

ด่วนที่สุด

ที่ ศธ ๐๔๓๑๘/ว๔๓๗๓



สำนักงานเขตพื้นที่การศึกษามัธยมศึกษา
พระนครศรีอยุธยา เลขที่ ๕๓ หมู่ ๒
ถนนป่าไทน์ ตำบลประตูชัย
อำเภอพระนครศรีอยุธยา
จังหวัดพระนครศรีอยุธยา ๑๓๐๐๐

๘ ธันวาคม ๒๕๖๖

เรื่อง ขออนุญาตนำคณะเจ้าหน้าที่ติดตามประเมินผลโครงการ “เพื่อนอาสาสมัครจากประเทศเกาหลีใต้”
(World Friends Korea Youth-Midterm Volunteer Corps) ลงพื้นที่โรงเรียนเป้าหมาย

เรียน ผู้อำนวยการโรงเรียนจอมสุรางค์อุปถัมภ์ และโรงเรียนอยุธยาanusarn

- สิ่งที่ส่งมาด้วย ๑. กำหนดการลงติดตาม
๒. สรุปแผนงานและกิจกรรมที่ร่วมดำเนินการ

ด้วย มูลนิธิรักไทย สำนักงานพระนครศรีอยุธยา แจ้งว่า โครงการรับอาสาสมัครจากประเทศเกาหลีใต้ระยะเวลา ๔ เดือน “(World Friends Korea Youth-Midterm Volunteer Corps) โดยองค์กร GCS (Global Civic Sharing) และมูลนิธิรักไทย มีวัตถุประสงค์เพื่อให้คุณครู - นักเรียนไทย และนักศึกษาจากประเทศเกาหลีใต้ ได้แลกเปลี่ยนวัฒนธรรมทั้งด้านภาษา สังคม และการดำรงชีวิตประจำวัน รวมทั้งได้ร่วมกันพัฒนาเทคนิคการสอน ด้านภาษา เทคนิคการใช้เทคโนโลยีมาพัฒนาสื่อการสอน และร่วมออกแบบกิจกรรมที่ส่งเสริมทักษะทางสังคม หรือส่งเสริมด้านการท่องเที่ยวในจังหวัดพระนครศรีอยุธยา เป็นระยะเวลา ๔ เดือน (ตุลาคม ๒๕๖๖ - มกราคม ๒๕๖๗) โดยมีอาสาสมัครนักศึกษาเกาหลีใต้ จำนวน ๑๐ คน และคุณครูที่เป็นคู่ที่ปรึกษา (บัดดี้) จากโรงเรียนจอมสุรางค์อุปถัมภ์ และโรงเรียนอยุธยาanusarn จำนวน ๑๐ ท่าน ประกอบด้วย

รายชื่อครูที่เป็นคู่ที่ปรึกษาจากโรงเรียนจอมสุรางค์อุปถัมภ์	รายชื่อครูที่เป็นคู่ที่ปรึกษา โรงเรียนอยุธยาanusarn
๑. นางสาวกณทิรา คุรุอังกูร	๑. นายกันตพัฒน์ มีสมยุทธ์
๒. นางสาวพิมพ์รัตน์ เกิดสติ	๒. นางสาวพิมพ์ลดา มะหะมาน
๓. นางสาวสุพัตรา นะรวายลา	๓. นางสาวกิริติ แจ่มชะไว
๔. นางสาวจิตราพร โคตะรักษ์	๔. นางสาวพัชรินทร์ วงษ์ลอย
๕. นางสาววันทนี บุญยะพันธ์	๕. นายชวลิต บุญอุทิศ

โดยเริ่มดำเนินกิจกรรมทั้ง ๒ โรงเรียนอย่างต่อเนื่องตั้งแต่วันที่ ๒๔ ตุลาคม ๒๕๖๖ จนถึงปัจจุบันและ ในวันอังคารที่ ๑๒ - วันพุธที่ ๑๓ ธันวาคม ๒๕๖๖ องค์กร GCS พร้อมด้วยทีมประเมินผลโครงการจากประเทศเกาหลีใต้จะขออนุญาตเยี่ยมชมกิจกรรมที่เกิดขึ้นระหว่างครูไทยและนักศึกษาจากประเทศเกาหลีใต้ตลอดจนประโยชน์ที่ได้รับสำหรับนักเรียนไทยโดยใช้เวลาครึ่งวันต่อโรงเรียน ๑๒.๐๐ - ๑๕.๐๐ น. ดังรายละเอียดตามกำหนดการที่แนบ

ในการนี้ สำนักงานเขตพื้นที่การศึกษามัธยมศึกษาพระนครศรีอยุธยา จึงขอแจ้งให้ท่านทราบ และขอให้ครูที่ปรึกษาและนักเรียนไทยร่วมให้ข้อมูลแก่คณะติดตามประเมินผลในวันเวลาดังกล่าว

จึงเรียนมาเพื่อทราบและพิจารณาดำเนินการ

ขอแสดงความนับถือ

เรียน ผู้อำนวยการ เพื่อ
☒ ๑. ทราบ
☒ ๒. สรรพมอฝาย
พิจารณา/ดำเนินการ
☐ ๓.
12 ธ.ค. 2566



(นายสายัน ปองไป)

รองผู้อำนวยการสำนักงานเขตพื้นที่การศึกษา ปฏิบัติราชการแทน
ผู้อำนวยการสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาพระนครศรีอยุธยา

กลุ่มส่งเสริมการจัดการศึกษา

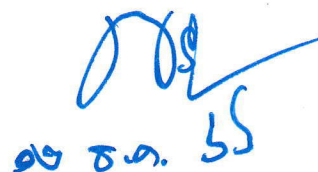
โทร. ๐ ๓๕๘๘ ๑๒๒๐

นางสาวพรพิมล เวทียสุขุม

โทร. ๐๘๐ ๖๖๘๕๐๒๖

✓ทราบ ☐ อนุญาต ☐ อนุมัติ
✓มอบ ☒ บริหารวิชาการ
☐ บริหารงานบุคคล
☐ บริหารงบประมาณ
☐ บริหารทั่วไป
☐ สำนักงานผู้อำนวยการ
12 ธ.ค. 66

๑. ทราบ
๒. แจ้งคุณอภินันท์ ทอชื้อ เกื้อชม.
๓. แจ้งกลุ่มสาระฯ ทบอชื้อ
และคุณอภินันท์ ทอชื้อ
และคุณอภินันท์ ทอชื้อ



๑๖ ธ.ค. ๖๖



๑๖ ธ.ค. ๖๖

กำหนดการกิจกรรมเยี่ยมโรงเรียนและอาสาสมัครเยาวชนเกาหลี ตามโครงการ
“เพื่อนอาสาสมัครจากประเทศเกาหลีใต้” (World Friends Korea Youth-Midterm Volunteer Corps)
วันที่ ๑๒-๑๓ ธันวาคม ๒๕๖๖ ณ โรงเรียนจอมสุรางค์อุปถัมภ์ และโรงเรียนอยุธยาสตรี จ.พระนครศรีอยุธยา
โดยมูลนิธิรักษไทย ร่วมกับ องค์กร Global Civic Sharing (GCS) ประเทศเกาหลีใต้

วันที่ ๑๒ ธันวาคม ๒๕๖๖

เวลา

- ๑๑.๐๐ น เดินทางถึงโรงเรียนจอมสุรางค์อุปถัมภ์
 ประชุมกับอาสาสมัครชาวเกาหลีใต้ / รับประทานอาหารกลางวัน
- ๑๔.๒๐ น ร่วมสังเกตการณ์การจัดกิจกรรมระหว่างอาสาสมัครและครูผู้สอนในโรงเรียน
- ๑๕.๐๐ น สัมภาษณ์นักเรียนที่เข้าร่วมกิจกรรม / ประชุมหารือร่วมกับครูผู้สอน/ผู้บริหาร ถึงแผนความร่วมมือในอนาคต
- ๑๖.๐๐ น เสร็จกิจกรรม

วันที่ ๑๓ ธันวาคม ๒๕๖๖

เวลา

- ๑๐.๐๐ น เดินทางถึงโรงเรียนอยุธยาสตรี
 ประชุมกับอาสาสมัครชาวเกาหลีใต้ ร่วมสังเกตกิจกรรม
- ๑๒.๐๐ น รับประทานอาหารกลางวัน
- ๑๓.๐๐ น ร่วมกิจกรรมที่จัดโดยครูและอาสาสมัครชาวเกาหลี (Human Right Day)
- ๑๕.๐๐ น สัมภาษณ์นักเรียนที่เข้าร่วมกิจกรรม / ประชุมหารือร่วมกับครูผู้สอน/ผู้บริหาร ถึงแผนความร่วมมือในอนาคต
- ๑๖.๐๐ น เสร็จกิจกรรม

ผู้ประสานงานกิจกรรม มูลนิธิรักษไทย

นายปฐวี สุขสวัสดิ์ เจ้าหน้าที่สนามอาวุโส

โทรศัพท์ ๐๘๑-๕๘๘๘๖๑๗

"Governance activities with youth in Mekong"

World Friends Korea (WFK) youth mid-term volunteer corps

Project Proposal (Action Plan)

Thailand team 5

2023.11.03.

Team Introduction



**Gyeongwon
Jang**

Team Leader

Major: Political Science
Interests: International
development cooperation,
public policy



Suehui Jang

SNS Marketer

Major: Architectural
Design

Interest: International
Development
Cooperation,
Public Design



Damin Ko

Accounting

Major: Thai

Interest: International
Development
Cooperation

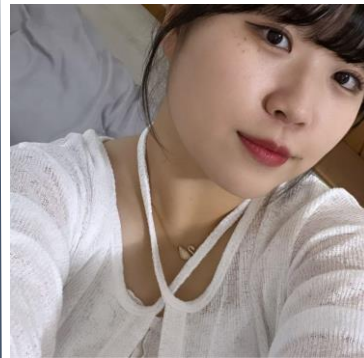


Hyorim Ham

Clerk

Major: international
studies,
Media communication

Interest:
international
development
cooperation



Haemin Hwang

Action Plan Writer

Major: Emergency
Medical
Technology

Interest: International

Development²

Team Introduction



**Kantharida
Kuru-angkun**

Korean Teacher

Major: Korean

Interest: Traveling



**Jittraporn
Kotarak**

English teacher

Major: English

Interest: Language and
entertainment



**Supatthra
Naruailap**

English teacher

Major: English

Interest: Language and
traveling



**Pimrat
Kerdsati**

International program

Major: English

Interest: Language



**Wantanee
Boonyapan**

International program

Major: English

Interest: History and
languages

I. Action Plan Summary

II. Action Plan

1. Project Background and Rationale
2. Purpose and Expectation
3. Activity Details
4. Strategies to promote project
5. Project Schedule
6. Member Role by Activity
7. Risk Management

III. Budget Plan

I. Field Implementation Summary

1. Business name	<i>Thai Ayutthaya Chomsurang Upatham School adolescents Gender Awareness Education</i>
2. Business period	<i>2023.09 - 2024.01</i>
3. Business scale	<i>Total USD 5,000</i>
4. A key part	<i>Gender awareness education for adolescents</i>
5. Key Activity Topics	<i>Gender awareness education for adolescents, strengthening the relevant capabilities of local teachers, and enhancing gender mainstreaming</i>
6. Purpose of development (SDG linkage)	<i>SDG 3, SDG 5, SDG 10</i>

7. Business objectives

Promoting gender awareness for female adolescents

8. Target

- About 3,000 teenagers aged 17-18 in Ayutthaya Chomsurang Upatham School, a girls' school
- Low-income residents (industrial migrants) local communities

9. Expected effect

1. Promoting gender recognition and knowledge of Chomsurang Upatham School students in Ayutthaya region.
2. Promoting self-esteem and human rights awareness that is essential for support and protection of female adolescents.
3. Improving gender-awareness and cultivating sexual knowledge through gender-responsive education and sexual health education.

II. Project Background and Rationale

The 2021 World Economic Forum Global Gender Gap Report **ranked Thailand 79th out of 153 countries in terms of gender equality**. In particular, it **highlighted that 60.6% of sexual crime victims in Thailand are reported to be children and adolescents aged 5-20**. Especially, In 2020, there were over 10,000 cases of violence reported against women and children, including rape, physical assault, human trafficking and unintended pregnancies. This represented an increase of 3,000 cases compared to the previous year, with many more likely going unreported.

There is a significant need for sexual health education, especially for women. According to UNDP Thailand, around 30,000 cases of sexual crimes against women are reported annually. Additionally, a joint study conducted in 2020 by Mahidol University, Plan International Thailand, and UNESCO revealed that social sexual violence is widespread. In response to a question about the prevalence of social sexual violence, 57% of respondents answered that it is very common. The study also found that one-sixth of Thai women face violence from close individuals such as partners or family members.

While violence against women is a serious issue, perpetrators of sexual violence often go unpunished when they have connections with the police. According to the United Nations Office on Drugs and Crime (UNODC), 87% of gender-based violence in Thailand goes unreported.

II. Project Background and Rationale

-UNODC/Thailand Violent & Sexual Crime 2010-2021

Region	Subregion	Country	Category	Source	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Asia	South-eastern Asia	Thailand	Acts intended to induce fear or emotional distress	CTS												438
			Kidnapping	CTS	8	9	9	12	19	304	1,486		11	7	2	
			Serious assault	CTS	9,112	13,322	13,654	12,491	12,675	13,677			10,207	10,113	6,552	9,416
			Sexual Exploitation	CTS									23,614	25,016	28,338	
			Sexual violence	CTS/Computed	1,916	1,538	1,345	1,228		4,043	3,789	3,437	3,199	2,899	2,704	
			Sexual violence: Other acts of sexual violence	CTS							0			0	0	
			Sexual violence: Rape	CTS	2,703	2,151	2,052	1,830	1,587	1,412	2,303		2,156	1,803	1,744	2,028
			Sexual violence: Sexual assault	CTS						1,295	1,486		1,043	944	960	1,352

On the other hand, the education rate is relatively low. About 31% of children aged 6-17 tend not to participate in educational activities. There is a pressing need for the promotion of schools and learning communities in the area that can provide quality education and safe spaces for students, especially when parents are engaged in long hours of livelihood activities.

Furthermore, children have a risk to be exposed to crime and peril without access to the rights to seek assistance from the police and the judicial system, as well as the awareness of their rights to be protected as children and adolescents. Therefore, improving child awareness and conducting parent seminars on this issue, along with enhancing the capacity of teachers to deliver such awareness education, are imperative.

Purpose of the activity

1. Promotion of human rights of women and adolescents in accordance with UNICEF and CEDAW
 - Promotion of affirmation and empowerment of adolescent girls.
2. Enhancement of adolescents' sexual and reproductive health knowledge.
 - Promotion of awareness regarding the scope and severity of sexual violence and gender-based violence.
3. Enhancing local teachers' competence in gender-responsive education, sexual violence, and sexual health knowledge.
 - Enhancing teacher competence for sustaining the effectiveness of gender-responsive education.

Expected outcomes

1. To enhance self-esteem and human rights awareness by helping local adolescents to recognize their inherent right to protection and support.
2. Improvement of gender awareness through gender-responsive education.

II. Project Implementation Plan _ project specifics (Action 1)

Main Activity	Development and Distribution of Teacher's Guidebook and Parents at Chomsurang Upatham School in Ayutthaya City and Training		Role	
			Korea	Local
	Who Two hundred teachers and parents at Chomsurang Upatham School in Ayutthaya City <hr/> Purpose: <i>Increasing awareness of the need for comprehensive gender-responsive education for adolescents among teachers and enhancing teaching capacity</i> <hr/> What <ul style="list-style-type: none"> - Research and development of gender-responsive education materials and educational content for teachers and parents - Discussion with local teachers and adaptation of teaching methods suitable for the local context. - Curriculum development and delivery of the lessons. <hr/>			
On-site	i) Development of comprehensive gender-responsive education materials for teachers <ul style="list-style-type: none"> - Organizing textbooks with the importance of education awareness for adolescent girls for teachers and instructional methods. - Conducting lessons using developed materials and teaching aids tailored to the local context. 		<ul style="list-style-type: none"> - Collecting teaching methodology resources - Researching and contacting outsourcing companies for illustrations 	<ul style="list-style-type: none"> - Formation of rapport and enhancement of business understanding through potluck and action plan orientation. - Needs assessment through interviews and surveys for local teacher
	How ii) Cooperative work with the local team <ul style="list-style-type: none"> - Having a discussion with local members to tailor teaching methods to the local context. - Leveraging support from partner organizations for the contact information of translator, procurement of printing services, and production (including translation and design of materials in the local language, outsourcing of graphic resources) - Having a consultation with local members on the curriculum using the developed materials, including lesson plans and content 			

II. Project Implementation Plan _ project specifics (Action 1)

Main Activity	Development and Distribution of Teacher's Guidebook and Parents at Chomsurang Upatham School in Ayutthaya City and Training		역할	
			Korea	Local
On-site	Who	Two hundred teachers and parents at Chomsurang Upatham School in Ayutthaya City		
		<p>iii) Production of informational guidebooks for teachers and parents</p> <ul style="list-style-type: none"> - Gather data related to the local situation and cultural context. - Develop guidebooks for local teachers and parents. 		<ul style="list-style-type: none"> - Development of educational materials and teacher's guidebook
	How	<ul style="list-style-type: none"> - Contact and distribute to nearby educational and related institutions. 	<ul style="list-style-type: none"> - Local language translation, and design needed for educational materials 	<ul style="list-style-type: none"> - Contacting printing companies and managing the printing process
		<p>iv) CPR Education</p> <ul style="list-style-type: none"> - CPR instruction method training for local students and teachers. 		

ex) Looking back on teacher's approaches on gender & teaching methods

<Teacher's Guidebook>

How do you view the gender issues as a teacher?

Take a moment to reflect on yourself. Write your answers imagining the students you met in the past, the students you are in charge of now, and the students you will meet in the future. If you write the "Life as a Teacher" part over and over again every quarter, it indicates that you would be more gender sensitive.

<Life as a teacher>

Q. Have you ever seen a girl (or a boy) who acts uncharacteristically gender-wise? If you have, what behavior of the student makes you think that way?

Q. How do you respond to children who deviate from traditional gender roles? (e.g., boys who like dresses, girls who like to play aggressive, etc.)

Q. What criteria do you recommend a student to play by?

Q. Which kinds of play do you recommend for a student who is contemplating what kind of play to do? (e.g., providing a girl who is bored with coloring a princess, recommending a car to a boy who is wondering what kind of play to do, etc.)

<Personal Life>

Q. Have you ever been treated differently in the same situation because of your gender? If you have, how did you feel then?

Q. Is there anything you haven't tried (job, hobby, etc.) because of your gender?

(e.g., Things that are socially perceived as hard for a woman to do, or bad for a man to do, etc.)

Q. What do you think traditional femininity or traditional masculinity is?

Q. Have you ever been stressed out about traditional femininity or traditional masculinity? What was the situation?

II. Project Implementation Plan _ project specifics (Action 2)

Main Activity		Role	
		Korea	Local
Gender awareness promotion and health education for adolescents at Chomsurang Upatham School in Ayutthaya City			
Local	Who	Three thousand adolescents in Chomsurang Upatham School	
	What	<ul style="list-style-type: none"> - Gender awareness education for adolescents in Chomsurang Upatham School - Creating, distributing textbooks for the students of Chomsurang Upatham School in Ayutthaya City - Training on sexual health education 	
		<ul style="list-style-type: none"> - Adolescent-related data collection on the Internet - Investigation and contact of outsourcing companies for educational textbooks, translation of local languages, and design - Sharing a movie list and providing a template for writing film reviews during the first stay in Korea 	<ul style="list-style-type: none"> - Production of educational textbooks - A printing company contact - Discuss of the class observation schedule - Conducting a course on screening movies related to women's rights during the first period of stay in Korea and writing reflection essays.
	How	<p>< Cooperative work with the local team ></p> <ul style="list-style-type: none"> - If any differences from the local situation detected through meetings with local members, the contents correction by reflecting it and class progression. - Promote textbooks by sharing them with nearby schools. - Demonstrate local teaching methods and observe existing classes - Conducting a course on screening movies related to the advancement of women's rights during the first period of the stay in Korea and writing reflection essays. ex) hidden figures 	
		<p><Health></p> <ul style="list-style-type: none"> - CPR training / -Sexual health education (contraception, tampons, etc.) 	

II. Project Implementation Plan for Promoting

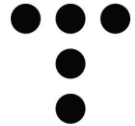
Offline

1. Sharing and distributing textbooks, and teacher's guidebook with nearby schools and institutions.
2. Promotion for local community:
Distributing gender-responsive education related guidebooks to residents and local organizations.









Online

1. Sharing educational materials (such as card news) by Thailand Team 5 through the official channel on platforms.
2. Operation of SNS channels such as Tistory, Facebook, and Instagram.
3. Online sharing through the "Behance" application and website.
4. Promotion of local activities through GCS Youth Mid-term Volunteers' YouTube channel.



II. Project Implementation Plan _ Project schedule

Activity	Description	Schedule					Korea/local
		Sep	Oct	Nov	Dec	Jan	
	Compose an action plan and a feedback session						
Action 1	Design gender-responsible education book for students and teacher's guidebook /curriculum						Draft textbook and organize textbook contents / Communicate with local members to organize a final version of textbook, contact local printing store, and produce the textbooks and teacher's guidebooks
Action 2	Implement gender-responsible education						Conduct participative class through worksheet and discussion session, Letting students watch movies related to women's rights and write a movie review
	Health education						CPR education
Monitoring & Evaluation	Conduct survey						Produce survey, and compare early and late respondents

II. Field Project Plan - Detailed Implementation Schedule for december

Schedule	Activity description	Local role
First Week of December 9/1~9/10	Development of the Action Plan	Share local environments (photos, videos, documents, etc.)
Second Week of December 9/11~9/17	<p>Activity 1) Explore local printing and translation outsourcing</p> <p>Activity 2) Modify and supplement action plan</p> <p>Activity 3) Thailand team meeting and regular team meeting</p>	
Third Week of December 9/18~9/24	<p>Activity 1) Develop contents of textbooks for students</p> <p>Activity 2) Rapport formation through meeting with thailand local team members</p> <p>Activity 3) Modify and supplement action plan</p>	
Fourth Week of December 9/25~10/1	<p>Activity 1) Contact and coordinate with teaching and student textbook design companies</p> <p>Activity 2) Select local printing and translation outsourcing, budget measurement</p> <p>Activity 3) Compose english version of action plan</p>	

II. Field Project Plan_ Detailed Implementation Schedule for October

Schedule	Activity description
First Week of October 10/2~10/8	Activity 1) Develop student textbooks Activity 2) Action plan modification and enhancement
Second Week of October 10/9~10/15	Activity 1) Final action plan presentation Activity 2) Action plan modification and enhancement Activity 3) Develop student textbooks
Third Week of October 10/16~10/22	Activity 1) Develop student textbooks
Fourth Week of October 10/23~10/29	Activity 1) Arrival in Thailand and participating in training for local adaptation Activity 2) Develop student textbooks Activity 3) Asking for local teachers to look for local printing and translation outsourcing

II . Field project plan _ Detailed implementation schedule for November



Schedule	Activity description
First Week of November 10/30~11/5	<p>Activity 1) Review contents of textbooks and class materials through cooperative work with local teams</p> <p>Activity 2) Check the local school schedule and provided class timetable for gender responsive education classes</p> <p>Activity 3) Develop curriculum for gender-responsive education classes and have a meeting with local thai teachers</p> <p>Activity 4) Submit the final version of the action plan</p>
Second Week of November 11/6~11/12	<p>Activity 1) Final review, decision, and execution of translation outsourcing</p> <p>Activity 2) Develop curriculum for gender-responsive education classes and have a meeting with local thai teachers</p> <p>Activity 3) Building rapport and having an orientation with students</p>
Third Week of November 11/13~11/19	<p>Activity 1) Return to Korea (11/13)</p> <p>Activity 2) Final decision of design outsourcing and finalization of student textbook design</p> <p>Activity 3) Creating surveys for students and teachers</p> <p>Activity 4) Screening movies related to the advancement of women's rights and writing reflection essays ex) hidden figures</p>
Fourth Week of November	<p>Activity 1) Arrival in Thailand (11/24)</p>

II . Field project plan _ Detailed implementation schedule for December

Schedule	Activity description
First week of December 11/27~12/3	<p>Activity 1) 1st week of gender-reponsive education class</p> <p>Activity 2) Conducting surveys for student and teacher</p> <p>Activity 3) Designing teacher's guidebook</p>
Second week of December 12/4~12/10	<p>Activity 1) 2nd week of gender-responsive education class</p> <p>Activity 2) Designing teacher's guidebook</p>
Third week of December 12/11~12/17	<p>Activity 1) 3rd week of gender-responsive education class</p> <p>Activity 2) Translation of the teacher's guidebook</p> <p>Activity 3) Entering South Korea</p>
Fourth week of December 12/18~12/24	<p>Activity 1) Preparation for the next classes</p> <p>Activity 2) Designing for teacher's guidebook</p>
1Fift week of December 12/25~12/31	<p>Activity 1) Preparation for the next classes</p> <p>Activity 2) Designing for teacher's guidebook</p>

II. Field project plan _ Detailed implementation schedule for January

Schedule	Activity description
First week of January 1/1~1/7	<p>Activity 1) Departure to Thailand (1/2)</p> <p>Activity 2) Develop a final survey</p> <p>Activity 3) 4th week of gender-responsive education class</p> <p>Activity 4) Completion and distribution of teacher's guidebook</p>
Second week of January 1/8~1/14	<p>Activity 1) Conducting a final survey for students and teachers</p> <p>Activity 2) Data collection and assembly</p> <p>Activity 3) 5th week of gender-responsive education class</p>
Third week of January 1/15~1/21	<p>Activity 1) CPR class</p> <p>Activity 2) End-of-class party</p>
Fourth week of January 1/22~1/28	<p>Activity 1) Entry into Korea (1/23)</p> <p>Activity 2) Participating in performance sharing meetings</p> <p>The schedule from this date may be subject to change depending on future schedules</p>

II. Field project plan _ Member's Role by activity

Activities	Role	Korea/local	Name
Activity 1, 2 / Making gender-responsive education materials	Conducting gender-responsive education related research	Korea, Thai	Everyone
	Organizing the contents of the book	Korea, Thai	Everyone
	Team leader	Korea, Thai	Gyeongwon Jang
	Trello Administrator	Korea, Thai	Gyeongwon Jang
	Local contact & communication	Korea, Thai	Gyeongwon Jang
	Designer contact	Korea, Thai	Suehui Jang
	Creating SNS contents	Korea, Thai	Suehui Jang
	Subtitles producing	Korea, Thai	Everyone
	Thai translator contact	Korea, Thai	Damin Ko
	Schedule Organization & Management	Korea	Haemin Hwang

II. Field project plan _ Member's Role by activity

Activities	Role	Korea/local	Name
	Survey design for M&E	Korea, Thai	Everyone
	Designing class curriculum	Korea, Thai	Everyone
	Survey & interview data collection	Korea, Thai	Everyone
	M&E analysis	Korea	Gyeongwon Jang, Hyorim Ham
	Writing weekly & monthly reports	Korea, Thai	Hyorim Ham
	Accounting	Korea, Thai	Damin Ko

II. Field project plan _ Member's Role by activity

Activities	Role	Korea/local	Name
	Take over our class during the first period of staying in korea	Thai	Kantharida Kuru-angkun
	Connect online meeting between korean members and thai members	Thai	Kantharida Kuru-angkun
	Activate communication between thai and korean members through Korean interpretation	Thai	Kantharida Kuru-angkun
	Prepare thai class for korean members	Thai	Supattra Naruaylarp
	Introduce schools and explaining school culture, leading translator and designer contacts	Thai	Supattra Naruaylarp
	Lead local members' meetings	Thai	Supattra Naruaylarp
	Take and share photos	Thai	Chitraporn Kotarak
	Introduce schools and explain school culture	Thai	Pimrat Kerdsati, Miss Wantanee Bunyapan ²³

II. Field project plan _ Member's Role by activity

Activities	Role	Korea/local	Name
	Search local translator and designer	Thai	Kantharida Kuru-angkun
	Introduction photos and role descriptions, and sharing team	Thai	Kantharida Kuru-angkun
	Class feedback : Recommend to make activities in class	Thai	Kantharida Kuru-angkun
	Share the class schedule with the Korean members	Thai	Supattra Naruaylarp
	Share the list of beneficiaries	Thai	Supattra Naruaylarp
	Invite korean members to experience Japanese cultural exchange	Thai	Supattra Naruaylarp

II. Field Project Plan _ Expected problems and countermeasures

Expected problem	Cause	Countermeasures
Delayed ordering textbook printing and translation	Delays in business operations, etc	Using PDF version of textbook as educational material
COVID-19 infection	Close contact with COVID-19 confirmed patients	Self-diagnosis before coming to school
A low class participation rate	Lack of rapport formation, etc	Active use of participatory teaching and facilitation
The control of local organizations	An administrative problem	Replacing planned activities with delivering educational materials
Problems of communication with student while the class	Communication problem because of Language barrier	Collaboration with local members who speak Korean and ongoing Korean language learning for Korean members

II. Field Project Plan _ Outcomes (output & changes)

Change content	Goal	Basis/Method of Calculation	Base line (Starting date)	End line (Ending date)
Enhancement of gender equality awareness	Decrease of standard deviation & Increase in cumulative scores	Survey based on Likert scale & Interview	2023.11.24	2024.01.23
Improved awareness of coping methods to Gender-based Violence (GBV)	Same as above	Same as above	2023.11.24	2024.01.23
Enhanced teacher capacity in gender-inclusive education	Same as above	Same as above	2023.11.24	2024.01.23
Awareness of gender issues	Same as above	Same as above	2023.11.24	2024.01.23
Improvement of sexual and reproductive health knowledge	Enhancement of the correct answer rate (cumulative score)	Multiple-choice survey	2023.11.24	2024.01.23

*The base line and end line are subject to change depending on future schedules.

II. Field Project Plan _ Outcomes (output & changes)

Change content	Goal	Basis/Method of Calculation	Base line (Starting date)	End line (Ending date)
Number of students	-	Per class	2023.11.24	2024.01.23
Number of hours for Gender-responsive education class	xx hours	To be determined	2023.11.24	2024.01.23
Conducting surveys and interviews with local students and teachers for performance measurement & evaluation.	xx student twenty local teachers	To be determined	2023. 11. 24	2024.01.23

* Expected to be finalized

III. Budget (Draft) and Execution Plan

Activity	Contents	Unit price		Headcount/Quantity		Days/Hours	Amount (USD, Won)
Gender-responsive education	Textbook & teaching materials printing	9770 Won	x	300	x	2 Weeks	2,931,000 Won USD 2,220.73
Gender-responsive education	Outsourcing of textbook design/illustration materials	25,000 Won	x	70 pages	x	2 Weeks	1,500,000 Won USD 1,136.51 * 디자이너 컨택 필요
Gender-responsive education	Outsourcing of textbook translation	11,244 Won	x	70 pages	x	1 Week	787,080 Won USD 596.35
	stationery for class						50,000 Won USD 37.88
Party for the final class	Beverage and snack for the party	70,000 Won	x	5 times	x	1 Week	350,000 Won USD 265.18
Gender-responsive education	Rewards (small gifts from Korea) in class to improve class participation.	About 3,000-8,000 Won	x	6 times	x	6 Weeks	369,470.3 Won USD 279.83 (10,000 THB)
Transportation fee	Transportation expenses required for market research and purchasing goods	200 THB 7,398 Won	x	10 times	x	6 Weeks	2000 THB 73,889.36 Won USD 55.97
Contingency budget							USD 350 462,197.75 Won
Total Amount							6,523,637.41 Won
							USD 4,942.45

** Possibility of change based on the exchange rate.

** The contingency budget will be allocated based on final budget balance.

"Governance Activities with Local Thai Youth"

WFK

Action Plan

Thailand Team 6

20.09.2023

Introducing Team 6

Jinu Park
Part : Reader



#ENFJ
#Have a lot of
passion
#Sympathy100%

Jinu Park

“ I want to learn about a society where
equality equality of opportunity is
guaranteed through the '청년중기봉사단'

Byeong rok
Noh
Part : accounting



#ISTP
#Strong
#Big potato
#Encourage100%

Byeong rok Noh

“ You're only young once. ”

SuA Cho
Part : Clerk



#ESTJ
#Ability person
#Clumsy
#Intelligence 100%

SuA Cho

“ I want to enjoy the time
you and I grow together! ”

Daewoo Kim
Part : Action
Plan Writer

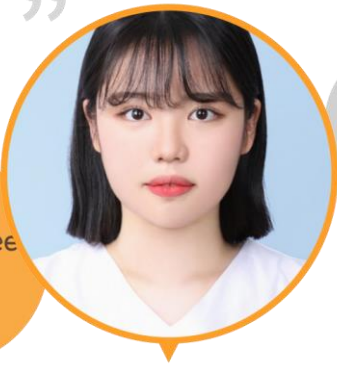


#INTP
#Smart
#Wise Man
#Kindness100%

Kim Daewoo

“ For a better future, Let's do it! ”

Hyunseo Lee
Part : SNS



#INTJ
#The youngest of
the team
#a lot of laughter

Hyunseo Lee

“ Through this experience, I will take a step
forward towards the dream of
Development Cooperation ”

I. Basic Project Information

II. Action Plan

- A. Background and Necessity of the project
- B. Purpose of the project and expectation effectiveness
- C. Details of the Action Plan
- D. Promotion strategy
- E. Schedule of the project
- F. Roles of team members
- G. Expected problem and solution
- H. Result(Working out & Change)

III. Budget (proposal)

I. BASIC PROJECT INFORMATION

1. Title	Youth capacity building and improvement of educational environment at Ayutthayanusorn school in Ayutthaya, Thailand
2. Duration	01.09.2023 ~ 31.01.2024
3. Budget	Total USD 5000 (maximum)
4. Scope	Education
5. Key activity topics	Enhancing Student Competencies, Improving Living Environment
6. Goal(SDGs)	SDGs 4, 13, 17
7. Component	Strengthen youth capabilities and improve the educational environment
8. Beneficiary	Republic of Korea: People who are interested in International Development Cooperation Thailand: Students and teachers at Ayutthayanusorn School
9. Outcomes	<ol style="list-style-type: none"> 1. Cultural Competency Building 2. Improving global citizenship

I. BASIC PROJECT INFORMATION

문제상황

01

Lack of infrastructure
for language and
culture classes



해결방안

01

Strengthening cultural
competency through Korean
language classes

02

Absence of education
to foster global
citizenship

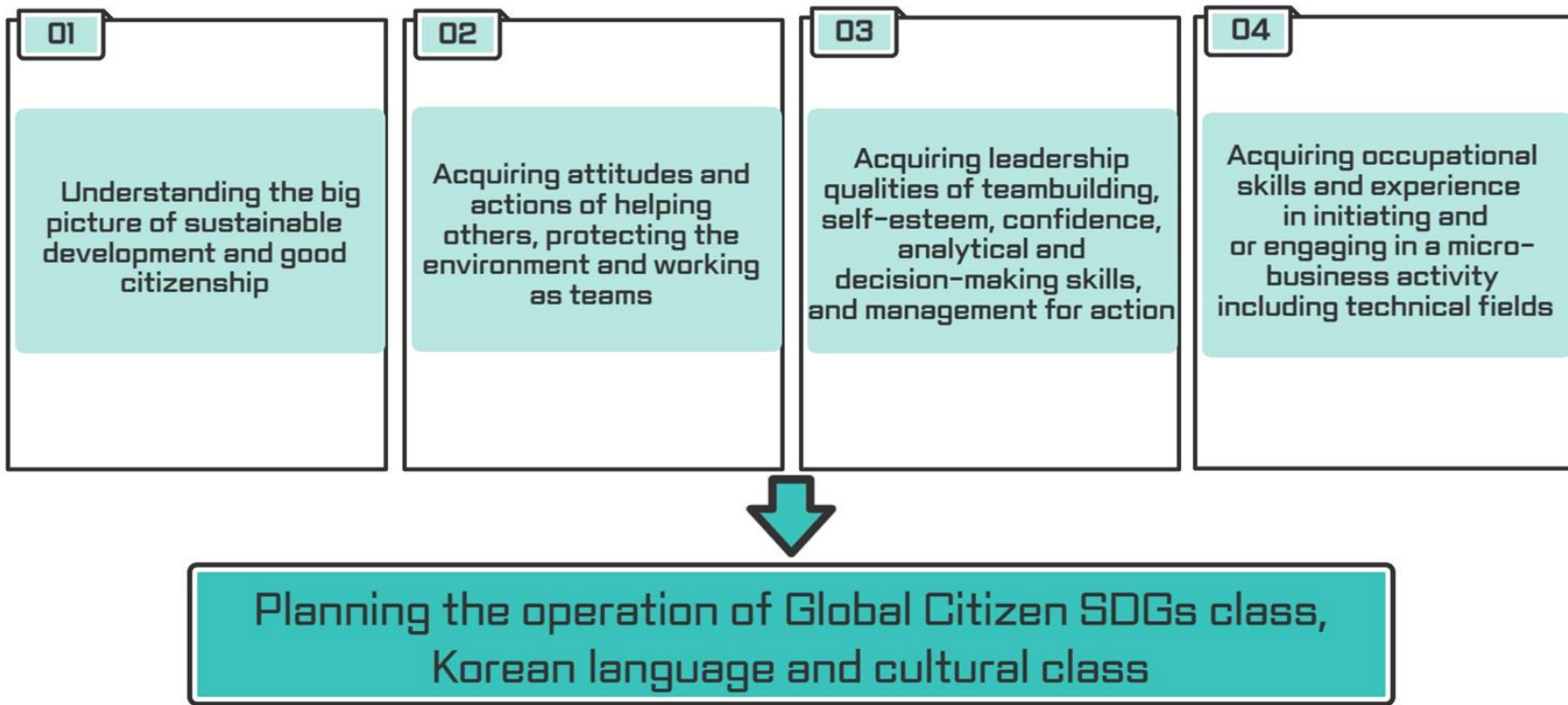


02

Improving global citizenship
awareness and
improving execution ability



Youth Leadership Development (YLD) program goals



II. Background and Necessity of the project

Need 1. Preference for Korean culture has increased, but learning resources are lacking / Needs of RTF and Ayutthayanusorn school

- Recently, due to the Korean language craze, the number of Korean classes as a second language has increased, and the number of students seeking Korean language classes has increased.
- Many Korean language schools have been opened in major cities such as Bangkok.
- However, like Ayutthaya there are not many facilities to learn Korean. Additionally, there is a lack of teachers to teach Korean language classes.

By opening Korean cultural education, we aim to improve students' language level and foster awareness of their cultural role through language and cultural education.



Ayutthaya Nuson School's Cultural, Cooking Class Needs

II. Background and Necessity of the project

Need 2. Lack of Global Citizenship Education

- Minority identity applies in an intersectional way through a various elements such as gender, race, sexuality, class, disability, age, religion. And It deepens the discrimination, violence, and poverty of minorities.
- Nearly 5~10% of Thai population have LGBTQ+ identity. Nevertheless, many LGBTQ+ students are under sexual orientation discrimination and find it difficult to protect their rights in education field
- Violence against women is a global issue across the world. Especially the situation of sexual trafficking in southeast asia is worsening after COVID-19 pandemic.
- Climate Change makes environment extremely serious and its damage is concentrated on people in developing countries makes inequality worse.

Therefore, we need to understand peace and human rights and promote understanding about environment, inequality, governance based on diversity through ‘Global Citizenship Education Class’.

II. Purpose of the project

Purpose of Class Activity

1. Korean Culture Class : Strengthening Cultural Competency

The goal is to improve your language skills and understand other languages by learning Korean.

We develop a curriculum to share various experiences directly and indirectly by educating about Korean food, traditional clothing, holidays, and popular culture.

1. Global Citizenship Education Class : Improving awareness of global citizenship

Through Global Citizenship Education, helping students grow into global citizens by understanding peace, human rights, inequality, and diversity.

It aims to develop the ability to actively participate in social issues through activities to improve understanding of global issues and achieve SDGs goals at the local community level.

II. Expectation effectiveness

Expectation effectiveness of Class

1. Korean Culture Class

By offering Korean language education to students interested in Korea due to the growth of the Korean Wave, it is possible to enhance their language abilities. Additionally, through experiencing a new culture, students can gain understanding and respect for that culture. Furthermore, by forming international friendships with Korean members, they can expect to strengthen global citizenship and gain motivation for employment through networking with people from diverse backgrounds.

2. Global Citizenship Education Class

It will contribute to understanding and respecting other cultures. It will also promote increased awareness and participation in international issues such as climate change, human rights, and inequality, and help find better solutions by applying creative thinking through education. Through activities related on the class, it will be able to share thoughts with others, expand thinking, and improve ability to collaborate with others.

II. Details of the Action Plan

Activity <i>Korean Culture Class</i>			Role	
			Korea	Thailand
TH	Who	Local teacher, students interested in the Korean or Korea culture	<ul style="list-style-type: none"> - Curriculum Preparation for Level-Based Instruction - Preparation and Production of Textbooks for Level-Based Instruction 	<ul style="list-style-type: none"> - interpretation to help students understand in English of Korean members - Printing instructional materials
	What	Enhancing Students' Language skill and Cultivating Cultural Awareness Through Language Education		
	How	<ul style="list-style-type: none"> - Assessing Students' Korean Language Proficiency through Pre-tests - Developing Level-Based Curricula in Reading, Listening, and Writing - Conducting Cultural Classes such as Food and Music, A Language Speaking test for Post-test Purposes (Self-introduction, Singing Songs, Reading Books, etc.) - Ensuring Sustainability through Ongoing Feedback Between Local and Korean Participants After Volunteer Activities. 		

Activity <i>Global Citizenship Education Class</i>			Role	
			Korea	Thailand
TH	Who	Local teachers and students	<ul style="list-style-type: none"> - Making a curriculum based on SDGs - Making learning materials about SDGs and Human Rights issues 	<ul style="list-style-type: none"> - interpretation to help students understand in English of Korean members - Printing instructional materials
	What	Capacity building for awareness of Human Rights through Global Citizenship Education		
	How	<ul style="list-style-type: none"> - Class based on SDGs goals twice a week - Classes that address various inequalities and environmental issues - Making guidebooks and purchasing the books for the sustainability of the class 		

II. Promotion strategy

Main Promotion Tools : Instagram, Facebook, Blog(tistory), Youtube

1. Instagram, Facebook, Naver Blog

Purpose: Produce and share the results of team(governance) activities in cooperation with local members

Produce and post activity contents as card news and short videos

After writing a summary of the activity, post it with members' impressions of the activity

- > Especially, promoting through Instagram Reels
- > Encouraging participation with campaign using Social Media

1. Youtube

Making video of activities about class and capacity building programs

→ After opening a class, we produce a video introducing the class to encourage active participation from local students.

II. Schedule of the project

Activity	Content	Schedule				KR/TH
		Oct.	Nov.	Dec.	Jan.	
Korean Culture Class	<ul style="list-style-type: none"> - Pre-test - Developing Level-Based Curricula in Reading, Listening, and Writing - Culture Class - A Language Speaking test(Self-introduction, Singing Songs, Reading Books, etc.) - Continuing Feedback - Purchasing books related to Korea 					TH
World Citizenship Education Class	<ul style="list-style-type: none"> - Pre-test - SDGs-based curriculum development - Classes related to global citizenship, quality education, inequality (economic gap, gender issues), and environment (climate crisis, new and renewable energy, etc.) - Classes and discussions held once a week on 17 SDGs and human rights issues - Purchasing books related to Human Rights issues 					TH

II. Detailed Schedule (Oct.)

Schedule	Content
Week 1 2/10~8/10	<ul style="list-style-type: none"> - Making educational curriculum about the class - Create of textbooks and teaching materials necessary activities and education
Week 2 9/10~15/10	<ul style="list-style-type: none"> - Making educational curriculum about the class - Create of textbooks and teaching materials necessary activities and education
Week 3 16/10~22/10	<ul style="list-style-type: none"> - Making educational curriculum about the class - Create of textbooks and teaching materials necessary activities and education
Week 4 23/10~29/10	<ul style="list-style-type: none"> - Making educational curriculum about the class - Create of textbooks and teaching materials necessary activities and education
Week 5 30/10~5/11	<ul style="list-style-type: none"> - Making educational curriculum about the class - Create of textbooks and teaching materials necessary activities and education - Korean class Pre-test - Global Citizenship Education Team Self-Introduction and Korea Introduction

II. Detailed Schedule (Nov.)

Schedule	Korean Culture Class		World Citizenship Education Class	
	Domestic member	Local member	Domestic member	Local member
Week 6 6/11~12/11	<ul style="list-style-type: none"> - Korean language training on greetings (안녕하세요.Hello, 저의 이름은 oo입니다.My name is oo) - Korean language education about gratitude and sorry (고맙습니다. Thank you. 미안합니다. Sorry) 		<ul style="list-style-type: none"> - Class orientation - Pre-test about SDGs - What is world citizen? - Coloring national flag - Thinking about what you can do as a global citizen 	
Week 7 13/11~19/11	<ul style="list-style-type: none"> - Create and provide English learning plan for Korean vowel creation activities - Write a learning plan for the 2nd local activity 	<ul style="list-style-type: none"> - Vowel review class in progress - Progress Hangul frame making class 	<ul style="list-style-type: none"> - Production and English translation of PPT for 'no poverty', 'zero hunger' class - Securing a video related to 'Why is half the world hungry?' - Creating review page - Preparing topics for discussion activities 	<ul style="list-style-type: none"> - Proceed Sdgs Goal 1 and 2 'no poverty', 'zero hunger' Education - After watching the video, proceed with the activity of writing review and keep the output - Progress and record of discussion activities on 'no poverty' and 'zero hunger'
Week 8 20/11~26/11	<ul style="list-style-type: none"> - Research and provision of Korean video viewing platform (Korea's No. 1) - Production and provision of book report forms - Class progress inspection and feedback - Write a learning plan for the 2nd local activity 	<ul style="list-style-type: none"> - Progress class for watching videos and writing comments 	<ul style="list-style-type: none"> - Production of PPT for 'Quality Education' class and English translation - Securing Malala Yousafzai video - Creating review page - Preparing topics for discussion activities 	<ul style="list-style-type: none"> - Proceed Sdgs Goal 4 Conduct 'quality education' class - After watching the video, proceed with the activity of writing review and keep the output - Progress and record of discussion activities on quality education

II. Detailed Schedule (Dec.)

Schedule	Korean Class		World Citizenship Education Class	
	Domestic member	Local member	Domestic member	Local member
Week 9 27/11~3/12	<ul style="list-style-type: none"> - Self-introduction education in Korean (저는 00살입니다. I'm 00 years old) - Introducing your future aspirations in Korean (저의 꿈은 선생님입니다.) - Consonant and vowel review 		<ul style="list-style-type: none"> - Education on economic inequality - Debating on mitigating inequality solutions - Activities based on worksheet of inequality 	
Week 10 4/12~10/12	<ul style="list-style-type: none"> - Introducing yourself in Korean (저는 00을 좋아합니다.) - Family introduction in Korean (저의 가족은 엄마, 아빠 동생입니다.) 		<ul style="list-style-type: none"> - Racism and Discrimination Class - Debating on racism issues 	
Week 11 11/12~17/12	<ul style="list-style-type: none"> - Word creation (1) 		<ul style="list-style-type: none"> - Gender Equality Class 1 - Understanding between 'sex' and 'gender' - Activities based on worksheet 	
Week 12 18/12~24/12	<ul style="list-style-type: none"> - Make a sheets about Word creation (2) - Make a video about Korea culture class (윷놀이, 딱지 치기 등) Write a learning plan for the 3rd local activity 	<ul style="list-style-type: none"> - Progress class of Word creation (2) - Progress class of Korea culture (윷놀이, 딱지 치기 등) 	<ul style="list-style-type: none"> - Gender Equality Class 2 - Production of PPT for LGBTQ issue class and English translation - Securing LGBTQ+ related videos - the creation of a review pages - Preparing topics for discussion activities 	<ul style="list-style-type: none"> - Proceed LGBTQ issue class - After watching the video, proceed with the activity of writing a review and keep the output - Progress and record of discussion activities on LGBTQ
Week 13 25/12~31/12			<ul style="list-style-type: none"> - Environmental Education 1 - Production of PPT for marine and terrestrial ecosystem class and translation into English - the creation of a review pages - Preparing topics for discussion activities 	<ul style="list-style-type: none"> - Proceed environmental (ecosystem) issue class - After watching the video, proceed with the activity of writing a review and keep the output - Progress and record of discussion activities on sustainable ecosystem

II. Detailed Schedule (Jan.)

Schedule	Content	
	Korean Class	World Citizenship Education Class
Week 14 1/1~7/1	- Activity of Culture	<ul style="list-style-type: none"> - Environment Class II - Understanding of climate change - Understanding of renewable energy - Activities based on worksheet
Week 15 8/1~14/1	- Word creation (1), (2)	<ul style="list-style-type: none"> - Democracy education - Debating activity - Efforts for peace and justice
Week 16 15/1~21/1	- Korean speaking Test and Post-test	- Post-test about SDGs
Week 17 22/1~23/1	- Organizing volunteer group activity data and self-evaluation	

II. Roles of team members

Activities	Role	Local	Name
Leading the overall project	Leader	TH	Jinwoo Park
Budget management	Accountant/ safety management	TH	Byeongrok Noh
Writing a meeting content	Clerk / Data organization	TH	Sua Cho
Writing an Action Plan	Action Plan Planner / Interpreter	TH	Daewoo Kim
Creating a contents Monitoring Social Media	Social Media Manager/ Schedule Management	TH	Hyeonseo Lee

II. Expected problem and solution

Expected risk factors	Cause	Mitigation measures
Surge of COVID-19 again or the outbreak of another infectious disease	Recently, new COVID-19 variants are rising, and crowded public facilities, such as schools, are susceptible to the spread of not only COVID-19 but also other contagious diseases like epidemic conjunctivitis, influenza, food poisoning, and chickenpox.	<ul style="list-style-type: none"> - Continued strengthening of hygiene education - Post-education implementation monitoring and follow-up - Students who become ill are immediately isolated and recommended to wear masks - In case of the spread of infectious diseases, a switch to homework assignments may be unavoidable.
Class schedule allocation issues	Lack of communication with the local center and a shortage of information.	<ul style="list-style-type: none"> - Formation of rapport with local teachers and ongoing persuasion and negotiation - Plan B and C contingencies
Inability to conduct outdoor activities due to weather	Difficulty in conducting outdoor activities due to the possibility of heavy rain during the monsoon season in Ayutthaya	<ul style="list-style-type: none"> - Rearrangement of future schedules - Conduct of supplementary weeks
Difficulty in conducting classes due to skill level differences	Differences in the age and skill levels of the students.	<ul style="list-style-type: none"> - Pre-test - Level-based class

II. Expected problem and solution

Expected risk factors	Cause	Mitigation measures
Disruptions in class due to cultural differences	Educational programs that do not consider the local culture	<ul style="list-style-type: none"> - Continuous feedback with local teachers after curriculum development - Adjustment of lesson content after receiving sufficient information from local teachers"
Student disengagement or absenteeism	School Bullying, lack of resources to attend school, parental opposition, decreased interest, etc.	<ul style="list-style-type: none"> - Identify the precise reasons for student disengagement and respond accordingly - Ongoing satisfaction surveys and feedback to identify needs and post-education follow-up - Development of lessons that can generate interest - Promote home visits within acceptable boundaries.
Supply shortages	Contract termination unexpectedly or disputes with companies, quality issues, etc.	<ul style="list-style-type: none"> - Establish Plan B to prevent disruptions and ensure smooth progress - Maintain ongoing communication with local authorities and collaborate with the company.
Safety incidents	Possibility of safety incidents during outdoor activities etc.	<ul style="list-style-type: none"> - Always have medical supplies on hand during field experiential learning - Deploy healthcare staff - Include a safety management headquarters booth.

II. Results (calculation & change)

Change	Goal	Calculation basis/method	Starting	Ending
Improvement of Korean proficiency for target students	<p>Average score</p> <p>Improved by 2.5 points or more</p> <p>(Improvement of vowels by more than 0.5 point, average improvement of consonants by more than 0.5 point, conversation average improvement of more than 0.5 point, Korean origins average improvement of more than 0.5 point, Korean culture average improvement of more than 0.5 point = total average score improvement of more than 2.5 points)</p>	Pre-test and post-test of Korean language proficiency, Korean class textbooks and activity sheets	2023.11.02	2024.01.19

Activity content	Goal	Calculation basis	Starting	Ending
Number of students taking Korean language class	38~42p	Basis on one class	2023.11.02	2024.01.19
Number of Korean class hours	20h	twice a week × 1h × 10 weeks	2023.11.02	2024.01.19

II. Results (calculation & change)

Change	Goal	Calculation basis/method	Starting	Ending
Increasing Global Citizen awareness for Target Students	Students with less than 10 points out of 15 points increase more than 5 points, Students with more than 10 points out of 15 points increase more than 3 points	SDGs pre-test and post-test, Student perception change Individual interviews (qualitative data), activity sheets	2023.11.06	2024.01.14

Activity content	Goal	Calculation basis	Starting	Ending
Number of students Global Citizen education	38~42p	Basis on one class	2023.11.06	2024.01.14
Number of Korean Global Citizen education hours	20h	twice a week × 1h × 10 weeks	2023.11.06	2024.01.14

 지구촌나눔운동
Global Civic Sharing

Activity	Details	Unit price		Personnel/ Number of cases		Number of days/ti me	Amount (USD, KRW)
Expense for Korean cultural education activities	The production cost of Korean cultural education content	773\$	x		x		773\$
	The cost of ingredients for Korean cuisine	387\$	x		x		387\$
	The cost of purchasing books on Korean culture	773\$	x		x		773\$
The cost of global citizenship education activities	The production cost of global citizenship education content	1,234\$	x		x		1,234\$
	The cost of purchasing books related to global citizenship education	464\$	x		x		464\$
The cost of producing promotional materials	NOTION	11\$	x	5	x	3	162\$
Preliminary budget	preliminary budget	688\$	x		x		688\$
Festival	Korean Culture and Global Citizenship Festival	464\$	x		x		464\$
합계							4,950\$
							USD

Environment Problems : <https://www.mk.co.kr/news/culture/10719403>

Korean language teacher shortage : <https://news.kbs.co.kr/news/pc/view/view.do?ncd=7719180>

Plogging : <https://www.youtube.com/watch?v=B9mnAapX7Vw>

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1. https://www.researchgate.net/publication/324232274_Factors_Associated_with_Motorcycle_Risk_Behavior_among_Thai_University_Students_Khon_Kaen

2. <http://www.jmatonline.com/index.php/jmat/article/view/13735>

3. <https://journals.sfu.ca/ijg/index.php/journal/article/view/2603>

Plogging :

<https://m.blog.naver.com/kahpgw/222848082666>

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1. <https://www.mdpi.com/2071-1050/12/1/395>

2. <https://www.roadsafetyfacility.org/country/thailand>

3. <https://www.bangkokpost.com/thailand/general/2259819>

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5. <https://www.mdpi.com/1660-4601/17/10/3696>

6. <https://www.nature.com/articles/s41598-022-24811-4>

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8. <https://losso.tistory.com/87>

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10. <https://m.taechoclub.com/place/view.html?Cidx=TGUB001&seq=1188>