

# Building Global Education Competence through International Teacher Exchange



*Asia-Pacific Centre of Education for International Understanding*

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Educational, Scientific and  
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1

## Introduction of APCEIU



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# UN, UNESCO and EIU



Mission is to enable  
**all human beings**  
**to live together**  
in societies based  
on tolerance and harmony.

PEACE IS IN OUR HANDS  
CULTIVONS LA PAIX  
CULTIVEMOS LA PAZ



السلام بين أيدينا  
Мир в наших руках  
让我们播种 和平

## Culture of Peace

The only way  
world peace and  
prosperity is to teach  
understanding  
respect, freedom,  
justice, peace and  
the value of human dignity.

# Establishment of APCEIU

- The Asia-Pacific Centre of Education for International Understanding (APCEIU) was established in 2000
- According to the agreement between UNESCO and the Government of the Republic of Korea
- To promote Education for International Understanding (EIU) for Learning to Live Together in the region
- UNESCO Category II Centre based in Seoul, Korea



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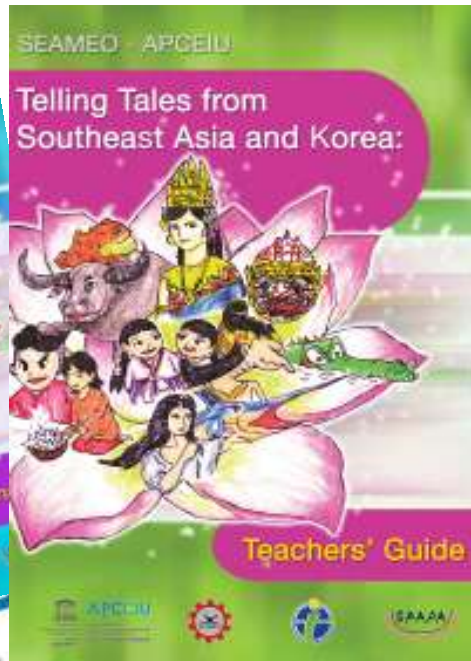
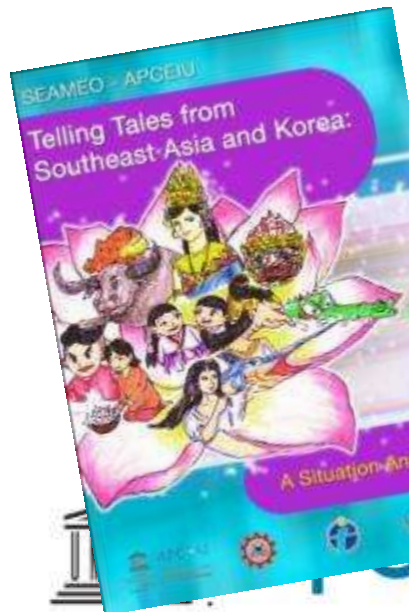
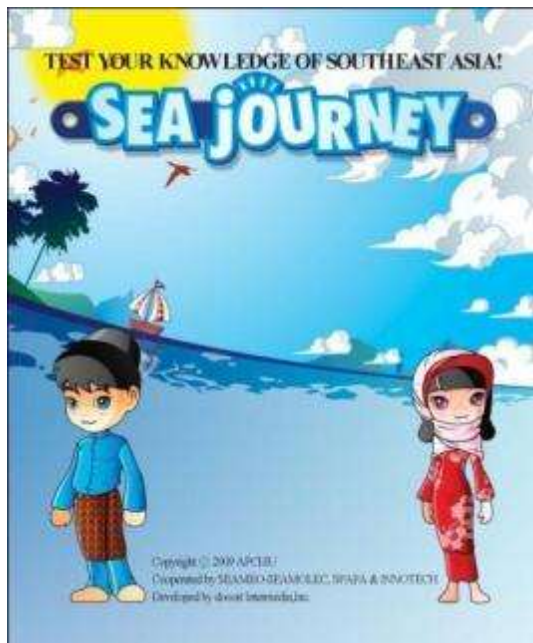
**For 47 Member States in the Asia-Pacific**



# Major Programme Areas



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# EIU Best Practices



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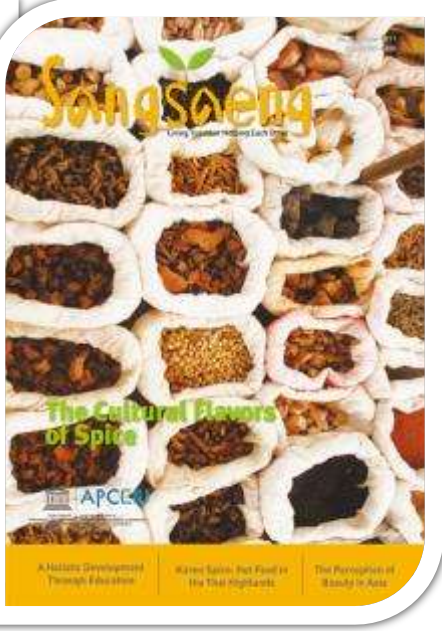
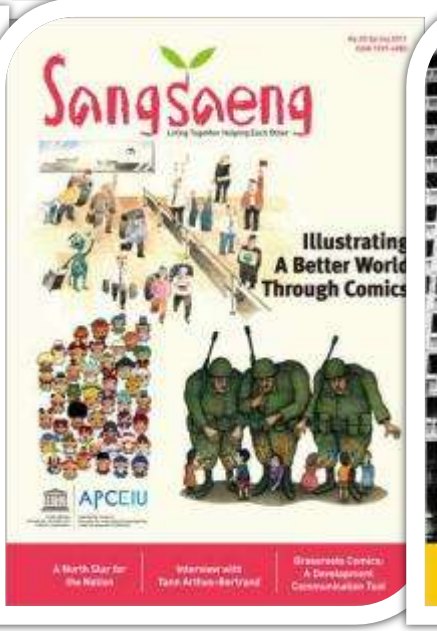
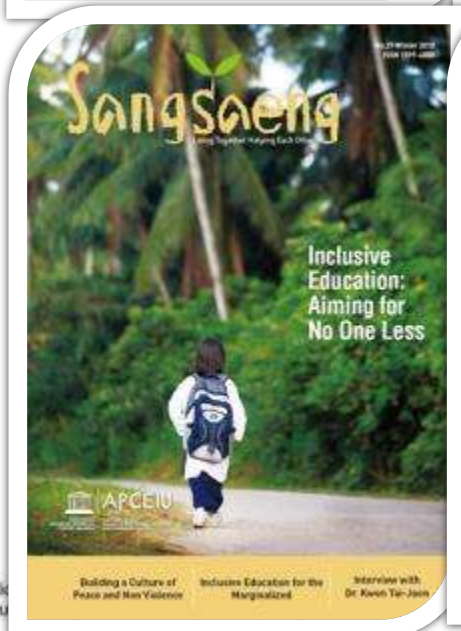
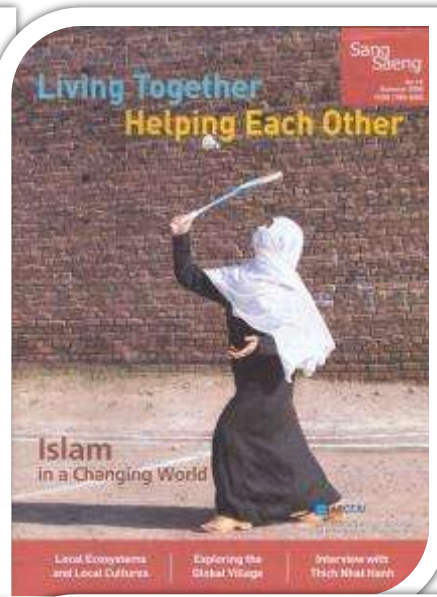
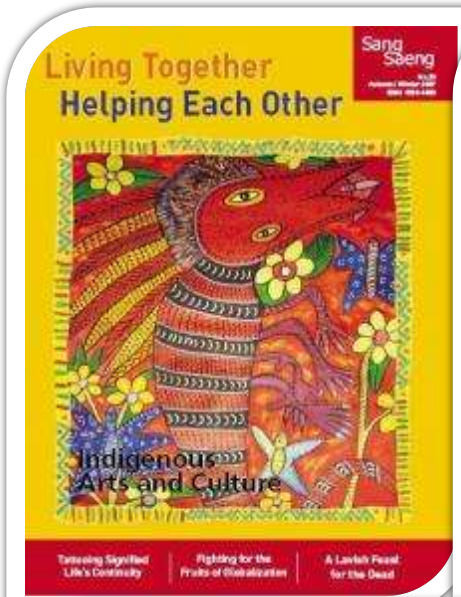
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2010 (5): Bhutan, Malaysia, Pakistan, Philippines, Uzbekistan  
2011 (5): Bhutan, China, Nepal, Palau, Philippines

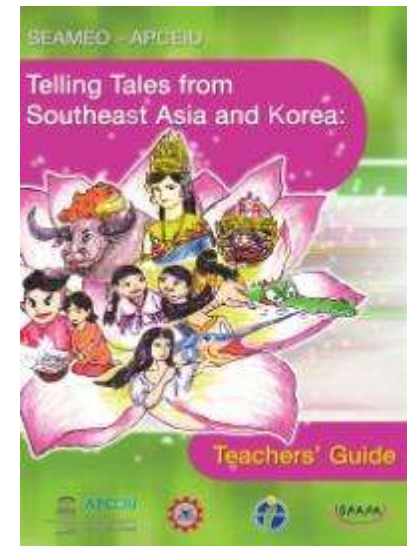
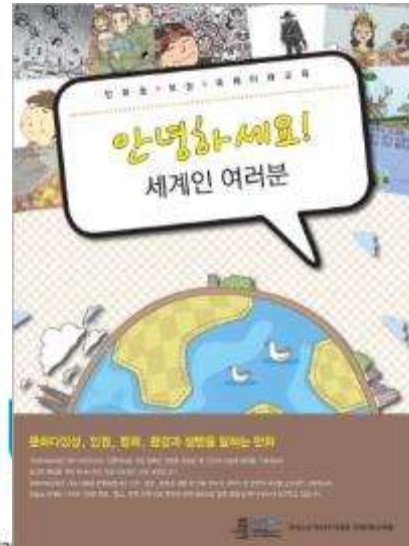
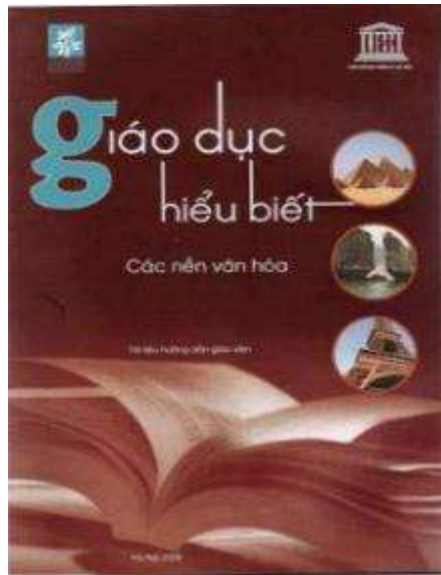
# Publication of SangSaeng

## Themes for SangSaeng in 2012

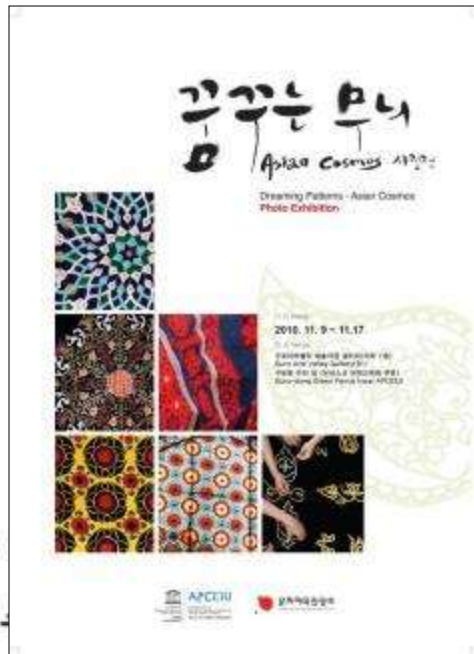
- Issue No. 33 *Spreading a Culture of Peace through Sports*
- Issue No. 34 *Cultural Diversity and Asian Letters*
- Issue No. 35 *Understanding World Heritage Education*



# Publications



# Photo Exhibitions and Digital Archive



2

## EIU and International Teacher Exchange



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# What is EIU?

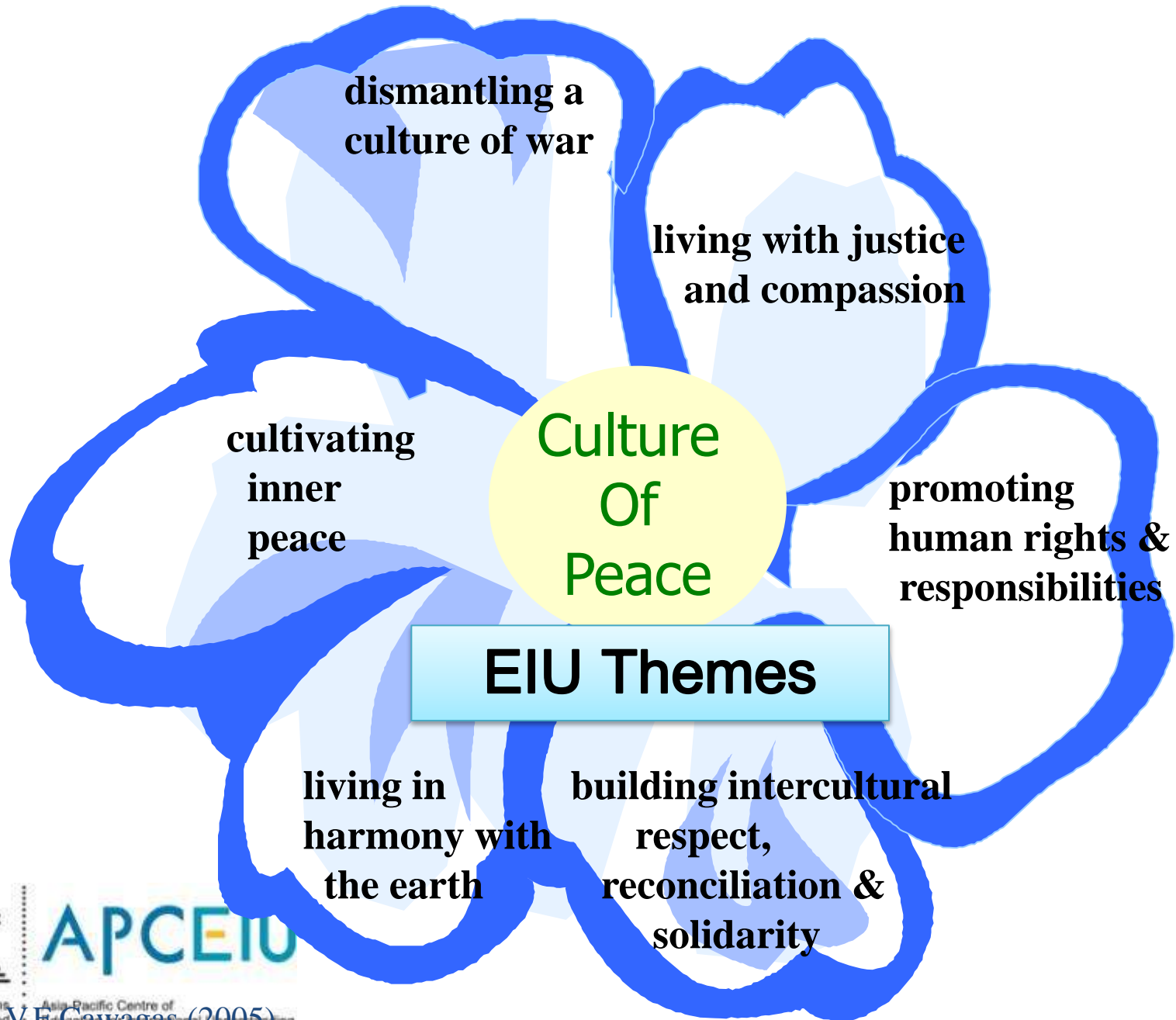
- A **holistic and multi-dimensional** education initiative to promote a Culture of Peace
- About *Learning to Live Together*
- Priority has been changed, but three core principles are still effective:
  - 1) **Respect of diversity**
  - 2) **Respect of Universal Values – Human rights, Peace, Sustainable Development**
  - 3) **Non-violent way of conflict resolution**



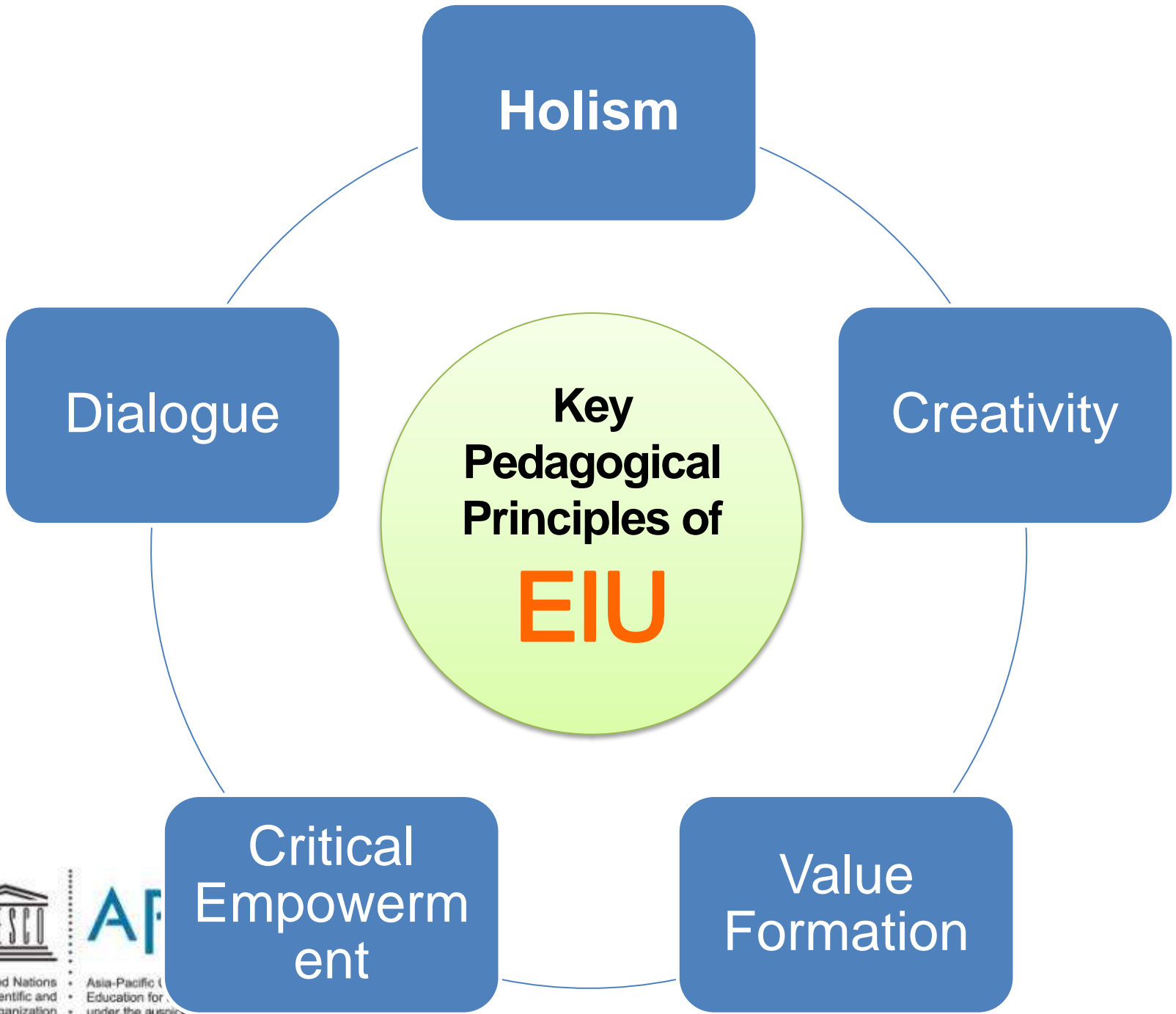
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# Why Teacher Exchange?

- **Critical role of teachers**
- **One of the most effective ways to promote EIU**
- **To enhance teachers' global/educational competences**
  - : better understanding of the world we live in
  - : inter-cultural awareness and communication skills
  - : understanding of learners with various backgrounds
  - : broadening educational experiences and improving teaching methods



# International Teacher Exchange Programmes

- In 2011, APCEIU launched **the International Teacher Exchange Centre** (supported by the Korean Ministry of Education, Science and Technology)
- **2 Programmes in the Asia-Pacific: ROK-Mongolia, ROK-Philippines**
- **2 Inter-regional Programmes: ROK-USA, ROK-UK**
- **Development of Co-teaching Plans and Teaching/Learning Materials in 2012**



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# Participating Countries for 2012



2013 : Indonesia will participate in the exchange



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# Participating Countries for 2012

- **ROK – Mongolia : two exchanges in 2012**
  - 39 Korean teachers and 40 Mongolian teachers
  - 1<sup>st</sup> exchange: April ~ June, 2<sup>nd</sup> exchange: October ~ December
- **ROK – Philippines**
  - 19 Korean teachers to the Philippines : Aug. 2012 ~ Jan. 2013
  - 30 Filipino teachers to Korea : **October ~ December 2012**



# Main Components

**Teaching Activities**  
- Subject areas  
- Cultural introduction classes

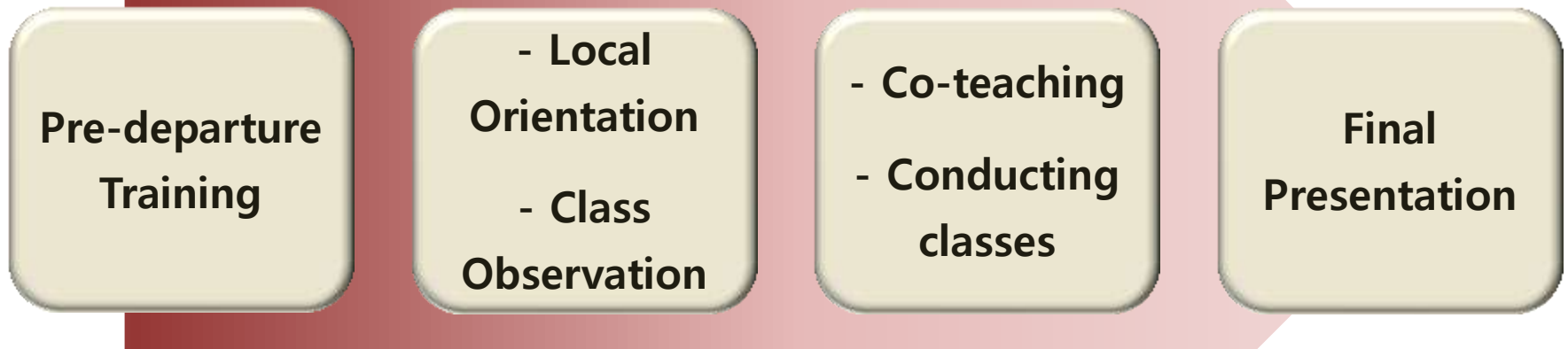
**Experiencing  
the local  
education  
system and  
culture**

**Individual  
projects and  
friendship  
building**



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# Procedure



**Monitoring with regular reports, mid-term review and consultations**



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# 학습 과정안 1

학습주제 : 몽골에 대한 소개

학습목표 : - 몽골 인사말을 배우고 인사할 수 있다.  
- 몽골의 국기, 마크를 알아보고 샤가이 놀이를 할 수 있다.

학습활동 : 몽골에 대해 이해하기

학습방법 : 설명을 듣고 인지하기, 질문하고 답하기, 놀이에 참여하기

교사활동	학생활동
<ul style="list-style-type: none"> <li>● 선생님 자기소개하기 -저는 오란자르갈이라고 합니다. 몽골 울란바타르 수흐바타르동예 6번 학교에서 왔습니다. -저는 남질도르지라고 합니다. 25번 학교에서 왔습니다.</li> <li>● 인사말 배우기 Сайн байна уу?(안녕하세요?) Сайн(네) Багш(선생님) Багшаа сайн байна уу?(선생님 안녕하세요?) Баярлалаа(감사합니다.) Баяртай(안녕히가세요) 등등</li> <li>● 몽골에 대한 배경지식 질문하기 -여러분 몽골에 대해 알고 있나요?</li> <li>●몽골에 대해 소개하기 -몽골은 북쪽으로 러시아, 남쪽으로는 중국이 있습니다. 몽골의 수도는 울란바타르입니다.</li> <li>● 몽골의 전통놀이 /샤가이/ -옛날부터 몽골사람들은 샤가이 놀이를 해왔습니다. 샤가이는 다양한 종류의 놀이가 있습니다.(샤가이 치기, 경주놀이 등등)</li> <li>● 수업 후 궁금한 점에 대해 질문받고 답하기</li> </ul>	<ul style="list-style-type: none"> <li>● 학생들과 자기소개하기</li> <li>● 배운 몽골어로 직접 인사해보기 - Сайн байна уу?(안녕하세요?) Багшаа сайн байна уу?(선생님 안녕하세요?) Баярлалаа(감사합니다) Баяртай(안녕히가세요)</li> <li>● 몽골의 전통놀이/샤가이/ -샤가이의 말, 양, 염소, 낙타의 모양을 직접 붓 -6조로 나누어 팀이 되고 한 명씩 나와 샤가이를 던짐 -같은 조 친구를 응원하며 샤가이 경주놀이를 함</li> <li>● 배운 내용 중 궁금한 점 질문하기</li> </ul>
<b>장점</b>	<b>부족한 점</b>
<p>학생들이 직접 놀이를 체험하면서 흥미를 느꼈고, 수업 후 배운 내용에 대해 질문하며 궁금증을 해결하는 방법이 효과적이었음</p>	<p>수업자료 중 몇 몇 사진을 보완해야 하며, 학생들이 직접 체험할 수 있는 놀이를 추가해야 함</p>



## 학습 과정안 2

**학습주제 :** 몽골의 명절

**학습목표 :** - 몽골의 설날을 알아보고 몽골 세배를 할 수 있다.

- 몽골의 나담에 대해 알아본 후 씨름복을 입고 나담을 체험할 수 있다.

**학습활동 :** 몽골에 대해 이해하기

**학습방법 :** 한국의 명절과 비교하여 이해하기, 궁금증 해결하기, 직접 체험하기

교사활동	학생활동
<ul style="list-style-type: none"> <li>● 인사말 복습하기 -Сайн байна уу?(안녕하세요?) Сайн(네) Багш(선생님) Багшаа сайн байна уу?(선생님 안녕하세요?) Баярлалаа(감사합니다.) Баяртай(안녕히가세요) 등등</li> <li>● 몽골 설날에 대해 설명하기</li> <li>● 한국의 설날을 설명해보도록 시키기 -한국의 세배를 보여주세요</li> <li>●몽골 설날에 대한 영상 보여주기 -몽골의 세배는 팔꿈치를 잡고 손바닥을 위로 향하게 하여 인사합니다.</li> <li>● 몽골 나담에 대한 영상을 보여준 뒤 설명하기 - 부터 몽골사람들은 샤가이 놀이를 해왔습니다. 샤가이는 다양한 종류의 놀이가 있습니다.(샤가이 치기, 경주놀이 등등)</li> <li>● 수업 후 궁금한 점에 대해 질문을 받고 답하기</li> <li>● 몽골의 전통 씨름에 대해 설명한 뒤 씨름을 직접 체험하기</li> </ul>	<ul style="list-style-type: none"> <li>● 배운 몽골어를 다시 복습하기 -Сайн байна уу?(안녕하세요?) Багшаа сайн байна уу?(선생님 안녕하세요?) Баярлалаа(감사합니다) Монголын нийслэл юу вэ?(몽골의 수도는 어디입니까?) Монголын үндэсний хоол ямар ямар хоол байдаг вэ? (몽골의 전통 음식은 무엇 무엇이 있습니까?)</li> <li>● 몽골의 명절에 대한 영상을 본 후 질문하기</li> <li>● 직접 한국의 세배를 보여주기 -남학생과 여학생이 한 명씩 나와 보여줌</li> <li>● 하닥과 함께 세배하는 방법을 배운 후 친구와 해보기</li> <li>● 나담에 대해 알아보기 - 나담은 매년 7월 11일에 시작하며 씨름, 경마, 활 쏘기가 있다.</li> <li>● 나담에 대해 배운 후 직접 씨름 복을 입고 선생님과 씨름하기</li> </ul>
장점	부족한 점
<p>5- 6학년 학생들의 몽골어 인사가 잘 이루어 지고 있으며, 평소에도 잘 사용하고 있음</p>	<p>특별한 점 없음</p>





# Korea-Mongolia Teacher Exchange

- **39 Korean teachers and 40 Mongolian teachers, 2~3 months**
- **Korean teachers: in the beginning stage of their teaching career**
  - **Selected through open competition**
  - **Placed at 16 schools in Ulaanbaatar**
- **Mongolian teachers: with many years of teaching experiences**
  - **Selected among the schools in Ulaanbaatar**
  - **Placed at 18 schools different cities in Korea**



# Korea-Philippine Teacher Exchange

- **19 Korean teachers (5 months) and 30 Filipino teachers (2 months)**
- **Korean teachers: in the beginning stage of their teaching career**
  - **Selected through open competition**
  - **Placed at 17 schools in Metro Manila, mostly public schools**
- **Filipino teachers: various years of teaching experiences**
  - **Selected among the schools in Metro Manila**
  - **Placed at 20 schools different cities in Korea**



# Learning about Mongolian wrestling from a Mongolian Teacher, Shingok Elementary School in Korea



# Learning a Filipino Folk Dance with a Filipino Teacher, Biryong Elementary School in Korea



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# Excursion with a home stay family



# Learning about Korea from Mongolian students at the 'Korean Language Olympiad'



10.11.2012 01:53

A picnic with Mongolian teachers  
- Building friendship and  
- Learning more about the country









# Implications from the Exchanges

## <Teachers>

- **Sharing of education policies, teaching-learning methods, school culture, etc.**

## ➔ **More motivated about enhancing teaching competence**

- **Improved inter-cultural awareness and communication skills**
  - **Other fellow teachers become more accommodative of foreign teachers**
  - **Participating teachers become interested in EIU**
- vs. Teachers interested in EIU participate in the teacher exchanges**



# Implications from the Exchanges

## <Students>

- **Students find it more interesting and effective to learn about a cultural topic from a teacher from the relevant country**
- **Students, especially low performers, can get motivated in learning**

## <Parents and Communities>

- **Parents get more interested in their children's school activities**
- **Had a positive influence in the communities as well**
  - ➔ **especially in the rural and less privileged areas**





# APSEN

APCEIU School Exchange Net

- About
- Schools
- Exchange
- Template Projects
- Resources

### LOGIN

Username : (1)

Password :

LOGIN

Forgot your password?

Not a Member? Sign up!

### Opening Ceremony for 2nd 2012 ROK-Mongol... (2)



On September 20th 2012, the Opening Ceremony for the Second ROK-Mongolia Teacher Exchange Programme was held in Ulaanbaatar, Mongolia. APCEIU Director Mr. Lee Seung-Hwan,...

- 2011 UN International Day of Peace Exhibition
- The 12th Asia-Pacific Training Workshop on EIU
- SangSaeng No. 34 Published
- 2011 Korea-Japan-China Children's Story Exchange Programme

### Find a partner school (3)



(4) (5)

Home | Sitemap | Contact us



(6)

### APCEIU School (Korea)

APCEIU School runs a signature program which focuses on Education for International Understanding [For more]

### RESOURCES

Publication | Multimedia



SangSaeng



(7)

EIU Best Practices



A Guidebook for ...

### Template Projects



(8)

1 2

Thank You!



[www.unescoapceiu.org](http://www.unescoapceiu.org)