



**Knowledge hub**  
-  
**Collection of best practices**

**Summary of the best practice**

1. Title of the best practice (e.g. name of policy, programme, project, etc.) \*

Overseas teaching practicum for pre-service teachers

2. Country or countries where the practice is implemented \*

Tanzania-South Korea

3. Please select the **most relevant** Action Track(s) the best practice applies to \*

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

## 4. Implementation lead/partner organization(s) \*

Pusan National University under the financial support from the Ministry of Education, Korea and Moshi Technical Secondary School, Moshi, Kilimanjaro, Tanzania

## 5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. \*

teaching practicum of science/math/ICT inquiry based learner centered teaching and learning; modality: before - orientation program-lesson preparation after analysis of curriculum and practices; on-site program - exchange ideas with teachers in school, Tanzania and collaboration; and teaching students; after program- reflection upon teachers role, beliefs in teaching; global competences

## 6. What makes it a best practice? \*

better understandings between two involved groups- pre-service teacher groups in Korea and in-service teachers and students on Tanzania

## Description of the best practice

## 7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? \*

i) The population affected by this project appeared to be both students and teachers in Tanzania and pre-service teachers of Pusan National University, Korea. ii) Pre-service teachers of Korea must aware the facts that they are learning from students and teachers in Tanzania and not giving them favor by donation, and both parties are learning each other and growing together; iii) any person has a right to learn and is to be respected as a human being; objectives achieved--pre-service teachers of Pusan National University, Korea had developed global understandings and consolidated their beliefs about the teaching profession on the basis of humanitarian approach.

## 8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation? \*

i) Main activities: teaching science, math and ICT; with various science/math experimental materials, notebook computers, lab materials of aduino; ii) 1st program: January 18-February 14, 2017; 2nd program January 7-February 3, 2019; 3rd program January 28-February 24, 2020; it will be ongoing in case of the program proposal are selected among several applications through a public competition; iii) the Ministry of Education, Korea - select institutions-teacher education universities with budget; key implementation actors- selected universities which have teacher education programs- ex: Pusan National University (PNU); PNU sought for a proper secondary schools to collaborate-- found Moshi Technical Secondary School.

## 9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? \*

i) why transformative? significant impact on teachers and learners in Tanzania and pre-service teachers, PNU, Korea; the impact-- participants of Tanzania appreciated student-centered teaching and learning with hands-on activities and obtained practical knowledge of science and math; participating per-service teachers of Korea develop deeper international- global understandings, humanitarian beliefs of teaching profession; etc. ii)& iii) survey instrument had been administered and survey results from teachers and students, Moshi Technical Secondary School, Tanzania; and pre-service teachers, PNU, Korea; Tanzania side keeps asking regular visit and teaching; Korea side shows positive reflection about the program and self-confession about their own changes of life styles.

## 10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? \*

The participants from both countries developed positive attitude in terms of international understandings--developed values of learning- in any conditions poor or surplus; teacher mind-set for any human being in any place of the world; facilitated itself gradually as soon as the interaction between Korea pre-service teachers and Tanzania students began; short-term goals were achieved; although some pre-service teachers did not perform well as expected.

## 11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”. What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? \*

Best practice-- both parties grow together; Tanzania--students had chance to have learning science and math with experimental activities as were exposed to learning with ICT equipment; appreciate to learn practical knowledge of science, math, and ICT. Korea pre-service teachers also appreciate this opportunities of experiencing Africa education system, teaching, and culture; developed deeper beliefs of teaching profession with humanism.

## 12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. \*

not yet developed or identified any key reference documents; but please refer one video clip uploaded on YouTube <https://www.youtube.com/watch?v=PFULc3fXkyU>