

# Information for GET Volunteer Language Teacher Applicants + Application and How to Apply

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## What is Peace Boat?

Peace Boat is a Japan-based international non-governmental organisation that works to promote peace, human rights, equal and sustainable development, and respect for the environment.

Peace Boat seeks to create awareness and action based on affecting positive social and political change in the world. We pursue this through the organisation of global educational programmes, responsible travel, cooperative projects, and advocacy activities. These activities are carried out on a partnership basis with other civil society organisations and communities around the world, particularly in Japan and North-East Asia.

- Onboard Educational Activities
  - There are two structured educational programmes which take place on board the global voyages.
    - 1) Global University is an issues-based programme available to participants for an extra fee. It focuses intensively on the themes of the voyage and attracts many of the younger participants.
    - 2) The GET Programme is the language programme available to participants, also at an additional fee. There are English and Spanish language classes, with sometimes shorter classes for French or other languages.
  - Peace Boat invites over thirty guest educators on board each voyage. They come from diverse backgrounds and include university professors, artists, journalists, and NGO / other civil society group representatives. Each guest educator holds lectures and workshops on a wide variety of political, social, environmental, and/or cultural issues. They are from Japan and around the world, including the various countries the ship visits.
- Overland Exposure Study Tours

Peace Boat works with local partner organisations to arrange tours to empower participants to develop a deeper understanding of a particular region or issue. Lasting between three days and two weeks, overland exposure study tours give participants the chance to build personal friendships and engage in cultural exchange.
- Cultural Exchanges Around the World

In most ports of call Peace Boat organises cultural exchanges with local communities. These activities not only encourage the fostering of international friendship and understanding, but also help support local projects. Examples of these are tree planting, mural painting, sports exchanges, music festivals, demonstrations, or solidarity marches.
- On Land Educational and Advocacy Activities

In Japan, Peace Boat works year-round on fund-raising for projects, disaster relief, lobbying, and advocacy work. On land, Peace Boat also carries out a large number of seminars, lectures, workshops, and exchanges similar to those carried out on the ship during voyages.

## Who joins Peace Boat voyages?

The majority of people who participate in Peace Boat voyages are Japanese. They come from various walks of life and represent all ages. Between 600-1000 people join each voyage; all with varying motivations for coming on board. A common reason is the chance to travel around the world by ship, but beyond that, people join for many other reasons such as to study, take a vacation, have a chance to take time off to reconsider their career, or to learn a new language via the onboard GET Programme.

## What is GET?

GET Universal Co. Ltd. is part of the Peace Boat Group, and coordinates the GET Programme on Peace Boat's global voyages. It was established on the belief that the evolution of communication beyond borders will help to create peace.

GET sees language as a **communication tool**, not as an academic subject or a collection of grammatical formulae and vocabulary. GET aims to empower learners with the tools to communicate in international and cross-cultural situations. GET sees language as just one of several communication tools, and encourages teachers to include forms of non-verbal communication in their lessons, as well as content designed to expand cultural understanding.

In a world that is becoming more inter-connected every day, GET believes people have an increasing responsibility to play an active role in global society. Increasing awareness and understanding of cultures and religions, political and economic issues, human rights, and the environment is important in trying to develop a more peaceful and sustainable world. GET sees the provision of communicative language study programmes as a key mechanism for empowering people to learn more about the world through their own experiences.

Through globalisation, the Internet, and satellite broadcasts, English is becoming the "global language of communication". The demographics of those who use the language are also changing, as is the way the language is being used. Reflecting these changes, "**Global English**" has developed as a way of flexibly and creatively using uncomplicated English for international and cross-cultural communication. It focuses on the ultimate goal of communicating messages between people, rather than simply obeying the traditionally strict rules of structure and usage, which are becoming increasingly outdated. GET promotes Global English as a model of English usage that best represents the new demographics of the English-speaking world; one that respects the linguistic and cultural diversity within the language and that of its users, rather than requiring them to conform to rules set down by "native speakers". GET believes that this model is most able to deal with the evolution of the language and is most practical for teaching English as a global language in an inter-connected world.

GET sees Global English as the property of no one country or group, and works to breakdown perceptions commonly held by language learners and language teachers that traditional "native-speaker" English models are the "correct" forms of English. GET sees Global English as a powerful asset to help people around the world work together towards shared goals and ultimately to build a more peaceful world. Recognising that English is not the only such global communication tool, the GET Programme also explores the use of other lingua franca ("common languages") such as Spanish.

GET believes **task-based learning** to be an ideal model for the teaching of Global English, especially in the context of a Peace Boat global voyage. A teacher using the task-based learning model first focuses on what students need to be able to do with the language (tasks), then chooses the relevant language to teach. Task-based learning focuses on relevant practical language used in real-life situations such as on the ship or in ports; providing students with immediate opportunities to use the language. Under the task-based learning model, students are encouraged to take control of their own learning, to review their successes and difficulties, and to work on the areas they want to improve. Using task-based learning, the aim is for students to follow a **Learn-Use-Learn-Use** cycle, where language learned in the classroom is used in real-life situations and then followed up in the next lesson. In task-based learning the curriculum is tailored to individual student and class needs and goals, therefore GET does not teach from a textbook.

In a "general" EFL course students often study over a long period, building slowly on grammar and vocabulary according to a set curriculum. The onboard GET Programme is comparatively short and intensive, interspersed with frequent port visits. In order to make the most of this limited time, it is necessary for teachers to produce **tailor-made curricula**. Using a tailor-made curriculum rather than a set curriculum provides a more efficient programme for students focusing on practical and usable language, and minimises "wastage" – language that is either not communicative or not relevant to students' needs in the context of their three-month voyage. A tailor-made curriculum follows the task-based learning model to cater to students' specific needs, and also makes it possible to include relevant global content relating to the voyage themes, ports visited, and calendar of the three month

voyage.

GET encourages teachers to create a classroom environment that is highly **student-centred**. This is not only reflected in the task-based learning model, whereby students' immediate needs dictate curriculum design, but also within each individual lesson. Students are encouraged to take control of their own learning and to provide input into curriculum design and lesson structure. Teachers are considered "facilitators" rather than "instructors", and students are encouraged to view each other as valid language practice partners both inside and outside of the classroom. Equality in the classroom is reflective of the atmosphere of equality promoted on board all Peace Boat voyages.

## How is the GET Programme structured on board?

On an average Peace Boat global voyage, close to twenty percent of the participants take part in the paid GET Programme. There are between 8-12 teachers depending on the number of student applications. Although the majority of the teachers are English teachers, most voyages employ up to three Spanish teachers depending on demand from students who have signed up. In addition to English and Spanish teachers, we are also potentially looking for French, Korean, and Chinese teachers to create new programmes and facilitate lessons for short courses. Being able to teach multiple languages is looked upon favourably. GET students have a variety of learning backgrounds and can be from about 18 years old to in their early 80s. There are two coordinators for the GET Programme on each global voyage. One is mainly responsible for overseeing the teachers, while the other is engaged primarily in overseeing the students.

### Group Lessons

- ✧ Usually 30-35 classes during the voyage, depending on student numbers.
- ✧ Each class has on average six students. Students stay in the same class for the duration of the course.
- ✧ Both English and Spanish lessons are 60-minutes in duration.
- ✧ Each English or Spanish teacher is responsible for teaching 2-3 group lessons a day (180-mins). Teachers will stay with the same groups throughout the voyage.
- ✧ Teachers prepare their own curriculum with the support of the GET teaching framework.
- ✧ There is a resource database of previous teachers' lessons as well as many textbooks on board.
- ✧ Teachers are asked to create one worksheet per lesson for each group class.
- ✧ Teachers will establish specific objectives with each of his/her students and implement a course of study to help them achieve these targets. Both teachers and students are accountable for achieving these targets over the course of the programme.

### Private Lessons

- ✧ During selected class periods that teachers do not have group lessons, they may be asked to teach private lessons.
- ✧ Private lessons are 40-minutes in duration.
- ✧ On average, teachers will teach no more than two private lessons per day (80-minutes total).
- ✧ Lesson materials for private lessons are different than group lessons - rather than preparing a worksheet before the lesson, written feedback is provided during the lesson.

### TOEIC Lessons

- ✧ There may be 1-2 teachers who will be asked to lead the TOEIC programme on board.
- ✧ There are eight classes during the voyage.
- ✧ TOEIC lessons are 60-minutes in duration.
- ✧ Each class could have up to 20 students.

## Open Classes

- ✧ Besides the regular paid programme, GET also organises English and Spanish Open Classes, which can be attended by anyone on board, free of charge. These classes are held on many of the days the ship is at sea in the largest public spaces on board.
- ✧ There are three levels of English Open Classes: Beginner, Intermediate, and Advanced. There is also a Beginner level Spanish Open Class.
- ✧ Each class is 40-minutes and is taught with translation support from an interpreter (Communication Coordinator, or “CC”) for all levels other than advanced. The number of participants who attend fluctuates from day to day and can reach as many as 200.

## TarGET

There is an afternoon support programme that provides different activities to help students use the language they've learned and improve outside of the classroom. Teachers will be assigned to TarGET on a rotational basis.

## Challenge Programmes

There are between four to six GET Challenge Programmes on each global voyage. These are special in-port programmes that provide opportunities for GET students to apply their English and/or Spanish to real situations. They can be one-day cultural exchanges with local students or overnight home-stays with local families. Teachers are required to assist with some or all of these programmes.

## Additional Duties

- ✧ Organising a series of GET events.

Past examples include:

- Speech Festival
- All English / Spanish day
- Graduation ceremony
- Language Olympics
- English / Spanish karaoke

- ✧ Running a series of language-related workshops.

Past examples include:

- Book club
- Poetry / letter / email writing
- Writing / presenting a speech
- Introduction to Arabic, French, Italian
- Inter-cultural communication workshops

- ✧ Organising language-based student-centred projects.

Past examples include:

- Video project
- Journal / diary project
- Manga / cartoon project
- Theatre / play / musical project
- Children's book project
- Band / Choir

Depending on the voyage, there may be additional responsibilities. As both a staff member and a member of the international division on board, the duties of a GET teacher will include activities beyond teaching duties.

### Self-Organised Events

Teachers are encouraged to organise events outside of their official GET related duties. These can vary greatly and depend on the unique experiences, talents, skills, knowledge, and background of each teacher. From small workshops to large lectures / presentations on areas of knowledge or personal experience, self-organised events can be educational, entertaining, or both. They can be a one-off event or a series, and can be aimed at attracting a crowd of 200, or engaging a group as small as ten. Valued greatly by participants, self-organised events enable teachers to interact with a wider participant community on board Peace Boat. Past examples include:

- Salsa dancing classes
- DJ nights
- Musical performances
- Magic workshops
- Yoga workshops
- Human rights / environment club
- Digital photo-editing workshops
- Hawaiian history lectures
- Presentations on volunteer experience
- Presentations on personal NGO involvement
- Presentations on topics studied at university
- Travel safety workshops
- Exercise classes
- Video + discussion events
- Christmas & Halloween events
- and many more....

## **Compensation**

- ✧ The language teaching positions on board are on a volunteer basis, so there is no salary. However, the participation fee for the voyage which includes meals and accommodation on the ship, as well as port taxes are covered by Peace Boat / GET.
- ✧ Peace Boat / GET also covers the following costs:
  1. Visa fees – cost of the actual visa (transport and/or postage fees to and from embassies or consulates are covered by the teacher).
  2. Accommodation costs during the 3-4 day pre-departure orientation.
- ✧ The teacher is responsible for covering the following costs:
  1. Transportation costs to and from the points of embarkation and disembarkation.
  2. Accommodation costs incurred before and after the 3-4 day pre-departure orientation, if there is time between the orientation and departure.
  3. Travel insurance (compulsory for participation in the voyage).
  4. Vaccinations, including yellow fever (only if required for the voyage).
  5. Shipping luggage to and from the ship (if necessary).

## **Becoming a GET teacher**

### Requirements:

- Minimum 18-months of full-time English or Spanish language teaching experience (ESL/EFL or ELE/ESL) by the application deadline.
- Proven ability to independently design curricula and create original lesson plans.
- Experience working both independently and as part of a team.
- Ability to be flexible, a good communicator, and have volunteer spirit.
- Be in sound physical and mental health - capable of working long days and for long periods at sea.
- Have access to consistent and reliable internet access for the months leading up to the voyage so as to participate in pre-voyage study.

\* High level English listening and speaking ability as programme administration (i.e. meetings) is conducted entirely in English.

## **Desired:**

- Teaching qualification(s): CELTA, TEFL, TESOL, or similar.
- Experience with public speaking or addressing large audiences and being on stage.
- A specific interest in improving their language and peace education skills.
- Japanese language ability
- Experience teaching in Japan and/or understanding of Japanese culture.
- Experience living and working in foreign countries or with foreign cultures.

GET does not require teachers to be “native speakers” of English or Spanish, nor does being a native speaker provide applicants with an advantage. GET sees English and Spanish as global languages which are equally accessible to everyone, and therefore teachers are recruited from a variety of linguistic backgrounds.

*\* As English is the language of communication within the GET team, Spanish teachers should also have a strong command of English.*

## ● **Interviews**

For domestic applicants (within Japan) – After the initial screening of applications, successful domestic candidates will be invited to interview at the GET office in Takadanobaba, Tokyo. Candidates will be asked to give a 10-minute demonstration lesson to a small class comprised of volunteer students. This lesson will be monitored by the interviewers and constitutes a major component of the interview process. This will be followed by a panel interview.

For international applicants (outside of Japan) – After the initial screening of applications and evaluation of both the self-introduction and model lesson videos, successful international candidates will be invited to an interview via Skype. For this interview, candidates must have access to a web camera and a reliable Internet connection that can support video Skype.

## ● **Training and Orientation**

Teachers who are selected and invited to join the voyage are responsible for meeting a series of deadlines for the receipt of forms related to visas, health checks, and personal information. Teachers will receive study packs in the weeks leading up to departure and need to dedicate adequate study time (about 4-5 hours per week) to this material in order to be prepared for the voyage. There will be a 3-4 day pre-departure orientation\* held in Tokyo one to two weeks prior to departure – so applicants should be aware that duties as a volunteer teacher begin well before the voyage departure date.

\*The pre-departure orientation is compulsory for all selected GET teachers. Candidates unable to attend will not be accepted for the position.

## ● **Post-Voyage Handover**

After the completion of the voyage, teachers may be asked to attend a post-voyage handover in order to share their experiences and knowledge with the volunteer teachers for the subsequent voyage.

# How to Apply

Send the following documents by email or post (email submission requirements and postal address follow.)

**NOTE:** Please refrain from sending more than the maximum page(s) of documents as specified below. Additional documents / additional sheets of paper will not be considered.

1. **Applicant Personal Data form** (see page 10) – *recommended to upload the PDF to <https://www.pdfescape.com/> to fill it out*
2. **Current resume / CV** including contact emails for two professional references that are available to contact at the time of application (Resume should be no more than one double-sided A4-sized paper.)
3. **Cover letter** explaining why you would like to join Peace Boat as a volunteer language teacher and how you can contribute to the programme (no more than one side A4-sized paper.)
4. **Three original lesson plans** which help us clearly envision how you would teach (each lesson plan should be no more than one double-sided A4-sized paper - if including handouts, they must not exceed one side A4-sized paper per lesson.) Please take into account the GET Programme context and GET Philosophy/Methodology when planning your lessons.

## English applicants

40-minute Open Class (beginner level) – 80 students

60-minute Group Lesson (beginner level) – 6 students

60-minute Group Lesson (advanced level) – 6 students

## Spanish applicants

40-minute Open Class (beginner level) – 80 students

60-minute Group Lesson (beginner level) – 6 students

60-minute Group Lesson (intermediate level) – 6 students

\* If you are applying for both English and Spanish teacher positions, please provide lesson plans for both languages (total: six lesson plans.)

5. **Description of a self-organised event(s)** you would like to organise on the ship. You can either describe one in detail or a few more briefly (no more than one side A4-sized paper.)

*Refer to 'Self-Organised Events' under 'Additional Duties' on page 4, for more information and examples of past activities.*

- Outline your planned event(s) with as much detail as possible, bearing in mind the likely audience on board and any possible constraints of being on a ship.
- Please qualify your self-organised events, for example:

Presentation on indigenous issues in Hawaii – I studied this as a course while completing my undergraduate studies at university. The areas I would like to cover are...

Create a band and write an original song about the voyage – I have played guitar casually since I was a teenager and been in a few bands. My idea is to...

Morning yoga lessons on the top deck – I have practiced yoga intensively for more than two years. What I hope to achieve with these workshops is...

Introduction to Arabic culture and language – I spent three months teaching in Egypt and would like to share a little bit about my experience before we arrive in the Middle East...

## **6. Self-introduction and model lesson videos (INTERNATIONAL APPLICANTS ONLY)**

These two videos are required of all applicants who are unable to attend the interviews in Tokyo.

### **1. A self-introduction in English (no more than 5-minutes.)**

In your introduction, please try to give us an idea of what kind of a person you are, both personally and professionally. It can take any format you like and contain any information you think relevant, but should at least contain the following: 1) Who you are, your personal and professional interests and experiences; 2) Why you want to join Peace Boat as a GET volunteer language teacher; 3) What you can contribute to the on board GET Programme and the Peace Boat voyage as a whole.

### **2. A 10-minute (no more, no less) model lesson in English or Spanish, whichever language you are applying to be a teacher for.**

The lesson should exhibit your method of teaching English or Spanish, as well as your personal style and flair in the classroom. You are free to choose the content of your lesson, but it should be developed with the GET context and GET philosophy / methodology in mind. We recommend that you review the information in the application pack before planning the lesson. Please use at least four student subjects in your lesson and assume that they are beginner level. As our on board programmes consist of adult learners, it's also helpful if you can take into account that our on board programmes consist of adult learners. We realize that it is difficult for some applicants to assemble a class of real students, so we take this into account when viewing the video. When real students aren't available, we encourage applicants to be creative and use friends, family members, etc. By the same token, we also understand that it is not always possible to create an authentic classroom environment. Therefore, please bear in mind that we will be judging your interaction, presence, and classroom management rather than your students and setup. While the lesson is only 10-minutes long, it should stand alone and should not be seen as part of a longer lesson. If you intend to edit the video, please do so only for ease of viewing and not to show progress or fit in more information. In order to be fair to all applicants, if your video shows an unrealistic passage of time through editing, this will be looked upon negatively. Do not try to cover too much content in the time allowed. If you are



applying for both the English and Spanish positions, please complete a model lesson with the language that you have the most experience teaching.

We ask that applicants upload videos to a streaming video site rather than attempt to transfer large video files via email. Many sites exist, the most well-known and easy-to-use being [youtube.com], which allow you to upload short videos to the Internet. Please send the URL link(s) to your videos once they have been uploaded. We require that you submit these videos as “unlisted” videos. Unlisted videos are only viewable by people who have the link. For information regarding posting unlisted videos, please see the following link:

<https://support.google.com/youtube/answer/157177?hl=en>

*When naming your videos, we ask that you adhere to the following naming convention.*

*First name + Last name + Self-Intro + Voyage #*

*First name + Last Name + Model Lesson + Voyage#*

I.e. “Nicholas Smith Self-Intro 98” would be the title of the self-introduction video.

**NOTE:**

- ◆ All application materials submitted will be kept on file at GET for one year after the application deadline.
- ◆ Spanish applicants should write their applications in English, although this may be accompanied by a Spanish version. All other communications (by email, telephone, etc,) should also be in English.
- ◆ All information provided by applicants will be used solely to evaluate an applicant’s ability to become a volunteer language instructor on board Peace Boat. This information will not be passed on to any third parties.
- ◆ Emailed applications / documents must be sent in PDF format. (If possible, consolidating all documents into a single PDF file is preferable.)

**Contact Details:**

Email address:

getprogramme@peaceboat.gr.jp

Postal address:

GET Language Teacher Coordinator

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TEL: +81 (0) 3-5287-3192

FAX: +81 (0) 3-5287-3193

# Applicant Personal Data

*Please fill out in block letters and submit this sheet as the top page of your application.*

<b>VOYAGE:</b> _____	<b>Applying to teach:</b> <input type="checkbox"/> <b>English</b> <input type="checkbox"/> <b>Spanish</b>	
<b>Name</b> <i>as it appears on your passport</i>	SURNAME	
	GIVEN NAME(S)	
<i>as you prefer to be called</i>		
<b>Gender</b>		
<b>Nationality</b>		
<b>Date of Birth</b> (DD/MM/YYYY)		
<b>Current address</b>		
<b>Phone number</b>		
<b>Mobile phone number</b>		
<b>Email address</b>		
<b>Permanent address</b> <i>(if different from current address)</i>		
<b>Total full-time language teaching experience</b> <i>(by application deadline)</i>	Language: _____ _____ year(s) _____ month(s)	Language: _____ _____ year(s) _____ month(s)
<b>Teaching certification</b>	<input type="checkbox"/> Yes    If yes, what type: <input type="checkbox"/> No	
<b>Computer proficiency</b>	<input type="checkbox"/> none <input type="checkbox"/> basic <input type="checkbox"/> intermediate <input type="checkbox"/> advanced	
<b>Spoken language ability</b> <i>(language and level)</i>		
<b>Interview day preference</b> <i>National applicants, please rate in order of preference 1 = most preferred</i>	<input type="checkbox"/> National    ___ Saturday    ___ Sunday <input type="checkbox"/> Either day OR <input type="checkbox"/> International	
<b>Have you applied to be a GET volunteer teacher before?</b>	<input type="checkbox"/> No <input type="checkbox"/> Yes    If yes, which voyage: _____	
<b>How did you find out about Peace Boat?</b>		
<b>Name and email of two professional references</b>		

# FAQs

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## What I should do in order to be accepted as a GET teacher?

A variety of qualities can add up to make a good GET teacher. We look for applicants who work well in a team as well as individually. We aim to make teaching teams that are diverse, professional, experienced, energetic, and adaptable to different environments.

GET is a language programme so language teaching ability and experience is the foremost quality we are looking for. Additional skills and experience that could contribute to the GET programme and Peace Boat as a whole are also highly valued.

## What level is “beginner”, “intermediate”, and “advanced”?

These terms have been left intentionally ambiguous. We are interested in how you interpret these levels and apply an appropriate lesson plan to them.

## Is there an age limit for applying for the GET teacher position?

No. There are no age restrictions for those applying to become a GET teacher.

## Can I still apply if I do not have enough full-time teaching experience?

Sufficient teaching experience is a very important component of a successful application. However, if you have numerous years of part-time teaching experience or other components of your application that adequately display your teaching skills (i.e. Master’s Degree or Teaching Qualification), we will consider your application. If you decide to submit an application without having sufficient teaching experience, please know that the other components of your application must be exceptional. In addition, we recommend that you highlight all of the relevant experiences that would make you a qualified and capable teacher.

## Do I need a Japanese work visa to travel on Peace Boat?

Because the ship travels in international waters, successful teachers do not need a Japanese work visa. However upon returning to Japan after the voyage, teachers will need to show Immigration Services proof of onward travel (e.g. an airline ticket). Also, in order to enter Japan before embarking on the voyage and when disembarking from the voyage it may be necessary, depending on nationality, to apply in advance for an appropriate visa. In regards to visas for the voyage, successful teachers are responsible for researching visa requirements for the countries we’ll be visiting and reporting to GET so that we can ensure all visa requirements are met before departure.

## What vaccinations would I need if I am accepted to join a voyage?

This information will be provided by the coordinators after the final selection of the teaching team.

## How many hours can I expect to be teaching each day?

Teaching hours vary from day to day, but teachers can expect to have at least 6+ hours a day of GET related duties. This includes contact teaching hours, additional programmes and meetings, among other duties. Please note that the duties of a GET teacher are not within set hours (such as 9am to 5pm) so teachers may find that it is necessary to work from early or until late. Likewise, there isn't a Monday to Friday work week as the content of the program is scheduled around our visits to various ports and onboard events.

## How much will the voyage cost me?

Although the cost of accommodation and meals on board is covered by GET, there are some costs that must be incurred by the teacher. These include but are not limited to:

- ◆ Vaccinations (if necessary)
- ◆ Travel to Tokyo for the pre-departure orientation
- ◆ Couriering luggage to and from the ship (if necessary)
- ◆ Accommodation and food before and after the pre-departure orientation (if necessary)

- ◆ In-port costs. When teachers have free time in port, the costs of travelling, food, and accommodation in port will be incurred by the teacher. (It is always possible to stay / sleep on the ship, and there are always three meals a day provided on the ship, even on port days.)
- ◆ Luxury items on the ship, such as snacks and alcohol bought from the onboard store and bars.
- ◆ Laundry service on board (approximately 350 yen per load)
- ◆ On average, teachers spend anywhere between \$1,500 and \$3,000 US dollars during the course of a voyage, excluding pre-voyage costs such as flights and insurance. Please keep in mind that some teachers have done voyages for much less, and some for much more. It all depends on how you choose to spend your time on the ship and in ports.

#### When can I apply for a future voyage?

Application deadlines tend to be about 4-months prior to the departure of a particular voyage. Please check the website for updated information.

#### Is it possible to interview early for or be accepted for a future voyage?

No, we only accept applications for the upcoming voyage. This is because the teaching team is selected by a different panel of GET Staff members for each voyage. To be eligible for selection, applicants must participate fully in the selection process for the specific voyage they wish to join.

#### Can I apply with my partner?

Yes, you are able to apply with your partner. However, we evaluate all applicants as individuals. Thus, we request that you and your partner submit individual/separate applications. If your separate applications are successful, you will both be invited to join us for separate interviews. Since we evaluate applicants on an individual basis, it's possible that one person will be selected to join the voyage and the other one will not be invited to join. If you are hoping to join the voyage with your partner, please let us know by mentioning it in your cover letter. Wishing to join the voyage with your partner does not reduce your chance of being chosen.

#### I live in Japan but I'm unable to come to Tokyo for the interviews. Can I still apply?

For applicants currently residing in Japan, we prefer to that you join us for the interviews in Tokyo. However, if you are unable to join the interviews that particular weekend because of an unavoidable engagement, please send us an email and let us know that you'd like to submit videos and apply as an "international" applicant. Moreover, if the cost of coming to Tokyo prohibits your ability to apply, please send us an email. [getprogramme@peaceboat.gr.jp](mailto:getprogramme@peaceboat.gr.jp)

#### I currently teach small children. It is better to use an authentic video of me teaching or ask my friends to become students?

In general, since GET students are adult learners, it's best for us if we can see you in a teaching context that would be appropriate for adults.

#### Is it a competitive process?

Yes, it can be quite competitive. However, that doesn't mean that it's impossible to join GET as a volunteer instructor. We look for a diverse team of individuals that can come together to form a strong team. Genuinely and honestly share your experience, interests, and passions with us so we can get to know you during this application process. Good luck!