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Master's Thesis of Arts

A Study on Application Plans of
Instructional Consultation
for In-service Teacher Training
in Developing Countries

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ABSTRACT

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As MDGs were converted to SDGs, in-service teacher training began to be emphasized to improve the quality of education in the field of international development cooperation. In Korea, development cooperation projects for in-service teacher training in developing countries are underway, and there are growing calls for education experts to participate in in-service teacher training projects. Instructional consultation proposed by Rosenfield (1987), a representative method of improving the teaching expertise of in-service teachers, is mostly conducted by the teachers. Therefore, it is necessary to consider the use of instructional consultation in order to improve international teacher exchanges in Korea in the direction of revitalizing in-service teacher training in developing countries.

This research will find out the way of applying the instructional consultation to in-service teacher training in developing countries, especially in the context of teacher exchanges between Korean public-school teachers and teachers in developing countries. The main agencies of instructional consultation are the consultants, consultees and consulting managers. Then, what competencies are needed for the

instructional consultants in international context? And what are the roles of consulting managers in international context?

In order to apply instructional consultation to international teacher exchange, it is necessary to establish competency standards for instructional consultants so that teachers with consultation competency as well as teaching competency can participate in the project and increase the effectiveness of the project. In addition, since instructional consultation will take place in different international contexts, such as different environments and situations, it is necessary to establish new tasks for consulting managers. To this end, 14 domestic teachers who have participated in international development cooperation or experience in instructional consultation and 2 project managers of NGOs who have run in-service teacher training programs in developing countries were recruited as expert panels to draw the consensus.

As a result of the research, international instructional consultation for developing countries should be carried out in cooperation with local consultants and Korean consultants on a team-based basis, and instructional consultants should understand of the culture of the country and the educational situation. Consulting managers agreed that it is most desirable for Korean government agencies such as the Ministry of Education and NGOs with local expertise to play a role together, and that they should be responsible for securing budgets while supporting online consulting. It was agreed that it was better to investigate teachers' teaching efficacy and satisfaction with consulting

rather than changes in student achievement, and it was found that teaching materials and textbooks should be supported so that consulting teachers can implement solutions through consulting. The appropriate number of consulting managers is considered to be more than three because consulting managers have to provide comprehensive support for sustainable and gradual improvement of instructional consultation and perform various tasks.

These Delphi surveys are generally a method of seeking expert consensus over three rounds, so it is difficult to say that the opinions of all teachers, instructional consultants, and development cooperation project managers were reflected. In addition, it is necessary to study the reality of a teacher exchange program applying instructional consultation method. As research is currently underway at the government level to establish an educational internationalization center, it is time to develop a teacher exchange program for in-service teacher training in developing countries. Instructional consultation will be a method of international development cooperation worth existing along with other international projects.

Keyword: In-service Teacher Training, Instructional Consultation, IEDC(International educational development cooperation), Competencies of Consultant, Tasks of Consulting Managers

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LIST OF ACRONYMS

AAAA	Addis Ababa Action Agenda
ADB	Asia Development Bank
ALCoB	APEC Learning Community Builders
APCEIU	Asia Pacific Centre of Education for International Understanding
CVR	Content Validity Rate
DAC	Development Assistance Committee
DB	Database
DCA	Development Consulting Agency
DfID	Department for International Development
EDCF	Economic Development Cooperation Fund
EFA	Educational for All
FTI	Fast Track Initiative
GEFI	Global Education First Initiative
GNP	Gross National Product
GPE	Global Partnership for Education
HoE	Hope is Education
IEDC	International Educational Development Cooperation
IIEP	International Institute for Educational Planning
KEDI	Korean Educational Development Institute
KERIS	Korea Education and Research Information Service
KICE	Korea Institute for Curriculum and Evaluation
KOICA	Korea International Cooperation Agency

MDGs	Millennium Development Goals
MoE	Ministry of Education
NGO	Non-Governmental Organization
NEST	Network for Student and Teachers
NIIED	National Institute of International Education
ODA	Official Development Assistance
OECD	Organization for Economic Cooperation and Development
PCSC	Participatory Culture-Specific Consultation
SDGS	Sustainable Development Goals
SSAEM	Sharing Stories of Asia-Pacific Education Movements
TALIS	Teaching and Learning International Survey
TFA	Teach for America
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization

CHAPTER I . INTRODUCTION

1.1. Research Background

In 2015, the UN announced Sustainable Development Goals (SDGs). Among them, the agenda in the field of education is to ensure inclusive and high-quality education for everyone and to promote lifelong learning opportunities. As can be seen from "Quality Education," a representative feature of SDGs different from previous educational agendas is that they emphasized learners' learning in full rather than building educational infrastructure (Kim, 2016). Previously, if the field of education development cooperation focused on quantitatively expanding educational opportunities based on school enrollment rates, SDGs emphasize quality of education, quality of teachers, improvement of learning outcomes, and lifelong learning. In order to derive effective learning outcomes, the UN proposed "expanding the supply of qualified teachers and strengthening international cooperation in the field of in-service teacher training" as one of the implementation goals of the sustainable development goal in the education field. From an international comparison point of view, the teacher training course has a variety of spectra, with a standardized sophisticated teacher qualification program system at one end with a large emphasis on teaching and learning knowledge, and the other end with a modular short-term qualification program (e.g., Teach for India, Teach for Philippines). As such, most of the support is focused on international

cooperation in the field of in-service teacher training (Park et al., 2016; Park, 2014; Mulkeen, 2010; UNESCO, 2012b) because the supply and demand methods are diverse and closely related to the government's budget. International cooperation in the field of in-service teacher training is mainly related to the improvement of the professionalism of teachers in developing countries (Villegas-Reimers, 2003). Numerous previous researches have emphasized teachers as one of the factors that most influence students' academic achievement (Asharaf et al., 2005; O'Sullivan, 2006; UNESCO, 2012a; Westbrook et. al., 2013) as a subject that enables innovation in the educational field through strengthening professionalism (Altinyelken, 2010; Fullan, 2007; Hargreaves & Fullan, 2012; Khamis & Sammons, 2007; Smith, 2005). As teachers' role in improving the quality of education in the international community is emphasized, the importance of cooperation in the field of in-service teacher training in educational development cooperation is also increasing (Park et al., 2016; Kim et al., 2015; UN, 2015; UNESCO, 2014; 2015).

As cooperation in the field of in-service teacher training has become important, effectiveness is also important. In addition to the lack of absolute number of teachers to increase the enrollment rate of compulsory elementary education, teacher variable affects the effectiveness of aid. Today, the key to evaluating the effectiveness of aid is the benefit to the 'final beneficiary'. It is about what benefits students have received and their learning outcomes have increased due to intervention in education. Due to the increase in the budget for

basic education projects, many in-service teacher training programs were funded, but it was considered a typical investment in human capital and was not properly analyzed, which resulted in the spread of in-service teacher training programs not gaining reliable empirical results. In this regard, a scientific and rigorous evaluation of the in-service teacher training program is required (Lee, 2021). For example, in an in-depth study of basic education in northeastern Brazil, in-service teacher training did not contribute significantly to students' academic achievement (Harbison & Hanushek, 1992).

Since the role of teachers affects students' learning, the role of teachers is emphasized to improve the quality of education, but the reality is that there is no specific plan to improve the competence of teachers in developing countries. In addition, a pedagogical approach is needed to develop measures for this. This is because it is pointed out that international education development has been conducted individually apart from pedagogy discussions, and the effectiveness of the donor countries' interests and projects excluded from the situation and context of the recipient countries has been further considered (Kim & Cho, 2017; Schweisfurth, 2015; Barrett et al, 2013). As public-private partnership increases, the issue of tension between private capital and the intrinsic value of education is also emerging (Yoo & Lee, 2016).

Specific measures to improve teachers' capabilities to improve the quality of education should reflect the spirit of decolonization and become a sustainable project rather than a one-time in-service

teacher training project (Kim & Cho, 2017). To this end, education development projects should be promoted centering on software development considering learners' learning processes and achievements, and a structure in which a learning advisor, an educational expert, participates in or consults on education development projects is needed (Kim & Cho, 2017).

It has been argued that it is necessary to use the professionalism of Korean domestic in-service teachers, representative educational experts, to enhance the professionalism of teachers in developing countries and improve the effectiveness of educational development cooperation projects. Cheong & Park (2013), who analyzed the educational development cooperation situation of the Japan Ministry of Education, argued that the ODA policy measures and resources owned only by the Ministry of Education such as teachers' groups, universities, and office of education should be institutionalized and established to be directly used as much as it can. To this end, it was considered necessary to provide institutional support such as the introduction of the teacher ODA employment leave system and the revision of the provisions for reasons for leave (Ministry of Education, 2011).

In this context, Recently, specific policies have been promoted to contribute to the strengthening of educational capabilities of developing countries by excellent teachers in Korea, including pre-service and retired teachers (National Institute for International Education, 2016).

However, discussions on the use of professionalism by domestic teachers are still lacking in domestic consensus on in-service teachers' participation in international development cooperation projects (Kim et al., 2012), and it is not clear what role Korean teachers can play in international development cooperation (Park et al., 2016).

Park (2016) studied domestic teachers' overseas educational service experiences to utilize domestic teachers in in-service teacher training development cooperation, and proposed including development cooperation courses in Korea's pre-service teacher curriculum, and expand training opportunities for in-service teachers to enhance their professionalism for development cooperation field. The study of domestic teachers' overseas service experience is difficult to say that they have suggested improvement measures for teacher utilization itself, but it can be seen as a proposal to improve the capability of domestic teachers participating in educational development cooperation projects. As such, research on analyzing, criticizing, and suggesting improvement measures for overseas education development projects in which domestic teachers participate is insufficient. Research is needed on specific ways to emphasize the subject itself and at the same time interact smoothly.

Oh (2015, 2016) explored the possibility of applying school consulting to improve the quality of education in recipient countries of ODA and proposed the conceptual principle and model of educational development consulting by combining development cooperation and

school consulting. She pointed out that discussions for the theoretical basis of consulting in the field of educational development cooperation are insufficient, business characteristics are stronger than educational characteristics, and education experts' participation is low.

Research in related fields are mainly case studies, or temporary and prescriptive solutions in specific countries but the above research is meaningful in that it has prepared specific methods through a theoretical approach. However, educational development consulting with school consulting has several limitations in using domestic teachers.

School consulting was studied as part of the field-centered approach to replace the blueprint approach's educational reform (top-down, elite bureaucratic centered) (Lee, 2001; Noh et al., 2003; Cho, 2003). Since school consulting deals with school management, educational activities, school external relations, and education office-level business areas (Jin, 2003), it is difficult to say that teachers, who are class experts, have overall professionalism in contributing to educational development cooperation projects through school consulting. In addition, it can be said that development cooperation experts lack expertise in dealing with the field of educational activities during school consulting.

<Table 1> The Area of School Consulting

School Management	Education Activities	Outward relationship of School	MoE and education office-level business
Establishing educational and management goals and establishing plans. Curriculum. Organization and personnel management. Scholarship and training management. Welfare for students and faculty members. School evaluation. Running a school event. Creating the culture and climate of the school.	Class management. Curriculum education activities. Off-curricular educational activities.	Operation of a parent education program. How to utilize local resources. Rational operation plan of the Parents' Association. Development of a local learning center and activation program.	Teacher training. District autonomous scholarship. Research and pilot school operation.

Source : Jin, 2003

Instructional consulting is a more suitable approach than school consulting in international educational development cooperation, which uses teachers as its main resources, as independent and horizontal fellow teachers with a high understanding of classroom classes are the main consultants. Oh (2016) approaches educational development consulting through school consulting that includes instructional consulting, so she cannot provide specific help, perspectives, or methods to subjects who want to consult classes. Therefore, in order to use domestic teachers for in-service teacher training in the field of educational development cooperation, it is necessary to introduce instructional consulting, which is considered a part of school consulting or an advanced concept of class supervision in Korea.

The Korea Development Strategy Research Institute report (2012) divides consultants in the field of development cooperation into development cooperation experts who plan and operate projects and technical experts with degrees or more practical experience in detailed fields.

Most of the 5th to 10th-year teachers who participate in international education development cooperation have a degree in pedagogy but have field experience, so according to these standards, they can work as middle and high-level technical expert consultants in education.

As a way to use Korean domestic teachers in the field of educational development cooperation, instructional consulting is a way to improve the professionalism of teachers in developing countries who lack training opportunities while utilizing the teaching professionalism of domestic teachers. However, since the terms instructional consulting, class supervision, and class coaching are often mix-used in Korea and methods are implemented differently from the terms in the actual field, it is necessary to clearly organize them and discuss why instructional consulting, not class supervision or class coaching, should be introduced into the field of educational development cooperation. In addition, since it is rare for teachers from different countries to interact with instructional consulting, and there will be specificities in the phenomenon itself, it is necessary to discuss the tasks, competencies, and process of instructional consulting required of participants. In particular, it is important to establish the competence

of the consultant, who is the main agent of instructional consultation, and the task of the consulting manager. Jin (2003) emphasized not only the professional knowledge of the field but also the knowledge and skills of the consulting itself as a competency that the class consultant must have. In addition, Park (2008) mentioned the importance of instructional consultants' professional knowledge, skills, and abilities because instructional consultants are key factors in determining the process and effectiveness of consulting. To this end, it is necessary to gather opinions from the perspective of Korean teachers and instructional consultation experts who participated in the educational development cooperation project on how teacher exchange-related programs have been implemented among existing educational development cooperation projects. Through these, this study aims to achieve following effects.

First, establishing the basis for operation of instructional consultation in international context by organizing the competencies required of consultants and tasks of consulting managers.

Second, facilitating the participation of education experts such as Korean public-school teachers in international educational development cooperation projects.

Third, preparation of an international in-service teacher training course that reflects the opinions of Korean teachers as practitioners.

1.2. Research Questions

The research purpose is finding way to utilize Korean public-school teachers by applying instructional consultation method to teacher exchange. There needs to discuss structure and process as well, but it is too broad discussions and it depends on the situation in the target countries. This research will narrow down the scope into the members' role and competencies dimension, so the main research problems for conducting this research are as follows.

First, what competencies should instructional consultants have in instructional consultation for in-service teacher training in developing countries?

Second, what tasks should consulting managers perform in instructional consultation for in-service teacher training in developing countries?

Among the projects of KOICA, KEDI, the provincial office of education, and KERIS from 2010 to 2020, this research intend to analyze international educational development cooperation projects to discover research problems, analyze current status and problems, and review in-service teacher training. In addition, various preceding studies related to educational development cooperation and instructional consultation were analyzed, and 6 participants in related programs were interviewed for 1-2 hours to draft the competency of the International Development Instructional Consultant and the task of the consulting manager. As the participants are a subject of international instructional consultation, questions were guided in

advance about the competence of instructional consultants and the tasks of consulting managers, and the actual interview was conducted in a semi-structured manner centering on these questions. The interviews were recorded, and the recordings were summarized to supplement the competency of the international instructional consultant, and the draft tasks of the consulting managers. In order to verify and confirm the validity of the draft, this study carried out a Delphi method with expert panels.

CHAPTER II. LITERATURE REVIEW

2.1. In-service teacher training in IEDC

2.1.1. The concept of International Educational Development Cooperation

Applying instructional consultation to in-service teacher training in developing countries means that it could be applied to international educational development cooperation. The meaning of international educational development cooperation is as follows.

Development has been used interchangeably with the term 'improvement' or 'growth'. Development implies 'better' and has been proposed as a goal pursued by the state and society under the premise of 'desirable' (Kothari & Minogue, 2006). Myrdal defined development as an upward movement of the entire social system and took it for granted that the social system includes not only economic factors but also non-economic factors. In other words, the level of production and consumption of society includes not only personal consumption but also joint consumption such as education and hygiene, as well as institutions and attitudes such as social composition and division of power within society (Lee, 2008).

Development has been recognized as 'desirable' in close connection with the concept of 'modernity'. The concept of 'modern' according to social, economic, political, and cultural situations depends on time and region. Usually, 'modernized state' means representing a specific form

of economic state and social system based on Western European experience. In terms of economy, 'modern' means industrialization, urbanization, and increased technology use in all economic aspects. Defining development as modern is usually centered on the economic aspect. Although national income per capita has been used most widely as a development indicator, the need for comprehensive development indicators that emphasize more non-economic aspects has been raised. Therefore, human development indicators have been developed and widely used by the UN Development Plan since the late 1980s.

Development should be interpreted as referring to an on-going process, and development does not just occur in poor countries, but continues in developed countries. The difference between developed and developing countries in various political, economic, and social indicators that determine human quality of life, such as income, infrastructure, economic growth rate, job opportunity, education, health hygiene, and living environment, is called the development gap. International development cooperation is international actions and specific efforts of the global community to reduce the development gap between developed and developing countries, resolve poverty and inequality in developing countries, and allow people to enjoy natural human rights advocated by the Universal Declaration of Human Rights (KOICA ODA Education Center, 2016).

International development theories closely related to education include human capital theory, modernization theory, critical theory,

dependency theory, and capability theory. These theories can be used by practitioners, policymakers, and researchers engaged in international education development cooperation to use them for work or to determine the value of research or project performance. McCowan et al. (2015) classified development theories into five categories according to three paradigms. The key elements of paradigm-specific theory are as follows.

<Table 2> Development Theories

Paradigm	Vision	Strategy	Relationship with Education	Variant
Liberalism and capitalist	Advancement through economic growth	-Economic activities., modernization of economic institutions, and changes in attitudes - Strengthening the capacity and productivity of workers	School education that fosters productive workers	-Modernization theory -Human capital theory
Marxist	Liberation from the economic exploitation of the world or local ruling class	Discontinuation of subordinate relationships with former or new colonial forces	The education system also relies on previous colonial forces and reproduces unequal relationships	Dependency theory
Liberalism and egalitarianism	-Equal opportunity and basic rights -Individual subjectivity, happiness, and freedom	Constitution guarantees -The duty of the international community -Individual responsibility	Educational opportunities should be distributed fairly, and individuals should be able to fully participate in society through education	Basic needs -Human rights -Human development and capabilities

Source : McCowan, 2015

In capability theory, humans are viewed from the perspective of capability, not capital. Capability refers to the practical freedom to lead the life that an individual value. Scholars such as Amartya Sen (1992, 1999) and Martha Nussbaum (2000) and Mahbub Ui Haq (1995)

advocated capability theory. From the perspective of capability theory, poverty is defined as deprivation of basic capability, not just low income. Nussbaum presented a list of 10 human capabilities, which influenced the development of the Human Development Index (Yoo et al., 2017). Amartya Sen described poverty as the depression of basic capabilities. It argues that poverty should be judged by capability, that is, whether there is freedom to choose 'beings' or 'doings', or whether it has the ability to achieve 'what it wants to be and what it wants to do'. Therefore, poverty means not only a lack of resources for health and physical safety but also a lack of means and capabilities for socioeconomic mobility. Basic capability is "the ability to satisfy certain deterministically important factors to the minimum level." Everyone is given access to political, economic, and social systems that enable and promote not only material and mental factors but also capabilities. Entitlement is the right to demand material and mental resources and the legal, political, social, and economic environment that determines what qualifications an individual will possess and how much. It is the entitlement failure that appears when access to basic resources is insufficient or when there is not enough system to help acquire these resources. The entitlement failure leads to deprivation of capacity, a lack of ability to realize potential and acquire absolutely necessary mental and material resources to meet needs. It has not clearly presented what "basic capability" is. Although Sen's research includes some general factors such as health, nutrition, and education, it does not list minimal essential capabilities or present universal

categories. Alkire argues that it is intended that concepts related to various cultures and situations can be created by not listing specific items (Lee, 2008; Alkire, 2002).

Right Based Approach (RBA) emerged as an integrated awareness of human rights was needed in the process of poverty reduction and development (Lee et al., 2008). The core principles of the RBA proposed by the UN are participation, accountability, non-discrimination, competency development, and linkage with international standards (Lee et al., 2008). In Article 1, Paragraph 1 of the Declaration of Development Rights, "The right to development is a human right that cannot be transferred. Based on that right, each human and all people have the right to participate in, contribute and enjoy economic, social, cultural, and political development in which all human rights and basic freedoms can be fully realized." As such, the RBA recognizes poverty as a matter of rights, and values development as a process of realizing human rights.

2.1.2. The concept of In-service teacher training

This study explores the method to enhance the capability of in-service teachers in developing countries. And the concept of in-service teacher training follows the conceptualization of Mulkeen (2010).

According to Mulkeen (2010), In-service teacher training can be categorized into three groups : in-service initial training for unqualified teachers, in-service upgrading for qualified teachers, and continuous professional development. In-service initial training for unqualified teachers is designed to allow unqualified teachers to obtain a recognized teaching qualification while they continue to teach. In-service upgrading for qualified teachers is enabling teachers to upgrade to a higher-level qualification, usually associated with higher pay. Continuous professional development is usually in the form of short courses not linked to a specific qualification.

In this study, because it is hard to guarantee a specific qualification related to higher pay, application of instructional consultation to in-service teacher training is close to initial training for unqualified teachers or in-service teacher training as continuous professional development.

Mulkeen (2010) divides continuous professional development into three categories: Short training courses, Support systems, and Peer networks. Short training courses are the provision of short training courses. It was mainly through cascade training, with courses developed centrally and delivered locally through a network of trainers.

Support systems are the support services mainly consisted of individual support workers based at local centers and visiting schools to observe and support individual teachers and provide school-level training. Peer networks provided an opportunity for teachers to meet and decide their educational needs, although in only a few cases (Mulkeen, 2010). Until now, in-service teacher training conducted by Korean teachers in developing countries is usually similar to combining short training courses and support systems. There was NGO doing the similar kind of business as peer networks, but it wasn't a big trend.

2.1.3. Previous studies related to quality of education and in-service teacher training for international development cooperation

Various studies are being conducted on global education development cooperation, and some of them are about in-service teacher training and how to improve the quality of education. Previous studies in the field of in-service teacher training for global development cooperation can be classified as follows. First, it is a study that emphasizes the importance of teacher education and in-service teacher training in developing countries and presents directions in quality education. Second, it is a study that analyzes the current status and problems of teacher curriculum, supply and demand, and treatment in developing countries. Third, it is a study that analyzes the effectiveness of development cooperation projects for in-service teacher training in developing countries or qualitatively analyzes the experiences of participants. In addition, studies on educational development cooperation include various proposals for high-quality education or studies that urge education experts to participate in development cooperation.

Studies emphasizing the importance of in-service teacher training in developing countries in quality education and suggesting directions are as follows. According to a 2014 UNESCO IIEP report, all elementary school teacher education programs generally have field training, and some programs also reveal that practice is a major factor. The main program of practice follows a teaching model (apprenticeship model),

in which case it describes practicing without the help or mentoring of other teachers as 'sink or swim', that is, learning by trial and error. In this case, the practice is not intentionally designed to promote effective teacher learning. This is a practical experience that can be experienced in both developing and developed countries. Most of these practice participants complained about the negative attitude of mentor teachers or the unplanned, low frequency of university tutors and the short-term rush process (Lewin & Stuart, 2003).

Such trial-and-error learning appears as an unintended by-product of the system to achieve effectiveness through field training education with a small budget. It can also be seen as an inevitable result because mentor teachers do not receive special training, increase responsibility, and are not free from existing teaching tasks. In developed countries, such trial-and-error learning can emerge as an alternative to traditional methods like the US Teach for America (TFA), but it is natural and difficult to say that the practice model is implemented through trial and error if there is no demand for completion of certification programs after short-term training.

To solve this problem, ideas are presented for well-designed practices and induction programs in which one or more mentors are trained, rewarded at a given time, and responsible for their performance as mentors. UNESCO Strategy (2012-2015) and Education Strategy (2014-2021) pointed out the lack of budget and treatment of teachers' insufficient salaries to train, hire, deploy, manage, evaluate, and improve expertise. To improve this situation, it

announced that it would establish a teacher training institution in addition to state institutions and provide technical support. In addition, it said it would actively utilize blended training and try various pilot programs to train in-service teachers, which are replacing qualified teachers such as contract teachers, community teachers, and para-teachers. Kim & Cho (2017) explained that although educational development cooperation has been focused on improving the quality of education since 2015, the definition of high-quality education is not clear and linked to learning outcomes. They emphasized the importance of in-service teacher training in developing countries and argued that education to enhance literacy and students' learning outcomes should be educational development cooperation in which local participants produce and participate in colonial education projects.

Studies that analyzed the current status and problems of in-service teacher training in developing countries through examples are as follows. While discussing Namibia's educational reform, Nyambee & Wilnot (2015) evaluated Singapore's NIED-led educational reform as a reform enforced by outsiders with power. They argued that insiders should move away from the frame outsiders are experts and seek a new direction in in-service teacher training.

Park (2014) analyzed the status of elementary school teachers in Nigeria and revealed that the supply and demand of teachers are insufficient and that there is no continuous training opportunity, resulting in a qualitative decline. Yoo & Park (2015) interviewed experts from the United Nations Education University in Mozambique to deal with the importance of in-service teacher training and the current status and issues of Mozambique teacher policy. They present problems with the low salary level of Mozambique teachers, short training courses, insufficient retraining opportunities, and deepening variations in teacher levels between regions. Kim (2017) analyzed the issues of elementary education and elementary school teachers in Cambodia. She pointed out that the enrollment rate of students has increased due to the emphasis on universal elementary education in MDGs, but the teacher training course is insufficient to train qualified teachers and is not training as much as demand. It argued that it should provide support for a self-sustaining teacher learning community and intensive training programs.

Studies that analyze the effectiveness of development cooperation

projects for in-service teacher training in developing countries or qualitatively analyze the experiences of participants are as follows. Park et al. (2016) pointed out that discussions on the use of domestic teachers in global educational development cooperation only suggested the justification. Also, the study classified teacher participation as an equivalent partner, helper, and one-sided knowledge transfer training. Arguing the importance of teacher professionalism in improving the quality of education, it qualitatively explored the experiences of six participants who are members and Korean in-service teachers of Group A, which conducts intensive short-term teacher training with the teacher learning community in Uganda, Africa. Participants started with curiosity and expectations for communication with the unknown world, but as teachers, they had a dilemma that they could not fully jump into development cooperation. They revealed that reflection on the project was not carried out properly, and researchers expressed various discussions, including the question of whether the teacher's own expertise exists enough for participants to conduct short-term training.

Researchers proposed to include development cooperation courses in the pre-service teacher curriculum and expand training opportunities for in-service teachers on how to utilize global education development cooperation for Korean teachers. A study by Park, Choe, & Lim (2019) analyzed the effect of the project to strengthen the competency of elementary school teachers in northern Uganda conducted by Korea's educational development cooperation NGO on

teacher efficacy and teacher satisfaction. Teacher efficacy and teacher satisfaction, which are the affective areas of teachers, were viewed as leading factors in overall changes in school education, such as student academic achievement, and analyzed that the project had a positive effect on teacher efficacy, educational environment management efficacy, and teaching satisfaction. The teacher-learning competency reinforcement project based on teachers' spontaneity affected teacher professionalism, and the teacher-learning community argued that teachers in developing countries play a role in fostering a sense of belonging and community to schools.

Research that urged educational experts to participate in educational development cooperation and proposed various methods is as follows. Chung & Park (2013) analyzed Japan's case and urged the Ministry of Education to seek important and practical roles based on its own expertise by systematically supporting universities and in-service teachers' participation in ODA projects. In addition, he pointed out that critical review and correction of the nature of the educational ODA project distorted by a group of non-educational experts is necessary. Oh (2015) argued that around 2015, the UN's development goals shifted from quantitative expansion of education to qualitative improvement, and consulting would be an effective way to assist suitable for the needs of developing countries. At the same time, she pointed out that consulting in the field of international education development cooperation lacks discussion for the theoretical foundation, has a stronger business characteristic than educational

characteristics, and has less participation from education experts.

Most of the research in this regard argued that it is necessary to establish a theoretical foundation for consulting in the field of educational development cooperation considering the specificity and nature of education, as most of the project case studies or temporary and prescriptive solutions in certain countries are available. As a follow-up study, Oh (2016) suggested the principles of educational development consulting as spontaneity, learning, impact, professionalism, sustainability, and independence. The principle of education development consulting was derived from school management consulting, but since it is approached as a school consulting that encompasses instructional consultation, so it can be said that it proposed a consulting method for overall school management rather than a consulting method focusing on in-service teacher training. Therefore, there is a limitation in that it cannot provide specific help, perspective, or method to in-service teacher training.

2.1.4. The participation of Korean teachers as educational experts in international educational development field

Cheong & Yoo (2013) compare the system of Korean and that of Japan. Japan induce their domestic teachers to participate in the educational development projects so that they could use the teachers as the educational professionals. Park (2016) pointed out that the international development project which Korean teachers participate in doesn't properly support teachers, so he insisted that policy support is necessary. Oh (2016) suggested the school consulting method used in the educational development field. In this research, teachers' role as an educational profession is emphasized.

As some researches have said, Korean public-school teachers are required to be active participants in the field of international educational development. Therefore, by examining the concept of international teacher exchange in which teachers participate and how the current program is operated, the meaning and implication can be reviewed.

(i) Concept of international teacher exchange

International exchange is an interaction in which various subjects, such as individuals, social groups, and public institutions, pursue their own interests or common interests regardless of time and space constraints due to the development of knowledge, information, and communication technology. In addition, it is an attitude that respects the culture and values of the other party and means to interact and cooperate with people, information, best practices, and ideas from the standpoint of reciprocity (Gyeongbuk Office of Education, 2017; National Council of Provincial Governors, 2015; Gyeonggi-do Office of Education, 2012).

According to Min et al. (2014), international exchanges are activities that develop human exchanges and related information exchanges to derive mutual understanding and cooperation directions and can be seen as a stage of network establishment and trust formation between partners. In the International Exchange Manual published by the National Council of Provincial Governors, international exchanges are classified as follows according to the type of international exchange and exchange according to the subject of exchange (Jang et al., 2020).

- Class exchange (on/offline/convergence class and teaching and learning method exchange, etc.)
- Cultural exchange (exhibition and regional festivals, participation in hands-on training, etc.)
- Academic exchange (forums, research, workshops, conferences, etc.)
- Human exchange (organization and dispatch of volunteer groups, dispatch of teachers overseas, etc.)

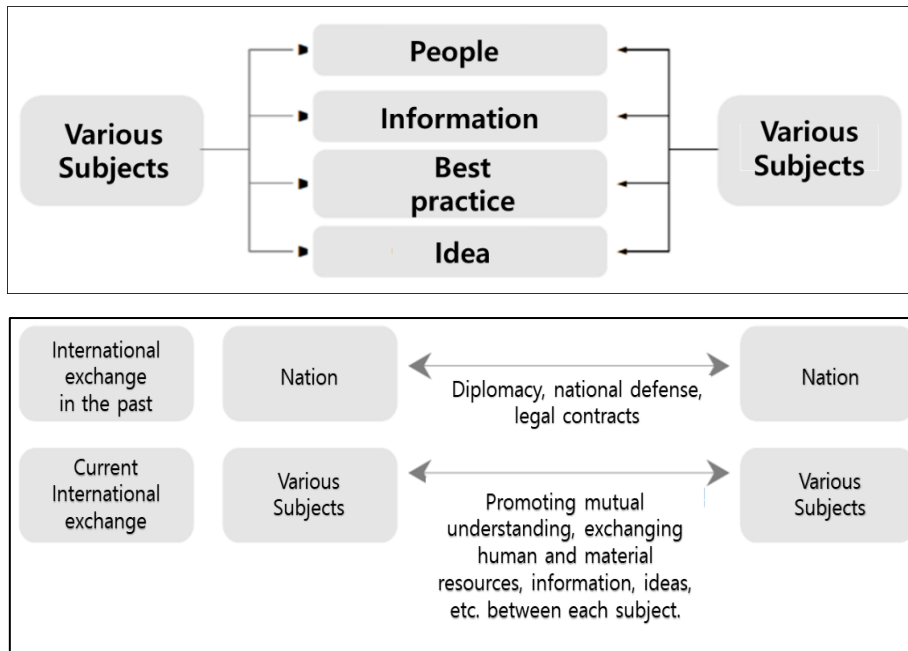
Class exchange, cultural exchange, academic exchange, and human exchange appear in a mixed form and show a convergent pattern within the internationalization program. According to Jang et al. (2020), academic exchange refers to promoting mutual development by exchanging competitive industrial technologies and knowledge and sharing know-how. Recently, it often appears in the form of human exchanges including academic forums, seminars, international symposiums, research, and agenda discovery. Nevertheless, it has been said that it acts as an important type of international exchange in that it contributes to the establishment of mid- to long-term development strategies for unit schools, local governments, and the country, and the overall quality of the educational environment.

The area that has recently emerged in the type of academic exchange is human exchange, which can help emotional and cultural mutual understanding between countries and regions and plays a role in supporting exchanges in other fields. If human exchanges are carried out smoothly, it can contribute to resolving conflicts in terms

of culture and society at home and abroad. For this, the human and cultural characteristics of the exchange subject must be considered (Jang et al., 2020).

Teacher exchange for international development cooperation includes all forms of class exchange, cultural exchange, academic exchange, and human exchange. This is because they exchange teaching and learning methods, are dispatched overseas in the form of volunteer groups, experience local culture, and hold training in the form of workshops. It needs to be promoted because it is an important type of international exchange that contributes to the improvement of the overall quality of the educational environment, but the method must be elaborately prepared.

Jang et al. (2020) conducted a survey of teachers, principals, vice principals, professionals, and general administrative positions of metropolitan and secondary education offices across the country (2020.11.-2012.03) to examine the level of internationalization of elementary and secondary education. As a result of analyzing the answers of 211 respondents to the survey, they were found to have the least experience in academic and human exchanges. Academic exchanges include conferences, workshops, research, forums, etc., and human exchanges include dispatch of overseas teachers and exchanges in the form of volunteer groups. Overall, it was found that there were few international exchanges in education-related academic and human exchanges among education experts.



<Figure 1> Basic Concept of International Exchange

Source : Jang et al.,2020; Busan Metropolitan Office of Education International Exchange Manual, 2019

Jang et al (2020) classified the nature of international exchange into three types. Exchange relationships can be confirmed as follows. The first is 'International Exchange as Domination', which is a form of cultural imperialist exchange and is reproduced under the name of multinational cultural capitalism. Currently, it serves as a logical basis for justifying the situation in which cultural dominant countries in East Asia serve as a bridgehead for entering the cultural market. Second, as an 'international exchange as an exchange' from the perspective of UNESCO, it presupposes an equal exchange relationship between the donor and the recipient involved in the exchange. In this case, international exchange contributes to reducing colonialism, unilateral cultural dominance between central and neighboring countries, and aims to achieve communication between various cultures.

Third, it is premised that the fixed positions of recipients and donors are avoided while various methods of exchange are opened through 'international exchanges as trans-', and the positions in cultural activities continue to change. Currently, teacher exchange programs aimed at international development cooperation in the field of in-service teacher training should aim for international exchange as an exchange or international exchange as a trans-. Clients (consultants) participating in instructional consultation may act as instructional consultants for their teachers in the future, and Korean teachers should also be able to request instructional consultation to overseas teachers.

Overview of the International Teacher Exchange Programs in Korea

<Table 3> Types of Teachers Participating in Overseas Dispatch

Projects

Type of Business	Target	Dispatch period
Long-term Dispatch	As in-service teacher or pre-service teacher in elementary and secondary school (A person with a teacher's license)	1 year (In-service teachers are on leave of employment during the dispatch period)
Dispatch of Retired faculty members as advisors	Retired teachers or retired educational administrators	1 year
Short-term Dispatch (International education volunteers)	College of Education students or university students who completed a teaching course	Within 2 months of vacation (According to each university program)
Source : National Institute of International Education(NIED) website		

Source : Jang et al., 2020

<Table 4> Development Projects for In-service teacher training in

Korea

Organization in charge			Program	In-service teacher training purpose	Participation of Korean teachers
A government affiliated institute, UN related	UNESCO& MoE	APCEIU	Dispatch of overseas Korean schools, exchange of teachers in the Asia-Pacific region of global education, and online exchanges between schools in the Asia-Pacific	O	O

agency			region of global education		
	UNESCO KOREA		Bridge Program (Asia, Africa) Teacher professionalism development	O	
	KERIS		E-learning International Consulting (2015-2021) : Peru, Kyrgyzstan, Uzbekistan, Serbia, Cambodia	O	
	MoE	NIED	Korea-Japan : Education Exchange, Korea-China : Education Exchange, and Overseas Teacher Dispatch Project		O
	KOICA		General volunteer group (education field)		
			Angolan Teacher Professionalism Development and Community Literature Education Secondary Project (2016-2017)	O	
			Moroccan Vocational Training Teacher Professionalism Development Project 2013.2~	O	
			Project to strengthen teacher professionalism and establish an educational information system in Azerbaijan (2016-2018) (\$6 million)	O	
			Primary Education Equity and Quality Improvement Project (UNICEF) 20-24 in Nampula and		

			Zambezia, Mozambique		
			The Early Childhood Teacher Professionalism Development Project (2021-2026) (\$1.1 million) through the establishment of the Uzbekistan Teaching and Learning Development Complex Center.	O	
			TVET Teacher Professionalism Development Project of the National Vocational Technology Education Center in Cote d'Ivoire (2021-2025) (\$6.6 million)	O	
			Nicaragua Teacher ICT Competency Enhancement Project 17-19	O	
			The project to strengthen the ICT educational competency of Rwanda teachers and pre-service teachers (\$2017-2020/7million) 2018. 4	O	
			The project to strengthen teacher training and elementary and secondary educational competency using El Salvador ICT. 2021	O	
Private organizatio ns	APEC learning community builders (ALCoB)		ALCoB - Education Information Support Project for Exchange and Cooperation Bureau APEC E-learning Training Project ('06~Continued, AeLT)	O	O
	Budget support by	Hope is Educatio	STIC (Short-term Intensive Course), Ugandan teacher	O	O

	KOICA	n (HoE)	professionalism development project		
		World Citizen Education Research Institute	Nepal International Volunteering	O	O
		Lotusworld	Laos teacher professionalism development project	O	
		Kids&Future Foundation	Malawi teacher professionalism development project 'Man! Let's go! For hope (with HoE)'	O	O
		Plan Korea	Quality education support project in the kontum region of Vietnam	O	
		KCOC	KCOC-HoE School Consulting		O
		Educators without borders (EWB)	Senegal teacher professionalism development project to strengthen the ICT education competency	O	

(ii) Korean teacher exchange projects with developing countries

According to The World Country Factbook (The Export-Import Bank of Korea, 2021), Low-income countries' GNI per capita (2019) is under \$1,035. The number of low-income countries is 29, and most of them are in Sub-Saharan Africa. The number of middle-income countries is 106 and among them, 49 countries are in lower-middle income countries.

<Table 5> Low & Lower Middle-Income Countries

Region	Low income		Lower middle income	
Asia, Oceania	Afghanistan		Bangladesh	Cambodia
			Pakistan	Philippines
			Kiribati	Micronesia, Fed. Sts.
			Sri Lanka	Vanuatu
			Myanmar	
	Korea, Dem. People's Rep.		Bhutan	India
			Papua New Guinea	Solomon Islands
			Lao PDR	Mongolia
			Timor-Leste	Vietnam
			Nepal	
Middle East, North Africa	Syrian Arab Republic		Algeria	Morocco
	Yemen		Egypt	Tunisia
			West Bank and Gaza	
Sub- Saharan	Burkina Faso	Malawi	Angola	Nigeria
	Burundi	Mali	Benin	Sao Tome

Africa				and Principe
	Central African Republic	Mozambique	Cabo Verde	Senegal
	Chad	Niger	Comoros	Tanzania
	Congo, Dem. Rep.	Rwanda	Congo, Rep.	Zambia
	Eritrea	Sierra Leone	Cote d'Ivoire	Zimbabwe
	Ethiopia	Somalia	Djibouti	
	Gambia	South Sudan	Eswatini	
	Guinea	Sudan	Ghana	
	Guinea-Bissau	Togo	Kenya	
	Liberia	Uganda	Lesotho	
	Madagascar		Mauritania	
Europe, Former Soviet Union	Tajikistan		Kyrgyz Republic, Moldova, Ukraine, Uzbekistan	
America	Haiti		Bolivia, El Salvador, Honduras, Nicaragua	

Source : <https://keri.koreaexim.go.kr/HPHF0E070M01>

The teacher exchange programs promoted by National Institute of International Education (NIIED) and UNESCO APCEIU are as follows. First, the teacher exchange support project with foreign schools was launched in June 2011 based on the "Basic Plan for Teacher Exchange and Joint Class Pilot Operation with Foreign Schools" established by the Ministry of Education and the "Teacher Exchange and Joint Class

Selection Plan" in October 2011 (Ministry of Education, 2014). The purpose of the support project is to strengthen the global educational capabilities of teachers and students and to establish a sustainable exchange model through exchanges and joint class activities between excellent domestic and foreign teachers. In order to achieve this purpose, the support project is being carried out by dividing into the first half and the second half by utilizing the difference in vacation periods between Korea and foreign countries. Except for 2011, the first year of the project, Korean teachers selected in the second half of the previous year are dispatched to the Exchange Bureau for 2-4 weeks in the first half of the following year (January-February), and foreign teachers are invited to work as dispatched teachers in Korea in June-July (Han, Kim & Park, 2015). This program temporary stopped after 2019 for pandemic. Before stopped, this program was implemented with so-called 'advanced' countries such as U.S., England, Singapore, Germany, France, etc. So the purpose of this program is not related to in-service teacher training in developing countries.

There are some similar programs such as "Korea-China Teacher Exchange," "Support Project for Overseas Expansion of Excellent Teachers/Education College Graduates," "National Education Globalization Support Project for Multicultural Families," and "Basic Education Improvement Support Project in Developing Countries." These teacher exchange projects differ from support projects in the purpose of implementation, the target of participation, the target

country of exchange and the contents of exchange, the period, budget, and the organization in charge of project implementation.

The main characteristics and significance of the support project can be found in that by planning and operating joint classes with foreign invited teachers over a relatively long period of time, Korean students, and teachers at schools where invited teachers work can experience advanced foreign teaching activities and understanding of foreign culture, history, and education. It is similar to the "National Education Globalization Support Project for Multicultural Families" or the "Korea-China Teacher Exchange Project" in that two-way teacher exchanges are taking place with the exchange target country.

However, the support project and these two projects differ in the core contents of teacher exchange with the country subject to teacher exchange. The "National Education Globalization Support Project for Multicultural Families" focuses on strengthening teachers' multicultural education capabilities with a relatively large number of multicultural families (Mongol, Philippines, Indonesia, Malaysia, etc.) as exchange targets. In addition, the "Korea-China Teacher Exchange Project" is conducted with a focus on language education exchanges between the two countries, so participating teachers are limited to Korean and Chinese teachers (Han, Kim & Park, 2015). Some of these programs are not aimed to improve teacher competency in developing countries. But "National Education Globalization Support Project for Multicultural Families" and "Basic education Improvement Support Project in Developing Countries" are somehow engaged in enhancing

teacher competency in developing countries.

The projects whose purpose is engaged in enhancing teacher competency in developing countries are as follows. UNESCO APCEIU has “Global Education Asia-Pacific Teacher Exchange” Program. It is also known as the "Educational Exchange Project with Countries of Multicultural Families," this project aims to improve the global competence and multicultural acceptance of education sites through educational exchanges with countries in Asia and fortify the foundation for global citizenship education by promoting mutual understanding and cooperation. Through bilateral exchanges between Korea and Asian countries, teachers from both countries are assigned to local schools in the exchange target country for three to four months to teach students and related educational activities. Korean teachers dispatched to seven exchange target countries (Malaysia, Mongolia, Laos, Indonesia, Cambodia, Thailand, Philippines) and teachers from exchange target countries interact with students and fellow teachers through participation in school and local activities. Teachers' experience in sharing teaching methods and teaching local students is used to develop educational materials related to global civic education. In order to achieve the goal of sustainable development and education 2030, it is expected to contribute to the development of education in participating countries through mutually beneficial educational exchanges along with multicultural education, global citizenship education and global competency. This project is temporary stopped under pandemic situation, and it is expanded to online exchanges to

overcome the physical limitations of face-to-face exchanges and expand the continuity of exchanges by establishing an educational exchange cooperation model between domestic and foreign schools. Unlike face-to-face exchanges based on physical dispatch and invitation of participating teachers, online exchanges are centered on online research groups composed of teachers from both schools. It consists of real-time video classes for students from both countries, remote classes using educational contents produced by teachers from both countries, and research group projects.

To share the achievements of this project, SSAEM conference is held as well. SSAEM is the teacher conference stands for Sharing Stories of Asia-Pacific Education Movement. This conference is a final performance report that shares the achievements of the Education Exchange Project with Countries Targeted for Multicultural Families. It consists of announcing the experience of domestic and foreign teachers participating in the educational exchange project, sharing policy project performance by representatives of the Ministry of Education in each exchange country, and panel discussions to establish future visions. The teacher's conference has been held every year since 2014, and about 400 domestic and foreign participants attend a year to share best practices in educational activities and strengthen the network. And on the online platform NEST (Network for Students and Teachers), a survey is conducted before and after project participants, and project participating teachers can submit educational outputs through NEST and networking for educational exchanges with

domestic and foreign schools. APCEIU is accumulating the results of educational exchange projects by measuring changes in global competence and multicultural acceptance of domestic and foreign teachers and fellow teachers, students participating in educational exchanges. As a result, there are few teacher exchange programs to improve teacher competency in developing countries.

(iii) Analysis and limitation of international teacher exchange status in Korea

International teacher exchanges in Korea can be classified according to the subject of implementation. First, they are teacher exchange projects conducted by the Asia-Pacific Institute of Education (APCEIU) and the International Institute of Education (NIIED), centering on the Ministry of Education. The International Institute of Education's teacher exchange support project is usually carried out in the form of exchanges with high-income countries such as the UK, the United States, and Singapore, so it does not contribute to in-service teacher training in low-and-middle income countries. In addition, in the case of the dispatch project, Korean teachers teach students at local schools, so it can be seen that the ripple effect is less for other teachers, and the main goal or effect is to acquire Korean teachers' experience. The Asia-Pacific Institute of Education's multicultural family exchange project focuses on a field of global citizenship education rather than aimed at improving teachers' overall teaching expertise in low and medium-income countries in Southeast Asia, including the Philippines, Indonesia, and Malaysia.

Second, there are teacher exchange projects by UNESCO Korea, APEC (ALCoB), KERIS, and KOICA. UNESCO Korea's Bridge project and KOICA's projects have limitations in that they are one-sided teacher training, and KOICA organizes and operates a general volunteer group rather than the participation of education experts like

teachers, KOICA is seeking to strengthen the teacher competency of developing countries through training especially in the ICT field and is striving to improve the quality of education by supporting facilities such as building a training center. ALCoB and KERIS are focusing on ICT education, and among them, KERIS is using consulting methods.

Third, these are NGOs' projects to strengthen teacher competency. They have local expertise based on the budget supported by KOICA rather than their own budget and are promoting in-service teacher training by injecting teacher volunteers into the capacity building project of teachers in developing countries. In collaboration with KOICA, the activities of an NGO called HoE, which is a member of an educational professional organization composed of Korean public-school teachers, are remarkable, and KOICA is also cooperating with other NGOs to provide in-service teacher training.

All the above projects are difficult to say that institutions use the teaching expertise of Korean teachers to strengthen the competence of teachers in developing countries, and Korean teachers are participating as volunteers or dispatched members of individual interests. Therefore, rather than considering the influence of class expertise or local teachers in developing countries in the process of selecting dispatched members or recruiting volunteers, they are considering career, language skills, and especially English skills as qualifications.

2.2. Consultation method to IEDC

2.2.1. The concept of Instructional Consultation

(i) Concept of instructional consultation

<Table 6> The Concept of Instructional Consultation

Rosenfield(1987) 『Instructional Consultation』	The cause of the problem is not viewed as a learner's defect, but an activity that indirectly provides services to learners(client) with learning problems through a teacher(consultee) assuming that the classroom's teaching program is the main cause.
Vail(2003)	The systematic problem-solving process takes place to solve classroom-based problems in a cooperative relationship between consultants and consultees.
Yi Hwajin, Oh Sangchul, Hong Sunjoo(2006)	When the consultee teacher requests a problem, the consultant teacher checks the problem, diagnoses the level of performance of the teacher related to the problem, and provides appropriate advice and prescription for the diagnosis results.
Seol Kyujoo(2007)	Focusing on teachers' concerns, needs, and dilemmas in actual class situations, self-directed professional development process in which instructors themselves, fellow teachers, and external instructional consulting experts cooperate to continuously improve through diagnosis, prescription, and execution of classes.
Lee Yongsook(2007)	Instructional consultation is an activity that helps teachers whose teaching ability has already been verified to improve their fellow teachers' classes, focusing on counseling rather than guidance, and the concept of a more equal and interactive relationship between commissioned teachers and consultants compared to scholarship.
Jin Dongseop et al(2008)	Advisory activities provided by on-campus and off-campus instructional consultants according to the method and principle of school consulting to teachers who requested help to solve class-related problems.
Lee Sangsoo(2010)	As a concept distinct from class supervision, it focuses on improving learners' learning, and in order to solve class problems, consultants and consultees that systematically approach classes from a systematic perspective, that is, a cooperative problem-solving process between class experts and instructors.
Oh Youngbum(2012)	A consultee with a voluntary attitude and a consultant who is a consulting expert establish a cooperative relationship to solve problems according to the procedure of instructional consulting and ultimately promote class improvement.
Kim Doki, Kim Hyojeong(2013)	In order to solve class-related tasks and improve consultees' classes, independent advisory activities provided by experts in and out of the school centered on teachers at the request of school members.
The opinions of Seo Beomjong(2011), Lee Byunghwan, Kim Jingyu, Shin Jaehan(2011), Jeong Soohyeon(2011) were combined by Hong Seongyoun, Jeon Youngmee(2013)	Instructional consultation is a sub-area of school consulting and consulting scholarship. Instructional consultation is a sub-concept that applies consulting techniques limited to curriculum among teachers' expertise. Instructional consultation area in consulting supervision, which has been led by the Office of Education and teachers, is class. Instructional consultation is a concept that applies the principles and methods of consulting to class improvement. Instructional consultation is mainly aimed at improving classes, mainly at teachers, and peer teachers or consultants who are experts in major subjects are in charge of consulting, and the relationship between consultants and teachers is independent and horizontal. Compared to the consulting supervision or school consulting, there are slight differences in the subject, person in charge, and target areas of support, but it can be seen as similar in terms of core principles.
Jin Dongseop, Hong Changnam, Kim Doki(2011)	Advisory activities provided by instructional consultants according to the method and principle of school consulting to teachers who have requested help to solve class-related problems. By utilizing the principles of school consulting, six things are defined as the principles of instructional consulting: spontaneity, expertise, consultancy, independence, temporality, and learning.

Because this study tries to find the way to utilize the Korean public-school teachers into in-service teacher training in developing countries and this study considers using instructional consultation method to reach the goal. So, the concept of instructional consultation should be defined and it should be reviewed if instructional consultation can be one of the methods for in-service teacher training or not.

According to the previous studies, the scholars deal with the concept of Instructional consultation with several essential words. For example, the purpose of instructional consultation is student. That is, the final recipients are learners (students), and the main interactions are conducted between consultant and consultee (teacher), the contents are the advisory activities with systematic process. The relationship between subjects is cooperative. With the main elements, the concept suggested by Vail (2003) is simple and inclusive. According to Vail (2003), Instructional consultation is the systematic problem-solving process takes place to solve classroom-based problems in a cooperative relationship between consultants and consultees.

There needs to discuss whether instructional consultation can be the method for in-service teacher training or not. Instructional consultation has several types of models. Cooperative model means consultant and consultee share the accountability when they manage the problem of learners. For this, Consultee-centered teaching method consultation can be conducted. The ultimate goal of consultation is to solve the problem of clients (learners), which can be indirectly

completed by training teacher (consultee) how to help students solve the problem. It could lead to in-service teacher training.

According to Lee (2010), Instructional consultation offers the teachers confidence that they can solve the similar problem in the future, and it helps teachers to have satisfaction (Lee, 2010; Knotek et al., 2003), and acquire the new strategies and increase of executive ability (Lee, 2010; Rosenfield et al., 2008). In addition, it is reported that instructional consultation brings the change of way of thinking of class problems (Lee, 2010; Knotek et al., 2003; Rosenfield et al., 2008). Most of all, instructional consultation is known to have a positive and long-term effect on class improvement (Lee, 2010; Stevens & Aleamoni, 1985; Wilson, 1986; Sheets & Henry, 1988).

(ii) The goal of instructional consultation

The goal of instructional consultation is to improve teachers' classes. The client requests various tasks to improve the class and solves them based on the consultant's advice. The goal of instructional consultation is to ultimately improve teachers' classes by solving challenges or problems that can be solved with each consultation (Kim et al., 2016). Actions for good classes become the role of the consultant, and the ability to perform them becomes the consultant's competencies.

Instructional consultation is done to promote good classes, so a definition of good classes is needed. From an instructional consultation point of view, a good class is an artistic act created by teachers and students based on scientificity and is a process that guides students' desirable growth with a discerning eye for education (Kim Do-ki, 2015a:7). The discerning eye for education refers to the ability to delicately distinguish the complex and subtle characteristics of educational phenomena (Lee et al., 2007). In other words, it refers to the teacher's ability to cope with unexpected situations or the ability required to understand students' spontaneous reactions and psychology while conducting classes (Kim et al., 2016).

Good classes are also the purpose of instructional consultation, the criteria for class analysis of instructional consultants, and the teacher's self-class diagnosis tool. Criteria for determining whether it is a good class, that is, 5G, that is, Good Design, Good Telling, Good Showing, Good Involving, and Good Understanding, are being proposed

(Cho, Kim, & Kim, 2011). A good class is a class in which effective and educational verbal communication and non-verbal communication are performed according to the teacher's systematic design, and students' learning and understanding, the ultimate purpose of the class, occurs based on their active and enjoyable participation and interaction (Kim et al., 2016).

(iii) The task of instructional consultation

The most important task of instructional consultation is to help the teachers develop their expertise by offering the professional services to consultee teachers. The specific tasks of instructional consultation include diagnosis of classes, development of alternatives, support for implementation of alternatives, provision of education necessary for class improvement, and provision of class-related information and materials (Jin, Hong, & Kim., 2009).

2.2.2. The subjects of instructional consultation

The subjects of instructional consultation are consultees, consultants, and consulting managers. Each has own definition and features.

(i) Consultees

The consultee is a person who entrusts the work to another person and is responsible for solving problems related to class and improving performance (Jin, Hong, & Kim, 2009). School members who request instructional consultation are teachers who are responsible and willing to improve classes. Teachers, vice-principals, and principals who are directly or indirectly involved in the class can all be instructional consultation clients, and what is important is the consultee's responsibility and will for the task (Kim et al., 2016).

(ii) Consultants

Instructional consultants are experts in the field with the knowledge, skills, and experience necessary to solve the task. Consultants who can solve the request task not only have expertise in the content of the request task itself, but also in the method and procedure of instructional consultation. Excellent field teachers hidden throughout the teaching society are the most representative instructional consultant resources, and experts, related researchers, and educational administrators in fields out of education can be

instructional consultants as well (Kim et al., 2016). Consultants are required to play a role as an expert, a role as a collaborator, a role as a supporter, a role as a fact-discover, a role as a process expert, a role as an educator, and a role as a change manager. However, in our current reality, the competence of consultants working as consulting experts focuses heavily on the analysis of lecture technology. Therefore, it is necessary to develop and operate programs to develop and cultivate the competencies of instructional consultation experts (Min et al., 2012).

(iii) Consulting managers

Instructional consultation managers are experts who support the process of instructional consultation and create various conditions so that consultation can be carried out smoothly. One of the main roles of instructional consultation managers is to connect consultants suitable for consultees so that they can be successful consulting. The role of consulting managers is to create various conditions necessary for consultation (education, consulting promotion, and provision of related information to consultees and consultants), and consulting managers can be individuals or organizations such as specific institutions or departments (Kim et al., 2016).

2.2.3. The Process of Instructional Consultation

Instructional consultation begins with a teacher's request to solve class-related tasks. When a consultee selects the consultant who can solve the task, or a recommended appropriate consultant, they meet in person to discuss the details of the consultation to be carried out. At this time, consulting contents, schedules, methods, and techniques are discussed in detail. The later stages will lead to class observation plan, class observation, class analysis, content consultation, diagnosis confirmation and alternative search, teaching plan and execution, and consulting evaluation (Kim et al., 2016).

Rosenfield (1987) presented stages of instructional consultation. Introduction, problem identification and analysis, instructional intervention-planning and implementation, and termination stage. He listed up the several strategies to intervene, and end up the consultation including the unsuccessful situation and successful situation. There are three central elements to the successful implementation of this model: the communication and relationship skills for developing and sustaining a trusting relationship; the problem-solving stages for defining the problem, generating hypotheses, identifying and implementing interventions, and documenting the effectiveness of interventions; and the use of evidence-based assessment and intervention strategies for delivering effective instruction (Rosenfield, 1995, 2008). Yi et al (2006) developed the flow chart of instructional consultation as follows.

**<Table 7> Basic frame for instructional consultation and supporting
teacher professional development**

Standards of professionalism in class			
Knowledge	Plan	Action	Professional Development
<ul style="list-style-type: none"> -Knowledge of the content -Teaching skill -Understanding students 	<ul style="list-style-type: none"> -Set learning goals -Class design 	<ul style="list-style-type: none"> -Learning environment -Class management -Student instruction - Class execution 	<ul style="list-style-type: none"> -Reflection and improvement in class -Cooperation with colleagues and parents -Continuous efforts to develop professionalism

Instructional consultation / Self supervision			
Problem Request	Check the problem	Problem diagnosis	Problem solving
<ul style="list-style-type: none"> -Check the request of Consultees(Client) -Consultation on problem-solving methods, procedures, tools, etc. 	<ul style="list-style-type: none"> -Clarify the perspective of class observation -Class observation and data collection(interview, teaching plan, etc.) 	<ul style="list-style-type: none"> -Analysis of class and collected data based on perspective/reference elements -Determining the level of performance 	<ul style="list-style-type: none"> -Advise on improvement and resources -Customized program prescription(based on teacher's strengths and weaknesses) -Additional activities : check the degree of improvement

Support for the development of subject expertise			
Knowledge	Plan	Action	Professional development
<ul style="list-style-type: none"> -Knowledge of the content -Teaching skill -Understanding students 	<ul style="list-style-type: none"> -Set learning goals -Class design 	<ul style="list-style-type: none"> -Learning environment -Class management -Student instruction -Class execution 	<ul style="list-style-type: none"> - Reflection and improvement in class -Cooperation with colleagues and parents -Continuous efforts to develop professionalism

Source : Yi et al., 2006, KICE

The normal process of instructional consultation has 4 steps (KICE, 2006). First, problem request. Second, check for problems. Third, diagnosing problems. Last, problem solving. Teachers could follow these steps to implement instructional consultation, and the consulting managers could apply these steps for backing up the consultants and consultees.

Several models of consulting have been presented in areas other than education (Kolb & Frohman, 1970; Kubr, 1996; Lewis, 1947), and by combining them, the consulting process can be extracted through initiation, problem diagnosis, action plan, implementation, and evaluation (Kim & Boo, 2007). This general model of consulting was also applied to the field of education (Jin & Kim, 2005). In addition, there are three-step procedures (pre-observation consultation, classes, and feedback) between Randall and Thornton (2001), which have been widely used for clinical supervision for field teachers. Gaies & Bowers(1990) is a continuous teacher curriculum that directly observes classes of in-service teachers, divided into pre-observation, post-observation courses, discussing specific class goals and class environments before observation, and discussing the strengths, weaknesses, and improvements of classes conducted after observation.

2.2.4. Related consulting methods

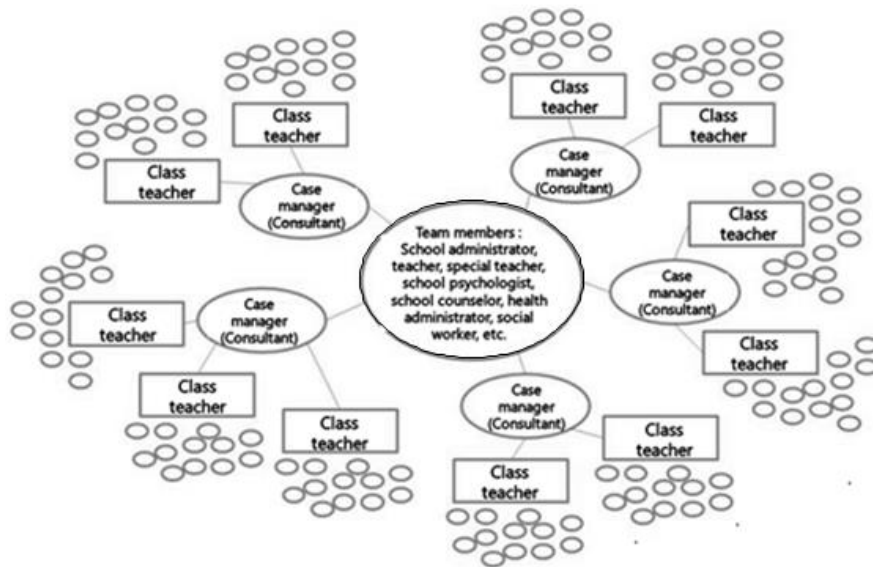
When reviewing the incorporation of instructional consultation into educational development cooperation, discussions on how to organize a consultant team, progress, and competency standards can be borrowed from related consulting methods such as team-based instructional consultation, PCSC (Participatory Culture-Specific Consultation), and development consulting.

(i) Team-based instructional consultation

Team-based instructional consultation was proposed by Rosenfield and Gravois (1996) as a way to meet the needs for more professional and systematic instructional consultation in terms of school innovation. In the case of existing instructional consultation, while the process of analysis, evaluation, and intervention depends on the consultant's ability, team-based instructional consultation has the advantage of improving the quality of consulting by cooperative and systematic approaches by several experts in the consulting process (Rosenfield, 1995).

Members of team-based instructional consultation may include school decision makers, general and special teachers, school psychologists, school counselors, health administrators, and social entrepreneurs. They should have competencies through training, such as 1) the ability to construct cooperative relationships that consultants propose to reflect and change perspectives, 2) the ability to perform

systematic problem-solving processes, 3) knowledge and intervention in class and teaching behavior. Since a large number of school members are included in the instructional consulting team, it can lead to sufficient consulting effects through long-term consulting, and further induce school change and innovation.

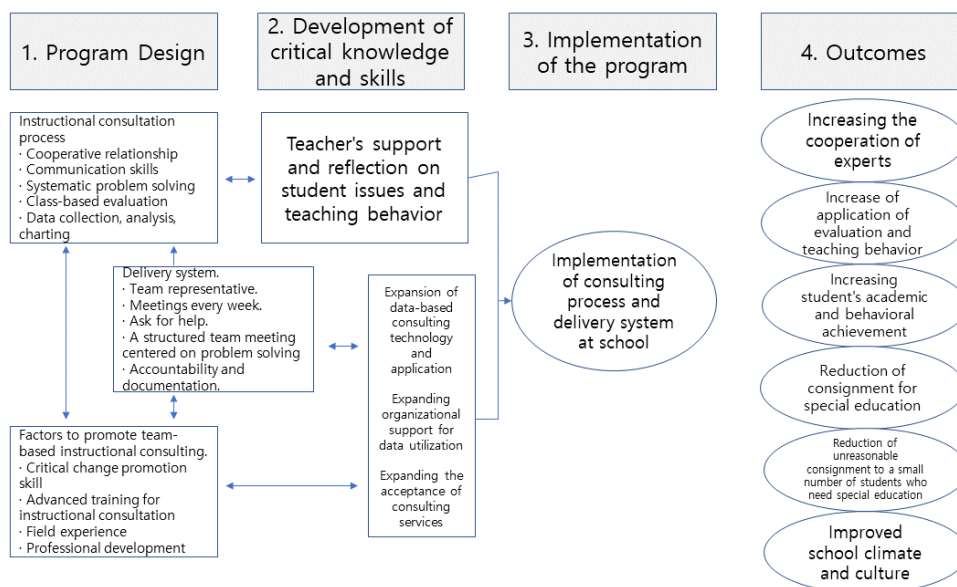


<Figure 2> The composition of team-based instructional consultation

Source : Hong & Jeon, 2013; Rosenfield & Gravois, 1996

Members of team-based instructional consultation cooperate and share information with each other as experts in solving various problems that various teachers have. Team-based instructional consultation, like one-on-one instructional consultation, can form individual relationships with consultants, but consultants can be said to be a more systematic approach because they present problem-solving processes discussed by various experts in their instructional

consulting team. Team-based instructional consultation is used as a method of innovating the educational system of elementary and secondary schools rather than university institutions, and research results that have gradually proven their effectiveness are also being published (Hong & Jeon, 2013; Kaiser, 2007).



<Figure 3> Team based instructional consultation model

Source : Rosenfield & Gravois, 2008

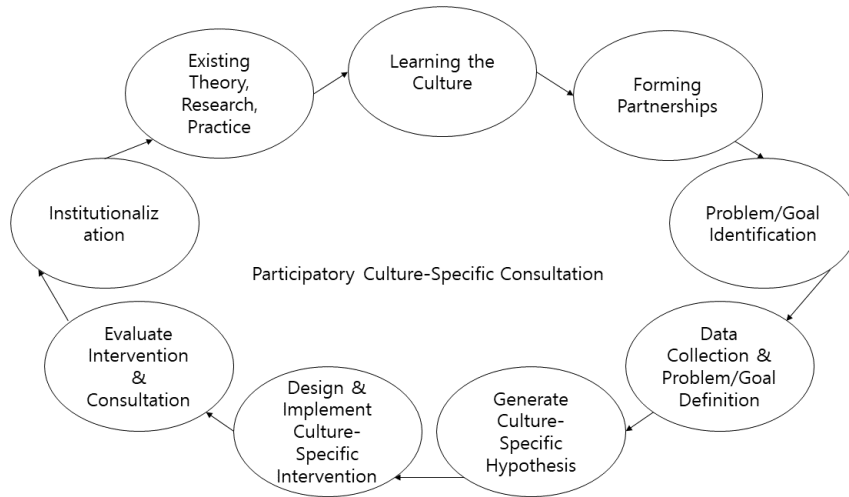
According to the Rosenfield & Gravois (2008), team-based instructional consultation needs 'delivery system' during the consultation. Delivery system means team meetings, and since there are a lot of members, each team had better have team leader to communicate smoothly. Team meetings should be structured and problem solving centered. Consultants have accountability so every meeting should be documented. In international IC, mostly teachers could speak English but still English could not be a mother language of

both sides' consultants, documentation is important to share their ideas and confirm the discussions. To clarify the conversation, professional translator or language expert could be supported to the team meetings.

According to Hong & Jeon (2013), reflecting on classes and changing perspectives are possible only with continuous effort and time. In this regard, even if the consultation is completed, instructional consultation should be converted to continuous meetings to check the follow-up results of instructional consultation if the teacher faces additional problems. In order to contribute to overseas in-service teacher training, it is essential to consider various methods such as PCSC and team-based consultation. This is because teachers from different countries have a common experience, cultural, historical background, and curriculum at the same time. However, carefully, and delicately organized activities will have a positive effect on each other.

(ii) PCSC (Participatory Culture-Specific Consultation)

PCSC is consultation method when consultation is implemented in different cultural environment. According to Nastasi et al. (2000), PCSC has 7 steps.



<Figure 4> PCSC Phases – the dates in brackets indicate the period for each phase for the Sri Lanka Mental Health Project

Source : Nastasi et al., 2000

First, 'Learning the Culture'. In this step, Consultants initiate contact with core stakeholders, gain the entry into the system, and try to gain an understanding of the culture from the perspective of its insiders(stakeholders). Using ethnographic methods, consultants begin to collect information about the customs, language, values, beliefs, and behavioral norms of the target context or culture.

Second, 'Forming Partnerships'. In this phase, consultants engage key stakeholders(consultees) and cultural brokers when forming partnerships and negotiate the interpersonal process of consultation.

Third, 'Problem/Goal Identification'. In this phase, partners (consultants and consultees) engage in participatory problem solving to identify and agree on the problems to be addressed and goals to be accomplished. For instance, troubles among the classmates. Fourth, 'Data Collection & Problem/Goal Definition'. In this formative research phase, consultants make use of ethnographic research methods to gather data relevant to the target problem, to achieve a culture-specific/context-specific understanding of the problem. Fifth, 'Generate Culture-Specific Hypotheses'. In this phase, the consultant shares the findings from formative research to stakeholders and facilitates participatory problem solving among stakeholders to make culture-specific hypotheses and suggestions for action. Sixth, 'Design & Implement Culture-Specific Intervention'. In this phase, consultants and consultees/stakeholders get into participatory decision making to develop culturally specific interventions and work as partners in implementing planned interventions. Seventh, 'Evaluate Intervention & Consultation'. In this phase, consultants use ethnographic research methods to evaluate the acceptability, integrity, and outputs of the intervention and the consultation process. PCSC offers particular attention to finding culture specificity of the intervention and participation of stakeholders. Like this, PCSC provides a formalized process for conducting consultation with an explicit focus upon the way in which cultural experiences and interpretations influence individual development.

PCSC mentioned the process when two different subjects from

different nationality meet, and how they do the consultation respecting the local culture. But research team members were the professors from the university, so it is not fully adequate that when the participants are the teachers. The method is meaningful to this research in that it considers the possibility of applying consultation method for international development, but, at the same time, it offers broad steps and is short of approaches for the educational development. There needs discussion to apply PCSC for educational development field.

(iii) Development Consulting

Development consulting refers to an industry that provides professional planning and advice for the purpose of economic and social development of developing countries. As development consulting contributes to poverty eradication and economic development as policy-related activities in developing countries, and is itself recognized as a knowledge-based high value-added industry, its scale is expanding in the international community.

Development consulting is an independent project and is also carried out as part of the initial feasibility study of the aid project, which can have a great influence on the selection of orders and procurement routes for this project (KOICA, 2014). Instructional consulting as educational development consulting also functions as a feasibility study of educational aid, suggesting that it can have an effect on procurement of goods.

However, in the case of development consulting in Korea, the history of aid is short, and official development assistance is usually carried out mainly on construction and equipment procurement, and the international competitiveness of the private service industry related to development cooperation is not high. Since the demand for development cooperation project consultants is mainly satisfied with the capabilities of individual experts, it is required to establish a development consulting ecosystem. In the 1960s, most of the infrastructure and technology consulting in the construction and engineering sectors emerged after the 1970s, and development

consulting services were naturally divided into social and economic services and technology services (KOICA, 2014).

<Table 8> Development Consulting Services

Sector	Content	Field
Social and economic services	Share policy advice and development experiences	Economic and industrial development
	Formation and execution of programs and projects	Overcoming poverty
	Monitoring and evaluating the business	Public administration
		Development of agriculture and resources
Technology service	Feasibility study in the field of technology	Health and medical care
	Implementation, planning, and research in the field of technology	Finance and business services
	Monitoring and evaluation in the field of technology	Disaster prevention and recovery
		Private sector support

Source : KOICA, 2014

International development consulting is classified according to the characteristics of the organization and work as follows. First, it is business consulting. It operates in a profit-seeking manner. Second, Development Consulting is conducted by a professional consulting company that provides knowledge-based services related to development cooperation projects in developing countries based on public resources such as development assistance. It can also be operated in the form of for-profit or non-profit, and unlike non-profit consulting, for-profit consulting distributes profits to shareholders, but the quality of services or business practices are similar on both

sides. Third, the Development Consulting Agency (DCA) participates in the procurement of development projects and does not carry out projects directly, but functions to facilitate project implementation in various dimensions. DCA is not in charge of mainstream development cooperation, but it serves as a lubricant to maintain the ecosystem of the development cooperation industry and establish a virtuous cycle structure (KOICA, 2014).

Kim (2011) reviewed previous studies on the 2011 International Development Cooperation Expert Human Resource Development Plan and classified experts. The Ministry of Foreign Affairs proposed consultants and experts in the field of education as experts in development cooperation, while KOICA established standards for treatment of experts based on qualification standards based on their careers.

<Table 9> Criteria for Qualification of KOICA Professionals

Criteria for qualification of KOICA professionals	
Classification	Requirements (career period)
Semi-expert	5 to less than 10 years
General expert	More than 10 years
Advanced expert	Dispatch of KOICA project once or twice
Specialist	More than 3 times dispatch

Note : Advanced and special experts recognize the number of dispatches only for those with excellent activity evaluation

Source: Translated by the author that Kim (2011) reconstructed the part of the documents provided by the Korea International Cooperation Agency (2011a) and the proposal request form (Kim, 2011)

<Table 10> Classification of Experts in Development Cooperation

Classification of experts in development cooperation		
Divisions	Subdivisions	Job
Business planning, management(execution), and evaluation experts	-Project Program Manager	Order of business, overall business management and operation
	-Regional Country Director	Responsibility for local execution
	-Program Coordinator	The person in charge of carrying out the project
	-Evaluation Specialist	Pre-, mid-, end-, post-evaluation
Field Specialist	-Field Specialist	The person in charge of the project details
Consulting Training experts	-Training program Leader	Director of the training project

Data : Ministry of Foreign Affairs and Trade (2011)

Source : Kim, 2011

KOICA presents the eight competencies that global talent in the field of development cooperation should have as follows. Among them, 1~6 are key competencies and 7~8 are basic competencies. First 6 key competencies are as follows.

①Problem Solving Competency is the ability to derive reasonable solutions through integrated thinking such as finding, analyzing, and restructuring problems while living and working in the dispatched country. ②Investigation and analysis capability is the ability to collect and analyze information in performing tasks to find meaningful information. ③Foreign language (English/local language) competency is the ability to express one's intention in language (or English) of the dispatched area. ④Specialized competency for development cooperation is the ability to understand theories, policies, sectors, regions, etc. and use them for work in order to perform tasks in the field of development cooperation. ⑤Project Management Competency is the ability to efficiently manage resources in carrying out projects and derive improvement directions through appropriate operation and evaluation. ⑥Professional competency to perform duties is the ability to review and plan the feasibility of tasks in performing tasks, and to prepare and report documents.

The basic competencies are as follows. ⑦Global citizenship competency is the ability to understand international trends, cooperate with each other in a field with different cultural and ethnic backgrounds, or coexist with several cultures, and live smoothly as a global leader. ⑧Career Development Competency is the ability to consider the

surrounding environment such as social and economic norms for one's career development and develop one's life planning project by utilizing necessary resources.

Source : https://koica.go.kr/koica_kr/946/subview.do

OECD presents the 4 global competencies as follows.

<Table 11> OECD Definitions of Global Competency and Dimension

Knowledge	Definition	The ability to understand and recognize other people's perspectives and worldviews
	Explanation	<ul style="list-style-type: none"> - Global competency is supported not only by knowledge of similarities, differences, and relationships between cultures, but also by knowledge of global issues that affect local and global life. - This knowledge helps people challenge false information and stereotypes about other countries and people, and counter intolerance and overly simplified expressions.
Skill	Definition	Ability to check regional, global, and intercultural issues.
	Explanation	<ul style="list-style-type: none"> - Technology is defined as the ability to perform complex and well-organized thinking patterns or actions to achieve a specific goal. - Global competency requires numerous skills such as information inference, communication skills in the context of culture, conflict resolution skills, and adaptability.
Attitude	Definition	Ability to act for collective well-being and sustainable development.

	Explanation	<ul style="list-style-type: none"> - Attitude refers to the way an individual adopts a person, group, institution, problem, behavior, and symbol, and includes beliefs and emotions to act in a specific way. - Global competency is embodied through an open attitude, an attitude that respects cultural differences, and a global citizenship mindset.
Value	Definition	The ability to participate in open, appropriate, and effective interactions with various cultures.
	Explanation	<ul style="list-style-type: none"> - Values transcend a specific object, situation, or attitude and mean a general belief in desirable goals pursued by individuals in life. - Values that value human dignity and cultural diversity contribute to global competence, and individuals with these values become more aware of themselves and their surroundings and are motivated to fight against exclusion, violence, and oppression.

2.2.5. The Concept of Competency

When Korean school teachers work as the instructional consultants in the field of international development, there needs to be the list of competencies which they would better equip to make the project more productive and qualified. In the end, the goal of managing instructional consultants is enhancing teachers' expertise in local schools. For this, it is crucial to define what competency is.

The definition of 'competency' is 'the ability to complete the job, or the level of the ability'. According to Parry (1996), competency is a set of the knowledge, skill and attitude that could be improved by educational training and development, which influence a major part of personal tasks. When a person is competent in a particular area, it means the quality or state (Short, 1984) that can characterize the person (Shandler, 2002).

The initial concept of competency presented by McClelland refers to the ability and psychological and behavioral characteristics that can be utilized in various occupations or areas of life (Brundrett, 2000). McClelland (1973) established competency in the modern sense. He emphasized the fact that it is competency, not intelligence, that is related to personal performance. According to Spencer & Spencer (1993), competency is an inherent characteristic of a high level of individual that continues to appear for a long time with job criteria in a specific situation.

Competency is an observable specific behavior that appears in high-

performing people and is performance-oriented (Lee & Kim, 2003), so it refers to expressing the necessary abilities in the field and specifying the behavior (Park, 2007). In other words, it refers to the harmony of internal characteristics such as motivation, nature, and self-image that can positively affect performance achievement in a specific situation or job.

Recent competencies are defined as potential or internal characteristics of individuals that drive effective and superior job performance, while also involving knowledge and skills (Deist & Winterton, 2005). Basically, the concept of competency is quite attractive because it is directly related to performance, so competency-based education and training programs have been developed and actively utilized (Rothwell & Lindholm, 1999).

Instructional consultants are experts who advise teachers who have requested help to solve class-related problems according to the methods and principles of instructional consultation, and the competencies required of them can be defined as the inherent characteristics of individuals who perform effectively and well according to their duties (Jin, 2003).

In the study of Kim et al (2011), use the combined concept from the Spencer & Spencer (2003) and Jin et al. (2008). They define the competency of instructional consultants as “the inherent characteristics of individuals who perform effectively and well according to specific situations or tasks experienced by instructional consultants.”

2.2.6. Competency of instructional consultants

Instructional consultation is a representative method of human exchange. So the most important factors are consultants and consultees. So far, all we can control and organize is the qualities of a consultant. Therefore, this study aims to analyze what competencies instructional consultants need in the field of future international education development.

There are several researches about competency of instructional consultants. They tried to make answers toward the several questions. First, what are the necessary competencies for instructional consultants? Second, who is the competent instructional consultant? With expected competencies, research participants review each element and would choose some of them.

Choi, Kim & Joo (2011) used the concept of competency according to Spencer & Spencer (1993). In this point of view, competency is underlying characteristics causally related to criterion-referenced defective and/or superior performance. The research participants were official class support team from the education offices, and teachers won the prizes from the instructional consultation research contest. They listed the essential competencies to instructional consultants with 4 competency groups (Achievement & action, instructional consultation management, recognition, personal effectiveness) and 9 competencies (Pursuing achievement on Instructional consultation, impact, consultee support methods,

Instructional consultation team cooperation, Instructional consultation situation analysis, media utilization, Instructional consultation knowledge based development, forming rapport with consultees, flexibility in responding to requests).

Rosenfield (1987) asked consultants to have communication skills, and suggested some skills with usages. For example, there are 'Clarification', 'Paraphrasing', 'Perception checking', and 'Active listening' etc. Jin (2003) emphasized the knowledges and skills on consulting itself as well as the knowledge about the field. Park (2008) mentioned how important the professional knowledges, skills, and ability of instructional consultants from the perspective that instructional consultants are the key factor which determine the process and effect of consultation. Jeong (2013) viewed the competencies of instructional consultants as communication skills, interview skills, presentation skills, empathy skills for consultees, knowledge and skills related to curriculum, and knowledge and experience of instructional consultation procedures and methods. Song, Nam & Eom (2014) implemented the exploratory study of the analysis of the competencies of instructional consultants in universities using Delphi methodology. They classified the competencies of instructional consultants into 3 categories (basic competency, general competency, core competency). Basic competency is about one's personality. General competency is about common competencies that are required to instructional consultants based on characteristics of their roles. Core competency is the

competencies for specific field such as higher education.

Lee (2015) recommended that those with class-related expertise can become consultants and that consultee teachers be assigned to schools close to the school to which the consultant belongs for effective consultation. About a competent consultant, Kim et al.(2016) mentioned about ‘Good consultants.’ According to Kim et al. (2016), good instructional consultants are experts in class, experts in school consulting, experts who can "actually" solve clients' problems, experts with educational identification plans, and experts who can think and act centered on clients. A good instructional consultant is not a person who gives the right answer, but a person who finds a solution with consultees, recognizes that consultation is a kind of health checkup, and believes that there is no perfect consultation. In this context, ‘good’ has similar meaning of ‘competent’ when considering both of them pursue the successful consultation.

CHAPTER III. METHODOLOGY

3.1. Delphi Method

The Delphi Method was developed in the early 1960s as a method of predicting the future to systematically derive and collect opinions from expert groups such as Helmer, Dalky, and Gordon at RAND Laboratories in the United States (Song, Kwon, Park & Hong, 2009). Since there is no precedent for combining instructional consultation and teacher exchange, this research will investigate the opinions of the expert panels on the competencies required for instructional consultants and the tasks of consulting managers through the Delphi method.

This method is used in various ways as an intervention tool to collect opinions from the majority (Lee, 2001). The Delphi technique combines the advantages of the survey method and the council method, and repeatedly asks Delphi panels composed of experts in the form of questionnaires but allows them to modify their responses to the next meeting by referring to the average response of all participants to the previous survey. This method guarantees the anonymity of Delphi participants, preventing the problems of most opinions about the leading figures in general face-to-face group meetings, and supplementing their opinions on specific issues by referring to other people's responses.

Song et al (2014) conducted Delphi research to explore the competency of university instructional consultants with educational experts who completed Ph.D in education or more than one year of

actual instructional consultation experience at universities among those with more than five years of experience in teaching and learning centers(CTL). As such, the Dephi method can be used when expert prediction is needed for something that has not yet happened.

3.2. Research Participants

The most important thing to produce meaningful results in Delphi techniques is to select panels with expertise (Lee, 2001). It is common to target a group of experts who possess related professional knowledge or have business relevance. In other words, the appropriateness, representativeness, professional knowledge and ability, sincerity of participation, and the appropriate number of panels should be considered.

There are many Korean teachers who have a high understanding of the instructional consultation, conducting instructional consultation for more than a year for in-service Korean teachers. However, Korean teachers with experience in global educational development cooperation in developing countries have a limited pool of human resources, of which only about 10 have experience in systematic participation in projects such as international development consulting, making it was difficult to select a larger number of experts. In addition, since the number of participants in the Delphi survey is related to the dynamics of the target group rather than statistical validity, it is appropriate to compose the number of participants as from 10 to 18 (Lim, 2013; Okoli & Pawlowski, 2004). The Delphi survey in this study was conducted on 16 experts based on previous studies.

In this research, in order to select the Delphi panel, expertise was divided into two areas: education and development cooperation expertise, and instructional consulting expertise. The experts corresponding to each area were selected as panels. The selection

criteria of the expert panel were 1) educational development cooperation project manager and teacher with more than 5 years of teaching experience participating in educational development cooperation project, and 2) teacher with more than 15 years of experience as an instructional consultant.

<Table 12> Criteria for Qualification of KOICA Professionals

Criteria for qualification of KOICA professionals	
Classification	Requirements (career period)
Semi-expert	5 to less than 10 years
General expert	More than 10 years
Advanced expert	Dispatch of KOICA project once or twice
Specialist	More than 3 times dispatch

Note: Advanced and special experts recognize the number of dispatches only for those with excellent activity evaluation

Data : Translated by the author that Kim (2011) reconstructed the part of the documents provided by the Korea International Cooperation Agency (2011a) and the proposal request form

Source : Kim, 2011

The selected panels of experts who meet these conditions are composed of as follows.

<Table 13> Delphi Expert Panels

No.	Occupation	Gender	Academic Background	Major	Career (yrs.)	IC Consultant Experience	International Educational Development Cooperation Experience	Total
1	Teacher (Elementary school)	F	M.A.	Education Administration	8		○	16
2		F	B.A.	Elementary Education	11		○	
3		F	B.A. (in the Master's course)	Educational Assessment	6		○	
4		F	B.A.	Elementary Education	10		○	
5		M	B.A. (in the Master's course)	Global & Cultural Studies Education	10		○	
6		F	M.A.	Pedagogy	11		○	
7		F	B.A.	Elementary Education	6		○	
8		F	M.A.	Psychology	8		○	
9	(Former) Early childhood school teacher, University professor	F	Ph.D.	Early Childhood Education	16		○	
10	Teacher (Middle school)	M	B.A.	Biological Education	9		○	
11	Teacher (Elementary school)	F	M.A.	Pedagogy	24	○		
12		F	M.A.	Gifted Education	23	○		

13		F	M.A.	Counseling Psychology	21	○	
14	Teacher (Middle school)	F	M.A.	Korean Language Education, Education Management	21	○	
15	(Former) PM	F	M.A.	International Education Development	3		○
16	PM	F	B.A.	Geographic Education	6		○

(1) 8 elementary teachers, 1 middle school teacher, and 1 former early childhood schoolteacher and university professor with experience in educational development cooperation. The group of teachers who experienced international development cooperation related to in-service teacher training participated in related projects at least twice and participated an average of 3.5 times. Among them, nine people participated in long-term projects for more than one year. In addition, seven of them participated in the school consulting project in developing countries.

(2) 1 middle school teacher, 3 elementary teachers with more than 3-year experience as the instructional consultants in Korea

(3) 2 project managers who have conducted in-service teacher training projects for more than 3 years.

The average age of the expert panels is about 37 years old, ranging from 28 to 49. It consists of 1 person in their 20s, 10 people in their 30s, and 5 people in their 40s.

3.3. Data Collection

3.3.1. Related Documents

A representative educational NGO in Korea have implemented school consulting with Korean schoolteachers and published the manual. It describes rough ideas of consultant competency and flow charts of the project. This manual was referred to make the 1st round draft of Delphi survey. And the reports of KOICA, APCEIU, NIIED in relative projects are also considered. They are mostly the activity records by the teacher participants. These materials are not specifically quoted, but they are reflected throughout the research.

3.3.2. Pre-In-depth interview

Before beginning the Delphi survey, pre-in-depth interview was conducted to recognize how the teachers think of the current teacher exchange programs and to gather their opinion about application of instructional consultation for teacher exchanges. The recordings of interviews are typed, coded and analyzed.

There have been qualitative studies interviewing the experiences of Korean teachers who participated in teacher exchange programs, but since the focus of previous studies was on how the experiences affected the Korean teachers themselves, there has been insufficient research on what to improve in follow-up activities. Therefore, this study pre-interviewed related teachers about their evaluation opinions on the previous teacher exchange programs and reflected their opinions in the 1st Delphi survey draft.

3.3.3. Delphi survey

The first round Delphi survey collected addition, deletion, renaming, integration, separation, and other opinions on open questions about problems, solutions, expected effects, consultant–consultee matching methods, and favorable competency of consultant in international context. In this study, a survey tool was developed focusing on the instructional consultant competency and the tasks of the consulting manager for Delphi survey. Responses to initial questions made by reflecting prior studies (Lee et al. (2012), Jeong (2012), Choi, Kim & Joo (2011), Song, Nam & Eom (2014), Jeong (2013), and KOICA Global competencies) and the results of pre-in-depth interview. The expert panels were required to answer to the open question and submit the opinion about the draft of consultants' competencies. They could add, remove, edit, and rename each element of competencies. The designed questionnaire was collected for about a week from October 20th to October 27th, 2021, and the second Delphi survey questionnaire was developed by analyzing the collected data. Basically, the competencies are grouped as knowledge, skill and attitude. This category is normally used among the researches which deals with the competency.

Knowledge means teachers really know as information and data, so it is used as a practical norm in this survey. So, in this survey, knowledge covers the information of international development, cultural understanding, local policy, teaching methods, instructional consultation, experience as an instructional consultant, and local

experience.

Skill means methods and proper ways that teachers could use in classroom environment to get accomplishments. It is combined concept with practical and abstract way. In this survey, skill covers relationship skill, ability for preparing class and sharing class experience, administrative skills for smoothly continuing instructional consultation, and ability for qualified instructional consultation about observing, grasping, and analyzing class situation.

Attitude is innate or developed characteristics or personality to do proper jobs when they are doing as instructional consultants. In this survey, attitude covers attitude toward self, others, and performance.

Subsequently, in the second survey, out of a total of 207 questions in the first survey, duplicate questions were removed, and 85 questions were composed through classification. The response method to the question was made to respond on a 5-point Likert scale, so expert panels answered with the options from “very disagree/totally not important” to “very agree/very important”. The expert panels could write additional opinion on each question as well. Blanks were placed for each section so that experts' opinions on the question could be freely written. The first survey was valid, followed by the second survey by sending and collecting survey developed for about a week from November 5th to November 12th, 2021. To collect responses. Both the first and second surveys investigated the content validity (CVR) and consensus, convergence, and coefficient of variation of each element.

Finally, in the 3rd survey, as a result of analyzing the 2nd survey data, the revised instructional consultant's competency and task elements of the consulting manager were used as each question to respond to each CVR, and the responded data were collected. The response method to the question was carried out in the same manner as in the second survey. The 3rd survey collected response sheets by sending and collecting developed survey for about a week from November 14th to November 20th, 2021, and analyzed the collected data as in the 2nd survey to investigate CVR, consensus, convergence, and coefficient of variation. In the 3rd Delphi survey, the final instructional consultant's competencies and tasks of consulting managers were derived by sharing the results of the 2nd survey, giving experts an opportunity to change their choices by comparing them with other responses. When necessary, expert panels could ask for detailed information and guide, and they are also asked when researcher needed detailed explanation on their answer, via e-mail, phone call, and text messenger.

3.4. Data Analysis

Pre-in-depth interviews are analyzed with qualitative approach. According to Creswell (2009), assessing data in qualitative research is a continuous process that includes the following steps:

1. Gather and organize data for analysis.
2. Go over all of the data to get a general understanding of what it all means.
3. Begin the coding process by organizing the information into chunks of text before giving it meaning.
4. Use the coding method to create a description of the environment or persons, as well as the categories or themes that will be examined.
5. Plan how the description and themes will be conveyed in the qualitative narrative in order to communicate the findings.
6. Ask yourself, "What are the lessons learned?" when you examine the facts.

The data from the Delphi survey would be analyzed with the CVR, consensus, convergence, and coefficient of variation. CVR (Content validity rate) is suggested by Lawshe (1975). The minimum required CVR value varies depending on the number of respondents. Based on 16, the minimum number of people who responded that it was reasonable must be 12 or more, and the CVR value at that time is at least 0.5. The formula to get CVR point is as follows.

$$CVR = \frac{n_e - (N/2)}{N/2}$$

CVR = content validity ratio; n_e = Number of panel members indicating an item 'essential'; N =Number of panel members (Ayre, C. & Scally, A. J., 2014)

When consensus is 0.75 or higher, then it turns out to be agreed.

$$consensus = 1 - \frac{Q_3 - Q_1}{Mdn}$$

When convergence is 0.5 or lower, then it turns out to converge.

$$convergence = \frac{Q_3 - Q_1}{2}$$

When coefficient of variation is 0.5 or lower, then it turns out to be stable. Dividing standard deviation by mean, variation of coefficient could be calculated.

$$cv = \frac{S}{\bar{X}}$$

In the Delphi survey, if the consensus is 0.75 or higher, it is judged as a very positive value, and if the convergence is 0 to 0.5, it is judged that the consensus has been found. Therefore, in this study, if the consensus of the expert panel was 0.75 or more, it was judged very positively, and if the convergence was 0 to 0.5, it was judged that the opinion found an agreement.

3.5. Validity and Reliability

Validity is a matter of how faithfully what should be measured have been measured. Content validity has been secured because the Delphi method itself provides feedback on repetitive and previous surveys and allows a group of experts to review the opinions of other respondents and modify or supplement them. There are consensus and convergence as a way to verify that opinions suitable for the purpose of research.

Convergence is an index indicating whether the response results obtained through Delphi survey are converging (Martino, 1970). The method of obtaining convergence is a quadrant range obtained using the 75th percentile (point Q3) and 25th percentile (Q1). It is expressed by an equation $(Q3-Q1)/2$. Based on the initial convergence, the smaller the convergence, the smaller the quarter range, so it can be verified that expert opinions are being collected.

The consensus is a method of verifying how much consensus between respondents has been reached by modifying the value between Q2 and Q1 using the four-divided deviation and the median value. Since the consensus means what range the interval between respondents in the middle 50% exists around the median value, 0.75 of the respondents' responses can be judged to be agreed upon.

The reliability of the Delphi survey can be estimated as a generalization coefficient based on the generalization possibility theory. The generalizability theory estimates various generalizability coefficients by assuming various linear models according to

measurement conditions and applying analysis procedures. The estimate of the generalizability coefficient is the same as the Cronbach's alpha coefficient (Lee, 1998).

CHAPTER IV. RESULTS

4.1. Pre-in-depth interview

First, in-depth interviews were conducted with six Korean teachers who participated in the school consulting supported by the KOICA budget for in-service teacher training in developing countries. It was volunteer project jointly conducted by KCOC and NGOs. The teachers have participated at least twice of teacher exchange programs for improve local teachers' competency in developing countries. Interviews were conducted for 1~2 hours for each participant and they got questions previously to prepare the interview.

Interviews were about the international teacher exchanges to improve competency of local teachers in developing countries. They share their opinion about current status, weakness, and application of instructional consultation to teacher exchanges. The questions are semi structured open questions. When dealing with weakness in teacher exchange programs, the questions are related to five OECD evaluation criteria (e.g., relevance, effectiveness, efficiency, impact, and sustainability). The interviews were recorded and analyzed. With reference to this interview, the Delphi survey is drafted.

4.1.1. Current Status and Weakness of Teacher Exchange in Korea

(i) Sustainability

Motivation for participation and departure.

: They participate out of curiosity, lack of competence, and don't feel the merit of continuing to participate.

The keyword "curiosity" could be derived from the motivation to participate in the existing international teacher exchange program for in-service teacher training in overseas developing countries. It was consistent with the research results of Park et al (2016). In the case of leaving without continuously participating in the teacher exchange program, the reasons were as follows.

First, it was when teachers personally felt that they lacked their abilities, and secondly, when they felt that participation in these activities was not helpful for their own individual development. They hesitated to participate in the project because they thought that individual competencies were insufficient to contribute to in-service teacher training when they did not feel any significant changes while participating in the development cooperation project. Some responded that the positive impact of the teacher exchange program has limitations, and the effect only has psychological support and comfort. On the other hand, when educational goals in developing countries and Korea may ultimately be similar, but the educational circumstance, immediate issues, and problems are different. For example, many Korean teachers are interested in teaching digital literacy and media literacy because they are practical issues in Korean education. But in

developing countries, teachers don't consider those issues urgent. In addition, some said they felt limited in that it was difficult to continue their career by investing time and money. Teachers who want to continue their careers by building expertise in the field responded that they lack motivation to participate as the project continues as they have a stable job like teachers and do not feel the merit enough to move to development cooperation. It was pointed out that one-time participation is frequent depending on the Korean teachers' degree of interest because there is not enough budget to support Korean teachers in in-service teacher training programs.

(ii) Effectiveness

It's better than not, but all you can give is consolation.

Teachers thought that teacher exchange programs aimed at in-service teacher training were better than not. They saw that these programs could give new stimuli to local students in developing countries, and that local teachers could receive support and consolation in themselves as Korean teachers interact with local teachers and train teaching methods to contribute to their qualitative growth.

(iii) Efficiency

Different languages, short-term, and member changes provoke inefficiency.

There were also skeptical opinions about the efficiency of the teacher exchange program. First, it is pointed out that it is inefficient for Korean teachers to participate in teacher exchange in a way that teaches English-speaking students. Respondents said that in this way, exchanges between teachers are difficult to occur and do not affect teacher competency. Second, it is pointed out that the short-term exchange format is difficult to know the results, feedback, and degree of change, and is inappropriate for follow-up activities such as follow-up information provision, follow-up research by data collection, and material support for local teachers' educational competencies. Third, frequent changes in Korean teacher-side members also seem to cause inefficiency. Most of the short-term exchanges, including the training course, showed positive responses on the premise that Korean teachers teamed up to carry out the project. On the other hand, the respondents pointed out that if the members of Korean teachers participating in the teacher exchange change every time and conduct similar training repeatedly, the satisfaction of local teachers who have participated in the training would be lower than before. There is a need for a systematic in-service teacher training method that entails practical and material support to supplement these points.

(iv) Impact

Participants said that facilitating local teachers is an activity that can affect other local teachers, local students, local parents, and local communities, but in Korea, fellow teachers only show interest for a while. However, they answered that the teacher's international exchange experience had a positive effect on the students.

(v) Relevance

Most of the respondents pointed out that teachers participating in the development cooperation project in the field of in-service teacher training are young. They pointed out that although low-experience teachers are active in participation, school field experience is important when contributing to in-service teacher training projects in other countries. But if qualifications are limited to their careers, it is difficult to recruit teachers to participate in development cooperation projects. Teachers who participated in the interview answered that they would like teachers who participate in teacher exchange programs for in-service teacher training to have more than 3 to 5 years of experience. 3 to 5 years were considered experience for teachers to teach various grades and to have a sense of the school's organizational culture and overall school. Meanwhile, some pointed out the lack of information and preparation of Korean teachers. In their perspective, Korean teachers seemed to lack prior knowledge and understanding of the local curriculum and only grasp the approximate system for producing local teachers. In addition, the respondents said

that there is a need to operate a teacher exchange program focusing on in-service teacher training because sometimes they feel like the goal of the project is to expand the experience of Korean teachers rather than improve the capabilities of local teachers.

4.1.2. The expected effect of instructional consultation in which teacher consultants participate in international exchange.

A teacher consultant could share the commonality of teaching and classroom experience. Participants believed that instructional consultation between teachers would be advantageous in forming rapport because the basic systems of classrooms, class hours, and breaks were similar in many countries, even if there were differences in facilities. In addition, because they share class experiences, teacher consultants will be able to provide intimacy and comfort while listening to difficulties and concerns. They saw that teacher consultants could give signals of interest and connection, and that it would have a positive function of preventing corruption and promoting development due to monitoring by outsiders.

In addition, teacher consultant can give specific feedback through field experience. It was expected that the experience and know-how of teacher consultants could be of practical help in class and interaction with students. Teacher consultants also expected to be able to give advice for efficient instruction of teachers on know-how obtained from trial and error and experience, for example, class management according to students' competencies, and time-considering instructional management. In other words, it is considered that it is feasible and specific feedback is possible with expertise in the field.

4.1.3. The expected side-effects or disadvantages of instructional consultation in which teacher consultants participate in international exchange

Interview participants saw that teacher consultants may seem to have no authority depending on their degree and teacher experience, which can affect trust formation. In addition, they pointed out that if each teacher has different expertise and forms a team to utilize it as a whole, there may be differences in performance depending on the composition of members and teamwork. As pointed out in other studies, it is important to address the issue of unsustainable career management problems due to difficulties in additional time input and lack of support while teachers participate in development cooperation. It was also pointed out that if instructional consultation is considered a sub-area of school consulting and eventually deals with school management issues, teachers lack expertise in out-of-class problems (area of school consulting, community, environmental improvement, relationships with fellow teachers and managers, administration, personnel management, etc.). There was also an opinion that instructional consultation itself should be careful because it may feel difficult for local schools and teachers or as an additional task. In addition, the main opinion was that there was a risk that smooth and appropriate consultation would not be conducted if Korean teachers trusted their experience as teachers too much.

Participants stressed that if instructional consultation is introduced into teacher exchange, consultants should be a person who provides

opportunities for local teachers to create their own solutions by providing various solutions and without giving fixed directions. In other words, an instructional consultant is a facilitator that can present a good solution and should be a person who achieves results through overall teamwork by cooperating closely with consultees while harmonizing with consultant team members. Interviewers emphasized consideration, mutual respect as important virtues that instructional consultants should have to prevent consultees from feeling relative deprivation. For this, communication skills were emphasized.

4.1.4. Necessary support for international instructional consultants

(i) Pre-training

First, interviewees emphasized pre-training for teachers. Pre-training should include the understanding about target country and instructional consultation.

(ii) Optimized supports depending on the type of instructional consultation

Second, respondents mentioned about the supports depending on the type of instructional consultation. When Korean instructional consultants visit the target country, it's hard for them to contact and make an appointment with local teachers. So, it is pointed out that local support is necessary including schedule organization. When Korean instructional consultants meet the local teachers in developing country through on-line, then devices and internet are necessary for on-line meeting. Local teachers should learn how to use the devices and how to do on-line meetings in advance.

(iii) Economic support

Third, interviewees talked about the consulting fee for consultants. They regard the instructional consultation itself as professional activity, so it needs to secure the budget for paying consulting fee. Volunteering is still being conducted by Korean teachers, but instructional consultation needs to be sustainable, then economic support is essential for the consultants to keep it.

4.1.5. Expected Competency of International Instructional Consultant

(i) Language

Interview participants commonly talked about language skill. They think instructional consultants don't need to be able to speak local language well but emphasized the importance of English. But when supposed the consultants could get help from a translator, then they think the importance of language skill is lower than before.

(ii) Empathy

The other similar answers were 'communication skill', 'respectful attitude', and 'understanding the differences'. They repeatedly emphasized how it is important to empathize the local teachers. When instructional consultation is conducted in multicultural contexts, it could be very sensitive issue to both of countries. They wanted open-minded consultants.

(iii) Class Experience (Teaching Career)

The interview participants talked about the real class experience. Although Korean teachers are asked to get high marks to become in-service teachers, the participants think teaching expertise is from the real experience in class. And they believe the empathy as a teacher is also from the real experience.

4.1.6. Relevance between the result of pre-in-depth interview with Delphi survey

The reasons for the in-depth interview before the Delphi survey are as follows. The purpose of this interview is for international teacher training project participants to use their perspectives and OECD DAC evaluation criteria to identify problems with existing programs, anticipate the support needed to solve problems, and organize expected competencies and tasks for practitioners. More expert panels participated in the Delphi survey questions reflecting the interview results, and they reached an agreement by exchanging opinions. We introduce how the Delphi 1st survey reflected several elements of in-depth interviews.

First, in order to secure sustainability when utilizing the five evaluation criteria ranges of OECD DAC, it is necessary to gain satisfaction with what teachers have contributed and gain benefits for their careers. To this end, the interviewers proposed prior training for the necessary support. This is reflected in the 1st Delphi Survey about the tasks of consulting managers. Low pay for activities is also pointed out as the cause of the Korean teacher's leaving. Therefore, economic support is the necessary support, which is reflected in the 'Securing the Budget' section of the first Delphi survey. Second, it seems that activists must be able to deal with their knowledge and skills as instructional consultants in order for the project to be effective, not just left as comfort between teachers. Third, to achieve efficiency,

interviewers think negatively of teaching native English students of Korean teachers, but they think it is positive and somewhat effective when it comes to training teachers with teaching methods. Language seems essential for Korean teachers to better participate in teacher training in office, but questions still remain as to whether English is sufficient or whether local language should be an essential skill for consultants. So it is reflected in the first Delphi survey. Fourth, in order to gain influence, the impact on Korean teachers is unclear due to the low interest of colleagues. To improve this, the teacher exchange program for training local in-service teachers in developing countries should also be more attractive to other Korean public-school teachers. It should be considered easy to participate in and beneficial to individuals and students as well. This leads to the question of the first Delphi survey on the form of team-based consultation. Fifth, the low teaching experience of Korean teachers participating in teacher exchange programs seems to be an obstacle to professional teacher training. Interviewers expect instructional consultants to have a longer teaching career. These considerations are reflected in the first Delphi survey.

4.2. Delphi Research

The number of participants is important for Delphi survey to gain validity. The initial number of expert panels is 16, and until the end of the 3rd Delphi survey all members remained and completed the survey without any changes.

<Table 14> The Participation Rate of Delphi Expert Panels

1st round participation rate is as follows.

The number of expert panels at 1 st round	The number of answers back	Participation rate
16	16	100%

2nd round participation rate is as follows.

The number of expert panels at 2 nd round	The number of answers back	Participation rate
16	16	100%

3rd round participation rate is as follows.

The number of expert panels at 3 rd round	The number of answers back	Participation rate
16	16	100%

4.2.1. Tasks of consulting managers

The results of the 1st round Delphi survey

After 1st round, The results of the first Delphi survey.

When introducing instructional consultation in international teacher exchange for in-service teacher training in developing countries, the following is a summary of the concerning responses.

(1) There is a concern that it may force the spontaneity of the participants.

(2) When cultural differences are not understood first, there may be negative consequences.

(3) In the case of a budget shortfall, each subject will not be compensated fairly.

The expected effects are as follows.

(1) Diversify educational opportunities and improve teaching competency of local teachers.

(2) Improving the competency of Korean teachers as global citizens.

(i) Preparation stage

(a) The results of the 1st round Delphi survey

The consulting managers are asked to manage the manpower pool, show the portfolios of instructional consultants to local teachers (potential consultees), secure the budget for the project, and prepare the entire plan for the project in the preparation stage.

(b) The results of the 2nd round Delphi survey

After 2nd round, outcomes turned out and the reliability is 0.93 by Cronbach alpha coefficient. Each competency is measured by CVR, mean, consensus, convergence, and variation of coefficient.

<Table 15> Preparation stage – 2nd Round of Delphi Survey

Group of tasks	Tasks	CVR	mean	con census	con vergence	coefficient of variation
Securing budget	The cost of supporting classes of consultees (client teachers) (purpose of preparing class materials, etc.)	0.875	4.56	0.8	0.5	0.19
	Incentive to promote consultees (client teachers) to actively participate in instructional consultation.	0.75	4.25	0.75	0.5	0.20
	The activity expenses of the instructional consultant.	0.875	4.75	1	0	0.12
	The cost of running a consulting solution	1	4.75	0.9	0.25	0.09
	Budget for pre-education of instructional consultants.	1	4.69	0.8	0.5	0.10
	Budget for consultant-consultee	0.75	4.13	0.78	0.5	0.15

	matching.					
Planning	When establishing a consulting operation plan, establishing an evaluation plan for each subject of instructional consulting (consultant, consultee, intermediate manager, student).	1	4.56	0.8	0.5	0.10
	Establish a specific instructional consulting schedule.	0.875	4.56	0.8	0.5	0.13
Consultant pre-training (Contents)	Local language	0.125	3.75	0.5	1	0.32
	Local students' achievement level	0.5	4.19	0.67	0.75	0.23
	Local curriculum.	1	4.75	0.9	0.25	0.09
	Local teacher curriculum (training course)	1	4.63	0.8	0.5	0.10
	Local teachers' living standards and treatment.	1	4.75	0.9	0.25	0.09
	Local school conditions (number of students per class, attendance rate, enrollment rate in higher schools, whether grades are integrated, gender ratio, facilities, and environment)	1	4.81	1	0	0.08
	Local politics, economy, society, and culture as a whole.	1	4.63	0.8	0.5	0.10
	The local perspective of education and school.	1	4.81	1	0	0.08
Pre-support	In the preparatory stage, middle managers must provide opportunities for consultants and consultees to directly communicate with each other for mutual understanding before conducting consulting.	0.75	4.56	0.8	0.5	0.15
	If necessary, external experts should be recruited and linked to consultants.	0.75	4.5	0.8	0.5	0.16

The middle manager must manage the consultant manpower group	1	4.81	1	0	0.08
Promoting portfolio of instructional consultants to local teachers	0.625	4.25	0.75	0.5	0.18
Conducting a survey on the demand for instructional consultation to local schools and teachers	1	4.94	1	0	0.05
Accepting applications of instructional consultation	0.25	3.94	0.5	1	0.29
Supervising the connection between the consultant and the consultee.	0.625	4.31	0.75	0.5	0.26

After 2nd round, there were the following opinions.

- *There are many consulting manager roles, so I think there should be at least three people.*
- *Since there are many roles of consulting managers, it is important to secure enough consulting managers and budget for consulting managers.*
- *Policy support from local education office authorities who can support consulting managers is also important.*

In the Delphi 2nd survey, the following questions were deleted from the 3rd round because they did not reach 0.5 CVR points.

Group of tasks	Tasks	CVR	mean	con sensus	Con vergence	coefficient of variation
Consultant pre-training (Contents)	Local language	0.125	3.75	0.5	1	0.32
Pre-support	Accepting applications of instructional consultation	0.25	3.94	0.5	1	0.29

Expert panels responded that ‘Local language’ is not an essential pre-training element for consultants. They also saw that ‘Accepting applications of instructional consultation’ is not included in the consulting manager’s pre-support but still expert panels agreed on the ‘supervising the connection between the consultant and the consultee’. It means that if the consulting manager connects the consultant with the consultee, the application can be received directly between the consultant and the consultee.

(c) The results of the 3rd round Delphi survey

'Budget for pre-education of instructional consultant' had the highest values among the budget problems during the preparation stage (CVR 1, mean 4.81, consensus 1, convergence 0, coefficient of variation 0.08). When consulting managers conducted pre-training for consultants, the 'Local school condition' received the highest ratings (CVR 1, mean 4.94, consensus 1, convergence 0, coefficient of variation 0.05). In the tasks of consulting managers in the preparation stage, 'Conducting a survey on the demand for instructional consultation to local schools and teachers' received the highest scores (CVR 1, mean 4.94, consensus 1, convergence 0, coefficient of variation 0.05).

<Table 16> Preparation stage – 3rd Round of Delphi Survey

Group of tasks	Tasks	CVR	mean	con sensus	con vergence	coefficient of variation
Securing budget	The cost of supporting classes of consultees (client teachers) (purpose of preparing class materials, etc.)	1	4.56	0.8	0.5	0.11
	Incentive to promote consultees (client teachers) to actively participate in instructional consultation.	0.75	4.25	0.75	0.5	0.20
	The activity expenses of the instructional consultant.	1	4.75	0.9	0.25	0.09
	The cost of running a consulting solution	0.875	4.75	1	0	0.16
	Budget for pre-education of	1	4.81	1	0	0.08

	instructional consultants.					
	Budget for consultant-consultee matching.	0.625	4.19	0.75	0.5	0.21
Planning	When establishing a consulting operation plan, establishing an evaluation plan for each subject of instructional consulting (consultant, consultee, intermediate manager, student).	1	4.69	0.8	0.5	0.10
	Establish a specific instructional consulting schedule.	1	4.62	0.8	0.5	0.10
Consultant pre-training (Contents)	Local curriculum.	1	4.94	1	0	0.05
	Local teacher curriculum (training course)	1	4.69	0.8	0.5	0.10
	Local teachers' living standards and treatment.	1	4.75	0.9	0.25	0.09
	Local school conditions (number of students per class, attendance rate, enrollment rate in higher schools, whether grades are integrated, gender ratio, facilities, and environment)	1	4.94	1	0	0.05
	Local politics, economy, society, and culture as a whole.	1	4.81	1	0	0.08
	The local perspective of education and school.	1	4.63	0.8	0.5	0.11
Pre-support	In the preparatory stage, middle managers must provide opportunities for consultants and consultees to directly communicate with each other for mutual understanding before conducting consulting.	1	4.56	0.8	0.5	0.10
	If necessary, external experts should be recruited and linked to	0.875	4.38	0.78	0.5	0.18

consultants.					
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The middle manager must manage the consultant manpower group	1	4.69	0.8	0.5	0.10
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Conducting a survey on the demand for class consulting to local schools and teachers.	1	4.94	1	0	0.05
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Supervising the connection between the consultant and the consultee.	0.875	4.31	0.75	0.5	0.18
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(ii) Implementation stage

(a) The results of 1st round Delphi survey

The consulting managers are asked to support contact between consultants and consultees whether it is implemented in online or offline way. Because the consulting managers should make the instructional consultation successful (Kim et al., 2016), under offline visiting type of consultation, they are asked to support schedules, consultation site arrangement, accommodations, health, and all extra things. Especially, when the online based consultation is conducted, panels insisted the consulting managers should support digital devices and how to use them for local teachers.

(b) The results of the 2nd round Delphi survey

As a result of the second Delphi survey, all consulting managers' tasks at the implementation stage were agreed to be CVR 0.5 or higher, and no questions were deleted.

<Table 17> Implementation stage – 2nd Round of Delphi Survey

Group of tasks	Tasks	CVR	mean	con sensus	con vergence	coefficient of variation
	Supporting interpreters to participating subjects	0.875	4.56	0.8	0.5	0.17
Off-line Consultation (Local visit type)	Support transportation, accommodation, and consultation spaces to participants if necessary	0.875	4.69	0.9	0.25	0.12
	Support for the health of Korean consultants	0.75	4.56	0.9	0.25	0.19

	Support for local adaptation of Korean consultants.	1	4.69	0.8	0.5	0.10
	Coordinating schedules, opening video conferences, and supporting interpretation.	1	4.75	0.9	0.25	0.09
On-line Consultation	Supporting contact between consulting agents	1	4.88	1	0	0.07
	Supporting for agents who need teleconferencing-enabled communication devices, Internet connections, and video conferencing locations	1	4.88	1	0	0.07
	Paying consulting fees to local consultants	1	4.69	0.8	0.5	0.10
General Support	Supporting class materials and textbooks to consultees	0.875	4.5	0.8	0.5	0.14
	Supporting the training required for the consultees	0.875	4.63	0.8	0.5	0.13

Below are other opinions from the second round.

- *In order to prepare a platform/tool to contact, especially to contact between Korea and local consultants, it is necessary to appoint a possible time and plan the meeting topic in advance.*
- *In the case of offline consulting, the sustainability and expertise can be guaranteed and maintained only when it is not conducted by the expense of the consultant.*
- *I think it is more important for consultants to avoid personal expenses rather than additional economic compensation because consultants are more likely to participate in this project for volunteer purposes than additional economic compensation.*

(c) The results of 3rd round Delphi survey

Implementation stage has 3 groups of tasks, and they are as follows.

- (1) On-line based IC
- (2) Off-line based IC
- (3) General Support

This categorization is validated from the Delphi survey.

<Table 18> Implementation stage – 3rd Round of Delphi Survey

Group of tasks	Tasks	CVR	mean	con sensus	con vergence	coefficient of variation
Off-line Consultation (Local visit type)	Supporting interpreters to participating subjects	1	4.63	0.8	0.5	0.11
	Support transportation, accommodation, and consultation spaces to participants if necessary	1	4.63	0.8	0.5	0.10
	Support for the health of Korean consultants	0.875	4.56	0.8	0.5	0.13
	Support for local adaptation of Korean consultants.	0.875	4.5	1	0	0.09
On-line Consultation	Coordinating schedules, opening video conferences, and supporting interpretation.	1	4.81	1	0	0.08
	Supporting contact between consulting agents	1	4.81	1	0	0.08
	Supporting for agents who need teleconferencing-enabled communication devices, Internet connections, and video conferencing locations	1	4.75	0.9	0.25	0.09
General Support	Paying consulting fees to Korean consultants in offline consulting	0.5	4.25	0.7	0.75	0.23
	Paying consulting fees to Korean consultants in online consulting	0.5	4.19	0.67	0.75	0.23
	Paying consulting fees to local consultants	0.75	4.5	0.8	0.5	0.19
	Supporting class materials and textbooks to consultees	0.875	4.44	0.78	0.5	0.14
	Supporting the training required for the consultees	1	4.69	0.8	0.5	0.10

In implementation stage, tasks of consulting managers are categorized into tasks for off-line consultation, on-line consultation, and general support.

In off-line situation, 'supporting transportation, accommodation, and consultation spaces to participants if necessary' got highest values (CVR 1, mean 4.63, consensus 0.8, convergence 0.5, coefficient of variation 0.10).

In on-line situation, 'Coordinating schedules, opening video conferences, and supporting interpretation' and 'Supporting contact between consulting agents' got highest values (CVR 1, mean 4.81, consensus 1, convergence 0, coefficient of variation 0.08). Among general support, 'Supporting class materials and textbooks to consultees' got highest values (CVR 0.875, mean 4.44, consensus 0.78, convergence 0.5, coefficient of variation 0.14). 'Paying consulting fees to Korean consultants in online consulting' got lowest values (CVR 0.5, mean 4.19, consensus 0.67, convergence 0.75, coefficient of variation 0.23). It is validated by CVR, but consensus and convergence value are not enough to be agreed positively and find consensus. When it is compared to 'Paying consulting fees to Korean consultants in offline consulting', on-line consulting got lower value in mean and consensus. Considering the task 'securing budget for activity expenses of instructional consultants' in preparation stage got high value, it could be assumed that expert panels regard 'activity expenses' and 'consulting fee' as a separate element.

(iii) Evaluation & Feedback stage

(a) The results of 1st round Delphi survey

In this stage, the consulting managers are asked to evaluate the changes comparing before and after the consultation based on the plan organized in preparation stage. The elements to be evaluated could be the satisfaction of consultees or students.

(b) The results of 2nd round Delphi survey

<Table 19> Evaluation&Feedback Stage –2nd Round of Delphi Survey

Group of tasks	Tasks	CVR	mean	con sensus	con vergence	coefficient of variation
Evaluation	A survey on the satisfaction of consultees	1	5	1	0	0
	Evaluating of changes in students' achievement.	0.25	3.63	0.375	1.25	0.35
	Qualitative analysis on changes students felt	0.375	3.31	1.3	-0.75	0.26
	Identification of changes in teaching efficacy of consultees	1	4.81	1	0	0.08
	According to the evaluation plan established in the preparatory stage, each subject (consultant, consultant, middle manager, student) evaluates whether the project has been carried out according to the goal	1	4.69	0.8	0.5	0.10
Feedback	Collecting consultant reports, preparing a comprehensive report including budget use, and share it with those involved	1	4.81	1	0	0.08
	Consulting should be sustainable by recording problems that occurred during consulting and creating tasks to solve them in the next consulting	0.75	4.44	0.8	0.5	0.16
	Linking the results of instructional consulting to school consulting	1	4.63	0.8	0.5	0.10

In the Delphi 2nd survey, the following questions were deleted from the 3rd round because they did not reach 0.5 CVR points.

Group of tasks	Tasks	CVR	mean	con sensus	con vergence	coefficient of variation
Evaluation	Evaluating of changes in students' achievement	0.25	3.63	0.375	1.25	0.35
	Qualitative analysis on changes students felt	0.375	3.31	1.3	-0.75	0.26

When looking at factors that were not agreed upon, experts found that evaluating and measuring the degree of change of students quantitatively and qualitatively is not under the jurisdiction of a consulting project.

The following are other opinions from the second round.

-Instructional consultation is to support teachers' educational expertise, so qualitative evaluation of consulting is important, and I think student evaluation is a separate project.

(c) The results of 3rd round Delphi survey

After 3rd round, outcomes turned out and the reliability is 0.96 by Cronbach alpha coefficient. Each competency is measured by CVR, mean, consensus, convergence, and variation of coefficient.

Evaluation & Feedback stage has 2 groups of tasks, and they are as follows.

(1) Evaluation

(2) Feedback

This categorization is validated from the Delphi survey.

<Table 20> Evaluation & Feedback stage – 3rd Round of Delphi Survey

Group of tasks	Tasks	CVR	mean	con sensus	con vergence	coefficient of variation
Evaluation	A survey on the satisfaction of consultees	1	4.88	1	0	0.07
	Identification of changes in teaching efficacy of consultees	1	4.88	1	0	0.07
	According to the evaluation plan established in the preparatory stage, each subject (consultant, consultant, middle manager, student) evaluates whether the project has been carried out according to the goal	0.875	4.81	1	0	0.11
	Collecting consultant reports, preparing a comprehensive report including budget use, and share it with those involved	1	4.88	1	0	0.07
Feedback						

Consulting should be sustainable by recording problems that occurred during consulting and creating tasks to solve them in the next consulting	1	4.69	0.8	0.5	0.10
Linking the results of instructional consulting to school consulting	1	4.75	0.9	0.25	0.09
Sharing the indicators surveyed after instructional consultation with consultants and supporting consultants and consultees to continuously conduct in-depth instructional consulting	1	4.69	0.8	0.5	0.10

In evaluation & feedback stage, ‘A survey on the satisfaction of consultees’, ‘Identification of changes in teaching efficacy of consultees’ and ‘Collecting consultant reports, preparing a comprehensive report including budget use, and share it with those involved’ got highest values (CVR 1, mean 4.88, consensus 1, convergence 0, coefficient of variation 0.07).

<Table 21> Main agent and members – 3rd Round of Delphi Survey

Group of tasks	Tasks	CVR	Mean	con sensus	con vergence	coefficient of variation
Main agent and members	The role of consulting manager should be performed by Korean government agencies (Ministry of Education or Office of Education) in cooperation with NGOs with local expertise.	0.875	4.31	0.75	0.5	0.18
	The role of consulting manager should be performed only by NGOs with local expertise.	0.75	3.5	0.71	0.5	0.25
	The role of consulting manager should be performed only by Korean government agencies (Ministry of Education or Office of Education).	0.688	3.25	0.67	0.5	0.26
	The consulting manager must play a role after at least three people form a team to secure enough members.	0.5	4.19	0.67	0.75	0.23

Research participants prefer the collaboration between government such as Ministry of Education (MoE) and NGO with local expertise as consulting managers. Other forms, such as that which only the government engages in or that which only NGO's engage in, were not agreed upon.

In terms of consulting manager member composition, the 'at least 3

people team' had a CVR of 0.5, a mean of 4.19, and a coefficient of variation of 0.18. Expert panels appear to have a positive and consistent judgment on the statement, yet consensus was 0.67 and convergence was 0.75.

Some panels believe that the Korean domestic and local parts of the managers should be addressed separately. These findings also demonstrate that the number of consulting managers should be adjusted according to the size of the project and circumstances.

4.2.2. Competency of International Instructional Consultant

(i) Knowledge

(a) The results of 1st round Delphi survey

According to interview participants, culture, teacher treatment, facilities, and educational environment are required for instructional consultants to understand local education. The expert panels regarded teaching and learning knowledge as the most important factor, but also emphasized an understanding of a completely different environment.

(b) The results of 2nd round Delphi survey

<Table 22> Knowledge – 2nd Round of Delphi Survey

Group of competencies	Competencies	CVR	Mean	con sensus	convergence	coefficient of variation
Understanding of international development cooperation	Understanding international educational development cooperation (concept, history, philosophy, etc.)	0.75	4.38	0.78	0.5	0.16
	The latest trends and issues in international educational development cooperation.	0.875	4.06	0.75	0.5	0.10
Understanding Culture	Life of local students (including political, cultural, domestic situation)	1	4.81	1	0	0.08
	Life of local teachers	1	4.81	1	0	0.08
	Culture of local schools(including teachers' culture)	1	4.75	0.9	0.25	0.09

	Local in-service teacher training status (including in-service & pre-service in-service teacher training, training course)	0.875	4.75	1	0	0.12
	Education-related laws and guidelines	0.75	4.38	0.78	0.5	0.16
Understanding	Teacher policy	1	4.63	0.8	0.5	0.10
Educational	The goal of local education	1	4.63	0.8	0.5	0.10
environment	Local curriculum	1	4.88	1	0	0.07
	English/Local language competency	0.5	4.19	0.625	0.75	0.19
	Knowledge of the subject	1	4.69	0.8	0.5	0.10
	Various teaching methods depending on the subject and achievement level	1	4.81	1	0	0.08
Class	Knowledge of teaching and learning methods (various teaching methods according to subject and achievement)	1	4.81	1	0	0.08
knowledge	Motivation strategy	0.75	4.63	0.9	0.25	0.13
	Students' school life guidance	0.875	4.63	0.8	0.5	0.13
Understanding	Understanding the stages of student development.	0.875	4.69	1	0	0.16
learners	Characteristics of local students	1	4.94	1	0	0.05
	Understanding of class observation criteria and tools	0.75	4.5	0.8	0.5	0.16
Instructional	Understanding the purpose of instructional consultation	0.875	4.75	1	0	0.12
consultation	Understanding the instructional consulting procedures and methods	0.875	4.75	1	0	0.12
knowledge						
Experience	ofExperience in instructional consulting practice	1	4.44	0.75	0.5	0.11
instructional						

consultation	Participation in workshops and training to enhance knowledge of instructional consulting	1	4.56	0.8	0.5	0.11
	Educational experience (including school teaching experience, working at educational office, working as a school principal)	0.5	3.88	0.75	0.5	0.24
Local experience	Local education experience (experience of teaching in the local area)	-0.375	3.375	0.67	0.5	0.27
	Local living experience (experience of staying in the local area)	0.375	3.125	0.83	0.25	0.24

In the Delphi 2nd survey, the following questions were deleted from the 3rd round because they did not reach 0.5 CVR points.

Group of competencies	Competencies	CVR	mean	con sensus	conver gence	coefficient of variation
Local experience	Local education experience (experience of teaching in the local area)	-.375	3.375	0.67	0.5	0.27
	Local living experience (experience of staying in the local area)	0.375	3.125	0.83	0.25	0.24

The following are other comments in the Delphi 2nd survey on this section.

-Local experience may be very important but using that competency as a major criterion may make it difficult to supply and demand consultants.

Other opinions pointed out that "3. Attitude-Cooperative attitude-Sociability" may be confusing because it is similar to "Interpersonal skill (including rapport-building), so "Cooperative attitude-Sociability (0.875)" was deleted. Experts agreed to make professional manager experience the competency required of consultants, but showed a low level of empathy.

(c) The results of 3rd round Delphi survey

Knowledge has 6 groups of competencies, and they are as follows.

- (1) Understanding of international development cooperation
- (2) Understanding culture
- (3) Understanding educational environment
- (4) Understanding learners
- (5) Class instruction knowledge
- (6) Instructional consultation knowledge
- (7) Experience of instructional consultation

This categorization is validated from the Delphi survey.

<Table 23> Knowledge – 3rd Round of Delphi Survey

Group of competencies	Competencies	CVR	mean	con sensus	convergence	coefficient of variation
Understanding of international development cooperation	Understanding international educational development cooperation (concept, history, philosophy, etc.)	0.75	4.13	0.75	0.5	0.19
	The latest trends and issues in international educational development cooperation.	0.5	3.5	0.88	0.25	0.15
Understanding Culture	Life of local students (including political, cultural, domestic situation)	0.875	4.63	0.8	0.5	0.13
	Life of local teachers	1	4.81	1	0	0.08
	Culture of local schools (including teachers' culture)	1	4.88	1	0	0.07

	Local in-service teacher training status (including in-service & pre-service in-service teacher training, training course)	1	4.69	0.8	0.5	0.1
Understanding Educational environment	Education-related laws and guidelines	0.75	4	0.75	0.5	0.13
	Teacher policy	1	4.56	0.8	0.5	0.11
	The goal of local education	1	4.81	1	0	0.08
	Local curriculum	1	4.75	0.9	0.25	0.09
	English competency	0.625	4.06	0.75	0.5	0.20
Class knowledge	Knowledge of the subject	1	4.69	0.8	0.5	0.1
	Various teaching methods depending on the subject and achievement level	1	4.75	0.9	0.25	0.09
	Knowledge of teaching and learning methods (various teaching methods according to subject and achievement)	1	4.81	1	0	0.08
	Motivation strategy	1	4.5	0.78	0.5	0.11
	Students' school life guidance	1	4.44	0.75	0.5	0.11
Understanding learners	Understanding the stages of student development.	1	4.44	0.75	0.5	0.11
	Characteristics of local students	0.875	4.81	1	0	0.11
	Understanding of class observation criteria and tools	1	4.5	0.78	0.5	0.11
Instructional consultation knowledge	Understanding the purpose of instructional consultation	1	4.63	0.8	0.5	0.10
	Understanding the instructional consulting procedures and methods	1	4.56	0.8	0.5	0.11
Experience of instructional	Experience in instructional consulting practice	0.625	4.5	0.8	0.5	0.18

consultation	Participation in workshops and training to enhance knowledge of instructional consulting	0.875	4.56	0.8	0.5	0.13
	Educational experience (school teaching experience)	1	4.25	0.88	0.25	0.10

The 'culture of the local school (including the culture of the teachers)' obtained the best grades when it came to knowledge as a consultant competency (CVR 1, mean 4.88, consensus 1, convergence 0, coefficient of variation 0.07). 'The purpose of local education,' 'knowledge of teaching and learning methods (different teaching methods according to topic and achievement),' and 'knowledge of teaching and learning methods (multiple teaching methods according to subject and achievement)' obtained the second-best results (CVR 1, mean 4.81, consensus 1, convergence 0, coefficient of variation 0.08).

'The latest trends and issues of international educational development cooperation' reached to consensus with lowest CVR, mean value (CVR 0.5, mean 3.5, consensus 0.88, convergence 0.25, coefficient of variation 0.15). 'Laws and guidelines' had the second-lowest mean value (CVR 0.75, mean 4, consensus 0.75, convergence 0.5, coefficient of variation 0.13).

Following are 'English proficiency' (CVR 0.625, mean 4.06, consensus 0.75, convergence 0.5, coefficient of variation 0.25) and 'educational experience' (school teaching experience) (CVR 1, mean 4.25, consensus 0.88, convergence 0.25, coefficient of variation 0.10), as well as 'knowledge of international development cooperation

(concept, history, and philosophy, among other things)' (CVR 0.75, mean 4.13, consensus 0.75, convergence 0.5, coefficient of variation 0.19).

'Local settings' are highlighted more than 'knowledge about international development cooperation', 'language proficiency', and 'teaching experience', according to this result. 'Foreign language skill (local language)' received a CVR score of less than 0.5. 'Experience as a school (vice) principal or professional experience at the office of education' got under 0.5 CVR point.

Delphi expert panels answered about the career year as in-service teacher to conduct instructional consultation overseas, and their average answers during pre-interview were 'more than 5 years'. When instructional consultation is done in a team-based manner, some of them said that the career year isn't as vital or as if it couldn't be an essential criterion for instructional consultants.

"Over 5 years. Up to 3 years, I think it's a period of adjustment to teach in the school. When it's been more than 5 years, I think I can afford to look at and think about other classes outside of my class."

(ii) Skill

(a) The results of 1st round Delphi survey

The ability to utilize multimedia class materials in class was deleted by reflecting the opinion that it is difficult to apply multimedia to class materials locally. In instructional consultation skills, the administrative management ability before and after consultation and the ability to promote consultants through portfolio were deleted by reflecting the opinions of the consulting manager's ability.

(b) The results of 2nd round Delphi survey

<Table 24> Skill – 2nd Round of Delphi Survey

Group of competencies	Competencies	CVR	mean	con sensus	con vergence	coefficient of variation
Relationship skills	Interpersonal skills (including rapport forming with client)	1	4.81	1	0	0.08
	Ethical behavioral skills	1	4.69	0.8	0.5	0.10
	Conflict management skills	1	4.69	0.8	0.5	0.10
	Skills to understand and respect local culture	1	4.88	1	0	0.07
	Empathy	1	4.75	0.9	0.25	0.09
Teaching skills	Class leading skills	1	4.81	1	0	0.08
	Curriculum reorganization skills	0.875	4.56	0.8	0.5	0.13
	Ability to utilize learning materials (the ability to flexibly utilize available learning materials)	1	4.75	0.9	0.25	0.09
	Ability to design classes according to students' achievement level	1	4.75	0.9	0.25	0.09

Instructional Consultation skills	Ability to observe and analyze classes	0.875	4.75	1	0	0.12
	Ability to understand the target country and teacher's background	1	4.75	0.9	0.25	0.09
	Skills to diagnosis consultee problems and derive solutions through questions	0.875	4.75	1	0	0.12
	Class demonstration skills	0.75	4.5	0.8	0.5	0.19
	Multi-faceted class evaluation and criticism skills.	1	4.81	1	0	0.08
	Ability to provide reference and materials	0.875	4.81	1	0	0.11

(c) The results of 3rd round Delphi survey

Skill has 3 groups of competencies, and they are as follows.

(1) Relationship skills

(2) Teaching skills

(3) Instructional consultation skills

This categorization is validated from the Delphi survey.

<Table 25> Skill – 3rd Round of Delphi Survey

Group of competencies	Competencies	CVR	mean	con sensus	con vergence	coefficient of variation
Relationship skills	Interpersonal skills (including rapport forming with client)	1	4.88	1	0	0.07
	Ethical behavioral skills	1	4.75	0.9	0.25	0.09
	Conflict management skills	1	4.75	0.9	0.25	0.09
	Skills to understand and respect local culture	1	4.81	1	0	0.08
	Empathy	0.875	4.75	1	0	0.12
Teaching skills	Class leading skills	0.875	4.69	1	0	0.12
	Curriculum reorganization skills	0.625	4.25	0.75	0.5	0.18
	Ability to utilize learning materials (the ability to flexibly utilize available learning materials)	0.875	4.69	0.9	0.25	0.12
	Ability to design classes according to students' achievement level	0.875	4.69	0.9	0.25	0.12
	Ability to observe and analyze classes	0.75	4.5	0.8	0.5	0.16
Instructional Consultation skills	Ability to understand the target country and teacher's background	0.875	4.69	0.9	0.25	0.12

Skills to diagnosis consultee					
problems and derive solutions through questions	1	4.63	0.8	0.5	0.10
Class demonstration skills	0.875	4.38	0.75	0.5	0.14
Multi-faceted class evaluation and criticism skills.	0.875	4.69	0.9	0.25	0.12
Ability to provide reference and materials	0.875	4.38	0.75	0.5	0.14

Among skills, ‘Interpersonal skill (including rapport forming with client)’ got highest values (CVR 1, mean 4.88, consensus 1, convergence 0, coefficient of variation 0.07). ‘Skills to understand and respect local culture’ got second highest values (CVR 1, mean 4.81, consensus 1, convergence 0, coefficient of variation 0.08).

‘Curriculum reorganization skills’ got lowest values (CVR 0.625, mean 4.25, consensus 0.75, convergence 0.5, coefficient of variation 0.18). ‘Class demonstration skills’, and ‘Ability to provide reference and materials’ got second lowest values (CVR 0.875, mean 4.38, consensus 0.75, convergence 0.5, coefficient of variation 0.14).

With this result, still expert panels emphasized the relationship between consultant and consultee. It seems that expert panels prefer indirect way of consultation to giving direct solution like class demonstration, providing reference. And for the local education in developing countries, curriculum reorganization could be hard for teachers, and it is not an urgent issue for them. The lowest point for the ‘curriculum reorganization’ could be explained with this reason.

(iii) Attitude

(a) The results of 1st round Delphi survey

Reflecting the first Delphi result, the horizontal attitude was re-named as a cooperative attitude and reflected in the question. Reflecting the opinion that the names of self-regulation and self-confidence competencies were unclear, the two competencies were integrated into the questions by integrating some into performance-oriented attitudes and some into horizontal attitudes. Other attitude competencies that had overlapping or unnecessary opinions were deleted.

(b) The results of 2nd round Delphi survey

<Table 26> Attitude – 2nd Round of Delphi Survey

Group of competencies	Competencies	CVR	mean	con sensus	con vergence	coefficient of variation
Cooperative attitude	Attitude as an assistant	0.875	4.44	0.9	0.25	0.10
	Reflective attitude	1	4.81	1	0	0.08
	Sociability	0.875	4.5	0.8	0.5	0.14
	Inclusive attitude	1	4.81	1	0	0.08
	Flexibility	1	4.88	1	0	0.07
	Diversity acceptance	1	4.94	1	0	0.05
Performance -oriented attitude	Judgement of the situation	1	4.81	1	0	0.08
	Critical attitude	1	4.69	0.8	0.5	0.10

Confidence	0.75	4.38	0.78	0.5	0.16
Diligence	1	5	1	0	0
Responsibility	1	4.94	1	0	0.05
Activeness	0.875	4.69	0.9	0.25	0.12

(c) The results of 3rd round Delphi survey

Attitude has 2 groups of competencies, and they are as follows.

(1) Cooperative attitude

(2) Performance-oriented attitude

This categorization is validated from the Delphi survey.

<Table 27> Attitude – 3rd Round of Delphi Survey

Group of competencies	Competencies	CVR	mean	con sensus	con vergence	coefficient of variation
Cooperative attitude	Attitude as an assistant	1	4.69	0.8	0.5	0.10
	Reflective attitude	1	4.75	0.9	0.25	0.09
	Inclusive attitude	1	4.94	1	0	0.05
	Flexibility	1	4.88	1	0	0.07
	Diversity acceptance	1	4.94	1	0	0.05
Performance -oriented attitude	Judgement of the situation	1	4.94	1	0	0.05
	Critical attitude	1	4.75	0.9	0.25	0.09
	Confidence	0.875	4.19	0.88	0.25	0.13
	Diligence	1	4.88	1	0	0.07
	Responsibility	1	4.88	1	0	0.07
	Activeness	0.75	4.44	0.8	0.5	0.19

About attitude, ‘Inclusive attitude’, ‘Diversity acceptance’ and ‘Judgement of the situation’ got highest values (CVR 1, mean 4.94, consensus 1, convergence 0, coefficient of variation 0.05). However, ‘Confidence’ got lowest values (CVR 0.875, mean 4.19, consensus

0.88, convergence 0.25, coefficient of variation 0.13). 'Activeness' got second lowest values (CVR 0.75, mean 4.44, consensus 0.8, convergence 0.5, coefficient of variation 0.19).

CHAPTER V. DISCUSSIONS

5.1 Conditions and contexts for the conduct of Instructional consultation in an international context

Should international education consultations only take place between Korea and developing countries? In theory, it is an activity that can happen between all countries. However, there will be demand between countries with insufficient teacher education systems and inactive teacher training and countries with relatively active teacher training situations. In countries where a stable teacher education system is established and training is actively conducted, it is difficult to say that there will be demand because consultation can be conducted through exchanges between domestic teachers. Among countries that lack opportunities for teacher training, especially in countries where teacher treatment is not decent, exchanges with outsiders can lead to continued interest and motivation in improving expertise. In addition, in countries where the supply of teachers is not smooth, the general public with short-term training may act as teachers. International instructional consultation will be more useful in countries where the proportion of teachers who lack an understanding of teaching methods is high.

According to Gita Steiner-Khamsi (2015), there are the regions where local societies or schools should recruit their own teachers for the decentralization. If the local society or the school has enough

budget then this kind of system is beneficial because they could recruit competent teachers as much as they want. Otherwise, it's hard for them to recruit appropriate teachers. If the region is far from urban city, there could be many sub-contract teachers, who are the hidden alternatives for the really hired teachers. They are so-called 'Ghost teacher'. The real one stay at urban area and divide the salary with ghost teacher. This situation makes lower the quality of education.

Additionally, there are some regions where the salary payment is based on actual teaching hours, not based on regular working hours. Then teachers compete to get more teaching hours and there is possibility of corruption. If some teachers fail to get additional teaching hours, their salary stability is not guaranteed. These kinds of factors could be standards to find the appropriate countries to conduct instructional consultation. Since low-income countries and developing countries with insufficient education systems overlap in large part, this study considered the possibility of conducting instructional consultation for developing countries, but the project site can be selected by applying the above specific and detailed criteria.

Of course, in-service teacher training itself is a role that the local government should play, so taking charge of training or consulting cannot be the goal of international instructional consultation. As a development cooperation, the hidden goal of instructional consultation is to link school consulting to logically demand budget distribution from the government of the recipient country and create discourse required from local education offices and local ministry of education.

5.2 Reasons why instructional consultation have not been activated in the educational development cooperation.

Instructional consultation is systematic approach of problem solving in the class. It seems to be a specific method which teachers in different countries can interact each other. But until now, instructional consultation has not been actively discussed in the international development field comparing school consulting.

There could be several possible reasons and criticisms on this idea.

First, in an international context, especially when instructional consultations are held between countries with gaps in the teacher supply system, instructional consultations can be misunderstood as having the premise that there is an unequal relationship between consultants and consultees. This is likely to make teachers who act as consultants unconsciously discriminate. This is the same in that consultee can unconsciously have the position of the person who receives unilateral guidance. In instructional consultation, where the cooperative relationship between consultants and consultees is important, the environment itself outside a country with similar teacher training can easily induce a vertical relationship.

For this concern, the participants should be aware that instructional consultation emphasizes the cooperative relationship. There have been discussions on using Freire's idea to international development cooperation. Paulo Freire's theory supports the idea that people in the villages teach themselves throughout conversation. It suggested what

the role of education is. Its premise is equality between the people who participate in dialogue. Throwing questions is essential for people to come up with their own answer and cultivate their own knowledge. This method is quite similar to the way of instructional consultation, so from the perspective that international development should be implemented with respect for the local, it is reasonable way. From the Freire's perspective, the traditional curriculum is like a banking to deposit accounts. He insisted that students should learn through opposite way of banking education having critical consciousness. Critical consciousness happens in the process of two essential teaching-learning methods of dialogue and problem solving. Among the process, student-teacher dichotomy could not be stable. Because in this process, both student and teacher are learning together, and students could evaluate their own experience. This idea could be applied when instructional consultation is conducted in international context. For example, Jeong (2008) studied how school consulting could be implemented applying the idea of Freire. She applied the concept of dialogue for the school consulting, and she premised that school consulting should be a kind of dialogue process to meet the principle of autonomy. According to Jeong (2008), when diagnosing school problems and making solutions, the members of school should take the active role, and the school consultants should put the opinions and insights of school members first by using various measures. Follow up school consulting should be implemented by consultants from inner circle. Like this, clear recognition and sufficient agreement

on cooperative relationships are needed in advance.

Second, some of the matters in the classroom seem to be attribute to the factors out of classroom, such as school scale problem like facility and school culture. So school consulting method seems to be more appropriate to solve the class problems. In fact, teaching guidance or instructional improvement advice for teachers may seem to be a cooperative method without practical support, given that the absence of women's restrooms is related to low attendance rates and that quality classes were not available due to a lack of teaching aids and materials.

Jeffrey Sachs talked about the environment and conditions favorable to economic development in the *End of Poverty* (2006). Developed countries were mainly located on the beach, making it easy to interact with the rest of the world, and relatively cold weather allowed them to fight mosquitoes, infectious diseases, and malaria. As these natural environments and conditions affect national development, the cause of national development should not be misled due to the lack of capacity of any country. Likewise, the impact of the environment should be considered important. While discovering problems through instructional consultation, it is possible to empirically and inductively provide a reasonable basis for improving facilities or preparing materials. This means that one of the roles of instructional consultation can be to approach micro-problems and link them to school consulting as a basis for macro-environmental improvement.

Third, it is physically difficult for teachers to meet and interact with

people from different countries. Because it spends a lot of money and time, the government tends to support the program when it aims to improve Korea's teaching ability, not foreign teachers. In addition, teachers who go abroad directly are relatively fluent in English and free from family, and there is a gap in that consultants are a role that requires a lot of experience and professional skills. Due to the lack of the system, interactions with overseas teachers may not be considered profitable in that the longer the career, the greater the interval of economic compensation when exercising professional competence.

To build cooperative and truthful relationship, continuous interaction is essential. It is already implemented to use on-line communication between international teachers, and some organization like APCEIU has adopted the on-line teacher class exchange for years. The program has positive effect for both sides' teachers, and the scope of instructional consultation may help the more academic, systematic and professional interactions. Through FGI with teachers who participated in teacher exchange programs and educational development projects, it is expected to be beneficial for both Korean and foreign teachers when the purpose of interaction is to strengthen the capabilities of foreign teachers as well as Korean teachers. The interaction itself stimulates and promotes teachers' motivation for self-development, and unique experiences can help teachers broaden their perspectives on the role or nature of public education. Expert panels are also positive that they receive minimal economic support to preserve costs, not additional fees.

There are several studies the team-based instructional consultation has its own benefits. Expert panels also agree on the form of team consultation because of a few reasons. First, teacher practitioners are usually young, because of the language barriers. Team-based format can induce the experienced teachers participating in the field more, who have hesitated. Second, teachers who cannot continue to go local field because of the family issues like their marriage and child care, still can contribute to the project with the former experiences by communication with practitioners in the local field.

CHAPTER VI. CONCLUSION

6.1 Summary

As the international educational development cooperation intends to enhance the quality of education, the quality of teacher is more emphasized than before. There are numerable projects for teacher training in developing countries, and Korea contributes to it as well in the way of running teacher training course and supporting the facilities.

But there has been criticism that there is lack of the participation of educational expert, so it is necessary to prepare the method to use educational expert such as schoolteacher in Korea in such projects. It seems that there already exist many similar projects like international teacher exchange programs but most of the teacher exchange programs are aimed to progress of Korean teachers, not of teachers in developing countries. And the target countries of those projects are mainly so-called ‘advanced’, ‘high-income’ countries. Only the ‘Global Education Asia-Pacific Teacher Exchange’ APCEIU runs is the project with developing countries. But the purpose of this project is not about enhancing the overall teacher professionalism but focusing the global citizenship education.

To get over the current limitations of teacher exchange and find the way to utilize Korean teachers for in-service teacher training in developing countries, the instructional consultation could be applied for it. The instructional consultation is the representative method for in-service teacher training and its main subject is the teacher.

However, if instructional consultation is conducted in international context, existing way could not be applied as itself for the differences between countries. It is necessary to discuss and find the consultant competencies and the tasks of consulting managers. For this, this research use Delphi method, which is developed to derive the consensus of expert panels when the new policy is suggested. The expert panels are mainly the teachers who experienced in-service teacher training by participating development cooperation. The other expert panels are the proficient instructional consultant teachers and related project managers from the NGO. They participated in Delphi survey for 3 times, and the questionnaire of the 1st round survey is based on the pre-in-depth interview and the relative documents. The results of each round are shared so that they could consider and refer to others' opinions.

As a result, the expert panels agreed to the list of consultant's competencies and the tasks of the consulting managers. Basically, consultants are asked to have knowledge, skill, and attitude. The expert panels consistently showed the tendency to emphasize how important understanding different educational environment and having respectful attitude toward teachers in developing countries. The consulting managers are required to support both offline and online consulting and secure the budget for the consultants and consultees. Confidence is one of the desirable attitudes for the consultants but comparatively received low mark due to the worries about arrogant, and dogmatic consultation.

The purpose of finding agreed competency of consultant is not for selection, but for suggesting the guideline. And the internationalization center of education would be established, then it is necessary to prepare effective programs for in-service teacher training in developing countries. When trying to make high quality of education, the in-service teacher training needs to be high quality as well.

6.2 Implication

The MDGs era, the enrollment rate for the school were getting higher than before and it turns out to be successful to bring children to school. But comparatively the quality of teachers was not ensured in developing countries. Because there are not enough training institutions and teachers' occasional treatment is poor and unstable, the qualified teacher provision is going through hard time. To enhance in-service teachers' competency, who tried to build a teacher training center, who tried to give them training courses with a form of lecture. But the projects are usually temporary and depending on volunteering. It brings about low participation of experts, so they lacked aid professionalism, sustainability, and aid effectiveness.

In Korea, there were several discussions on utilizing education experts to international education development cooperation. Teachers are education experts, and systematic, interactive, personalized, and professional way to train teachers is instructional consultation. Instructional consultation (IC) is suggested by Rosenfield, the main subjects of IC are consultee, consultant, and consulting manager. Instructional consultation is mainly conducted under domestic conditions, and consultants and consultees usually reside in the same country. Because they are near each other, so they could interact frequently, and they are probably use same language. They share similar culture and historical identity, facilities of school, and class environment. Otherwise, the competency of consultant and tasks of consulting manager should be different.

To consider the plausibility of applying instructional consultation in international teacher exchange in Korea, teachers who have participated in international educational development cooperation, managers of relative project, and teacher consultants participated in Delphi survey as expert panels. In their opinion, consultants should understand different educational environment. According to Delphi survey, it is considered as ideal way that Korean consultant and local consultant form the consultant team. The government need to cooperate with NGO who has local expertise. Korean consultant had better to be able to speak English. Local language is not essentially required competency. Consultants should have at least 5-year career so that they can have enough class experience with various grades of students and sense of overview the school culture, but if consultation is run by team, not all consultants should have long career. Because the class materials are not enough in developing countries, consultants need to know how to teach without multimedia facilities. Expert panels arranged the competency of international instructional consultants with knowledge, skill, and attitude, and also made consensus upon the tasks of consulting managers. The final lists of competencies of consultants and tasks of consulting managers would be reference for future works. However, to realize this idea, institutional support, well trained teacher consultants, and well-organized consulting managers are necessary in advance. With a lot of works for in-service teacher training to improve the capability of students, this work could contribute to expansion of the project type for in-service teacher

training in developing countries.

The role of consulting managers is critical under the international condition, so it is pointed out that the government should collaborate with the group which knows local field well. It is recommended that at least 3 people should be included in the consulting managers' group by the size of the project.

Securing budget for pre-education of instructional consultant, and previous survey to the prospective consultee are regarded as the important tasks of consulting managers. Consulting managers are required to support both off-line and on-line consultation, organize the projects, and deal with administrative works.

It had better for consultants understand what the international educational development cooperation is, but what is more important is their understanding on local school culture and educational environment. Although the consultants would conduct instructional consultation abroad, they are required to be professional, so having instructional consultation knowledge and experience is highlighted. When it comes to linguistic competency, the consultants don't need to be proficient in local language, but experienced research participants emphasized English competency.

Expert panels highlighted skills for building relationship between consultants and consultees as well as teaching and consultation skills. About expected attitude toward the international instructional consultant, they are required to be cooperative and achieve the goal of project. That is, the consultant should support local teachers to

enhance their own teaching expertise with cooperative attitude. Being inclusive, accepting diversity, and proper judgement are desired competencies. On the other side, being confident and active are still required but not emphasized as much as the previous ones.

6.2.1. Recommendation

In order to implement international instructional consultation, the Education Internationalization Center or the Ministry of Education should come up with legal and institutional measures to continue their careers so that teachers can actively participate. A consultant training program or education should be prepared by supplementing the international instructional consultant competency.

Expert panels agreed on financial compensation to the consultants with a relatively low score. Overall, there was a consensus that it was important not to use the consultant's private expenses rather than economic compensation for the consultant. This seems to be an answer to ensure the sustainability and expertise of consulting. In other words, an agreement was reached on the payment of activity costs, but consulting remuneration was considered a separate concept, indicating a relatively low degree of agreement. Therefore, it seems possible to study the appropriate level of remuneration to be paid to consultants later.

The government should cultivate professional managers in this field to support sustainable projects. Organizations that are already working on similar projects should reorganize the system so that teachers can

participate in development cooperation as experts, and encourage teachers to voluntarily acquire consulting-related knowledge or skills by matching teams not just one-time participation and curiosity.

As can be seen from the results of the high importance of understanding and sympathizing with the context of the country subject to the project, NGOs with local expertise should provide sufficient local information and educate teachers to respect other cultures.

6.2.2. Limitation of Research

(i) Collecting Panels

First, this research has limitation on collecting expert panels. This research is implemented with limited number of expert panel because there are limited number of teachers who experienced both global educational development cooperation and instructional consultation. In the Delphi method, the dynamics of the target group are more important than the number of participants for statistical validity, so it can be composed of 10 to 18 members (Lim, 2013; Okoli & Polowski, 2004). However, the still lack of statistically significant numbers of panels is a limitation of this research.

Some of the expert panels are experienced school management consultation project in Uganda, but they were not expert of school management consultation and just participate in the project. Some of them are instructional consultants in Korea, but never experience the project of global development cooperation. Although they are lack of development cooperation experience, instructional consultants' average age is over 40, their life experience in youth is expected to be similar to current developing countries. Regarding the composition of teacher panels, most of them are working in the elementary school, so it is necessary to get more opinions from the secondary school teachers. There are no local teacher panels, so the research missed the clients' opinions.

(ii) Feasibility

Second, the project (instructional consultation in developing countries with Korean public-school teacher consultants) feasibility is uncertain. Among the Delphi expert panels, there is no policy maker, so the research doesn't reflect the policy makers' opinions.

Because of the budget problem, this kind of project is hardly feasible. But there are many researches to utilize teachers as educational expert in the field of ODA, so, if the institution for supporting teachers' exchange were established or budget support were offered to local NGOs, this research could help for them to implement this project with the qualified consultants and roles of consulting managers.

(iii) Low Possibility of Autonomous Participation

Third, it is hard to expect the autonomous participation of local teachers in developing countries. It is not because of their low motivation for professional development, but because of their real-life situations and surroundings such as low and delayed payment, poor classroom environment, and too many students per one teacher. To overcome this problem, proper reward for teachers is clearly needed. What positive aspect of instructional consultation is that it could offer personalized support to teachers when they plan to do better class.

(iv) Overlapped Elements

Fourth, the competencies of knowledge and skill partially overlapped each other. Among the tasks of consulting managers, pre-training contents overlapped the knowledge competency of instructional consultants. They could exist at the same time when the teacher participants are lack of the knowledge competencies.

(v) Vague definition of each competency

Fifth, the definition of each competency is not clear but depending on the vague concept. So, after the definitions are fixed, it can be used to make training course or curriculum for international instructional consultants.

(vi) Shortcomings of Delphi method

The disadvantage of using expert groups is that first, the entire group can have more misinformation than individual experts. Second, it is the social pressure exerted by the group on the members, that is, when an individual knows and opposes the majority of the members' thoughts, he or she is pressured to agree with the majority. Third, group activities tend to be considered more important than reaching an agreement and producing reasonable results. Fourth, arguments repeated by several people can have an impact. Fifth, the fact that the entire group can share prejudice, and this common prejudice invalidates the group's advantage that contributes to reducing prejudice. These shortcomings can be said to offset some of the

advantages, but these shortcomings are not problematic enough to give up group activities, so it is necessary to recognize shortcomings in group activities and try to overcome them (Kim, 2015).

6.2.3. Suggestion of Research

Overall, expert panels emphasized the importance of understanding different culture. This result has similar context to basis of PCSC. PCSC starts with ‘Learning the Culture’ and ‘Forming Partnership’. The following steps of PCSC could be divided into some tasks of consulting managers and local consultants. For example, ‘Data Collection’ of local culture, environment, and situation could be the task of consulting manager, specifically NGO with local expertise. And Korean consultant and local consultant build a one team, they observe and communicate with consultees to diagnosis the problem and set the goal of consultation. Especially, local consultants contribute to generate culture-specific hypotheses to clarify the cause and effect of the problem. After the consultant team design & implement culture-specific intervention, consultant team, consultees, and consulting managers evaluate the whole instructional consultation. Like ‘Institutionalization’ is in final step of PCSC, it would be the comprehensive report with the trials and errors from the consultation process. Accumulated practical experiences would feedback to next consultation, and it makes international instructional consultation sustainable. It would function as manual and reference for post instructional consultation, then if the member of consultants is changed, alternative new consultant could follow up the different context as soon as possible.

In Delphi survey, team based instructional consultation was chosen for the way of conducting international IC. It is easy to say

‘cooperation between consultants from different countries’ but there needs to be specific guidelines.

This research is based on practical experience of expert panels from similar project, but instructional consultation has not been implemented with this research result. So international IC applied case study is necessary. To realize international IC, there are several steps and considerations. First, with the competencies of consultant, training curriculum for international IC consultants need to be prepared. For this, NGO with local expertise’s help is essential to learn about the educational environment and cultural difference. If teachers already have field experience, they could focus on acquire the instructional consultation skills. In this process, help from teachers who are working as instructional consultant is necessary. At the same time, consulting managers train some prospective and experienced teachers in developing countries as local consultants, or there could be recommended teachers from local government or schoolteachers.

‘International IC consultant’ should be institutionalized so that teacher consultants could get official career and institutional support such as dispatch, employment leave, and self-training. Under pandemic situation, on-line based consultation is plausible method. For this, it should be equipped with facilities for on-line meetings in advance. It seems to be quite hard to realize, but some NGOs and institution like APCEIU already run similar form of activity. If instructional consultation is applied to international context, the participation of education expert to educational development field

would be increased. Also, the process would be organized and systematically structured, and the project for enhancing teacher competency in developing countries would be more interactive.

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국문초록

개발도상국 현직교사교육을 위한 수업컨설팅 적용 방안 연구

서울대학교

사범대학원 글로벌교육협력 전공

박화영

2015년 새천년개발목표가 지속가능개발목표로 전환되며 국제개발협력 교육분야에서 교육의 질을 강조하기 시작했다. 교육의 질에 교사의 질이 강조되면서 한국에서도 개발도상국의 교사교육을 위한 개발원조 사업이 진행되고 있으며, 교육 전문가가 교사교육 프로젝트에 참여해야 한다고 촉구하는 목소리가 높아지고 있다. Rosenfield(1987)가 제시한 수업컨설팅은 현직 교사의 수업 전문성을 향상시키는 대표적인 방법으로 수업컨설턴트의 대부분이 현직 교사로 구성되어 있다. 때문에 현재 한국의 국제교사교류를 수업 전문가인 교사가 개발도상국의 교사교육을 도모하는 방향으로 개선하기 위해서 수업컨설팅의 도입을 고려하는 것이 필요하다.

국제교사교류에 수업컨설팅을 적용하기 위해서는 수업컨설턴트의 역량 기준을 세워 수업전문성뿐만 아니라 컨설팅 역량도 갖춘 교사가 프로젝트에 참여하도록 해야 하며 이를 통해 사업의 효과성 향상을 도모해야 한다. 또, 국내 교사 간 수업컨설팅과 환경과 상황이 다른 맥락에서 이뤄질 것이기 때문에 중간관리자의 과업을 새로 정립할 필요가 있다. 이를 위해 국제개발협력에 참여한 적이 있거나 수업컨설팅 경험이 있는 국내 교사 14인과 개발도상국 교사교육 프로그램을 운영한 적 있는 NGO의 프로젝트 매니저 2인을 전문가 패널로 섭외하여 새로운 정책 등을 도입할 때 전문가 합의를 도모하는 질적 연구방법의 일종인 델파이 조사를 실시하였다. 연구 결과, 개발도상국 대상 국제 수업컨설팅은 현지 컨설턴트와 한국 컨설턴트가 팀 기반으로 협력하여 수행하여야 하며, 수업컨설턴트는 수업전문성과 컨설팅 기술을 갖

추는 것도 중요하지만 무엇보다도 수업컨설팅을 실행하는 국가의 문화에 대한 이해와 현지 교사와 교육 상황을 공감할 수 있는 태도를 갖춰야 하는 것으로 나타났다. 중간관리자는 교육부 같은 한국 정부기관과 현지 전문성을 갖춘 NGO가 함께 역할을 수행하는 것이 가장 바람직한 것으로 합의되었으며, 감염병으로 인해 국가 간 왕래가 어려워진 상황에서 온라인 컨설팅이 이뤄질 수 있도록 인프라를 구축하고 지원하면서 수업컨설팅이 원활하게 이뤄질 수 있도록 예산 확보와 집행을 책임져야 한다는 데 의견이 모였다. 학생 성취도 변화보다는 교사의 교수효능감과 컨설팅에 대한 만족도를 조사하여 정리하는 것이 좋다고 합의되었으며 컨설티 교사가 컨설팅을 통한 솔루션을 실행할 수 있도록 교구와 교재를 지원해야 하는 것으로 나타났다. 중간관리자는 데이터를 축적하여 수업컨설팅이 지속가능 하면서도 점진적으로 개선될 수 있도록 종합적인 지원을 하는 역할이며 다양한 과업을 수행해야 하기 때문에 최소 3인 이상의 담당자가 필요하다는 데 의견이 모아졌다.

이러한 델파이 조사는 대체로 3차에 걸쳐 전문가들의 합의를 도모하는 방법이기 때문에 성실한 참여자가 필요하여 연구자 주변의 전문가를 섭외하여 실시하였기 때문에 모든 교사와 수업 컨설턴트, 그리고 개발협력 사업 관리자들의 의견을 반영했다고 보기는 어렵지만, 교사교육 관련 개발협력을 경험한 교사가 적기 때문에 교사교육 분야 관련 교사의 의견은 어느 정도 반영되었다고 볼 수 있다. 또한, 수업컨설팅의 방식을 적용한 교사교류 프로그램의 실재를 연구할 필요가 있다. 현재 정부 차원에서 교육국제화센터 설립을 위한 연구가 진행되고 있는 만큼, 한국과 선진국 간의 교사교류뿐만 아니라 공적 개발원조 기조를 지닌 교사교류 프로그램 개발이 필요한 시점이다. 수업컨설팅은 일방적인 연수형 교사교육 사업과 학생 지도 위주의 파견사업, 그리고 한국 교사의 경험과 역량 개발에 초점을 둔 국제교사교류 사업들과 더불어 존재할 만한 가치가 있는 국제개발협력의 방법일 것이다.

주제어 : 현직교사교육, 수업컨설팅, 국제교육개발협력, 컨설턴트 역량,

컨설팅 관리자의 과업

학번 : 2020-21773

APPENDIX

1. Delphi survey – 1st round

This questionnaire was prepared to prepare a plan to apply instructional consultation to international teacher exchanges aimed at educating teachers in low-income countries. When conducting international instructional consultation between teachers, we would like to seek opinions to derive the competency of instructional consultants, and tasks of intermediate managers.

The estimated time required is 30 minutes.

☐ Background check

1. Please write down your age. ()

2. Please mark it according to gender. ☐ Men ☐ Women

3. Please fill out your educational experience. () years, () months.

3-1. If you have actual educational experience other than the school, such as a fixed-term or dispatched system, please fill it out. ()

4. Please indicate your final academic background.

☐ Bachelor's degree ☐ Master's degree ☐ Doctor (Major:)

5. Please fill out the educational development cooperation project you participated in.

*If the participating project is more than three times, please fill it out additionally at the bottom of the table.

	1	2	3
The target country			
Year of participation			
Participation period			
Project execution agency			
Project name			
The type of participation. (Volunteer/dispatched/employee leave/other*)			

6. Please fill out the presence or absence of experience in domestic and foreign class consultants and the duration.

- Experience as an instructional consultant (O/X), Working period : () years

1. What do you think is the expected problem when introducing instructional consultation in international teacher exchange to promote in-service teacher training in low-income countries? (Overall, such as expected problems with the operation method, such as local visit type and online remote type, or opinions on the justification for introducing instructional consultation)

1-1. What do you think is the solution to the expected problem?

2. What is the expected effect of introducing instructional consultation (hereinafter referred to as international development instructional consultation) in international teacher exchange to promote in-service teacher training in low-income countries?

3. Please choose the number of the consultant-consultee (consultation client teacher) matching method of international development instructional consultation. ()

(1) 1 Korean Consultant - 1 Local consultee	(2) 1 Korean Consultant - Local consultee team
(3) Korean Consultant team - 1 Local consultee	(4) Korean Consultant team - Local consultee team
(5) Korean + Local Consultant team - 1 Local consultee	(6) Korean + Local Consultant team - Local consultee team
(7) etc.	

3-1. What's the reason of the answer from 3?

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4. In international development instructional consultation, what tasks do you think the middle manager of instructional consultation should perform step by step? (Please feel free to write your opinions on tasks and performance factors)

4-1. Preparation stage

Group of Tasks	Task	Add, delete, re-name, Integration, separation, and other opinions
Securing Budget	Securing the budget of supporting the consultee's class	
	Securing consultant activity expenses	
	Securing consulting operation and management costs	
Establishment of operation plan	Establishing a plan including schedule and operation	
Operation of pre-local understanding training	Local curriculum Local teacher curriculum Treatment of local teachers Local student achievement Local school situation (number of students per class, attendance rate, higher school enrollment rate, grade integration status, gender ratio, facilities and environment, etc.) education, Local language Political, economic, social, and cultural education	

Operation of international development instructional consultation training	Consulting for international development classes Concept, procedure and method, and principle training	
Connection	Local and Korean consultant manpower management, Promoting the consultant portfolio, Local schools and teacher demand surveys, I received a consulting application. Consultant–consultant matching, If necessary, recruit outside experts and link consultants.	

4-2. Implementation Stage

Situation	Group of Tasks	Task	Add, delete, re-name, Integration, separation, and other opinions
Offline based	Common support	Support place for consulting. Coordinate the consultation schedule Transportation assistance Interpreter support	
	Support for Korean consultant	Support for accommodation and meals Support for local adaptation Health support	
	Support for local consultant	Transportation assistance	
	Consultee support	Support for class supplies and teaching aids Support necessary training course	
Online based	Common support	Coordinate consulting consultation schedule Support for opening a video conference Interpreter application	

	Support for Korean consultant	Provide the latest local situation data Support for contact with local consultant teacher Support for contacting local client (consultee) teacher	
	Support for local consultant	Support for contact with Korean consultant teacher Support for contacting local client (consultee) teacher	
	Consultee support	Support for contact with local consultant teacher Support for contact with Korean consultant teacher Supply of telecommunication devices for teleconferencing. Support for the internet connection on-site. Local video conference venue Support for class supplies and teaching aids Support necessary training	

4-3. Evaluation & Feedback Stage

Group of Tasks	Task	Add, delete, re-name, Integration, separation, and other opinions
Evaluation	Client (consultee) satisfaction survey. Student achievement change evaluation.	
Feedback	Collect consultant reports Report on the settlement of accounts Preparation, storage, and sharing of comprehensive reports School consulting connection	

5. What are the competencies and content elements required of the class consultant in international development instructional consultation? (Please feel free to write down your opinions on your capabilities and content.)

5-1. Knowledge

Group of competencies	Competency	Add, delete, re-name, Integration, separation, and other opinions
Understanding International Education Development Cooperation	Concepts, history, philosophy, latest trends, and issues of international education development cooperation	
Culture Understanding	Local student life, local teacher life, local school culture, local educational goals, flow of future education, Knowledge of the characteristics of the local faculty and staff organization and school management	
Policy Understanding	Education-related laws, guidelines, and teacher policies	
Class knowledge	Contents and pedagogical knowledge of the subject, teaching-related knowledge, and	

	understanding of the current curriculum		
	Motivation induction strategies, understanding of good classes, teaching guidance methods by level, and classroom environment composition		
	Understanding the student life guidance method and the stage of student development		
Knowledge for instructional consultation	The perspective of class observation and understanding of evaluation methods		
	instructional consultation procedures and methods		
Experience	IC experience	Experience in instructional consultation practice, Participation in workshops and training to enhance knowledge in instructional consultation	
	Local experience	Local education experience, local stay experience	

5-2. Skill

Group of competencies	Competency	Add, delete, re-name, Integration, separation, and other opinions
Relationship Skill	Interpersonal skills, local language communication skills, ethical behavior skills, rapport-building with clients, conference progress ability, encouragement, long-term relationship maintenance skills, and unexpected situation response skills	
class skill	Curriculum restructuring ability, excellent class case collection and sharing ability, multimedia class materials production and utilization ability, and teaching aids production ability	
Instructional consultation skill	Quantitative and qualitative class observation and analysis ability, class evaluation and criticism ability, student level grasp ability, client situation, background, and psychological disposition analysis	
	Ability to use coaching and mentoring techniques, demonstration ability, and idea/solution presentation ability	

	Consulting target institution management ability, administrative management ability before and after consulting, and consultant portfolio promotion ability	
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5-3. Attitude

Group of competencies	Competency	Add, delete, re-name, Integration, separation, and other opinions
Self-control	Morality, respect for others, confidentiality, researcher attitude, dignity as a teacher, love for education, attitude as a helper, and reflective attitude	
Self confidence	Confidence, determination, leadership, judgment	
Horizontal attitude	Sense of humor, affinity, inclusiveness, positive thinking, flexibility, sensitivity, sensitivity, humility, kindness, relaxation, creativity, team cooperation, listening	
Performance orientation	Sincerity, mission, responsibility, justice, aggressiveness, dedication, challenge, passion, autonomy	