of teaching that I used to have. Though I loved my teenage Korean students as well, I was afraid to see the lifeless eyes of students who would sometimes lose interest in classes. I was also deeply concerned whether my curriculum had actual impact on the lives of our children. Meanwhile, I was mesmerized by the beady eyes of Vietnamese students who had chosen Korean as their second foreign language, which encouraged me to spend more than three times the energy I had back in Korea to prepare for my classes. To make Korean classes smoother and more fascinating, I re-watched “The Goblin,” which was a popular Korean TV drama among Vietnamese children at the time, over and over again to find course material for my PPT. I also asked the students which K-Pop songs they liked and picked out words and sentences from the songs’ lyrics.

After three months of living my dream, I came back to Korea and realized it was already the time for the second semester to open up. It was like waking up from a sweet dream that lasted forever. On my way to work in Korea, I looked around while thinking it was strange that I couldn’t hear the sound of motorbikes, in classes I tried to find the innocent eyes of Vietnamese students in the eyes of Korean students, and I felt like I was a stranger, missing my home in the staff room with other teachers. But after three years, I became used to the Korean school culture that had been familiar to me all along and now I am wrapping up the semester in a hurry.

This year, I have become the culture and human rights sensibility lecturer of the regional education office once again to run courses on other cultures for teachers and students. In my lecture, I always talk about my experience as a dispatch teacher in Vietnamese schools. I might still be prejudiced when it comes to different cultures as I haven’t had the chance to experience every single one of them. However, whenever I give out lectures, I encourage the audience and myself to be open to others. I tell my audience that they need to respect those who come from different cultural backgrounds and treat them with open minds. Some people might be from countries that are not as well-off as ours, and they might look a little strange from our perspective. But they are the same as us- equal human beings who should be respected just like us.

And I make another wish. I wish for the day to come when COVID-19 finally ends so I will be able to see Vietnamese teachers and children again. Tạm biệt Việt Nam. Hẹn gặp lại. (Goodbye, Vietnam. See you again.)



The Joy of Being Together by Overcoming Our Differences

Korea

By Ahn Yu-jeong

Do you like Thailand?



Two years ago, I went on a trip to Thailand alone. Was it because I traveled when I was in hardship? All I did was walk around in sunshine, but that was all I needed to love the place. There were huge green bushes here and there, and the sun shined bright without a single spot of cloud in the sky. January was a dry season in Thailand, and the climate stimulated my body to pump out hormones of happiness. I loved the good food, relaxed people, and their kindness accompanied by

their smiles even when we couldn't understand each other. On the day my trip ended, I became curious of the life in Thailand that went beyond a tourist experience. I started to wish for a chance to live in Thailand.

Education exchange program with countries of multicultural families

One day after returning to my ordinary life after the short trip- I was on Indi school to search material for preparing my classes after sending the students away. That was when a title on the main page caught my attention.

‘Who wants to learn Thai? Recruiting study group members.’

‘Thai?’ I became interested because I had always vaguely thought learning Thai would expand my traveling experience. I clicked the post thinking that there must have been another teacher who liked Thailand like me.

But what I found out was something very different with what I had expected. The teacher who put up the post was someone who had been dispatched to Thailand through the “Education exchange program with countries of multicultural families,” and they were recruiting study group members wishing to continue learning Thai even after four months of the program. It was my first time figuring out such a program existed, so I posted a comment right away in curiosity.

“Hi, is this project posted as a public announcement? How can I apply? I love Thailand and I really want to get this chance!”

A kind reply came right away, and I found out that a public notice came to schools around every December. The reply also recommended the program and gave me a few tips. I logged into my school's public notice page with a beating heart, and the notice from last year's December was really there. “A chance to live in Thailand for four months? It's a perfect project for a person like me!” I applied in December, with a childish heart of wanting to live in Thailand without any serious consideration on the project's purpose.



Prior training before my departure

I was lucky enough to pass the screening to be placed in Thailand, which was my first choice of preference. Full of excitement, I attended the prior training before the departure. I was only waiting for the date of departure with a beating heart, but the two-week prior training program in the Asian-Pacific Education Center of UNESCO made me bit nervous. During the lectures, I had the chance to hear about the project's background and purpose, the stories of previous dispatch teachers, and the attitude and mind I needed to have as a dispatch teacher. All of these made me slowly realize that I was about to leave Korea to become a teacher in Thailand. That was the time for me to reflect on myself and think about the educational activities I would execute there.

There was a lecture in the training that was most memorable to me. The theme was on “roles and capabilities of teachers required in the age of globalization and multi-culture,” which transformed my thought on the campaigns of helping children in Africa. In a lot of schools, there still are fund raising campaigns and activities on writing letters of hope to children in Africa. When I participated in those programs, I used to show pictures of African children living in poor and unhygienic conditions, without any medical care. I would then go on to tell my students to have hearts of compassion and urge them to make donations to help the African children. However, in the lecture I was told that such a form of education made us look those African children only from a perspective of charity. The lecture stressed that we needed to escape from the charitable attitude to focus on the potential that African children had and to draw up a picture of the future where we could develop together. I sympathized with what I learned through the lesson and with that mind, I started to steadily draw the picture for my educational activities. I made a promise to myself to watch out for an attitude of superiority and charity that I might have and to perform my project as a person from an equal country of exchange. “What kind of class will I have there?”, “And what will I offer to the students in my class after getting back?” Questions such as those started to form inside my mind.

Life as a minority

I was dispatched to Wat Bangprong School in the area of Samut Prakan. The school wasn't that big, having around 300 students, with me teaching English to students in third to sixth grades. My teaching life in a Thai school was full of fun. The temperature went up to 40 degrees Celsius while only fans spun around with no air conditioning, and the class was packed with over 40 students. But all those things didn't matter as I was encouraged by the curious eyes of my students. When I spoke a few Thai phrases that I memorized, the students laughed. I also did the same when they spoke simple English sentences to talk to me. I was truly grateful for the attention and love the students always showed me when they ran into me even outside of school as well as inside. I was also thankful for the teachers in Thailand who welcomed me, offered me meals from time to time, and showed various parts of the





country by traveling with me when I was merely a foreign teacher who came from a country far away.

But even in such a welcoming and loving environment, there still were a few inconveniences and obstacles I had to face. In the middle of the class, while I was busy teaching, the cooperative teacher would start chatting with the students, and sometimes the teachers behind the classroom would talk loudly among themselves. They made me wonder if they were just rude or if those actions were a way of their culture. I did feel uncomfortable, but I was afraid of miscommunication and scared that my relationship with Thai teachers might get complicated, which made it hard for me to share my difficulties with the cooperative teacher. All I did was think, ‘I won’t be here for long, so I’ll just hold my thoughts down’. Also, I had to fall into a state of blank stare because I couldn’t understand a single word during the weekly staff meeting, which reminded me of the foreign teacher in my Korean school. I always like Thai food and was confident that I could any try dish with cilantro, but the school meal in Thailand was the real deal. Except for the rice and fruit, all the side menus and soups were full of cilantro flavor. My guess was that cilantro in Thailand was like garlic in Korea. I could finally understand why foreigners in Korea had a hard time adjusting to the garlic smell.

I believe that the most valuable lesson I learned while working in a Thai school is to understand the life of minorities in some extent. To tell the truth, I was never a minority inside Korean elementary schools. I was a part of the majority of adults who worked in elementary schools that took up most of the decision-making process. I didn’t have a lot of difficulties in expressing my opinions either. Naturally, I became distant when it came to understanding the lives of minorities in our schools. However, my life as a foreign teacher in a school in Thailand allowed me to sympathize with the hardships that minorities experienced in expressing their opinions and the feeling of isolation that they faced when they couldn’t belong in the majority. I was lucky enough to receive kindness from Thai teachers, but I still ran into those inconvenient moments. I could only imagine how hard it would have been for minorities who couldn’t receive the same treatment.



Coming back to Korea

After my dispatch program, I came back to Korea and got together with my Korean student class.

It is embarrassing, but I must admit that I gave out courses on multi-culture without much thought. I was never really interested in multicultural themes and just considered the topic as a part of my curriculum. However, I've developed a different attitude after my dispatch. I experienced a sense of helplessness and inconveniences along the way, and I concluded that it would be easier for me to just hold my thoughts down because I was a minority. That experience turned my attention to the minorities in Korea. What do the minorities really want? What would be the way for us to live happy lives with them?

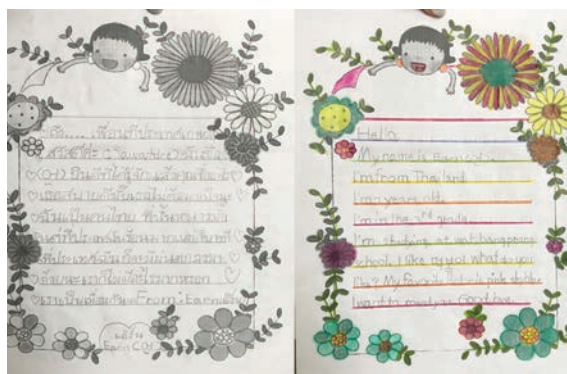
After I came back, I steadily reorganized all the things I learned, felt, experienced, and the things I wanted to change inside Korean schools. My wish after I got back to Korea has been for my students to find joy in getting together with others by themselves and to draw up the urge to become friends with one another. That would certainly have stronger impact on them compared to the teacher telling them to be considerate and not commit discrimination.

1. Finding similarities instead of differences

After I got back, I showed the photos and videos of my class to Korean students. From the scenes of foreigners, the things that stand out the most would be the differences. My students were the same. In fact, the children looked for differences with curious eyes and were amazed. When their wonder settled down, I told my students to look for things that were same or similar to them. When you're looking for similarities, you must look closer with more attention. But if you look close enough, you're bound to find them. Drinking milk and eating school meals, sitting at desks to listen to classes, enjoying video games together, laughing and playing with friends during recess, and pulling sneaky pranks in the middle of classes- all these things were similarities that Korean students found inside the classes of Thailand, which brought them great joy.

2. Bodies far apart, but hearts close by

I wanted my students to feel a sense of connection. I tried to think of a way for them to feel closer to one another even though they were far apart, which eventually led to my "Making Friends with Pen Pal" project. I was in charge of third grade students, which made things easier as the third graders in the Thai school had a similar number, allowing me to pair up one student with the other. The Thai students used English expressions they learned in my class to write their letters. On the back, they wrote more freely in Thai. Their letters were packed with alphabets from front to back, and I delivered them to Korean students with each of the Thai children's photo attached. The Korean children were thrilled to receive letters from Thai students that had the children's Korean names written on them. We used the translator app's photo-taking feature to translate the letters that were in Thai. For our





replies, the Korean children wrote English and Korean front and back and sent them to Thailand with each child's photo. A week later, the students in Thailand uploaded a post and a photograph to tell us that they had received our letters. My Korean students saw the photo and shared their thoughts.

3. The joy of being together



The students in Thailand and Korea have created a huge piece of art together. First, the Thai students drew pictures on a scratch paper, one by one. They expressed the things they learned about Korea through me and their hearts for Korean friends. The pictures were all gathered up to become one half of an enormous heart. I brought that back to Korea and completed the other half with Korean students. The Korean students also expressed their messages through their artwork.

The pieces were all put together to form a piece of art that took the shape of a gigantic heart. I displayed the piece on the school corridor for students of our school to have a look at while they walked. Students who became interested came up to me to ask questions, and I could see some of the children sharing their thoughts on the picture. Of course, what made me happy was the fact that the students in my class who showcased the piece were proud of the work they have completed together.

Mai, who drew beautiful pictures, designed cute characters for her Korean friends, and Earn, who had superb handwriting, surprised his Korean buddies by writing a letter that looked as if it was printed from a computer. Max, the class entertainer, made a video of himself doing a funny dance to make the Korean students laugh, while Tang, an excellent English speaker, made a wonderful self-introduction about himself in English.

In my opinion, the best way for students to create healthy relationships is by allowing them to do things that make them feel connected on their own and make them experience the joy of being together. That is the same when it comes to meeting a student from a multi-cultural family who is not a foreigner. Treating multicultural children as “equal friends” that go beyond the idea of “those who need our help” is also essential to raise their self-esteem.

I believe the teacher's role is to let students find other various positive characteristics inside multicultural children instead of allowing them to focus on different skin colors and appearances. If our children can go beyond their differences to discover the joy of being together, I'm sure their joy will be enough to change the world.



By Kim Seong-hee

I am Kim Seong-hee, a Korean teacher working in Incheon Gonghang High School who participated in the Korea-Malaysia teacher exchange program (KOMTEP). The whole world is currently facing a new challenge of “On-tact New Normal” due to the unprecedented pandemic. The education sector is particularly experiencing disparities from international and economic differences, requiring global cooperation more than ever. Amidst such a time of confusion, I am grateful to participate in the education cooperation program with countries of multicultural families. Here, I wish to share the lessons I have learned through the online exchange program.

The school that was twinned with ours was Kolej Vokasional Keningau, which was a vocational education institute located in the northeastern part of Malaysia. The school system in Malaysia is a bit different to the one in Korea. The school would be an occupational high school in Korea, a place where students dream of becoming experts in their specific fields from a young age. After four years of specialized training, the students could have careers that allowed them to spread their talents, which was why I could see the earnest and mature attitude in their learning. The students were also full of curiosity and passion for Korean culture as it gained immense popularity in Southeast Asia.

I wish to tell the story of my program in three parts. The first part is about the educational activities aimed at enhancing the capabilities of students as global citizens. The second is on the passion of students I witnessed during the cooperative projects between the two countries, while the third part is on the solidarity as teachers that transcends nationalities and the personal transformation I experienced. With the bigger picture of “global citizen education” that breaks through the limits of online exchange classes, our program focused on drawing out the “sound of harmony” between the students from two countries.

First, to enhance the students’ capabilities as global citizens, we ran classes on mutual cultural understanding, global climate issues, and global citizen equality, under the common theme of “awareness as global citizens.” Meanwhile, we implemented the “Ramen Challenge” to fulfill the spirit of “globalization” and participated in the “Eco Bricks” activity to protect the global environment for our team project, which allowed us to experience the harmony between globalization and localization while realizing the value of the environment at the same time.

All of these courses were contact-free, which required the students to have opportunities to get hands-on experience. That was why we designed our classes to include real-time Zoom video sessions and real-life objects. For example, after learning the idea of equality embedded in the creation of Hangeul, we had activities engraving their Korean names on stamps. When we introduced famous tourist attractions in Korea to students, we would provide them with souvenir postcards so they could feel the cards and gain context in their understanding. In our Ramen Challenge, we offered a chance for students to cook food by directly sending them Korean ramen and souvenir chopsticks so the students could use them as table decorations. As can be seen from our activities, the classes that combined course theories with student



experience increased the students' class satisfaction immensely.

The direct exchange with Korean students also boosted the curiosity of Malaysian students. Examples of the direct exchange include using the small group meeting feature of Zoom to run team discussion classes with one Korean student and five Malaysian students, the stamp-crafting class where Korean students took the role of mini teachers, and the session where Korean students made presentations on tourist sites in Korea using their family photos. These classes all contributed to the Korean and Malaysian students forming a sense of community between themselves. As kids of gen Z media, they also created fun student Vlogs to share the daily lives of Korean and Malaysian students. What's interesting is that the children are still using Instagram and other social media to continue their friendship even after the exchange program has ended. This might as well be the harmonious cultural exchange that transcends physical distance.

Secondly, I will introduce the passion that I felt from running the cooperative project of the two countries. For our cooperative project, we chose the "Ramen Challenge" and "Eco Bricks." We selected the former to use "Ramen," everyone's favorite food, to understand each other better. Each student uploaded their unique ramen recipes on Padlet and cooked the ramen according to recipes from their partners of the other country. Korean students introduced Malaysian children to interesting dishes such as ramen with cheese, seafood, and budaejjigae. Malaysian students also introduced their partners to a wide range of ramen cooking methods and made ramen by following the Korean students' recipes while also making use of Malaysian ones. Personally, I started to see my students in a different way after this project. Korean students don't have the time to have a view on what is around them. They are drenched in all sorts of evaluations and documented exams, which is why it is rare for them to be full of life. However, they were completely different in our project. Every single one of them enjoyed the class and introduced their ramen recipes on Padlet. The Malaysian students went an extra mile by wearing traditional clothes and filming their videos outdoors so that their partners could really feel the culture of Malaysia. They showed their passion by catching various clams in creeks for their ramen and uploading the process on YouTube. After the class, our students all said, "Wow! It's so wonderful to see Malaysian students being so passionate in their classes," and "When the Coronavirus dies out, we'd love to go to Malaysia. It doesn't feel that far away anymore." When I heard them say that I could see that the wall of discrimination inside their hearts were slowly melting away and felt our effort was all worth it.

Lastly, I want to share the solidarity that transcends nationalities and the personal changes I experienced. Right now, we face an obstacle of having to teach contact-free classes as teachers. The sudden shift in our society led confusion in the educational sector, and our responsibility as teachers is heavier than ever. For the last three months of running our project, we had meetings with Malaysian teachers over and over to make our lessons better. We especially took extra care in finding effective ways to discover opportunities that would raise the awareness of our students as global citizens. Through our constant conversations, we felt a sense of solidarity as teachers in Korea and Malaysia, and voluntarily thought of a need to exchange our know-how on contactless classes.



That was how we came to hold the webinar called “Korean Blended Learning in the Ontact Era” as our follow-up project to share Korea’s contactless education and school management skills. 180 Malaysian teachers who came from all areas across Malaysia participated, and through their fervid discussions we could feel the pure passion that transcended the borders. The session was a meaningful time for us to share our know-how on Korean-blended online learning and offline school management for disease prevention, which allowed us to look into each other’s educational environments.

Through this program, I could realize the importance of global citizen education and draw a bigger picture for our future. Education on global citizen awareness isn’t a vague idea that is distant or doesn’t exist in real life. It is a lesson that breathes right next to us, and it is a thought that can be fulfilled right away during our classes. Before running the cooperative project with teachers and students in another country, I personally used to think that education on global citizen was limited to only a few areas. But just like cultural development, which never turns back to the old after experiencing the new, I am now determined to implement the various ideals of global citizen awareness lessons in my daily life. I hope other teachers will also realize the value of education on global citizen awareness that lies right in front of them and start to plant the seeds of compassion inside the hearts of their students. I wish for them to show generosity and warmth to their multicultural students and enjoy walking their educational paths together.

Lastly, I would like to thank the Korean and Malaysian Ministries of Education, Asian-Pacific Center of Education of UNESCO, and those in charge of the dispatch schools that arranged the project. I truly wish that more teachers and students will become the new milestones of global citizens in the post-pandemic age. Thank you.



Three Reasons to Go to the Philippines' Panabo City in Mindanao Island

Korea

By Lee Jae-won

Exchange programs have always added strength to my identity as a teacher as I have run student exchanges since 2011 with Japan and have had experience in educational volunteer work in Russian ALCoB. During that time, I came across “Education exchange program with countries of multicultural families,” but I couldn’t bring up the courage to apply as I was reluctant to leave my family for the program.

After that, COVID-19 hit the globe and the world froze up. All the inter-personal network I had built up was no use in front of the force of the virus. The only hope I had left was that I could still feel the warmth of people through the cold screens of video images. That was when the “Education exchange program with countries of multicultural families” came into my sight again. The program turned into an online exchange project, and I must admit that Malaysia was the country I preferred. But there was no need for me to stick to Malaysia, and I was confident that I could perform cultural exchange with any country.



All the while, fate led me to remind myself of the Philippines again, and those words became a new world for me to open up to my students. Moreover, I developed a sense of mission to offer proper experience to my colleagues who put trust in my career and supported me even when they were busy with their work.

Time flew by, and the moment came for me to have my first video conference with the teachers from the Philippines. We got prepared earlier than expected, even after considering the one-hour time difference. However, there was no response from them after the arranged time. “This is our first meeting...” I could feel my heart turning cold. The background was pitch black for 30 minutes straight, leaving me to do something for my three colleagues. I also regretted not being prepared for such an incident. Just when I started to say something about wrapping up the session, someone suddenly came in. That was the first face-to-face time I had with a Philippine teacher. I can say for certain that moment was the first and last time they were late. Come to think of it now, it was very shameful for us to be so stern to the teachers who must have prepared so much to see us.

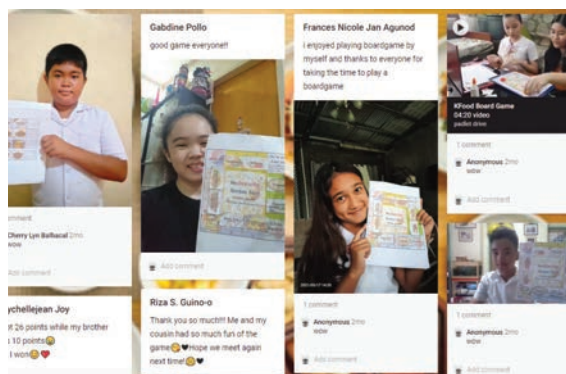
It was our first time seeing each other, and I had to do something for my two colleagues who weren’t used to the work yet. At that moment, I felt as if I should have been more prepared and started the session with more initiative to provide a reward for those who waited in all that silence. However, my worries all faded away inside smooth conversations and warm smiles. We got through most of the topics on our



first meeting, and we had conversations on what we were going to do with so much ease. All in all, we would draw out the capabilities we had in our classes, and to let our students have more variety in their experience, we shared our ideas on writing letters, gift exchanges, and even virtual trips to overcome the limits of real-world traveling. All these ideas came to life in our meeting and started to move on their own. The Philippine teachers were very enthusiastic in accepting our proposals and treated us with absolute politeness, which made me look back on myself for doubting them for even a moment.

After that, we got through the exchange program between Korea and the Philippines with no problem at all. Ironically, the biggest contribution to our success was COVID-19. In the past, exchange programs were mostly run through e-mails and personal contact between those in charge. However, having video meetings allowed us to share conversations as if we were talking to people right next to us, letting us catch the smallest detail in their expressions. We could also share our data in real-time through the Cloud, while also checking the class performance of children right away. The COVID-19 outbreak was surely a huge disappointment for us, but the change that came with the virus broke down the barriers of time and space.

We had a YouTube teacher who uploaded art education content and another teacher who had spent years of research in utilizing board games, which led us to run classes that fit into the different characteristics of individual teachers. Meanwhile, the members in the Philippines decided to teach classes on the Philippines' traditional dances and food as well as lessons on global citizen education and environmental issues. Also, we ran an additional project where students exchanged letters, used social media for cultural exchange, and utilized location registration features on virtual maps to evaluate and help each other's' trips. The courses were all run to satisfy our unquenched desires of meeting each other in times of COVID-19.



The news from the Philippines that came to us via the teachers' social media before our first class went beyond our expectations. While we only used the elements inside schools for our exchange programs, everyone in the region became a part of the exchange courses in the Philippines. The head of the region would come to their schools, and the owner of factories would also have a visit. Not only that, numerous locals in the region took part in the program, which created an atmosphere of a festival. Compared to their party mood, it felt as if the program on our side was too humble because we only ran ours inside the school.

Finally, our first class took off, and the accomplishments the five enthusiastic Philippine teachers created were beyond our imagination. No words were needed to describe how hard they tried to direct their traditional dances and how much effort the students put into their videos. It was clear that the whole



regional community, not just the school, became a ground of participation to allow so many things to happen. The program was supposed to be an exchange program between schools, but the reality turned out to be an exchange between Dayeon Elementary School and the whole of Panabo City.

The number of students who participated in the Philippines was 20, which was less than the 75 students on our side. However, the total number of students in Rizal Elementary, our partner, was around 4,000, three times more than ours. Despite such number of students, only 20 could participate because they were the ones that could use Zoom, which made me realize the difference in educational environments between countries. That difference also made reflect on myself for complaining about the limitations in my environment and encouraged me to try harder with what I had. Korea's rule was to run two-way online classes after the outbreak, but in the Philippines, the norm was providing lessons through class material and radio broadcasts, with the students not being allowed to go to school. (Brining the class material home was a job for parents as students couldn't go to school.) Although it made me grateful for the situation we had in our education, I found out that those in the Philippines were seeking ways to create links with regional institutes to get through the difficult times.

And so, the barriers that shut my heart broke down one by one even before the exchange class started. I slowly changed from being a pessimistic person who complained about our educational environment to a teacher who tried to accept the given circumstances and make efforts to do more. I also became curious to witness the school that was breathing inside a region that was struggling to get through difficult times. I knew that the smiles and relaxed attitude of Philippine teachers didn't come from simple optimism; their expressions were a symbol of the passion to overcome their circumstances.



The second barrier inside my heart broke down not long after the first one. One day, I received a message in the evening, and I could not believe what I saw. In the video of the message, the names of 80 students in Dayeon Elementary School were printed on cards, and the Philippine school got together with locals to plant the names in a mangrove forest. It was such a wonder to see a tree with my name inside a mangrove forest that I had never visited before in my life, and I could only

be thankful. If I had known earlier, I would have been emotionally prepared; my gratitude soon turned to a burden inside my heart. But when I told my students about the news the day after, I realized that there was no need for me to feel that way. The sense of being a global citizen, which had been shriveled up from COVID-19, sprung back to life inside the hearts of children and excited them. They were more than happy to find out that people whom they had never met got up to plant trees and name those trees after them. Though we wanted to do the same, it was a shame that our school was planned to go through remodeling, which prevented us from planting trees in return. Luckily, our teachers drew up their wisdom



and suggested that we plant our trees in each of our children's houses for the friends in the Philippines. We were sorry for not providing an event at the same level, but our students also had an excellent chance to show their gratitude. In a world where they were praised for having more and performing more to be successful, the children realized that sharing could give them happiness and joy. The principal of our school was also very grateful and made a promise to visit the Philippines one day.

The last incident that fueled my determination to go to the Philippines came as a coincidence. There was a native English teacher called Rishel in our school who was having her first year. She was from Canada, but she told us that her parents were immigrants from the Philippines. In fact, her father had once spent his days in Davao City. I thought it was such a fortunate coincidence and asked her if she could join our exchange program immediately. She said yes right away and prepared the last class with me.



Her eyes glowed from start to finish, and the eyes of children who were watching her also shined bright. They would have surely realized that people in the world could go round and round to meet each other once again. The world is open to everyone, and those try to grab opportunities in this world will have an equal chance of reaching their success. Of course, Rishel had already visited the Philippines many times from the influence of her parents. But I believe it was a moment of destiny for her to have the opportunity to meet and teach children who were really like her.



It would not be reasonable to think that the Philippines would suddenly become much safer. However, I learned that the country was filled with relaxed teachers who had lots of smiles, had a forest with mangrove trees that would still be growing with our name tags, and was place where I witnessed a moment of destiny with a fellow teacher who ran into the land of her roots in a foreign land. These three incidents made me want to witness the country with my very own eyes.

Moreover, the Philippine teachers' lesson on our relationship with nature and the attitude we should have as global citizens also changed my thought on the country. The Philippines is a precious friend that we should keep close in the road far ahead; instead of just regarding the country as a tourist attraction. While I went through the ideas of children for our final video, I could see how their thoughts grew along with their excitement and new opportunities. All the students said that the end of COVID-19 was their wish. I also yearn for my chance to see my friends far away. My head is full of the thought of wanting to experience how much human warmth the Philippines has.

I was originally worried that students might consider the exchange program as a course of mere amusement, but after going through their interviews one by one, I realized that there was no need for such concern. Although the COVID-19 outbreak forced us to get together under the worst situation possible, I believe we succeeded in rooting our places firmly, just like the mangrove trees we planted. The global citizens that have started to sprout today will grow up to become the sturdy foundations on which our world stands, resembling our forest of trees.

All that I wish for is this- That the day will come when I get to see my friends in Davao City of the Philippines, and also for them to laugh with me by the beach in Busan.

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