

Japan's International Exchange Programs' Transformation for Promoting Quality Education and Lifelong Learning

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ABSTRACT

This study focuses on the digital transformation of Japan's international exchanges, which primarily aim to enhance public diplomacy in promoting quality education and lifelong learning. It aims to assess the utilization of international exchanges and online learning platforms to support the continuing professional learning and development (CPLD) of teacher education in Southeast Asia. This study employs a qualitative content analysis of Japan's official documents as the research method. The findings reveal that Japan's international education cooperation is designed to support the fourth Sustainable Development Goal (SDG4). This study suggests that Japan can strengthen its international exchange programs with the Association of Southeast Asian Nations (ASEAN) countries in ASEAN's teacher education by providing online classes, such as Massive Open Online Courses (MOOCs) and online or hybrid-mode international exchanges. This study also offers recommendations for ASEAN teachers' education by reflecting on the Japanese model of international exchange and exploring further international cooperation.

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Introduction

The Japanese experience of implementing international exchanges and promoting the fourth Sustainable Development Goal (SDG 4) has transformed its traditional in-person exchanges into a hybrid mode through online learning platforms, which were first initiated during the COVID-19 pandemic. This approach caters to a wide range of participants and provides flexibility in terms of time and geographical location, thereby encouraging lifelong learning and professional development. Therefore, the Japanese model of international exchange is suitable for adapting to teacher education and training programs in the Association of Southeast Asian Nations (ASEAN) region.

The objective of this study was to observe the Japanese model of international exchange and online learning, which could support SDG 4 in quality education and lifelong learning. This study provides suggestions on how Japan's international exchanges, through hybrid and online programs, can contribute to the development of ASEAN teachers' education.

Literature Review

The Digital Transformation of Public Diplomacy

Governments use international education as a channel of public diplomacy to promote cultural and mutual understanding and bridge political differences (Hayden, 2017). There is a

dilemma in associating educational exchanges with public diplomacy activities, where exchanges inherently contribute to building an intercultural understanding between people, but are simultaneously intended to drive government policies (Mathews-Aydinli, 2017). Ideally, public diplomacy should connect people from different nations, albeit with an underlying purpose of achieving national strategic goals abroad.

Cull (2008, p. 31) emphasizes the components of *public diplomacy*: 1) listening, 2) advocacy, 3) cultural diplomacy, 4) exchange, and 5) international broadcasting. Public diplomacy strategies implemented by Ministries of Foreign Affairs (MFAs) should evolve and cater to the development of digital technologies because the key benefit of digital platforms is their ability to discover and augment the voices of sidelined groups (Bjola et al., 2019). Public diplomacy efforts with Massive Open Online Courses (MOOCs) provide educational exchange opportunities where traditional exchange programs are very costly (Hayden, 2017). Therefore, the use of MOOCs as a public diplomacy channel could reach more participants abroad to foster mutual understanding between nations in a cost-effective manner.

Teachers' Education to Support Lifelong Learning

Walker and Forbes (2022) emphasized the concept of *continuing professional learning and development* (CPLD) to describe the need for educators to practice online teaching

skills. Several factors must be considered when designing CPLD programs: 1) online, situated, and flexible; 2) balanced between digital competencies and pedagogies; 3) collaborative and social; 4) active and creative; and 5) continuous evaluation (Forbes & Walker, 2022, p. 215). Teachers' education, designed according to the CPLD principles, is expected to foster a lifelong learning process.

Dell et al. (2022) assessed technology-facilitated CPLD for educators through a blended approach using MOOC with in-class activities. MOOCs can engage with education professionals globally and remain cost-efficient (Kennedy et al., 2022). Similarly, teacher training via MOOCs can facilitate peer learning among participants from different cultural backgrounds. In contrast, Goopio and Cheung (2021) and Huang et al. (2023) highlighted the disadvantage of high dropout rates among MOOC. MOOC course providers must support participants' completion rates by improving course materials, focusing on course design and activities, and motivating them to complete the course (Goopio & Cheung, 2021; Huang et al., 2023). To mitigate this problem, periodic evaluations are needed to assess MOOC course materials and their relevance to participants' requirements and interests.

Efforts in Improving ASEAN Teachers' Education

ASEAN has been implementing reforms in teachers' education and formulating a comprehensive strategy to strengthen teachers' growth and competencies, while addressing resource constraints and teacher shortages (Sabilah & Sioson, 2024). Agustin and Montebon (2018) assessed the Project Teacher Exchange for ASEAN Teachers (TEACH),

which was initiated by the Philippines to share pedagogical practices, particularly English Language Proficiency (ELP), among teachers in the ASEAN region. The pilot project between Filipino and Thai teachers presented desirable results for improving their pedagogical competencies (Agustin & Montebon, 2018). Previous projects in the ASEAN region could be the basis for future implementation and could be redesigned by incorporating digital transformation through hybrid or online exchanges.

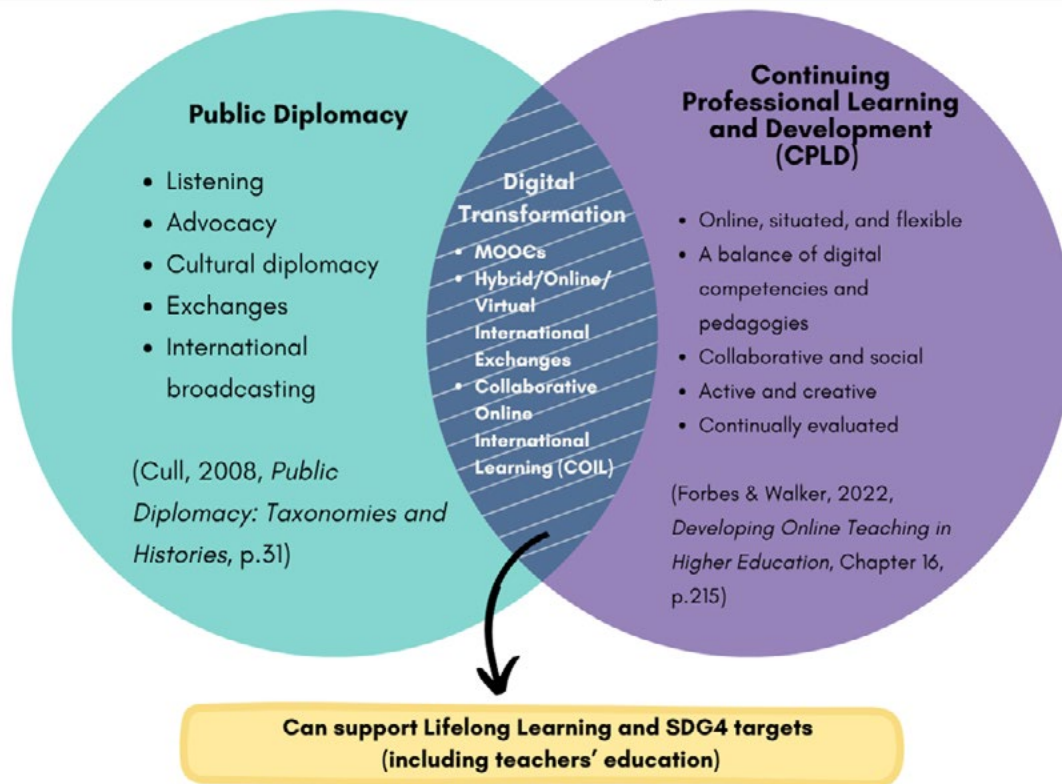
Based on previous literature, using the Japanese model as a case study, this study is expected to fill the gap in the discussion on how public diplomacy tools, such as international exchanges and online learning platforms, may contribute to the advancement of lifelong learning and CPLD in teachers' education.

Theoretical Framework

This study uses the concepts of *public diplomacy* and *continuing professional learning and development* (CPLD) as the main theories to rationalize efforts to achieve *lifelong learning* and improve teachers' education. Public diplomacy and CPLD are interconnected because of digital transformation, wherein the means of implementation are commonly shared through MOOCs, online and hybrid international exchange programs, and collaborative online international learning (COIL). This convergence in public diplomacy and CPLD can be further developed to foster lifelong learning and fulfil SDG 4 targets, as illustrated in Figure 1.

Figure 1

Diagram of Theoretical Framework



Note. Diagram of the theoretical framework.

(Source: Illustration prepared by the author, made by Canva).

The relationship between concepts and program implementation by key stakeholders is illustrated in Figure 2.

Research Questions and Objectives

This study discusses how Japan's international exchanges, through hybrid and online programs, can contribute to the advancement of teacher education in the ASEAN region. Its objectives are 1) to gain key takeaways from the Japanese model of international exchanges and hybrid/online programs to further develop ASEAN teacher training and 2) to explore the possibilities for future collaborations between Japan and ASEAN countries in teacher education.

Methodology

A qualitative content analysis of official documents from the Japanese Government, its implementing agencies, and related documents on SDG 4 indicators from UNESCO was conducted. The focus was on documents from the Japanese government since they are the key stakeholders in formulating public diplomacy strategies. The scope of this study is to assess short-term (less than six months, around 10 days for friendship exchanges, and around one semester for academic exchanges) Japanese international exchanges targeting participants in the Asia-Pacific region, particularly in Southeast Asia. This study did not assess the internationalization process of Japanese universities. The timeframe commenced in the early 2010s and focused on the digital transformation during the COVID-19 pandemic until the end of 2024.

The selection criteria for these documents were as follows: 1) official documents or publications provided by the Japanese government, ranging from ministries and implementing agencies; 2) published in or translated into English; 3) published within the timeframe of the study (2010-2024); 4)

available to public audiences; 5) topic focus on international exchange programs —both diplomatic and academic; and 6) an official document on SDG 4 released by UNESCO as one of the key documents (see Table 1).

Table 1

List of Main Documents for Qualitative Content Analysis

No.	Name of Documents
1)	Japan's Education Cooperation Policy 2011-2015 (Government of Japan, 2010)
2)	Learning Strategy for Peace and Growth: Achieving Quality Education through Mutual Learning (Government of Japan, 2015)
3)	CAMPUS Asia Program (MEXT/Monbukagakusho, 2017a)
4)	Inter-University Exchange Project (Re-Inventing Japan Project) (MEXT/Monbukagakusho, 2017b)
5)	Japan's Efforts for Achieving the SDGs (MOFA Japan, 2020)
6)	Japan's Friendship Ties Programs (JENESYS2023, KAKEHASHI Project, MIRAI, Juntos!!) Overview (MOFA Japan, 2023)
7)	<J-MIRAI> Japan-Mobility and Internationalisation (Japan Cabinet Secretariat, 2023a)
8)	Japan-Mobility and Internationalisation: Re-engaging and Accelerating Initiative for future generations (J-MIRAI) Outline (Japan Cabinet Secretariat, 2023b)
9)	Japan International Cooperation Center [Pamphlet] (JICE, 2024)
10)	Sustainable Development Goals (SDGs) Implementation Guiding Principles - Revised Edition 2023 (Japan SDGs Promotion Headquarters, 2023)
11)	UNESCO Official List of SDG4 Indicators (UNESCO, 2023)

Note. List of documents coded for theme analysis. (Source: Table prepared by the author; for complete bibliographical details, see the list of references).

These documents were coded line-by-line using an inductive coding strategy with the assistance of the qualitative data analysis software

(QDAS) Atlas.ti, version 24, and later, version 25. The documents were inductively coded using an open-coding process. Subsequently, six themes related to the research question (each with five codes) with the highest frequency were selected for further analysis. This study examined other secondary data to assess the efforts of the Japanese Government to achieve SDG 4 targets.

The main documents studied were English-language materials provided by the Japanese government that primarily targeted for East and Southeast Asian audiences. There may have been potential biases, because these documents were mainly released by the government. Currently, this study has not incorporated documents or reports

from program participants, such as universities, lecturers, and students, into the content analysis. This is a limitation of the present study.

Findings

This study found that Japanese international educational cooperation strategies align with the country's priorities for achieving the Sustainable Development Goals (SDGs) (Government of Japan, 2015; Japan SDGs Promotion Headquarters, 2023; MOFA Japan, 2020). The emergent themes from the official documents after the open coding process and organization of the codes are listed in Table 2.

Table 2

List of Themes and Sub-Codes Identified from Qualitative Content Analysis

Key Policies		Types of Exchanges		Level of Education		Partner Regions		SDG4 Targets		Contents	
<i>Codes</i>	<i>n</i>	<i>Codes</i>	<i>n</i>	<i>Codes</i>	<i>n</i>	<i>Codes</i>	<i>N</i>	<i>Codes</i>	<i>n</i>	<i>Codes</i>	<i>n</i>
Efforts for achieving the SDGs	70	Inbound Program	34	Vocational Training (TVET)	21	ASEAN countries	14	Consideration for the vulnerable populations	17	Dissemination of information	15
Education	38	Outbound Program	25	Higher education	17	Sub-Saharan Africa	10	Equal education opportunities for all women and men	13	Discussion & Exchanges of opinion	14
Human Security	26	Inter-universities Japan & partner countries	14	Primary education	15	Yemen	6	Free primary & secondary education	12	Teacher trainings	11
Women Empowerment	21	International Exchanges	10	Early childhood care	11	Korea	3	Improvement of the quality of teachers	11	Workshops & Cultural exchanges	11
Collaborating with international organizations and NGOs	20	Japanese Language Training	8	Secondary Education	5	China	3	Improvement of learning environment	8	Student Mobility	9

Note. This table presents the six main themes that emerged from the coding process. (Source: Table prepared by author).

The six themes with the highest frequencies, each represented by five codes, were selected, as explained in Table 3.

Table 3

Abstraction Table of Generated Themes from Qualitative Content Analysis

Codes & Sample of Verbatim Responses	Categories	Themes	Description of Themes
<u>Efforts for achieving the SDGs</u> “Towards the achievement of the 2030 international goals and beyond, with a holistic vision of education...” (Government of Japan, 2015, p. 2).	Field of International cooperation	Key Policies	Key priorities of the Japanese Government’s international cooperation policies.
<u>Education</u> “Education is a human right which enables individuals to enhance their potential...” (Government of Japan, 2010, p. 1).			
<u>Human Security</u> “During the SDGs negotiation process, Japan actively succeeded in incorporating the concept of human security...” (MOFA Japan, 2020, p. 2).			
<u>Women Empowerment</u> “Women and girls are strongly expected to play active roles in the promotion of the SDGs...” (Japan SDGs Promotion Headquarters, 2023, p. 19).			
<u>Collaborating with international organizations and NGOs</u> “In Japan, education cooperation is pursued not only by the government but also by various actors including NGOs, civil society, UN agencies, the private sector, universities and researchers” (Government of Japan, 2010, p. 11).			
<u>Inbound Program</u> “The Government of Japan will promote the strategic acceptance of talented and highly motivated international students” (Japan Cabinet Secretariat, 2023b, p. 1).	Different kinds of international exchanges	Types of Exchanges	Types of implemented international exchange programs; friendship and academic.
<u>Outbound Program</u> “Facilitate studying abroad at overseas universities and graduate schools through enhanced support” (Japan Cabinet Secretariat, 2023a, p. 3).			

Inter-universities Japan & partner countries

“Promote inter-university collaboration and student exchange with countries and regions...” (Japan Cabinet Secretariat, 2023b, p. 4)

International Exchanges

“Promote Receiving International Students and International Exchanges” (Government of Japan, 2010, p. 8).

Japanese Language Training

“...we will be enhancing Japanese language programs held before and during students’ study in Japan” (Government of Japan, 2010, p. 8).

Vocational Training (TVET)

“In addition, Japan will focus on technical and vocational education and training support...” (Government of Japan, 2015, p. 6).

Different
education
levels and
study paths

Level of
Education

Targeted
education-level
for international
education
cooperation.

Higher education

“Furthermore, providing support for higher education institutions and students in developing countries is also of critical...” (Government of Japan, 2015, p. 2).

Primary education

“...as more children enrolled in and progressed through primary education, demand for post-primary education has been growing” (Government of Japan, 2015, p. 2).

Early childhood care

“Strengthening cooperation with NGOs which implement non-formal education, early childhood education...” (Government of Japan, 2010, p. 12).

Secondary Education

“With this recognition, Japan will ensure seamless educational support from primary education to secondary and higher education...” (Government of Japan, 2015, p. 6)

ASEAN countries

“In Asia, we will promote support for the Southeast Asia Engineering Education Development Network (AUN/SEED-Net) project” (Government of Japan, 2010, p. 7).

Target
participants

Partner
Regions

Target
participants
and partner
countries of the
international
education
cooperation.

Sub-Saharan Africa

“We are supporting the networking program entitled ‘Strengthening of Mathematics and Science Education in Western, Eastern, Central and South Africa (SMASE-WECSA)’...” (Government of Japan, 2010, p. 11).

Yemen

“Japan developed a model to improve girls’ education through the proactive engagement of schools and communities in Yemen” (Government of Japan, 2010, p. 6).

Korea

“CAMPUS Asia is a program that promotes quality-assured student exchanges through cooperation among the governments, quality assurance organizations, and universities of Japan, China, and Korea” (MEXT/Monbukagakusho, 2017a, p. 1).

China

“At the 2nd Japan-China-Korea Summit in October 2009, Japan proposed, [...]trilateral high-quality interuniversity exchanges” (MEXT/Monbukagakusho, 2017a, p. 1).

Consideration for the vulnerable populations

“...ensuring access to quality education for all including those who are placed in the most vulnerable...” (Government of Japan, 2015, p. 5).

Means of
achieving
SDG4

SDG4 Targets

Focused efforts
of the Japanese
Government to
achieve SDG4.

Equal education opportunities for all women and men

“Therefore, ensuring opportunities for all women and girls to get quality education...” (Government of Japan, 2015, p. 5).

Free primary & secondary education

“Providing an opportunity for basic education for all plays a central part in promoting human security” (Government of Japan, 2010, p. 5).

Improvement of the quality of teachers

“...based on Japan’s comparative advantage which built on its past achievements of assistance for improvements in literacy rate and improvements of quality of teacher...” (Government of Japan, 2015, p. 7).

Improvement of learning environment

“Through a global and regional framework, realize “Learning improvement” and build necessary systems;...” (Government of Japan, 2015, p. 3).

Dissemination of information

“At that time, Japan will disseminate information to the international...” (Japan SDGs Promotion Headquarters, 2023, p. 14).

Trainings and
workshops

Contents

The contents
or topic of the
international
exchanges
between Japan
and its partners.

Discussion & exchanges of opinion

“A-A Dialogue is a network to promote a self-reliant approach...” (Government of Japan, 2010, p. 8).

Teacher trainings

“Japan has supported school construction, teacher training and school-based management...” (Government of Japan, 2010, p. 5).

Workshops & cultural exchanges

“Visits to various parts of Japan according to program theme and specific area, including homestays and hands-on events such as traditional arts and culture” (MOFA Japan, 2023, p. 1).

Student mobility

“Encourage joint/double degrees with overseas universities, credit transfers, and exchange agreements” (Japan Cabinet Secretariat, 2023a, p. 5)

Note. This table provides abstractions of codes and themes from the documents studied through qualitative content analysis. (Source: Table prepared by author).

Discussions

Japan’s Key Policies to Achieve the SDGs

To fulfil its commitment to the SDGs, Japan’s international cooperation policies focus on several key priorities, including providing assistance to developing countries to achieve SDG targets, improving education, emphasizing the importance of human security, supporting women’s empowerment, and strengthening cooperation between international and non-governmental organizations (NGOs) (see Tables 2 and 3).

The Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) emphasized that, “*Lifelong learning is based on an individual’s voluntary intention to learn throughout one’s life so that each individual can lead a rich and fulfilling life*” (MEXT/ Monbukagakusho, 2023, p. 27).

Japan has emphasized the importance of assisting developing countries in meeting the SDGs through a comprehensive approach to education (Government of Japan, 2015). These exchanges are supported by the technical expertise of Japanese agencies and are directed toward technical cooperation between Japan and its partner countries (Government of Japan, 2010). As discussed by Mathews-Aydinli (2017), inter-country public diplomacy programs can endorse government policies. This study found that Japan has been implementing international exchange programs as a tool of public diplomacy to further enhance its achievements in fulfilling its key priorities and SDGs.

Japan’s International Exchange and Training Programs

The findings demonstrate that Japan focused on attracting inbound international students to study in the country and facilitating Japanese outbound

students to study abroad (see Tables 2 and 3). Japanese education cooperation also aims to strengthen the internationalization of Japanese universities and promote Japanese language studies and international exchange programs (Tables 2 and 3).

One of the Japanese public diplomacy activities is the Japan-East Asia Network of Exchange for Students and Youths (JENESYS) program (MOFA Japan, 2023). These exchanges were initially designed for in-person exchanges; however, due to COVID-19 border restrictions, online exchanges were initiated, and this hybrid nature continued until the time this study was conducted (JAIF, n.d.; MOFA Japan, 2023).

Walker and Forbes (2022) highlighted the need for CPLD in online teaching so that teachers and higher education practitioners can gain knowledge of digital pedagogy through formal and informal learning. This illustrates that Japanese international exchange has transitioned from in-person to online/hybrid modes.

Strengthening International Education Cooperation in the Targeted Regions

Japanese strategies for international education cooperation focus on partnerships with ASEAN countries and other regions, such as East Asia (see Tables 2 and 3). Japan has highlighted its priority level for international educational cooperation, which includes vocational training (TVET), higher education, primary and secondary education, and early childhood care (Tables 2 and 3).

For example, Japan has actively cooperated in higher education through the CAMPUS Asia Program. CAMPUS Asia was launched in 2016, initially including Japan, South Korea, and China,

and later extended to include universities from ASEAN countries, such as Indonesia, Malaysia, Singapore, and Thailand, which, since 2020, have been referred to as ‘CAMPUS Asia Plus’ (MEXT/Monbukagakusho, 2017a, 2017b; Sharma, 2022). During the pandemic, the CAMPUS Asia Plus projects were implemented through collaborative online international learning (COIL) conducted among campus consortiums (Sharma, 2022).

Forbes and Walker (2022) noted that changes in online teaching require educators to reconsider their pedagogical approaches, utilize other resources, and be open to adopting unconventional methods. Improving teachers’ skills in digital pedagogy is integral to the current needs of students and evolving global situations, such as the pandemic, while strengthening academic exchanges between regions partnering in higher education.

Strengthening SDG 4 Achievements through Online Learning Platforms

According to the study findings, Japan emphasized several strategies to fulfil its SDG 4 targets. These are the prioritization of vulnerable populations, equal education opportunities, free education, improvement of teachers’ qualities, and the learning environment (see Tables 2 and 3).

Hayden (2017) emphasized that the use of MOOC in public diplomacy programs could strengthen policy goals. The Japan Foundation has launched a MOOC platform, *Minato*, to offer Japanese language courses to the public (Japan Foundation, n.d.). This approach illustrates how MOOCs can facilitate Japan’s public diplomacy goals by introducing Japanese language and culture to the world.

The Japan Foundation also offers free self-paced MOOC courses for Japanese language teachers on *Minato*. These courses offer teacher training and pedagogical competencies in teaching Japanese language from beginner up to intermediate level (A2-B2) (Japan Foundation, n.d.). They also provided training for Japanese language teaching to Indonesian teachers through this platform and offered courses in the Indonesian language (Japan Foundation, n.d.). This shows that Japan is applying MOOCs in teacher training for one of the ASEAN countries, i.e., Indonesia. The flexibility of learning through MOOCs may motivate participants to continue learning as university graduates and working professionals, thus helping to promote lifelong learning opportunities.

Exploring International Exchanges for Japan-ASEAN Teachers Education

The official documents show several contents of training conducted by Japan, ranging from the dissemination of information, people-to-people discussions, teacher training, workshops, and cultural exchanges, to student mobility (see Table 3).

Japan has conducted international exchanges between teachers, for instance, through Japanese language teacher exchanges in the JENESYS program (Japan Foundation, 2009). ASEAN being one of Japan's target partners (see Tables 2 and 3) provides an opportunity to explore further collaboration in teacher training. The format of teacher training can be a blended approach of face-to-face learning in class and MOOCs, as demonstrated in studies by Dell et al. (2022) and Kennedy et al. (2022). This approach may equip teachers with the digital pedagogical skills to implement online class activities.

Developing Teacher Training for ASEAN from the Japanese model

The Japanese model of international exchange and its digital transformation into hybrid/online platforms demonstrate the convergence of public diplomacy and CPLD for education professionals. To develop this training program for ASEAN teachers, ASEAN countries can emulate this model independently or opt to collaborate with external partners, such as Japan. This can also be an opportunity to collaborate with the ASEAN Secretariat and/or the Southeast Asian Ministers of Education Organization (SEAMEO) to explore further cooperation with Japan in teacher education and fulfil other SDG 4 targets.

The financial resource providers for the future ASEAN teachers' training project shall be designed according to the program cooperation framework, whether it is: 1) under a *joint-program* between ASEAN and one or more external partners (e.g., ASEAN-Japan, ASEAN Plus Three, etc.); 2) a *triangular cooperation* between a donor/developed country, an international organization, and receiving countries; 3) or maintaining this project as a *public diplomacy program* of a donor country to its developing country partners.

Open universities and universities from participating countries can also participate as a consortium to jointly develop this project in the Collaborative Online International Learning/ Virtual Exchanges (COIL/VE) model or as MOOC course providers. Consultancies from Japanese experts can provide knowledge-sharing opportunities for ASEAN counterparts.

The existing MOOC for teacher training, particularly those run by Japan and other ASEAN countries, should be evaluated before the pilot

project to study the strengths and challenges of the implementation of hybrid/online teacher training. Referring to Goopio and Cheung (2021) and Huang et al.(2023), the high dropout rate of MOOC courses is a persistent problem; therefore, the course model and learners' activities should be continuously developed to retain students and motivate them to finish the course. The possibility of climbing the career ladder, in addition to providing a completion certificate, could motivate professionals and teachers to improve their competencies.

The application of Japanese-model hybrid/online international exchanges and MOOCs for teacher training programs would potentially be relevant for ASEAN countries because of their common goals in SDG4 and similarity in culture, but further studies are required to assess their practicability in other regions.

Conclusions and Recommendations

This study's objective was to assess how Japan's public diplomacy through international exchanges and e-learning programs could be a model for ASEAN teachers' education. This study contributes to the discussion on continuing professional learning and development (CPLD) of teachers in digital pedagogy through hybrid/online-mode international exchanges and the utilization of MOOCs. This model can reach a wider target of participants and provide a cost-efficient platform for experience-sharing and peer-learning.

The findings show that international exchanges, as a tool of public diplomacy, can be a platform for the Japanese Government to promote not only Japanese national priorities, but also SDG 4 goals. Referring to the

research question, the digital transformation of Japanese public diplomacy tools, particularly in international exchanges and online learning, can encourage lifelong learning and contribute to improving the quality of education among their ASEAN counterparts, as these programs have the potential to strengthen CPLD for teachers' training. Opportunities for digital transformation can be further explored through the maximization of COIL/VE model programs and the facilitation of study through MOOC platforms.

The scope of this study is limited to several samples of international exchanges and MOOCs conducted by Japan and does not include comprehensive international education cooperation between Japan and ASEAN. Future research could further assess other educational cooperation programs between Japan and ASEAN, particularly for the evaluation of teacher education and training implementation.

■ ■ ■

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Analysis Software (QDAS) Atlas.ti ver. 24/25, Canva online design graphic software, internet browsers (Google Chrome and Microsoft Edge), and operating system software Windows 11 and its Office 365 are also provided with Copilot-AI.

However, the author did not use any generative AI tools during the writing process of this paper. In addition, the author has also read the references and the documents, design the graphs, and performed text analysis manually. The author used only manual coding with Atlas.ti software without the AI-assisted coding features. Paperpal submission checks for spell checks and grammar were used during the revisions of the manuscript.

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