# APEC School Leadership Program (ASLP): School Leadership Development for Materializing Education Innovation in the APEC Region, Focusing on "Interconnected and Inclusive Education Leadership"

APEC Human Resources Development Working Group

February 2025

Asia-Pacific
Economic Cooperation

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*School Leadership Development for Materializing Education Innovation in the APEC Region, Focusing on "Interconnected and Inclusive Education Leadership"*

**APEC Human Resources Development Working Group**

**February 2025**

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# INTRODUCTION

## 1. Background

The APEC School Leadership Program (ASLP) is designed to address critical challenges in education while aligning with APEC and HRDWG priorities. The program supports the 2023 HRDWG theme, “Promoting Equitable and Inclusive Education and Skills Training Opportunities in the Asia-Pacific Region”, as proposed by the United States. By enhancing the digital teaching capabilities of school leaders, the ASLP contributes to HRDWG’s mission to promote well-being and foster sustainable, inclusive economic growth. Additionally, it aligns with EDNET’s objective of fostering vibrant and strong learning systems that prioritize quality and equitable education in a rapidly changing world.

The COVID-19 pandemic has highlighted and exacerbated existing inequalities in education, particularly in digital access and capability. This context underscores the urgency of APEC’s efforts to bridge the educational gap and enhance human resource development in the region. To achieve this, educators are required to be equipped with digital competency and innovative teaching methods. By addressing these challenges, ASLP aligns closely with the APEC Roadmap to Closing the Digital Skills Gap by 2030 and the APEC Framework on Human Resources Development in the Digital Era, which calls for sharing best practices in education and skills training.

The ASLP also contributes to broader APEC initiatives such as the APEC Putrajaya Vision 2040, which promotes inclusive human resource development and future-ready skills, and the La Serena Roadmap for Women and Inclusive Growth (2019-2030), by prioritizing female participation and capacity building.

Furthermore, the program accelerates innovation, narrows disparities, and supports sustainable and inclusive growth across the APEC region by strengthening related competencies, fostering cross-economy collaboration, and creating an interconnected and inclusive network of school leaders.

## 2. Objective

The APEC School Leadership Program (ASLP) is designed to better equip school leaders with the skills and knowledge for the future by fostering high-quality digital competency and inclusive education cooperation across the APEC region. In an effort to address the digital divide and disparities in educational opportunities, the program seeks to empower school leaders to foster innovation and inclusivity in education. Through workshops hosted in Korea, it cultivates an interconnected network of school leaders, promotes educational transformation, and enhances international collaboration.

## 3. Outcomes

Outcome 1: *Increasing Knowledge of Skills and Available Resources to Enhance Digital Education*

Participants can deepen their understanding of key competencies needed to meet the challenges of a rapidly changing educational environment. Through engaging lectures, interactive discussions, and the sharing of best practices, school leaders learn to effectively use online platforms, access digital archives, and analyze teaching and learning environments. These experiences will empower them to enhance the quality of digital education in their schools and promote inclusive educational cooperation, thereby strengthening their capacity to prepare students for future challenges.

Outcome 2: *Increasing Openness to Digital Education Resources and New Technologies*

Focusing on digital education, the ASLP 2024 encourages school leaders to adopt a more open and proactive approach to emerging educational technologies such as E-learning platforms and AI-driven tools. Participants gain valuable insights into the latest trends in educational technology (EdTech), fostering a digital-friendly mindset. This openness is expected to inspire further engagement in professional development opportunities, including inviting experts to school events or adopting innovative practices. By bridging the digital divide for participants from developing economies, this outcome aligns with the goals of the Aotearoa Plan of Action, advancing inclusive and future-ready human resource development.

# METHODOLOGY

## 1. Organization

The APEC School Leadership Program (ASLP) is organized through a structured series of workshops, designed to enhance the capacity of school leaders in areas such as digital and global competencies across APEC member economies. The program is organized and coordinated by the APEC Human Resources Development Working Group (HRDWG), the Korean Ministry of Education, the Institute of APEC Collaborative Education (IACE), the National Education Training Institute (NETI), and other educational stakeholders, ensuring that the curriculum and delivery meet the objectives and outcomes.

To support the program, a dedicated online platform, *apecslp.org*, has been developed with self-funding from IACE and the K-MOE. This platform serves as the central hub for all program materials, resources, and communications, offering an interactive space for participants to engage before, during, and after the workshop. It facilitates the archiving and sharing of best practices and provides a collaborative environment for school leaders. Participants can easily access essential information related to the training, further strengthening their digital literacy. By making workshop materials, final reports, and other outputs publicly accessible, the platform enhances the project's sustainability and supports the continued sharing and dissemination of its results.

The ASLP is structured into three main phases*: pre-training, training workshop, and post-training*. Each phase is designed to progressively build participants' innovation and global leadership while fostering a collaborative learning environment.

- Pre-training: The pre-training focuses on enhancing participants' understanding of the program and ensuring they are adequately prepared. This phase includes an orientation to the program’s goals and structure, as well as activities designed to assess participants’ initial competencies and prepare them for the upcoming activities.

- Training Workshop: This main event is designed to strengthen school leaders' digital and global competencies through the onsite learning program. During this phase, participants engage in interactive workshops that enhance innovation

and global leadership. Networking opportunities are also provided, fostering connections and collaboration among school leaders from 14 different APEC member economies to support school innovation and international exchanges.

- Post-training: This last phase focuses on consolidating the knowledge and insights gained during the program. Participants share their experiences, reflect on key learnings, and explore ways to apply the knowledge within their educational contexts. This phase also includes efforts to disseminate and share the insights and outcomes of the program, ensuring that the learnings are spread beyond the participants to wider educational communities.

## 2. Evaluation

The evaluation process includes participant feedback after each session, along with pre- and post-surveys to measure improvements in digital and global competencies as school leaders. Participants are required to answer the evaluation survey by the end of the workshop as well. In this form, each participant is encouraged to share their views and provide advice on the project's impact and efficiency, as well as offer suggestions for future APEC programs and activities. The feedback will help refine future projects and ensure the program keeps aligning with its objectives.

## 3. Beneficiaries

The primary beneficiaries of the APEC School Leadership Program (ASLP) are school leaders, specifically principals and vice-principals, who have been officially nominated by the related Ministries within the APEC region. The selection prioritizes individuals who have experiences in school reform, educational innovation, and fostering collaborative efforts among teachers and students. This ensures participants can effectively implement lessons learned during the program at their schools.

As part of the program's inclusivity and commitment to gender equality, both men and women were equally represented in leadership roles such as speakers, panelists, moderators, presenters, and group leaders.

While the primary beneficiaries are school leaders, the project also encourages these leaders to disseminate the knowledge and insights gained from the workshops

to their school communities. After returning to their respective economies, participants are encouraged to host mini-seminars or workshops for local teachers, administrators, committee members, parents, and other stakeholders. This will further extend the reach and impact of the program.

This broad reach ensures that the ASLP's impact extends beyond the direct participants, positively influencing the broader educational ecosystem within the APEC region.

# RESULTS

## 1. Workshop Summary

### 1.1. Day 1

**Opening Ceremony**

- ***Opening Remarks*** - ***Yun-Hong Lee****, President of the National Education Training Institute (NETI), Korean Ministry of Education (K-MOE)*
- ***Welcome Remarks*** - ***Eun-Jong Na****, Director of Global Education Policy Division, Korean Ministry of Education (K-MOE)* **delivered by Ms. Su-Min Yoo, Senior Deputy Director*
- ***Congratulatory Remarks*** - ***Dong-Sun Park****, Chairman of the Institute of APEC Collaborative Education (IACE)*
- ***Congratulatory Remarks*** - ***Harlena Harris****, Program Director of APEC Human Resources Development Working Group (HRDWG)*

The opening ceremony brought together educators and government officials, emphasizing the importance of fostering innovation and global leadership among school leaders to drive educational innovation in the APEC region. Speakers underscored the role of AI and digital tools in bridging the digital divide, enhancing creativity and critical thinking, and fostering mutual exchange and cooperation. The program's expansion through an online platform and its alignment with APEC's goals were also recognized.

**Keynote Lecture: Global Education Innovations and School Leadership**

- ***(Speaker) Dong-Ho Seol****, Superintendent of the Daejeon Metropolitan Office of Education, Korea*

The keynote highlighted the importance of competency-based education and digital literacy in addressing the challenges of the Fourth Industrial Revolution and digital transformation. Emphasizing the importance of personalized, student-centered learning and global cooperation, the speaker outlined the educational vision of the Daejeon Metropolitan Office of Education, aiming to develop future talents through innovative, integrated education and the creation of global networks.

**Field Visit and Special Lecture: NAVER**

- ***(Speaker) Kyung-Jin An****, Whale Planning PL*

NAVER, a leading technology company in Korea, is at the forefront of integrating EdTech and AI into education, offering innovative tools and platforms that enhance digital literacy and transform teaching and learning experiences. The participants toured the headquarters of NAVER and attended a special lecture on the essential competencies of leaders in the digital era. The session highlighted the significance of digital literacy, the impact of generative AI on education, and various educational tools and technologies that empower teaching and learning in this digital era.

## 1.2. Day 2

**Panel Discussion: Educational Innovation Led by School Leaders in the APEC region**

- ***(Moderator) Hwa-Sung Lee**, Principal of Seoul National University High School, Korea*
- ***(Panelist) Vaughan Couillault**, President of the Secondary Principals' Association of New Zealand*
- ***(Panelist) Vu Thu Hang Ngo**, Principal of Nguyen Tat Thanh Primary School, Hanoi National University of Education, Viet Nam*
- ***(Panelist) Jose Armando Villarruel Calderón**, Principal of Colegio de Alto Rendimiento COAR Madre de Dios, Peru*

The panel discussion explored the challenges and opportunities of digital transformation in education, focusing on the evolving roles of school leaders and teachers. Key themes included promoting inclusivity in multicultural societies, implementing student-centered and competency-based education models, and addressing regional disparities. Emphasis was placed on the importance of digital literacy, community engagement, and utilizing technology to foster innovation and bridge gaps in access and equity. The discussion underscored the need for adaptive leadership and collaborative efforts to prepare schools for a rapidly changing educational landscape.

**Best Practice Sharing 1 (Digital Competency) - Educational Innovation and Digital Transformation**

The session focused on sharing strategies for developing and implementing innovative, inclusive, and transformative digital learning programs. It highlighted global trends in integrating digital technology into education, emphasizing personalized, student-centered learning and the role of technology in preparing future-ready students. Across different economies, the shared goal is to empower

students to learn at their own pace, develop critical skills for the future, and transform school cultures to meet the demands of the digital era.

- ***(Speaker) Jin-Sook Kim**, President of the Gyeonggi Institute of Education, Korea*

She presented Korea's digital-based educational innovation policies and the AIDT initiative, stressing the importance of ensuring that every student can succeed at their own pace through personalized learning approaches. The focus was on making education adaptable to the needs of individual students.

- ***(Speaker) Kevin Armstrong,** President of the National Association of Elementary School Principals (NAESP), United States*

He provided examples of how schools have successfully transformed their culture by integrating technology and highlighted the role of technology in empowering students and enhancing their engagement and leadership.

- ***(Speaker) Pearly Ng,** Principal of Queenstown Primary School, Singapore*

She introduced Singapore's EdTech Masterplan, showcasing how Singapore applies digital technology in schools. She provided clear examples of how these initiatives assist students in developing essential skills for the future, focusing on equipping them with the necessary tools for success in a fast-changing world.

**Best Practice Sharing 2 (Global Competency) – Collaborative Education in the Interconnected World**

The session focused on best practices for developing students' global competencies through diverse approaches. Speakers emphasized the importance of tailoring education to students' aptitudes and interests, fostering independence, resilience, and global citizenship skills. From fostering international cooperation to enhancing multicultural awareness, the shared goal was to provide students and teachers with opportunities to collaborate and learn in diverse settings, preparing them for future challenges and opportunities.

- ***(Speaker) Debora Hansen,** Principal of Woodcrest State College, Australia*

As the principal of Woodcrest State College, she is dedicated to building sustainable futures and fostering global competencies for students through various pathways. The school focuses on career education tailored to students' aptitudes and interests,

while also promoting independence and resilience through diverse training and partnerships. Woodcrest State College further supports students with diverse needs by offering personalized learning and practical life skills development. The Queensland Certificate of Individual Achievement (QCIA) is provided to help students gain independence, prepare for post-school life, and accommodate various learning abilities through flexible assessment methods.

- ***(Speaker) Shawal Hussin,*** *Principal of Fuchun Secondary School, Singapore*

He emphasized the importance of international exposure in developing students' global competencies. By collaborating with peers from diverse socio-cultural backgrounds, students enhance their skills in civic literacy, global awareness, and cross-cultural communication. These interactions also improve critical thinking, problem-solving, and the ability to convey ideas effectively. He highlighted Singapore's focus on global citizenship and international cooperation, providing opportunities for students and teachers to engage in overseas exchanges, preparing them for a globalized world.

- ***(Speaker) Chang-Keun Lee,*** *Teacher at Jeonju Jeolla Elementary School, Korea*

As a classroom teacher who is passionate about international exchange and global education, he presented his efforts and experiences by sharing practical tips to enhance multicultural awareness and global competencies at school, such as the PEACE (Partnership Education And Culture Exchange) project, involving 100 participants from four schools, including students, teachers, and parents.

## 1.3. Day 3

**Field Visit: Yong-Am Elementary School**

The school leaders visited Yong-Am Elementary School, a pioneering institution known for fostering a collaborative and inclusive school culture. Principal Eop-Sik Jung highlighted the school's unique demographic, noting that 28% of the students come from multicultural backgrounds, representing 15 different nationalities. He emphasized the school's efforts to cultivate a cooperative and community-oriented environment. Teacher Rae-Hyun Kim provided an overview of the school's educational environment and curriculum, highlighting recent advancements in AI

EdTech and modern digital learning environments designed to promote future-focused education.

**Closing Ceremony**

- ***Closing Remarks*** - ***Dong-Sun Park****, Chairman of the Institute of APEC Collaborative Education (IACE)*

The closing ceremony marked the conclusion of the program, following the group presentations of action plans during the 'Sharing Session.' This final session provided a reflective and celebratory end to the event. Participants shared their insights and experiences, highlighting the rich discussions, networking opportunities, and practical learning gained throughout the program. Representatives from 14 participating economies expressed gratitude for the program's focus on fostering collaboration, global competencies, and innovative education practices across the APEC region. In his closing remarks, the chairman of the IACE emphasized the importance of applying the lessons, connections, and ideas gained from the event. He urged continued collaboration and knowledge-sharing to foster future talents and transform education in both local communities and the APEC region, aiming for a brighter future and inspiring the next generation of global leaders.

## 2. Output of the Workshop (Action Plan)

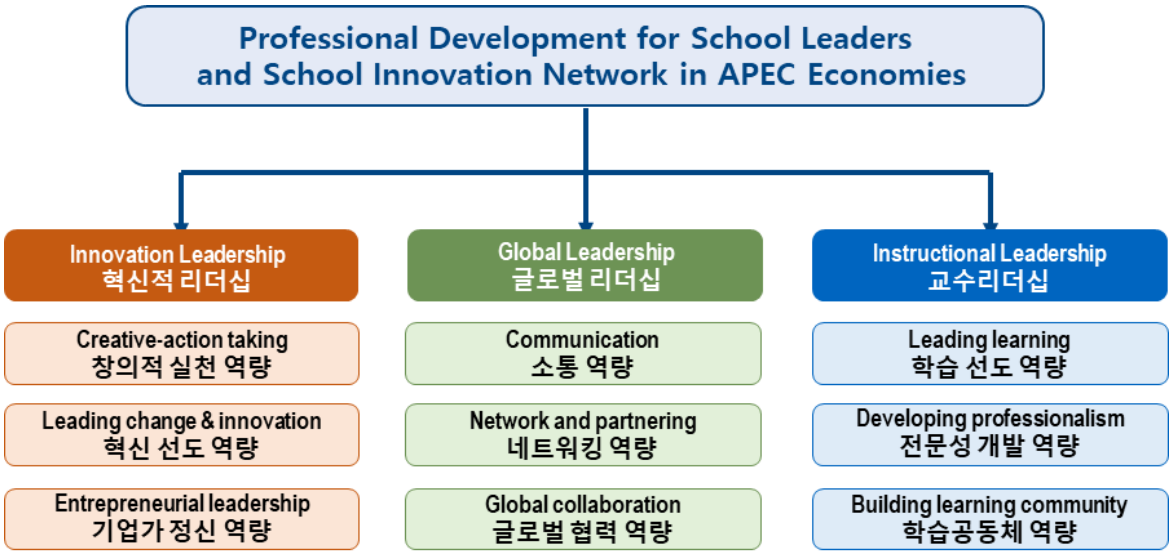
During the three rounds of group activity sessions, participants engaged in interactive discussions and collaborative work to develop an action plan by group. After discussing current educational issues, challenges faced by their respective economies, and the vision for future education, each group successfully formulated an innovative, inclusive, and interconnected school design action plan as below:

| G | THEME | OBJECTIVES |
|---|---|---|
| **1** | **Connection in Harmony** | 1. Focus on enhancing cross-cultural competency<br>2. Developing collaborative Networks and Partnerships<br>3. Promote Global Citizenship and Sustainable Development |

| | | |
|---|---|---|
| **2** | **Cultural Connections through Virtual Platforms (CCTVp)** | 1. Connect students and teachers internationally via online platforms<br>2. Promote English speaking environment<br>3. Create better understanding about culture in other economies |
| **3** | **Appropriate Use of A.I. in the Classroom** | 1. Enhance students' digital literacy through hands-on experience with AI tools and technologies<br>2. Develop students' critical thinking skills by evaluating AI-generated content and understanding AI capabilities and limitations<br>3. Strengthen communication skills by utilizing AI as a tool for collaborative learning and effective expression |
| **4** | **Creating Meaningful Collaboration Between School Leaders** | 1. Continue to engage more frequently using WhatsApp to share issues<br>2. Connect 2x per annum on more long-term issues<br>3. Reconnect in person at ICP 2026 in New Zealand |
| **5** | **Developing and Improving Teachers' Confidence and Competencies in using AI/Tech** | 1.(Heart) Provide leadership and motivate teachers to use AI technology<br>2. (Hand) Professional development and training plan and implementation plans<br>3. (Home Environment) Provide necessary infrastructure, tech devices and tech support |
| **6** | **Fostering Global and Digital Competencies in Education** | 1. Strengthen students' ability to collaborate and communicate effectively in global and digital environments<br>2. Enhance students' digital literacy and develop responsible online behavior<br>3. Prepare students to think critically about global issues and develop problem-solving skills using technology |

## 3. Pre- and Post-Survey

- Pre- and post-surveys have been conducted to evaluate how effectively the progr am enhanced the school leaders' competencies.
- The survey questions were created under *the School Leadership Competency M odel (2019),* emphasizing the 1st and 2nd pillars as detailed in the table below.




- The result shows an overall improvement in these competencies after participatio n in the program.
- There has been a significant increase in interest concerning current educational i ssues and trends within the APEC region and globally.

| CATEGORY | COMPETENCY | SKILL | PRE-SURVEY | POST-SURVEY | CHANGE |
|---|---|---|---|---|---|
| **Innovation Leadership** | **Creative-Action Taking** | Creative Strategic Planning | 4.26 | 4.46 | ▲ 0.2 |
| | | Creating a Creative Learning Environment | 4.19 | 4.51 | ▲ 0.32 |
| | **Leading Change & Innovation (Digital Competency)** | Awareness of the Need for Digital Collaboration Tools | 4.38 | 4.78 | ▲ 0.4 |
| | | Active Adoption of Digital Education | 4.26 | 4.61 | ▲ 0.35 |

| | | | | | |
|---|---|---|---|---|---|
| | **Entrepreneurial Leadership** | Innovative Leadership for Goal Achievement | 3.98 | 4.43 | ▲ 0.45 |
| | | Adaptability to Change and Drive for Challenging Tasks | 4.21 | 4.51 | ▲ 0.3 |
| **Global Leadership** | **Communication** | Multicultural Understanding | 4.55 | 4.78 | ▲ 0.23 |
| | | Sharing Outcomes and Expertise | 4.29 | 4.64 | ▲ 0.35 |
| | **Network and Partnering** | Establishing and Managing Relationships | 4.29 | 4.58 | ▲ 0.29 |
| | | Building Global Networks and Applying Them in Educational Contexts | 3.9 | 4.45 | ▲ 0.55 |
| | **Global Collaboration** | Interest in Global Education Trends | 3.62 | 4.63 | ▲ 1.1 |
| | | Capacity for Collaborative Project Implementation | 4.21 | 4.59 | ▲ 0.38 |

## 4. Participants' Reflection and feedback

(Australia) *I truly appreciate this program. While there are clear differences in curricula across member economies, it was inspiring to see our shared commitment to nurturing students as global citizens. The group activities were particularly valuable, providing opportunities for in-depth discussions and robust networking.*

(Papua New Guinea) *It has been an honor for Papua New Guinea to participate in this program for the first time. I found the panel discussions and best-practice sharing sessions incredibly insightful, offering a deeper understanding of neighboring economies' educational practices. I am truly grateful for this opportunity.*

(Korea) *Networking with school leaders from across the Asia-Pacific region was a meaningful experience. I was especially intrigued by the diverse perspectives on AI and digital themes, shaped by each economy's unique socioeconomic context. It was thought-provoking and enriching, and I look forward to continued collaboration.*

(New Zealand): *The program exceeded my expectations. Well organized and superbly hosted. I have learnt so much from other leaders across APEC. I really appreciate for the opportunity.*

(The Philippines) *The best part of the training was undoubtedly the opportunity to network with fellow school leaders from across the APEC region. Sharing experiences, discussing common challenges, and collaborating on innovative solutions fostered a strong sense of community and inspired new ideas. The cultural immersion activities were also a highlight, allowing us to appreciate the rich diversity of the Asia-Pacific region.*

(Indonesia) *I would like to formally request to be considered for re-enrollment in the ASLP Program. The program has significantly benefited my school leadership and has been instrumental in elevating the standards of education. The insights and ideas gained from the program have been truly enlightening. As a suggestion, I believe that the program would be further enriched by incorporating a wider range of activities and practical exercises.*

(Chile) *The best part was sharing experiences within the group and building a project that highlighted common points, despite addressing different challenges in various economies. Overall, this opportunity has facilitated meaningful reflection and the application of new ideas in my school.*

(Malaysia) *I had an incredible opportunity to gain ideas from other principals during the program, and I hope there will be a reunion for an extended program, such as five years later, to assess the long-term impact on leadership within the organization.*

(United States) *The training exceeded my expectations, offering the opportunity to learn from and share with others from around the world. The camaraderie among colleagues who attended the program was especially great. I hope that future participants will have the chance to learn from past attendees as well.*

# CONCLUSION

## 1. Suggestions

In 2024, the APEC School Leadership Program brought together educational leaders from 14 APEC member economies to strengthen innovation and global educational leadership, with a focus on digital education and collaborative learning environments. Through the participation of school leaders from diverse economies, the program offers a platform for sharing unique educational approaches and developing action plans for tangible change and cooperation in the future.

To further enhance the program's impact, it is recommended to gradually expand the number of participating economies to 21. This will introduce a wider array of perspectives and best practices, enriching the learning experience and fostering broader international collaboration. Additionally, although the online platform for the APEC School Leadership Program has been newly established, it is important to focus on strengthening and expanding its usage. This will ensure that participants are able to continue sharing insights and offering mutual support in a more sustainable and impactful manner well beyond the completion of the project.

These initiatives will contribute to ensuring that the APEC School Leadership Program remains a key driver in empowering school leaders, fostering educational innovation, and strengthening educational collaboration across the Asia-Pacific region.

# ANNEX I

Program Agenda

**Pre-Training**

| Date | Venue | Topic / Contents |
|---|---|---|
| 7 – 18 Oct. | ASLP Platform | **Pre-Training Survey** (by 13 Oct.) |
| | ASLP Platform | **Pre-Training Assignments**<br>(1) Presentation Slides (by 13 Oct.)<br>(2) Report (by 18 Oct.) |
| | ZOOM | **Kick-Off Meeting:** Orientation on 16 Oct. |

**Training Workshop**

| Date | Time | Topic / Contents |
|---|---|---|
| **Day 1**<br><br>22 Oct.<br>(Tue.) | 9:00-9:30 | Registration |
| | 9:30-10:00 | **Opening Ceremony**<br>(1) Opening / Welcome / Congratulatory Remarks<br>(2) Greetings<br>(3) Group Photo |
| | 10:00-11:00 | **Keynote Lecture**<br>–<br>Global education innovations and school leadership<br>*Inspiring and motivative speech about global education trends and the role of school leadership in education innovation* |
| | 11:00-12:30 | Welcome Luncheon |
| | 12:30-14:00 | Transition to the visiting venue (NAVER 1784) |
| | 14:00-15:30 | **Field Visit**<br>–<br>Global IT and Ed-Tech Company (NAVER) |

| | | |
|---|---|---|
| | 15:30-17:00 | **Special Lecture**<br>–<br>Competencies of school leaders for developing Talent in the Digital Age |
| | 17:00-18:00 | **Group Activity 1**<br>–<br>Interactive discussion<br>*Current education issues, challenges of respective economies, and the vision for future education.* |
| **Day 2**<br><br>23 Oct.<br>(Wed.) | 09:30-10:00 | Registration |
| | 10:00-11:00 | **Panel Discussion**<br>–<br>Educational Innovation Led by School Leaders in the APEC region |
| | 11:00-12:30 | **Best Practice Sharing 1 (Digital Competency)**<br>–<br>Innovative Education and Digital Transformation<br>*How to design and implement innovative digital learning programs for students that are inclusive and transformative* |
| | 12:30-14:00 | Lunch |
| | 14:00-15:30 | **Best Practice Sharing 2 (Global Competency)**<br>–<br>Collaborative Education in the Interconnected World<br>*How to design and implement sustainable and interconnected collaborative education programs such as international school exchanges* |
| | 15:30-18:00 | **Group Activity 2**<br>–<br>Collaborative Study for Action Plan<br>*Innovative, inclusive, and Interconnected School Project Design* |
| **Day 3**<br><br>24 Oct.<br>(Thu.) | 09:00-09:30 | Registration |
| | 9:30-11:00 | **Field Visit**<br>–<br>Multicultural School Excelling in Digital Competency<br>(Yong-Am Elementary School) |

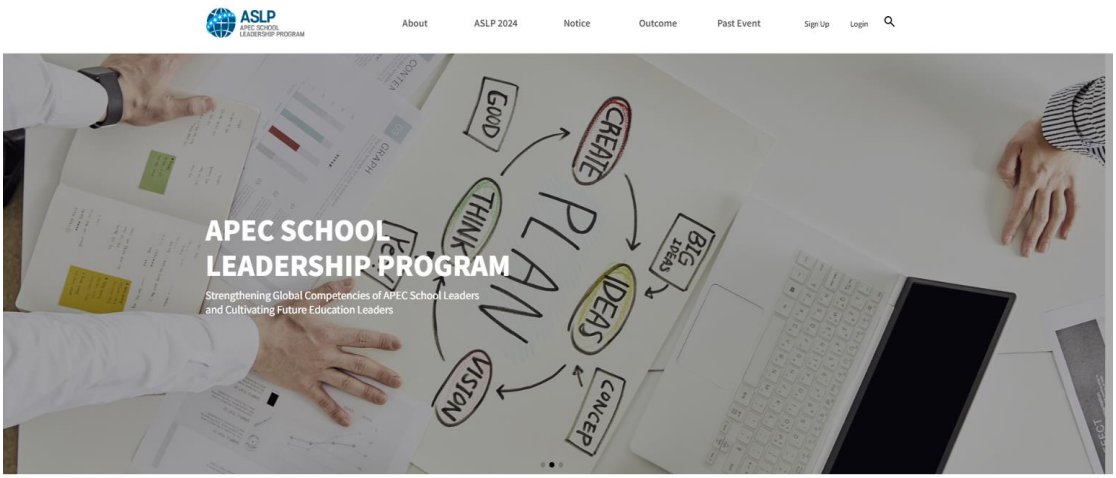
| | | |
|---|---|---|
| | 11:00-12:30 | **Group Activity 3** – Preparing Presentations on the Action Plan |
| | 12:30-14:00 | Farewell Lunch |
| | 14:00-16:00 | **Sharing** – Group Action Plan Presentation |
| | 16:00-16:30 | **Closing Ceremony**<br>(1) Closing Remarks<br>(2) Sharing Impressions<br>(3) Announcement regarding Post-Training Activities<br>(4) Group Photo |

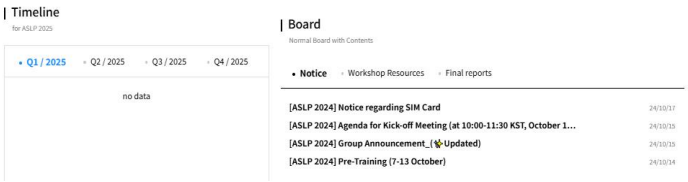
**Post-Training**

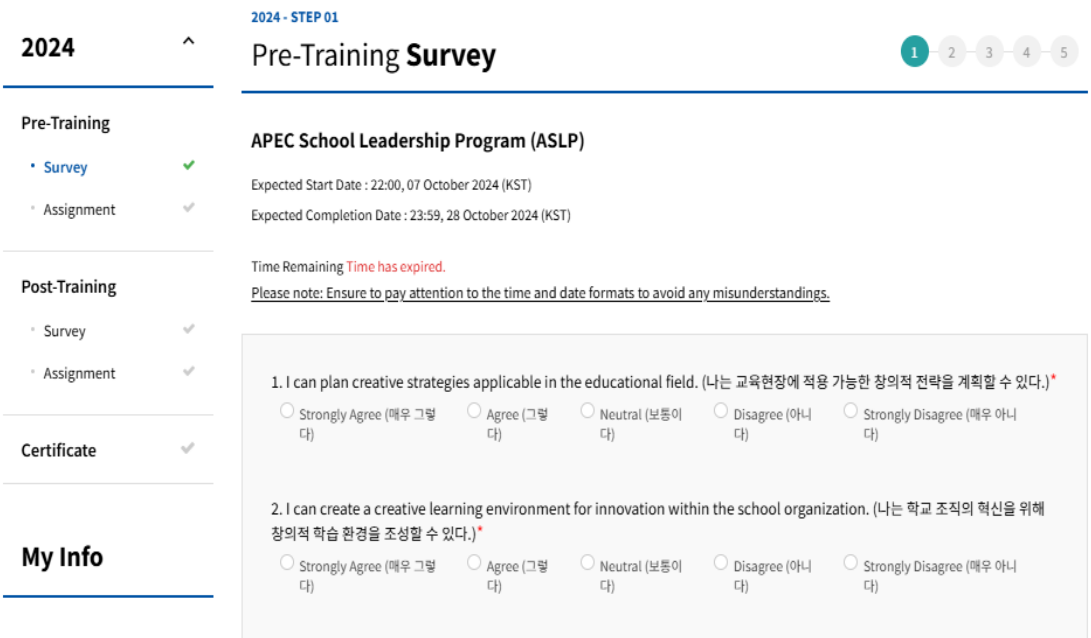
| Date | Venue | Topic / Contents |
|---|---|---|
| 28 Oct. – 8 Nov. | ASLP Platform | **Post-Training Survey** (by 3 Nov.) |
| | Participants' schools or communities | **1. Dissemination:** workshop, meeting, seminar, etc.<br>**2. Implementation of Action Plan** |
| | ASLP Platform | **Post-Training Assignment:** Final Report (by 8 Nov.) |

# ANNEX II

ASLP Online Platform (https://apecslp.org)



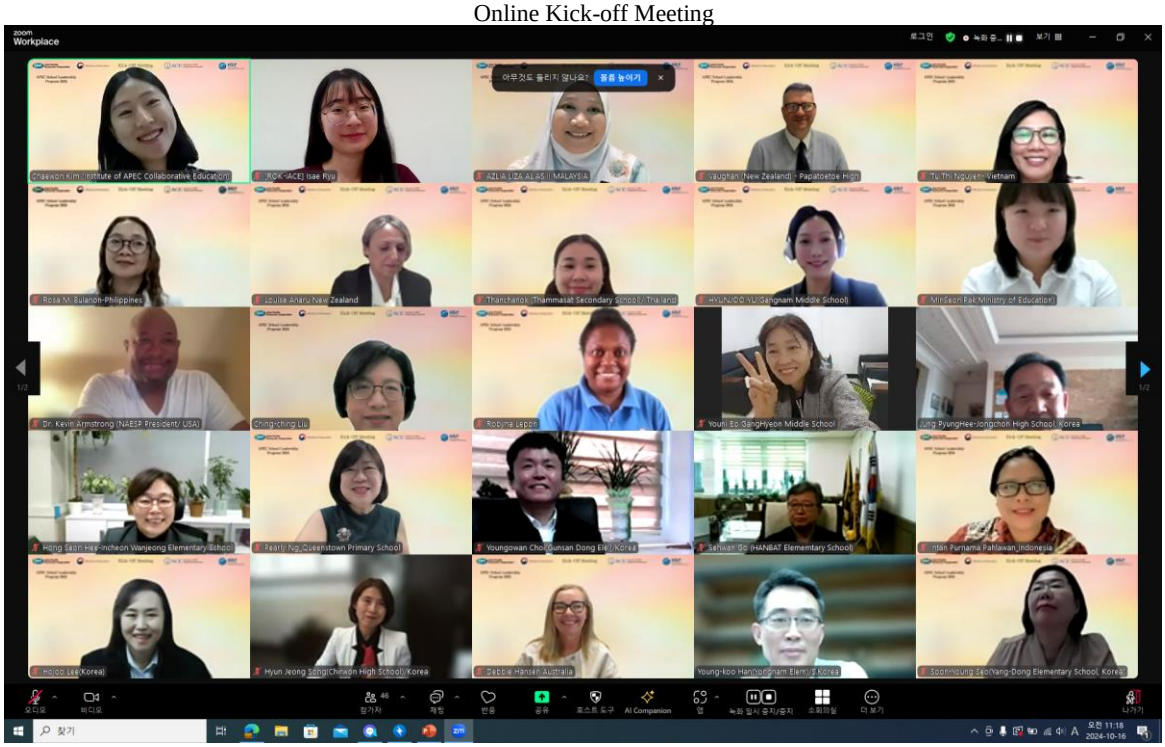



# ANNEX III

## Photo Album

Online Kick-off Meeting




Keynote Lecture – Dong-Ho Seol

Welcome Luncheon, Welcoming Remarks – Dong-Sun Park

Opening Ceremony Congratulatory Remarks – Harlena Harris

Best Practice Sharing 1

Best Practice Sharing 2

Field Visit – Young-Am Elementary School

Closing Ceremony-Sharing Impressions