



EIU Best Practices Series **No. 29**

Promoting EIU Through Globally Connected Classrooms in Thailand

Sai Nam Peung School, Bangkok, Thailand
EIU BEST PRACTICES 2012



APCEIU

United Nations
Educational, Scientific and
Cultural Organization

Asia-Pacific Centre of
Education for International Understanding
under the auspices of UNESCO
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국제연합
교육과학문화기구

Foreword

Faithful to its mandate, the Asia-Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO has served as a regional centre to promote Education for International Understanding (EIU) towards a Culture of Peace in Asia and the Pacific region since its establishment in 2000.

As educators are faced with great challenges in the fast-shifting world of globalization, APCEIU is well aware of how collective efforts can form a greater force towards a Culture of Peace by learning from one another and from the past. On this account, APCEIU has been publishing the EIU Best Practices in order to provide a platform to share diverse experiences and perspectives among various professionals in the field of education.

The EIU Best Practices aims to promote a Culture of Peace by supporting local initiatives in 47 UNESCO Member States in the region and encouraging innovative EIU practices in different local contexts. The EIU Best Practices Programme advocates the idea of “Learning to Live Together” (LTLT), which encourages participatory learning and critical thinking to develop mutual understanding towards the relationship between selves and others. Thanks to continuous support from the National Commissions for UNESCO in the Asia-Pacific region as well as numerous efforts of EIU practitioners, APCEIU has published and disseminated a number of monographs of unique cases over the past six years. This year, four new cases are introduced with series number 27 to 30.

This issue presents a multilateral project in Thailand, which interconnected students from Thailand, United Kingdom, Korea, Indonesia, Malaysia, Taiwan, and Vietnam to share their values and thoughts on EIU issues. Through the portals of connection, students from different regions were able to collaborate in doing group works and activities, which were focused on sharing ideas on students' interest and every day experiences. This case highlights the specific practice that encouraged students to actively learn from one another and understand the cultural diversity, which optimized the outcome of the students' capacity in communication skills, language skills, and personal development as global citizens. In addition to strengthening the network among participating schools, the impact of the multilateral project extended to teachers while they were engaged in exchanging pedagogical methods and knowledge to support and inspire each other.

May the cases in this year's publication continue to spread inspiration to construct further openness, equality and diversity in the Asia-Pacific region and beyond. I also expect that through this endeavor, various EIU Best Practices can be shared among educators, scholars, policy makers and activists who are committed to promoting a Culture of Peace in the region.

December 2012



LEE Seunghwan
Director

EIU Best Practices is...

APCEIU has been committed to the promotion of a Culture of Peace since its inception, in line with one of the pillars of education “Learning to Live Together.” A Culture of Peace has been a key principle at the core of UNESCO’s ethical mission. It involves a set of values, attitudes and behaviours that can be taught, developed and improved upon to enhance mutual understanding and conflict resolution. Attaining a Culture of Peace requires transformation of institutional practices, as well as individual values and behaviours in which education plays a crucial role in the process. As a major educational tool aimed at promoting a Culture of Peace, EIU addresses issues related to cultural diversity, globalization and social justice, human rights, peace and sustainable development. It focuses on increasing the capacity of learners to deal with issues of everyday life, to resolve community conflict and to enjoy human, political and civil rights to a greater extent.

APCEIU launched EIU Best Case Studies in 2006 in cooperation with the UNESCO Member States in the region to encourage educators, scholars and activists to implement and share local initiatives on EIU. It is an outreach programme that invites them to share their efforts in promoting education for a culture of peace in different social and cultural contexts. Now renamed as EIU Best Practices in order to further encourage the participation of practitioners in the field, the programme seeks to promote and collect innovative practices based on optimal classroom conditions and activities, school climate, community and social atmosphere, and

disseminate them throughout the region.

The programme is conducted through the following steps: 1) Call for Applications: APCEIU sends announcement letters along with application forms and guidelines to the 47 National Commissions for UNESCO, UNESCO field offices, major National Institutes of Education in the region and APCEIU's MOU partners in the region; 2) Screening and Selection: Submitted applications are reviewed by the Screening Committee, composed of experts, who then select the best practices; 3) Field Visit: APCEIU staff undertake field visits to the programme sites of the selected cases to confer the EIU Best Practices awards, conduct field observation and interviews, and provide the selected applicants with the guidelines for the final report; 4) Submission of the Final Reports: Selected applicants submit the final reports to APCEIU based on the guidelines; and 5) Publication and Dissemination: Final reports are published as a monograph series and disseminated throughout Asia and the Pacific region.

Given the favorable and enthusiastic responses from the region, and support from the National Commissions for UNESCO, APCEIU wishes to expand the positive momentum built thus far and further its efforts for the coming years.

APCEIU encourages educators, scholars and activists from the Asia-Pacific region to apply and share their experiences and perspectives. The Centre expects that through the EIU Best Practices, diverse practices of EIU will be widely shared throughout the entire region and beyond, thus contributing towards achieving a Culture of Peace.

Author



Mrs. Ajarn Kanchaphat Chaoplaina is Head of the Foreign Languages Department of the Sai Nam Peung School in Thailand. She can draw upon her knowledge due to over 10 years of experience in this position. Mrs. Chaoplaina holds a Bachelor's Degree of Arts from Chiangmai University. She has been lecturing on 'Perspective in Teaching English for Foreign Teachers' at Chulalongkorn University as well as on 'Lesson Plan Design for Joint Curriculum Projects' at diverse sister schools in her country.

Mrs. Chaoplainas' involvement in the British Council Project started in 2011 when she officially became the British Council School Ambassador, and recently developed into the position of a Coordinator for School Partnership programmes between secondary schools in Thailand and Indonesia.

Acknowledgement

I would like to express my sincere gratitude to Mr. Lee Seunghwan, Director of APCEIU, and its executives and associates for supporting the candidacy of my team and myself to be considered for the APCEIU Best Practices 2012 Award. The invitation to share experiences with delegates at the 12th Asia-Pacific Training Workshop on EIU on 29 August - 7 September 2012 at APCEIU, Seoul was an invaluable opportunity for me to learn from the “Best Practices” of others around the globe.

I also extend my appreciation to Ms. Seng Mai Aung, a Junior Programme Specialist of the Education and Training Team at APCEIU, for the communications in this programme. I appreciate the support and guidance provided during this process, which has helped me to better understand what has been achieved, what I could improve and how I will influence future programmes.

I wish to thank Ms. Duriya Amatvivat, Deputy Secretary-General of the Thai National Commission for UNESCO, and the associates in proposing me to be nominated as a qualified applicant to the EIU Best Practices 2012. I would also like to thank Ms. Dathakarn Austus, Ex-director of the Sai Nam Peung School, Ms. Wandee Naksukpan, Director of the Sai Nam Peung School, Ms. Yureerat Kittibhumchai, a Local Area Education Authority from the Office of Basic Educational Service Area 1 who gave me the golden opportunity to conduct this wonderful project, and the British Council facilitators for their valuable advice and assistance.

The project would not have been possible without the valuable contributions from my students, colleagues and partner schools in sharing their opinions and experiences through which I received the information crucial for my report. Their willingness to give their time so generously has been very much appreciated.

And last but not the least, I want to thank my parents and family for their undivided support and interest who inspired me and encouraged me to go my own way, without whom I would have been unable to complete this project. It is my personal and professional hope that this collaboration will inspire young people, teachers and students alike, to harmonize diversities in this world peacefully.

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Promoting EIU Through Globally Connected Classrooms in Thailand

1. Introduction

1.1 Introduction and Background

The British Council Connecting Classrooms project derives from the Asian Dialogues, which is a global programme that creates partnerships between clusters of schools in the U.K. and other parts of the world. Connecting Classrooms is a programme managed by the British Council working in over 50 countries, and it offers school partnerships, professional development courses, accreditation and the chance to share the best practices with international counterparts. Links through Connecting Classrooms to schools in the developing world are funded in partnership with the U.K. government through the Department for International Development.

These partnerships bring an international dimension to young people's learning in order to improve their knowledge and understanding of other cultures and to prepare them for life and work as global citizens covering issues such as language, culture, environments and communications. This is seen as an opportunity to foster the "Education for Peace" concept through communications across multiple cultures and regions, creating understanding and exchanges that build positive values amongst participating schools.



▲ Two students from the Sai Nam Peung School chosen by the British Council and the Office of Basic Education Commission taking part in the International Education Expo in Taiwan and receiving poster awards with the theme, “I’m a global citizen” in 2009.

The programme focuses on youngsters at the age of 12 to 14 to share their ideas with their partners in schools throughout the world and local work groups. Undertaken as joint curriculum projects based on the project themes provided within the Connecting Classrooms concept, the programme offers opportunities to experience work groups across multiple cultures and share the best practice results to support achievement of overall objectives of individual school participants as well as those of the programme. The projects involve issues of cultural diversity and environments as well as communication and language concepts within the objectives of each module.



▲ British Council facilitators visiting the school to see how teachers and students have further progressed in piloting projects and giving support.

1.2 Social / Local / Educational Needs

There is social inequality among the multitude of various cultural

inhabitants in London, and this is mirrored in other major cities around the world, including regional centers and rural communities throughout the Asia-Pacific as well as the other parts of the world.

The British Council believes that schools and communities should work together to lessen the conflict and the gap of knowledge of other cultures, improving understanding to reduce such potential conflicts which have an impact beyond single city experiences.

Connecting Classrooms was one of the teaching strategies to promote a Culture of Peace in the community across multiple societies, cultures, regions and races. A diverse range of participating schools situated in various locations from modernized, capital cities to rural areas far removed from more modern cities and technologies.

In launching the Connecting Classrooms programme, the U.K. Secretary of State for International Development, Mr. Andrew Mitchell, said, “This new programme will allow more children growing up in the U.K. to learn about the world around them and about the facts of poverty that face children of the same age as theirs living in developing countries. It will also greatly benefit students and teachers in developing countries by helping to improve their ICT, English and professional skills.”

1.3 Creator of the Programme

“Asian Dialogues”, or the British Council Connecting Classrooms, was founded in 2007 by the cooperation between the British Council and the Thai Ministry of Education. The first seminar took place in Bangkok in October 2007 with seven Asian countries (Indonesia, Japan, Korea, Malaysia, Thailand, Taiwan and Vietnam) and the U.K. as the leader, and the policy makers of the concept decided on seven themes to be incorporated into the programme.

At the launch seminar in 2008, the Sai Nam Peung School was one of the

first participants with four teachers and department heads participating, including Mrs. Kanchaphat Chaoplaina as Head of the Foreign Languages Department of the school, and with active participation by the Local Area Education Authority, Mrs. Yureerat Kittibhumchai, and participation of the Bangkok School Cluster group of ten schools.



▲ Left: A Local Area Education Authority, Mrs. Yureerat Kittibhumchai, visiting the school during the School Academic Exhibition. Right: Ms. Wibhawinee Chommuangboon (Thailand British Council Connecting Classrooms Project Manager) on International Food Day.

Connecting Classrooms partnerships are supported by local authorities in each of the participating countries, federations of schools in the U.K. and district education offices and Ministries of Education in other countries. This endorsement provides a platform on which broader strategic links can be formed between areas or districts in the partner countries.

The aim of the first seminar was to create collaborative curriculum projects which would enable learners (students) to interact across geographical and cultural boundaries to enhance their understanding of each other's societies, languages and cultures. This understanding could even be considered to assist in local interactions between the ten participating Bangkok Cluster schools where differences, competition and cultures can vary, thereby reinforcing the 'Think Global, Act Local' concept within the domestic participants.

The Office of Basic Education Commission (OBEC) within the Ministry of Education selected the Sai Nam Peung School to participate as the lead

school among the ten schools in the Bangkok region taking part in the Connecting Classrooms project, with Mrs. Kanchaphat Chaoplaina to act as the instigator and leader of the programme. The schools' activities and results were therefore monitored throughout the concept to identify benchmark targets and to use these to create future curriculum and communication exercises.

From the outset, Sai Nam Peung took the decision to participate actively after its nomination by OBEC, with the full support of the school departments, in such areas as budget and other resources necessary to create the success of the programme. The School Director(s) has (have) continued that support throughout the planning and implementation of the programme, leading to its ultimate success.

The programme was implemented throughout the seven countries in East Asia and the U.K. There are key groups of stakeholders involved, which are the Education Ministry Departments, Local Education Areas, School Principals, Department Heads, Teacher Coordinators, Teachers, Students, British Council Project Managers and the British Council Regional Project Team.

The Connecting Classrooms programme focused on curriculum-based learning and offered a structured approach for schools to work more closely together on projects related to Connecting Classrooms East Asia themes with the objectives in mind.

1.4 Themes

The following themes are available for adaptation from a range of templates provided by the British Council to assist schools in joining the programmes. The U.K., through the British Council, created the themes and templates for work activities which were adapted for local development and activity. The themes available are created to fit into the development of a global dimension in teaching and learning and also to appeal to the

interest of learners. Specific themes are chosen by participating schools and partners, based on their local preferences, matching scenarios in their own school environments, and with input from the students, including:

- Personal Identification
- Travel
- Weather and Climate
- Green Schools
- Sports and Health
- Inventing Tomorrow’s World
- Free Time and Entertainment
- Do’s and Don’ts

These themes created a strong desire among participating students to share with one another in a way that maintained their interest levels, overcoming communication and cultural barriers through simple themes that were easy to match across cultural and national borders throughout the participating regions.



▲ Some of the completed projects conducted in collaboration with partner schools.

1.5 Resources Needed to Make the Programme Possible

The programme was established in 2008 and partnerships in the

programme lasted for three years. There was no joining fee, and participating schools and coordinating bodies were able to receive grants from the British Council to support activities that sustained their links during their involvement in the programme. This helped to further ensure full participation of schools, especially in regions where funding was insufficient to achieve the communication and participation objectives of the programme.

In order to ensure sustainability, local authorities, district education offices, coordinators, head teachers and clusters of schools were invited to participate in the programme with the British Council team.

The availability of resources was not the only factor that could influence the quality of relationships. Other factors included the key individuals involved, their personal qualities and attitudes, their status in the community and their level of expertise, empathy and understanding of the concepts. All of these had a potential effect within the programme.

Even though the programme officially ended in March 2010, collaboration in some partner schools is still continuing without ongoing grants to support the activities. These interactions include those conducted online at www.classroomlife.com, which is facilitated by the British Council ex-facilitator, Mr. David Mathias, including new themes such as “Everyone’s a Winner” related to the Olympics of 2012.

The Sai Nam Peung School and the Sekolah Menengah Pertama “SMP” No 2 Purwokerto in Indonesia continue to interact as sister-schools, including language exchange using Thai-Indonesian dictionaries as a communication tool between the schools.



▲ Partner School Visit: Students and teachers from the SMPN2 Purwokerto, Central Java, Indonesia visiting the Sai Nam Peung School to share and exchange ideas on 1 - 4 July 2011.



▲ Students from both schools sharing their experiences with each other through studying how to speak the Thai and Indonesian languages as well as Thai cooking.

In order to become global citizens, learning in the classroom alone is insufficient for learners. They have to gain more to be aware of how to live peacefully, safely and wisely. Connecting Classrooms is a fantastic gateway to combine diverse cultures, languages and societies into group interactions on multiple themes.

1.6 Mobilization of Resources

To become partners, a local authority of schools applies to the programme, representing a cluster of schools that want to work in an international partnership. The number of schools in the cluster depends on the countries they choose to work with.

In Thailand, there are six clusters consisting of Lopburi, Sukhothai, (Central North Thailand) Nakhon Srithammarat (South Thailand), Surin (North

East Thailand), Chiangmai (North Thailand) and Bangkok (Central Thailand). In each cluster region, there are 10 to 14 schools participating in the activities which are planned together. For each region or cluster, one school is chosen to be the lead school. Each cluster has partners from regions in Indonesia and London.

The coordinating body identifies a partnership coordinator to complete the application and help the schools in the cluster to develop and manage their international partnership. In the case of the Bangkok cluster, this was undertaken by the Sai Nam Peung School through the Foreign Languages Department, headed by Mrs. Kanchaphat Chaoplaina.



▲ Thailand, Indonesia and the U.K. being represented by three local areas: Bangkok, Java and Haringey in 2008.

Following successful application, the partnership coordinator or a representative of the local authority, and a representative of at least one school in the cluster are invited to attend a launch contact seminar. Contact seminars allow cluster representatives from different countries to meet face-to-face and discuss what they hope to gain from their international partnerships.



▲ *Left: Teachers from the Bentley Wood Girls School visiting the Sai Nam Peung School on 12 - 16 December 2011. Right: Educators from the McLeans High School, New Zealand sharing their opinions and planning on implementing the programme with teachers in Sai Nam Peung.*

By the end of the seminar, all representatives will have identified partner schools and have started to plan projects together with established objectives within each of the themes, planned allocation of resources and discussed scheduling of interactions.

The British Council team instructs all partner schools to work on collaborative curriculum projects. All the schools involved are given professional development opportunities for teachers and school leaders, through which they build capacity to support international partnerships and to lead their schools in an international environment.

To become part of a global online community, teachers need to network with one another through a variety of teacher forums and offer guidance in the use of ICT tools that develop and sustain partnerships via Classrooms Online Community. These include webinar sessions, Skype, social media, e-mail and other communication tools that help bridge the communication and distance gap between and among the participants. They also provide new experiences to use such tools for learning and communicating for teachers as well as students.



▲ Students practicing on how to use ICT to collaborate with their partners, which is integrated into classes such as Fundamental English and related subjects.

2. Description of the Programme / Case

2.1 Goals & Objectives

GOAL: The programme aims to build sustainable school partnerships, which will support the aims of national education systems to educate young people as global citizens and broaden the international view of young people, while also supporting greater acceptance in domestic environments of differences in culture, experience and communication.

OBJECTIVES: The British Council will work together with partners in the U.K. and in the East Asian region at the policy, local area school leadership and teacher levels to create lasting relationships through collaborative curriculum and project-based exchanges, to encourage inter-cultural dialogue and to facilitate the development of global citizens in school student populations. The programme is open to Local Education Authorities or equivalents and secondary schools for young people in the U.K. and East Asia.

2.2 Specific Goals and Objectives of the Programme

- 1) Broadening the international view of young people, thereby developing a deeper understanding and awareness of different world-views and practices in their country and in the U.K. through school partnerships.

- 2) Broadening the international view of teachers, thereby developing a deeper understanding and awareness of different world views and practices in their country and in the U.K. through school partnerships.
- 3) Supporting the aims of national education systems to educate young people as global citizens through school partnerships.
- 4) Enriching the international dimension of school curricula through school partnerships.
- 5) Building networks within participating countries to provide support for the development of local school partnerships between countries.

2.3 Pedagogy / Teaching Methods

The programme was developed to support the full development of participants, including the acquisition of new skills by students and teachers alike through the use of communication, new media techniques and cultural understanding concepts.

The programme refers to the content and standards of 'Learning a Foreign Language' based on the Basic Education National Curriculum, which has four components:

- Language for Communication
- Language and Culture
- Language and its Relationship to Other Learning Groups
- Language and its Relationship to Communities and the World

Teachers need to study the curriculum documents, and then brainstorm the topic of international issues to enhance the learners' awareness in becoming global citizens.

- **Person-to-Person Exchanges** – students exchange their ideas through social networks (such as e-mails or web boards) about the projects they are going to pilot.

- **Information Exchanges** – students collect all information from the original source area representing the issue or culture of their tasks in order to assure that they have the correct information.
- **Determining the Details of the Projects** – a detailed, specifically-stated project description is essential for success.
- **Elements for Success** – elements that help projects achieve success are comprised of a planning structure that incorporates details for ease of understanding of the programme, including clearly outlining the title, purpose, lead contact person role, responsibility and communication points, grade level for which the project is designed, number of the collaborators involved or to be engaged, detailed timeline for the project, examples of students' work and how the project will end (such as plans for how project results will be shared with all participants and the greater community involved locally and globally).
- **S.M.A.R.T. Objectives** – guidelines implemented at the school level:
 - S – Specific
 - M – Measurable
 - A – Achievable
 - R – Realistic
 - T – Timed

All participants must show that objectives and activities meet the S.M.A.R.T. criteria to ensure that outcomes and achievements can be relative to the learning experience of the students, to the support of the teaching staff engaged in the project and to the resources expended in human capital and material for all the activities.

- **Communicative Methodology** – in order to enable students to interact and enhance their understanding of each other's societies, languages and cultures, this learning process needs to allow students to have many practice opportunities to develop the communicative competence, questioning skills, thinking with conscience and creativity, self-study planning and working with others.
- **Cooperative Learning** – in implementing the projects, students need to communicate by using their social skills. Students need to work in

groups, plan, conduct the projects step by step, create their work, self-evaluate, and correct and display their works to their partners.

- **Collaborative Curriculum Projects** – one of the necessary teaching methods that integrate most of the subject areas across language, cultural and geographical boundaries is collaborative curriculum projects. They are activities that are planned and delivered jointly by all the schools to bring a global dimension to a learner's education, while ensuring local participation and understanding. Project activities should be relevant to the curriculum of each partner country and focus on the areas of common interest across the participating regions.

2.4 Activities in Detail

2.4.1 Main Activities of the Programme

When both schools agree to work on a collaborative joint curriculum project, the British Council facilitator develops the area link for both schools to liaise with and discuss the theme they are going to implement (for example, the duration to pilot the project, the amount of the students participating and their ages, a schedule for making the questionnaire about the theme, creating their tasks and the assessment). In this space, they can post the students tasks, lesson plans and so on.

Students are able to develop their partnership by networking on a website that the British Council facilitators established for them. To participate, they must first register in the web communities. These communities provide opportunities for feedback and interaction from the outset of their participation. When students first register and log in, they can come to an agreement with their partners regarding how to implement the project of their choice by taking a questionnaire about the project and sharing information with one another through presentations, artwork or peer evaluations. In this way, they can understand themselves and other cultures.

After carrying out the plan, teachers will share and exchange their lesson plans with one another. Lesson plans can be adjusted to be closely linked to

the curricula of each country.

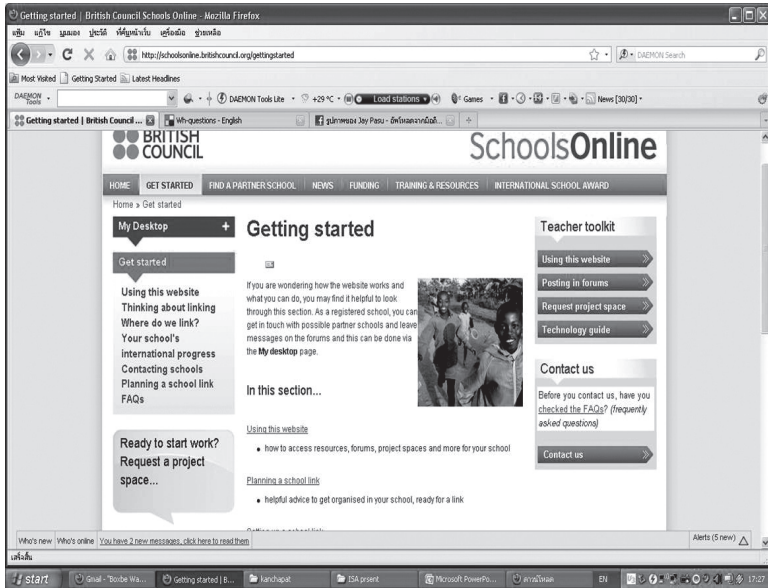
Teachers encourage learners to network with one another for the reciprocation of interactions and balance in the exchanges. Before posting the message, teachers monitor the writings of the learners to check for mistakes. The more frequently they make relevant posts on the forum, the closer they get to achieving rewards and certifications under the programme.

The Step Guide to Start the Project

To start the activities of a collaborative joint curriculum project, teachers first ensure that they have all their selected students registered onto the web communities. This step is “mission critical” for future measurements and communications of objectives. The students then review project themes to decide which project they are interested in.

They are able to choose up to three project themes in order of preference, and these are used by the British Council facilitators to match them with other schools. Again, teachers have to enroll and select their preferred school projects on the registration form to coordinate the participation of their students.

Once the British Council facilitators have found a partner school from the cluster of schools in either of the countries the teachers are linked to, the teachers are able to click on the project title in front of their school name, which will direct them to the project page. Teachers need to carefully follow the instructions on the page.



▲ Teachers can find, discuss and plan together with their partners via the Schools Online Website.

These are the brief instructions for all the five project stages.

- 1) Download Questionnaire and ask five questions about the selected project. Then, post the reply in the same thread.
- 2) Choose Questionnaire and answer the questions. Then, post the reply in the same thread.
- 3) Discuss and share with friends about findings by posting a reply in the forum.
- 4) Make a presentation on the project – this could be a PowerPoint presentation, video clip, audio clip, piece of writing, photo or anything that provides an opportunity for the students to share their understanding of the project and theme. Students can attach all formats of electronic documents to their forum posts.
- 5) [Optional] Download an evaluation form to evaluate the work of peers. It is intended to be informal and students should be encouraged to offer helpful and constructive feedback, not just criticism.

All the five stages could vary depending on the selected project theme. Each project stage has clear instructions on the first post. However, if there are any queries or if further support is needed, teachers can post their message on the British Council website under the ‘Help Desk’. Lead facilitators are also tasked with supporting their local groups in project implementations.

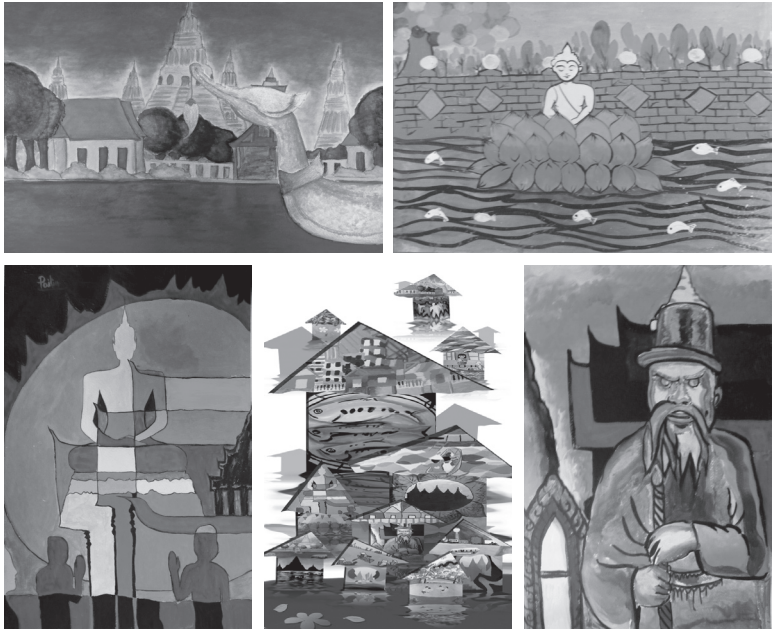
2.4.2 Connecting Classrooms School-to-School Joint Curriculum Projects

The following are the selection of Connecting Classrooms School-to-School Joint Curriculum Projects which focus on curriculum-based learning, crossing multiple cultures and using various media and communication techniques to exchange information and experiences:

- 1) **“Rivers of the World”** with the Bentley Wood High School encourages young students to think about the rivers around the world, the cultures and the ways of life of the people who live by them. It encourages students to create artworks in team activities for public display and develops international thinking. Teachers keep in contact monthly by e- mail and describe what activities have been completed. Local artists set a relevant theme for the students. Students share their ideas in any topic they would like to discuss. When the layout of the artworks is finished, the artworks are displayed at “The River Festival” in London and then sent back for display in Bangkok.



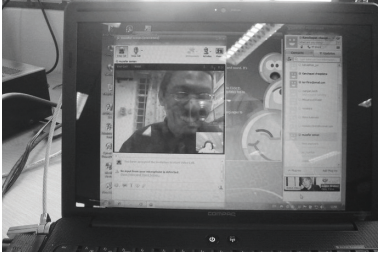
▲ “Rivers of the World” workshop: Students creating their paintings about The Chao Phraya River Theme: River Culture



▲ Some of the paintings created by the students. In the middle is the finished layout that was mixed together by the local artists. The painting was displayed at “The River Festival” at the Thames River in London and sent back to be displayed again in Bangkok.

- 2) **“Eating is Believing”** with the SMK Seri Lalang School, Malaysia. Students share their ideas and opinions about food in their own countries. When they choose the recipe, they share and demonstrate on how to cook via Skype. For the ingredients, students have to find the alternative ingredients which can be bought in their partner’s country and share advice about flavor, background and origins of the menu items.

Then they have to check if the recipe is healthy or not by looking for fibre, vitamins, protein, salt and fat content within the food item and ingredients. So they have to work in a team to cook the recipe: one for the description and the other for the health check. For extension of the exchange, they prepare the dishes of the partners in the exchange and discuss the taste, health value and other issues



▲ Both schools planning and Skype-ing with each other.

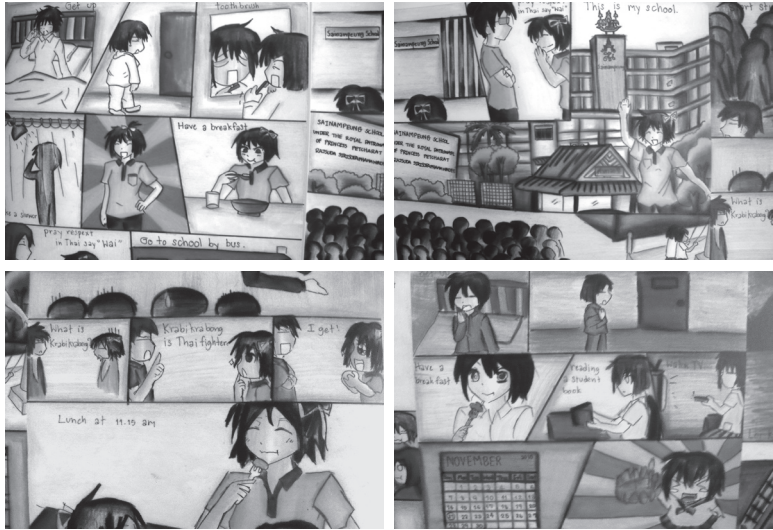


▲ Students displaying recipes at the “ASEAN Food” upon completing their collaboration.

3) **“Do’s and Don’ts”** project with the Notre Dame RC Girls’ School, London. Students discover what they should or shouldn’t do in their country in and around their tourist and cultural spots. They design the questionnaires and have their partners answer them to share and discover information. The students on both sides of the communication conduct research and answer the questionnaires of their partners. Then, they create the presentation for tourists who want to visit the tourist spots regarding what and what not to do there. For example, students learn about appropriate temple etiquette when visiting a holy site such as major temple in Thailand.

4) **“A Day in the Life”** project with the Bentley Wood High School, London and the Bai Hoc Nong Hanoi, Vietnam. Students think about different aspects of school and home life, such as gender differences and stereotypes, study, peer issues, family and so on. They then examine and respond to the work, finding similarities and differences with the project that relate to their daily activities

and experiences. Afterwards, they share feedback through video conference and online discussion sessions.



▲ Cartoon drawings by groups of students depicting the daily lives of their partners.

5) **“Green School”** with the San Min Junior High School, Taiwan and the Huynh Thuc Khang Secondary School, Vietnam. Students discuss how green and environmentally friendly they really are and what action they can take to be greener. With an understanding of the issues related to global warming, they undertake activities to reduce their “Carbon Footprint” with an objective to have some impact on the environment and “warming”, such as paper recycling, Wednesday’s Walk, Stop Global Warming Activity and growing trees around their school.



▲ Students conducting many kinds of activities to help make the environment greener, such as growing plants, replacing plastic bags with magic bags, recycling by using waste paper to make bins, Miss Newspaper competition, etc.

6) **“Thai – Chinese Cultural & Educational Exchange”** with the Guangxi University. Participants are the sophomore students from the National University of Guangxi, majoring in Teaching Chinese Language for foreigners. The Thai language is the second foreign language for them in the curriculum. Therefore, they are motivated to participate in sharing their own teaching, exchanging discussions in the Thai language with Thai students and gaining inter-communications with Thai friends. The new contacts are also able to utilize the languages in order to exchange knowledge and apply learning experiences in a practical format, to make new contacts in other cultures and to acquire the cultural subjects from and for each other. An outcome of this exercise is the acknowledgement by students, coordinators and teachers alike that the students pay more attention to their studies through undertaking programmes like these.



▲ Left: A teacher from the Tiensin School, Republic of China teaching Sai Nam Peung students how to do the Tai chi chuan. Right: School Exhibition in 2011,

7) **“Travel Guide”** project with the SMPN2 Purwokerto, Indonesia and the Garendon High School in London. Students exchange information about their local tourist spots by making a survey questionnaire. The project helps students and their partners to discover new places, cultures and people by writing a travel guide to their partner’s school town or capital city. Then they exchange what they have found out by a PowerPoint presentation, leaflet or poster.

8) **‘Better Community Better Life’** theme: **Changing Community in Klong Toey**

The objective is to help students to work together in creating artwork or multimedia that reflects their connection to a local community. The project asks the students to survey the community that they live in to indicate the differences between the past and present. The selected region in Bangkok was Klong Toey. After surveying, they map the advantages and disadvantages of the evolving changes in the community, such as traffic, roads, trains, schools, shops, markets, open areas, parks, residential communities and others that have changed. This includes the types of industries and activities that were prevalent at one time as compared to the current activities and how they have caused the changes in other uses or have been the cause of those changes. They share their ideas in the BCCC website. Various media are used to show the results of the survey, including creating

2.4.3 Participants of the Programme



▲ Students surveying the communities they live in, finding solutions, then creating artworks for the competition comparing the similarities and the differences in the area.



▲ Some of the artworks created by the students.



▲ A painting that won the Thailand poster competition from 'Better Community, Better Life'

artwork based on the themes of information gathered from the community dwellers.

The main participants of the programme are students from the Sai Nam Peung School and overseas schools, partnership coordinators, adults and the British Council Team.

Table of participants

Country	Region	Lead School	Teachers	Students	Other (Main Collaborative Partner Schools/Regions)
Thailand	Bangkok	Sai Nam Peung	20	175	Bentley Wood High School, London
	Lopburi	Phiboonpittayalai	20	120	SMPN1 Bogor, Indonesia
	Sukhothai	Udomdarunee	20	121	South Sulawesi, Indonesia
	Nakorn Sri Thammarat	Satri Nakorn Sri Thmmarat	20	167	Kaohsiung Shan Min Junior High School
	Chiang Mai	Wattanatotaipayup	20	78	SMK Convent
	Surin	Sirindhorn	20	120	Chipping Sudbury School, Bristol
	Bangkok	Sai Nam Peung	20	175	Bentley Wood High School, London

2.4.4 A Brief Description of Other Aspects with Distinctive Features

The programme produces meaningful dialogues with English, ICT and communication skills. Many students who registered with the British Council Connecting Classrooms Web Communities received ICT Bronze Awards and Silver Awards for their submissions and participation.

Additionally, most students improved their communication and English language skills, especially in writing and comprehension, while meeting with other people located locally and internationally.

To serve as evidence for the benefits of working in international

partnerships, the process of working towards the International School Award helped to identify priorities for a wider international work. There is no better way to increase teachers' and students' global awareness than developing collaborative work with counterparts in other countries. Sharing experiences, backgrounds, cultures, opinions and everything else directly through school linking, supports to expand teachers' and students' horizons and increase intercultural dialogue and understanding. The Sai Nam Peung school applied for this award and finally received it in 2011.



▲ Receiving the International School Award from the British Council Thailand on 11 March 2011.



▲ Left: Staff members. Right: Lecture on implementation methods at the Connecting World Exhibition.

3. Relevance to EIU

The programme can contribute to the realization of EIU's objective in a

Culture of Peace through collaborative curriculum projects. Enhancing mutual understanding of each other's societies, languages and cultures can be best done by interacting across geographical, national, social, cultural and racial boundaries.

Students generate communication and understanding based on simple themes with clear objectives. These themes are relevant to the students' daily experience of culture, food, region and issues and are expanded to give an understanding of similarities of these aspects across cultural, geographic and even socio-economic boundaries. Through these communications and interactions, they are given tools to contact partners across the globe, reducing perception of distances between these boundaries of geographical, national, social, cultural and racial issues.

By sharing experiences of a similar nature, they build an understanding that despite the real separation between cultures, languages, etc., they hold many similarities in lives, experiences and expectations similar to Shakespeare's Shylock statement in the "Merchant of Venice": "are we not warmed and cooled by the same Winter and Summer." An understanding is created of the similarities of life experiences and expectations, which bring the participants closer together through these interactions, hopefully without the end of "Shylock's" statement becoming part of the thoughts, reflecting a change in the thinking between and across cultures.

3.1 Understanding EIU

EIU is a programme of UNESCO that aims to encourage educators, scholars and activists from Asia and the Pacific region to share their experiences and perspectives in the theme: Learning to Live Together. The programme needs to be developed and improved to enhance mutual understanding and conflict resolution.

3.1.1 Ways to Incorporate Holistic Nature of EIU into the Programme

To educate and enhance awareness of young people as global citizens, we have to enrich the international dimension of the school curricula throughout the world through school partnerships by developing projects on the agreed themes that are related to a “Culture of Peace” in different social and cultural contexts. Each activity will be integrated into a variety of applicable subjects to enable further engagement in the programme by students and other teachers. It is a sad indictment of the school systems in all countries that they are usually focused on curricula which have a domestic focus, without paying attention to understanding the broader world communities. Hopefully, such interaction will build bridges in our societies through the youth of today for the world of the future.

3.1.2 Aspects / Sub-Themes of EIU Pursued in the Programme

The objectives of the British Council Connecting Classrooms concept includes that policymakers involved will further develop their understanding of the best international practices in general education and global citizenship. The main way the programme delivers this is through visits for policymakers between countries (both to and from the U.K. and intra-regional) and international conferences to promote an exchange of ideas on policy.

Through these activities, policymakers involved throughout the world encounter alternative forms of practice, allowing themselves to reflect on their own education policy and strategies wherever they are.

Global citizenship can be defined as a moral and ethical disposition which can guide the understanding of individuals or groups of local and global contexts and remind them of their relative responsibilities within various communities. According to some articles, in this century, children and students are meant to become “global citizens” through their education. This is possible through an integration of the “scientific and technical skills” as well as the “traditional academic disciplines.”

According to some accounts, citizenship is motivated by local interests (love of family, communal fairness and self-interest), global interests (a sense of universal equality) and concern for fellow human beings, human rights and human dignity. The key tenets of global citizenship include respect for each and every fellow global citizen, regardless of race, religion or creed, and give rise to a universal sympathy beyond the barriers of nationality.

When translated into participatory action, global citizenship entails a responsibility to reduce international inequality (both social and economic), to refrain from action that compromises an individual's well-being and to avoid contributing to environmental degradation.

Therefore, the stated objectives of the British Council programme, in which the Sai Nam Peung School and others participated, have a focus on the role of participatory action providing opportunities for students within the programme to understand and embrace the concepts of global citizenship.



▲ Posters created by students under the theme, "I'm a global citizen."

* Living with Justice and Compassion

Through sharing cultural information, including school behavior, food, tourism, sport and other factors within the programme, students build bridges between each other at an individual level and between their school

cluster groups across regional, international and domestic divides.

* **Dismantling the Culture of War**

There is no specific focus on this concept within the Connecting Classroom concept. However, it is inherently obvious that communication and sharing of information leading to greater understanding of life experiences in different cultures will lead to the long term goal of removing the issues that create a “Culture of War.”

* **Building a Culture of Respect, Reconciliation and Solidarity**

The eight projects incorporate opportunities for the sharing of experiences, and through these, the foundations of building of a culture of respect, reconciliation and solidarity can be seen to be achieved. “**The Travel Guide**” provides a perspective of understanding across borders between participating groups. “**Eating is Believing**” shares one of the key factors that is common to all races and cultures: the enjoyment of food and its place within culture. Understanding this provides a further building block in developing a culture of respect. “**Do’s and Don’ts**” similarly encourages an understanding and respect of the importance placed in different societies on certain morals that drives the social conscience of the society. And it is this notion of the moral, understood by outside groups, that builds a bridge between those that share with one another. And those connected by the bridge build solidarity for their future in communicating, sharing life experiences and encouraging others around them to develop the same level of understanding. “**A Day In The Life**” project further provides opportunities for understanding towards building a reconciliation of cultures and solidarity amongst participants. The “**Green School**” concept provides participating students with an opportunity to share their own environmental issues and understand how these issues affect them at both local and international levels. It builds up their understanding of the environmental issues facing societies around the globe. These themes continue in the “**Rivers of the World**” and “**Better Community – Better Life**” projects that allow participants to share not only the good news

within their culture, but also some of the less positive sides of life. These are shared, understood and further encompassed to embrace the commonalities in life experiences and societies of the participating students, which even have an impact on the teachers involved.

*** Cultivating Inner Peace**

Although there is no specific agenda on this topic, it can be extrapolated that involvement in the programmes builds personal understanding and enlightenment in the students, and this ultimately has an impact on their own individual and collective “inner peace” as they are successfully involved in all of the project components.

*** Living in Harmony with the Earth**

The participation in the various projects by students, teachers, helping staff and management at the school, district and ministry levels, provides an opportunity to open the minds of all to the harmony that could exist across all borders through connecting students in schools and sharing information, experiences, cultures, languages, histories and insights. Perception is the reality of the perceiver. It is, therefore, through changing perceptions with facts and educating values through interactions and experiences that we can overcome the lack of harmony in our global societies, both at the domestic and at the international levels.

*** Promoting Human Rights and Responsibilities**

The Connecting Classrooms programme consists of sharing information amongst various cultural groups across several countries. One of the trickle-down effects of this greater understanding includes a certain “accountability” in the role of the students in the future of society. This can be seen to be achieved through the various cultural exchanges that had as their basis the objective of developing positive change in the perceptions of the participants and their neighbors, their international peers and indeed the systems in other regions through experiential learning methods, interaction and self-generated interaction on an ongoing basis through blogs, web

forums, social media and others. This may perhaps take away the “grass is always greener on the other side of the fence” perception, promote the positive factors of the world and its future (including the rights of children and all human beings, with a better understanding of the rights of others, their experiences and challenges) and correlate those to their own experiences of life, school, education, family, society and developments.



▲ *Thai-ASEAM Camp and Student Exchange Programme 2010, December 2011, at Nakhonnayok, Thailand*

4. Impact of the Programme / Case

Implementing the programme with overseas partners not only makes the participants aware of working in intercultural dialogue, but also embeds an international dimension in education systems worldwide. The impact of this programme can be replicated across many more countries and create a very strong result for improvement of global understanding for our students, young people and future leaders.

This is a potentially positive implication that can be translated exponentially throughout the world if embraced by more countries and schools to build a better future for our next generations.

4.1 Main Impacts the Programme Made on the Target Group and Larger Community

a) **Students:** According to an international dimension, becoming

part of a global online community enables students to develop their sustainable partnerships, show their potential and become more aware of global issues. They improve their knowledge and understanding of their partners' cultures. They not only perform the projects with their partners, but also implement their activities in the community by utilizing collaborative cross-curriculum from the school to the local community.

- b) **Teachers and coordinators:** Teachers can develop and extend the international dimension in the curriculum. For wider classroom teaching, they can enhance the teaching and learning experience for students in their schools. Coordinators can encourage other teachers and students to get involved more in the project through the British Council Connecting Classrooms projects.
- c) **Parents:** Parents are proud of their children because they are able to communicate in real-life situations in English and share those with others for whom English is their first language and even with others for whom it is their second language in other regions and countries.
- d) **Communities:** Fulfilling the role by supporting and liaising with schools can strengthen the community. When students explore the people, environment and history of their local areas, they will discuss and find the solutions to make the community a better place to live in, and share these with their colleagues in the programmes in other languages, who may also adopt these ideas within their own communities.

4.2 Evaluation of the Programme with Honest and Critical Reflection

- It further enhanced the understanding of globalizing concepts.
- It improved the language skills through greater understanding of culture with ongoing improvement.
- It taught the similarities and differences of each country's culture and how to stay in the society safely and wisely.
- There was insufficiency of the number of participants to build the

hoped-for objectives on a global basis. However, the programme is still continuing and it is increasing its number of participants.

- There were unanticipated trickle-down effects on teachers and students in everyday life outside of the programme, which formed a basis for improved communications and sharing at a local level even after the programme concluded.
- There was unanticipated ongoing communication between participating schools and students on the group and individual levels, which provides evidence of the strength of the bonds created through this type of programmes. The opportunity to communicate and build understanding is a powerful tool.

5. Conclusion

5.1 Suggestions for Educators Interested in Implementing a Similar Programme

Here are the suggestions for educators to consider when they would like to implement a similar programme:

- Who would be the stakeholders in the programme to liaise with partner schools, a participant needs to consider all the resources needed at the school and home levels for students to gain maximum value. Promoters at the school level need to be acutely aware that “you can’t do it alone.” Building a network and working in a team would be more beneficial to the students and the greater community.
- Resources are key to the programme. Human, material and monetary resources to manage such a programme are critical and need to be planned and deployed as needed to ensure continuity, consistency and success, but with an eye on realistic levels according to the return on investment and the achievement of goals.
- How can you overcome the challenges you face in the beginning of the programme? Communication disconnections occur on the outset and can be overcome with planning, for example, the time difference

among partner schools makes it difficult to contact, discuss and plan together. However, scheduling together can successfully overcome this challenge. No one should give up when a challenge is placed in front of them.

- Project plans should be suitable for both schools and show clear links to the curriculum. This helps in local level approvals and acceptance of school boards, parent groups and ministry/department level consent. This should not be a “nice to do” activity, but a “must do” activity with clear and “S.M.A.R.T.” objectives for every activity and participant.
- How can you make the students feel confident and become creative independent thinkers? When students contact one another, they must plan meaningful dialogues in English. However, ICT skills and communication skills are also essential. Overcoming the lack of confidence in one or all of these necessary skills is key to creating the important engagement between the students and the teachers alike. Even the teachers in Thailand and other regions may lack the confidence in their English or ICT skills to actively, or indeed “proactively,” engage with others outside of their comfort zone. Therefore, encouragement from within the school groups, participants and clusters as well as the stakeholders at local levels is a vital factor in ongoing success. It is this “confidence” that will trigger the trickle-down effects and unplanned benefits in the long term.
- How has the project helped you to address social cohesion issues in your community? Many of the topics chosen has a direct social relevance in all participants at the individual, group, cluster and co-participant levels. This, therefore, provides a bond within the participants. A “light bulb” moment is created that we, as human beings, are all similar and have similar experiences, education, life, desires and expectations. Therefore, we are not as different as we may have perceived before building the bridge towards social cohesion and understanding through the dialogues created within the programmes as well as the dialogues created outside them through the direct communications which students continue during and after the

conclusion of the programmes.

5.2 Summary of Personal Conclusion

Implementing the British Council Connecting Classrooms through Joint Curriculum projects was one of the most extraordinary experiences I have ever carried out in class. In addition, it was one of the most rewarding projects both personally and professionally because it was carried out across multiple sites and regions. The programme enables students to improve their knowledge and mutual understanding of other cultures, while also building their understanding of different ways to learn through others.

Thus, all of the activities introduced and the experiences I have learned are very useful not only to me, but also for the school and for our students' growth in global education. We don't know what the world will look like in the future, but we have a role in helping young people to acquire the understanding, outlook and skills to live and work as passionate and responsible global citizens in an independent world, protecting and appreciating their own culture as well as respecting that of others. Let's build a better tomorrow for our youngsters.



Appendix

i	Sai Nam Peung School background, structure and vision/mission
ii	CV of Mrs. Kanchaphat Chaoplaina
iii	Acknowledgment from Ms. Wibhawinee Chommuangboon
iv	Acknowledgment from Mr. Chananyou Muadmanee
v	Acknowledgment of Resources

i) Sai Nam Peung School Background, structure and vision/mission

Sai Nam Peung School under the Royal Patronage of her Royal Highness Princess Phetcharat Ratchasuda Sirisophaphannawadee is a girls' school of the highest reputation.

It was founded on August 20th, 1961 by his Excellency M.L.Pin Malakul, an ex-minister from Ministry of Education. It is situated in Sukhumwit soi 22, Sukhumwit Road, Bangkok, Thailand.

School's philosophy

- High morals, extensive knowledge, excellent sportsmanship, cultural presentation, and community relations.

School's vision

- Sai Nam Peung School is a quality organization with learners who are citizens of the world on the basis of Thai with a network of learning and the exchange at the international level by the year 2015

School's aims

- Sai Nam Peung students students must be qualified young ladies with high morals and ethic and live happily in society.

School's mission

1. Develop quality management system standards-Thailand Quality Award.
2. Encourage students to be proper women citizens of the world
3. Encourage learners to have good discipline, refined behavior with gratitude and public mindedness
4. Improve learning courses and teaching methods to cope with world standard.
5. Implication of classroom research to enhance learning improvement in various ways.

Structures of Curriculum

1. Secondary Level : Mathayomsuksa 1-3 (Grade 7-9)

Program	Grade (Number of class)		
	M.1	M.2	M.3
1.1 General Curriculum	10	10	10
1.2 Mini English Program (MEP)	2	2	2

2. Higher Secondary Level : Mathayomsuksa 4-6 (Grade 10- 12)

Program	Grade (Number of class)		
	M.4	M.5	M.6
2.1 Mathematics - Science	3	3	3
2.2 Mathematics – Science Intensive (IEP)	1	1	1
2.3 Mathematics - English	4	4	4
2.4 English – French	1	1	1
2.5 English –Chinese	1	1	1
2.6 English- Mathematics -Chinese	1	1	1
2.7 Arts	1	1	1
2.8 Economics	1	1	1

ii) CV of Mrs. Chaoplaina

Name Mrs. Kanchaphat Chaoplaina

**Personal
Information**

- Marital status: Married
- Nationality: Thai
- Age: 58
- Place of Birth: Chiang Mai, Thailand
- Email: kanchapatc@gmail.com

Work experience

- * Head of Foreign Languages Department, Sai Nam Peung School (2002 – present)
- * Coordinator for School Partnership Program between Secondary Schools in Thailand and Indonesia (Sai Nam Peung School SMPN2 Purwokerto and 19 Junior High School, Indonesia (2010-2012)
- * Coordinator for International School Award (2010-2011)
- * British Council (BC) School Ambassador (2011 – Present)
- * Lecturer on Lesson Plan Design for Joint Curriculum Projects for Teachers from Sister Schools, OPEC Schools and Education Hub Schools (2011)
- * Invited as delegate to take part in Education Expo: Connecting Classrooms in Taipei supported by BC (2010)
- * Invited as delegate for study visit schools in London, UK supported by BC (March,2010)
- * Invited to join Rivers of the World project Seminar and visit partner school in London (September 2010)

Education

- * Invited to study visit Kidzania Edutainment Concept in Tokyo, Japan supported by Kidzania (April 2010) (www.kidzania.com)
 - * Lecturer on Perspective in Teaching English for Foreign Teachers from Fulbright College at Chulalongkorn University (2007-2008)
 - * Exchange Student Advisor (2002 – Present)
 - * School Magazine Editor (2000-2002)
 - * School Union Manager (1996-2000)
-
- Bachelor of Arts, Chiangmai University, 1974

iii) Acknowledgement from Wibhawinee Chommuangboon

It is with great pleasure that I write this acknowledgement for Mrs. Kanchaphat Chaoplaina from Sai Nam Peung School, Bangkok, Thailand. Ajarn Kanchaphat and Sai Nam Peung School joined the 3- year British Council Connecting Classrooms Project (BCCC) since 2008. This project, at the beginning, worked in cooperation with the Ministry of Education in Thailand, Malaysia, Vietnam, Indonesia, Korea, Japan, Taiwan and the UK. The purposes are to encourage international dialogue and facilitate the development of global citizens.

Over the project implementation, as the Project Manager I found Ajarn Kanchaphat possess of all qualities requires as a teacher coordinator in working with school partners in the UK and Indonesia and many other countries around the globe. Her skills in communication; ICT using web tools supported well to her teachers colleagues and students in exchange classrooms work with partner schools .

Ajarn Kanchaphats' work was outstanding not only in Thailand but also internationally. She had been selected to be a representative of the BCC Thailand to attend the international conference in Taiwan and also to attend the workshop with her partner schools in the UK. She has also succeeded in creating enthusiasm among her students. Their work were recognized and received a wide range of awards including “Better community - Better life” of student, the winner of Thailand for creating a poster and a teacher, the winner of Thailand for Lesson Plan.

At the final year of the project, Sai Nam Peung School was awarded International School Award (ISA) for the school's commitment to forming international partnership in teaching and learning. Ajarn Kanchaphat was also one of the outstanding teachers who had been selected to take a leading role as “Teacher Ambassador” to cascade her experiences and share her best practice to other new teacher colleagues to ensure the sustainability and

expansion of the project across the country. In addition, after completion of the project, she was honored to be the project coordinator for Rivers of the World, another British Council project on art and culture.

I would like to express my very great appreciation to Ajarn Kanchaphat for her valuable and professional commitment during working with the BCCC project. Her willingness to give her time generously has been very much appreciated. We wish her all the success in her future endeavors.

Wibhawinee Chommuangboon

Wibhawinee Chommuangboon

The Former Thailand British Council Connecting Classrooms Project
Manager

iv) Acknowledgment from Mr. Chananyou Muadmanee

It is my great pleasure to have worked with Mrs. Kanchaphat Chaoplaina from Sai Nam Peung School under Connecting Classrooms programme which is the British Council's global initiative for schools, creating sustainable partnerships between groups of schools in the UK and around the world.

In Thailand, the programme had cooperated with the Office of the Basic Education Commission (OBEC) and Office of the Private Education Commission (OPEC) under the Ministry of Education to develop partnerships of over 100 Thai schools with schools in the UK, South East Asia and other parts of the world by bringing teachers face-to-face and linking them and their students online to work together on creating joint curriculum projects on topics like the climate change, cultures, sports and health to enhance their communication and life skills as well as the international dimension of their schools.

I would also like to take this opportunity to congratulate and express sincere thanks to Mrs. Kanchaphat for her strong effort and commitment to this programme which has manifested in an accreditation of International School Award (ISA) for Sai Nam Peung School in 2011. This has been a tremendous achievement for it recognises teachers and the school working to embed a global dimension into the learning experience of all the students.

Chananyou Muadmanee

Chananyou Muadmanee
Former Manager Society
British Council Thailand

v) Acknowledgement of Resources

The source of information, quotes and materials contained within this document include the British Council Connecting Classrooms official materials, including website, documents and project templates as integral to the programmes delivered in the Asia-Pacific.

Ms. Yureerat Kittibhumchai, Local Area Education Authority from Office of Basic Educational Service Area 1, provided support at the regional level for the programme approvals and implementation as well as ongoing support for the evaluation of the results for implementing future curriculum change.

Director Wandee Naksukpan, Director of the Sai Nam Peung School, facilitated and supported everything else which was necessary for implementation.

Ms. Wibhawinee Chommuangboon, Former Thailand British Council Connecting Classrooms Project Manager

Mr. Chananyou Muadmanee, Former Manager Society British Council, Thailand

William Shakespeare, ‘The Merchant of Venice’, Shylock Quote