

# **Final Report**

On

The Second International Forum on  
Education Reform:  
Key Factors in Effective Implementation



*Office of the National Education Commission  
Thailand  
In Collaboration with  
UNESCO Bangkok*

*And in Association with*

- Australian Council for Educational Research
- Asia-Pacific Educational Research Association
- Asian Institute of Technology
- Curriculum Corporation, Australia
- Cambridge Education Associates, The United Kingdom
- Department of Education and Training, Victoria, Australia
- Education Review Office, New Zealand
- Hong Kong Institute of Education
- Korean Educational Development Institute, The Republic of Korea
- Luxembourg International Foundation for Education, Luxembourg
- Office for National Education Standards and Quality Assessment (Public Organization), Thailand
- Rajamangala Institute of Technology, Thailand
- SEAMEO Regional Centre for Higher Education and Development (SEAMEO RIHED)
- Southeast Asian Ministers of Education Secretariat (SEAMES)
- Siam University, Thailand
- The British Council
- The Embassy of the United States of America
- The French Embassy

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## Message

**Rung Kaewdang, Ph.D**

**Secretary-General of the National Education Commission  
Thailand**



On behalf of the Office of the National Education Commission of Thailand, it is a great pleasure for me to welcome you all to the Second International Forum on Education Reform. This year's topic, "Key Factors in Effective Implementation", should prove an interesting and challenging theme for our reviews and discussions.

This annual Forum was inaugurated last year to commemorate the enactment in Thailand of the National Education Act of 1999, acclaimed as an "Education Reform Act". It is widely recognized today that an on-going process of education reform is essential in order to adjust ourselves to an ever-changing world driven by the globalization of economies and a technological revolution.

The Forum this year will review the major trends and processes of education reform initiated in different countries. The specific focus will be on Key Factors in Effective Implementation of Education Reform. It will seek to identify specific aspects of those reforms that have led to the adoption of modern learner-centered pedagogy in the classroom, curriculum tailored to meet the needs of each school, performance-based evaluation, and school-based management with community involvement. Valuable reform experiences of other countries will therefore provide us with sharper insights and more suitable strategies for implementation of these essential aspects.

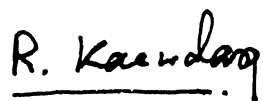
I am pleased to report that this year we are bringing together experts/participants from twenty-two countries to share their experiences in implementing education reform initiatives. In all, the Forum will broaden comparative understanding of key factors for successful implementation of education reform in Australia, Cambodia, China, France, Hong Kong, Indonesia, India, Japan, Korea, Kyrgyz Republic, Laos PDR, Luxembourg, Malaysia, the Netherlands, New Zealand, the Russian Federation, Singapore, Taiwan, Vietnam, the United Kingdom, the United States of America, and Thailand. It is my hope that the Forum will further underscore the vital necessity of a continuing process of education reform, in Thailand and around the world.

Most importantly, this Forum will not be possible without the collaboration from all our friends, both in Thailand and overseas. I would like to take this opportunity to express my sincere thanks to all the local and international co-hosts of the Forum for their support for this International Conference. I would especially like to acknowledge and express my deep appreciation for the constant support of our primary collaborative partner, UNESCO Bangkok.

The co-hosts of this Conference, in alphabetical order, include:

Australian Council for Educational Research  
Asia-Pacific Educational Research Association  
Asian Institute of Technology  
Curriculum Corporation, Australia  
Cambridge Education Associates, The United Kingdom  
Department of Education and Training, Victoria, Australia  
Education Review Office, New Zealand  
Hong Kong Institute of Education  
Korean Educational Development Institute, The Republic of Korea  
Luxembourg International Foundation for Education, Luxembourg  
Office for National Education Standards and Quality Assessment  
(Public Organization), Thailand  
Rajamangala Institute of Technology, Thailand  
SEAMEO Regional Centre for Higher Education and Development  
(SEAMEO RIHED)  
Southeast Asian Ministers of Education Secretariat (SEAMES)  
Siam University, Thailand  
The British Council  
The Embassy of the United States of America  
The French Embassy

My warmest thanks also go to our guest speakers who have traveled afar to ensure that this Forum makes a valuable contribution to implementation worldwide. Our exchanges in this coming few days will certainly be mutually enriching. They will undoubtedly bring out “The Treasure Within” in our young generation education reform in whom our common future lies.



Rung Kaewdang, Ph.D.  
Secretary-General  
National Education Commission  
September 2<sup>nd</sup>, 2002

## Perspectives from the Forum

Thailand's Second International Forum on Education Reform, organized by the Office of the National Education Commission during September 2-5, 2002, brought together a wealth of ideas and experiences from over twenty countries, and proved to be one of the education-focused highlights of the year in terms of the organization of the program, the content and quality of the presentations, and the opportunities to share views on and approaches to the issues of education reform, not only in Thailand but in the participating countries as well.

This forum demonstrated Thailand's continuing commitment to the educational reform currently taking place in the Kingdom, following on and serving as a continuation of the program organized in 2001, which considered the experiences of 12 countries in their efforts to implement reforms in the management of education, in the teaching-learning process, in the professionalization of those who teach and administer in the education field, and in the ensuring quality in all areas of education.

The 2002 conference was organized around three major streams, or areas, of education reform under the overall theme, **Key Factors in the Effective Implementation of Education Reform**: the implementation of learner-centered approaches to teaching and learning; the implementation of decentralization of education; and the implementation of education standards and quality assurance. The themes of the forum were introduced in keynote presentations at the start of each day, and examined in more detail in the work and activities of educators from around the world during panel sessions, roundtable presentations and forums. In addition, more than thirty papers focusing on practical applications and research findings provided further opportunities for the sharing of ideas and experiences.

Over a three-day period, the Forum speakers provided participants with valuable insights and perspectives about education reform, with keynote presenters and panelists providing information and assessments about the reform activities in progress in their countries, discussing the policies and implementation strategies, the successes and constraints, as well as the hopes and the disappointments of education reform in their schools, education departments, and classrooms.

The Forum began its consideration of education reform targeting, appropriately, the learners. The shift in educational pedagogy to a greater focus on the learner and upon a consideration of *learner-centered approaches* seems to be a global, if not yet universal, movement. In his keynote presentation, Peter Upton (The United Kingdom) set out the parameters and characteristics of effective teaching pedagogy and defined the models of effective child-centered learning. The panel session following described some of the factors contributing to effective implementation of this approach. Bruce Wilson (Australia) reminded the participants that three key issues of classroom practice, namely, curriculum, assessment, and pedagogy, must be effectively aligned to engage the learners in 'deep' understanding; and that the best curriculum is one that is limited in its content, that emphasizes specific knowledge and skills,



and that is based on research on time management and how children learn. Dr. Natalia Gorokhovatskaya reported that in the Russian education system, teachers are the focus of the reform effort. Pre-service training in the student-centered approach is the key to educational reform, a major component of which is a pedagogy that encourages *reflection* on the part of the learner. And to ensure that learning is taking place, effective assessment of the learner's progress and acquisition of targeted knowledge is required. Geoff Masters (Australia) emphasized that student-centered assessment needs to be based on the knowledge of how a student learns, determining where the learner is in the progress map, and having the student use the results to help his self-learning and assume personal responsibility for his progress.

An afternoon discussion/demonstration of a learner-centered approach to learning vividly illustrated the points made during the morning sessions. Working with a group of Thai students, Peter Newton, in a Thai-UK Creative Teaching and Learning Project, showed how the methodology could stimulate curiosity and raise self-esteem in the students. It required that teachers develop an ability to recognize the right moment to encourage and create a balance between structured learning and self-directed learning.

On the second day of the Forum, the focus moved to a consideration of the key factors in effective implementation of *education decentralization*. In his keynote presentation, Steve Marshall of Victoria, Australia, cautioned that there is no single template for decentralization of a school system, which requires time and persistence on the part of the reformers. It has taken Victoria over twenty years to make the changes necessary to move from a totally centralized system of administration to a broad-based, self-managing system. In Hong Kong, educators are applying something called the 'Platform Theory for Effective Learning' to link the management of the school with student-centered learning, and the concept of Triplization to bind the elements of the curriculum together.

Although schools in Thailand began at the community level, the government took over the control of the country's education system. The reform movement is intended to reopen the schools to greater participation by the community. This is a major outcome anticipated with the implementation of decentralization, since having communities take a more active role in the direction and content of schools will lead to a more open and transparent educational system.

In its efforts to improve its education system, the government in the Kyrgyz Republic has given greater autonomy to schools to use resources and to be flexible with curriculum. In order to be successful in this endeavor, it is placing heavy emphasis on upgrading school administrators as the strategy to achieve its goals.

Singapore's decentralization effort is in response to three imperatives: globalization; limited resources to meet many priorities; and the need for school administrators to show accountability in meeting the criteria of the excellence model being introduced into the school system.

The reform in the management of educational institutions is broad-based and extends throughout the system. Two panels considered innovative management approaches at the basic education level and at the higher education level. In Indonesia, a new paradigm is evolving for *higher education reform*, centering around five pillars of quality, autonomy, accountability, accreditation, and evaluation. Implementation to bring about these features will be the responsibility of each institution.

Vietnam's strategy for developing quality of higher education is experiencing difficulty because of the debates on size, locations, qualifications, and examination practices. The country is taking steps to improve the status of autonomy and accountability in the universities as well as to train educators and college professors in the use of new technology to ensure that universities become the centers of change in teaching practices for new and in-service teachers.

Much of the innovation in the education reforms around the globe involves *schools at the basic education level*. The rationale behind the Smart School initiative in Malaysia is the liberalization of world economies, globalization in all of its implications, the technological revolution that is underway, and a recognized need to prepare learners and the country to compete in a new and fast-changing world.

In the Lao PDR, efforts are underway to improve the overall quality of education and reach the goal of universal primary education. Teacher education and training are seen to be key components for the attainment of these goals, not only through pre-service education and training, but through the establishment of national teacher competencies, the development of an on-going system for continuing teacher education, and improving the provision of teacher incentives in order to attract a talented pool of dedicated, lifelong teachers.

The primary core value of the School Excellence Movement in Singapore is 'students first', and assessment tools are aimed at keeping this essential core value in sight. Teachers are considered the key, along with quality leaders with a strong sense of mission and clear objectives.

*Vocational education and training* is another focus of reform. In France, a country that has long promoted a systematic approach to the ongoing training of workers in the country, in an effort to reform and improve the status of continuous vocational training, a twenty year old law was recently revised to recognize CVT programs and the appropriate experience as qualifying a participant for an official diploma. CVT programs are being studied by the European Union as a model for nations to address the needs in the teaching of technical and industrial skills.

The final day's sessions of the Forum focused on *education standards and quality assurance*. In Thailand, the resistance to setting of standards was overcome and an independent public agency formed. Assuming that the audits of school quality are both successfully and honestly executed, Thailand can then take steps to repair the weaknesses identified while

fortifying the strengths found during the evaluation process and to determine what disparity exists among Thai schools and what limits are tolerable.

Adhering to a ‘chain of quality,’ New Zealand’s Education Review Office (ERO) links a positive school environment to effective governance and management, professional leadership, high quality teaching, and involved families and communities. ERO evidence-based evaluations serve a dual purpose, namely, to help bring about improvements in the quality of education as well as to ensure accountability.

In the opinion of Remy T. Van der Walle, peer review, when used appropriately is a powerful tool for assessing quality of performance of institutions of higher education. ‘Holistic’ peer reviews, which lead to high validity and legitimacy, are a more essential complement than a focus only on the measurable indicators as the evaluation tool, and are better for evaluating both the accountability and improvement aspects of quality assurance.

Under Thailand’s National Education Act of 1999, tertiary institutions must meet internal evaluation annually and external evaluation criteria every five years. The Rajamangala Institute of Technology has inaugurated a ‘preventive approach to quality’. To better evaluate and control the successes of its practice-oriented and value-added programs, RIT management uses the ‘*plan-do-check-act*’ process as well as the ‘5 Ss’, *ISO*, and *Self-Study Review approaches*.

To deliver the quality product required, the Asian Institute of Technology (AIT) in Thailand focuses on *Total Quality Management* rather than Quality Assurance, as the institution believes it is more appropriate for application to an academic institution. The Institute’s adaptation of TQM provides a mechanism for continuous improvement through a systematic, integrated and consistent effort that involves the entire institution, focusing on total satisfaction of the internal and external customers in the services provided. There are three components to the Total Quality Management Approach used at AIT: Internal Quality Control, Quality Auditing, and Quality Assessment. The Institute has introduced a system of checks and balances to ensure that every process is transparent and the output measurable and factual.

The latest program for ensuring quality of education in Malaysia is the Higher Standard Quality of Education Model (HSQE), an approach similar to the Singapore’s School Excellence Model (SEM). The elements of the HSQE model include an assessment of the vision, mission and conviction of the school, the organizational system, the organizational and school climate, strategic planning (which is the most important feature), operations management and control system, feedback evaluation, management of information and documentation system, and pupils’ performance and achievement.

In the United Kingdom the Office for Standards in Education (OFSTED) uses a common framework to assess schools. Schools are inspected in a four-year cycle by trained inspectors and the results are published and universally available, bringing a high level of accountability to all schools. The focus of these inspections is to observe the quality of lessons,

progress of students, supported by examination at work, and feedback for students and parents. There are several current strategies for the assurance of quality in leadership and teaching, beginning with the recent establishment of a National College for School Leadership, requiring higher standards for school leaders. UK's national body for accreditation of teacher training has begun more rigorous inspections. Where institutions are found to be below the required standard, their capacity to offer teacher-training programs is reduced or withheld. Beginning in the year 2000, teachers, in order to receive a pay increase, must meet the required level of performance, completing a detailed application with supporting evidence. Senior managers also observe them while teaching. Their head teachers are also held to these standards, their pay depending on the teacher's success. School self-evaluation evidence based on teachers and head teachers may improve the education for students.

Quality standards should also apply in the *lifelong learning and training area*. As reported by Jean-Paul Reeff (Luxembourg), the Lisbon European Council, comprised of 34 European countries, met in 2001 to propose a broad vision for the European community by defining 15 quality indicators of lifelong learning that, over the coming ten years, would result in 'the most competitive and dynamic knowledge-based economy in the world, capable of sustaining economic growth with more and better jobs and greater social cohesion'. In discussing this vision, the heads of state agreed that education and training should play a key role. These European policy makers were concerned with quality indicators of lifelong learning because their focus was on the condition of their existing educational systems. They set out three strategic objectives: improving the quality and effectiveness of education and training; facilitating the access of all to education and training; and opening up education and training systems to the wider world. Their more precise goals were to identify and implement indicators describing the present situation, to quantify the set objectives, to provide continuous updates on their progress, and to provide insight into the contributing factors.

The factors identified as being essential to effective education reform were similar throughout the many sessions and presentations. Learning reform has certainly been at the head of the reforms in every country. Again and again reference was made to the teachers in their classrooms, their preparation and understanding of their roles, and the quality of the learning experience they made available to their learners. Adequate compensation and benefits for teachers was a commonly expressed concern in many countries working to improve the professionalism of the teachers. The frequent mention of the terms 'learner-centered', 'student-centered', or 'child-centered' during the presentations indicates the emphasis being placed on active involvement by the learners in their own education. Changes in the structure of national education systems and in the management of schools to most effectively support the learning process are other elements of reforms taking place. Leadership in the school administration plays an important role, as seen from the projects aimed at building effective leadership being undertaken in several countries. Political will and support was also identified an essential driver in the reform efforts, and the lack of it a hindrance.

The path to education reform is one not easily traveled upon. Again and again during the Forum, speakers told of the many obstacles: teacher resistance, political obstruction, lack of cooperation, and confusion over the approaches to be undertaken. But from the atmosphere of enthusiasm, dedication, determination, and wisdom in evidence during the program, the soldiers are geared for battle, the challenges will be met and the campaigns won, or at least bravely fought.

**Opening Remarks**  
**H.E. Mr.Pongpol Adireksarn**  
**Deputy Prime Minister, The Royal Thai Government**

It is my great honor to join you this afternoon in the opening ceremony of the Second International Forum on Education Reform: Key Factors in Effective Implementation. Please allow me to welcome all participants who have been tirelessly supporting education reform in your respective countries. For those of you who came from overseas I, on behalf of the Royal Thai Government, sincerely hope that your stay in Thailand will present to you not only fruitful thoughts but also a joyful journey and acquaintance with Thailand and Thai hospitality. Please take time to experience all aspects of our culture.

I am sure that many of you participated in the first forum, which focused on the experiences of 12 countries in education reform. From last year's successful program, the Office of the National Education Commission, UNESCO's Bangkok Office, and SEAMEO have worked with local and foreign educational institutions to continue this tradition. I personally would like to convey my personal gratitude to Dr. Rung Kaewdang and members of the Forum's organizing committee who have brought about this important event once again. I have no doubt that this second forum will be a trademark gathering that will not only introduce new concepts and examples of education reform as a national agenda, but also heralds possible cooperation among participating countries to push forward this cause as an international agenda in many years to come.

Since 1997, Thailand has been confronted with a serious economic decline starting with foreign investment, a reduction of Thai exports to the world market, and finally an unprecedented collapse of financial institutions. However, we adamantly determined to turn this overwhelming crisis into a golden opportunity to develop Thai society into a sustainable, knowledge-based society. This reversal of fortune created popular support to the Constitution of 1997 that was enacted to achieve ambitious political as well as social reforms.

At the forefront of the social reforms was education reform, as the drafters of the Constitution regarded education as essential to the full realization of the wealth of the nation. The Constitution acknowledges, for the first time, the undeniable right to a free 12-year basic education. Most importantly, the highest law of the land also opened the way to comprehensive education reform by stipulating the need to draft an education act to ensure high quality education services to develop quality citizens in the learning based society.

The National Education Act, passed two years later, serves as the platform for education reform in Thailand. The upbeat vision of this task was clearly laid out by the Prime Minister, Dr. Taksin Shinawatra, who has placed this reform on the national agenda to improve the quality of life by enabling our children to learn how to learn and to develop their analytical abilities as well as critical thinking essential for their future work and for lifelong learning. Above all, the life skills of Thai learners, both young and old, will be strengthened to equip them to cope with

the problems confronting them in life appropriately. Let me brief you on some of the recent programs developed to accomplish these ends.

First, the Office of the National Education Commission is attempting to outline a National Roadmap of Learning from birth to twenty years of age. This navigating action plan envisions the characteristics of Thais developed from the formal, non-formal, and informal learning processes. With this map, a list of responsible agencies, public, private, and non-profit, will be formed into a network of providers. At the end, the government will use this map to design the curriculum and qualifications for various occupations in Thailand in a learning framework that can be considered as a roadmap for the intellectual wealth of the country.

Secondly, this administration is trying to integrate all sources of knowledge existing in various public and private agencies into a pool of learning materials. For example, the National Library of Thailand is compiling the content of tons of ancient manuscripts or ‘Kampee Bai Larn’ into new learning materials. This ancient knowledge, which was once considered irrelevant to the present, will be re-introduced as sources of inquiry in medicine, architecture, farming, and cooking. This knowledge, alongside print and non-print media from various government agencies such as the Department of Fisheries, Agricultural Extension, or the Office of the National Identity Board, is among the first targets to establish a grid of learning, a direct link between the learner-centered approach and the pool of knowledge for self-inquiry.

I recently had an opportunity to exchange ideas with a group of international scholars who have observed the progress of our education reform and asked me, as Deputy Prime Minister supervising both education and bureaucratic management reform, about the key success factors of education reform in Thailand. My personal observations and experience over the past two years have confirmed to me that Thailand is lucky to have a flexible education act that provides a vision of the areas of concentration, the directions of a desirable education system, and the results once the law is fully implemented. The legal consonance with the era of social as well as economic reforms serves as the first factor in our effective implementation.

The second factor comes from a free and fair discussion of the path of changes. During the past three years, this roadmap of education reform has been subjected to strong criticism in both the international and local media. The matter of concern is not *why* to reform, but *how* to effectively implement this task under the time constraints. A changing circumstance, which some of you may have noted, is that education reform in our country is regarded a hot issue on the front pages of the daily newspapers. Even though the debates have been portrayed as policy disagreements among implementers, we cannot deny the fact that the people of Thailand have welcomed this initiative and looked forward to having the task accomplished for the sake of their own children. Therefore, leadership and public support to revamp the education system serves as the second factor in effective implementation.

Finally and most importantly, Thailand's education reform sensibly acknowledged learning reform as a way to increase our intellectual capital. If we can boost the ability of learners to think, analyze, criticize, and obtain ample knowledge as well as the art of living, Thai education will in time maximize the intellectual wealth of the nation. If all Thai learners, through the process of the learner-centered approach and lifelong learning, can reach their potential, possess civic responsibility and enjoy a happy life, these outcomes can be considered as the success of this reform.

To conclude my remarks, I hope that you will use this gathering to share your ideas on the key factors in effective implementation of education reforms in your countries. Moreover, this message should be translated into real action at your own locales to bring about a high quality of education throughout the world.

I now officially declare open the Second International Forum on Education Reform: Key Factors in Effective Implementation, and wish the forum and all participants the very best.

Thank you.



**Welcoming Remarks**  
**Dr. Rung Kaewdang**  
**Secretary -General of the National Education Commission**  
**Thailand**

On behalf of the Organizing Committee of this Second International Forum on Education Reform, I would like to welcome all of you to this most important event for our Thai people. For those who attended last year's program, I would like to welcome you back again. For those of you who have just joined this international forum, I hope that this will be a good opportunity for us to share with and learn from one another. As you have heard from our Deputy Prime Minister, Mr. Pongpol, and from our ONEC presentation, education reform, which has been in progress since the enactment of the National Education Act in 1999, is still moving along. The Deputy Prime Minister has said that reform is our national agenda, and we expect that this forum is also part of that national agenda.

Since the Office of the National Education Commission is the lead institution of organization reform, I would like to share with our visitors from other countries some additional insights from our education reform process that you did not find in the presentation. It is what lies 'between the lines'.

When we began our educational reform three years ago, it was a very exciting time, with many people and organizations involved, with a lot of forward movements. But after about a year, the momentum dropped almost to a standstill. But many of us continued to work hard to present education reform to the people and to our political leaders.

The turning point for education reform in Thailand came during important meetings on August 1 and August 5, almost 3 years to the month from the beginning of the reform activities. During these meetings, the Prime Minister, who was with us for two days, said that the government was committed to supporting education reform. He set deadlines for the two issues: organization restructuring must be completed by October 1 - about one month from now. The second issue, learning reform - implementation of the new curriculum and the learner-centered approach - should be implemented by May 2003.

Following this decision came the most important event in our education reform history, the Prime Minister established a Committee for Education Reform, chaired by Mr. Pongpol Adireksarn; 6 sub-committees have been set up under this committee. These sub-committees have been working day and night to complete the structural reorganization plan for the Thai education. I am delighted to tell you that we made our presentation to the Committee just this morning.

So we can expect to see the results of the structural reform by the first of October in several areas. From our presentation, you have seen that we would like to consolidate the Office of the National Education Commission, the Ministry of University Affairs, and the

Ministry of Education into a new Ministry of Education. Also, most importantly is the decentralization of the educational services, with the central organization focusing on policy and planning, with the responsibility for provision of educational services given over to the schools themselves. Another issue that must be attended to is personnel re-assignment and transfer of property which must be completed by October 1. Another important issue is the means of disseminating the information and processes to the schools, teachers, parents and students since the changes will affect them all so that we can all go along together in this process. As part of the reform, we will have to establish school boards comprised of 15 members. Since we have about 42,000 schools, this means that a lot of people will be involved in this process.

What have we learned about education reform process? After the end of October, I plan to write a book about the politics of educational reform in Thailand. In that book I expect to relate what went on behind the scenes and ‘between the lines’ and to share what we have learned during these past three years. One thing we learned was that when the reform was going well everything was fine, everyone was happy, teachers, parents, our staff... But when the reform struck an impasse, everyone became unhappy, especially our ONEC staff. I tried to tell them, though, that they should not be disheartened. I compared the process and progress of education reform to that of a golf game. Sometimes during our golf game, our ball goes into the sand trap. If that happens, we don’t stop playing; we continue trying to get the ball out of the rough. And if we can get out of the trap, we can continue our game and get par.

The events of the first and fifth of August was like our golf game. Our ball was in the trap, but we got out of the sand trap at that time so that we could continue with our game. This is one of the things I want to share with you about the politics of educational reform.

I hope that during this international forum will provide us with many experiences to share. We want to learn from your country and your experience. I believe there are many things that you can learn from our Thai colleagues. Each of our countries has different experiences with educational reform as we have different cultures, and political systems, but we can learn from one another. So the first objective of this forum is to learn and to share the experiences of education reform. ONEC expects to continue this forum until we have completed our reform process. Another objective is to set up a network of organizations with interest and concerns in education reforms. This year 22 organizations have joined us. Next year we expect more organizations and friends to join this forum.

On behalf of the Office of the National Education Commission, I thank you for your presence and looking forward to sharing with you.

Thank you for your kind attention.

**Day 1**

**Tuesday 3 September 2002**

# **Inaugural Keynote Address**



## Key Factors in Effective Implementation of the Learner-Centered Approach

Mr. Peter Upton

Director, the Education and Training Group, The British Council  
The United Kingdom

Mr. Upton's presentation conceptualized the characteristics of a world-class education system and examined effective learning characteristics and the learner's approach to learning; and issues surrounding teaching teams how teachers can be connected with the learning process; and to view the schools as learning organizations.

Mr. Upton reminded the audience that the policies of most governments is to ensure that we produce a generation of children that are contributors to their society, engaged in their communities, but secure in their skills to perform in a global; wanting education that is relevant to the future of the society and the economy to come rather than the economy of the past.

Characteristics of a world class education:

1. Focus on quality, teaching and learning
2. The ability to respond to change
3. The ability to take control in targeted experimentation
4. Creating an empowered teaching staff who are still developing high performance teams
5. Linking reform and teaching quality to funding
6. Undertaking whole system reform

In many professions, such as medicine, for example, changes have been profound. However, in teaching, what goes on in the classroom around has not changed for centuries. At the heart of education reform should be the reengineering in teaching and in the professionalization of teachers, and the focus on what is happening in the teaching-learning process. Perhaps now this is changing.

In the implementation of the learner-centered approach; it is necessary not only to give students knowledge but also to teach them how to learn. We can start this process by avoiding the debate over what structural changes to make in the educational system and focusing on the pedagogy of learning.

During the past ten years, research has revealed more about the learning process than has been known for the past century. We need to put these results into practice. In present-day classrooms, teachers address a minimum of the learning needs and styles of students, devoting only 60 to 70 percent of the classroom time to any type of instructional activities and focus too much time on the problems and limitations of the teaching schedules.

Mr. Upton proposes that the focus be changed to what is happening in the classroom and on the creation of instructional teams of teachers. These instructional teams can review the learning needs and styles of their students, follow through with activity cycles and learning circuits.

Activity cycles are the teachers' movements along a continuous pedagogy of teaching learning, reviewing, evaluating and re-teaching. The learning circuit is the summative process of teaching.

The key factors presented were:

- Effective use of time in teaching and on staff development
- The use of activity cycles and learning circuits in planning activities
- An external assessment system that will evaluate outcomes
- The building of teaching teams
- Engagement by teachers in lifelong learning for their own development and growth
- A change in attitude towards teaching by teachers and principals

In summing up his presentation, Mr. Upton reminded the participants that a good teacher needs to have courage to dare to do things differently.

**Panel Session I**  
**Some Key Factors in Effective**  
**Implementation of the Learner-Centered**  
**Approach**  
**Chaired by**  
**Dr. Arief S. Sadiman**  
**Director, SEAMES**



**Innovative Curriculum**

**Mr. Bruce Wilson**

**Chief Executive Officer, Curriculum Corporation  
Australia**

There is compulsory education, but why should children attend school? Everyone wants children to learn, none wants less. We want students to achieve higher level skills. We all want students to be creative, analytical, and critical, to learn how to learn. No one argues in favor of lower order skills. We all agree that analysis and synthesis are more important than memorization of facts. We all want all these capacities to be acquired by all students. But while we agree about purposes, we perhaps disagree about how to accomplish this. In the speaker's opinion, education needs to be student-centered and to impart in students a 'deep understanding' of learning, which may otherwise be called higher order skills, transferable skills, or generic skills. By a learner-centered approach, the speaker means a commitment to ensuring that every student gains the benefit of schooling. Since every child is different, we must focus upon the particular needs of each child.

What kind of curriculum will enable us to achieve 'deep understanding' for every child in our school? We must align the three key issues of classroom practice; namely, curriculum, assessment, and pedagogy. Failure to align these three systems is the single greatest reason for the failure of reform.

What kind of curriculum is best for 'deep understanding' by every child? A curriculum that is limited in its content, that specifies particular knowledge and skills, and that is based on research on time management and how children learn.

In the present curriculum, too much content is driven into too short a timeframe. While research indicates that virtually all students can achieve deep learning of specific skills and complex concepts, students need more time to process and understand the knowledge presented to them than is currently allotted. The consequences of this research shows that we are serious about imparting deep understanding, the amount of content taught must be dramatically reduced, because developing deep understanding takes time. Teachers also need to have the time to assess a student's understanding and progress. Unfortunately, in nearly every national education system, the curriculum covers vast amounts of subject matter.

There is also a significant amount of research demonstrates that effective higher order learning is focused upon specific areas of understanding and that it requires conceptual understanding, factual knowledge and procedural facility. Higher order skills such as problem solving and analysis depend on proficiency in particular subjects, not on general abilities and strategies. An important review of the research in this subject, 'How People Learn' prepared in 1999 by John Bransford and Ann Brown, and supported by the National Research Council of the United States, confirms the ideas that higher order skills are inseparable from a well-organized body of content knowledge that reflects a deep understanding of subject matter.



What would make a good pedagogy for a learner and knowledge-centered approach? First is an understanding of students' growth and learning styles and enabling them to take responsibility for significant aspects of their learning. We need to work towards making the student a responsible learner and good decision-maker. Next, there needs to be use of active and participatory methods of instruction. The pedagogy must also be knowledge centered, since effective pedagogy is subject-oriented. Lastly, the teachers must be knowledge-based in both their domain and the curriculum.

The reasons that a curriculum developed according to these concepts is innovative are that it :

- encourages focus upon domain-specific learning with emphasis on higher-level thinking skills
- works toward a reduced volume of curriculum content
- assumes that assessment and pedagogy must also change, to an approach that is both learner-and knowledge-centered, with the goal of 'deep understanding'.

### Question and Comment

*Question: Innovative curriculum and a focus on higher order thinking skills are good, but what about value education? Isn't one of the roles of education to inculcate values?*

*Response: It is an inherent part of every domain. What are the values that are to be taught?*

**Key Factors for a  
Quality Balance between National and Local Curricula**

Dr. Chorng-Jee Guo  
President, National Taitung Teachers College  
Taiwan

Based on the experiences in Taiwan, a balance must be struck between the needs of the national government and society that takes into account the vision and desires of the local community for educating their children. It is desirable for the local educational agencies to incorporate the goals of the national educational system. In planning to move schools from a nationally directed plan to greater autonomy, planning, training, leadership and accountability need to be positioned to support the change.

It is ideal for every teacher to write his own instructional lesson plans, but this will only happen if teachers are provided with detailed guidelines, sufficient resources, and training at the local level.

The current status of reform in Taiwan sees schools under less central control, offering every student a chance to learn, opening more flexible avenues for graduates of the secondary schools to pursue college, improving the quality of the teacher training programs, and establishing programs for lifelong learning.

One of the challenges that are still open for reform is the development of school-based curriculum. Currently, textbooks and their vendors dominate the curriculum landscape. A method must be found to evaluate and select quality texts. A second challenge is continued improvement in the teacher training programs.

A model program was presented, where science and math teachers were selected for a professional development program. The teachers were placed into groups, with each group tasked to develop an action plan for instruction. The action plan was based on both content and research findings on teaching. Each teacher taught lessons based on the plan and then met to give feedback and discuss their results, and to plan another module. In the three years of this professional development program, one result has been the production of instructional modules for teaching lessons. The participating teachers have also become model teachers within their schools. The key factors that have contributed to the success of this program are time, collaboration, guidance, and real classroom practice by the participants.

## Questions and Comments

Question: *Do all schools follow the same curriculum or do they each develop their own curriculum consistent with their school and community needs?*

Response: *This year we have seen a great increase in the sale of approved texts for all subjects by commercial publishing companies. Schools have many choices in the textbooks they select. But schools and teachers are encouraged to develop their own materials.*

Question: *How much of the local curriculum can replace the national curriculum?*

Response: *It is difficult to formulate how much of the national curriculum to replace, but the teachers in the schools can determine the changes. We just began this reform process, so it is difficult to tell how much or how little will be replaced. From my personal experience, it will be different from school to school, and from teacher to teacher. If teachers take reform seriously, they will make changes.*

**Models for Effective Implementation of Learner-Centered Approach  
in the Russian System of Teachers' Training**

**Dr. Natalia Gorokhovatskaya**

**Director, the International Institute for Educational Innovation  
Herzen, Russia**

In the Russian education system, teachers are the focus of the reform effort. Pre-service training of the student-centered approach is the key to educational reform.

The changes in Russia from a centralized government to a democratic society have had its impact on the economy and structure of the schools. The focus of education turned to developing an appreciation of such qualities as responsibility and initiative, effectiveness and efficiency of activities, ability to adapt to rapidly changing situations, ability to perform multiple chores, ability to construct a system of values and society-relevant competencies. This new focus has necessitated a change in methodology from the old approaches of 'know your subject' and teaching by a prescribed method to a more flexible student-centered approach. There has been a paradigm shift from a knowledge-centered approach with a stress on memorization to thinking and from the role of teachers as being the source of knowledge to one that is more of a guide to knowledge. Research activities as part of the study process, and the use of innovative activity, proactive-based activity, and reflective thinking as well as role playing, workshops, and pedagogical practicum are all part of this new paradigm.

The goal of the reform movement is to guarantee that students will be able to acquire the required professional and personal competencies and to develop new ways to engage the student teachers as partners in education. Important teacher competencies are self development, search for new ways of teaching, perception of the student as a partner, use of dialogue form as the means of communication, and reflection on the teacher's personal and professional behavior. Teacher trainees investigate and practice methods of using the new technology. Projects, research inquiry, real teaching activities, and reflection are used to engage the student in quality pedagogy. Finally, the old teacher-training program of several years of teaching through lecturing and seminars focusing on theory capped by a teaching practicum is changing, to incorporate task-based teamwork and a student-teaching experience component throughout the program. The new approaches depend upon a focus on the progress of each participant when it guarantees free communication and when it utilizes cooperative activities such as group discussion, brainstorming, and project development.

A key component of this reform is 'reflection'. In order to ensure this, there must first be an openness in research activity, and includes the ability to exchange dissent, express opinions, to seek alternate ways of doing things. There must also be a climate of proactivity, with a minimum of time devoted to straight teaching, and with the majority of time devoted to autonomous work on tasks that had been carefully planned with the trainer. The states of reflective learning include reflection, action and reflection, definition of discrepancies, creation of

alternatives, and new action. In the introduction of reflective thinking into the training approach, major questions for pedagogical reflection are posed: What happened? What was important? What role would this play in further activities? How will this assist in meeting future needs? The experience in seeking answers to these questions then become the basis for discussion and collaboration between the teachers-in-training and their professor. This reflection approach is carried out throughout the entire study process and involves both teachers and students. Reflection is carried out both orally and in writing. The oral expression brings out attitudes and enables a comparison of attitudes and opinions with others in the group. It is felt, however, that written forms of reflection play an even more important role in the professional development of the teacher. Forms of written reflection include short essays, log books, diaries, written interviews, and sometimes even poetry. Pedagogical diaries, which are a requirement from the very outset of the student's program, help to single most important aspects of pedagogical activities, promote preciseness in describing pedagogical situations, aid in the setting of realistic goals and in finding solutions as well as encouraging the discussion of pedagogical issues and developing a personal style of work.

Three linked-together elements are considered essential in the preparation of teachers in the Russian model: theoretical training at the university, practical training at the university, and practical work in the school. The model introduces the 'pedagogical practicum', an interim component between the theoretical preparation at the university and the school-based practicum. This interim component provides the students with the opportunity to develop the skills that will be required during the school practicum and beyond. The pedagogical practicum relies heavily on reflection in the development of their teaching styles and techniques.

The learner-centered approach is therefore considered an essential tool in the preparation of Russia's teaching professionals. Cooperation with international partners is an essential component in the development of this new means of educating teachers.

### Questions and Comments

*Question: You seem to devote a great deal of time and attention to what you call 'reflection'. In many societies, this is considered anathema in authoritarian environments. Actually, reflection may be even more important than the learner-centered approach. How can we overcome the cultural resistance to doing this? Can you comment on the obstacles you have faced?*

*Response: We are introducing elements of reflection, but also in Russia, society is not ready for it. In-service teachers are still resistant. They need to ask questions and then really listen to the answers. There is a need for tolerance and patience. In the ten years we have made the change in Russia, the new generation seems more open and receptive to reflection and student-centered teaching. I'm an optimist and believe we will be successful.*

*Question or comment: I'm trying to be realistic. The teachers in Thailand are not being tolerant of reflective students. I hope we can find ways to change this.*

*Response: Perhaps the conference can devote a discussion session on the topic of tolerance and reflection in the plans for next year's program.*

## Learner-Centered Assessment

Prof. Dr. Geoff Masters

Executive Director, Australian Council for Educational Research (ACER)  
Australia

Student-centered assessment, also known as ‘student evaluation’ has three important aspects. First, for effective assessment and monitoring of student learning, there needs to be an understanding of the nature of learning - pedagogical content knowledge and how students learn. This understanding is essential to effective teaching as well as effective assessment. Second, the paths of learning and mis-learning need to be investigated. Third, the practitioner must be research-based and aware of relevant university studies. A comparison was made with the field of medicine, where doctors need to know how children develop normally, to understand what can go wrong, to recognize signs and symptoms of problems, and possess an expert knowledge base. Those who work with student-centered assessment need to have the same qualities as do doctors.

By comparison, the teacher-centered approach asks the questions ‘what should teachers teach and how should they teach it?’, which led to the concern in curriculum design on clarity as to what content should be taught and by what means.

A shift in the concept during the past century brought about a focus on the outcomes of teaching. Under this concept, assessment then focused on the extent to which students have achieved the desired objectives, competencies, or outcomes. At one level, outcome-based learning and assessment may have its advantages, but an outcome-based approach has resulted in an overly long and overly detailed listing of what objectives were to be met.

Student-centered assessment, on the other hand, does not begin with the question ‘what do we want teachers to teach, nor does it try to define the outcomes that we want students to achieve. It asks, what do we know about how students learn within a particular area or topic in the curriculum or aspect of their learning? This is then not a ‘top-down’ but a ‘bottom-up’ approach, based on learning research with a focus on ‘how students do learn’, ‘how do they understand key knowledge that forms the base for future learning? Unless assessment techniques take into consideration the learning from the perspective of the learner, they do not go far enough.

In the research at the Australian Center for Educational Research, maps have been constructed of how learning takes place in particular learning areas that are based on a careful analysis of student performance and work, and are empirically based assessment. Because children learn across the levels of school, and the maps apply across a number of years of school, and tracks the development of deep understanding of subject matter and concepts rather than bits and pieces of factual information. The ‘progress maps’ developed do not really work well on superficial knowledge accumulation.

Current research is focusing on work on the PISA project, for which progress maps have been constructed for reading literacy, numeracy, and in scientific literacy, with the focus being not on mastery of content, but the progress made by students in acquiring key concepts and principals in several countries.

It is clear that student-centered assessment then, needs to be based on the knowledge of where the learner is in the progress map, and upon a determination of how to move the student along in his acquisition of a deeper understanding.

A third feature of the learner-centered approach to assessment is to ensure that the student understands his status in the progress map so that he can use the results to help self-learning and assume personal responsibility for his progress.

In summary, we start from where a learner is and, using the framework of the student-centered assessment approach, tell the student where he is and encourage him to monitoring his own learning to enable him to become an independent learner.

### **Questions and Comments**

**Question:** *I am interested in cross-cultural learning, and would be interested in the unique characteristics of the learner-centered approach in each of your countries?*

**Response:** *In assessment, for us in Australia, a lot of work has been done in assisting teachers in developing frames of reference that will allow teachers, parents, and students to consider the paths of progress and the intentions of student learning.*

**Response:** *I think the issue goes back to the question of reflection discussed earlier. It has required a tearing down of traditional values and old structures and organization approaches that give a particular character to countries such as Thailand. Australia has been subjected to quite a thorough process of reflection and analysis about the nature of education, and an opening of new possibilities in education. At this point, the critical characteristic is the need to balance this opening-up process with structure and organization and consensus on curriculum in an agreed-upon framework.*

**Response:** *In Taiwan, it will take time to convince teachers to adapt to and adopt learner-centered approaches; but if feedback and performance on tests is positive, this will encourage teachers to move to this new approach.*

**Response:** *From the Russian teacher training perspective, the most important characteristic is how to make teachers respect their learners and how to create the climate and environment where learners can develop personally.*



## General Discussion following the Panel Session I

Comment: *Perhaps we shouldn't approach the changing the values of society. Perhaps we shouldn't try to approach this from a national level, but from a smaller area. In my school, teachers put together a code of practice, agreed upon by all. For example, although Thai culture regards questioning of teachers as disrespectful, in our classrooms students are uniformly praised and encouraged when they ask questions, and an atmosphere has been created where students feel comfortable doing so.*

Question: *There is an autistic boy in school who fails all written examinations. But if the teacher asks the question and writes down his answer, the boy passes. Can we say the teacher is using student-centered assessment?*

Dr. Masters: *I agree that this is certainly a learner-centered approach to assessing student learning. The main purpose of student-centered assessment is to find ways to evaluate the learner's progress. This is a good example.*

Comment: *In our school we use the technique of reflection and have found it very successful in developing our students. We use data from student achievement in discussions with the student, to set ways of solving problems. The students have improved in their learning*

Question: *There has been a call to reduce curriculum. Several questions arise. Should content be reduced in all subjects? Will this be open to criticism by professionals who have their area reduced? This is a very political issue?*

Mr. Wilson: *Some subjects may be excepted, but last point is worth noting. Professionals will argue that when you take one area out of the curriculum, those who focus on that area will feel they are 'short-changed'. There will be interest groups that will oppose any changes. Curriculum content is a very political issue; but decisions have to be made. It is not possible to reconcile deep understanding with the continual adding to and broadening the curriculum. The learning that students gain will be very superficial.*

Question: *You recommend reduction, but the quantity of knowledge is expanding rapidly. How can you reconcile this?*

Mr. Wilson: *Expanding knowledge means more learning. But there is no point in adding to already crowded curriculum. We will have to make hard decisions to select in the essential knowledge and not bow to special interests.*

Question: *How can you reconcile student-centered assessment with national testing tools or the International Baccalaureate that change very slowly in their approaches?*

Dr. Masters: *We need to build some models where these reports and tests can be used to help learning at all levels.*

Question: *Can anyone suggest the optimal size of an elementary and secondary classroom?*

Mr. Wilson: *There is lots of research on class size and most studies indicate that reducing the size has limited effect. What bothers me is the industrial model we use. We talk about maximum size. There are lessons where a hundred students can be taught effectively while in other lessons, the ratio must be low. Research on class size will not be answered until student age, level, and subject is carefully considered.*

Dr. Chorng: *I am reluctant to answer. A large class can be managed effectively if the teacher has competence in the subject taught. Taiwan has reduced class sizes to 40-50 students per class.*

Dr. Gorokhovatskaya: *In Russia, the economy determines the size of the classes. We are entering a time when we are seeing a decline in population. This will reduce the size of classes in the years to come.*

Question: *What about social responsibility of the students? How do we instill it?*

Mr. Wilson: *If we engage student in real learning, we put them into a situation where they become responsible for their own learning. I think student-centered learning will yield social education.*

Question: *Would it be good to set up specialized schools such as for math and science?*

Mr. Wilson: *This is an area where society must make the decision. There are problems, such as who will attend, what is to be done with those students who don't fit any school. Specialization can lead students to become effective learners. There should be a variety of institutions that can meet student needs, but be aware of the limitations of each.*

Dr. Gorokhovatskaya: *We had that system in Russia, but we are now moving away from specialized schools. We are now focusing on class profiling, where students are mixed together but can study with their own interest group.*

**Panel Session II**  
**Teacher Forum in Selected Countries**  
**Chaired by**  
**Dr. Padoongchart Suwanawongse**  
**Director, SEAMEO-RIHED**



## Panel Session II Remarks by the Chairperson

In introducing this session, the Chairperson, Dr. Padoongchart Suwanawongse, Director of SEAMEO-RIHED, provided an overview of regional higher education in Southeast Asia. The overview is based on a recently published report of teachers and teacher education in Southeast Asia that reviews the situation in all ten countries of the region.

Brunei There are two institutions offering teacher education programs for this country of less than 500,000. Teacher status is high, with a good working environment. But there is a need for more primary school teachers to replace those retiring. At the secondary level, 30% of the teachers are foreigners.

Cambodia is undergoing a decentralization process. Teacher training centers have autonomy in the administrative and technical aspects of their operations. Salaries increase on a bi-annual basis; teachers have to take second jobs to make ends meet, given the low wages.

Indonesian teachers are seen as the scapegoats for the failures of the education system. Teacher status is not high, and there is under-investment in education. Bright high school graduates do not select teaching as a career. The teaching quality is low and there is a need to develop performance standards and improve the teacher training curriculum.

Teachers in Lao PDR, enjoy high status, even though their salaries are low. Teachers often take second jobs, and the profession does not attract bright students. A teacher policy working group has been established to consider problems of teachers.

In Malaysia there is a clearly articulated relationship between pre and in-service teacher education, and there is a good continuum from basic preparation through mid-career. Salaries are relatively high, with curriculum focusing on national unity and Islamic ideology. Schools are seen as the major institution to inculcate the ideals of national unity.

In Myanmar, teachers are held in respect and act as agents of change. Salaries are low, and there is a lack of teachers especially at the primary level.

Limited resources and teaching aids in The Philippines has resulted in a strong dependence on the teacher in the teaching/learning process, and the teaching approach remains strongly teacher-centered. There is no performance evaluation process, nor is there a mechanism to encourage or enforce in-service training and continual upgrading.

In Singapore, while the status of teachers remains high, the position has been eroding over the years. Teachers are regarded as models for their students, but the percentage of new recruits is insufficient to replace teachers leaving the system. Salaries are competitive, and there is regular revision of the compensation scale.

In the past, teachers in Thailand enjoyed a high status. But the teaching profession no longer attracts intelligent and well-behaved students. Earnings are very low, and high school graduates do not choose teaching as a profession. The preparation of teachers is now under reform, and there are discussions about certification and raising salaries.

In Vietnam, the status of teachers is high. Their new role in a student-centered environment is to serve as facilitators and guides in the learning process. There are new expectations of teachers in society.

**New Teacher Education in Hong Kong:  
Innovative Implementations in Support of Paradigm Shift**

Dr. Magdalena Mok

Deputy Center Director

Center for Research and International Collaboration, Hong Kong Institute of Education  
Hong Kong

During the past twenty years, there have been many efforts at school reform in response to such publications as the American ‘Nation at Risk’ in 1983, and in response to the Asian Crisis of 1997. There is a call for teachers to be more accountable for the failure of the educational system, and teaching preparation institutions are being held accountable for the quality of teachers. Hong Kong now has in place some innovative implementation strategies to support teacher education reform.

This presentation is based on the Triplization Theory, which defines globalization, localization, and individualization as cornerstones to effective education reform. Globalization refers to the transfer of knowledge across national boundaries and regions and is articulated in the form global relevance of knowledge, and of an understanding the modern world. It can manifest itself in a number of ways, including Web-based learning, international partnerships, and shared knowledge and resources. *Localization* refers to the transfer of values and culture to and from the local context, and the integration and assimilation of external values and practices with local knowledge, and manifests itself in the form of school-based management, home-school collaboration, maximization of community support, and adaptation of curriculum materials to the local context. *Individualization* involves the transfer, adaptation, and development of knowledge to meet individual needs, and often manifests itself as self-actualization, self-learning, and self-management. In learning, it is the accommodation and adaptation of external knowledge into the individual’s existing knowledge structure so that new knowledge, meaningful to the individual, is created.

Enhancing the professionalism of teachers is the key. Quality assurance of teacher education based on the Triplization Theory is the basis for the initiative in Hong Kong. When Hong Kong gained sovereignty in 1997, it was the principals’ responsibility to guide the reform. It must be student focused, possess a ‘no-losers’ perspective, and be of high quality, with an emphasis on lifelong learning and a mobile society. Teacher professional reform has emphasized IT knowledge to support learning within the pedagogy. Mastery of a Chinese dialect is required, as are the application of student-centered techniques in teaching.

In recent years, as a result of the economic downturn, full funding of the higher education programs for teacher training has become less available. Reduced scholarships for educators and school programs, lack of funding for direct discourse initiatives between classroom teachers and universities, and the preclusion of higher education from the QEF have seriously limited the scope of the education reform efforts.

Notwithstanding these reductions, application of the Triplization Theory is in the early stages of individualizing its teacher education programs.

Some examples of the innovative strategies in teacher education and preparation under the theory include:

- 1) improving and strengthening the relationship with China in the context of globalization
- 2) localization is ensured through collaboration in the construction of the teacher knowledge base with local partners, through the building of strong partnerships between local schools and universities; and through the contribution of a knowledge platform that is used by local teachers, students, parents, and the community; and through the provision of services to the local schools
  - a ‘Lecturer Attachment Scheme’ attaches lecturers from the teacher training institution to local schools to assist teachers in updating their knowledge and skills, and sharing their professional knowledge with the teachers.
  - the PIPPS Project pairs a novice teacher and a mentor teacher and educator.
  - the ‘Tripartite Interflow’ involves a three-way exchange of staff members among schools the education department and the Hong Kong Institute of Education to share the local knowledge of each partner.
  - a joint BS Honors program in Mathematics and IT in Education with the Hong Kong University of Science and Technology which seeks to equip students with strong content knowledge as well as pedagogical knowledge.

A number of other innovative projects are also being undertaken through the international connections afforded by networking made available through information technology.

However, unless teachers internalize the new knowledge and identify with the new values of education, the reform efforts will be for naught. Transformation to the mindset is essential to ensuring that teachers have a commitment to lifelong learning and self-learning.

## Questions and Comments

Question: *Do your universities attract good high school students to enter the education field? And do teachers enjoy a prestigious status?*

Response: *The status of teachers used to be high because parents valued education. In recent years, although we still enjoy good salaries, the government doesn't support teachers. There is criticism from parents and the government that teachers have not done their job well. They have also been public in their criticism of the skills of the teachers. Can we attract good students to the field? Yes, we do attract good students. We have found that in the past three years more students want to become teachers.*

Comment: *Currently, 18% of university graduates are becoming teachers. While teachers receive more money, there has also been an increase in the number of hours they have to teach. This workload is not conducive to the adaptation to the rapid changes in the educational paradigm and in the work that teachers must do under that paradigm.*

Question: *You call for a paradigm shift. Wouldn't coexistence of the two approaches rather than a negation of traditional approaches be more appropriate? Isn't there a danger of 'throwing out the baby with the bath'?*

Response: *We need to make the shift; but to take small steps to change. If we can move 10% or 20% in one area such as changing teaching techniques, this will work better. Let them enjoy the benefits of change.*



**Problems and Issues of, and the Course of Development  
for Korea's Teacher Training System**

Dr. Sang-Myong Shin

Korean Educational Development Institute (KEDI)

The Republic of Korea

Problems were presented in four areas of concern: inputs, processes, practices, and outputs. At the *input* stage, teacher-training institutes lack defined educational goals and suffer from an excessive number of students per course. In the *process* stage, there is an inefficient internship supervision program for student teachers. The certification requirements between institutions are problematic in reference to the quality of teacher training. There is no clear or collaborative system for the various teacher-training institutions to share information, resources, data, or professional personnel. In the *practice stage*, there is no correlation between the middle and high school curricula taught at the universities, and what is actually practiced in the schools. As for *output*, there are far too many new teachers being graduated in relation to the actual employment needs.

Korea is debating the issue of open vs. closed institutions for training teachers. In the closed system, the government controls the quality and quantity of the teaching force, In an open system, the institutions themselves have the power to set programs and limits in enrollment. This debate has tended to look at integrating the teacher training institutions into the general universities, and has led to a discussion of master and doctoral degrees for teachers. Another proposal is the lengthening of the period of teacher preparation and extending of the curriculum. At the present time, the course of development for Korea's teacher training system is affected by the surplus of teachers. With this surplus, maintaining quality control over the teaching profession becomes a priority. A solution presented is to increase autonomy while making teacher-training institutions accountable for the quality of their output.

In summarizing the issues, the speaker recommends that teacher training institutions start from internal strength to secure professionalism; rather than integrating institutions to upgrade courses, since there is no guarantee that the desired professionalism will be gained.

It is also important to strengthen the teacher internship programs, through the formation of a system of collaboration, as well as offering doctoral programs. Also, the system needs to be strengthened through an effective approach to institutional evaluation.

The government needs to come up with new measures to attract qualified students to the teaching profession.

## Questions and Comments

Question: *How close is the partnership between teachers and the Ministry?*

Response: *There is a poor relationship between teachers and the Ministry of Education. Teachers are not following the Ministry directives; they want to do their own programs.*

**Teacher Education in Japan  
and Miyagi University of Education**

Mr.Kaoru Yokosuka

presenting a paper by Mr. Yoshiyuki Otomo  
Japan

In Japan before the Second World War, teachers were educated at normal schools. Normal schools were funded by the government and had a uniform curriculum and required no tuition for teachers at elementary, middle, or high school levels.

Teachers in postwar in Japan were educated through different systems. Decentralization gave local boards of education more freedom. Also, the Open System of education was established, which required all teachers to have a teaching license, although they were not required to major in education. This approach opened the teaching field to students graduating from both two and four year universities, as long as they took the specialized courses to obtain a teaching license.

Japan has continued with the Open System because of its success. Although other systems have been tried, they have not had the success of the Open System. Currently, because of the Open System, many non-education majors are easily obtaining teacher licenses that they will never use. The number of graduates becoming teachers is declining. A student wishing to become a teacher must graduate from a national university; those graduating from state-run teacher training programs are finding it difficult to find jobs.

Miyagi University of Education (MUE) was founded in 1965. This teacher training program was once a part of Tohoku University; however, after many unsuccessful tries to integrate a teacher training program with a liberal arts university, MUE became separate teacher training university.

The first step MUE took, as a new university, was to focus on elementary teacher training as a center; those planning to teach in junior and senior high schools study individual subjects.

The second step was to put the students into a classroom. Therefore, attached to MUE is a demonstration kindergarten, elementary school, junior high school, and a school for the mentally retarded.

The department is divided into three sections, each with a specific focus: teacher training courses; special education courses; and lifelong education courses.

MUE also has a two-year master degree program that is set up in a fashion similar to that of the undergraduate program.

A teacher education center was established in 2000. Carrying on along the Open System and allowing the teachers to gain practice is very useful in the teacher training systems currently in use in Japan.

### Questions and Comments

Question: *One thing that struck me is that you said one out of three graduates are employed after graduation, is that correct?*

Response: *Yes; only 30-40% of graduates are employed. The other students have to choose other jobs.*

Question: *So are there any remedies or methods or do we just let it go like that?*

Response: *It is quite difficult, especially for elementary schools now; the numbers of students have been reduced drastically so there is really no need for new teachers.*

Question: *Is there a surplus of teachers?*

Response: *No, not really a surplus; new graduates don't have the opportunity to teach so they find other jobs. If the class size is reduced in the elementary schools from 30 students per teacher to 20 students then the recent graduates will have more opportunity.*

Question: *Thailand currently has a shortage of teachers in Math and Science. What is happening in Japan?*

Response: *Japan is suffering from an economic depression; even graduates in engineering and science can't find good jobs. Students who want a stable job will become teachers.*

Question: *Does Japanese education system have enough teachers in Science and Math?*

Response: *Yes.*

Question: *Are all fields and disciplines covered in Japan?*

Response: *Yes, we do not have a shortage of teachers in any discipline.*

**Cambodia's Experience with EQIP-  
The Education Quality Improvement Project**

**Mr. Ou Eng  
Deputy Director, Planning Department, Project Director  
Cambodia**

Cambodia's main goals when implementing the Education Quality Improvement Project (EQIP) were to 1) cluster schools 2) use a child-centered approach and 3) use a standard of assessment.

In 1998 when the pilot phase began, there were ten local clusters in two districts; after an evaluation of the project, it expanded to fifty clusters in the province. In year two, it expanded to two new provinces and grew to eighty-one clusters. Three provinces were covered the third year, affecting one thousand of Cambodia's five thousand four hundred schools.

This project began out of a desire the Ministry to improve the quality of education of the students. They learned about the cluster concept from Thailand's trials in 1991 and 1992, still active in Thailand today. The clusters enable teachers to share human and material resources by holding teacher-training sessions on a weekly basis. The teachers in Cambodia meet on Thursdays for an hour to share.

At these meetings, the cluster must come up with a proposal. They begin with the visioning of what needs to be done then what needs to be improved; they then move to a cluster plan. The cluster plan is both a one-year and a four-year plan. The proposal is prepared based on the consensus of the cluster participants.

Teacher training is a very important component to this project. The teachers in Cambodia are recruited off the streets. Most of them have a two-month, three-month, or maybe a six month training course. So all the teachers are required to attend the cluster training programs. There are two types 1) The director of the cluster hires a teacher to be the leader. This type of training is also done by NGO's 2) Technical meetings are held at schools with satellite downlinks. The grade heads attend these meeting then take the information they have learned to share with the teachers at their schools.

Cambodia has tried to adopt on a child-centered approach to learning by providing a bright, colorful learning environment where the children are relaxed and happy. The teacher is required to know each student, lesson plans are based on pupils' needs, and student led activities are being introduced. In return, students are required to show responsibility as well as quality of leadership.

To test the effectiveness of this four-year program, an achievement test is to be taken by all fourth-grade students. The test is written by fourth-grade teachers and includes fifty literacy and fifty numeracy questions.

Some problems have developed. Given the low pay of teachers, many have to find a second or third job to earn a living, which gives them no time to plan or develop materials. Another problem is class size; currently there are 70-75 students per class, making it difficult to know each child, let alone teach.

This project, also called “learning innovation” will take time to show results. Hopefully, officials will come together with teachers and community leaders to help it happen.

### Questions and Comments

Question: *In addition to gains in numeracy and literacy as shown, can you share some other features considered gains in quality improvement?*

Response: *Data from grade four test are sent back to clusters, so it is a base for the next proposal. The cluster then has a base for hiring their next skillful teacher to teach at the teacher training. Knowing their weakness helps to know where to begin.*

Question: *From the brochure, it seems that most of the money goes to teacher improvement instead of teachers teaching new subjects with an emphasis on decentralization?*

Response: *More money goes to teacher training; however, I did not focus on the other items the money goes to because this session was on teacher training. So I focused on teacher training. One of the main things that benefit every school is a library. Cambodia has never had libraries before, and the teachers are just beginning to learn how to use them. We started with a resource center and now it has become a library where students can read, play games, and study.*

Question: *Can you tell me a little more about community involvement, or infrastructure support?*

Response: *Transparency is the most important thing in community involvement. We hold a public ceremony to disperse funds to the different clusters. During this ceremony the community, parents, and officials are invited to attend. They also are able to see how the money is used. Teachers are required to post where the money is spent so parents and community members alike can see where it is going. Some communities have also come up with awards to give poor students. They have a box in the community that people are allowed to donate to, raising money for the students who don't have enough to go to school.*

Comment: *The status in the community of teachers in the Lao PDR is high; however they receive a low salary. Teaching is a civil servant job and pays the same as all civil servant jobs. However, teachers in Lao PDR have an opportunity to increase their salaries by 1) teaching in a different district, increasing their salary 15% to 20% depending on how far they go; or 2) teaching multi grades. Many schools have only 33 students per school, not requiring one teacher per grade, however requiring a teacher to teach several grades. Those teachers are given 25%-30% more depending on how many grades they teach.*

**Roundtable Presentation**  
**Chaired by**  
**Ms. Sudhasinee Vajrabul**  
**Director, Education Information Centre**  
**Office of the National Education Commission**  
**Thailand**





**The Learner-Centered Approach: A Roundtable Presentation  
of the Joint Thai-UK Creative Teaching and Learning Project**

Mr. Peter Newton  
The British Council  
The United Kingdom

The session was divided in half with the first 90 minutes devoted to demonstrations by teachers and students from the pilot schools involved in the project. The second half of the session included a presentation by Mr Peter Newton, an impromptu panel discussion by teachers and museum representatives involved in the project, and a video presentation that showed the reality of one student/learner centered classroom lesson in application.

The project was collaboratively designed and implemented through the British Council in Thailand and the Office of the National Education Commission. It was targeted at seven pilot schools in or near Bangkok. Its overall purpose was to help teachers use a learner-centered approach in their classes to enhance creativity and creative thinking in their students. Thus, the project really focused on both teachers and students. Students were the objects of enhanced creative thinking and expression, and teachers were offered a hands-on demonstration of using student/learner-centered pedagogy, which they helped design themselves, in their classes.

All of the pilot projects utilized local resources in the form of museums, libraries, or other local learning centers. In general, teachers led their students towards an investigation of what learning resources were available at their local museums, etc. The students' interest, once expressed by the students themselves, then led to the first of many field trips to the select site. Nearly all of the museums investigated and offered a focus on Thai history and traditional Thai customs, etc. Students were first encouraged to follow their own genuine interests presented in the museum/learning center, and then encouraged to creatively find ways to explain, demonstrate or portray what they discovered and/or learned. This usually involved adapting the knowledge and information gained from the past to a modern context, today's issues and concerns.

As introduction, Mr Peter Newton explained that reform or change, especially like that of switching to a student-centered approach in the classroom when a given teacher's career has been spent using a different pedagogy, is risky. It is also threatening and risky for students who have become used to one method and often are resistant to the introduction of something so new and different. He explained that we each have our personal 'comfort zone', a place and manner of behavior where we feel safe. This joint project required that both teachers and students "get out of the box", i.e. out of their personal comfort zones and into the 'discomfort zone'.

Perhaps what was most valuable throughout the presentation was to actually see the teachers and students demonstrate and talk about their experience and learning through this

project. These demonstrations were, for the most part, unrehearsed and therefore conveyed a refreshing genuineness. Most obvious and most impressive was the very real delight and pride in achievement displayed by both teachers and students. Repeatedly, students reported that the project was “fun”, as in: “learning this way is fun” and “we LOVE it so we learn because it is fun”.

Following are examples of the project demonstrations offered:

- \* One school, with 56 students in the classroom, first divided into small work groups. Each student selected a job or professional career that they would learn about and role-play/describe for the others. In skit performance, they described their chosen topics.

- \* One school visited the National Museum and learned about different styles of puppets from the past, including royal puppets, little simple puppets, and Chinese puppets. The students did their own (guided) research, constructed their puppets, wrote their scripts, and gave their performances with some students acting as readers, while others were the puppeteers.

- \* One group studied Thai history as presented at a Wax Museum and then created a short play to modernize and convey the lessons they learned and felt were still most relevant.

- \* Another school’s students chose to learn about traditional Thai games and then adapted them to teach important messages relevant today.

The panel discussion with teachers and museum representatives involved in the project was also interesting. Perhaps the number one gain was the students’ sense of pride and accomplishment. By learning what they, themselves, chose to learn, they learned most important lessons about how to learn; lessons applicable for a lifetime.

Observations from the museum personnel were, first, that the students ‘had fun learning’. Throughout the project, they were a resource of information and helped with new terms and language associated with the area of the students’ interest. As a result of the project they were re-designing their displays to better accommodate student learning.

The presentation by Mr. Peter Newton on student-centered learning, and the project in particular, suggested that the purpose of the methodology was to stimulate curiosity and raise self-esteem in the students. It required that teachers develop an ability to recognize the right moment to encourage and create a balance between structured learning and self-directed learning. They need to learn how to run groups while still attending to the individual. And, they need to learn to use active questioning strategies.

Mr. Newton made an emphatic point that the Student/Learner-Centered Approach does not mean that students “just do whatever they want”. Nor is it to completely replace any and all other methodologies in the classroom. It is a tool, another method among many. Teachers need to learn it so they can effectively employ it when appropriate.

Comments noted by teachers about benefits they experienced through their involvement in the project included

- “better cooperation between students makes my job easier”
- “cross subject team teaching is effective, hard and fun”
- “we planned carefully and it worked”
- “poorer students work harder this way”
- “small groups really work well”

Benefits to the museums, he noted, included the students reporting that they want to go back and learn other things. Further, the museums now have learned a way in which they can reach out to schools and plan activities together.

Among the benefits to students:

- “I feel braver about expressing my feeling” - - a student
- “I saw the light in the students’ eyes” - - a teacher
- weaker students were engaged and encouraged
- stronger student became active collaborators with their teachers in planning methodology for their projects.

#### Problems and Issues to keep in mind

- collaborative partners, including administrators and teachers, must be “on the same page”. Good, clear, and continuous communication among all active partners is essential in implementing this kind of reform project.
- How do we assess creativity in students involved in this kind of project?
- A caution: Creativity and the implementation of anything new can result in an immediate, but sometimes misleading, sense of impact and enthusiasm. Long-term gain is the goal we must keep in focus.

Lastly, Mr Newton noted some things that reform always needs:

- Support from the top
- Support all around
- Ownership of the change by teachers and students
- Avoidance of overloading teachers and schools by adding to their burden

A common language of the reform needs to be used and disseminated so that as the reform (hopefully) spreads and its area of impact increases (grows), everyone involved can talk about it using the same kind of terminology and language.

It should also be noted that some benefits of the reform might be unexpected.

**Day 2**

**Wednesday 4 September 2002**

# **The Second Keynote Address**



**Key Factors in Effective Implementation of Education Decentralization**

Mr. Steve Marshall

Senior Executive, the Department of Education and Training  
Victoria, Australia

In a presentation that is based on the experiences of school reform in Victoria, Australia, Mr. Marshall described the twenty years of change in the schools of that state from operating under a centralized to a self-managing system.

The changes have come about through incremental adjustments to the system, with the emphasis upon self-management of the schools through a framework of accountability and the introduction of school councils within the school systems.

The most dramatic changes occurred between 1992 through 2000. It was during these years that schools were given autonomy but continued to be financed by the government. As the reform progressed, some schools were allocated more resources than others, and this became a political problem. So, in 1999, the schools were brought into a more centralized system where regions were defined and local education administrations and schools under a principal were part of the education unit.

Three factors determined the reform movement of the education system in Victoria:

Reform Preconditions: Although a successful outcome, the process of overcoming resistance was very difficult. But there was a definite need for economic, social, and education reform, and this was a powerful driver on which to base the reform efforts. Frustration at the political, school, and stakeholders level was strong, and evolved an articulation of a vision supported by key goals. A change in government brought about strong political support of education reform. This political will and the agreement among the various factions pushed the agenda. Identifying the proper leadership and the specific stakeholders to implement the reform was a critical step, since not all stakeholders would be in agreement in the able to move the agenda forward in the same direction. Principals and school council presidents were the main stakeholders. Unions were pushed aside at the beginning, to be included at a later stage.

The vision of the reform was kept active and public. It was assumed that those most closely affected by schools' decision-making level-teachers, parents, and the community-who ought to play a significant role in making those decisions since they knew best what was needed, and how to meet those needs. Within time, all stakeholders had the right and responsibility to contribute to the system as a whole.

One problem encountered during the reform was the establishment of 'classes' of schools, some being given greater autonomy than others, which led to a perception of inequity in the designation of resources and resulted in hostility and divisiveness that became very politically

charged and was a major factor in the change of government in 1999. The same thing happened in South Australia. The lesson learned was that all schools had to be kept under the same system. Resources must be equitably distributed.

Integrated Policy Framework: Policies were introduced that fit together consistently, and that were clearly defined and easily understood. The four key areas were curriculum, a people orientation, accountability, and resources supported by information and communication technologies. All policies were directed toward an improvement in student learning.

The policy framework required considerable restructuring, at both the bureaucratic and local levels. Many in the bureaucracy found it difficult to change their approach. Budget allocations had to change drastically, with greater resources being directed to schools and local education offices. Local education offices had to greatly increase their support role.

The change has been very popular with the school administrators and personnel who enjoy the freedom and flexibility they now have. Stakeholder involvement has also increased.

Capacity Building: Communication was essential in the implementation of reform, not only the vision and policy framework, but in the provision of ongoing advice and information. Local education offices became responsible for and the conveyor of information.

Transformational leadership was essential. The school principal became the primary agent for the implementation of the changes, and his leadership skills became critical to the success of the change process. Leadership characteristics focused on: driving improvements; inspiring and energizing staff, students, and community; having an achievement focus, taking initiative and risks; having the capability to analyze, understanding managing, and translating the context of his school, community and country.

Training was a constant feature of the reform. Training of administrators, principals, teachers, counselors, are in all areas of the change process. Phased implementation was a process undertaken through pilot programs. A caution here is that the process must be transparent and the budget process equitably handled. Universities can assist in the transformation effort and provided the credibility in the process.

A consistent administrative system was also essential. A system had to be put in place that enable school reporting, accountability, and budgeting processes to be applied across the system.

There is no single template for decentralization of a school system. It requires time and persistence on the part of the reformers. It has taken over twenty years to make the changes necessary to move from a totally centralized system of administration to a broad-based, self-managing system.

**Panel Session III**  
**Some Key Factors in Effective**  
**Implementation of Education Decentralization:**  
**School-based Management**

**Chaired by**

**Dr. Zhou Nanzhao**

**Chief Coordinator, Asia-Pacific Programme**  
**of International Innovation for Development**  
**UNESCO (Bangkok Office)**





## **Panel Session III Comments by the Chairperson**

### **Panel Session III Comments by the Chairperson**

Decentralization in school management has been a regional and international trend in educational reform. It is a means of involving all stakeholders in the process of reform and is a precondition to facilitate a true learner-centered approach on which this forum deliberated yesterday. It is also most necessary to achieve national standards and quality assurance at the grass roots and individual levels, which is the ultimate aim of educational reform. The debate over how centralized or decentralized the management of educational systems should be is essential to the implementation of educational reforms, especially in the context of the Asia-Pacific Region. The issues in decentralization vary from country to country and there is no ideal model to fit all. So the purpose for this panel presentation is not to offer ready-made answers, but to present and reflect on national experiences from broad international perspectives.

**Linkage between  
Innovative Management and Student-Centered Approach:  
Platform Theory for Effective Learning**

**Prof. Dr. Yin Cheong Cheng**  
**Director, the Center for Research and International Collaboration,**  
**Hong Kong Institute of Education**  
**Hong Kong**

A paradigm shift in learning is called for to move from the site-bound approach to learning to a new ‘triplization’ learning, which integrates globalization, localization and individualization: individualized to meet the learners’ needs, as well as localized and globalized to pull up the resources to support lifelong learning and to develop contextualized multiple intelligences. Whereas the learning process was traditionally focused on the teacher as the giver of knowledge, standardized programs, and the absorbing of knowledge, the focus is now on the learner as the center of learning in an individualized and self-actualized approach, where learning itself is the reward, where continual learning opportunities take place both in and outside of school.

The aim of the Platform Theory for Effective Learning is to link innovative management of the school with student-centered learning. The challenge is to change the management of schools to respond to the new paradigm of learning. The nature of the school must change to facilitate the learning process, to encourage the multi-intelligence environment. Community and parental input into the school management becomes necessary to support the process of localizing education.

A number of high value-added competencies are now expected for learners, including initiative, cooperation, working in groups, peer training, evaluating, reasoning, problem solving, decision-making, and planning. The question is how school management and curriculum implementation can support the acquisition of these competencies.

A ‘platform concept’ can provide the comprehensive theoretical framework to review and conceptualize the linkage of innovative management with effective learning, teaching and schooling, and the application of the various types of existing resources of technology, knowledge, and social/cultural capital to enable people to work and perform in a smart and optimal fashion. Effective learning is the first platform required for the new paradigm. This platform is supported by school-based management which is in turn supported by a central education platform. The central platform should provide the resources and teaching materials to the schools to assist the teachers.

Hong Kong has made progress in implementing school-based management over the past ten years. The key elements in this effort were direction in school management, financial

management, staff development, and, particularly, accountability. Have the focus on these elements brought about any changes in the participation by teachers and parents, the teaching practices and the outcomes of student learning? There seems to be some indication of a positive trend, although the real impact will take time to become clear.

There has been an increase in the participation, in the teaching practices, and there seems also to have had an effect on student learning outcomes.

### Questions and Comments

Question: *Does high competition contribute to high achievement?*

Response: *Students do achieve high scores on competitive exams, but they lack the ability to use the knowledge gained. That is why more group work and student-centered learning techniques need to be incorporated into the teaching model.*

Question: *High scores, low ability. Is that true of all students?*

Response: *The top level students may not have this problem but the middle and low level students do have difficulty in the value-added competencies.*

Question: *How much of your presentation has actually been implemented in the schools, and how much influence do tertiary institutions have in driving this change?*

Response: *We now have the funding to be able to work with tertiary institutions in the schools. There is greater collaboration between tertiary institutions and the schools, particularly in teacher training.*

**Partnership with Key Stakeholders:  
Lessons Learned from the Thai Experiences**

Dr. Kasama Varavarn  
Permanent - Secretary, Ministry of Education  
Thailand

Partnership with key stakeholders is a crucial issue in education reform today. Schools in Thailand began at the community level. Over the years, however, the government has taken over the control of all of the schools. Ownership has changed hands. It is embarrassing that the people feel that the schools in which they have invested their resources do not belong to them.

There are nine main stakeholders that have an influence in schools. These stakeholders range from religious leaders, community leaders, parents, school committees, to teachers and students.

The religious leaders have informal control over many schools. 30% of the schools are located on temple grounds. They also provide religious instruction and support. These schools are often supported by the religious donations. The Muslim schools are strongly supported by the religious and community leaders. *Community leaders* often also support their schools with expertise to enable a broader curriculum. They also assist in child welfare, recruitment, and management issues. *Alumni* provide strong technical and financial support, particularly in extra-curricular activities. *Parent-teacher associations* provide important support to the schools, and play a role in providing activities not permitted by the government regulations. *School committees*, which have been strengthened under the National Education Act of 1999, approve development plans and are beginning to oversee curriculum. *The informal parent network* provides another important mechanism to work with the schools. They are becoming a very important influence in the operation of the schools. Local government is playing a greater role, especially as schools are being transferred to the local government authority, and funding will be allocated through them. *School leaders and teachers* are being encouraged to participate in the school management, especially through academic and curriculum committees. *The students themselves*, through the student councils, are encouraged to have a greater voice in the schools. E-mail and Internet has greatly facilitated communications.

There has been a long tradition of the school as a 'black box', which no one was allowed to interfere, preventing meaningful participation. Conflicts of interest and of values is another common problem. For example, parents are not certain that the learner-centered approach will ensure their children further education opportunities and hesitate to cooperate in the changes in curriculum and teaching approaches that may have a negative impact. Feelings of inadequacy or inferiority on the part of some parents prevents their full participation, as does inadequate preparation for undertaking a greater role.

Clear government policy has reinforced participation; participatory indicators are needed to ensure that successful interaction among the stakeholders is occurring. One approach is for the school administrators to provide exemplary conduct; mean it when they say that the community has ownership. Having financial control will assist in encouraging this sense of involvement and participation.

Training programs and concrete opportunities will enhance participation. The reform movement is to open the schools to greater participation by the community. This idea is centered on the idea of decentralization. Having communities take a more active role in the direction and content of schools will lead to a more open and transparent educational system. It is felt that Thailand has found the limits that governments can improve education.

The problems Thailand faces are the tradition of top-down management and the conflicts with the meanings of change. We also have an inadequate training model for teachers and principals. Finally, it is often difficult to get a discussion with groups of people such as parents and teachers.

### **Questions and Comments**

*Question: Social partnerships are important. How do you get the stakeholders to the schools?*

*Response: When we communicate to the community that the students have problems and need help, the community has responded.*

*Question: Do conflicts arise with so many stakeholders?*

*Response: Yes, but the schools can set up agreements and schedules that will reduce these conflicts. Also, at times a unit above the school can intervene when the stakeholders operate in ways that are not constructive.*

*Question: What will you do with student-centered learning as a state policy?*

*Response: Student-centered learning is close to my heart. It is important for students, teachers, and principals. When you give students a chance to participate, you will only benefit from their involvement. When you close them off, they will find a way to communicate that may not be what you want. It is essential to give students a platform and mechanism to express their needs and to channel their involvement.*

*Question: You identified nine stakeholders, but universities were not mentioned. Will they be included?*

*Response: Sorry to leave them out. Of course, the universities have an important role to play in the reform.*

**The Role of Human Resource Development  
in Improving K-12 Educational Leadership in Kyrgyzstan**

Prof. Dr. Myrza Karimov  
Associate Professor, State Pedagogical University  
Kyrgyz Republic

Under former Soviet administration, all systems were top-down and controlled from the center. The schools were charged with creation of a new citizen who would follow instructions from the center. Analysis and critical thinking were not desirable characteristics of either students or school administrators. Since 1991, however, schools have been given a new mission, not only to teach students, but to serve as the cultural and educational center for the parents and the community. The community is also charged with assisting and supporting the schools in that mission, to develop the country and the economy.

In its efforts to implement improvements in the educational system, the government has given greater autonomy to schools to use and to obtain resources from the community. Schools are being encouraged to develop their curriculum to reflect and respond to the needs of the community and to play a role in conserving the national culture, an area that suffered greatly under the Soviet regime.

The new approach to school management faces a number of difficult challenges. It is imperative to develop new managers for the new requirements who are creative, flexible, and development-oriented. The new school-based management mandate requires *greater leadership capabilities* on the part of school principals, most of whom are products of the former system. A key issue is *transparency and accountability in financial management* of the schools, particularly as the increased autonomy without a system of accountability has created opportunities for misuse of funds. Another issue is *the resistance to change on the part of school administrators*, the vestiges of the mentality created by the previous political regime. The *lack of motivated and qualified personnel* in the school administration to carry out the various functions is also a serious constraint. And there is no money to fund training programs or for structural improvements. *Uncertainty about the future* is a nagging concern and the number of changes have created confusion among the community and the school administration. Lastly, there has been *inconsistent leadership* at the national level and the frequent turnover of ministers has created a lack of continuity in direction and policy implementation.

Some of the solutions that could address these barriers were presented. Legislation is being drafted, and a new education law that will address some of the issues currently being faced: to ensure the professionalization of school administrators through increasing the eligibility requirements for principals and providing training courses for current administrators; to make curriculum changes and ensure that course content meet community needs; to effect changes in the way schools are managed and financed; to establish requirements for

periodic external reviews of school administrators; to develop accountability through annual reporting systems; provision of a model of change through changes in the university curricula; and development of opportunities for school administrators through distance learning, internships and action learning.

### **Questions and Comments**

***Question:** Are the school curriculums being developed autonomously or following a national framework or set of guidelines? How is the national curriculum being developed?*

***Response:** The community is given authority to develop its own curriculum, in the sense of ‘think nationally but teach locally’. Special short-term training courses are being conducted by the Ministry of Education with support from the Asian Development Bank that allows local level to provide training opportunities to all principals to learn the new systems and to ensure that curriculum development is effective.*

***Question:** We have found that in many countries where education reform is needed. Merely adjusting existing systems is not enough; complete changes in the way education is undertaken is required. In Kyrgyzstan, you are doing a paradigm shift while we are not trying to change our system but only to improve it. In what way do you think your educational goals and systems should change?*

***Response:** Foreign experts visiting our country say lots of important things but do nothing. This year, we are making real changes to what we are doing. For the first time, national testing for university entrance by an independent institution has been introduced. The results have been positive. For example, we are now able to award scholarships to students to study at the university on a by-merit basis. We will also pass a new law that will set standards for teachers, administrators, and curriculum. When we started our reform, we began at the university levels. We have now returned to a focus on the foundations of the system, at the very beginning levels.*

## Leadership Development in Singapore: A Changing Landscape

Prof. Dr. Lee Sing Kong  
Dean, Nanyang Technological University  
Singapore

In Singapore, one institution trains all teachers and school administrators, which means that all school administrators and teachers are alumni of the institution. With its small size comes some advantages. The island is able to form partnerships among the university, the schools, and the Ministry. This makes it easy to coordinate education reform policy and its implementation in training programs to meet the needs of the new initiatives. The focus at the university is not only the pre-service preparation of teachers, but in the leadership preparation of principals to ensure that they are effective central figures in the role of the initiators and managers of quality education in the school.

Singapore's reform is in response to three imperatives that drive the decentralization effort. The first is *globalization and technological advances*: in this fast-paced world principals need to make on-site decisions to exploit the potential that is available. A second factor is the *limited resources* to meet many priorities. Block budgets are provided to schools, and the principal needs the power to allocate resources where needed. Lastly, the principal must show *accountability* as specified in the new 'school excellence' model. Those who are impacted by these imperatives are the students, teachers, and parents and the larger community as well as the central bureaucracy.

What does the new leader look like? The key attributes that are sought in a principal are: an innovative mindset and a predisposition towards proactivity, the willingness to take risks; the ability to work with diverse groups and stakeholders; the ability to inspire, motivate, and harness the strengths of others; ability to prioritize to maximize the use of resources; the ability to operate in a climate of change; and to have the characteristics of creativity, farsightedness and fore-sightedness .

A formal executive preparation program for principals has been developed called Leaders in Education Program. In this six-month, intensive program principals are pushed to go beyond best practices to create new practices and understand the contextual basis of various situations. Principals are driven to seek new knowledge utilizing whatever information they have.

LEP participants are guided through a series of activities in small groups to activate self-learning strategies. The Institute attempts to model the system they are trying to inculcate, not merely teach or explain it. Self-learning and self-reflection are important components of this model, and participants are encouraged to question and seek knowledge. Participants are divided into groups called Syndicate Groups of Six, each led by a tutor. Each group meets



weekly to identify problems and to set strategies to find solutions by thinking ‘outside the box’ to find innovative solutions. Participants are attached to a school under the guidance of a ‘steward principal’ who oversees the activities of the individuals in the program. The participant and the principal identify a specific project in the school to be worked on and a solution found or a proposal made. Another component of the LEP is and make an overseas trip to visit foreign organizations and school systems to study best practices and to analyze why they are implemented and why they work.

The Institute seeks to redefine the principal as a CEO for the school. A 17-week training program for department heads has also been instituted to develop a team approach to school management.

### Questions and Comments

*Question: The principal is the key person for reform. Our university started a leadership program in 1993 through a redesigning of the master degree curriculum. Principals have used their own money to come to the two-year program. Do those who come to your program have to pay?*

*Response: No. The government funds all teacher development programs.*

*Question: What is the overseas visit?*

*Response: It is a two-week program. The participants visit schools and companies to look at innovative management and education programs and discuss why these initiatives were begun and what made them successful. Participants attempt to understand how a culture of innovation can be developed.*

*Question: Of the three imperatives, what do you mean by accountability?*

*Response: We give block budgets to the school; therefore, the principal must show that it meets the needs and priorities of that school.*

### General Discussions following the Panel Session III

*Question: The concept of the Principal as CEO is being introduced in Thailand as well. Has Singapore faced any problems in implementing this approach?*

*Response: Yes, there are problems; however, Singapore's small size has made it possible to contain them. The major problem is related to the mindset change within educational community. In some of the schools, for example, a conformist-minded principal may not be receptive to innovative ideas suggested by younger teachers. Another difficulty is bringing the teachers along in the change process. These problems are not in the majority, however.*

*Question: Korea is at a crossroads in its reform policy. Emphasis is now on teachers and teacher leadership rather than on the principal. In Singapore, do teachers follow the leadership of the CEO principal?*

*Response: While the focus of my paper was on the principal rather than teachers, I did not elaborate. Resistance is natural. However, NIE also has programs of professional development for the teachers as well. 6,000 to 7,000 teachers participate in these programs annually. Research is an important component of the professional development. The pre-service programs are aligned with the professional development programs.*

*Experiential learning and self-learning is an important concept at NIE. We agree with the Greek philosopher who said that 'the mind is not an empty vessel to be filled, but a fire to be kindled.' Teachers have to take charge of their learning.*

*Question: What are the fundamental goals of Singapore's new educational directions? What kind of citizens is this education system aimed at producing?*

*Response: The system is intended to equip our children with the skills to cope in an environment of change. The shift in the education paradigm has been from an efficiency-driven education paradigm that aimed at equipping children with knowledge and skills to cope with the needs of economic demands and to prepare them for work. In the new context of globalization and technological change, young people will not know what jobs will be available and needed ten years from now. For example, bio-informatics was unheard of ten years ago. Thus, the shift from the efficiency-driven education paradigm to the ability-driven educational paradigm. The focus has shifted to tapping the best potential of the child. The student-centered approach is geared to develop the potential and strengths of the student.*

Comment: *Knowledge delivery was the former focus of education. However, now that knowledge becomes outdated so rapidly. Ability-based and competence-based learning - 'learning intelligence' - has become more important. Economic intelligence, technological intelligence, cultural and social intelligence, political intelligence - are the competencies we need to equip our children with. Creativity is essential. The ability to transfer from one intelligence to another is the kind of thinking we are trying to promote.*

Comment: *Education reform is important for the entire society. As a member of the health profession and as a parent. I appreciate the directions being taken to work with the stakeholders. Thailand is in a transition moving towards those directions. It is important for parents to have a role in assisting in the education of their children. It is important for our children to be technologically competent. Sometimes, the teachers are not ready to move in these directions. They often resist for example the idea that peer teaching and tutoring is an effective means of shearing knowledge. But the move toward schools without walls is an exciting means of opening opportunities for students to learn more.*

Comment: *Although we come from different perspectives, it seems that we are discussing similar key areas: for example, the change of mindset, paradigm shift, explosion from within. The question is how these changes are to take place. Some believe that legislation can bring about the desired changes overnight; others favor incremental change. Some believe that dialogue is important to understand the partners in the education effort in order to effect appropriate change.*

*Decentralization and school-based management is another area where we have begun to see success. In smaller schools, where school-based management is not yet appropriate, partnerships of schools is a preliminary step.*

*A third issue is the effective allocation of resources. A permanent mechanism to tap these resources is needed. For example, the assistance of parents and community members who provide remedial instruction to slow learners is the most valuable resource that must be channeled effectively.*

*The development of leadership is essential, on the lines of the Singapore where possible and feasible, or perhaps the Naresuan model. Further discussion is needed to find effective means of doing this.*

Question: *A question which, not directly related to the session today, is the correlation between education reform and gender equity. I have been doing research in the traf-ficking of women in our society and find that an important factor is the traditionally lower value attached to women in our patriarchal society. How can our educational reform help to prevent this problem and generate gender equality in society?*

Responses: *This is an important issue in Kyrgyzstan where there is a great deal of inequality in education. Positions have traditionally been reserved for either men or women. This is changing, but a lot of work is needed to ensure equality in education. Gender issues are not women's issues. They involve us all.*

*In Hong Kong, there is a lot of discussion of this issue. Actually, girls perform better and have greater opportunities in education than do boys. The number of girl students is also greater than boys in many schools, which has made sports competitions difficult. A court decision has made it necessary for boys and girls to compete equally. The disproportionate number of girls to boys makes it difficult.*

*The most overt form of gender inequality in Thailand has been the barrier inhibiting young girls to go to school. Another level of inequality is the stereotypes of subjects as being for boys to learn or for girls to learn. These barriers have been largely overcome in Thailand. However, a more subtle lingering barrier is the abuse and sexual harassment of young girls by male students, when the teachers tend to side with the boys. However, the situation has improved, even though gender inequality still exists in more subtle forms.*

**Panel Session IV**  
**Vocational Education and Lifelong Learning in**  
**Selected Countries**  
**Chaired by**  
**Dr. Chinnapat Bhumirat**  
**Director, Bureau of Educational Policy**  
**Development and Strategic Planning**  
**Office of the National Education Commission**  
**Thailand**



**From Continuing Vocational Training to “Lifelong learning”  
in France and European Union**

**Dr. Richard Walther**  
International Director, CESI Group  
France

The speaker described the efforts to promote Continuous Vocational Training (CVT) in France during the past twenty years. He also discussed the approaches in the European Union which is not based upon laws, but upon policies, incentives, and strategies implemented to promote continuing training in the partner countries.

The French law passed in 1971 responded to the needs of the social and economic conditions existing at the time and also established a foundation for the development of continuing vocational training in French business and industry. The law set regulations in the fields of vocational and technology education that would meet the needs of companies requiring skilled and qualified workers. The social partners were the government, companies, and the workers themselves. The major intent of the law was to make training available in the organizational setting with the company obligated to provide training within the company, to finance that training, and to give individual workers access to long-term training that would increase their qualifications. The law stipulated a minimum of 1.1% of labor costs to be invested in training. In 1993, the basic law was revised and the minimum financial investment increased to 1.3% of total labor costs. However, the minimum stipulated in the law has been greatly exceeded in most cases, now reaching as high as 2-3% of total labor costs.

Companies were expected to set training plans and to identify the financial commitment for implementation of those plans as well as the workers targeted for the various training activities to be undertaken. These plans were to be discussed with workers and submitted to the government. The general conditions of the training were that it be undertaken during the regular work time, that it be organized on the company premises, and that access to training was a right of the workers, not a privilege.

The consequences of the implementation of the law was that it: motivated workers; required HR managers to plan appropriate training activities and to justify that plan in terms of the benefits to the company; and linked competency of the workers to the survival of the organization. An important feature of the implementation was the transparency in planning and financing and expenditure, both internally with the workers and externally for the government oversight. There is also a new awareness of the importance of training for the society and the economic health of the country.

Companies are able to plan and deliver training directly or to give that responsibility to outside agents. One of the outcomes is a focus on quality through outsourcing to private organizations qualified to provide effective training. This has created a training market and the competition has had positive effects on the content.

There is now a greater focus on upgrading or re-qualifying workers for higher levels of responsibility. Last year, 26,000 workers benefited from long-term training leave of 900+ hours, enabling them to attain higher qualifications and to move up in their companies. The average duration of training is 40 hours per year. Most of it is in adaptation training to familiarize themselves with new technologies and processes. Seventy five percent of training is now undertaken during working hours. At present, at least 40% of the workers have access to this training, but the access is not on an equitable basis. Although the original intention was to train the high number of lower level and unskilled workers, the major beneficiaries have been at the middle and upper levels.

In an effort to reform and improve the status of Continuous Vocational Training, a law was recently passed that recognizes CVT programs and the appropriate experience as qualifying a participant for certification. Also, new approaches are being tried, that combine in house with external training, and company-paid/individual-paid models of financing.

CVT programs are being studied by the European Union as a model for member nations to address their needs in the teaching of technical and industrial skills. The European Union Commission has been given the authority to impose some requirements on industry in their countries. Programs are being created to promote continuing training and education, and partnerships with foreign companies and universities are being supported to develop effective content and create new curriculums.

The Amsterdam Treaty focused on the financial means to support training. One positive approach has been the cooperation among automobile manufacturers in various countries to arrive at agreement on training methodologies, competencies required in the industry, and the appropriate content for training. A database of training sources is also an outcome of the EU cooperation.

Throughout Europe, between 70-80% of companies conduct in-house training, with between 40-60% of workers having access. There has been an increase of 20% in the number of companies offering training to their employees.

The speaker concluded with the observation that Europe appears to be working on the premise that there is no competitiveness without competence.

Mr. Arnold de Nadaillac, manager of a project in Thailand to develop a continuing vocational training system in Thailand, joined the presentation with a description of his activities in Thailand. In posing a series of questions and then providing answers suggesting some possible approaches. He presented the factors for the implementation of a CVT system in Thailand.

1. What social and economic needs could lead to the development of CVT in Thailand? Because the law of 1971 in France was the result of social and economic crisis as well as pressures from stakeholders, is there a comparable situation in Thailand at present that would lead to the serious consideration of CVT for Thailand? The present situation in Thailand comprises important reforms in education and government, a greater involvement of the private sector in connection with education and training, for example, the Federation of Thai Industries, so perhaps the time is right to set up a long-term system of CVT. What is needed is an information system allowing evaluation of company efforts in training.

2. Who should be the main actors of this CVT? In France and Europe, the actors are companies, public authorities, individuals...How about Thailand?

3. What should be the common position regarding financial contributions in support of CVT? Who should pay... and how much? In Thailand, if someone wants a degree, he must support himself with little support from the company; when the company has certain needs it pays for the training. Is this sufficient to develop a system?

4. Is there a need to have a law and administrative framework to develop a CVT system? In France, enacting laws seems to be the appropriate means; how about Thailand?

5. Should there be a unified or a diversified qualification system? Thailand is the recipient of cooperation from a number of countries, so there is a great deal of information available with which to develop a uniquely Thai system.

6. Where should individual and company needs be addressed in relation to IVT (Initial Vocational Training) and CVT? There are a number of universities, Rajamangala Institutes, technical colleges as well as organizations working to develop CVT programs. There are many opportunities to develop innovative and interesting programs.

*[The moderator saw many similarities between the conditions in France that led to the development of CVT in France and the current situation in Thailand.]*



## General Discussions following the Panel Session IV

*Question: How do companies spend their money in training?*

*Response: Companies must spend a percentage of their income on training. The company decides what will be taught, who will teach, and how long the training will be. If a company does not need or want to train their workers in a given year, the money is put into a common fund for later use.*

*Comment: In Korea, there is a problem with the financing of CVT. Because of the frequent company moves by workers, companies do not want to bear the burden of training; they prefer to hire qualified workers.*

*Question: Should we rely more on the schools or on companies to provide training in Thailand?*

*Response: That is a matter for Thailand to work out.*

*Question: How strong are your IVT schools?*

*Response: We have an apprentice system. About 35% of the young people go through this program. They spend 25% of their time in the educational institution and 75% in the companies. In 1985, the IVT programs had to be as good as the general education programs in France.*

*Question: Has CVT led to lower unemployment?*

*Response: There's no data to relate the cause and effect.*

*Question: Can a worker be trained to 'cross over' or to 'go down' to a new job?*

*Response: Companies have the autonomy to do any type of training.*

*Question: You said that 26,000 people took advantage of CVT last year. Are you satisfied with that figure out of a population of 60 million?*

*Response: No. We are not satisfied with this if one considers the needs for new qualifications within companies. We have not met the original intention of the law to ensure the training of lower level and unemployed workers. We need to develop new modes to encourage a greater number of participants to the system.*

*Question: Is it necessary to have a law to deal with CVT? Is it not better to leave this responsibility to the companies? And if they don't take the responsibility, just let the companies disappear?*

Response: *In the French context, it was necessary to have a law to ensure the creation of the CVT. It provided the structure and framework for the development of a system of training.*

Comment: *In France, as in most countries, people prefer to go through the general education system rather than professional and vocational training system, which does not prepare them adequately for work.*

*[The moderator noted that in Thailand, the education law seems to have been the major catalyst in stimulating the educational reform process.]*

Comment: *The levy system has not worked in Thailand or in other countries in Asia. How can companies be motivated to provide training for their workers. In Europe, companies are more aware of the value of providing training. Did the law create the awareness on the part of the companies?*

Comment: *Actually in Thailand, there is a high level of training undertaken in companies in Thailand.*

Question: *It was evident that there. In the European Union, some countries are less prepared financially; for example, Spain and Portugal are less prepared than France, England, and Germany. Also, large companies are better able to provide training than are the smaller countries. Is the Union doing anything to address this inequality?*

Response: *There is an attempt to encourage small companies to work together to develop training, but no direct financial support. In France, the central fund provides a mechanism to provide smaller companies with funds. It is a matter of solidarity. Take the automotive industry for example.*

Comment: *In France and Thailand, when companies have money, they are too busy to provide training; when they have no money, they do not provide it. However, when quality training is made available, companies will pay. After the crisis, companies have been more careful to select only quality training.*

Question: *Students going into industry are often weak in certain areas; for example, quality control or certain work skills. Part of the problem is that teachers are not prepared to provide this knowledge because they themselves are weak. In Canada, vocational teachers are required to spend years in industry. How can Thailand address this issue?*

Comment: *This is the same problem we are facing in Thailand with small and large schools. Smaller schools find it difficult to upgrade their teachers.*

Question: *Shouldn't we work towards stronger academic preparation of students before they go into the vocational stream?*

Response: *Yes, it is important for students to have a strong academic background, but if the entrance into the vocational education stream is delayed, it will affect their ability to enter or re-enter the system.*

Question: *What is the relation between CVT, TVQ, and the general education stream - in the context of Thailand?*

Response: *First of all, it is important to create a Thai qualification system, not an imported system from different countries. Perhaps the best way is to take the best elements from other systems and adapt them to the Thai situation. There is also the problem of a diverse vs. a unified system of qualification, both of which are used abroad. It becomes difficult to arrive at an equivalency between the two systems. But that is the choice of Thailand.*

Question: *There needs to be a distinction between qualification and certification. How is this resolved in France and across Europe?*

Response: *Within France, we are not creating a unified certification system; rather, we are creating a common certification for a diversified qualification system that comes from the IVT system. In preparing the qualification certificates, we are trying to define the relationship between the different qualifications and to arrive at a unified methodology of certification for them. We must have the quality of the criteria satisfying the diversity, but at the same time, not reducing the diversity of the qualifications.*

*If we consider Europe, it is difficult to generalize. In England, for example, there is a unique qualification system and a very unified certification system. It is not a French model or a German model; nonetheless, it seeks to maintain the diversity. We are all seeking to unify the certification of the diversity and to introduce quality criteria, but at the same time, we all want to maintain the diversity.*

Question: *What is the response of the French labor unions to the CVT and vocational training in general? In Korea, the unions seem more interested in increasing wages than investment in training for the future.*

Response: *In France also, unions are mainly interested in raising salaries. But the unions see this way of training as a way of raising the possibility of workers to achieve better jobs. French unions want individual access for training, not only employer-designated access. Unions also support the right of workers to have a certain period of time guaranteed to them to access further education and training.*

**Panel Session V**  
**Innovative Management of Educational**  
**Institutions (Higher Education)**  
**Chaired by**  
**Mr. Pornchai Mongkhonvanit**  
**President, Siam University**  
**Thailand**



## Knowledge Management and Higher Education Reform

Mr. Pornchai Mongkhonvanit  
President, Siam Univeristy  
Thailand

Knowledge Mangement is an interdisciplinary concept aimed at blending management, education, psychology, and other disciplines to manage the information in the organization. The concept has been applied to education in order to process knowledge within and outside information to develop innovations and to transfer the innovations into routines within the organization. Knowledge is created, selected, implemented, and routinized. These processes can happen one at a time or simultaneously.

Higher education needs to adapt to the changes in technology and globalization through a move toward a flat organization, with an increase in the interdisciplinary interaction between staff and faculty, through a reduction of bureaucracy and bureaucrats and the formation of *ad hoc* committees and teams across departments.

The ICT revolution requires a change in the approach to teaching and learning. Content is available everywhere. More important is the determination of which content is of good quality and appropriate for the needs of the institution, and how that information can be applied to the situation and needs.

The most important reform changes need to occur, not at the ministry level, but at the classroom level. Classroom teaching must move away from content-based teaching towards research-based teaching emphasizing the learning skills rather than the information itself, enabling learners to identify and separate quality information from the rest. Research methodology is important. Learning to use the information in a meaningful way is more important. Communication skills will be important in managing knowledge and information. English and Chinese will be necessary as will IT literacy. Creative and parallel thinking as well as critical thinking skills are essential.

In the new era, universities may be thought of as ‘knowledge arbitrators’; rather than reinventing knowledge. Universities need to collect appropriate knowledge from outside the institution and repackage it for the students and the community. Higher education institutions should seek close collaboration with industry and the community to develop and share information, with the university serving as the laboratory, catering to the needs of the community. They should provide greater access and reduce the gaps between education, industry, and the community. Cooperative and work-study programs fit in well with this new mode.

Because the shelf life of knowledge is shorter and shorter, the university needs to serve its graduates on an ongoing basis to enable them to keep up to date in their fields. This will ensure the continuing relevance of the universities.

It is also critical to remember that the technology of ICT is not the major factor in its successful application; it is the strategies used in integrating the technology as part of the system of knowledge management.

**Higher Education Reform in Indonesia**

**Prof. Dr. Satryo Soemantri Brodjonegoro**  
**Director-General, Department of Higher Education**  
**Indonesia**

Inequality of access to education in Indonesia is a serious problem and has a disruptive impact on the society and the security of the country. The economically disadvantaged are not being supported through the educational system as it should be. The major concern of the country is how to manage education so that it works for the poor and enables them to have equal opportunities to education and to the opportunities in the society.

The economic problems of the past few years have had a negative effect on the society as a whole as well as on the ability of higher education to educate more of the population in Indonesia and to prepare them to function effectively in the labor force. The numbers of children from poor families have declined. Many parents have shifted their children from higher fee schools to those charging lower fees. And many institutions have lowered their tuition in response to the decline, which has resulted in a decline in quality in some cases. At the same time, children of privileged families continue to find places in the universities.

The relevance of higher education is another important issue in the current reform climate. Institutions of higher education have customarily produced knowledge but have not been able to adequately apply and modify knowledge to meet the needs of the society. Their function must now be expanded to serve as centers where knowledge is configured and adapted appropriately to keep up with the changes and requirements. The size of universities will shrink and become flexible units that play major roles in national and regional economic development, delivery of lifelong learning, and the development of civic culture. Quality will now be defined not only in terms of the manpower and knowledge produced, but in terms of their service to the community.

In the reform agenda, the financing and management of institutions of higher learning have progressed very unevenly. The cost of supporting institutions of higher education has increased and been passed on to the students and their parents. Private sector input is being encouraged, since it is not possible for the state to provide the full support needed. Institutions are having to operate on a cost-recovery basis, with grants and loans made available to those with limited means. The management of the loan system is inefficient, however, which will result in a greater burden for the government. Government control is being loosened, encouraging autonomy, with block grants allocated to universities. However, management of the system needs to be improved, since in an effort to secure more resources and funding, 'performance' claims of productivity, and efficiency have often been exaggerated.

Indonesia's reform centers around five pillars in a new paradigm for higher education. Implementing the pillars of quality, autonomy, accountability, accreditation, and evaluation will be the responsibility of each institution. The sense of ownership is encouraged at the smallest units through the requirement that each unit develops and carries out its own plan. It will be in the marketplace of competition for students and funding that these pillars are contested. There will no longer be a uniform distribution of resources; funds will be allocated on a competitive basis within like groups of institutions. Pilot projects implemented so far seem to be working successfully.

A new approach to governance is the change of government institutions to legal entities or autonomous institutions. One of the difficulties in this change is the resistance on the part of the faculty and the confusion of the meaning of 'autonomy' with 'privatization'. Autonomy will continue to be debated as the government demands accountability and the institutions of higher learning seek the independence and academic freedom to pursue their mission.

The distinction between knowledge and commodity has narrowed and must be clearly differentiated while the need for subsidy schemes to ensure participation by the poor must also be understood and accepted. It should also be accepted that while support of basic education, which is the right of all in the society, is the responsibility of the government, the support of higher education, which is more a private benefit, is a responsibility of the community.



**Innovative Management of Higher Education Development**

**Prof. Dr. Nguyen Van Tai**  
**Vice Rector, Vietnam National University**  
**Vietnam**

The third millennium is a knowledge age, and the status of knowledge as a resource is at the same level as the natural, labor, and capital resources of a country. Universities play a critical role not only in knowledge creation, but in the ability to apply this knowledge for the development and economic growth of the society.

In Vietnam, the Communist Party considers education and training to be the most important national policy. The government has funded education at about twelve percent of the national budget, increasing to sixteen percent in the coming year. It is not for ‘reform for the sake of reform that Vietnam is pursuing change’, but for the development of a high quality educational system. However, the problems faced are formidable.

There is a strong desire to compete favorably with other institutions in the region and around the world, but a number of problems are holding the institutions back. The strategy for developing quality higher education is experiencing difficulty because of the debates on size, locations, qualifications, and examination practices.

There is no transparency in the management of institutions and their use of funds. There is a serious lack of teaching materials, a heavy reliance on rote teaching methods which encourages a passive mode of learning by students. Lastly, the introduction of modern technology has not been accompanied by widespread use in instructional settings because of the limited number of university personnel who have become technology users and are able to incorporate technology into their teaching.

Innovations are needed to enable Vietnam higher education to fulfill its role of providing quality human resources to develop the society during the information and knowledge era. The attributes sought are flexibility, creativity, and independence. Secondly, innovations should enhance the competitiveness of the higher education system to enable the training of individuals with skills compatible with the technological and scientific advancement at an international standard as well as equip them with interpersonal communication skills.

The next steps Vietnam needs to take are to improve the status of autonomy and accountability in the universities as well as to train educators and college administrators in new pedagogies and in the use of new technology that will improve teaching and learning, which will improve the effectiveness of academic management and administration and that will enhance the university image among the public. To do this the renovation of human resources of the higher education is essential. Appropriate policies of management and administration must be implemented and standardized qualifications to comply with the requirements of the job put into effect. This should be done through transparent recruitment processes, appropriate training, and efficient personnel management approaches.

**Reform of Institute Management  
in Higher Education in China**

Mr. Yu Fuzeng

President, Chinese Association of Universities and Colleges  
People's Republic of China

This paper discusses the importance of the contributions of higher education to modern industrialization, progress in agricultural programs, the impact on public health, and the 'professionalization' of business, government, and education through its graduates.

During the past five years, enrollment in higher education institutions in China has doubled while the number of institutions has remained almost the same. During the same period, the super-vision of tertiary level institutions has been decentralized, moving to provincial or local governments rather than the central government as previously. One of the reasons for this has been the restructuring of the central government bureaucracy. For example, the reduction in the number of ministerial departments concerned with industry has aided the decentralization of engineering universities. Another sweeping change has been the broadening of the curriculum offerings of these institutions to expand them into comprehensive or multi-discipline institutions in response to the needs of the society. This is a major change that has been in progress during the past 20 years which made it easier to expand enrollments following government policy.

The expansion of the enrollment in programs in engineering, agriculture, medicine, teacher training, and economics accounting for more than 60% of the total enrollment each year is a result of the policy and support of the government. The production of graduates responds to China's economic and social development and the numbers continue to increase in these critical programs. The enrollment in engineering programs have been maintained at around 35%, five million of the 13 million graduates over the past decades. Enrollment in the agricultural programs has also continued to increase, now on average about 5-6% of total enrollments. Enrollment in medical programs is 6-7% of total enrollment. Teacher training programs produces graduates to go into secondary education. Economics graduates are important for the development of the business sector of the country.

For most developing countries, the demand for graduates of higher education is always greater than the supply of graduates. China has not yet reached that point. Even in the face of limited resources, enrollments in all schools are expanding. The government role is essential to the continuing development of the education system, which serves the development of the society as a whole.

## General Discussion following the Panel Session V

*Question to Mr. Fuzeng: How did you reduce the 1,075 universities to your present number, and how did they become multi-discipline institutions?*

*Response: During the past few years, the Chinese government required the merging of universities, with the aim of combining single-discipline institutions into more comprehensive universities that would teach a multitude of disciplines. This has not been easily accomplished, as large institutions want to maintain their identity. It has been less difficult to incorporate smaller institutions into a larger umbrella than to combine large institutions into a single entity.*

*Question to Mr. Fuzeng: How is space technology being developed?*

*Response: Most of the funding for technological development comes from the central government. A large number of laboratories and institutes of research are supported by government funds.*

*Question to Dr. Brodjonegoro: How can we resolve the dilemma of the need for excellence in developing comprehensive universities as opposed to specialized institutions?*

*Response: Institutions are competitive if they are either better than others or different from others. Size does not necessarily mean excellence. Some small colleges can produce very high quality graduates in specialized fields. Each institution should have its specialization and focus, and seek excellence in that focus area.*

*Response by Dr. Van Tai : In Vietnam, there are two national universities as well as several regional universities, each providing programs for either national or local need as well as several institutions under the control of particular ministries and many private (people-funded) universities. What is needed is greater autonomy to enable all the institutions to expand their offerings to become more interdisciplinary and comprehensive in nature to ensure greater efficiency in the use of facilities, staff, and curriculum resources. There is still a big gap.*

*Question: What are the successes and failures in the development of higher education in your countries?*

*Response by Dr. Van Tai: (In Vietnam) we are seeing success in the policies to encourage study at the tertiary level and in the motivation and performance of the students, particularly in science, mathematics, and computer education. Failures in our country are related to the lack of funding, especially resources to fund research, which has meant that research is still lagging behind.*

*Reseponse by Dr. Brodjonegoro: Indonesia is faced with so many problems in the provision of higher education to its citizens: so many people; over three hundred ethnic and language groups; cultural variety; disparity in the standard of living. We also need to improve the standard of education we provide and have been attempting to do this through performance based funding mechanisms that incorporate a tiered or layered competition, with institutions grouped in categories of well developed, developing and less developed.*

*Limited budget resources of the government have encouraged private investment in education. Over the past five years, there has been a great expansion in the number of private institutions of higher learning, which has enabled us to increase the number of students who are accessing higher education. Of the current 3 million students, sixty six percent are enrolled in private institutions.*

*But this has led to the problem of maintaining quality and developing an effective quality assurance mechanisms. We are encouraging the autonomous university model, wherein the people provide oversight. This is necessary because the state resources for oversight are greatly inadequate to oversee the 80 state-owned and 1,900 private institutions. Therefore, success and failure seems to come together in our efforts to educate our people and monitor the quality of the education they receive.*

**Panel Session VI**  
**Innovative Management of Educational**  
**Institutions (Basic Education)**  
**Chaired by**  
**Dr. Manit Boonprasert**  
**Vice President, Rangsit University**  
**Thailand**



**Innovative Management in Education:  
The Malaysian Perspective:  
The Malaysian Smart School Management System**

**Datuk Rashdi bin Ramlan**  
**Deputy Director-General of Education**  
**Presented by Dr. Rohani Abd Hamid**  
**Malaysia**

This presentation was an overview of an on-going reform effort in Malaysia. In recent years, this reform has worked its way through primary, secondary, and tertiary levels for the teaching of Malay language. Now it is being introduced into the science and math curricula, which are taught in English.

As is well known, Malaysia has made a tremendous commitment to technology in all public sectors, government and education in particular. It has invested in its Multi-media Corridor and is directing its efforts to reform education to develop high tech workers for future requirements of the society. The overall goal is to produce human resources for the knowledge-based economy of tomorrow.

The Smart School Project began with 87 pilot schools. Each school has been equipped with computer labs for students, computers and training for teachers, computers for administration and management, and computers for resource centers such as libraries. Not only is this hardware provided along with appropriate training, but also sophisticated systems for data-base development, management procedures, reference catalogues etc. The project focuses on both learning achievement by students and effective management to achieve that primary objective.

The rationale behind the Smart School initiative is the overall liberalization of world economies, globalization in all its implications, the technological revolution that is underway, and a recognized need to prepare learners and the country to compete in a new and fast-changing world.

From 1997-1999, this reform effort was in its planning stage. From 1999-2002, the Smart School pilot projects have been implemented with feedback loops to facilitate learning and problem solving. Today, there are 87 sophisticated high-tech Smart Schools in operation. By the year 2010, it is foreseen that all 9,400 schools in Malaysia will be using the Smart School Management System.

One difficulty that still needs to be overcome is that the Smart School creates a mismatch between the self-directed nature of the new curriculum and the unreformed examination system still in effect.

Continuing into the immediate future, the Smart School Project is providing further teacher training, an expansion of the offering to more schools and further development of the database called The Malaysian Grid for Learning. This database includes lesson plans on-line that will be universally available to all teachers at Smart Schools throughout the country.

**Teachers' Education Reform in Lao PDR**

**Mr. Khamhoung Sacklokham**

**Director-General, Department of General Education  
Lao People's Democratic Republic**

This presentation began with a background country profile of Lao PDR. Of particular interest to gaining an understanding of the complexities of providing education to all in Lao PDR is that the 1995 census listed 47 different ethnic groups in the country that derive their respective languages from four ethno-linguistic super stocks.

The education system is comprised of General Education, Technical/Vocational Training (including teacher training), and Tertiary Education. It was noted that of the 28,385 teachers at the Primary level, 12,000 of them are female. Twenty three percent overall are untrained, and a great number of the others undertrained or ineffectively trained.

One of the major difficulties is that teachers throughout the country have received training under different systems of education. Some are certified and trained by teacher training institutions. Some received eight years of General Education and three years of teacher training while others received eleven years of General Education and only one year of teacher training.

To address the problem of under-qualified teachers, a Teacher Upgrading Program (TUP) has been established at national Upgrading Centers (NTUCs) throughout the country.

There is also a current effort to provide teacher training for female minorities under the auspices of the Basic Education for Girls Project. This project, funded by ADB and AusAID, not only provides training, but promises to build a new village school if the village provides a suitable candidate for the training. One aspect of this project is to provide training and on-site teaching experience alternately for a period of at least two years. One result to date, has been that school enrollment of female students is up 30%, and retention rates and overall achievement also have shown marked improvements.

Another example of the on-going reform in the Lao PDR aimed at upgrading educational delivery nationwide is the Education Quality Improvement Project (EQUIP II). EQUIP I, now completed, provided a curriculum reform of primary and lower secondary teacher education that emphasized general education studies and teaching methods.

The rationale for EQUIP II is to improve the overall quality of education and reach the goal of universal primary education. Teacher education and training are seen to be key components for the attainment of these goals. EQUIP II will be implemented in three stages: pre-service education and training, induction (student teaching), and continuing education. Other components of this project include establishing national teacher competencies, the development of an on-going system for continuing (continual) teacher education, and improving the provision of teacher incentives in order to attract a talented pool of dedicated, lifelong teachers.



## The Quality Journey of Singapore Schools

Ms. Soh Wai Lan  
Principal, Anderson School  
Singapore

This presentation focused on the development and adoption of the School Excellence Model (SEM) by the Singapore's Ministry of Education. This is an aggressive effort at truly decentralizing the system of education. The rationale for the reform, as stated in the accompanying paper, is that because research has shown that "standards in schools rise fastest where schools themselves take responsibility for their own improvement", each school must be recognized as the primary agent of change. This perspective necessarily leads to a mindset of critical self-examination and improvement at the school level.

SEM is a self-assessment model adopted from business. Its framework and scoring method were adapted from the business excellence model developed by the European Foundation of Quality Management (EFQM). The end goal of all these models as well as the SEM itself is to drive any given system/institution towards excellence.

The primary core value of SEM is 'students first'. All assessment products try to keep this essential core value in sight. Secondly, teachers are the key. It is reasoned that without quality teachers, a school will not be able to elicit the best from its students. Quality organizations also have leaders with a strong sense of mission and clear objectives who have the ability to motivate others to do their best. Quality schools must also have solid up-to-date systems supported by way of infrastructure.

Other values of the SEM state that to avoid becoming a closed system, schools must reach out and establish mutually beneficial relationships with partners in the community and beyond. It is also important to make use of data and knowledge to achieve objectives. And, for any institution to maintain any degree of excellence, it must foster a system of continuous improvement at all levels of its operations.

The SEM calls for a tripartite approach to its assessment procedures to ensure the continuous striving for excellence. First, the school implements an on-going self-assessment procedure. Second, Cluster School superintendents work together to facilitate the continual improvement process. And, third, the Ministry of Education provides an external validation exercise once every five years, using the same SEM instruments as the school.

The school level feedback loops help keep the focus of innovations on track while the external validation procedures offer each school an outside perspective. It is important to note that the school can consider the external validation feedback in anyway it chooses...including to reject it after due consideration.

There are still some problems that need to be addressed with the SEM. First, data management has proven to be difficult due to the new massive amounts of documentation required with the model. Furthermore, just how to assess progress in non-quantifiable areas, like “values”, is still beyond the scope of the model. Still, there is enthusiastic commitment to SEM by all stakeholders.

Finally, the following four characteristics of SEM indicate the success of the model:

- SEM emphasizes the interconnectedness of all systems associated with the school, from maintenance to administration;
- SEM encourages networking with other schools;
- SEM places renewed emphasis on the notion of “Students First”; and
- SEM encourages parent participation.

**Innovative Management at the School Level**

**Dr. Eugene Thompson  
The United States of America**

The division of authority from the national government in the United States and the governments of each state means that a certain level of decentralization is given. Then, although every state does it differently according to its particular state law, generally it can be said that each state further decentralizes most of the operational responsibilities for education to the school district level. Again, structural decentralization in the United States is the starting point for educational administration.

This does not mean, however, that the issue of decentralization is irrelevant in the United States. On the contrary, this kind of structural decentralization is only the beginning. From this starting point, the success or failure of each education system will be determined at each school. The qualities of performance within each school are the focus of continual study and innovation.

While it is difficult to make blanket statements about education in the United States due to the decentralized structure mentioned above, it is generally understood that for this decentralized system to work, leadership at the local school level, meaning the school principal and other administrators, is essential. It is also recognized that the most successful school districts actively encourage and integrate all stakeholders in the process of education.

Three processes necessary for reform and decentralization were noted in the presentation:

- i. Development of a clear mission and establishment of long term goals;
- ii. Short term strategic planning; and
- iii. An assessment process that is data-based and not merely opinion and qualitative observation.

Decentralization also means delivering more power to the classroom teachers to determine how best to provide for and guide the education of their students. This requires risk-taking on the part of the administration. Again, leadership must be willing to take risks and, most of all, be willing to share power and responsibility. Risk-taking is also required on the part of the classroom teachers who should be continually looking for ways and methods to improve learning achievement in their classes. And, risk-taking is necessary on the part of parents and their children and this is why their active participation is essential.

Lastly, as a most recent development in education in the United States, it is becoming increasingly clear and accepted that educational planners and providers view both parents and prospective students as customers. This change in attitude means that schools will have to compete for enrollments and, likely, that some schools will fail and close. No longer will local schools have a ‘captive audience’ to ensure their student populations. Now, quality and reputation in a more open market place environment will be the measures of successful schools. “Celebrate Success When It Occurs”.

## General Discussions following the Panel Session VI

Question: *What curriculum performance standards are set for the Smart Schools in Malaysia? The curriculum standards are the same as for other school; students sit for the same examinations; but the approach to teaching/learning is different - it is more student-centered - and it is therefore hoped that the quality of the learning experience will be broader. Actually, there is no indication that they do better than the conventional schools.*

Question: *How much share or proportion of the school budget for the Smart Schools comes from the government and how much comes from student fees paid by parents?*

Response: *A very small portion of the budget is derived from school fees; generally the small amount collected is used as supplementary funds, and the assessment of school fees is not a system-wide activity; payment of fees is usually on a voluntary basis. All basic costs are provided by the government.*

Question: *Is the Singapore's SEM concept applied to all levels, primary as well as junior and senior secondary?*

Response: *The SEM concept applies to all levels and all schools as well as junior colleges. The concepts are generic, so they apply to all situations.*

Question: *Who sets the success indicators for the school under the SEM concept?*

Response: *The success indicators are incorporated in the SEM framework. However, the directions to be set are determined by each individual school. Since the targets are set by the schools themselves, the schools also determine the success indicators. So when external assessors visit the school, they provide advice to the school; however they use the school-set indicators in their assessment.*

Question: *Could you share your ideas of the key factors that have led to the success of the improvement of your systems?*

Response: *In the United States, it appears that the successes are in the schools where children come from more affluent families. We are still not successful in bringing improvements in schools attended by the children of poor families. One approach we are trying is to provide vouchers to parents to enable them to send their children to schools of their choosing, thereby creating competition among schools. There is still great disagreement on this issue. I personally think competition will bring about the incentive for improvement. The greatest need for*

*poor and disadvantaged children is the infusion of increased resources; larger budgets, greater autonomy of teachers and smaller classes are all being tried. But more affluent parents resist the redirection of resources to the disadvantaged and special needed children. These are the major issues still facing the US school system.*

Response: *In Malaysia, as in most of ASEAN, the greatest need is for the basic infrastructure, well- equipped schools, qualified teachers, and under-enrolled schools in remote areas are not succeeding.*

Response: *The Lao government set its goal to move up from the status of 'least developed country'. The schools thus are seen as a means for poverty alleviation. The priority is being placed on having qualified teachers for every community.*

Question: *What has been the experience of Laos in its decentralization process? In Thailand, we are having a lot of problems with implementing this approach.*

Response: *The government has recently issued a decree setting the province as the strategic planning level, with district level serving as the budgeting and planning units. The district level, then, has become the critical unit since districts must find funds to pay their teachers. We are already experiencing difficulties in implementation since many districts are unable to raise sufficient funds through taxation to pay the expenses for the district's education system. We are now trying to define the responsibilities of each level. The question we are now asking is 'Are we really ready to decentralize? We think we first need more capacity building, especially at the lower administrative levels. We are pleased that the ADB is assisting in this effort to decentralize the education system. But it is perhaps a bit too early to discuss 'lessons learned' at this stage.*

Question: *What do you see as the differences between you as a 'principal' and you as a 'CEO principal'?*

Response: *Three of the major differences as a 'new age' principal are ,1) the increase in the tasks required of the principal and the expectation that he be willing to take risks and to go beyond the school system to improve his school. He is expected to form alliances with strategic partners and with stakeholders to bring the school to greater heights, 2) the need to lead the school to its new role, not as a self-contained enclave, but as a borderless school which is growing all the time and operates in the same way as does a business organization and 3) the new criteria for principals where seniority is no longer the key factor.*

Question: *I understand that the voucher/coupon system is meeting with difficulties in the US. Here in Thailand, we too are anticipating difficulties in the introduction of the system in Thailand, which we introduce using the concept of ‘entitlement’ as a substitute for a physical coupon or voucher. The question of equity vs individual responsibility will be a fundamental issue.*

Response: *Teacher unions are opposed to the voucher system. They are opposed to any system that gives choice to parents. The issue is being fought in the court system. The voucher system seems to be working fairly well in smaller systems, the Milwaukee system, for example. However, it is not working in Arizona; nor is it working well in Florida. The issue is quite emotional, and there is too much fragmentation. Some controls must be put in place. I can’t really say that it is working well in the US.*

Question: *Malaysia has invested so much in its education system. You have invested more than \$79 million for only a very few schools already. What do you anticipate as the total investment for the Smart School system?*

Response: *The roll-out plans was submitted to the government two months ago and is still under review. With the introduction of science and mathematics education in English being introduced in grades 1 and 7, electronic courseware will have to be put into all the schools to assist the teachers. This will require massive investment, so the Smart School roll-out plan is being reviewed. The climate in Malaysia is training, training, training, education, education, education, and spend, spend, spend as a result of the threats and challenges to the country.*

Moderator’s Comments: *From the four cases we have heard today, it is clear that each country is attempting to meet the goals of educational reform, to develop quality citizens through the education process. Each country has set its own priorities: Laos is focusing on teacher development; Malaysia is applying ICT in effective management and instruction; Singapore is using a business approach for quality in schools management; the U.S. has seen the limitations of decentralization if there is no common vision, goals, and implementation of plans.*

**Day 3**

**Thursday 5 September 2002**



# **The Final Keynote Address**



**Key Factors in the Effective Implementation of  
Education Standards and Quality Assurance**

Mr. Amaret Sila-on

Chairman of the Executive Board, Office for the Education Standards and  
Quality Assessment (Public Organization)  
Thailand

It is unfortunate that reform (particularly education reform) is too often hindered by politics. Most societies, including Thailand, have an abundance of professional politicians skilled in getting and holding on to power, but who are either clueless or hopelessly inept in using that power to benefit society by building the necessary foundations for both its sustainable development and its long-term competitive capability. Fortuitously, every decade or so, political accidents do allow exceptional personalities to establish benchmarks on how power can be used for the greatest good of society. However, it is only during these too rare occasions that any meaningful reforms can happen. With education the primary link between a country's sustainable development and its competitive capability, the educational system, much more than any potential natural or human resources, must be leveraged to lift that country out of its poverty, ignorance, and inequity.

Thailand was blessed with two landmark acts of legislation: Constitution of 1997 and National Education Act of 1999. For the first time, the Thai Constitution charges all future Thai governments to provide 12 years of free public education. Equally significant, this free education must be of good quality and be fairly distributed throughout the entire country. In addition, the National Education Act aims to put education in Thailand on a par with most other middle-income countries in the world. Because Thailand consistently allocates more than 4% of its GDP for education (which is a larger percentage than that of Singapore and only slightly smaller than that of Malaysia), it is not unreasonable for the parents of 15 million Thai children in schools and universities to expect quality education for their children.

Nevertheless, there are a number of disturbing research signs regarding the quality of Thai education. Since 1989, the International Institute of Management Development located in Lausanne, Switzerland, has conducted research on the world competitiveness of 49 countries in terms of 280 indicators. In 2002, Thailand ranked #34 out of the 49 nations in "over-all competitiveness" compared to #5 for Singapore and #26 for Malaysia. On the "quality of education" indicator, however, Thailand ranked #41 compared to #12 for Singapore and #34 for Malaysia.

Of the thousands of Thai tertiary graduates each year, many choose to continue their study abroad but must first take TOEFL. Still another upsetting sign concerning Thai quality education appeared in some recent Chulalongkorn University research concerning the TOEFL results of students in the ASEAN nations over the past four years. Disappointingly, Thai TOEFL takers narrowly avoided coming in last. Singapore, the Philippines and Malaysia scored first, second and third, respectively, with Indonesia, ranked fourth, beating Thailand by an average of 20 points.

Since Thai students study six years of compulsory English in secondary school before studying even more English during their university years, the Thai educational system needs a drastic overhaul unless it is willing to concede that this is the very best Thai students can do!

Although student-centered education and the revitalization of teacher education were outside the keynoter's primary focus, he believed they were very closely interlinked. Indeed, when and if real education reform occurs in Thailand, with important direct consequences on the quality of future Thai leaders and citizens, depends on whether the concept of student-centered education can in fact be successfully implanted into the Thai culture. Many people associated with education in Thailand continue to give lip-service to student-centered learning without perhaps understanding all its revolutionary implications for Thai education in terms of the learning-teaching process; the school and classroom design; the mobilization of additional resources; and a fundamental paradigm shift in teaching. For education reform of this kind to succeed, Thailand will require a massive reorganization of present-day teacher education with its underlying teacher-centered and rote-learning components.

But for every Thai child to be stimulated so that he/she can develop to his/her full potential, the role of the teacher in Thailand will have to change from that of an omniscient 'guru' to that of a facilitating 'coach'. For this to happen, teachers must willingly agree to abandon their 'maharishi'-type roles for new ones more similar to the coaches of Manchester United or Tiger Woods. However desirable these changes may be, they are of a gut-wrenching magnitude.

Unlike the aspect of standard and quality assurance, the two complementary aspects of student-centered education and revitalized teacher-education have not yet been settled. On the contrary, Thai legislation on teacher-training, professional qualifications, pay scales as well as the quality and conduct of teachers is still hotly debated in Parliament where advocates of the *status quo* who are trying to postpone change as long as they possibly can seem to be gaining the upper hand.

Admittedly, education reforms are never easy to implement. Dedicated advocates of educational change, whether educators or parents, must be willing to fight against those with vested interests but without the same commitment to the worthy cause of education reform. Education reformers who believe that Thai children have the inalienable right to quality education should never underestimate the resilience and resistance of the *status quo* group. Instead, they need to be prepared to struggle no matter how hard or how long the struggle may be.

In the meantime, advocates of education reform should be encouraged that not only was the edict creating the independent public agency concerned with standards and quality assurance (ONESQA) passed, but also that ONESQA was formed before the reactionary forces had the time to counter-act. In the coming five years, though, ONESQA must prove its mettle by auditing education in 45,000 schools as well as in 800 tertiary institutions throughout Thailand. Assuming that the audits are both successfully and honestly executed, Thailand can then, (1) take steps to repair the weaknesses while fortifying the strengths uncovered in the audit and (2) determine what disparity exists among Thai schools and what limits are tolerable. In taking these giant steps, Thailand will have the first opportunity in decades to achieve genuine quality education that enables Thai children to get the opportunity to successfully compete on the world stage.

**Panel Session VII**  
**Some Key Factors in Effective**  
**Implementation of Education Standards**  
**and Quality Assurance**  
**Chaired by**  
**Prof. Dr. Surin Setamanit**  
**ONESQA, Thailand**



**The Child—The Heart of the Matter**

Ms. Karen Sewell

Chief Review Officer, Education Review Office  
New Zealand

Education reform in New Zealand, with its focus on improvement and ‘the child as the heart of the matter’, although considered successful, still has some distance to go. New Zealand’s relatively small size and number of students may have been an advantage when compared to larger countries similarly involved in reform.

The independent Education Review Office (ERO) has ‘to provide external evaluation that contributes to high quality education for young New Zealanders’ as its mission. Ms. Sewell, one of 38 ERO trained and professional evaluators, caringly wants to make a difference by enabling *all* New Zealand children to have access to the highest education possible, both now and long into the future. To ERO, success means that education is adding or has already added value to the lives of New Zealand children, thus delivering on governmental goals while simultaneously meeting parental rights to know about the quality of their children’s education.

ERO evidence-based evaluations serve a dual purpose, namely, to help bring about improvements in the quality of education as well as to ensure accountability. Once every three years in every New Zealand school, designated ERO review officers have the power to initiate reviews and investigations. By essentially raising questions, ERO aims to have the concerned authorities themselves look for answers, in this way involving the individual schools and education providers directly in the review process. Although ERO has no power to enforce its recommendations, choosing instead to let other agencies such as the Ministry of Education provide any needed interventions, it relies heavily on the strength of its moral suasion with the well-informed parents and communities it serves. Importantly, ERO is empowered to publish its evaluation results which are made available on its website, thus ensuring the transparency of its work.

Despite ERO’s self-perception as ‘a caring face of the education development office,’ tensions sometimes do occur, perhaps resulting because “everybody seems to hate external evaluation while nobody trusts internal evaluation.” Charged with both educational improvement and compliance with laws, the ERO review follows a manual of standard procedures; a code of ethical conduct (transparent because of the website); evidence-based, triangulated judgments that rely on the concurrence of three persons; and the use of evaluation criteria covering school-specific priorities, government priorities and compliance issues, all of which are made known to the concerned shareholders. Adhering to a “chain of quality,” ERO links a positive school environment to effective governance and management to professional leadership to high quality teaching to involved families and communities. Maintaining the integrity

of the ERO evaluation, this user-friendly approach utilizes the participation and consultation from the schools to provide more valid and reliable information to ERO. The ERO recommendations, the final output of the evaluation review, are aimed at improving student achievement, testimony that children are indeed the heart of the review matter.

As a result, attention tends to be on the ERO findings rather than on the agency giving the message. ERO expectations of the school are as up-front as possible so that the schools can truly benefit from the external evaluations. ERO doesn't go into schools to control, manage, or take responsibilities away, but to inform the schools so that they can 'be strong for the work ahead.'

### Questions and Comments

*Question: You mentioned occasional ERO's tension with the schools. How has any ERO struggle with the Ministry of Education been overcome?*

*Response: Especially in the early days, ERO's national reviews critical of policy or its implementation sometimes caused tensions with the Ministry that were every bit as difficult to manage as those with the schools. But after itself being reviewed by a Ministerial committee, ERO has tried hard to maintain its independence while developing a more effective working relationship with the Ministry of Education. Acting on the Ministerial recommendations, a joint working protocol has been developed that commits the two bodies to closer ties in key areas where they share a common vision. Incidentally, the Ministry now gets ERO reports, regardless of any potential difficulties they may contain, before they become public so that it can be better prepared in its response.*

*Question: In your 'chain of quality,' is 'governance and management really so important if teaching the child is the core?*

*Response: New Zealand has chosen to devolve responsibility through the governance and management strand, so this stand IS really essential. Over the past six years, the soundness of this 'chain of quality' model has been vindicated with the failures from time to time more the result of the people or boards involved rather than the model itself. But basically, a quality school depends upon high quality professional leadership from the school principal, high quality teaching and high expectations of the students.*

*Question: How are review officers certified?*

*Response: The process involves some of the university degree applicants being weeded out after interviews, reference checks and testing of their critical thinking, writing, and managerial ability to prioritize a series of activities. Once inducted, they receive further on-the-job training before being certified.*

*Response: Although all information is available, the names of sources, if so requested, may be withheld except when required in court. Evidence is automatically provided upon request with all processes transparent and available from the website. An ombudsman handles all complaints and, I might add, has consistently upheld the ERO findings.*

*Question: Do you have a different quality of standards for urban and rural schools?*

*Response: No, ERO's criteria apply to all schools, though the 'context' of the school (e.g., location and size) is also taken into account. Schools receive a ranking determined by their social-economic status with more funding given to meet the needs of the lower social-economic schools. However, the high standards of excellence are truly national.*

*Question: Could you give more examples of the activities used in the external evaluation?*

*Response: Six weeks before the visit of the review team, which always consists of at least two persons, the principal and board receive a letter stating what kind of documents should be sent for the coming review. Then a meeting with the principal and board together takes place where agreement is reached on the school's key issues. On its visit, the review team observe classroom teaching, talk to teachers, department heads and students, examine a multitude of documents and 'interactively interview' the board and principal. Before leaving the site, discussions take place with the review team, principal, and board on how the findings and recommendations might be worded. Off-site, an "unconfirmed" report is written which is then sent to the school for its review. The school has two weeks to deal with the report before the ERO gives its report to the media.*

**Discipline Peer Review**

Prof. Remy T. Van de Walle

Consultant to the Vice-President for Academic Affairs  
The Netherlands

Discussing one pillar of quality assurance (QA) in Thai higher education which was based on 15 years of European QA experience, the speaker deliberately chose to avoid the minefield of QA terminology and instead relied on more intuitive concepts of QA.

Two main drivers have driven quality assurance: the external need for more accountability and the internal need for improvement. Over the past 15 years more and more focus has been on accountability, which, by its very nature, concentrates on the present and past, than on improvement that, inherently, largely concentrates on the future.

Additionally, QA can be viewed in terms of either an “institution” approach (in which the educational and financial aspects are reviewed over three to five days), or a “discipline” approach (in which the faculty is reviewed in terms of its teaching, learning, and research over two days with either an external or internal focus). Furthermore, QA methodology can concentrate on either the “process” or the “product.” When the QA is process-oriented, the ‘client’s’ satisfaction is of primary concern. Often used in business or manufacturing, product QA is more difficult to transfer to education because of the numbers and kinds of clients in education as well as the intangibility of education. As a result, most educationalists believe that higher education needs a product QA approach in which self-study and peer review are the two most commonly used tools. The process self-study QA report is quantitative and summative whereas the product (or content) self-study QA report is qualitative and formative. (The speaker added a warning for self-study assessors to be particularly wary of quality judgment pitfalls based on checklists using performance indicators.)

In peer reviews made during peer site visits, the peers themselves become the evaluation tools. The peers work with a previous written self-study report, talking at the site either one-on-one or with teams of teachers and students before concluding their visit with institutional management meetings. The final report follows guidelines given by the QA agency that originally sent out the teams.

The main guidelines of the peer review are: evaluator expertise, independence and objectivity; peer evaluators with a high social intelligence quotient; mutual respect between those being evaluated and those doing the evaluation; thorough preparation from both sides in terms of the context and goals; and clear-cut, prior agreement on the handling of the final report.

Drawbacks of the peer review arise when the guidelines are not well respected. Because of the inherent element of subjectivity, four or five experts in any particular discipline may be



needed to represent all the currents in that particular field. Still another drawback arises when dominant peers who are often conservative themselves cause a continuation of the existing situation. As a result, it may be necessary to recruit international or outside experts, even though this will cost more money. However, when used appropriately, international experience underpins the idea that ‘holistic’ peer reviews, which lead to high validity and legitimacy, are a more essential complement than focusing only on the measurable indicators as the evaluation tool. Additionally, an international peer review is better for evaluating both the accountability and improvement aspects of quality assurance.

Discipline level QA touches the most intimate levels, namely teaching, learning and research, which determine the real quality of any institution of higher learning. Combining an institutional QA with a disciplinary QA yields some incompatibilities in terms of time and manpower, making any combination generally unwelcome.

The National Education Act of 1999 in Thailand requires all institutions of learning, both public and private, but particularly higher institutions of learning, to conduct internal QA based on the guidelines and supervision of the Ministry of University Affairs or soon to be renamed the Commission for Higher Education. At the same time, ONESQA has been charged with the external, institutional aspects of QA throughout the country rather than discipline or peer review aspects. (The speaker assisted in one of the first ONESQA pilot visits conducted at ABAC .)

With these pilot visits, Thailand has effectively started external QA and peer review for higher education. ONESQA’s daunting task is now to review, within five years, 842 institutions, degree and non-degree. Wisely, given this magnitude of this task, discipline QA has been entirely left out of ONESQA’s mission. At this time, therefore, discipline peer review is the responsibility of the institutions themselves, and they need to have it become an integral part of their internal QA operations. Disregarding the unevenness of the need for peer review in different regions and institutions in the country, certainly those tertiary institutions aspiring to international standards should conduct such reviews or, at a minimum, do so either for their disciplines most in need of or which would most benefit from any external peer review. This may mean that these institutions will have to rely on international peer teams at a higher cost factor.

Another very delicate consideration of peer review in Asia is cultural-bound and based on the importance of hierarchy and seniority. Because it is not the usual practice in Asian countries to question colleagues about their teaching and research, selection of peers may require a gradual introduction in Thailand.

In summary, there must be a shift from QA for accountability to QA for improvement at higher educational institutions. QA will need to cover peer review of teaching, learning, and research on the discipline level. Presently such peer review is not considered a part of the ONESQA mandate, so discipline peer review will have to be gradually and selectively introduced into Thailand in order for it to become a vital part of the internal QA of institutions of higher learning.

## Questions and Comments

Question: *How can peer experts be identified and trained?*

Response: *There is a fundamental difference between peers needed for an institution vs. discipline review . The former would be chosen from fellow academic ‘leaders’ and/or experts in education management whereas the latter would come with proven expertise in the field and not necessarily be only academic people. Regardless, these peers should, if possible, represent the present currents in particular disciplines in order to avoid reviews that may provide too subjective advice in a particular direction.*

Question: *Doesn't peer review work better with well-established programs than with newer programs?*

Response: *I believe the difference is better viewed in terms of (1) disciplines, (2) urgency and (3) perhaps even particular universities depending on their high or low level need for accountability AND improvement.*

Question: *Is the evaluation of innovative, interdisciplinary programs more unfair than the privileged evaluations accorded disciplinary programs?*

Response: *So long as the evaluators/experts come from the same group being evaluated, there shouldn't be any difference between evaluation for a disciplinary or interdisciplinary program. The need is to utilize ‘appropriate’ experts for whatever kind of discipline.*

**Current Context of Accreditation and Quality Assurance:  
Challenges in the New Environment**

Asst. Prof. Dr. Numyoot Songthanapitak  
President, Rajamangala Institute of Technology  
Thailand

After background information about the Rajamangala Institute of Technology (RIT)— 35 campuses throughout Thailand, 100,000 students, 5,000 instructors, an equivalent number of supporting staff, and an annual budget of 5,000 million bath— the RIT President highlighted the quality assurance difficulties resulting from his institution’s size, location, and decentralized management. His talk was organized around; (1) the new global and local environment; (2) the present challenges or changes affecting QA implementation; (3) accreditation in Thailand; and (4) quality assurance at RIT.

Globalization, regionalism, and information technology have literally thrown Thai tertiary education onto the worldwide market. Educational institutes in Thailand are increasingly forced to deal with meeting their customer needs, from both parents and their children, by providing differentiated products or services. As a result of customers expecting value to be added to the offered product/service, the Thai higher institutions are faced with fierce competition in the form of joint educational ventures, overseas investment, distance and electronic learning. Regional and international rating and ranking systems provide still another formidable challenge.

To survive and thrive, quality is absolutely fundamental and depends upon quality in terms of teachers, students, and programs. If tertiary graduates are to be accepted by today’s market, they must possess all of the following qualities: professional knowledge; IT and ICT skills; communication and interpersonal skills; social responsibility; and a life-long orientation to learning.

To be accredited in Thailand, the National Education Act of 1999 states that tertiary institutions must meet internal evaluation criteria every two years and external evaluation criteria every five years.

For RIT graduates to be able to find jobs quickly upon graduation, RIT has chosen a direction that stresses ‘value disciplines;’ a ‘customer intimacy’ which allows the institute to know where and how well its graduates are doing after they leave the institute; and a ‘preventive approach to quality’. To better evaluate and control the successes of its practice-oriented and value-added programs, RIT management uses the “plan-do-check-act” process as well as the “5 Ss”, ISO, and Self-Study Review.

Instead of “think globally, act locally”, RIT proposes “global concern with local solutions” in its research efforts. Ultimately, RIT success will depend upon mobilization and reallocation of resources; resource sharing; empowerment; and network sharing.

## Questions and Comments

Question: *Particularly in technological disciplines, it has been said that institutions such as RIT may no longer be able to rely only on the degrees they award, but may also have to rely on licensing by professional associations. What is your response?*

Response: *Already in terms of 'licensing' for engineering, architecture and accounting, RIT relies on such professional associations.*

## Quality Indicators of Lifelong Learning

Dr. Jean-Paul Reef

Chief Executive Officer, LIFE Research and Consult GmbH  
Luxembourg

The Lisbon European Council, comprised of 34 European countries, met in 2001 to propose a broad vision for the European community by defining 15 quality indicators of life-long learning that, over the coming ten years, would result in ‘the most competitive and dynamic knowledge-based economy in the world, capable of sustaining economic growth with more and better jobs and greater social cohesion.’ In discussing this vision, the heads of state agreed that education and training should play a key role. These non-educators defined three strategic objectives: improving the quality and effectiveness of education and training; facilitating the access of all to education and training; and opening up education and training systems to the wider world. The framework for these issues was life-long learning, which encompasses all purposeful learning activity, formal, informal or non-formal, undertaken on an on-going basis to improve knowledge, skills, and competence.

These European policy makers were concerned with quality indicators of life-long learning because their focus was on the condition of their existing educational systems. Their more precise goals were to identify and implement indicators describing the present situation, to quantify the set objectives, to provide continuous updates on their progress, and to provide insight into the contributing factors. To date, the action taken on this long-term vision has been to correctly describe where the education systems presently are.

Four main areas of learning were pre-defined: (1) skills, competencies, and attitudes of the learners; (2) the access and participation of the learners in life-long learning from kindergarten to beyond retirement; (3) those resources available for life-long learning; and (4) the strategies and systems development for such learning.

In skills, competencies and attitudes, the sub-areas identified include reading literacy; mathematical literacy; new skills for the learning society (including foreign languages, entrepreneurship, & ICT skills); learning-to-learn skills; and indicators for active citizenship, cultural and social skills.

Access and participation of the learners requires a dual approach, namely, making what is already available more visible, flexible, and effective as well as developing new learning processes, products, and environments.

Under resources available for life-long learning, three different types of investment - public, company and individual - are concerned with the return on investment and not solely the amounts available. ‘Educators’, unlike teachers, are a major resource playing a diverse array of tasks. Increasingly, information and communication technologies will provide learning as close to the learners as possible.

Coherence of supply (formal/non-formal/informal) has become a central issue in strategies for life-long learning. Coherence is considered in relation to the stated strategic goals, to the supply coming from the national, regional, and local providers and to the demand. Counseling and guidance, accreditation and certification, and quality assurance are additional requirements.

The presenter was asked by the Council to come up with concrete indicators in a very short period. Some of the given constraints were that there had to be one indicator per sub-area; not a long-term program but rather suggestions based on existing data; ‘harmonized’ data that can be used to make comparisons across countries; and recommendations in which consensus among the already participating, as well as future, member countries would be possible.

Some problems obviously resulted. One problematic area dealt with the ‘literacy’ standard. Eventually, using the PISA study, the percentage of students at proficiency level 1 or below became the literacy standard. Still another problem area was the lack of reliable data on participation in non-formal learning and the near absence of any data on informal learning. In the end, data on adults aged 25-64 who had been involved in education and training were obtained from the Labor Force Survey (LFS) and then compared to early school leavers. Another problem, in terms of investment, resulted from excellent data being available on the total public expenditures for education in relation to GDP, but which excluded company and individual expenditures.

Educators, either teachers or principals, might rightfully ask themselves the relevancy of all the above to them. Although the information is extremely crucial for policymakers, it is meaningful to schools only in the sense that it is policymakers who define the framework, constraints and limitations in which schools operate. However, the TIMMS and PISA studies have introduced new crucial goals to schools through the ‘back doors’, thus definitely affecting educators.

In conclusion, some recommendations were given to teachers, principals and some administrators. It is of paramount importance that the rationale, rather than the details, of such international studies as PISA or TIMMS be understood. The study rationale should be adapted to the national, regional, and school levels. Even though this requires a very big effort, the test results should be compared and benchmarked, but then used at a ‘useful’ level between or among schools having comparable problems. A next step would be to acquire the results of other different schools in order to provide useful teaching and learning information for improvement purposes.

The speaker’s final comment came from Andreas Schleicher who noted that ‘one person is just another person with an opinion’ unless available data is made use of.

## General Discussions following the Panel Session VII

Question: *You mentioned only Korea and Japan as Asian countries included in your study, though Singapore might also have been used. I have noticed that UNESCO uses GNP as its indicator of capital expenditure on education. Because Thailand uses GDP, it is often difficult to equate Thai data to data from UNESCO. Why did your study use GNP?*

Response: *We used Korea and Japan because they are OECD countries, though the PISA study will soon use 15 more countries, including some Asian countries as well. GDP for pure methodological reasons because the European data used GDP as the basis. However, this is an on-going discussion on how to better structure the investment area.*

Comment: *Professor Remy added the suggestion that total state budgets be used to normalize differences in the total amounts that different countries have available for education.*

Response: *Dr. Reeff again noted that the process is presently under review, and that there wasn't any simple, one-step solution.*

Question: *In providing the highest quality of education, how can the 'whole' person be evaluated? What is the "real" goal of education?*

Ms. Sewell *All educational systems have embedded values. The community of the schools must determine what those values are to be transmitted and how they are eventually evaluated. There are always many, many roads to any destination, including education, not just one. The expected outcomes in education for schools are too often hazy so that more measurable proxies are substituted.*

Dr.Reeff: *I hope that we never have to measure the whole personality of the student. I don't believe it can or should be measured. Information obtained from evaluation should merely be used as guidelines for policymakers, administrators, and teachers. We need to continue allowing teachers freedom in their own teaching methods.*

**Panel Session VIII**  
**Education Standards and Quality**  
**Assessment in Selected Countries**  
**Chaired by**  
**Prof. Adulya Viriyavejakul M.D.**  
**Fellow of the Royal Institute**  
**Thailand**





## Korea's War on Private Tutoring

Dr. Bong Gun Chung

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The Republic of Korea

Korean students have demonstrated high achievement in science and math for many years. Korean eighth graders scored first in math and third in science on the 1999 TIMMS. In the PISA test, a test that focuses more on how students are prepared for life than on scholastic achievement alone. On this test, fifteen year old students (ninth graders) have scored sixth in reading, second in math, and first in science, The PISA test also indicates that Korean students show the smallest gap between high and low scorers. So it would seem that every school is doing its job well. However, the top 5% of students score low in reading when compared with other national groups. According to the PISA, Korean students have a low level of self-directed learning and cooperative learning habits. They are also low in practical learning skills as well as in communicative learning. Interestingly however, they show a low level of interest in math and science although they score high.

It is the observation of the speaker that private tutoring contributes to the high achievement level of Korean students. In the past twenty years, private tutoring has increased dramatically in Korea as students compete for college seats. Most students think it is effective. The percentage of students enrolling in private tutoring programs has risen from about 15% in 1980 to over 58% in 2000. However, parents are spending a large amount of money on their children's special studies. The amount spent on tutoring in 1977 was .36% of the GDP; in 2000, it was 1.37% of the GDP.

Many problems have been found with private tutoring. It has had a negative impact on the schools; parents and students rely on tutors rather than the teachers, which is an embarrassment for the teachers. Students sleep during school hours to stay up until midnight with their tutors. Parents also complain that paying for a tutor is burdensome on their budget and question why the government isn't doing anything to improve the schools. Tutoring also affects the socio-economic status of the schools as well as the people. Those with more money can afford tutors while lower income families cannot.

There are four perspectives to this problem. From an economic perspective, if competition were allowed in the transition from primary to secondary level, the quality of the schools would be better, therefore, to eliminate the need for private tutoring. From a sociological perspective, higher social and economic classes have an advantage because they are able to afford private tutoring while lower and middle classes cannot. Traditionally, Korean people are education-oriented and feel that everyone should be able to gain a good education. If viewed from a postmodern perspective, schools still operate under a modern system while the society is seeking to function in a postmodern mode. Since the schools have not caught up to the social goals, tutoring is sought to fill the gap.

Solutions are being tried but many are unsuccessful. In the past, the government totally banned private tutoring only to slowly allow it back (beginning with students who were achieving slowly and adding students who were readying themselves for entrance exams, etc.) Another total ban on private tutoring four years ago was ruled unconstitutional. It is clear that the government has lost the war on private tutoring.

There are many issues to think about in the war on private tutoring. For example, what would be the economic impact on teachers who tutor as a sideline? Would elimination of private tutoring affect Korean students' high achievement scores on tests? Also, would elimination of tutoring enable improvement in cooperative learning skills, and is this a desirable tradeoff? When policy makers and politicians support high scores, is it reasonable to ban tutoring? And more fundamentally, are high test scores on PISA and TIMSS studies really essential and desirable for a "knowledge-based society"? This forum has focused on learner-centered teaching- but knowledge for what? For the knowledge that has already been created or for knowledge yet to be discovered?

The Ministry of Education in Korea has been incompetent in fighting private tutoring. Given its resources and the political ramifications of the problem, the Ministry is really not prepared to confront the problem. The 'war' is actually a politically motivated and generated policy. The Ministry should not be involved, although political ambience is very important in reform. But there is a danger when education gets too close to politics. It is true that education reform is a political matter; however, it should not be politicized. Perhaps the tutoring issue can be considered with this comment "When there is no answer, there is no problem, don't make it a problem."

**Towards Total Quality Management in Higher Education:  
A Case Study of AIT**

**Prof. Dr. Worsak Kanok-Nukulchai**  
**Dean, Faculty of Civil Engineering, Asian Institute of Technology**  
**Thailand**

Unlike industry, academic institutions can apply their own quality standards as they deem most appropriate and consistent with their mission. No one standard is applicable for all. The quality standards of AIT are based on a 'Total Quality Management' approach.

The Asian Institute of Technology (AIT) was established in 1959 by the South East Asian Treaty Organization (SEATO) to better the life of the rural people by teaching Civil Engineering, thus bringing water to people and building roads and shelters in rural areas. At first, AIT served as a teaching university; now, however, it has become both a teaching and research institution, providing services to its international donors and industries in technology, science, societal development, and management. The mission of this institution is to work in partnership with industry, in practical and down to earth means, to achieve goals.

To fulfill its mission, AIT must first be sustainable. The sustainability model for AIT is to garner 70% of its revenue from tuition and fees of students and 30% from commissioned research. The makeup of the student support is targeted at 40% sponsored, 50% self-funded, and 10% funded from the AIT endowment.

In terms of quality, AIT can be compared to a factory, comprising a system, input and output, with the output helping to support the system. While in industry, weaknesses of system or input can be changed, replaced, and otherwise improved to bring about a desired level of quality on a consistent basis, it is not that easy to control the quality factors in an educational institution. AIT is attempting to improve and maintain the quality of the institution through the implementation of the Total Quality Management approach, which is geared towards maintaining the sustainability of the institution. As a non-profit organization, AIT's system in place depends on funding by sponsors and donors to support the comparatively poor students from the region; research is another component to support the sustainability of the institution. The alumni are considered important samples of the AIT output, who will attract new paying students and increased funding by donors and sponsors. It is essential to control the quality of output to ensure a positive impact. At the same time, it is not possible to control the quality of the input, as the donors/sponsors often have a say in who they will support.

To deliver the quality product required, AIT focuses on Total Quality Management rather than Quality Assurance, as it is more appropriate for application to an academic institution, providing a mechanism for continuous improvement through a systematic, integrated, and consistent effort that involves the entire institution, focusing on total satisfaction of the internal and external customers in the services provided. The Institute has introduced a system of checks

and balances to ensure that every process is transparent and the output measurable and factual. The impact of this output must be assessed and made known to all stakeholders, ensuring the satisfaction of staff, students, donors, Board members, and others. The internal and external process are installed to ensure satisfaction of services.

There are three components to the Total Quality Management Approach used at AIT: Internal Quality Control, Quality Auditing, and Quality Assessment.

*Quality Control at AIT* covers programs, instruction, graduates, library, laboratories, services, and administration. The internal quality control focuses on the quality of the input and the system. It is more difficult to assess the impact of the outputs and the link between outputs and impact. A set of indicators is being developed. Total Quality Management Manuals have been prepared to serve as a guideline and to ensure that quality is present in all processes of the institution. Each of the four units or schools of the Institute has produced its own quality manual to undertake quality improvement in a four-step process. The first step is to write down the procedures that are in place. From that step, the procedures are examined to effect quality improvements in the process. The third step describes how the processes have been improved, and the fourth step records the outcomes of the improved processes.

*Quality Auditing:* All faculty members claim that they work hard. But from a quality point of view, it is not the workload but the output that counts. Thus faculty input is evaluated on the basis of the contribution of the faculty to the output-graduates, dissertations, research publications. This factual record is transparent and measurable.

*Quality Assessment:* At AIT, the impact of AIT output is measured in relation to the declared mission. Three ways that success is measured is by assessing the importance of the role that alumni play in the society, the suggested research output, and the appreciation of research in the stakeholder societies.

**Key Factors in Effective Implementation of Education Standards  
and Quality Assurance: The Malaysian Experience**

Dato' Abdul Rahim bin Tahir  
Chief Inspector of Schools  
Paper Presented by Mrs. Ee Hong  
Malaysia

Education plays a big part in Malaysia's desire to become a developed country by the year 2020. Strong leaders, like the Prime Minister of Malaysia, are also important in providing vision and direction and in enabling the adapting to and the adoption of new changes.

To move forward with its reform for quality education, Malaysia has chosen to stay with its centralized education instead of moving towards a decentralized system like many other countries, joining several US state school systems that see a centralized system as being more effective in ensuring quality of education. Malaysia has a strong infrastructure and its schools have permanent buildings, teachers as well as continuous financial support.

Malaysia has adopted many measures to bring about a 'quality culture' throughout the society. Some of these are Quality Control Circles, Quality Assurance, Total Quality Management, the Excellence Culture Movement, and the ISO 9000 certification campaign for public agencies. The quality movement in other sectors of development has enhanced the movement to quality reform in the school sector. Some of the programs already being implemented are known as the Good School Movement, the Quality Movement, the School Improvement Movement, the Effective School Movement, and the Smart School Movement.

The latest program for quality education is the Higher Standard Quality of Education Model (HSQE), an approach similar to the Singapore's School Excellence Model (SEM). The implementation of this program began with the conceptualization and formulation in 1999 with the 'accommodation' in 2000, the assimilation in 2001, and the institutionalization currently underway in 2002 and 2003. By 2004 HSQE should be actualized in the system.

Schools are beginning to adapt the standards. To overcome resistance and to help schools become familiar with and understand how to implement the standards, education officials have published and distributed five guidebooks to all 9,000+ schools in Malaysia. Along with the books, the schools were given self-evaluation instruments to identify problems and challenges, and measure the potential of teachers and students, chart the overall school potential, and to generally analyze the current status of the school. The instrument enables school managers to understand their strengths and weaknesses and to target areas for customizing their developmental and operational plans. The exercise also provides a basis for monitoring and assessing the progress in the implementation of the standards.

The elements of the HSQE model include the vision, mission, and conviction of the school, the organizational system, the organizational and school climate, strategic planning, (which is the most important feature), operations management and control system, feedback evaluation, management of information and documentation system, and pupils' performance and achievement.

To reinforce and assist effective implementation, the IOS (Inspectorate of Schools) undertake inspection, utilizing the HSQE inspection instrument. The principles for the inspection are based upon organizational management, organization development, human resource development, including staff, students, administrators, etc., and management development. The HSQE inspection assesses, measures, and quantifies the performance of the schools in all of these areas.

This instrument scores then ranks schools on a scale of 1-7, from extremely weak to excellent. To encourage motivation and create healthy competition between the schools, Malaysia presents two awards annually, the National Aspiring School Award and the Minister of Education Quality Award for premier schools. The awards are given to schools grouped under several categories. The awards inspire schools to become better and rank higher.

The Inspectorate works closely with the stakeholders, teacher unions, Ministry of Education, and state district education offices. Following inspections, reports are presented to the Minister of Education, with directives handed down as required. Schools are required to submit improvement plans; state district education offices ensure that the plans are being implemented to take corrective action. When their inspections are being carried out the officials not only observe but also they sit down with the teachers and give suggestions, plan together as well as evaluate, and discuss how to improve the school.

Now that the initial steps have been taken to implement HQSE, new initiatives need to be taken, such as: using tele-monitoring to trace and track performance; utilizing master teachers as catalysts, working with the school boards, enlisting the help of state district education officials; encouraging schools; simplifying and reconstructing reports; changing the conventional mindset; training school inspectors; and enhancing the role of master teachers and principals to ensure the success of HQSE.

**Education Statements and Quality Assessment in the UK**

**Mr. Richard Birch**

**Commercial Director, Cambridge Education Associates**

**Ms. Marian Brooks**

**Director of School Improvement, Cambridge Education Associates**

**The United Kingdom**

Before the education reforms of the late 1980's, schools had very little accountability however, were very professional. Later the opposite was true in that schools had high accountability and little professionalism. Parents had very little to do with their child's schooling, and higher education was limited to the top 20% of the total school population.

Because of these problems, the UK government began to move towards a nationally defined curriculum. The curriculum was introduced as well as a compulsory training for teachers to help with these problems. The UK also pushed for school accountability to be accompanied by funding for schools, allowing for a greater degree of local decision making.

The Office for Standards in Education (OFSTED) introduced in the early 90's used a common framework to assess schools. Schools are inspected in a four-year cycle by trained inspectors and the results are published and universally available, bringing a high level of accountability to all schools. The focus of these inspections is to observe the quality of lessons, progress of students, supported by examination at work, and feedback for students and parents.

There are many aspects of concern in the UK. Using the 'core curriculum' causes teachers to pursue the target scores, thus making them focus on the middle 50% of the students. The curriculum also causes teachers to concentrate on subject areas that align with test results, leaving other subjects behind. They also tend to focus on achievement, ignoring other fundamental issues of teaching. The reform process has brought about low morale among the teachers. Schools in the UK are not homogenous and therefore cause differential performance.

There are several current strategies for the assurance of quality in leadership and teaching, beginning with the recent establishment of a National College for School Leadership, requiring higher standards for school leaders. UK's national body for accreditation of teacher training has begun more rigorous inspections. Where institutions are found to be below the required standard, their capacity to offer teacher-training programs is reduced or withheld.

Beginning in the year 2000 teachers, in order to receive a pay increase, must meet the required level of performance, completing a detailed application with supporting evidence. Senior managers also observe them while teaching. Their head teachers are also held to these standards, their pay depending on the teacher's success.

School self-evaluation evidence based on teachers and head teachers may improve the education for students. The establishment of portfolios to demonstrate ability will help assess the teachers in the future. Next is a need for teachers to demonstrate progress towards better education as well as a need for people to better their own classroom skills.



## General Discussions following the Panel Session VIII

*Question: I heard that teachers are really unsatisfied in your country, that there is a lack of teacher resources. Is that true?*

*Response: Yes, reforms in the mid 90's encouraged people to opt for early retirement. The government persuaded many teachers to retire early. Many teachers left the field at the age of 55. However, very little thought was given into initial teacher recruitment, toward being able to replace them. Now, because of the shortage, over the past five years, we have began to recruit from overseas Australia, New Zealand, South Africa and Jamaica. But these teachers are strongly needed in their own countries, and this is causing tension between us and the other countries. New methods such as paying graduates to teach instead of attending graduate school or in lieu of their final year. Also, teachers who left the system, for example, to take care of family, are being encouraged to return to the profession. However, teachers in the UK don't share the same high respect that teachers here have. Because of a political issue some 10 years ago, teachers have not been held in respect by government or the people. The UK is now beginning to recover.*

*Question: Can you elaborate on Compulsory Teacher Training?*

*Response: Every teacher in the UK is required to take at least five days of training a year, at the direction of the head teachers based on the new curriculum or needs of the school. This is one way for teachers to demonstrate they have met the needs of the threshold requirement.*

**Evaluation of the  
Second International Forum on Education  
Reform:  
Key Factors in Effective Implementation**



This forum was the second international meeting arranged on the theme of educational reform. The first, held in July 2001, focused on the experiences of twelve countries in their efforts to improve their educational systems. The positive feedback from and interest generated by that conference was the impetus for the organization of a follow-on in September 2002. This second forum was aimed at exploring the implementation of reform and the issues involved in ensuring that the processes in place bring about effective and positive change. The increased involvement of the international education community in the meeting was an indication of the importance given to this topic in many countries and the acceptance of the Thailand venue as an appropriate and important forum for discussion of the issues.

### Participation

The pre-forum publicity generated a gratifyingly heavy response from both the international and the Thai education community, so much so that the conference was filled to capacity well in advance of the August 15 deadline. The ONEC Website proved to be an excellent means of providing information, and the number of visitors to the site was beyond expectations.

The total number of Thai participants exceeded 450, with nearly half of these paying the requested fee of Bht. 1,050.

### Pre-Conference Organization

With the experience gained from the work in planning and delivering the 2001 forum the preparations for this year's meeting went well. Requests for financial and presenter support were met with positive responses relieving the forum organizing team from the time-consuming task of enlisting support from the various organizations and foreign government agencies. In fact, support was so forthcoming that the number of presentations became a problem to deal with. In contrast to the previous year, speakers were engaged early in the process, facilitating the scheduling and administration of their visits. At the same time, new processes and registration procedures to be implemented were not well thought out, creating a rather hectic registration period.

### Invited speakers

Although guidelines for the papers were sent to invited speakers in advance, some of the presentations continued to stray from the focus of the main theme presenting a descriptive or historical view rather than the implementational perspective requested. This is an important issue that should be addressed in any future program. Now that the forum has been well established as a professional and valuable international gathering on educational reform, it should be possible to be more selective in the invitations to speakers and more demanding of the expectations for their contributions. The organization team should be able to request that papers adhere to the specific outlines of content and focus desired, and to return those papers not meeting the expectations.

There were, perhaps too many papers for the length and approach of the forum, and this limited the opportunities for interaction. While several of the papers were followed by question-answer periods, missing from this year's meeting was the excellent component of the 2001 program, the small group sessions where the participants themselves could explore and discuss issues.

### Organization of the Conference

Pre-conference organization of the program was significantly less stressful and harried than the previous year. International participation was not a major hurdle, as support in the form of sponsored speakers was readily forthcoming from many of the countries having an interest in Thailand's reform efforts and brought in a number of interesting papers. Use of the Internet was exceptionally helpful in gathering the papers and in communicating with participants. Interaction and communications through e-mail and the Website have become an essential tool in the organization of such meetings.

At the same time, new registration procedures were introduced, namely the payment of conference fees by Thai educators and procedures to handle this were not developed in advance to ensure efficient on-site registration. With this year's experience, staff will be better prepared to ensure a speedy and well organized process at the door.

Most of the papers were submitted in advance, enabling many documents to be distributed prior to the event. Power point handouts were made available on the Website following the presented date, which reduced the amount of paper and document production required during the conference itself.

One of the issues that should be brought up with speakers is the preparation of visuals that accompany the presentation. Many of the Power Point slides were not legible to the participants because of small type fonts, excessive wording, and crowded tables. Guidelines should be developed and sent to the speakers well in advance to assist them in preparing slides that will be more audience friendly.

Again, the preliminary meeting of speakers and moderators enabled the organizers to review the guidelines for presentations. While not always adhered to, the advice was a good means of setting expectations for timeframes and focus and went far in ensuring that the program proceedings went as planned.

### The Program Itself

The program organizers asked the presenters to focus on the strategies and factors that were important to the effective implementation of the reforms being undertaken, rather than to provide a history or description of the measures themselves. To a large extent the instructions were adhered to, although a few papers still read like a history of education and education reform. Because the speakers kept to their topics for the most part, it was easier to

organize the presentations around major topic themes and to relate keynote presentations and panel sessions coherently. Only a few papers seemed out of place in the assigned panel. This was a major improvement over the previous year, when it was difficult to relate keynote and panel presentations.

### The Social Programs

Again, the pre-conference and evening programs were useful in bringing together speakers and selected forum participants to renew and establish contacts with colleagues. A number of participants commented on the cordial and comfortable atmosphere of the event and after-hours activities. The networking opportunities presented through these programs should not be overlooked.

### Conference Venue

The Ambassador Hotel was a very good choice of venue. The convenient access to the BTS line facilitated travel to and from the venue for Bangkok participants. Service was good, and international visitors and up-country Thai participants found their rooms comfortable.

The large hall and the availability of several small rooms made it easy to arrange all activities while the open foyer in front of the hall provided a good opportunity for exhibits from various organizations. In fact, the site was not exploited for its best feature and the availability of several rooms for concurrent small group sessions.

The refilling of water glasses during the plenary sessions was spotty, but the serving of refreshments during the presentations was done unobtrusively and efficiently. The meal service was very efficient and the dining area was roomy and convenient.

While the sound system and lighting in the main hall were good, the use of the large screen and video monitors was not well coordinated. During the first sessions, there was no line out from the computer to project the power point slides and viewing was difficult from the back of the hall.

### Follow-up

A major objective of the 2001 forum was the creation of a network of educators and stakeholders in education reform. While the Office of the National Education Commission has prepared a list of interested members of that network and posted on its Website, little else has been accomplished over the past year. This is an important activity and should be given serious attention. A good start has been made in creating the database of participating scholars, but activities or discussions should be organized to make the database worthwhile. It would be desirable to establish a Web Site, with a bulletin board and chat room capacity. A report of this Forum, along with the country papers, should be posted on the site. But the site should not be a static location for documents. If it is to be a true network, there must be a rationale for involving busy people on a regular basis. One way to kick this network off would be to set a

series of tasks to be accomplished. For example, the Web Site could gather input from the network members on specific aspects of reform, setting a topic for discussion each month and inviting brief responses, references to papers, reports, and other sources of detailed information about that topic. An sample topic might be ‘bringing teachers into the reform process’. Some questions might be listed that could be responded to either briefly or at length, with a time limit set for responses, after which time these responses would be gathered and a paper prepared on the topic from the findings and the discussions. A second round of input on that topic could be invited after the report was posted on the Web. Input of this type would be relevant to the needs of Thailand, and provide a wealth of specific information and ideas.

### Observations

In terms of the value of the presentations to the Thai situation, there was much that was relevant and applicable. While several speakers cautioned that reform is culture and situation specific, and that an approach seen as appropriate for one country may not fit the context of another country, there was still much of importance to compare and contrast. A number of speakers touched upon issues that parallel the Thai priorities, and their input should be considered carefully by policy makers and those implementing reform in Thailand.

It was also gratifying to note the increase in the number of presentations from Thai educators. In the main sessions and in the small theatre presentations, this bodes well for the continued professionalism of the Thai educational community. All abstracts as well as full-text version can be easily accessed at [www.worldedreform.com](http://www.worldedreform.com).

In some countries, recent reform efforts have been underway for only a few years; it may be too early to draw conclusions about their success or failure. In other cases, country representatives were able to share the lessons learned, and these are important for the Thai context - particularly the common themes sounded by so many speakers about the need for continuity of political commitment and leadership, the importance of dialogue and consultation among the stakeholders, particularly teachers, and the dangers of attempting changes that are too rapid and too sweeping.

It is clear from several presentations that the central governments play a critical role in originating, driving, and implementing reform, regardless of the trends toward school-based management in most of the countries represented at the conference. It is interesting to note the common experiences of some countries, which have found that the move toward school-based management has had little, if any, impact on the improvement in the quality of education unless other factors, such as the involvement of teachers in implementing the reform components, are accomplished concurrently. This is a sobering thought for those who believe that decentralization of authority alone will produce the quality of education so strongly desired.

### Recommendations for future programs:

- This conference attempted to narrow the scope of the topic of education reform by focusing on the key factors in effective implementation of reform. At the same time, because of the variety of key factors identified by the speakers, it was still a broad

overview of reform. If a narrow focus is desired in future forums the theme must be carefully defined to address only the issue of particular interest.

- Little has been done with the International Network for Education Reform established following the 2001 Forum. This is an important activity and should be given serious attention. A good start has been made in creating a database of participating scholars, but no activities or discussions have been organized to make the database worthwhile.
- Set keynote presentations to serve as the thematic topic for discussion during the session or during the day, and arrange panel discussions so that they continue the topic theme in greater depth.
- Increase the number of small discussion groups to encourage participation, and set tasks to be completed by each group during the course of the conference.
- On a consistent basis, provide time for audience participation following keynote presentations and each panelist, rather than waiting for the end of session. A general question/answer period can be set at the end of each session, but it is useful to invite audience reactions and questions immediately following the presentation. Two hours is a long time for the audience to sit without being invited to comment, ask questions or otherwise provide input.
- Be certain that speakers keep to the theme of the conference in preparing their presentations. A number of speakers continued to provide historical and background summaries of what is happening in their countries rather than concentrating on the key factors for the success or failure in the implementation of their reforms. Providing clear outlines or guided questions related to the information and ideas wanted will help speakers stay to the thematic focus. These outlines/guided questions should accompany the letter of invitation to ensure that the speaker understands what acceptance of the invitation will require in the preparation of the presentation.
- Include time for panel moderators to meet the panelists in advance of the session enable them to go over the session outline; i.e., the time to be used for each presentation, the points they should address, and other matters that the organizers would like the panelists to understand. There should be written guidelines for the moderators and these should be made available in advance of the conference. Request that moderators prepare questions to ask each speaker following his presentation to begin the question session and to elicit points that should have been addressed but were not covered during the presentation.
- To facilitate networking, the names and addresses of participants should be made available upon registration, or at least within the first day of the meeting. This can be

done by having computers available at the registration table to add or update the list of participants. A final list should be made part of the proceedings or placed on the Web Site for reference.

- A series of follow-up activities should be developed and presented during the conference to engage the participants after the conference ends. Some possible options:
  - \* Funds should be made available for Thai participants who propose to hold review sessions in their provinces. These meetings could either review the forum as a whole or examine one or more of the topics for application in their own situations.
  - \* As an initiative in demonstrating the power of technology for education for the benefit of teachers and other educators, a program featuring the conference should be produced. For example, it would not be too expensive to develop a one-hour program for broadcast into the schools on the NFE or Klai Kangwon channels after the close of the school day, around 3:30-4:30 pm, for example. The program would be a documentary-type overview of the conference, and including short video-clips of Thai and foreign speakers (with Thai language dubbing) as well as a discussion by Thai educators of one or more topics that are of particular relevance to the Thai context. This session could later be made available on video-tape and CD-ROM for broader distribution as a means of showing how technology can be used to include educators throughout the country into conferences such as these. To ensure that such a program was professional and of good quality, it should be planned in advance and a professional documentary producer engaged at least two months before the conference began,
  - \* Provide a CD-ROM series of the forum to include video clips of the speakers, with summaries in Thai, and Thai and English abstracts of the papers of each speaker. This series could also be placed on the ONEC Website for access by both foreign and local educators; however, the intended audience should be Thai educators.
  - \* Please note that all full-text versions of this three-day event can be accessed at [www.worldedreform.com](http://www.worldedreform.com).



**Acknowledgement**  
**The Second International Forum on Education Reform:**  
**Key Factors in Effective Implementation**

**Organizing Committee**

Mrs. Srinoi Povatong	Advisor
Mrs. Doris Wibunsin	Advisor
Mr. Philip C. Bergstrom	Advisor
1. Dr. Rung Kaewdang	Chairperson
2. Dr. Siriporn Boonyananta	Deputy Chairperson
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15. Mr. Robert Noakes	Member
16. Mrs. Amporn Pongkangsananta	Member
17. Mrs. Wannapa Pliansri	Member and Secretary
18. Ms. Woramon Chulacharit	Member and Deputy Secretary
19. Mr. Panthep Larpkesorn	Member and Deputy Secretary

**Function**

1. Decision making, supervising, and advising on forum's general policy especially academic, registration, financial, and public relations arrangement,
2. Planning and advising on list of invitees to the opening ceremony as well as various sessions,
3. Supervising on project's paperwork, budgeting, and agreement among various co-hosts, and
4. Administrating the forum's proceeding

## Academic Committee

Dr. Nongram Setapanich	Advisor
Associate Professor Dr. Surasak Labmala	Advisor
Dr. Laekha Piya-Ajariya	Advisor
1. Dr. Siriporn Boonyananta	Chairperson
2. Mrs. Surang Phopruksawong	Member
3. Assistant Professor Dr. Byaporn Na Nagara	Member
4. Ms. Sudhasinee Vajrabul	Member
5. Dr. Cherapan Poonnakasem	Member
6. Mr. Nopporn Suvanruji	Member
7. Ms. Kulvitra Bhangananda	Member
8. Dr. Suthasree Wongsamarn	Member
9. Ms. Penpitt Si-arun	Member
10. Mrs. Somsri Kidchanapanish	Member
11. Ms. Sasitorn Leksuksri	Member
12. Mrs. Wannapa Pliansri	Member
13. Ms. Putisar Akkapoo	Member
14. Mr. Ravich Takaew	Member
15. Mr. Panthep Larpkesorn	Member and Secretary
16. Ms. Amara Rossuk	Member and Deputy Secretary

## Function

1. Screening and enlisting participants financially supported by ONEC,
2. Screening and selecting nominated papers to be presented in the Forum,
3. Selecting a group of Thai panelists as well as chairpersons of various sessions,
4. Administering various sessions according to the forum's objectives,
5. Supervising ONEC's exhibition related to the Forum's theme including the overview of Thai education reform, and
6. Supervising the compilation of forum's proceeding as well as policy recommendation on Thai education reform.

## Registration and Logistic Committee

Mr. Wichien Ketsingha	Advisor
1. Ms. Mayuree Charupan	Chairperson
2. Ms. Wattana Artidtieng	Member
3. Ms. Chalerm Rodrakwongthai	Member
4. Mrs. Tipsuda Sumethsenee	Member
5. Ms. Nuanjan Puyakoon	Member
6. Mrs. Sirivarn Svastiwat	Member
7. Ms. Yupa Viripiomgool	Member
8. Mr. Chumrasporn Sungkasap	Member
9. Ms. Khanittha Chirawiriyawong	Member and Secretary
10. Mrs. Chatuporn Harnworawong	Member and Deputy Secretary

### Function

1. Planning and supervising registration process and greeting ONEC's network of education reform as well as Forum's participants,
2. Planning the Forum's publicity to increase numbers of applicants as well as participation from all sectors,
3. Coordinating on Forum's facilities, presentation, and audio-visual arrangement,
4. Administrating all logistic arrangement according to the plan, and
5. Facilitating all staff

## Financial Committee

Professor Dr. Somwung Pitiyanuwat	Advisor
1. Assistant Professor Dr. Byaporn Na Nagara	Chairperson
2. Mrs. Wannapa Plainsri	Vice Chairperson
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4. Mrs. Sasavan Hamchavarat	Member
5. Ms. Sayomporn Wanswang	Member
6. Ms. Woramon Chulacharit	Member and Secretary
7. Mrs. Chatuporn Harnworawong	Member and Deputy Secretary

### Function

1. Processing all application,
2. Arranging all financial transactions,
3. Carrying out the balance sheet as well as budgeting, and
4. Coordinating with the Comptroller General's Department, Ministry of Finance

**Advisors**

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