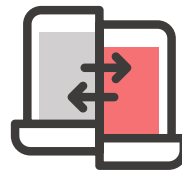




Asia-Pacific Teacher Exchange for Global Education

Final Report 2025



**Asia-Pacific Teacher Exchange
for Global Education**

Final Report 2025

Planned Office of International Teacher Exchange, APCEIU

Published on February 2026

Published by APCEIU

Address 120, Saemal-ro, Guro-gu, Seoul (Guro-dong)

TEL +82-2-774-3919

Designed by DesignPrism +82-2-2264-1728

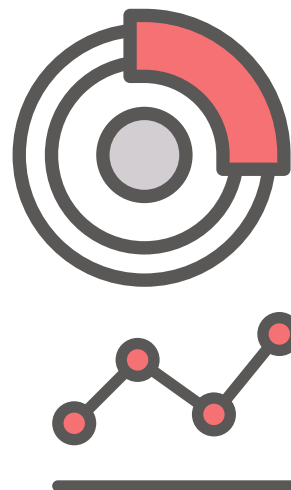
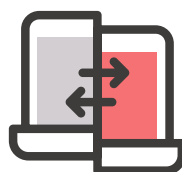
Publication Registration Number OT-ITE-2026-002

© APCEIU 2026



**Asia-Pacific Teacher Exchange
for Global Education**

Final Report 2025





Programme Report

I. Programme Overview

05

1. Programme Introduction

2. Programme Objectives

3. Key Stakeholders

4. Programme Status

- A. Programme Implementation (2012 – 2025)
- B. Overview of 2025 Programme Implementation
- C. Programme Operation Structure and Flowchart
- D. Sharing Outcomes and Vision with the Ministry of Education of the Participating Countries

II. Programme Contents

31

1. Selection

- A. Selection of Outbound Teachers
- B. Selection of Host schools for Inbound Teachers
- C. Selection of participants for the On/Offline Integrated Education Exchange

2. Consultations with Related Organizations

- A. Orientation for Host Schools
- B. First-Half Consultations with Metropolitan and Provincial Offices of Education
- C. Second-Half Consultations with Metropolitan and Provincial Offices of Education
- D. Consultation Meeting with Partner Countries' Ministries of Education

3. Activities of Outbound Teachers

- A. Pre-Departure Training
 - 1) Pre-Departure Training and Opening Ceremony for First-Half Outbound Teachers (Cambodia and Malaysia)
 - 2) Pre-Departure Training and Opening Ceremony for Second-Half Outbound Teachers (Indonesia, Lao PDR, the Philippines, and Thailand)
- B. Local Adjustment Training and Welcoming Ceremony
- C. School Placements and Official Activities of Outbound Teachers
- D. Mid-Term Monitoring
 - 1) Mid-Term Monitoring for Outbound Teachers in Cambodia
 - 2) Mid-Term Monitoring for Outbound Teachers in Indonesia
 - 3) Mid-Term Monitoring for Outbound Teachers in Lao PDR
 - 4) Mid-Term Monitoring for Outbound Teachers in Malaysia
 - 5) Mid-Term Monitoring for Outbound Teachers in the Philippines
 - 6) Mid-Term Monitoring for Outbound Teachers in Thailand
- E. Outbound Teachers' Local Final Presentation
- F. Outbound Teachers' Post-Advanced Workshop (Debriefing Session)

4. Activities of Inbound Teachers

- A. Pre-Departure Training
- B. Local Adjustment Training and Welcoming Ceremony
 - 1) Local Adjustment Training and Welcoming Ceremony for First-Half Inbound Teachers Cambodia, Lao PDR, Mongolia, and the Philippines
 - 2) Local Adjustment Training and Welcoming Ceremony for Second-Half Inbound Teachers (Indonesia, Malaysia, and Thailand)
- C. School Placements and Official Activities of Inbound Teachers
 - 1) School Placements and Official Activities of First-Half Inbound Teachers
 - 2) School Placements and Official Activities of Second-Half Inbound Teacher

- D. Mid-Term Monitoring for Inbound Teachers
 - 1) Mid-Term Monitoring for First-Half Inbound Teachers (Cambodia, Lao PDR, Mongolia, and the Philippines)
 - 2) Mid-Term Monitoring for Second-Half Inbound Teachers (Indonesia, Malaysia, and Thailand)
- E. Final Presentation by First-Half Inbound Teachers (Cambodia, Lao PDR, Mongolia, and the Philippines)
- F. Final Presentation by Second-Half Inbound Teachers (Indonesia, Malaysia, and Thailand)

5. On/Offline Integrated Education Exchange

- A. Orientation for On/Offline Integrated Education Exchange
- B. Official On/Offline Integrated Education Exchange Activities
- C. On-site Exchange Programme

6. Performance Analysis Research

7. Utilization of the Online Education Exchange Platform “NETS”

8. Programme Advisory Committee

- A. 1st Programme Advisory Committee
- B. 2nd Programme Advisory Committee
- C. 3rd Programme Advisory Committee

III. References

43

1. List of Participating Teachers and Schools

- A. Korean Exchange Teachers
- B. Overseas Exchange Teachers
- C. Study Group Teachers for the On/Offline Integrated Education Exchange

2. Press Coverage List

3. Participants' Feedback

- A. Feedback from Participating Teachers
- B. Feedback from Participating Students



Participating Teachers' Activity Report

I. Compilation of Best Practices

61

- 1. Outbound Programme
- 2. Inbound Programme
- 3. On/Offline Integrated Education Exchange Programme

II. Activity Photos by Country

79

- A. Korea-Cambodia Teacher Exchange Programme
- B. Korea-Indonesia Teacher Exchange Programme
- C. Korea-Lao PDR Teacher Exchange Programme
- D. Korea-Malaysia Teacher Exchange Programme
- E. Korea-Mongolia Teacher Exchange Programme
- F. Korea-Philippines Teacher Exchange Programme
- G. Korea-Thailand Teacher Exchange Programme

1

Part

I . Programme Overview

II . Programme Contents

III. References



I. Programme Overview

1. Programme Introduction
2. Programme Objectives
3. Key Stakeholders
4. Progress Status
 - A. Programme Implementation (2012 - 2025)
 - B. Overview of 2025 Programme Implementation
 - C. Programme Structure and Flowchart
 - D. Sharing Outcomes and Vision with the Ministry of Education of the Participating Countries

I. Programme Overview



1. Programme Introduction

What is the “Asia-Pacific Teacher Exchange for Global Education?”

The “Asia-Pacific Teacher Exchange for Global Education” (hereinafter referred to as the APTE) is a bilateral teacher exchange programme between Korea and Asia-Pacific countries. It is hosted by the Ministry of Education (hereinafter MOE) of the Republic of Korea and organized by the Asia-Pacific Centre of Education for International Understanding under the auspices of UNESCO (hereinafter APCEIU). The Ministries of Education of the participating countries act as local collaborators in this programme. The APTE Programme, which began in 2012 with Mongolia and the Philippines as the initial partners, has grown significantly over the past ten years. As of 2025, it has expanded to include exchanges with seven countries in the Asia-Pacific region: Cambodia, Indonesia, Lao PDR, Malaysia, Mongolia, the Philippines, and Thailand.

Through this programme, teachers from the Asia-Pacific countries are placed in designated local schools in Republic of Korea for three months at a time. During the dispatch, the teachers conduct regular curriculum lessons and participate in a broad range of educational activities, becoming integral members of the assigned schools in Korea. In the same manner, Korean exchange teachers, selected based on their competence by the MOE Korea, are sent to the local schools in the seven partner countries respectively. In their assigned schools, they conduct classes related to their specialty subjects, native languages and culture, Education for International Understanding, and Global Citizenship Education. They also engage in various community activities, facilitating interactions with students and fellow teachers. Overall, these on-site activities and exchanges aim to enhance the global educational competencies of not only the participating outbound and inbound teachers but also the fellow teachers and students at the host schools. The goals include fostering mutual understanding and cooperation between the countries, sharing comprehensive experiences in educational activities, and improving the quality of teaching and learning.

Domestically, this programme contributes to multicultural education, Global Citizenship Education (GCED), and strengthening global competencies within Korean educational system. Internationally, since joining as a donor country in 2009, Korea’s growing international expectations and responsibilities have led to the objective of contributing to the educational development of the partner countries through a mutually beneficial educational exchange model. In particular, the impact of education in fostering mutual understanding and friendship is significant, especially with the rapidly increasing exchanges with Asian countries, compared to other forms of civilian diplomacy due to its unique nature. Additionally, since 2015, the world has set global goals to be achieved by 2030 through the Sustainable Development Goals (SDGs) and Education 2030 Agenda. This programme is expected to contribute particularly to the promotion of GCED (Goal 4.7) and the improvement of teacher quality through international cooperation (Goal 4C).

2. Programme Objectives

The APTE pursues three main objectives. The first is “Promoting Intercultural Sensitivity and Global Communication Skills through Education Exchange.” As Korean society rapidly transforms into a multicultural society, the demand for multicultural education in schools is also increasing. The proportion of students from multicultural families in elementary, middle, and high schools has been rapidly rising, from 0.35% of all students in 2009 to 4.0% in 2025. The second is “supporting the Enhancement of Teachers’ Educational Capacities.” The programme aims to improve teaching competencies by offering participating teachers various training sessions, workshops, educational activities, exchanges within local schools and communities, and opportunities to undertake the programme. The last is “Establishing a Human Resource Exchange and Cooperation Model with Expertise in Education.” The programme has developed a differentiated system for the exchange of ‘excellent educators’ between countries. It aims to deepen expertise in the field of education and to enhance Korea’s role and contribution in the international community.

3. List of Key Stakeholders

Category		Institution	Department	Contact Person	Personnel
Host / Organizer	Republic of Korea 	Ministry of Education	Educational Globalization	Director	CHOI Hayoung
				Deputy Director	KANG Sunghwa
		APCEIU	Office of International Teacher Exchange	Head	LEE Yangsook
				Programme Specialist	KIM Minsol
				Programme Specialist	LEE Saetbyul
				Assistant Programme Specialist	KIM Dongkeon
				Assistant Programme Specialist	KIM Soyeon
				Assistant Programme Specialist	KIM Woorim
				Assistant Programme Specialist	LEE Jiyeon
				Assistant Programme Specialist	KIM Doyeon
Partner Countries	Cambodia 	Ministry of Education, Youth and Sport	Human Resource Department	Deputy Director	Ren Kun
			Secretariat Office of the Directorate General Education	Head	Meng Huytieng
	Indonesia 	Ministry of Primary and Secondary Education	Directorate General of Teachers, Education Personnel, and Teacher Education	Head of Cooperation and Publication	Kasiman
				Partnership in Charge of Cooperation	Nissa Afriliana
	Lao PDR 	Ministry of Education and Sports	Department of Teacher Education	Director General	Vong Deuan Osay
			Lao National Commission for UNESCO	Technical Officer	Khammany Xaya-heuang
	Malaysia 	Ministry of Education	Teacher Professionalism Division	Director General	Rohayati binti Abd Hamed
				Principal Assistant Director	ANON SHAM BINTI CHE DIN
				Assistant Director	NOR SHASHA ZURA BINTI MD LAJIS
	Mongolia 	Ministry of Education and Science	Department of External Cooperation	Acting Director	Enkhbayar Baatartsol
				Senior Specialist	Butemj Damdintseren
	Philippines 	Department of Education	International Cooperation Office	Director IV	Amorsolo R. Camara Jr.
				Senior Desk Officer	Jaymee Grace D. Carreon
	Thailand 	Office of the Basic Education Commission, Ministry of Education	Policy and Planning Bureau	Foreign Relations Officer	Darakorn Phensiri
				Foreign Relations Officer	Patima Srisawat

4. Programme Status

A. Programme Implementation from 2012 to 2025

© Offline Exchange

Partner Countries \ Year			2012	2013	2014	2015	2016	2017	2018	2019	2023	2024	2025	Total		
Bilateral Educational Exchange with Partner Countries	Mongolia	Inbound	40	25	25	22	16	16	16	12	6	10	4	48	354	
		Outbound	39 (Pre-service)	24 (In-service 9)	25 (In-service 13)	9 (In-service 8)	16 (All in-service)	15 (All in-service)	11	9	4	10	-	162		
	Philippines	Inbound	30	24	20	30	20	14	12	20	8	6	4	50	312	
		Outbound	19 (Pre-service)	24 (In-service 12)	20 (All in-service)	10 (All in-service)	13 (All in-service)	-	14	12	8	-	4	124		
	Indonesia	Inbound		13	15	15	6	10	10	12	8	14	8	52	195	
		Outbound	-	10 (In-service 2)	15 (In-service 8)	4 (All in-service)	6 (All in-service)	9 (All in-service)	10	9	8	6	7	84		
	Malaysia	Inbound			12	10	6	10	10	10	10	10	8	48	162	
		Outbound	-	-	12 (In-service 7)	7 (In-service 4)	6 (Pre-service 3)	8 (Pre-service 3)	10	10	10	9	4	76		
	Vietnam	Inbound				20	26	26	20	6	(Programme Concluded)				98	205
		Outbound	-	-	-	15 (All in-service)	26 (All in-service)	34 (All in-service)	20	12					107	
	Thailand	Inbound					12	16	13	20	8	11	10	62	162	
		Outbound	-	-	-	-	8 (All in-service)	10	12	18	8	12	4	72		
	Cambodia	Inbound	-	-	-	-	-	6	10	16	8	12	8	54	103	
		Outbound	-	-	-	-	-	6 (All in-service)	12	14	8	-	3	43		
	Lao PDR	Inbound	-	-	-	-	-	-	-	-	-	4	6	4	14	28
		Outbound	-	-	-	-	-	-	-	-	-	4	6	4	14	
Dispatch of Korean Language Teachers	Sri Lanka	Outbound	5	4	3	2	(Programme Concluded)								14	
Total	Inbound		70	62	72	97	86	98	91	96	52	69	46	793	1,535	
	Outbound		63	62	75	47	75	82	89	84	50	43	26	670		
	Subtotal		133	124	147	144	161	180	180	180	102	112	72	1,463		

© Online

Country \ Year	2021		2022		2023		2024		2025		Total	
	Teacher	Students	Teacher	Students	Teacher	Students	Teacher	Students	Teacher	Students	Teacher	Students
Republic of Korea	56	116	114	836	43	410	16	105	16	176	245	1,643
Cambodia	4	70	18	92	-	-	20	64	-	-	12	94
Indonesia	4	202	16	146	16	223	-	-	-	-	25	259
Lao PDR	4	-	8	94	-	-	-	-	-	-	39	273
Malaysia	9	100	16	159	-	-	-	-	-	-	36	571
Mongolia	4	221	15	52	-	-	-	-	20	-	42	226
Philippines	15	55	20	112	16	200	-	-	-	-	58	496
Thailand	20	184	20	151	18	161	-	-	-	-	51	367
Total	116	948	227	1642	93	994	36	169	36	104	508	3,929

※ The number of Korean and Overseas students participating in online exchange is calculated based on the number of students who participated in the pre- and post-surveys of the programme.

B. Overview of '25 Programme Implementation

© Offline Exchange

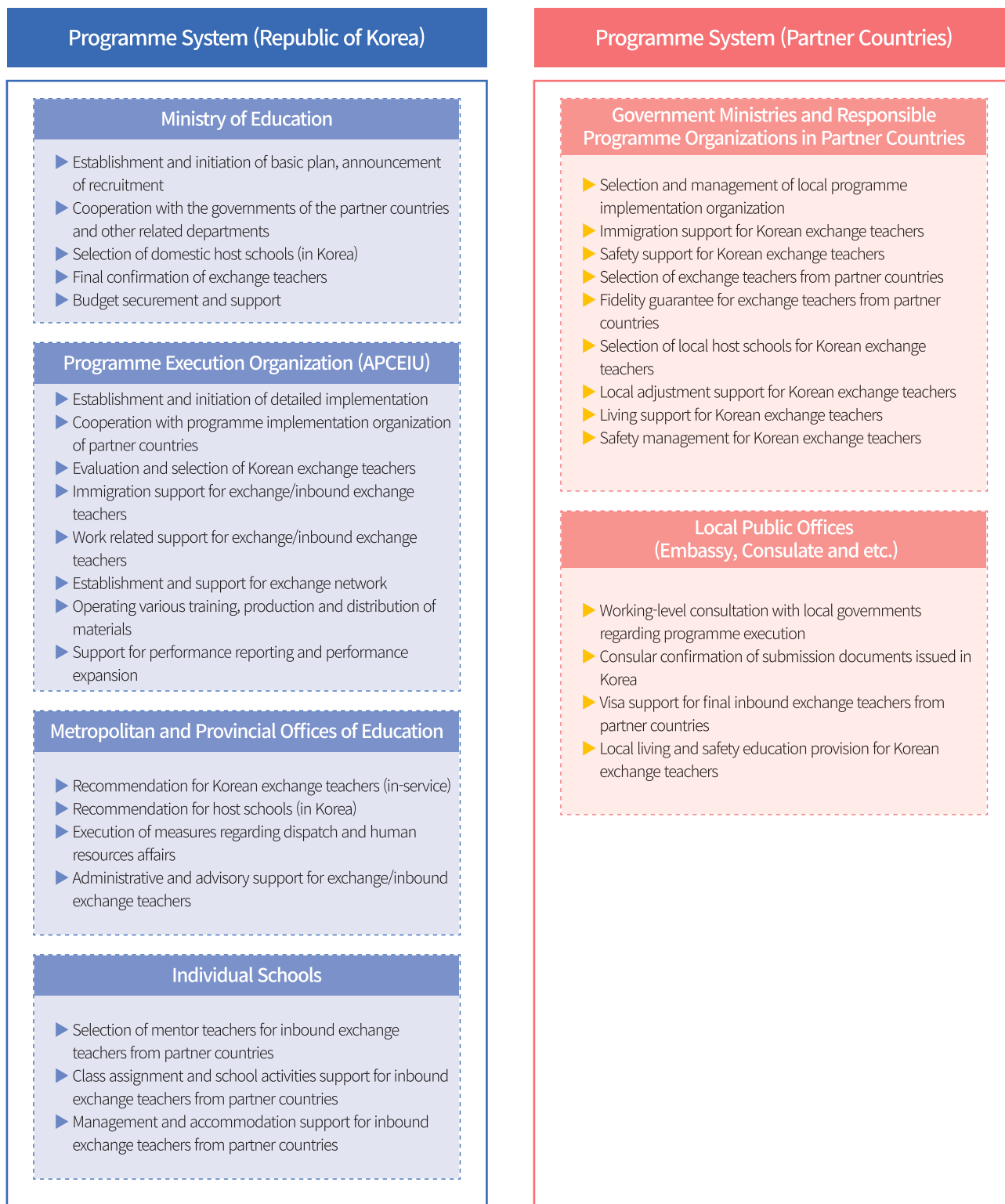
Category		Outbound (26)	Inbound (46)
Cambodia	Number of Participants	3	8
	Programme Duration	March 2025 – August 2025	April 2025 – July 2025
	Partner Organization	Ministry of Education, Youth and Sport (Cambodia)	
	Host Schools	3 Primary and Secondary Schools in Phnom Penh	4 Primary and Secondary Schools nationwide
	Main Activities	Specialty subjects, native language and culture, Education for International Understanding, and Global Citizenship Education, etc.	
Indonesia	Number of Participants	7	8
	Programme Duration	September 2025 – February 2026	August 2025 – November 2025
	Partner Organization	Ministry of Primary and Secondary Education (Indonesia)	
	Host Schools	4 Primary and Secondary Schools in Surakarta	4 Primary and Secondary Schools nationwide
	Main Activities	Specialty subjects, native language and culture, Education for International Understanding, and Global Citizenship Education, etc.	
Lao PDR	Number of Participants	4	4
	Programme Duration	September 2025 – February 2026	April 2025 – July 2025
	Partner Organization	Ministry of Education and Sport (Lao PDR), Lao National Commission for UNESCO	
	Host Schools	2 Primary and Secondary Schools in Vientiane	2 Primary and Secondary Schools nationwide
	Main Activities	Specialty subjects, native language and culture, Education for International Understanding, and Global Citizenship Education, etc.	
Malaysia	Number of Participants	4	8
	Programme Duration	March 2025 – August 2025	August 2025 – November 2025
	Partner Organization	Ministry of Education (Malaysia) District Office of Education of Selangor	
	Host Schools	4 Primary and Secondary Schools in Selangor and Kuala Lumpur	4 Primary and Secondary Schools nationwide
	Main Activities	Specialty subjects, native language and culture, Education for International Understanding, and Global Citizenship Education, etc.	
Mongolia	Number of Participants		4
	Programme Duration		April 2025 – July 2025
	Partner Organization		Ministry of Education and Science (Mongolia)
	Host Schools		2 Primary and Secondary Schools nationwide
	Main Activities		Specialty subjects, native language and culture, Education for International Understanding, and Global Citizenship Education, etc.
Philippines	Number of Participants	4	4
	Programme Duration	September 2025 – February 2026	April 2025 – July 2025
	Partner Organization	Department of Education (Philippines)	
	Host Schools	2 Primary and Secondary Schools in Manila	2 Primary and Secondary Schools nationwide
	Main Activities	Specialty subjects, native language and culture, Education for International Understanding, and Global Citizenship Education, etc.	
Thailand	Number of Participants	4	10
	Programme Duration	September 2025 – February 2026	August 2025 – November 2025
	Partner Organization	Ministry of Education, Office of the Basic Education Commission (Thailand)	
	Host Schools	6 Primary and Secondary Schools in Kanchanaburi, Ratchaburi, Phetchaburi, and Prachuap Khiri Khan	5 Primary and Secondary Schools nationwide
	Main Activities	Specialty subjects, native language and culture, Education for International Understanding, and Global Citizenship Education, etc.	

© On/Offline Integrated Education Exchange

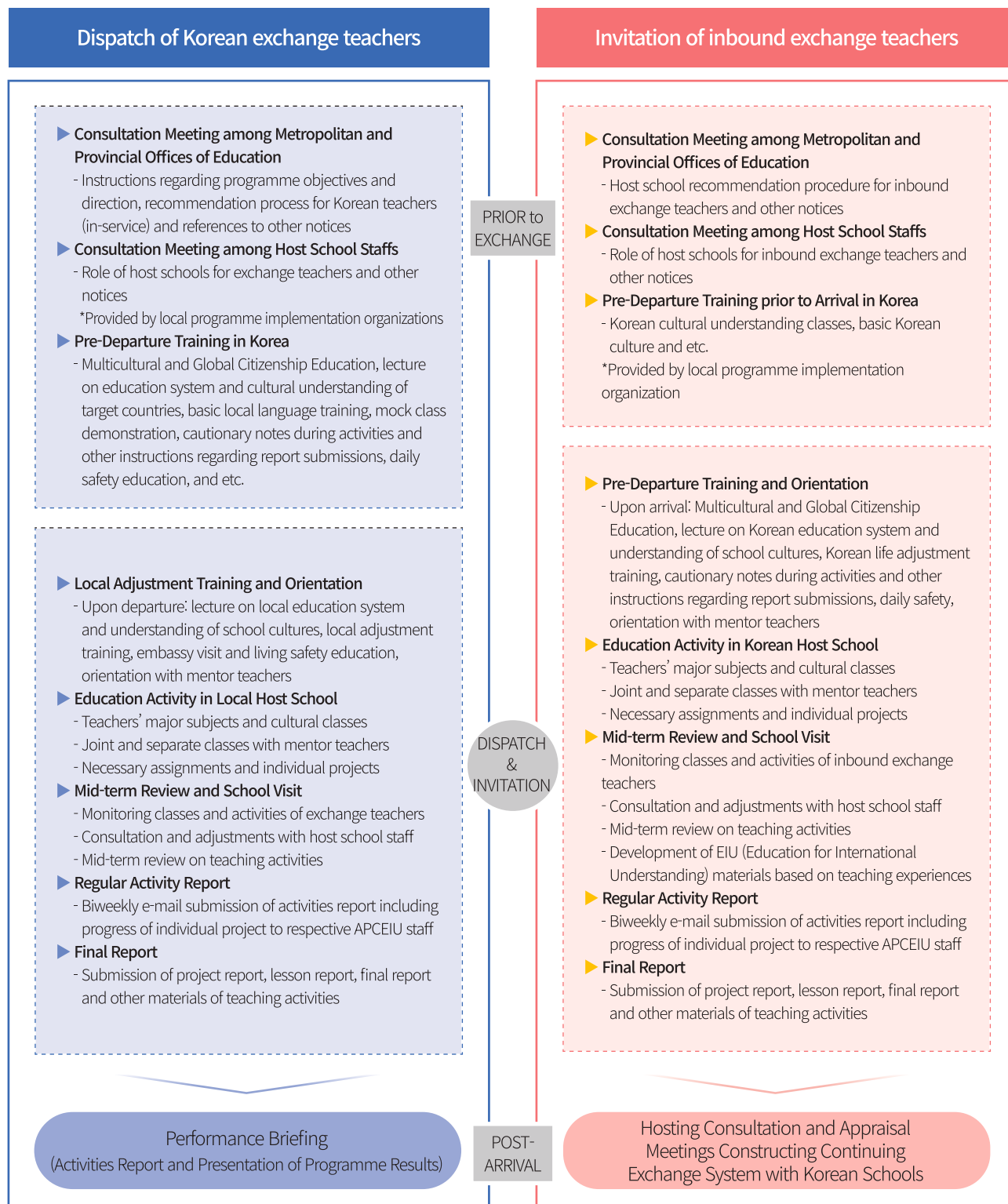
Category		Korean	Overseas
Mongolia	Number of Participants	16	20
	Participating Schools	4 Primary and Secondary Schools nationwide	4 Primary and Secondary Schools in Arkhangai and Ulaanbaatar
	Programme Duration	Three months between March 2025 to May 2025 (Onsite Programme May 5 – May 9 2025)	
	Partner Organization	Ministry of Education and Science (Mongolia)	
	Main Activities	Specialty subjects, native language and culture, Education for International Understanding, and Global Citizenship Education, etc.	

C. Programme Operation Structure and Flowchart

◎ Programme Operation Structure



© Programme Flowchart



D. Sharing Outcomes and Vision with the Ministry of Education of the participating countries

● Sharing outcomes of 2025 APTE programme

Question I

The APTE programme aims not only to enhance the global educational competencies of participating teachers, but also to create ripple effects in their home schools after their return. In your view, how have teachers' international exchange experiences influenced their home schools or national education environments after returning?

Ministry of Education, Republic of Korea

The international education exchange experiences that teachers accumulated through the APTE have generated diverse ripple effects extending beyond individual professional development after their return, contributing to the improvements at school, local community, and national education level.

First, participating teachers actively integrate Global Citizenship Education, multicultural education, and comparative education perspectives into their classroom based on their experiences of overseas education practices, co-planning, and communicating with multicultural learners. These practices have brought changes in both content and pedagogical approaches of existing curricula, contributing to enhancement of students' global sensitivity and cultural acceptancy. For example, an elementary school teacher who had been dispatched to Malaysia has applied harmonious multicultural society to her classroom in Korea, implementing lessons that go beyond basic understanding of diversity and instead aiming to connect learning to student's experience of expanding their own world.

Second, many returning teachers perform key role in international exchange and GCED related activities in their schools. They disseminate the ripple effects of their experiences by leading school international exchange programmes or multicultural related educational activities and by sharing their experiences through activities such as teacher training, lesson sharing, and research group activity. In some schools, international exchange clubs, GCED weeks, and online educational exchange program continues under the returned teachers. For instance, a teacher who had been dispatched to Mongolian high school has built a cooperative relationship between the local host school and Korean high school, promoting continuous online exchange based on the MOU between the schools. Through this effort, an individual experience of outbound teacher is shared and expanded to fellow teachers and students.

Third, at national level, participating teachers contribute to expanding international teacher exchange experience beyond individual cases into institutional and policy discussions by engaging in training programs organized by metropolitan and provincial offices, final presentations, and teacher research activities. This is a significant outcome that enables accumulation of field-based international education cases and providing reference material for future teacher training and improvement of international education policies. Within this process, participating teachers engage in case presentation and lectures, playing a role of moving from simply sharing their individual experience into developing educational materials and policy discussions.

In this way, international teacher exchange experience gained through APTE exerts continuous influence in school environment, local community, and national education environment after returning, forming a positive cycle centered on teachers with international education competency.

Ministry of Education,
Youth and Sport, Cambodia

The Asia-Pacific Teacher Exchange (APTE) programme aims not only to build global competencies among participating teachers, but also to generate meaningful changes in their home schools and wider education systems after they return. Teachers' international exchange experiences influence their schools and national education environments in several important ways:

1. Improved Teaching Practices and Pedagogical Innovation

Teachers who participate in international exchanges are exposed to diverse teaching methodologies, curriculum approaches, and classroom technologies. After returning, they often introduce these new practices in their classrooms. This can include learner-centred strategies, differentiated instruction, formative assessment techniques, and digital tools to enhance student engagement. As a result, these innovative practices can gradually spread within the school, inspiring colleagues to adopt new methods and raising overall teaching quality.

2. Enhanced Professional Leadership and Change-Making

Exchange experiences often empower teachers with stronger confidence, leadership skills, and a broader professional perspective. Returning teachers frequently take on mentoring roles, share insights in staff meetings, organise professional learning sessions, and lead subject associations or teacher development communities. Their influence helps build an internal professional development culture and drives school improvement initiatives.

3. Expansion of Global Awareness and Cultural Competence

Teachers who have worked in international contexts bring back heightened global awareness and intercultural understanding. This enriches the school environment, as they can develop curricula or extracurricular activities that broaden students' worldviews and foster respect for cultural diversity. Such influence aligns with national education goals to prepare learners for an increasingly interconnected world.

4. Strengthened Collaboration and Networking

International exchanges expand teachers' professional networks. Returned participants often maintain connections with educators and institutions abroad. These networks can lead to additional collaborations-such as joint projects, resource sharing, virtual exchanges, or future partnerships-which benefit not just the individual teacher, but the entire school and even district or national education programs.

5. Catalysing Policy and System Level Improvements

When exchange programmes are scaled and recognised, the experiences of returned teachers can influence educational policy and planning. Insights from international models can inform teacher education standards, curriculum reform, and national professional development frameworks. In some contexts, returned exchange teachers contribute to national discussions on education quality, policy implementation, or reform strategies.

6. Modelling Lifelong Learning Attitudes

Teachers who've engaged in international learning often demonstrate strong motivation for continuous improvement. By modelling curiosity, reflective practice, and ongoing self-development, they influence colleagues and students to embrace lifelong learning as a core value of education.

Ministry of Primary and
Secondary Education,
Indonesia

In the Indonesian context, teachers who participate in the Korea-Indonesia Teacher Exchange Programme (KITEP) often bring back transformative experiences that have positive ripple effects in their home schools and beyond.

First, many teachers gain broader pedagogical perspectives and professional competencies that they later share with colleagues. For example, teachers selected for KITEP 2025 have the opportunity to immerse themselves in Korean school environments and learn new instructional methods and school management practices, which are known for their focus on quality, innovation, and global standards. Local education leaders in places like Metro City and Kotawaringin Barat have noted that returning teachers are expected to apply advanced methods and cultural insights such as modern approaches to classroom engagement and innovative practices observed in Korea that can improve teaching quality back home.

Second, teachers often become agents of knowledge sharing and capacity building once they return. Alumni of the KITEP program in 2024 reported that their time abroad helped them understand different educational systems and practices firsthand, including how schools in Korea engage students and manage learning communities more effectively. These alumni have shared insights on innovative learning environments and school culture, which they later incorporate into professional development sessions, lesson planning, or community of practice activities in Indonesia.

Third, these experiences also contribute to strengthening global awareness and intercultural competencies among both teachers and students. Because KITEP encourages teachers to interact closely with teachers and students from a different cultural and educational context, returning teachers often bring back enhanced communication skills, intercultural sensitivity, and new strategies for integrating global perspectives into local classrooms especially valuable in Indonesia's increasingly diverse and interconnected learning environments.

Overall, when supported by strong follow-up mechanisms, teachers after returning home need to create an action plan and submit it in the application to be monitored by the MoPSE. We give feedback to their action plan before they go back to their respective schools and implement the plan. MOPSE monitor their actions plans through the platform.

These action plans are such as sharing sessions, curriculum integration, and structured dissemination of findings in Korea, do not just benefit individual participants but contribute to systemic improvements in teaching practices, school culture, and even regional education policies.

Ministry of Education and Sports, Lao PDR

The APTE programme has strengthened teaching skills and knowledge of the participating teachers from Lao PDR related to professional learning cultures, encouraged teaching innovation, and fostered a more globally connected education environment. Lao teachers acquired international teaching-learning experiences through the APTE programme and have influenced the school environments, specifically the practical ways in classroom and learning activities as well as extracurricular activities. After returning, the teachers applied teaching-learning approaches such as learner-centred, participatory, and inquiry-based methods observed during the exchange, such as project-based learning, classroom discussions, and collaborative group work in their real teaching circumstances. They also adapted lesson plans and teaching materials to integrate global citizenship education, intercultural dialogue, and sustainability themes into existing curricula. In addition, they have shared their experiences through school meetings, peer-learning sessions, and school workshops, which contributed to improvement of the teaching practices and inspire their colleagues to experiment with new pedagogical approaches.

Ministry of Education, Malaysia

From the Malaysian perspective, participation in structured international teacher exchange programmes such as KOMTEP/APTE generates significant impact at both micro- and macro-educational levels. Teachers returning from these exchanges bring back a wider range of teaching methods, stronger intercultural skills, and a deeper sense of professional ownership. Together, these strengths allow them to positively transform teaching and learning within their own schools.

At the school level, these teachers introduce student-focused lessons and inquiry-based learning. They bring in new perspectives that make global citizenship and sustainability a core part of the daily curriculum.

Such practices resonate with Malaysia's educational priorities, particularly in promoting holistic student development and advancing Global Citizenship Education. Beyond individual classrooms, these teachers frequently assume leadership roles as mentors, or facilitators of professional learning communities (PLCs), making innovative practices a core part of the school's culture and ensuring the progress remains sustainable for the future.

At the national level, the programme contributes to the cultivation of teacher leadership and policy literacy. KOMTEP/APTE alumni increasingly engage in curriculum support initiatives, national professional development programmes, and international collaboration platforms. This engagement fosters the diffusion of globally recognised pedagogical practices throughout Malaysia's education system and reinforces the nation's standing within regional and global education networks. Collectively, these outcomes reinforce the high-impact professionalism required to meet SDG 4.7 goals and fulfill Malaysia's commitments to a modern, globally competitive education system.

Ministry of Education
and Science, Mongolia

The impact of the APTE Programme on the home country includes:

Global Networking: Involving Mongolian teachers in this programme not only supports their professional development but also creates opportunities for the Ministry of Education, which organizes and supports the programme, to grow and learn as well. During our participation in the programme, we study the experiences, contexts, and levels of educational development in the Republic of Korea and other countries, while also building professional relationships and cooperation.

Another distinctive feature of this programme is that even after teachers complete the exchange and return to their home country, they continue to stay in contact with the Korean schools and the teachers they collaborated with, exchanging information and updates about their students.

Cultural Diplomacy: By representing their home culture abroad, teachers correct misconceptions and build international goodwill, which can indirectly foster more favorable foreign relations and educational funding opportunities.

APTE programme's impact on the colleagues and the school faculty: The APTE programme has a positive and wide-ranging impact not only on participating teachers but also on their colleagues and the overall school faculty. Teachers who take part in the programme bring back new teaching methods, classroom management strategies, and innovative ideas, which they share with their colleagues through workshops, informal discussions, and collaborative lesson planning. This contributes to improving the overall quality of teaching and learning within the school.

In addition, exposure to international practices helps foster a more open and globally minded school culture. Colleagues become more interested in intercultural education, global citizenship, and international cooperation, while school leaders gain new perspectives on school management and professional development. As a result, the APTE programme strengthens collaboration among faculty members and supports the school's long-term development and capacity building.

Department of Education,
Philippines

The true value of programmes like APTE is not found in the travel, but in the transformation of teacher agency. When our educators return from international exchanges, they don't just bring back souvenirs; they bring back a "global lens" that reshapes our local curriculum.

- **From Classroom to Division-wide Innovation:** Returning teachers serve as catalysts for systemic change. We've seen how localized initiatives - such as our Peace Education Journey or Project GLACE can scale into division-wide movements. Exchange alumni act as "Instructional Leaders" during Learning Action Cell (LAC) sessions, sharing pedagogical shifts like active learning and theme-based integration that they witnessed abroad.
- **Fostering an Inclusive Environment:** The exposure to diverse educational systems helps teachers better implement Gender and Development (GAD) and inclusive literacy programs. They become more adept at creating "ripple effects" by mentoring peers in conducting action research on global competencies, ensuring that the insights gained abroad are evidence-based and culturally adapted

to the Philippine context.

- **National Alignment:** On a broader scale, these experiences help us align our local efforts with the Philippine Professional Standards for Supervisors (PPSS) and teachers, specifically in fostering a culture of continuous improvement and global connectedness.

Office of the Basic Education
Commission, Ministry of
Education, Thailand

Programme in Thailand

After Korean teachers had returned home, some Thai secondary host schools were thinking to open Korean language programme in their school in order to learn more about language and culture. Korean teachers opened Korean language and culture club. The schools recognized that many students were interested in Korean culture club and applied for the club. Students were divided into 2 classes (25 students per class). When teachers were back to Korea, the club was closed because no one could proceed any Korean culture activities in the club. Thai teachers stated that students got inspiration from Korean teachers in various perspectives; learning Korean language as a third language, continuing their education in Korea, understanding of cultural differences and diversities among people, and realizing on global issues.

When Korean teachers came back, the principals encouraged all teachers from each subject department to apply the APTE programme in Korea. They believe that participating in the programme can help Thai teachers create huge impact for themselves, to schools and to students. One Korean teacher in school could bring Korean world in school, so the principals need Thai teachers to learn about Korea in authentic place.

Programme in Korea

I had an opportunity to attend the Final Presentation on the last day of APTE 2025 Programme in Seoul. I also had a chance to meet mentors and principals of Korean host schools. They said that Thai teachers were diligent, gentle, humble and high qualified. They were responsible for their assignment work. They taught core subjects and also arranged educational activities which attracted Korean students. The students have learned about Thai ways of life and cultures and understood about the differences between 2 countries. In class, students were active and enthusiastic to study with Thai teachers. The principals told me that they were thinking to request for Thai teachers to their schools next year. It seemed that host schools were satisfied and admired Thai teachers very much.

When Thai teachers came back to their schools, Memorandum of Understanding (MOU) between Korean and Thai schools was signed by principals from each side. They continued their relations and proceeding activities due to MOU. This brings an attentiveness from Thai teachers in school to participate in an international cooperation. The principals arouse all teachers to implement the international exchange programmes with other countries. Thai school atmosphere has gradually changed to be more universal and become more international environment. All benefits gained from the programme go to students one way or another.

Question II

Amid the recent expansion of various educational exchange programs, what do you think are the distinctive strengths or unique characteristics that set the APTE apart from others?

Ministry of Education,
Republic of Korea

Amid the recent expansion of various forms of educational exchange, APTE's most distinctive strength is that it is operated for in-service teachers. APTE's main actors are teachers, who understand the educational practices the most, to ensure the practical educational exchange based on their proficiency and experience. It is a programme designed to implement and feedback participating teachers' experiences in Korea and partner countries' educational practices.

Participating teachers directly engage in classroom practices, co-planning, and curriculum management during the dispatch period. The experience accumulated through this process is reflected in their home schools and educational activities. This structure is regarded as a key strength in that the effect of the exchange goes beyond the participating individual and instead it creates a secondary educational effect that is disseminated through students and fellow teachers.

Moreover, APTE is structured on the premise of accumulation and circulation of exchange experience, which provides a foundation of individual teachers' experiences contributing to the quality improvement of school and educational system overall. This is a distinctive model of APTE that is differentiated with other short-term, experience-based exchange programs, contributing to empowering Korea's international education competency.

**Ministry of Education,
Youth and Sport,
Cambodia**

Amid the rapid expansion of international educational exchange programmes, the Asia-Pacific Teacher Exchange (APTE) programme stands out due to several distinctive strengths and unique characteristics.

First, APTE is firmly grounded in classroom practice and school-level impact. Unlike many exchange programmes that focus mainly on short-term observation or cultural exposure, APTE places teachers directly into host schools, where they actively participate in teaching, co-planning lessons, and engaging with students and local teachers. This hands-on approach ensures that the exchange leads to practical pedagogical improvements rather than purely academic or symbolic outcomes.

Second, APTE emphasizes mutual and balanced exchange. The programme is designed not as a one-way transfer of expertise, but as a platform for shared learning between partner countries. Teachers from different education systems learn from each other's instructional methods, classroom management strategies, and approaches to inclusive and global citizenship education, fostering genuine professional dialogue and respect.

Third, the programme's strong institutional support and coordination through APCEIU provides consistency, quality assurance, and alignment with UNESCO's principles of Global Citizenship Education. This gives APTE a clear educational philosophy and long-term vision, distinguishing it from ad-hoc or project-based exchange initiatives.

Fourth, APTE places strong emphasis on sustainability and ripple effects. Returning teachers are encouraged to disseminate their learning through workshops, peer mentoring, and school-based innovations, allowing the benefits of the exchange to extend beyond individual participants to schools and, in some cases, national education systems.

Finally, the extended exchange duration, particularly the recent shift from three to six months, allows deeper cultural immersion, stronger professional relationships, and more meaningful contributions to host schools. This longer engagement enhances the quality and durability of the programme's impact.

In summary, APTE's practice-oriented design, mutual exchange philosophy, strong institutional backing, focus on sustainability, and extended duration collectively distinguish it from other educational exchange programmes and make it a particularly effective model for teacher professional development in the Asia-Pacific region.

**Ministry of Primary and
Secondary Education,
Indonesia**

What really makes the Korea-Indonesia Teacher Exchange Programme (KITEP) stand out is the way it is intentionally designed to help teachers grow not only as educators, but also as global citizens.

From the beginning, the programme places strong emphasis on Global Citizenship Education and cultural awareness. Teachers are encouraged to experience a different culture firsthand, reflect on it, and develop a deeper understanding of respect, diversity, and global

interconnectedness. This makes the exchange feel meaningful, not just academic.

Another unique aspect of KITEP is that teachers are given the chance to see the whole education ecosystem in Korea, not only what happens inside the classroom. They observe how schools are managed, how teachers teach, how students learn and interact, and how learning is supported beyond the classroom through parent involvement and community participation. These experiences help teachers understand that education is a shared effort between schools, families, and society.

Because of this holistic exposure, teachers return home with insights that go beyond teaching techniques. Many come back with fresh ideas on how to engage parents, work more closely with communities, and create learning environments that are more open, inclusive, and globally minded.

In that sense, KITEP is unique because it brings together cultural immersion, GCED, and real classroom experience into one integrated programme, helping teachers reflect, adapt, and apply what they learn in ways that truly make sense in the Indonesian context.

Ministry of Education and Sports, Lao PDR

APTE stands out for its strong balance between international experience and practical classroom application. While other exchange programmes focus mainly on the short-term visit and observation, which may not allow the participating individuals to gain in-depth experiences, especially the ones related to teaching and learning approaches, APTE emphasizes reflective learning, peer exchange, and the adaptation of international educational approaches to local contexts. The Lao teachers work closely with local teachers in classroom settings by observing lessons, co-planning instruction, exchanging teaching techniques, and applying new methods in practice, which strengthens mutual learning and professional confidence. Teachers are encouraged not only to observe good practices, but also to reflect on how those practices can be realistically implemented in their own schools and national education systems. With support from APCEIU and Korean host schools, APTE is a programme that prepares teachers to act as educational and cultural ambassadors.

In addition, APTE places strong emphasis on values-based education such as global citizenship, intercultural understanding, and inclusive education, which aligns international perspectives with national education priorities. This combination of global viewpoint, practical relevance, and continuity making it not only a teaching exchange but also a meaningful platform for long-term professional and personal development which makes APTE a particularly impactful exchange programme compared to others.

Ministry of Education, Malaysia

In an international context where teacher exchange programs are becoming more common KOMTEP/APTE stands out due to its unique strategic approach. In particular, the programme functions as a capacity-building mechanism rather than a short-term observational exchange. Through long-term school placements and structured mentoring, teachers contribute substantively to host schools while also strengthening their own professional competencies.

Another defining attribute is the programme's explicit alignment with Global Citizenship Education, Education for Sustainable Development (ESD), and the Sustainable Development Goals (SDGs). This thematic coherence ensures that teaching activities and professional learning are purpose-driven, connected to shared global challenges such as sustainability, intercultural understanding, and digital transformation in education.

From Malaysia, the long-standing partnerships with the Ministry of Education of the Republic of Korea and APCEIU ensure the programme remains stable, consistent, and credible. This multi-level collaboration, makes KOMTEP/APTE a mission-oriented model for sustainable global exchange, setting it apart from temporary or short-term initiatives.

Ministry of Education
and Science, Mongolia

By attending the APTE programme, Mongolian educators are returning with enhanced intercultural communication skills and are developing a deeper understanding of global issues. They are increasingly incorporating perspectives on global citizenship, diversity, and mutual respect into their teaching practice.

While many international exchanges are consisting of short visits or observation stays, the APTE programme is placing teachers in host schools for extended periods of three to four months, during which they are co-teaching with local educators, participating in professional development workshops, and integrating into school communities.

For Mongolia, this extended engagement is providing teachers with sustained immersion in different educational environments rather than brief exposure, and the longer stays are helping to deepen professional relationships while allowing sufficient time to absorb and apply new pedagogical practices.

Among the exchange programs involving the Ministry of Education, a distinctive feature of the Asia-Pacific Teacher Exchange programme is its two-way, reciprocal nature. In addition to Mongolian teachers traveling to partner countries to study their experiences, Korean teachers also come to Mongolia to work, which has a very significant impact. Working in the same environment with Korean teachers allows Mongolian teachers to learn closely and directly, while students also welcome Korean teachers in a very friendly manner. Many feedback comments indicate that attending classes taught by Korean teachers increases students' motivation to learn, and that exploring Korean culture is particularly interesting for them.

Department of
Education, Philippines

What sets APTE apart from other educational exchanges is its focus on active reciprocity and bilateral collaboration.

- **Co-Teaching as a Core Component:** Unlike programs that focus solely on observation or academic study, APTE's strength lies in its bilateral teaching model. Placing teachers directly into host schools to collaborate with local faculty ensures that the exchange is a "two-way street" of knowledge. This "boots-on-the-ground" approach fosters a deeper, more practical understanding of global education.
- **Alignment with Global Frameworks (GCED & SDGs):** APTE is uniquely anchored in Global Citizenship Education and the UN Sustainable Development Goals (SDG 4). APTE doesn't just treat "internationalization" as an add-on but as a fundamental mindset that prepares students to be respectful of diversity and proactive in a just, peaceful world.
- **Sustainability through Networking:** The existence of platforms like the Network for Teachers and Schools (NETS) ensures that the exchange isn't a one-off event. It builds a permanent community of practice. This long-term connectivity is vital for us in the Philippines, as it allows for the continuous sharing of resources and research, long after the physical exchange has ended.

Office of the Basic Education
Commission, Ministry of
Education, Thailand

In case of Thailand, APTE programme is a privilege programme and are grateful that Korean government provides 100% scholarship for the Ministry of Education of Thailand. It is very unique programme. Thai teachers are able to participate in an international programme abroad and teach foreign students for a year. In other exchange programmes, participants have a chance to join only a short time programme (2 weeks long). However, in APTE programme which is different from the others, Thai teachers are able to participate in 3 month-long programme of APTE in Korea and vice versa, which Korean teachers come to Thailand to join to the exchange programme. It is absolutely the international exchange programme. Teachers from both countries can teach and work in the foreign countries. They have a chance to understand an educational system, learn about way of life and culture, and explore experiences in partner country.

Moreover, objectives of the programme are quite distinctive such as 1) to enhance global competency and 2) to share knowledge and pedagogical skills through teaching and learning process. Global Citizenship Education is brought to be a key of content in teaching and learning in order that students can recognize and give an importance to global issues. GCED is integrated into core subjects so students

learn core content and in the meanwhile absorb the knowledge of the global situations. It is not necessary to separate the social studies subject to teach but the contents are combined into the subjects itself.

One more thing, it is known that Korea is one of the country that education management is progressive. Therefore, the best way to learn about this matter is to have a team teaching together and have an opportunity to observe classes in Korean schools, which rarely happens. It can be said that it is impossible to observe Korean classrooms but APTE programme provides this good chance to participating countries. Beyond that I can also say that Korean teachers learn some good teaching style or education management from Thai teachers or schools as well.

Question III

Please share your views on the aspects that were most successful in the 2025 APTE programme and those that require further improvement, with regard to participant selection, educational activities, and living support.

Ministry of Education, Republic of Korea

The 2025 Asia-Pacific Teacher Exchange for Global Education (APTE) delivered strong results through a well-established operational framework covering the selection of exchange teachers and host schools, the implementation of educational activities, and comprehensive living support.

The participant selection process placed particular emphasis on in-service teachers' professional expertise, understanding of international education, and classroom applicability, ensuring alignment with the aims of the educational exchange. This focus on practical teaching competence played a key role in enhancing the overall quality of the programme.

One of the most notable achievements in 2025 was the effective matching of inbound teachers with host schools in Korea. Elementary and Secondary Schools joined the programme with diverse educational contexts and objectives, and the three-month teaching activities conducted by inbound teachers generated substantive and lasting educational outcomes, extending beyond the programme's original scope.

Through their classroom engagement, inbound teachers offered Korean students meaningful exposure to diverse cultures and perspectives, while also serving as a bridge for multicultural students by linking Korean society with their countries of origin. Direct interaction with inbound teachers significantly deepened students' understanding of partner countries, moving beyond media-based perceptions to more authentic and experience-based learning. In particular, learning support and emotional engagement with mid-entry immigrant students contributed positively to addressing learning gaps and strengthening self-esteem.

Educational exchange activities were implemented in close collaboration with host schools through classroom teaching, co-designed lessons, and participation in school-based programmes. The On/Offline Integrated Education Exchange Programme, combining face-to-face and non-face-to-face exchanges, also proved effective as a flexible model responsive to evolving international conditions.

In terms of living support, comprehensive administrative and daily-life assistance enabled Exchange Teachers to focus on their educational roles. The provision of a stable and supportive living environment was widely recognized as a critical factor in the programme's success.

At the same time, several areas for further improvement were identified. Greater emphasis was placed on the need for enhanced pre-programme guidance and tailored support, reflecting variations in educational systems and living conditions across Partner Countries.

Some participants also noted the value of more structured support during the initial adjustment period at host schools.

In response, the Ministry of Education of the Republic of Korea will continue to strengthen supports for participants by enhancing the quality of pre-departure training, expanding country- and school-specific information, and further refining local cooperation mechanisms in future programme cycles.

**Ministry of Education,
Youth and Sport,
Cambodia**

From Cambodia's view, the 2025 APTE programme-covering both the dispatch of partner country teachers to Korea and the invitation of Korean teachers-achieved notable successes, while also revealing areas that would benefit from further improvement, particularly in participant selection, educational activities, and living support.

Participant selection was one of the programme's most successful aspects. The selection process was generally transparent with clear criteria that emphasized professional competence, motivation, and potential for post-programme impact. Most selected teachers demonstrated strong adaptability, commitment, and readiness to engage in international educational settings. However, further improvement could be made by strengthening the assessment of participants' language proficiency, intercultural communication skills, and capacity to disseminate learning outcomes after returning to their home institutions. More structured pre-programme screening or interviews focusing on these aspects could enhance overall programme effectiveness.

In terms of educational activities, the programme performed particularly well. Classroom-based engagement, lesson observation, co-teaching, and professional exchanges with host teachers provided meaningful and practical learning experiences. The extension of the dispatch period allowed participants to better understand the host country's education system and school culture, resulting in deeper professional learning. Nonetheless, the programme could be improved by offering more structured academic or professional modules, clearer learning objectives, and regular reflection or monitoring mechanisms to ensure consistency in learning outcomes across different host schools.

Regarding living support, the programme generally ensured safe accommodation and basic welfare support, which contributed positively to participants' overall experience. Administrative coordination and emergency support mechanisms were also effective. However, some challenges remain, particularly related to initial settlement support, such as orientation on local transportation, healthcare access, and daily living arrangements. Enhanced pre-arrival guidance, clearer communication channels, and ongoing check-ins-especially during the early stages of the programme-would further improve participants' well-being and allow them to focus more fully on their professional responsibilities.

In conclusion, the 2025 APTE programme demonstrated strong overall performance, especially in participant quality and educational engagement. By refining selection criteria, strengthening the structure of educational activities, and enhancing living support systems, the programme can achieve even greater impact and sustainability in future cycles.

**Ministry of Primary and
Secondary Education,
Indonesia**

Overall 2025 was successful just few notes from Indonesia and to be considered for 2026

1. Host School Selection

If possible, information on the successful host school candidates could be shared with the Ministry of Primary and Secondary Education (MoPSE) in parallel with the selection of Indonesian teacher participants. This would allow better alignment between the profiles and school levels of Indonesian teachers and the available host schools in Korea.

2. Host School Mentors

It would be preferable if the host school mentors assigned to Indonesian teachers have sufficient proficiency in English to ensure smooth communication and effective mentoring throughout the programme.

3. Pre-Programme Communication and Coordination

During the previous implementation, there were instances of delayed responses from some host school mentors, and Indonesian teachers had to contact their mentors multiple times via email. This led to some misunderstandings prior to their arrival in Korea.

For the 2026 programme, we would like to propose that APCEIU facilitate an initial online meeting between Indonesian teachers and their respective host schools. A similar arrangement could also be considered on the Indonesian side. This early interaction would help participants and mentors get to know each other, clarify expectations, and enable smoother communication and coordination before continuing independently.

4. Health Insurance Coverage

We would also like to inquire whether it would be possible to provide health insurance in the form of an insurance card. This would allow participating teachers to access medical services directly at hospitals or clinics without having to pay upfront and seek reimbursement from their personal allowance.

5. Monthly Living Cost Review

We would also like to propose a review of the monthly living allowance, taking into consideration regional differences in living costs. In some areas in Korea, the standard cost of accommodation is higher than in others. A differentiated or adjusted allowance based on location would help ensure that participating teachers can meet their basic living needs comfortably and focus fully on the programme.

Ministry of Education and Sports, Lao PDR

The 2025 APTE programme was successful in promoting mutual learning and professional exchange between the Lao and Korean teachers. The programme contributed to participants' self-development by strengthening key competencies such as adaptability, patience, and problem-solving in a new cultural and professional environment. It also enabled the effective sharing of knowledge related to the intercultural understanding, technical knowledge, education, and language. The participant selection was another strong point due to the diversity of disciplines. The selection process ensured that the participants were committed educators with relevant teaching experience and strong motivation to share learning outcomes upon return. The diverse backgrounds also enriched peer learning and professional development. Thus, Lao National Commission for UNESCO together with the partnership departments attempted to provide opportunities by selecting the participating teachers not only from the capital but also from other provinces to join this essential programme.

For educational activities, the participants benefited from exposure to innovative teaching methodologies, digital tools, and learner-centred approaches, which were relevant to both Lao and Korean contexts. The exchange programme allowed teachers to learn from host schools' principals, teachers and students as well as directly from one another.

For further improvement, more structured time could be allocated for joint lesson planning, classroom piloting, and follow-up reflection to strengthen the translation of learning into concrete practice. Future participating teachers are required to develop detailed project plans, lesson topics, and teaching materials before departure to ensure alignment with host school curricula and smoother implementation upon arrival.

Living support was generally well-organized and contributed positively to participants' well-being and cultural engagement. The accommodation, transportation, and daily logistics were handled efficiently, which enabled the participants to focus on the programme activities. To enhance the experience further, it would be the area of psychological readiness and adaptation. While technical and academic

expertise are essential, insufficient preparation for cultural and environmental adjustment may reduce the teaching effectiveness during the initial phase of the exchange since periods away from family were noted as a potential source of stress. Introducing psychological readiness assessments, providing detailed orientation materials and strengthening pre-departure academic coordination with host schools would help address these challenges. Furthermore, the establishment of an online counselling system or regular virtual peer-sharing sessions are recommended to support participants' well-being and maintain the motivation throughout the programme.

Ministry of Education, Malaysia

1. Participant Selection

The 2025 APTE programme demonstrated a robust participant selection process, successfully identifying teachers with strong professional foundations, adaptability, and motivation for international engagement. These attributes were critical for effective adjustment to new educational contexts and meaningful participation in host school activities. Teachers were chosen based on their intercultural skills and their ability to represent Malaysia on a global stage. Their commitment to collaborative teaching and reflective practice made their time at host schools more productive and meaningful.

Strategically, it is recommended that participant selection be more closely linked to long-term professional development pathways and national education priorities. Prioritising teachers who are positioned to cascade knowledge, mentor peers, and contribute to systemic improvement upon their return would maximise programme impact and sustainability. In addition, it is recommended to enhance alignment between participants' subject specialisations and host school instructional priorities. Incorporating systematic needs analyses at the school level could improve instructional relevance and optimise the programme's educational impact.

2. Educational Activities

In 2025, the programme successfully promoted professional growth through teamwork, shared lesson planning, and cultural activities. There was a clear focus on Global Citizenship Education, which helped teachers from different backgrounds learn from one another while building mutual respect and inclusivity. By working directly in classrooms and joining cultural discussions, teachers gained a real understanding of different teaching styles and social norms. This experience made them better at teaching values such as empathy and global-mindedness while acting as proud ambassadors for the Malaysian education system.

To further enhance the programme, greater flexibility in activity design is recommended. This allows host schools and teachers to co-create initiatives that are relevant to the local school context while meeting global citizenship goals. Moving forward, a stronger focus on tracking progress through reflective journals and lesson samples will provide the evidence needed for continuous improvement. Aligning these activities with clear GCED indicators and post-return action plans will ensure that teachers bring their new expertise back to Malaysian classrooms, creating a sustained impact that supports the 2026–2035 education roadmap.

3. Participant Well-being and Logistical Support

All teachers involved received effective logistical support, which ensured their safety and well-being throughout the programme. This mutual care provided a stable environment, while orientation briefings and school-level assistance helped participants adjust smoothly to their new surroundings. A strong commitment was shown by all parties to accommodate the needs of visiting teachers, ensuring high living standards and a secure foundation for their professional growth. To maintain these standards as the programme grows, current successful practices should be formalized into a shared set of guidelines. By documenting proven procedures for accommodation, healthcare, and transportation, the programme can ensure that all future participants receive the same excellent and fair level of support. This approach will protect the programme's reputation for quality care and guarantee a consistently positive experience for every teacher.

Ministry of Education and Science, Mongolia

The Government of Mongolia's Action programme for 2024-2028 includes provisions to strengthen the capacity of teachers at all levels and to actively involve them in international training programmes. To implement these provisions, educational institutions at all levels—from the ministry to local administrations—

are working toward this goal. As a result, this year a large number of local schools actively participated in the selection process for the programmes and expressed strong interest.

This year, four schools from Mongolia participated in the programme online, which was a distinctive feature. Among them, Arkhangai Province First School was selected through our selection process, and involving a rural school in an international programme was particularly meaningful. Students from Arkhangai Province First School participated very actively in the classes, built friendships with Korean students, and gained broad experience in learning and collaborating in an online environment.

In addition, School No. 11 of Mongolia is a specialized school with a strong focus on mathematics and science, and its students show a high level of interest in scientific subjects. One particularly engaging lesson was a laboratory experiment conducted by Korean teachers on extracting beneficial bacteria from kimchi, which attracted strong interest from the students.

Department of Education, Philippines

In 2025, the Korean Teacher Dispatch Programme characterized by its extended six-month duration, has yielded significant insights into the efficacy of its implementation framework.

1. Participant Selection

Successes:

- **Specialized Skill Matching:** The 2025 selection process successfully prioritized candidates with specific technical skills on Math, English, Arts, etc. This led to higher satisfaction in host schools that required specific expertise.
- **Psychological Readiness:** The inclusion of screening and adaptability interviews proved vital. Teachers selected in 2025 demonstrated higher resilience and preparedness to face a new challenge, activity, or recovery, involving confidence, and emotional stability.

2. Educational Activities

Successes:

- **Joint Resource Development:**

Areas for Improvement:

- **Digital Infrastructure Gaps:** While Korean teachers are prepared for high-tech instruction, many partner schools lacked the hardware to support these activities.

3. Living Support

Successes:

- **Pre-Departure Orientation Seminar:** The enhanced orientation regarding local laws, customs, and daily living significantly shortened the adjustment phase of Filipino and Korean teacher participants.

Areas for Improvement:

- **Housing Stability:** For a six-month stay, temporary guest houses are often inadequate.

Office of the Basic Education Commission, Ministry of Education, Thailand

Programme in Thailand

The most successful aspect in Thai context is, Korean teachers bringing new pedagogical teaching and learning into Thai class. Normally, Global Citizenship Education is not compulsory or is put in the Thai core curriculum. GCED is not widely taught in Thai public schools. There are few Thai schools integrate GCED into various subjects in classrooms. Many schools have a few knowledge background on GCED. Coming to join the APTE in Thailand, Korean teachers has good

chance to promote GCED among Thai schools.

Teachers in host schools know deeply and recognize Korean teaching techniques. This programme makes them understand easily because Thai teachers are able to observe Korean teachers' class and learn from them closely. Otherwise, exchange teachers can help create relationship between two schools from each side. After the exchange programme, there were obviously seen that two schools have a MOU and implement the programme upon it. Due to the APTE, school networks have gradually expanded in school level.

In term of teacher selection, Korean teachers who were chosen to attend the APTE in Thailand are perfect. They passed the competitive selection process from APCEIU and Korean government. They are enthusiastic, diligent, kind, high qualified, easy going and also high responsible to their duties.

According to accommodation in Thailand, Korean teachers wanted to choose their rental house, and it took some time. Thai host school presented various accommodations. Meanwhile, Thai teachers did not have a chance to find their own accommodation, as there was no option.

Programme in Korea

Thai teachers were also dispatched to Korea. They also passed the competitive selection from the Office of the Basic Education Commission, Ministry of Education. They had a good opportunity to learn and observe Korean education closely. Korean education is known for its education in the world. Class observation in Korea is difficult and hardly possible for the public. Thai teachers could bring teaching technique and style from Korea to Thai class when they got back to their own class.

APCEIU matched Thai teacher and posted them to work together in a Korean host school. All Thai teachers satisfied their Thai partners. They became close friend and also were good combinations. They gave moral supports each other. They admired selected Thai teachers to be together at the same host school and posted them to each host school.

In sum, participation selection, educational activities and living support were not any problem or needed any improvement.

Question IV

Since 2025, the dispatch period of Korean teachers has been extended from three to six months. From the perspective of partner countries, what key changes and impacts has this extension brought to school practices? In addition, if there are any practical difficulties you have experienced, please share them as well.

Ministry of Education, Youth and Sport, Cambodia

From the perspective of partner countries, the extension of the dispatch period of Korean teachers from three to six months since 2025 has brought several positive and tangible changes to school practices, while also presenting some practical challenges.

First, the longer dispatch period has enabled deeper integration of Korean teachers into host schools. With six months, visiting teachers are no longer limited to observation or short-term teaching support; instead, they are able to participate more fully in curriculum planning, co-teaching, student assessment, and extracurricular activities. This has contributed to more stable classroom practices and improved continuity in teaching and learning.

Second, the extended period has strengthened professional collaboration and capacity building among local teachers. Sustained interaction

over six months allows for ongoing mentoring, peer learning, and joint reflection on teaching methodologies, particularly in areas such as student-centered learning, classroom management, ICT use, and lesson design. As a result, the transfer of pedagogical practices has become more practical and more likely to be sustained after the programme ends.

Third, the longer stay has increased the institutional impact at the school level. Korean teachers have had sufficient time to understand the local education context, adapt their teaching approaches accordingly, and contribute to school-wide initiatives such as lesson study, teacher workshops, or the development of teaching materials. This has helped move the programme's impact beyond individual classrooms to broader school practices.

However, several practical difficulties have also emerged. One challenge relates to alignment with the academic calendar, as a six-month dispatch may overlap with examination periods, school holidays, or curriculum transitions, limiting the effectiveness of classroom engagement at certain times. Another difficulty concerns administrative and logistical arrangements, including visa extensions, accommodation contracts, and budget planning, which require more careful coordination for longer stays.

In addition, some schools have faced challenges in workload management for local teachers, as sustained co-teaching and coordination over six months require ongoing time commitment and planning. Language and cultural adjustment, while generally improving over time, can also remain a challenge if structured support and regular communication are not maintained throughout the dispatch period.

Overall, the extension to six months has significantly enhanced the depth, quality, and sustainability of the programme's impact on school practices. Addressing the practical challenges through improved planning, clearer role definitions, and strengthened support mechanisms will further maximize the benefits of the longer dispatch period for both host schools and visiting teachers.

**Ministry of Primary and
Secondary Education,
Indonesia**

The extension of the Korean teachers' dispatch period from three to six months has not presented any significant practical difficulties. Overall, the implementation has run smoothly, and communication and coordination with Korean teachers have generally been very good.

In terms of impact, while we have not yet conducted a formal evaluation at the system or school level, feedback from several host schools has been very positive. Schools have shared that the longer assignment period allows for deeper engagement and more meaningful collaboration between Korean teachers, Indonesian teachers, and students. With six months, Korean teachers are able to better understand the school culture, adapt their teaching approaches, and build stronger relationships within the school community.

Testimonies from host schools indicate that both teachers and students are more motivated to participate in cultural and knowledge exchange activities. For example, schools such as SD Negeri Kemasan 1 expressed that they were very pleased with the six-month duration, as it enabled cultural exchange activities to be more extensive, focused, and in-depth. Principals, teachers, and students gained many new experiences and learned a great deal from working closely with Korean teachers over a longer period.

Similarly, schools like SMA Muhammadiyah 1 Surakarta reported that communication and collaboration with Korean teachers went very well, with no major obstacles. Teachers and students were able to interact effectively, creating a positive learning environment and mutual understanding.

Overall, based on these initial experiences and testimonials, the extension to six months appears to have had a positive impact on school practices, particularly in strengthening collaboration, enriching cultural exchange, and enhancing learning experiences for both teachers and students in host schools in Indonesia.

Ministry of Education
and Sports, Lao PDR

From the perspective of a partner country, the extension of the Korean teachers' dispatch period from three to six months in 2025 has brought meaningful and positive changes to school practices. The longer placement has allowed Korean teachers to move beyond initial observation and short-term activities to deeper engagement with schools, teachers, and students. As a result, the collaboration has become more sustained and trust-based, which allowed more effective co-teaching, joint lesson planning, and continuous mentoring of local teachers. Moreover, the extended period has also supported better alignment with the local school calendar, allowing Korean teachers to participate in full teaching cycles, school events, and extracurricular activities. This has strengthened the continuity of learning and increased the likelihood that new teaching methods, digital tools, and learner-centred approaches are gradually embedded into regular classroom practices rather than remaining as isolated demonstrations.

On another hand, some practical difficulties have been observed. The longer stay requires stronger coordination in terms of scheduling, workload distribution, and communication between host schools and visiting teachers. Language barriers and differences in curriculum pacing can become more apparent over time and may require additional interpretation support and regular coordination meetings. In addition, extended living arrangements posed challenges related to housing, health, and cultural adjustment, highlighting the need for ongoing and administrative support throughout the dispatch period. Despite these challenges, the six-month dispatch period has significantly enhanced the depth, sustainability, and practical impact of the programme on school practices, provided that adequate coordination and support mechanisms are maintained.

Ministry of Education,
Malaysia

Extending the dispatch period from three to six months represents a substantive structural improvement. The extended duration allows for deeper teaching engagement, stronger professional relationships, and more lasting contributions to school practices.

Teachers have sufficient time to move beyond the initial adjustment phase and fully participate in lesson planning, student assessment, and school-wide projects.

As a result, students benefit from a more consistent learning experience and deeper exposure to global perspectives. At the institutional level, host schools experience better collaboration and more effective knowledge sharing, which strengthens the programme's long-term impact.

While the extension offers many benefits, it also requires careful management of administrative and financial requirements. To ensure the programme remains sustainable, it is essential to have clear role definitions and strong coordination between organizations in order to manage operational demands and maintain the high quality of the exchange.

Department of
Education, Philippines

The transition from a three-month to a six-month dispatch period represents a significant shift in the educational partnership framework.

1. Key Changes in School Practices

The extension has fundamentally altered the "visitor" dynamic, moving Korean teachers toward becoming integrated members of the faculty.

- a. Deepening Cultural Exchange: Longer exposure allows for sustained immersion in the traditions, values, and perspectives of another culture and a transformative process that fosters personal growth and a more interconnected global community
- b. Enhanced Co-Teaching Dynamics: Local teachers and Korean teachers now have highly effective and collaborative partnership.

2. Impacts on Philippines

- a. Institutional Stability: Schools can now include Korean teachers in long-term extracurricular planning, such as school festivals, language clubs, and or community outreach programmes.
- b. Student Language Proficiency: The extra three months provide the critical immersion time needed for students to move from basic phrases to conversational fluency.
- c. Professional Development for Local Staff: Local teachers benefit from prolonged exposure to Korean pedagogical methods.

3. Difficulties Experienced

Despite the benefits, the extension has introduced several logistical and administrative hurdles:

- a. Visa and Residency Compliance:
- b. Leadership/Point-of-Contact Fatigue: In some schools, the mentorship finds it difficult to maintain an intensive support for six months alongside their regular full-time teaching load.

Conclusion

The shift to a six-month exchange period has yielded clear gains in student learning, curriculum depth, and institutional collaboration, with its greatest impact seen in strengthened teacher leadership and school capacity. Overall, the responses highlight that APTE goes beyond cultural exchange, serving as a platform for sustainable professional growth and systemic improvement.

Returning teachers apply global perspectives thoughtfully, adapting them to local contexts, national standards, and inclusive education goals. APTE's emphasis on reciprocal co-teaching, alignment with GCED and the SDGs, and sustained professional networks ensures meaningful, two-way learning and long-term collaboration.

While the 2025 programme showed strong progress in participant selection and educational activities, challenges in digital infrastructure, housing, and administrative support remain areas for improvement. The extended six-month dispatch has deepened cultural exchange, strengthened co-teaching, and enhanced student outcomes, underscoring the need to balance expanded engagement with adequate institutional support.

Overall, APTE demonstrates that well-designed international exchanges can drive lasting educational transformation by empowering teachers, strengthening schools, and advancing globally connected and inclusive education.

Office of the Basic Education
Commission, Ministry of Education,
Thailand

In Thailand, the dispatch period of Korean teachers has been extended for 6 months from September 2025 to February 2026. It is rather good timing for Thai students because 1st semester ended and 2nd semester just started in November. Because of that point, it means that Korean teachers can work and teach Thai students until the end of the academic year 2025 in February. Secondary students can finish their lessons with Korean teachers before a final test in mid - February.

During October, which is the 1st semester term break, Korean teachers could arrange some kind of teachers' training and also students' camp. OBEC appreciated that APCEIU and Korean Ministry of Education provides some budgets for them to hold the training and camp. Thai teachers and students had enough time to acquire Korean language and study about cultures without stress because they did it in vacation time. In the same time, Korean teacher could have time to prepare their lessons and adjusted themselves into the new environment outside country.

In our belief, the longer period they stayed in Thailand, the longer and better relations they made. Longer stay makes Korean teachers understand Thai Educational system, Thai way of life, language, and cultures Thai common background profoundly. The more they know

each other, the more they comprehend each other.

However, due to the dispatch period of Korean teachers has been extended, there were some challenges occurred. There are many procedures and official regulations for Thai coordinators to study. For example, if foreign teachers work in Thailand more than 3 months, they need to extend a visa and receive a work permit for legal work situation. There were rather complicated and confused processes which we encountered in 2025 programme. We promise that the 2026 programme the procedure will be proceeded more smoothly. Our coordinators understood and learnt all the process.

Question V

In 2025, On/Offline Integrated Education Exchange Programme was newly conducted in Mongolia. Compared to the offline exchanges, what do you see as the main advantages of this programme, and what challenges does it present?

Ministry of Education and Science, Mongolia

Naturally, a number of challenges arose in the implementation of the teacher exchange programme in an online format; however, this year we made every effort to address and overcome these issues without significant disruption. During the online programme, students collaborated and established connections by utilizing online platforms to engage in joint creative writing stories and to exchange views on their lessons. Nevertheless, interaction among teachers did not yield outcomes comparable to those of offline programme participation.

When teachers work together in the same physical environment for a three-month period, they are able to share their respective educational contexts, collaborate closely, and engage in in-depth professional dialogue, thereby experiencing tangible professional growth. By contrast, it was observed that online exchange did not fully provide sufficient opportunities for open, candid, and meaningful communication among teachers.



II. Programme Contents

1. Selection
2. Consultations with Related Organizations
3. Activities of Outbound Teachers
4. Activities of Inbound Teachers
5. On/Offline Integrated Education Exchange
6. Performance Analysis Research
7. Utilization of the Online Education Exchange Platform “NETS”
8. Programme Advisory Committee

II. Programme Contents



1. Selection

Korean teachers dispatched to partner countries are selected through recommendations from regional education offices based on the recruitment announcement from the Ministry of Education of Korea. The selection criteria for Outbound teachers are determined through consultations between the Ministry of Education of Korea and of the partner countries. Outbound teachers are selected by the Ministry of Education of Korea, while the Ministries of Education of partner countries select the Inbound teachers. The selection requirements may vary by country, but typically include being a licensed full-time teacher with at least three-year experience. Teachers are chosen through document review and interviews based on criteria such as educational competence, foreign language proficiency, and plans for activities in the host country.

A. Selection of Outbound Teachers

Period

- 1st selection

Application Submission: November 29 – December 24 2024

Initial Screening: January 8 2025

Interview Process: January 14

Announcement: January 22

- 2nd selection

Application Submission: April 8 – May 2 2025

Initial Screening: May 15

Interview Process: May 26

Announcement: May 30

Targeted Candidates: In-service teachers from Elementary and Secondary schools holding a regular teachers' certificate (Grade II) with at least three years of experience

Selection Results: A total of 26 teachers (4 from Lao PDR, 4 from Malaysia, 7 from Indonesia, 3 from Cambodia, 4 from Thailand, and 4 from the Philippines)

B. Selection of Host schools for Inbound Teachers

Period

- November 29 – December 24 2024

- Announcement: January 22 2025

Selection Results: A total of 23 schools were selected based on the selection criteria and requests from the partner countries in aligned with regional education offices (11 elementary schools, 3 middle schools, and 9 high schools)

C. Selection of participants for the On/Offline Integrated Education Exchange

Period

Application Submission: December 11 2024 – January 10 2025

Initial Screening: January 10

Interview Process: January 15

Announcement: January 17

Targeted Candidates: A study group consisting of current elementary and secondary school teachers, with 4 teachers from the same school

Selection Results: A total of 4 schools (2 elementary and 2 high schools)

2. Consultations with Related Organizations

Domestic and International consultations are conducted to share the programme's objectives and implementation procedures, ensuring its smooth operation. Domestic meetings with Metropolitan and Provincial Offices of Education meeting aim to align understanding of the programme framework and coordinate the selection of outbound teachers, host schools, and administrative cooperation. Additionally, meetings for inbound teachers' host schools provide guidance on pre-placement preparations and post-placement operations. Consultations with partner countries' Ministries of Education focus on reviewing programme outcomes and discussing key elements of the following year's implementation, including participant numbers, eligibility criteria, dispatch locations, and implementation period.

A. Orientation for Host Schools

Date: February 28

Location: UNESCO APCEIU

Participants: Approximately 60 people, including 10 officials from the Ministry of Education of Korea and UNESCO APCEIU staffs, 45 officials from the host schools of the inbound teachers, and 4 presenters from 2024 best practices

Main content: Guidelines for host schools and inbound teacher activities, sharing of the 2024 programme outcomes and presentation of best practices, establishment of a network for stakeholders and information sharing to promote the programme and orientation for inbound teachers' host schools

B. First-Half Consultations with Metropolitan and Provincial Offices of Education

Date: April 4

Location: Spaceshare Seoul Station Centre

Participants: Approximately 40 people, including 3 officials from the Ministry of Education of Korea, 30 officials from 17 Metro and Provincial Offices of Education, 3 officials from the host schools of the inbound teachers, UNESCO APCEIU staffs, etc

Main content: Introduction of the 2025 programme implementation plan and schedule, discussing cooperation measures of the Metro and Provincial Offices of Education regarding 2025 APTE Programme, sharing of best practices from host schools and outbound teachers

C. Second-Half Consultations with Metropolitan and Provincial Offices of Education

Date: November 26

Location: UNESCO APCEIU

Participants: Approximately 45 people, including 3 officials from the Ministries of Education of Korea, 32 officials from 17 Metro and Provincial Offices of Education, and 10 UNESCO APCEIU staffs

Main content: Sharing of the 2025 APTE programme outcomes and introducing 2026 programme, discussing cooperation measures of the Metro and Provincial Offices of Education regarding 2026 APTE programme

D. Consultation Meeting with Partner Countries' Ministries of Education

Date: Vary by country

Location: The Link Hotel Seoul and Online (vary by country)

Participants: Officials from the Ministries of Education of Cambodia, Indonesia, Malaysia, Mongolia, Lao PDR,

Thailand, and the Philippines and UNESCO APCEIU staffs

Main content: A compile of feedback of the outcomes of 2025 APTE and exploration of improvement measures, as well as discussing the schedule and details for the restructuring and implementation of 2026 programme

3. Activities of Outbound Teachers

A. Pre-Departure Training

Pre-Departure Training for outbound teachers is mandatory for all participating teachers to ensure smooth educational activities in the host country. Before departure, outbound teachers complete a training programme consisting of lectures on the programme's objectives, the role of participating teachers, local culture, teaching methods for foreign students, Korean language teaching methods, and global citizenship education.

1) Pre-Departure Training and Opening Ceremony for First-Half Outbound Teachers (Cambodia and Malaysia)

Period: January 22 – January 24

Location: UNESCO APCEIU

Participants: 3 outbound teachers to Cambodia, 4 outbound teachers to Malaysia

Main content: Introduction of the overall programme and detailed schedule, strengthening global educational competencies and enhancing multicultural sensitivity, increasing understanding of the history, society, and education status of Cambodia and Malaysia providing safety protocols and insurance usage guidance, signing of the dispatch agreement, and encouragement and final confirmation for successful educational activities

2) Pre-Departure Training and Opening Ceremony for Second-Half Outbound Teachers (Indonesia, Lao PDR, the Philippines, and Thailand)

Period: June 18 – June 20

Location: UNESCO APCEIU

Participants: 7 outbound teachers to Indonesia, 4 outbound teachers to Lao PDR, 4 outbound teachers to the Philippines, and 4 outbound teachers to Thailand

Main content: Introduction of the overall programme and detailed schedule, strengthening global educational competencies and enhancing multicultural sensitivity, increasing understanding of the history, society, and education status of Indonesia, Lao PDR, the Philippines, and Thailand providing safety protocols and insurance usage guidance, signing of the dispatch agreement, and encouragement and final confirmation for successful educational activities

B. Local Adjustment Training and Welcoming Ceremony

The outbound teachers participate in the Local Adjustment Training organized by the Ministry of Education of the host country for 2-3 days upon their arrival. Outbound teachers attend lectures on the education system, school life, local history, society, culture, and safety protocols in the host country to prepare for their educational activities. After completing the Local Adjustment training, the teachers are transferred to their host schools off the welcoming ceremony attended by officials from the local education ministry, host schools, and the Asia-Pacific Centre of Education for International Understanding. They are then assigned to the local schools where they will work for the next six months.

Period: (Cambodia) March 4 – March 7, (Indonesia) September 2 – September 4, (Lao PDR) September 1 – September 3, (Malaysia) March 5 – March 7, (the Philippines) September 2 – September 4, (Thailand) September 2 – September 5

Location: Phnom Penh, Cambodia; Surakarta, Indonesia; Vientiane, Lao PDR; Kuala Lumpur, Malaysia; Manila, the Philippines; Bangkok, Thailand

Participants: 3 outbound teachers to Cambodia, 7 outbound teachers to Indonesia, 4 outbound teachers to Lao PDR, 4 outbound teachers to Malaysia, 4 outbound teachers to the Philippines, 4 outbound teachers to Thailand

Main content: Introduction to the local education system, policies, curriculum, school cultures as well as the lectures on basic level of local language lessons, safety protocols and information on embassies precautions, orientation for the host schools officials

C. School Placements and Official Activities of Outbound Teachers

In 2025, a total of 26 Korean outbound teachers were dispatched to six countries: Cambodia, Indonesia, Lao PDR, Malaysia, the Philippines, and Thailand. With the extension of the dispatch period from three to six months starting in 2025, teachers were placed at local schools and conducted educational activities for six months. During the initial two-week period, outbound teachers observe local classes and coordinate teaching plans with host schools. They then deliver classes related to their teaching subject, Korean language and culture, and global citizenship education, while also carrying out individual projects to enhance their understanding of local educational contexts. Host schools provide comprehensive support for the outbound teachers, with cooperating teachers offering close assistance in both daily life and educational activities. Throughout the dispatch period, outbound teachers submit regular reports, including bi-weekly reports, class and project reports, and a final report.

Period: (Cambodia and Malaysia) March 1 – August 31 2025, (Indonesia, Lao PDR, the Philippines, and Thailand) September 1 2025 – February 28 2026

Location: (Cambodia) 3 schools in Phnom Penh, (Indonesia) 4 schools in Surakarta (Lao PDR) 2 schools in Vientiane, (Malaysia) 4 schools in Selangor and Kuala Lumpur, (the Philippines) 2 schools in Manila, (Thailand) 4 schools in Kanchanaburi, Ratchaburi, Phetchaburi, and Prachuap Khiri Khan

Participants: 3 outbound teachers to Cambodia, 7 outbound teachers to Indonesia, 4 outbound teachers to Lao PDR, 4 outbound teachers to Malaysia, 4 outbound teachers to the Philippines, 4 outbound teachers to Thailand

Main content

- Conduct lessons related to their major and introduce Korean culture as a lead or assistant teacher in regular classes and after-school programmes
- Conduct individual project
- Develop lesson plans and submit bi-weekly reports, class reports, project reports, and final reports related to school activities
- Participate in events such as final presentation on educational activities

D. Mid-Term Monitoring

Mid-term monitoring visits are conducted by officials from the Ministry of Education and Metropolitan and Provincial Offices of Education in Korea, local education authorities, and UNESCO APCEIU to overseas host schools. During these visits, they observe classes, hold meetings with outbound teachers, school officials, and local authorities to review progress, identify challenges, and coordinate follow-up actions to ensure the smooth implementation of activities during the remaining period.

1) Mid-Term Monitoring for Outbound Teachers in Cambodia

Period: April 28 – May 3

Location: Three (3) schools located in Phnom Penh, Cambodia

Participants : 2 UNESCO APCEIU staffs, 2 officials from the Seoul Metropolitan Office of Education, 1 stakeholder from the original school of the outbound teacher, and official from the MoEYS Cambodia

2) Mid-Term Monitoring for Outbound Teachers in Indonesia

Period: November 3 – November 7

Location: Four (4) schools located in Surakarta, Indonesia

Participants: 2 UNESCO APCEIU staffs, 3 officials from the MoPSE Indonesia, and 2 stakeholders from Teacher Training Centre in Central Java, Indonesia

3) Mid-Term Monitoring for Outbound Teachers in Lao PDR

Period: November 17 - 18

Location: Two (2) schools located in Vientiane, Lao PDR

Participants: 2 UNESCO APCEIU staffs, 2 officials from the Daejeon Metropolitan Office of Education, 2 officials from MoES Lao PDR

4) Mid-Term Monitoring for Outbound Teachers in Malaysia

Period: April 28 – May 3

Location: Four (4) schools located in Selangor and Kuala Lumpur, Malaysia

Participants: 2 UNESCO APCEIU staffs, 1 stakeholder from the original school of the outbound teacher, 4 officials from the Ministry of Education of Malaysia, and 4 officials from the Selangor and Kuala Lumpur Education Department

5) Mid-Term Monitoring for Outbound Teachers in the Philippines

Period: November 23 – November 26

Location: Two (2) schools located in Manila, the Philippines

Participants: 2 UNESCO APCEIU staffs, 4 officials from the DepEd Philippines

6) Mid-Term Monitoring for Outbound Teachers in Thailand

Period: November 16 – November 20

Location: Four (4) schools located in Samut Prakan and Bangkok, Thailand

Participants: 2 UNESCO APCEIU staffs, 2 officials from the Ministry of Education of Korea, 1 chair from the Programme Advisory Committee, and 4 officials from the OBEC Thailand

E. Outbound Teachers' Local Final Presentation

The Final Presentation for Outbound Teachers, organized by the local Ministry of Education and held just before the end of the activity period, involves presentations by outbound teachers on their activities and the sharing of results and feedback with the staff of the schools they were assigned to. During the meeting, the outbound teachers share all aspects of their activities, including teaching, projects, challenges faced, and how they overcame them. The assigned schools also discuss the impact of the outbound teachers' activities on the school and how the programme can be improved, exchanging opinions on the programme's achievements and future improvements.

Period: (Cambodia) August 11, (Malaysia) August 11, (Indonesia) February 9, (Lao PDR) February 10, (the Philippines) February 9, (Thailand) February 10

Location: (Malaysia) Kuala Lumpur, Selangor (Cambodia) Phnom Penh, (Indonesia) Surakarta, (Lao PDR) Vientiane, (the Philippines) Online, and (Thailand) Bangkok

Participants: Outbound teachers to Cambodia, 7 outbound teachers to Indonesia, 4 outbound teachers to Lao PDR, 4 outbound teachers to Malaysia, 4 outbound teachers to the Philippines, 4 outbound teachers to Thailand

Main content: Presentation of teachers' achievements and school activities, sharing of future follow-up activities plan, discussion of programme outcomes with host school stakeholders, consultation meetings with local Ministries of Education and outbound teachers

F. Outbound Teachers' Post-Advanced Workshop (Debriefing Session)

Upon completion of outbound teachers' activities, debriefing session by outbound teachers' is organized by the UNESCO APCEIU. This programme aims to enhance outbound teachers' understanding of multicultural and global citizenship education as well as to strengthen their practical competencies in the educational field. During the programme, outbound teachers attend lectures on multicultural education in school field and develop a guidebook for future participants, reflecting on the cultural and living environment of host countries. In addition, they engage in reflective sharing on their educational activities and experiences during the dispatch period and specify follow-up plans to disseminate outcomes.

Period: (Cambodia, Malaysia) August 20-22, (Indonesia, Lao PDR, the Philippines, and Thailand) February 11-13

Location: UNESCO APCEIU

Participants: 3 outbound teachers to Cambodia, 7 outbound teachers to Indonesia, 4 outbound teachers to Lao PDR, 4 outbound teachers to Malaysia, 4 outbound teachers to the Philippines, 4 outbound teachers to Thailand

Main content: Introduction of the multicultural education practices, presentation on the reflection before and after the dispatch period as well as the project outcomes, developing respective countries' local culture manual, and sharing of follow-up exchange experiences as well as presenting implementation plans

4. Activities of Inbound Teachers

A. Pre-Departure Training

Before departing for Korea, pre-departure training for inbound teachers is organized by each country's Ministry of Education. The training, which is mandatory for all participants, aims to enhance understanding of the programme objectives and participants' roles, and to support smooth educational activities in a new environment. The sessions mainly feature presentations and lectures by former participants, who share practical insights and on-site experiences from the programme.

B. Local Adjustment Training and Welcoming Ceremony

Upon arrival in Korea, inbound teachers participate in a local adjustment training to support smooth settlement and effective teaching activities. The training focuses on adapting to daily life and understanding the Korean educational environment, including safety orientation, basic Korean language lessons, and initial settlement support such as mobile phone setup and bank account opening. The programme also includes lectures by former participants on

Korean school culture, sharing practices in global citizenship education, and workshops on lesson planning, along with cultural experience activities. The training concludes with a welcoming ceremony attended by representatives from partner countries' Ministries of Education and host schools.

1) Local Adjustment Training and Welcoming Ceremony for First-Half Inbound Teachers (Cambodia, Lao PDR, Mongolia, and the Philippines)

Period: April 15 – April 18

Location: UNESCO APCEIU

Participants: Approximately 60 people, including 8 inbound teachers from Cambodia, 4 inbound teachers from Lao PDR, 4 inbound teachers from Mongolia, 4 inbound teachers from the Philippines, 5 officials from the Ministries of Education of the respective countries, 2 officials from the Metro and Provincial Offices of Education, around 15 stakeholders from the host schools of inbound teachers, 10 officials from the Ministry of Education of Korea and UNESCO APCEIU staff, etc

Main content: Introduction to the overall programme and detailed schedule, activities and tasks, information on life in Korea, guidelines for emergency medical services, basic Korean language education, GCED workshops, lectures by previous participants to introduce educational activities in Korean schools, cultural experiences in Korea, foundational tasks to support the educational activities of inbound teachers from Lao PDR, Mongolia, Cambodia, and the Philippines, and placement in domestic schools

2) Local Adjustment Training and Welcoming Ceremony for Second-Half Inbound Teachers (Indonesia, Malaysia, and Thailand)

Period: August 25 – August 29

Location: UNESCO APCEIU

Participants: Approximately 90 people, including 8 inbound teachers from Indonesia, 8 inbound teachers from Malaysia, 10 inbound teachers from Thailand, 30 stakeholders from host school, 10 officials from the Ministries of Education of the respective countries, around 10 officials from the Metro and Provincial Offices of Education, 10 UNESCO APCEIU staffs, etc

Main Content: Introduction to the overall programme and detailed schedule, activities and tasks, information on life in Korea, guidelines for emergency medical services, basic Korean language education, GCED workshops, lectures by previous participants to introduce educational activities in Korean schools, cultural experiences in Korea, foundational tasks to support the educational activities of inbound teachers from Lao PDR, Mongolia, Cambodia, and the Philippines, and placement in domestic schools

C. School Placements and Official Activities of Inbound Teachers

In 2025, a total of 46 teachers from seven countries—Lao PDR, Malaysia, Mongolia, Indonesia, Cambodia, Thailand, and the Philippines—were invited to Korea. Upon placement at host schools, inbound teachers observe classes for approximately two weeks and plan their educational activities in line with school needs and their subject areas.

Following the observation period, they participate in regular classes and after-school programmes as lead or assistant teachers, mainly teaching English, and carry out individual projects. Mentor teachers at host schools provide close support to facilitate school adaptation and effective teaching. Throughout the placement period, inbound teachers submit regular reports, including bi-weekly reports, project plans, class reports, and a final report, which are used for activity monitoring and resource archiving.

1) School Placements and Official Activities of First-Half Inbound Teachers

Period: April 15 – July 12

Location: 10 schools located in Gyeonggi, North Gyeongsang, South Gyeongsang, Gwangju, Busan, South Jeolla, and Jeju

Participants: 8 inbound teachers from Cambodia, 4 inbound teachers from Lao PDR, 4 inbound teachers from Mongolia, 4 inbound teachers from the Philippines

Main Content

- Conducting classes as a lead or assistant teacher in regular classes, after-school programmes, etc., focusing on their major subjects and introducing their culture
- Developing lesson plans and submitting bi-weekly reports, class reports, project reports, final reports, etc., related to school activities
- Final presentation to share the outcomes of educational activities

2) School Placements and Official Activities of Second-Half Inbound Teachers

Period: August 25 – November 21

Location: 13 schools located in Seoul, Incheon, Gyeonggi, Gangwon, North Jeolla, South Jeolla, North Gyeongsang, and South Gyeongsang

Participants: 8 inbound teachers from Malaysia, 8 inbound teachers from Indonesia, 10 inbound teachers from Thailand

Main Content

- Conducting classes as a lead or assistant teacher in regular classes, after-school programmes, etc., focusing on their major subjects and introducing their culture
- Developing lesson plans and submitting bi-weekly reports, class reports, project reports, final reports, etc., related to school activities
- Final presentation to share the outcomes of educational activities

D. Mid-Term Monitoring for Inbound Teachers

Mid-term monitoring is conducted through visits to host schools in Korea to review inbound teachers' educational activities and learning environments, and to identify areas for improvement. The monitoring aims to enhance understanding and cooperation among mentor teachers and school officials regarding the educational exchange programme. During the monitoring, inbound teachers share their initial outcomes, reflections, and challenges in class, and improvement measures for the remaining exchange period are discussed. In addition, meetings with inbound teachers, partner countries' education authorities, and host school representatives are held to review the effectiveness of educational exchange and explore ways to strengthen cooperation through practical feedback.

1) Mid-Term Monitoring for First-Half Inbound Teachers (Cambodia, Lao PDR, Mongolia, and the Philippines)

Period: May 21 – June 5

Location: 10 schools located in Busan, Gyeonggi, Gwangju, South Jeolla, North Gyeongsang, South Gyeongsang, and Jeju

Participants: 1-3 staff from UNESCO APCEIU, officials from Metropolitan and Provincial education offices, as well as the Ministry of Education, Performance Analysis Research Team

Main Content: Observing the inbound teachers' classes, checking the educational environment, evaluating the suitability of the teachers' educational activities, discussing areas for improvement and future enhancements, gathering feedback on the programme through interviews with school officials and inbound teachers, collecting feedback through student and teacher interviews, and assessing the effectiveness of the programme.

2) Mid-Term Monitoring for Second-Half Inbound Teachers (Indonesia, Malaysia, and Thailand)

Period: September 22 – October 28

Location: 13 schools located in Seoul, Incheon, Gangwon, Gyeonggi, North Jeolla, South Jeolla, North Gyeongsang, South Gyeongsang

Participants: 1-3 staff from UNESCO APCEIU, officials from Metropolitan and Provincial education offices, as well as the Ministry of Education, 1-2 officials from the Ministries of Education of the respective countries, Performance Analysis Research Team

Main Content: Observation of inbound teachers' classes, inspection of the educational environment, evaluation of the suitability of inbound teachers' educational activities and discussion of future improvements and adjustments, collecting feedback for programme improvement through interviews with school staff and inbound teachers, gathering feedback through student and teacher interviews, and assessing the impact of the programme.

E. Final Presentation by Inbound Teachers

A final presentation is held at the wrap-up stage before the completion of inbound teachers' activities. During the event, participating teachers present their activities and project outcomes, while host school staff share reflections on the educational achievements. Through this session, participants and school representatives jointly review the overall exchange process and outcomes, and engage in in-depth discussions on ways to expand and further develop teachers' and schools' experiences, thereby enhancing the effectiveness of the Educational Exchange Programme with Countries of Multicultural Families.

1) Final Presentation by First-Half Inbound Teachers (Cambodia, Lao PDR, Mongolia, and the Philippines)

Date: July 11

Location: UNESCO APCEIU

Participants: 6 officials from the Ministries of Education of the respective countries and diplomatic mission in Korea, 15 stakeholders from the host schools of first-half inbound teachers, 4 officials from the Metropolitan and Provincial Offices of Education, 8 inbound teachers from Cambodia, 4 inbound teachers from Lao PDR, 4 inbound teachers from Mongolia, 4 inbound teachers from the Philippines, 3 officials from the Ministry of Education of Korea, 9 UNESCO APCEIU staffs, etc

Main Content: Sharing achievements of inbound teachers from Cambodia, Lao PDR, Mongolia, and the Philippines

2) Final Presentation by Second-Half Inbound Teachers (Indonesia, Malaysia, and Thailand)

Date: November 20

Location: The Link Hotel Seoul

Participants: 10 officials from the Ministries of Education of the respective countries and diplomatic mission in Korea, 15 stakeholders from the host schools of second-half inbound teachers, 4 officials from the Metropolitan and Provincial Offices of Education, 2 representatives from Programme Advisory Committee, 8 inbound teachers from Indonesia, 8 inbound teachers from Malaysia, 10 inbound teachers from Thailand, 11 UNESCO APCEIU staffs, Performance Analysis Research Team, etc

Main Content: Sharing achievements of inbound teachers from Indonesia, Malaysia, and Thailand

5. On/Offline Integrated Education Exchange

The On/Offline Integrated Education Exchange is introduced in 2024 and implemented in Mongolia in 2025. Under this programme, four to five in-service teachers from the same school form a study group and engage in online educational exchange with a matched study group from a partner country for approximately three months. In 2025,

a total of 16 Korean teachers and 20 Mongolian teachers form four study groups and participate in the programme. Each study group conducts online classes and joint projects with its Mongolian counterpart and visits the partner school in Mongolia for about one week to carry out classes and student exchange projects. In line with the requirements for outbound and inbound teachers, each study group submits project and lesson reports and shares programme outcomes through an online final presentation prior to the conclusion of educational activities.

A. Orientation for On/Offline Integrated Education Exchange

Date: February 14

Method: Live-stream Online Meeting (Zoom)

Participants: 20 Mongolian teachers, 16 Korean teachers, 5 UNESCO APCEIU staffs, 4 presenters, etc

Main Content: Announcing the Host School matching results and introduction among exchange teachers, discussion and presentation of education exchange plans by each study groups, introduction to online programme overview and guidelines, instructions of budget utilization and administration, and instructions on how to use the NETS platform

B. Official On/Offline Integrated Education Exchange Activities

Period: between March – May (3 months)

Method: (Domestic) 4 schools located in Daegu, Daejeon, South Chungcheong, South Jeolla; (Mongolia) 4 schools in Arkhangai and Ulaanbaatar

Participants: 20 Mongolian teachers, 16 Korean teachers

Main Content

- Online classes (both real-time and asynchronous) on Korean culture, global citizenship education, and intercultural understanding
- Student exchange projects
- Development of lesson plans
- Submission of monthly activity reports, lesson reports, project reports, final reports, etc

C. On-site Exchange Programme

Period: May 5 – May 9

Location: Arkhangai and Ulaanbaatar, Mongolia

Participants: 8 teachers from the Korea Study Group for Online Educational Exchange, 2 staff members from the UNESCO APCEIU, 2 representatives from the Mongolian Ministry of Education and Science, etc.

Key Activities

- Korean study group teachers visited local schools in Cambodia and observed classroom lessons
- Workshop on student exchange projects and field visits to educational sites
- Consultation meetings with representatives from the MOE Mongolia, Mongolian teachers, and school representatives from Mongol

6. Performance Analysis Research

To assess and enhance the effect of the programme, the performance analysis research has implemented annually since 2014. Performance analysis research was carried out through pre-surveys, mid-surveys, and post-surveys targeting outbound teachers, inbound teachers, mentor teachers, and students participating in the programme, measuring improvements in global competency. According to the 2025 result, there was an improvement in global competency among both teachers and students across both online and offline exchange programme.

Period: April - November

Research Director: Professor Park Joo-hyung, Gyeongin National University of Education

Co-Researchers: Sangshin Lee (Chasan Elementary School), Jeongsoo Kim (Wongok Elementary School)

Research Content: Analysis of the outcomes of the offline and On/Offline integrated education exchange programme from Asia-Pacific Teacher Exchange Programme exchange (Quantitative research)

7. Utilization of the Online Education Exchange Platform “NETS”

NETS as an abbreviation of Network for Teachers and Students operates to enhance the online exchange programme and the networking among participating schools and teachers of the programme. Through the platform, the users may submit reports, listen to various lectures, share best practices of the programme to spread of the various achievements. Also, this platform provides support to activate online educational exchanges as part of follow-up interactions among schools and teachers that participated in previous years.

8. Programme Advisory Committee

The Programme Advisory Committee, composed of education-related experts, is held twice annually to ensure the effective and efficient operation of the programme. The committee consists of consultation meeting, and discussions on agenda items. Each committee member provides feedback based on a brief project report and project plan, supporting the stable progress of the programme.

A. 1st Programme Advisory Committee

Date: May 26

Location: UNESCO APCEIU

Participants: 1 Ex officio 1 Secretary, 5 UNESCO APCEIU staffs

Main Content: Sharing of the programme outcomes of 2024 as well as the planning of the 2025 offline programme, and consultation meeting on the direction of APTE programme

B. 2nd Programme Advisory Committee

Date: September 30 – October 2

Method: Written submissions

Participants: 1 Ex officio, 1 Secretary, 5 representatives from Programme Advisory Committee

Main content: Consideration of the temporary repatriation of one outbound teacher (Korean exchange teacher)

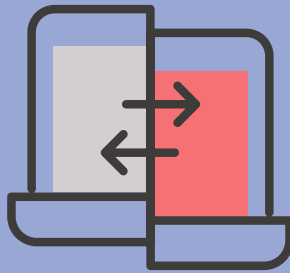
C. 3rd Programme Advisory Committee

Date: November 14

Location: Spaceshare Seoul Station Centre, Emerald room

Participants: 1 Ex officio, 1 Secretary, 4 representatives from Programme Advisory Committee, 4 UNESCO APCEIU staffs

Main content: Sharing of the programme outcomes of 2025, consultation meeting on the direction of 2026 programme, and discussion on measures to encourage participation of the Metropolitan and Provincial Offices of Education



III . References

1. List of Participating Teachers and Schools
2. Press Coverage List
3. Participants' Feedback

III. References



1. List of Participating Teachers and Schools

A. Outbound Teachers



© Outbound Teachers to Cambodia: 3 in total

No.	Name	Region	School of Origin	Host school
1	LEE Boram	Seoul	Seoul Mia Elementary School	Ogura Trakiet Primary School
2	KIM Yo Han	Seoul	Sinbanpo Middle School	Hun Sen Tuol Sophea Khuon Primary School
3	JU Miji	Chungnam	Cheonan Cheongsu Elementary School	Chaktomuk Lower Secondary School



© Outbound Teachers to Indonesia: 7 in total

No.	Name	Region	School of Origin	Host school
1	KIM Eun Jeong	Sejong	Areum Elementary School	SD Negeri Kemasari 1 Kota Surakarta
2	CHAE Heeyong	Gwangju	Donglim Elementary School	
3	PARK Myeong-suk	Jeonnam	Mokpo Ogam Elementary School	
4	LEE JuHui	Jeonnam	Mokpo Mihang Elementary School	SD Negeri Cemara Dua Kota Surakarta
5	LEE Milyung	Chungnam	Asam Smart Factory Meister High School	
6	JEONG Eun Young	Gyeonggi	Deokjeong High School	SMA Muhammadiyah 1
7	JUNG Chae Eun	Gangwon	Namwonju Middle School	SMP Negeri 3 Kota Surakarta



© Outbound Teachers to Lao PDR: 4 in total

No.	Name	Region	School of Origin	Host school
1	YEO Kyeongsun	Incheon	Incheon Songwol Elementary School	Dongkhamxang Primary School
2	JEONG Soi	Jeju	Namgwang Elementary School	
3	LEE Jeonghwa	Daejeon	Shintanjin High School	Sivilay Secondary School
4	HWANG Hayeon	Incheon	Wondang Middle School	



© Outbound Teachers to Malaysia: 4 in total

No.	Name	Region	School of Origin	Host school
1	KIM Hee Young	Daejeon	Daejeon Samcheon	SMK Sungai Kertas
2	KANG Myung seung	Gyeonggi	Gwangmyeong Gwangseong Elementary School	SK Bandar Tun Hussein Onn 2
3	HAN Jisu	Gyeonggi	Seochon Elementary School	SK Kiaramas
4	KIM Mi Eun	Gangwon	Hakseong Elementary School	SKPK Selangor



© Outbound Teachers to the Philippines: 4 in total

No.	Name	Region	School of Origin	Host school
1	WOO Yonsoon	Seoul	Seoul Songjeong Elementary School	Tandang Sora Integrated School
2	LEE Sejeong	Gangwon	Dangu Elementary School	
3	KIM Garam	Gyeonggi	Gyeongang Middle School	Eulogio Rodriguez Jr. High School
4	YUN Hye-young	Busan	Jaesong Girls' Middle School	



© Outbound Teachers to Thailand: 4 in total

No.	Name	Region	School of Origin	Host school
1	RYU Ayoung	Gyeonggi	Gwangju Elementary School	Prathumthawetapisk School
2	YOO Hankyul	Jeonnam	Jindoseo Elementary School	Watdansamrong School
3	KIM Hyunjeong	Seoul	Okjeong Middle School	Bodindecha (Sing Singhaseni) Samut Prakan School
4	JANG Yoonjeong	Chungnam	Tae-an High School	Watrajaoros School

B. Inbound Teachers



© Inbound Teachers from Cambodia: 8 in total

No.	Name	School of Origin	Area	Host school (Mentor Teacher)
1	VANNY BOPHA	Tmor Kaol Secondary School	Gyeonggi	Song Chon Elementary School (SHIM Seong Hoon)
2	KIMLY CHENDA	Anukwat Lower Secondary School		
3	TORNG KHEMA	Norodom Ranaridh Sna Sangkream Primary School	Gwangju	Sinchang Elementary School (AN Bongseon)
4	DUONG SOAPHEA	Prey Taloy Primary School		
5	KHON VY	Samdech Techo Hun Sen Krong Kratie Upper Secondary School	Gyeongbuk	Daedong Middle School (PARK Jonghwa)
6	YEN SOPHEARITH	Phnom Penh Teacher Education College		
7	KIM MITHONA	Yukunthor Upper Secondary School	Jeonnam	Suncheon Hyoycheon High School (MA Eunsong)
8	CHAP VOLEAK	Battambang Teacher Education College		



© Inbound Teachers from Indonesia: 8 in total

No.	Name	School of Origin	Area	Host school (Mentor Teacher)
1	Kezia Mariam Pahlawati Moanley	SD Negeri Abuneri	Gangwon	Saemmaru Elementary School (CHOI Ho-jun)
2	Imanuri	SD Negeri – 4 Mendawai		
3	Mezza Monica	SD Negeri 2 Fajar Asri	Gyeongnam	Yongnam Elementary School (LIM Seong-hwa)
4	Santi Manda Sari	SMP Negeri 3 Lhokseumawe		
5	Chandra Alfindodes	SMP Islam Al Azhar 37 Pekanbaru	Gyeongbuk	Wolseong Middle School (Son Ho-young)
6	Ady Mifarizki	SMP Muhammadiyah Ahmad Dahlan Metro		
7	Jil	SMAN 5 Jayapura	Jeonbuk	Wansan Girls' High School (MO Sanghyuk)
8	Meila Rosianika	SMKN 3 Sarolangun		



© Inbound Teachers from Lao PDR: 4 in total

No.	Name	School of Origin	Area	Host school (Mentor Teacher)
1	Nita MEUNPANYA	Vientiane-Ho Chi Minh Friendship Upper Secondary School	Gyeongbuk	Gyeongju High School (BAE Cheolmin)
2	Somboun KHAMTHAVONGSY	Demonstrated Secondary School of Luannamtha Teacher Training College		
3	Bounhieng NOLOKHAM	Sokpaluang Primary School	Busan	Hwajeong Elementary School (KIM Eunji)
4	Saengdeuan PHOMMACHIT	Sathid Primary School of Langprabang Teacher Training College		



© Inbound Teachers from Malaysia: 8 in total

No.	Name	School of Origin	Area	Host school (Mentor Teacher)
1	Izatul Aiza binti Ismail	SK Batu Bertangkup	Gyeongnam	Junggok Elementary School (KIM Daejoon)
2	Nurul Shazwani binti Abdul Nasir	SK Belanja		
3	Muhammad Nasrul bin Abu Bakar	SK Merlimau	Gangwon	Jeongseon Elementary School (HYUN Seungmi)
4	Muhammad Rizzuwan Ikmar bin Jamak	SK Sentul 1		
5	Nurulhuda binti Abdullah	SMK Long Yunus	Seoul	Seoul Technical High School (LEE Mihyun)
6	Jairi binti Yadap	Kolej Vokasional Beaufort		
7	Sim Wooi Siang	SMK Bukit Gambir	Gyeongbuk	Gyeongju Business School (PARK Jiyoung)
8	Kamal A/L Gopalan	SMK Sri Muar		



© Inbound Teachers from Mongolia: 4 in total

No.	Name	School of Origin	Area	Host school (Mentor Teacher)
1	Jigden OYUNGEREL	Arkhangai School No. 1	Gyeongnam	Bongnae Elementary School (YU Jimyeong)
2	Sainbayar OTGONTUYA	School No. 20		
3	Badrakh MUNKHTUYA	Amgalan School	Gyeongbuk	Korea International Culinary Arts High School (SHIN Gyuha)
4	Banzragch BAYARCHIMEG	School No. 44		



© Inbound Teachers from Philippines: 4 in total

No.	Name	School of Origin	Area	Host school (Mentor Teacher)
1	Ma. Lourdes D. Rola	Caloocan High School	Jeju	Inhwa Elementary School (KO Hyorim)
2	Toni Rose S. Sayson	Dumaguete Science High School		
3	Mark Reniel L. Balolo	Pasay City National Science High School	Gyeongnam	Suncheon Hyosan High School (KIM Donghyun)
4	Raleigh J. Ojanola	Koronadal Comprehensive High School		

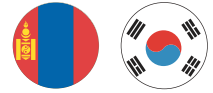


© Inbound Teachers from Thailand: 10 in total

No.	Name	School of Origin	Area	Host school (Mentor Teacher)
1	Sunisa Saetung	Bannongnahainonsaart School	Gangwon	Gugok Elementary School (SEO Yeongseon)
2	Sirintip Yusoh	Bantolae School		
3	Porntipa Phaphakdee	Bandunpracharat School	Jeonbuk	Donggye Elementary School (SHIN Dana)
4	Warunee Thippaya	Watsriloharatbumrung School		
5	Sasisuphitcha Maneerat	Phothisamphanphitthayakhan School	Gyeonggi	Naecheon Middle School (KIM Eunbyeong)
6	Phitchayaphorn Huabnoy	Phadungpanya School		
7	Pichinart Kumpawan	Piriyalai School Phrae School	Jeonnam	Gangjin High School (KIM Gilhwan)
8	Angkit Kaidad	Nongsuawitthayakom School		
9	Chutidej Samret	Bangpakok Witthayakom School	Incheon	Inhang High School (JANG Byeongjun)
10	Thanatnicha Thanaboonrungrach	Prathandongrungrawitthayakhan School		

C. Study Group Teachers for the Online/Offline Integrated Education Exchange

© A Total of 36 from 8 Schools (Korean teachers 16, Mongolian teachers 20)



Korean Schools (4 schools, 16 teachers)				Mongolian Schools (4 Schools, 20 teachers)		
No.	Region	School Name	Name	No.	School Name	Name
1	Daegu	Bongmu Elementary School	CHANG Yuri	1	Arkhangai 1st School	Azjargal Ninjbadgar
2			LEE Misuk	2		Davaadorj Tserendash
3			LEE Somi	3		Munhzaya Tserendorj
4			LEE Youngrae	4		Minjmaa Byambadorj
5				5		Dulamsuren Purevdagva
6	Daejeon	Daejeon Jeil High School	HWANG Eui-young	6	11th School	Bolorchimeg Dashjams
7			PARK Min-jeong	7		Sugarmaa Darambazar
8			CHOI Jin Young	8		Hurelbaatar Batbold
9			KWON Soon kie	9		Doljin Jams
10				10		Handarmaa Ganbat
11	Chungnam	Cheonan Buda Elementary School	KIM Hye Shin	11	7th School	Azjargal Sukhbaatar
12			KIM Tae-hoon	12		Zolzaya Batkhulgana
13			YAHNG Mee-kyung	13		Zolsuren Chimedbaatar
14			Suh Jaehwa	14		Ul-Oldoh Vorondon
15				15		Munkhshur Purevsuren
16	Busan	Dongnae High School	LEE Geon-hee	16	21st School	Sanjmyatav
17			PARK Jeong-su	17		Nyamsuren
18			SONG Young-nim	18		Undral
19				19		Gandulam
20			HEO Seona	20		Todgerel

2. Press Coverage List

No.	Media outlet	Date	Title
1	incheonin.com	2025.02.05	Beyond the Classroom, Toward Sustainable International Education EXchange
2	Ministry of Education (Indonesia)	2025.02.07	Programme Pertukaran Guru Indonesia-Korea (Indonesia-Korea Teacher Exchange) Tahun 2024
3	detikEdu (Indonesia)	2025.02.27	Teacher Exchange to Korea Opened by Ministry of Primary and Secondary Education, Get Allowance and Accommodation
4	kaldera News (Indonesia)	2025.02.28	Peluang Ikut Pertukaran Guru ke Korea, Ada Tunjangan dan Asrama
5	Ministry of Education (Indonesia)	2025.03.01	Programme Pertukaran Guru IKTE 2025, Komitmen Kemendikdasmen Tingkatkan Kompetensi Global Guru
6	JURNAS.com (Indonesia)	2025.03.02	Pendaftaran Pertukaran Guru Indonesia-Korea Dibuka, Simak Syaratnya
7	Yonhap News	2025.03.04	“Extended Dispatch Period” ...APCEIU Launches Asia-Pacific Teacher Exchange for Global Education (APTE)
8	OBC News	2025.03.04	“Extended Dispatch Period” ...APCEIU Launches Asia-Pacific Teacher Exchange for Global Education (APTE)
9	Cambodia Btv News	2025.02.22	[មុខរបរ-ការងារ] [WATCH] ឱកាសកុលាយជាគូបង្រៀន នៅសាកលវិទ្យាល័យអន្តរជាតិកម្ពុជា-កូរ៉េ
10	KLIKPENDIDIKAN.ID	2025.02.27	Biaya Gratis.. Dapat Tunjangan! Programme PERTUKARAN GURU INDO - KOREA, Semua Boleh Daftar.. Cek Alurnya di Link Ini
11	Jeju Environment News	2025.04.21	Inhwa Elementary School and Multicultural Families Launch Educational Exchange Programme with Countries...Expectations for International Education Grow
12	Samdailbo	2025.04.21	Inhwa Elementary School: Conducts Asia-Pacific Teacher Exchange (APTE)
13	Jejutori	2025.04.21	Jeju Inhwa Elementary School Hosts Exchange Programme with Two Philippine Teachers
14	Gyeongnam Yonhap News	2025.04.22	Jinju Bongnae Elementary School: Conducts International Education Exchange with Mongolian Teachers
15	Yonhap News	2025.04.22	Jeju Inhwa Elementary School: Conducts Internationalization Education with Philippine Teachers
16	Newslinejeju	2025.04.22	Inhwa Elementary School: Conducts 2025 Inbound Asia-Pacific Teacher Exchange (APTE) with the Philippines
17	Sportsseoul	2025.08.18	Jeongseon Elementary School: Condcuts ‘2025 Asia-Pacific Teacher Exchange (APTE)’
18	Shinailbo	2025.08.18	Jeongseon Elementary School: Condcuts ‘2025 Asia-Pacific Teacher Exchange (APTE)’



HOME > 사회 > 교육

진주 봉래초, 몽골 초청 교사와 국제교육교류

▲ / 권병호기자 | ⓒ 승인 2025.04.22 18:20

세계시민교육, 협력·방과후 수업, 다문화 프로그램 운영 등 활동



봉래초등학교 학생과 교원들이 몽골 초청교사를 환영하고 있다.

진주 봉래초등학교는 지난 21일 오전 본교 강당에서 몽골 초청 교사 환영식을 개최했다고 22일 밝혔다.

이번 교류는 유네스코 아시아태평양 국제이해교육원(APCEIU)과 교육부가 공동 주최한 국제교육교류 사업의 일환으로, 다문화 가정 대상 국가와의 교육 협력을 확대하기 위해 마련됐다.

이번에 봉래초를 방문하는 몽골 교사는 총 2명으로, 이들은 오는 7월 11일까지 약 3개월간 머무르며 다양한 교육활동에 참여할 예정이다.



"韓교사 파견기간↑"...아태교육원, 다문화대상국 교육교류 개시

송고 2025-03-04 08:00



태국서 영어 수업하는 한국 교사

(서울=연합뉴스) 지난해 '다문화가정 대상 국가와의 교육 교류사업'을 통해 태국에 파견된 한국인 교사가 현지 학교에서 영어 수업을 진행하고 있다. 2025.3.4 [유네스코 아시아태평양 국제이해교육원 제공. 재판매 및 DB 금지]

(서울=연합뉴스) 김지선 기자 = 유네스코 아시아태평양 국제이해교육원(이하 아태교육원)은 다문화 가정과 연관성이 큰 아시아 국가들과의 교육 교류 활동인 '2025 다문화가정 대상 국가와의 교육 교류사업'을 이달 시작한다고 4일 밝혔다.



HOME > 기획 > 기획연재

교실 넘어 넓은 세상, 지속가능한 국제교육 교류를 향하여

임성환 | 승인 2025.02.05 16:45

[인천-반동 8일간의 교육일기]
(4) 접촉에서 마치기까지
- 임성환 / 인천아라초등학교 교사

- 1편 반동에서 빛난 TICE의 파트너십
- 2편 교육을 통한 교류와 협력
- 3편 반동시교육청과의 간담회
- 4편 접촉에서 마치기까지



APCEIU(유네스코 아시아태평양국제이해교육원)의 국제교사교류프로그램 한국 교사 환영 현수막(출처 임성환 교사)

인쇄하기

✕

🖨 인쇄

 신아일보 (<http://www.shinailbo.co.kr>)[HOME](#) (>) > [로컬](#) (> [//news/articleList.html?sc_section_code=S1N17](#)) > > [강원](#) (> [//news/articleList.html?sc_sub_section_code=S2N89](#))

정선초, '2025년도 다문화가정 대상국가와의 교육교류 사업' 운영

윤 조덕경 기자 | 🕒 승인 2025.08.18 13:12

| 교육부 교육 교류 사업, 다양성 존중하는 미래 인재 양성 목표



“교육부 교육 교류 사업, 다양성 존중하는 미래 인재 양성 목표

정선초등학교는 오는 9월부터 11월 중순까지 약 3개월간 ‘2025년도 다문화가정 대상국가와의 교육교류 사업’을 운영한다.

이번 사업은 교육부와 유네스코 아태교육원이 함께 추진하여, 말레이시아 현직 교사 2명이 정선초등학교에서 세계시민을 주제로 교육 활동을 펼칠 예정이다.



[មុខរបរ-ការងារ] [WATCH] ឱកាសក្លាយជាគ្រូបង្រៀន នៅសាធារណរដ្ឋកូរ៉េ ក្រោមកម្មវិធីផ្លាស់ប្តូរគ្រូបង្រៀនអន្តរជាតិកម្ពុជា-កូរ៉េ

3. Participants' Feedback

A. Feedback from Participating Teachers

1) Inbound Teachers



**Phitchayaphorn
Huabnoy**

(Thailand Exchange
Teacher: Naechon
Middle School)

From my perspective, APTE represents a pathway—a pathway for students and teachers to learn from one another and to understand cultures across countries. For me, it was also a pathway to a valuable opportunity to join and participate in one of the world's most well-known education systems. South Korea is widely recognized for its strong educational system, and I wanted to experience it first-hand. The programme deeply impressed me and inspired me to take part. Through this pathway, I was able to connect with others, learn, and teach. I believe the experiences and insights I gained can be applied in my classroom in Thailand, and I look forward to sharing Korean culture and educational practices with my students back home.

What I learned through this programme is that it helped me embrace diverse backgrounds, especially those of Korean students, and reflect on how we can adapt our teaching accordingly. I also learned how important it is to rely on one another, especially when we do not share the same language. Even so, we were able to learn from each other by understanding the curriculum, teaching approaches, and school culture. We learned just as much as we shared—about teaching English, culture, and what it truly means to prepare students for the real world. I would like to express my sincere gratitude to the students, faculty, and administration of Suncheon Hyosan for their warm welcome and open hearts. To future exchange teachers: say yes to the experience. It is inspiring, eye-opening, and deeply rewarding.



**Mark
Reniel L. Balolo,
Raleigh J.
Ojanola**

(Phillipines Exchange
Teachers: Suncheon
Hyosan High School)



Meila Rosianika

(Indonesia Exchange
Teacher: Wansan
Girl's Highschool)

I had tried many teaching approaches before, but it was in Korea that I found much deeper inspiration. The experience helped me grow as an educator and encouraged me to design a learning environment that is more systematic, enjoyable, and rooted in project-based activities. During this time, I also implemented Global Citizenship Education, giving students opportunities to explore global issues and develop a sense of responsibility as a member of global community.

My time teaching in Korea taught me that global citizenship grows from everyday interactions – listening, sharing, and appreciating cultures beyond our own. Being able to introduce Indonesian and Lampung traditions while learning about Korean school life made me realize how education can become a bridge that connects values, identities, and perspectives. This experience didn't just improve my teaching skills; it broadened the way I see the world and strengthened my commitment to bringing a more global, culturally aware mindset into my classroom.

Ady Mifarizki

(Indonesia Exchange
Teacher: Wolseong
Middle School)

2) Outbound Teachers

Woo Yonsoon

(Philippine Exchange
Teacher: Tandang
Sora Integrated
School)

After more than 25 years of teaching in Korea, stepping away from a familiar educational environment to participate in a six-month APTE programme in an unfamiliar country was not an easy decision. As the departure date drew closer, concerns about being separated from my family and doubts about whether I would be able to manage the assignment began to outweigh my initial excitement.

Upon arriving in the Philippines, daily life itself became a challenge—from settling into accommodation to commuting and adjusting to an entirely new routine. Sharing these experiences brought the Korean teachers closer together, creating bonds that went

beyond professional relationships and developed into a strong sense of unity and mutual support.

Meeting Filipino students who welcomed us with bright eyes and enthusiastic cheers was a turning point. Being able to focus fully on teaching reminded me how valuable this time truly was. As a dispatched teacher in a multicultural international exchange programme, I felt strongly motivated to make the most of this opportunity, striving to ensure that it would be meaningful both for the students and for myself.

I will remember the Philippines not only for its emerald-coloured seas, but also for the warmth and passion of its people. It has become a country I carry in my heart, one for which I sincerely hope continued progress in education and the well-being of its people. I look forward to sharing the experiences and lessons I gained here with students in Korea, and I hope to be remembered by Filipino students as a Korean teacher who taught with genuine care and dedication.

I came to deeply realise that education can take place anywhere, as long as there are teachers with the passion to teach and students with the willingness to learn, even when language and cultural differences exist. Teaching in school settings in Indonesia, far from Korea, I encountered new challenges as an educator while working within a cultural and social environment entirely different from what I had been accustomed to.

At first, adjusting to linguistic and cultural differences was not easy. However, the enthusiasm and sincerity the Indonesian students showed towards learning became

JUNG Chaeun

(Indonesia Exchange
Teacher: SMP Negeri
3 Kota Surakarta)

a great source of strength, enough to make me forget those initial difficulties. Through the process of laughing and learning together with the students, I was reminded once again that education goes beyond the transmission of knowledge and is, above all, about sharing understanding and connection.

Through this assignment in Indonesia, I came to personally understand that the true essence of being a “global citizen” lies in understanding and respecting different environments and cultures, and in growing together through these differences. Building on the perspectives and learning I gained here, I hope to share the value and significance of international educational exchange with my students and fellow teachers upon returning to Korea. I am sincerely grateful for this assignment in Indonesia, which has given me unforgettable memories and meaningful personal and professional growth.



**HWANG
Hayeon**

(Lao PDR Exchange
Teacher: Sivilay
Secondary School)

Participating in the APTE Programme with the belief that education transcends language became a meaningful opportunity to reconnect with my original motivation as a teacher. The warm and inclusive atmosphere of schools in Laos offered a refreshing contrast to the fast-paced educational environment in Korea.

Within this setting, close communication with students helped me develop a more flexible mindset—one that accepts children as they are and supports them at their own pace. Although many students were accustomed to lecture-based instruction due to limited resources, we explored participatory lessons together. Their bright eyes and active engagement reaffirmed my belief that education depends less on its environment than on genuine human connection.

Above all, this experience strengthened my understanding of the importance of individualized education in bringing out each student’s potential. Reflecting on the respect and openness required when teaching students from different cultural backgrounds was especially meaningful for me as an educator. Building on the consideration and inclusiveness I learned in Laos, I aspire to grow into a teacher who respects diversity and learns alongside students in an increasingly multicultural world.

Thailand Exchange Teacher: Bodindecha (sing Singhaseni) Samut Prakan School)

Participating in the APTE Programme in Thailand was a meaningful experience that broadened my perspective as a teacher. In an environment where differences in nationality, appearance, and gender identity are naturally accepted, I came to realise how important it is in education to see each student as they are.

Living as a minority in an unfamiliar setting also made me reflect on how the school environment and daily routines I had long taken for granted are not guaranteed. This awareness led to a deeper sense of gratitude. Through these experiences, I learned that a teacher’s role begins with understanding a student’s life circumstances and background, even before considering academic attitudes or achievement.

Moving forward, I hope to grow as an educator who views students not simply as learners to be taught, but



YOO Hankyul

(Thailand
Exchange Teacher:
Watdansamrong
School)

as individuals to be understood and to grow alongside. With this mindset, I aim to practise thoughtful and inclusive education that is attentive to multicultural contexts.

3) Study Group Teachers for the On/Offline Integrated Education Exchange



KIM Hyeshin

(Cheonan Budae
Elementary School,
Online Exchange with
Mongolia)

By comparing hanok and gers, as well as the Korean national flag and Mongolian symbols, we came to better understand one another. On Earth Day, 20 May, we also shared a commitment to protect our planet together. These moments represented some of the most vivid and meaningful experiences of global citizenship education within the classroom.

While coordinating ideas and lesson plans with Mongolian teachers was not always easy, the process allowed me to grow further as an educator. Watching students learn about respect not through written words, but through the expressions in their friends' eyes, reminded me once again of how precious this encounter truly was.

B. Feedback from Participating Students

At first, the classes with our Mongolian friends felt unfamiliar and a little awkward, but over time they became comfortable and enjoyable. What impressed me most was seeing the Mongolian students listen to my presentation through the screen and nod along—it felt both fascinating and deeply rewarding.

Learning about Mongolian gers was exciting, and I especially enjoyed making paper toys of King Sejong the Great and Taegukgi-themed grip holders together. Even though we were far apart, I could truly feel that we were connected. If I ever get the chance in the future, I would love to meet my Mongolian friends in person and share my favourite food—tteokbokki—with them.



SHIN Jimyung

(Cheonan Budae
Elementary School)
Mongolia



LEE Yeeun

(Naecheon Middle
School) Thailand

We studied core subjects such as English and mathematics together with Thai teachers. Learning familiar subjects in a language other than my mother tongue helped me concentrate more deeply on the lessons, as it encouraged me to engage with the content from a new perspective. In particular, learning about Korean history and culture in English felt especially unique and memorable.

I believe that learning about other countries leads to broader perspectives and more creative ways of thinking. Moreover, gaining a deeper understanding of other cultures can also strengthen one's appreciation of and pride in one's own culture.

2

Participating Teachers' Activity Report

I . Compilation of Best Practices

II . Activity Photos by Country



I. Compilation of Best Practices

1. Outbound Programme
2. Inbound Programme
3. On/Offline Integrated Education Exchange Programme

I. Compilation of Best Practices



1. Outbound Programme - Project Report

1) Teacher Information

Name	KIM Hee Young	Submission Date	2025. 8. 15.
Assigned Country	Malaysia	Host School	SMK Sungai Kertas

2. Project Report

I. Introduction

- Selection

Given that culture represents a way of life related to clothing, food, and housing of people living in a particular region, analyzing and comparing distinctive patterns was considered one of the most direct activities for understanding the people within that culture. Furthermore, educational activities that connect learning about the forms and meanings of patterns to thinking about how and in what ways such patterns can be selected in real-life contexts to which students belong enable the theoretical domain to be linked with daily life. From this perspective, these activities foster an awareness that academic study and life are not separate but integrated. Above all, by examining the historical implications, aesthetic values, and geometric characteristics inherent in patterns, practicing integrated learning, and developing theme-based lessons that cross subject boundaries, this approach is meaningful in that it partially addresses the limitations of secondary education, where subject barriers tend to be relatively high.

- Significance and Importance of the Learning Topic for the Local Community and Country of the Host School

The members of the Host School located in Selangor, Malaysia—a region characterized by multiethnic and multicultural features—consist of approximately 95% Muslim students and teachers. Islam is the national religion, and Muslims form the majority group. In this context, discussing the meanings and values of traditional Islamic patterns that represent their cultural characteristics was a positive attempt by a Korean Exchange Teacher to embrace and recognize the value of the local culture. It also served as an effective means of fostering intrinsic motivation for learning by encouraging students to engage in deeper thinking about familiar patterns they regularly encounter in prayer spaces. In addition, by examining not only traditional Islamic patterns but also the patterns of other ethnic groups residing in Malaysia, learning about diversity was naturally facilitated. Moreover, by introducing Malaysian patterns alongside traditional Korean patterns and comparatively analyzing representative patterns from other civilizations, various materials were provided to expand students' perspectives beyond pride in their own culture toward an understanding of the universality of culture. In particular, as no integrated interdisciplinary classes had been observed during the six-month dispatch period, this lesson was designed with the intention of proposing to other tea

- Lesson Objective

- Students will be able to understand the meanings and origins of the forms of various patterns..
- Students will be able to select samples of Islamic and Korean traditional patterns for the wall painting and floor carpet of the

kindergarten within the Host School and explain the reasons for their selection.

- Students will be able to identify and construct the geometric forms used in the selected patterns.

II. Preliminary Preparation

- Method for Assessing Students' Prior Awareness of the Learning Topic

- Characteristics of the Selected Class: The selected class consisted of Form 2 Ibnu Sina morning-class students who had applied for Islamic Studies as an elective subject. Through previous project-based lessons, a certain level of rapport had already been established with the teacher. These students demonstrated high expectations for learning and strong willingness to participate, making them well suited to accept relatively in-depth learning as a challenge, with positive educational effects anticipated. In particular, the relationship with the mathematics teacher in charge of the class (Mr. Zuna) was also based on a high level of trust, leading to the judgment that this class was the most appropriate for implementing an integrated lesson.
- Assessment Method: Prior awareness was assessed through an oral survey conducted before the lesson. The survey included questions designed to identify students' general interest in patterns, their experiences visiting mosques other than those in their own residential areas, their exposure to patterns from other cultures, and their level of interest in and perceived efficacy regarding mathematics as a subject.

- Results of the Assessment of Students' Prior Awareness

According to the oral survey results, students demonstrated high artistic interest and curiosity regarding patterns and had a good understanding of the religious meanings of Islamic patterns. Approximately 20 students had visited mosques in other regions; however, these visits were mainly incidental when visiting relatives' homes. Only three students had visited mosques specifically for the purpose of exploring the mosque itself. Students had not shown interest in patterns from non-Muslim ethnic groups (such as Indian, Chinese, or other minority groups) or from other countries, except for brief exposure during history classes. Two students reported that they liked mathematics, while ten students stated that they did not. The remaining students considered themselves neither fond of nor proficient in mathematics. Most students, except for two, responded that they were able to independently construct polygons, as they had learned the construction methods during mathematics lessons.

Lesson Content

Subject	Integrated Lesson (Art & Mathematics)	Year/ Class	F2 Ibnu sina	Lesson Period	2025.4.28.~ 5.2.
Topic/Title	ALL that Pattern				
Lesson Objective	- Students will be able to compare and analyze the similarities and differences between Islamic patterns and Korean patterns. - Students will be able to select patterns to be applied to the kindergarten wall mural and floor carpet within the school and explain their characteristics and reasons for selection. - Students will be able to construct the geometric figures used in the selected patterns.				
Learning Stages	Activity		Time	Material/ Note	
Lesson Procedure	- Mutual greetings and recitation of a prayer - Review of classroom rules confirmed in the previous lesson (allowing mistakes when speaking English, saying “I’m thinking” when responses are difficult, and notifying the teacher of task completion using a learned motion at the end of group work) - Standing up and attempting the “Tree Pose” (to reduce tension and activate the brain) - Confirmation of learning objectives - Reconfirmation of group members’ roles (announcement that all group members will participate in presentations) - Questioning about “patterns encountered by students in daily life” - Exploration of reasons why school uniforms do not contain patterns - Raising awareness that habitual events occurring repeatedly in daily life can also be considered “patterns,” alongside visual patterns (recognizing that patterns can become cultural forms) - Group presentations of similarities and differences between Islamic patterns and Korean patterns previously recorded on Padlet, with feedback, questions, and answers provided for each group - Explanation of the mathematical meaning of the Venn diagram, including the Vesica Piscis corresponding to the overlapping section → Explanation by the mathematics teacher - Presentation of knowledge related to various patterns in the form of a quiz (including the origin of the term “arabesque” and its use in ballet and music; the meanings and origins of Islamic patterns decorating various mosques; the Korean traditional Sipjangaeng pattern; the origin of the Pua Kumbu pattern of the Iban people in Sarawak; and additional explanations of Persian and Greek patterns) - Group presentations explaining the reasons for selecting completed Dancheong coasters and Islamic pattern samples as patterns for the kindergarten wall mural and carpet, along with explanations of their characteristics (all group members participate, followed by questions and answers) - Construction of the selected patterns, with the teacher demonstrating examples and each group attempting geometric construction based on their chosen pattern → Explanation and feedback by the mathematics teacher		70 minutes	* During the “Tree Pose,” ensure that female students are not guided to attempt uncomfortable postures due to long skirts. * Use guiding questions that promote diverse perspectives when discussing the absence of patterns on school uniforms. * Ensure students recognize that fixed and repetitive behaviors are referred to as “patterns.” * To reduce tension caused by presentations and to build confidence through frequent presentation opportunities, apply the principle that all group members participate, with positive feedback from the teacher being essential.	
Summary and Conclusion	The lesson concludes by referring to a phrase displayed at an Islamic art museum, highlighting the relationship between art and religion: “Allah itu indah dan Dia sukakan keindahan”(God is beautiful and he loves beauty)			* By citing a phrase that forms part of religious doctrine, the lesson presents an attitude of embracing a culture in which religion is inseparable from everyday life.	

IV Lesson Material

- Introduction to Classroom Rules and Group Activity Sheet 1

Selamat Datang to Art Class

NAMA:

Kelas:

Each Group Members' Name

My Role in the Group

*Writer () *Reporter ()

*Entertainer () *Artist ()

*Mediator () *Guardian ()

CLASS RULES:

1. Don't be perfect.
-> That's OK
2. Have your own voice.
-> I'm thinking about it.
3. Use the hand signal.
-> Chime, Say Ass~a



*** Why did your team choose this pattern for Carpet & wall painting decoration in our kindergarten?**

- Characteristic of the pattern you choose
 - Size(per one):
 - Shape & Color:
- Considerations for children
 - Age range:
 - Value(What's the important to them?):



• Group Activity Sheet (Comparison and Analysis of Islamic & Korean Traditional Patterns)

2 May(Fri),2025 Worksheet#2

[Arabesque Pattern Examples]

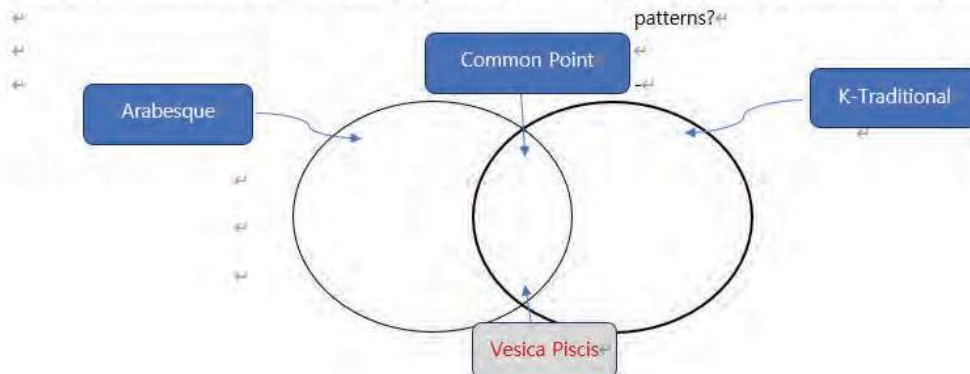


[Korean Traditional Pattern Examples]



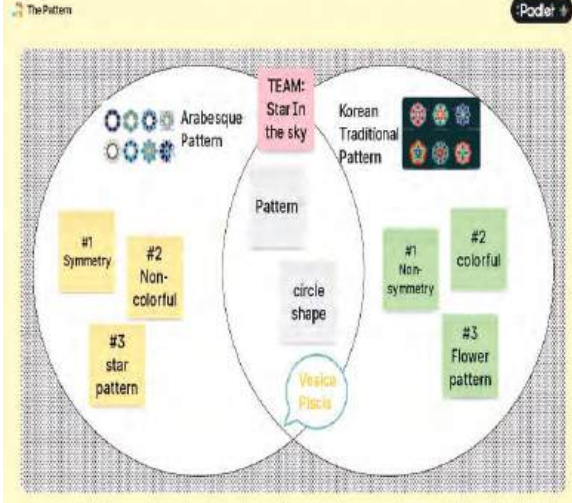
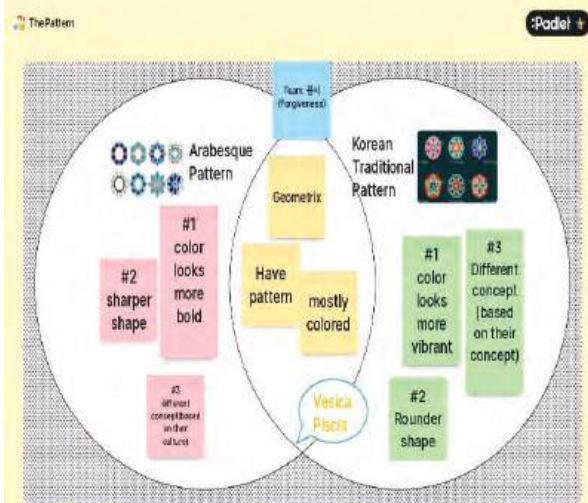
- What are the characteristics of the Arabesque patterns?

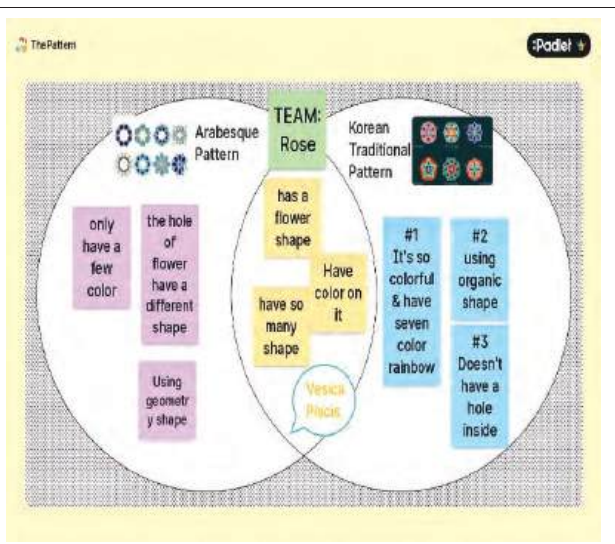
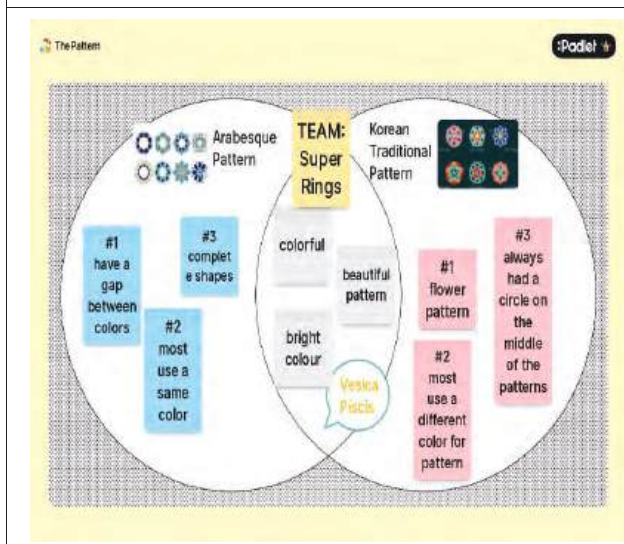
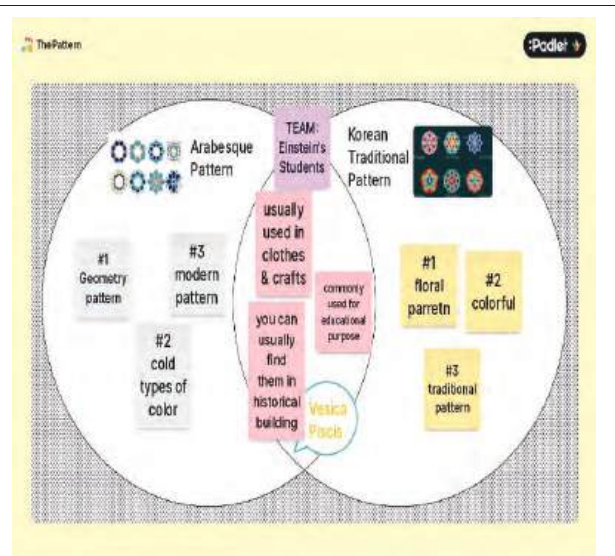
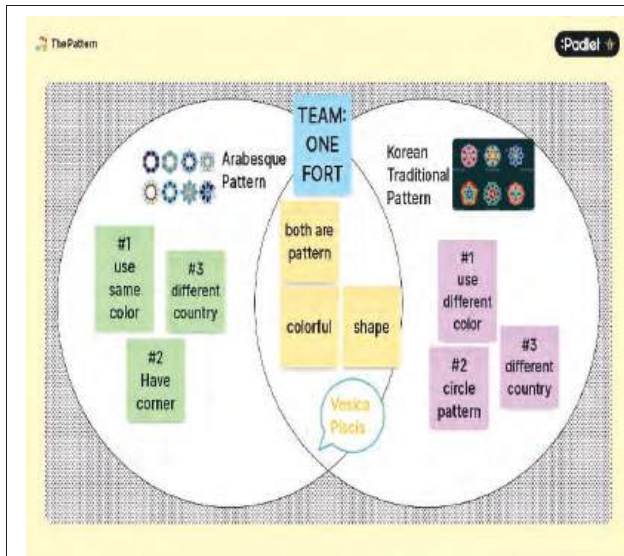
- What are the characteristics of the Korean Traditional patterns?

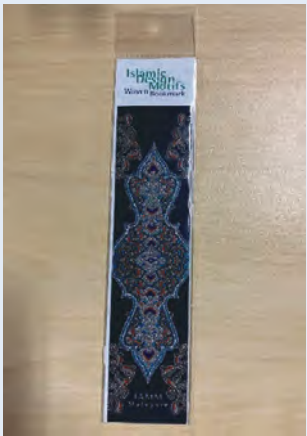


• Group Presentations (Using Padlet)

• Content: Similarities & Differences between Islamic and Korean Traditional Patterns





Pattern Selection by Each Group			
			
Group 1 Selected Pattern (Carpet)	Group 1 Selected Pattern (Wall Mural)	Group 2 Selected Pattern (Carpet)	Group 2 Selected Pattern (Wall Mural)
			
Group 3 Selected Pattern (Carpet)	Group 3 Selected Pattern (Wall Mural)	Group 4 Selected Pattern (Carpet)	Group 4 Selected Pattern (Wall Mural)
			
Group 5 Selected Pattern (Carpet)	Group 5 Selected Pattern (Wall Mural)	Group 6 Selected Pattern (Carpet)	Group 6 Selected Pattern (Wall Mural)

Lesson Outcomes

- Outcomes from Classroom Activities

	
Coloring works of Korean Dancheong-style coasters	Group presentation scenes

- Students' Anecdotes or Achievements

During art class, students painted Dancheong-style coasters with acrylic paints to learn Korean traditional patterns, reflecting their usual color preferences. This activity naturally allowed them to explore cultural connections, as they chose colors familiar to them for Dancheong, which is used in traditional Korean houses, without prior instruction on traditional Korean colors. One group, named "Forgiveness" (reflecting the religious value during Ramadan, where elders offer opportunities for forgiveness to younger members), used a pointer to share small joys with many classmates while preparing their presentation. This demonstrated that presenting is not a stressful activity but an enjoyable experience of sharing one's work with others.

- Teacher's Observation

Comparing the patterns of the two countries and discovering the meanings and values embedded in them was a meaningful experience from the perspective of Global Citizenship Education, particularly in embracing diversity. The process of analyzing, discussing, and applying learned theories to real contexts allowed students to experience collective intelligence in action. Since all group members participated in the presentations, even less confident students had the opportunity to challenge themselves, rather than leaving it to only the more confident students. Co-teaching with the mathematics teacher highlighted that teacher collaboration is crucial, and interdisciplinary integration around a single theme provided students with opportunities to deepen their critical thinking, analytical skills, and integrative thinking.

2. Inbound Programme

1) Teacher Information

Name	CHANDRA ALFINDODES	Submission Date	2025.11.11
Country	INDONESIA	Host School	WOLSEONG MIDDLE SCHOOL

2. Lesson Report

I. Preface

Folk tales, such as Malin Kundang from Indonesia and Hengbu and Nolbu, The Sun and the Moon, and The Tale of Shim Cheong from Korea, are rich in moral lessons and cultural significance. They offer valuable insights into societal values, the consequences of actions, and human relationships. These stories help develop critical thinking, empathy, and cross-cultural understanding. The theoretical background of this lesson aligns with narrative theory, which emphasizes the importance of storytelling in teaching moral and cultural values.

Contexts of the lesson topic in host school community and home community:

In the host school community, the students will engage with stories that reflect the shared cultural heritage of Korea while learning about Indonesian folklore. In their home communities, the connection between local and foreign folktales helps bridge cultural gaps and provides opportunities for students to appreciate both their own heritage and that of others.

Objectives of the lesson:

- To introduce students to Indonesian and Korean folktales.
- To analyze the moral lessons within these stories.
- To foster an appreciation for diverse cultural narratives and values.
- To enhance students' understanding of narrative structures and their applications in real life.

II. Pre-class Diagnosis

- Methods to measure students' awareness of the topic
- Formative questions to the students about the topic.

III. Lesson Plan

Subject	Korea	Grade/Class	2-3	Lesson Duration	45 Minutes
Lesson Topic/Title	INDONESIAN AND KOREAN FOLKTALE AND STORIES				
Learning Objectives	Understanding Cultural Diversity (SDG 4: Quality Education) - Students will recognize and appreciate the cultural diversity reflected in Indonesian and Korean folktales, promoting global awareness and respect for cultural differences. Promoting Social Responsibility and Ethical Behavior (SDG 16: Peace, Justice, and Strong Institutions) - Through the analysis of morals in folktales, students will develop a deeper understanding of ethical behavior, fairness, and social responsibility, encouraging them to become active, responsible members of society. Enhancing Critical Thinking and Problem-Solving (SDG 4: Quality Education) - Students will engage in discussions and reflections on the moral lessons from the folktales, sharpening their critical thinking and decision-making skills. Fostering Inclusivity and Social Equity (SDG 10: Reduced Inequality) - By exploring folk stories from different cultures, students will learn the importance of inclusivity, equality, and addressing social inequalities in their communities.				
Learning stage	Activity			Time	Materials/ Notes
Lesson Process	- Begin by introducing Malin Kundang, an Indonesian folktale, and discuss its cultural significance, focusing on themes such as filial piety, respect, and consequences of actions. This allows students to connect with their local cultural values. - Follow with Korean folktales like Hengbu and Nolbu and The Tale of Shim Cheong. Highlight common themes such as family, sacrifice, and moral lessons. Emphasize the shared cultural values across different traditions to foster understanding between the two cultures. - Question and Answer: Facilitate students tell the stories that they know, the teacher will arrange, and ask students to fill the worksheet given based on the stories and offer solutions, fostering critical thinking and problem-solving.			40	PPT and Worksheet
Wrap-up	The teacher recaps the moral of the stories and last message based on the folktales and stories			5	PPT

IV. Materials

PPT presentation files, traditional gifts from Indonesia, worksheets.

Indonesian and Korean Folktales and Stories

인도네시아와 한국의 민담과 이야기
indonesiawa hanguge mindamgwa iyagi

Please mentioned about folktale or stories that you know?

당신이 알고 있는 민담이나 이야기에 대해 언급해 주시겠습니까?
dangsini algo inneun mindamina iyagie daehae ongeupae jusigetseumnikka

MALIN KUNDANG?
Heungbu and Nolbu?
The sun and the Moon?
The Shim Cheong?

Malin Kundang

말린 쿤당

Once, there was a boy named Malin Kundang who lived with his mother. They were poor, but they loved each other very much.

옛날, 말린 쿤당이라는 소년이 어머니와 함께 살고 있었습니다. 그들은 가난했지만 서로를 사랑했습니다.

One day, Malin went on a journey to become rich. After many years, he returned home with lots of treasures and a beautiful wife. But when he saw his mother, he was too proud and ignored her.

어느 날, 말린은 부자가 되기 위해 여행을 떠났습니다. 많은 시간이 지나고, 그는 보물과 아름다운 아내와 함께 집으로 돌아왔습니다. 하지만 어머니를 보고도 너무 자랑스러워서 무시했습니다.

His mother was very sad and prayed for help. Suddenly, a big storm came, and Malin's ship was destroyed. Malin was turned into stone and his treasures were lost.

어머니는 슬퍼하며 기도를 했습니다. 갑자기 큰 폭풍이 일어나서 말린의 배가 파괴되고, 말린은 돌로 변했습니다.

Now, people say that Malin Kundang is a stone statue, and his story reminds us to always respect and love our family.

이제 사람들은 말린 쿤당이 돌이 되었다고 이야기하며, 가족을 존중하고 사랑하는 것을 기억하게 합니다.

Moral: Always be kind and respect your family

교훈: 가족을 항상 사랑하고 존중하세요.





What is famous Folktale from South Korea?

대한민국의 유명한 민속은 무엇입니까?

1. Heungbu and Nolbu?
2. The Sun and the Moon?
3. The tale of Shim Cheong?
4. The tale of Chunhyang?

Moral or Message of the Story

Honesty = not lying 정직 = 거짓말 안 함
 Kindness = helpful and caring 친절 = 도움과 보살핌을 좋아한다
 Faithful = do not betray a promise 충성 = 약속을 어기지 않음
 Fair = give the right to the right 공정 = 권력자에게 권리를 부여합니다.
 Be humble = Not arrogant even though it has its advantages. 겸손 = 장점이 있어도 허영심이 없어요.
 Tough = Enduring and patient in the face of adversity. 인내심 = 어려움을 견디고 인내할 수 있다.
 Sacrifice = Willing to give something for the good of others. 희생 = 남의 이익을 위해 기꺼이 무엇인가를 바친다.
 take responsibility 책임을 지다
 Gratitude = Be grateful and accept what one has with sincerity. 감사함 = 진심으로 가진 것에 감사하고 받아들이다.
 Pardoning = Pardoning others, not vindictive. 용서 = 남의 잘못을 용서하고 싶은 마음, 원한을 품지 않는 마음.

In Conclusion

결론 **gyolron**

Maybe we are in different place, but we have same value in life

우리는 다른 곳에 있을 수도 있지만, 인생에서 같은 가치를 지니고 있습니다

urineun dareun gose isseul ssudo itjiman insaengeso
gateun gachireul jinigo itsseumnida

please always be good, be kind person, respect and honest to people around you and your nature

항상 친절하고 친절한 사람이 되어 주시고, 주변 사람들과 당신의 본성에 대해 존중하고 그 직해 주시기 바랍니다

hangsang chinjohago chinjoran sarami dweo jusigo jubyon saramdeulgwa
dangsine bonsonge daehae jonjunhago jongjilkae jusigi baramnida



Terima Kasih

감사합니다, 다음에 뵙겠습니다



3. On/Offline Integrated Education Exchange Programme

1. Study Group Information

Study Group Name	세,천,연 (세계화를 향한 천안부대 글로벌 미래 연구회)	School	Cheonan Budae Elementary School
Exchange Country	Mongolia	Partner School	21st School
Representative Teacher	KIM HyeShin	Member teachers	KIM Tae-hoon
Member teachers	Suh Jaehwa	Member teachers	YAHNG Mee-kyung
Submission Date	2025. 5. 20 .		

2. Project overview

Project name	Mongolia-Korea Cultural Friends Project
Topic	Introducing each other's country and culture to become friends
Purpose	Students develop global citizenship awareness and cultural sensitivity through activities that help them understand and introduce the culture, daily life, and schools of the other country (Mongolia/Korea).
Background	As part of the international education exchange project with Mongolia Cooperation School Number 21, we planned this project to provide a platform for students from both countries to introduce and exchange their cultures.
Research/Project Methods	- Survey of students (interest in the partner country, things they want to know, etc.) - Investigation of Korean/Mongolian traditional culture and school culture materials - Self-introduction card and culture introduction card (food, housing, clothing, etc.) writing - organize the materials you created into a PDF and exchange with the partner school - Reflection activities such as sharing feedback and results before and after activities, and writing commitments to practice
Project Outcome	Self-introduction card, food, clothing, and school culture introduction card, culture introduction video, joint poster, PDF exchange
Project Summary	- Mongolian-Korean student cultural understanding and friendship activities focus - Introduction of daily life culture such as food, clothing, housing, school, etc. and video exchange - Strengthen international communication through exchanging self-introduction cards and school introduction cards

3. Task description

Teacher Name	Assigned Task
KIM Hye Shin (Representative Teacher)	Overall planning and operations management, exchange program composition and lesson design, material sharing management
KIM Tae-hoon	Korean cultural content (traditional houses and clothing) class structure and material production
Suh Jaehwa	Student activity materials production, Taegeukgi activities and joint classes operation
YAHNG Mee-kyung	Self-introduction card and school introduction video production guidance, compilation of exchange materials

4. Project Content and Results

(1) Project Execution Details

Activities	Details
Preliminary meeting and preliminary research	- Discussing project direction with Mongolian partner school via ZOOM - Pre-survey on interest and understanding of Mongolian and Korean culture for students
Discussion and research design	- Confirm lesson structure by cultural themes and deliverable formats - Introduce student-led presentation and card production method
Brainstorming personalization	- Students independently choose presentation topics (food, clothing, people, etc.) and conduct research and organize
Internal campus-based change-related project setup	- Operate the international exchange corner in the school library - World Citizenship Education Resource Bulletin Board setup and cultural card exhibition
Climate change awareness survey among students and teachers (survey conducted)	- Survey of willingness to implement linked to environmental exchange activities with teachers - Assessment of attitude change before and after the project for teachers
Student activities conducted related to campus-based changes	- Action for the Earth poster - Card and video material broad sharing activity operation
Survey results and analysis of student activity performance	- Summary of survey results and confirmation of increased cultural interest - Record and organize changes in perception before and after the activity
Project report	- Organize all activities, include deliverables, include student work photos - Produce and submit final in PDF and image formats

(2) Project Results (Research Results + Conclusions and Recommendations)

Project Results	Mutual cultural understanding and communication between Korean and Mongolian students were actively carried out, and students' expressive abilities and global citizenship awareness improved. Cultural cards, self-introductions, school introduction videos, and other exchange outputs were produced in various ways, and mutual feedback also played a positive role. Demonstrates that participatory international understanding education is possible through practice-centered lessons (Earth Day, protection of the endangered polar bear, etc.).
Conclusions and Recommendations	It is necessary to formalize international exchange activities into an annual plan or curriculum-integrated projects so that they do not remain a one-off occurrence. Maintain a regular communication system with partner schools and systematically develop translation materials to overcome language barriers. In the future, it is possible to explore integrated global citizenship education by linking on-campus clubs, environmental education, and multicultural classes.

(3) Project Results (Utilization Plan + Expected Outcome)

Results	Self-introduction cards and cultural exchange cards School and local community introduction videos (including edited videos)
Utilization Plan	Display and share the outputs as in-school Education for International Understanding materials (in the library, corridors, etc.) Cross-use in Global Citizenship Education week events or subject-specific multicultural education classes Convert into training materials for all teachers to encourage implementation in other classes
Expected Outcome	Naturally enhance students' cultural sensitivity and communication skills, fostering a positive attitude toward diverse cultures Establish a sustainable foundation for international exchange at the school level and expand opportunities for exchanges with other countries Enable extension of programs in connection with parents and the local community

(4) Activity Picture or Video Link

〈Korea Culture Guide Outcome-1〉	〈Korea Culture Guide Outcome-2〉
〈Self-Introduction Outcome-1〉	〈Self-Introduction Outcome-2〉

(5) References and Materials

- Ministry of Education. 『2023 Global Citizenship Education Implementation Guide』
- UNESCO APCEIU. 『Education for International Understanding: Practical Case Studies』
- Cheonan Budae Elementary School. Mongolia Exchange Project Meeting Minutes (March–April 2025 sessions)
- Materials provided by Partner School 21, Mongolia (PDF and video)
- Self-produced lesson plans, student activity sheets, and survey results



II. Activity Photos by Country

1. Korea-Lao PDR Teacher Exchange Programme
2. Korea-Malaysia Teacher Exchange Programme
3. Korea-Mongolia Teacher Exchange Programme
4. Korea-Indonesia Teacher Exchange Programme
5. Korea-Cambodia Teacher Exchange Programme
6. Korea-Thailand Teacher Exchange Programme
7. Korea-Philippines Teacher Exchange Programme



Korea-Lao PDR Teacher Exchange Programme





Korea-Lao PDR Teacher Exchange Programme





Korea-Lao PDR Teacher Exchange Programme





Korea-Lao PDR Teacher Exchange Programme





Korea-Malaysia Teacher Exchange Programme





Korea-Malaysia Teacher Exchange Programme





Korea-Malaysia Teacher Exchange Programme





Korea-Malaysia Teacher Exchange Programme





Korea-Mongolia Teacher Exchange Programme





Korea-Mongolia Teacher Exchange Programme





Korea-Mongolia Teacher Exchange Programme



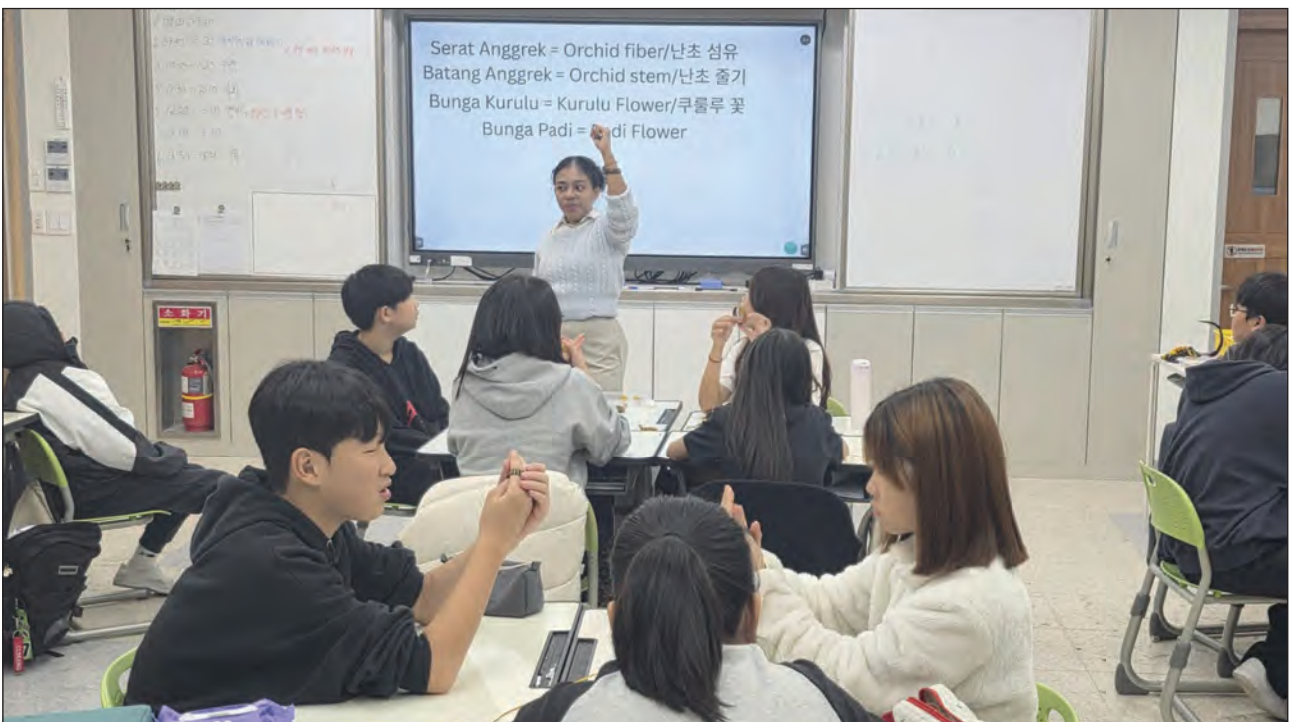


Korea-Mongolia Teacher Exchange Programme





Korea-Indonesia Teacher Exchange Programme





Korea-Indonesia Teacher Exchange Programme





Korea-Indonesia Teacher Exchange Programme





Korea-Indonesia Teacher Exchange Programme





Korea-Cambodia Teacher Exchange Programme





Korea-Cambodia Teacher Exchange Programme





Korea-Cambodia Teacher Exchange Programme





Korea-Cambodia Teacher Exchange Programme





Korea-Thailand Teacher Exchange Programme





Korea-Thailand Teacher Exchange Programme





Korea-Thailand Teacher Exchange Programme





Korea-Thailand Teacher Exchange Programme





Korea-Philippines Teacher Exchange Programme





Korea-Philippines Teacher Exchange Programme





Korea-Philippines Teacher Exchange Programme





Asia-Pacific Teacher Exchange
for Global Education

Final Report 2025

