

## Paper Presentation Room 1: SBM from the Perspectives of Forum Participant

**Venue** **Chinese Room 1**

**Date:** **Tuesday 9 September 2003**

**Time:** **1330 - 1650 hrs.**

**Chairpersons:** **1330 – 1510 hrs. Assistant Professor Dr. Sa-ngob Prasertpan**  
**1510 – 1650 hrs. Dr. Tipawan Prasertpan**

**Focus:** **Basic concept of SBM, SBM in vocational education, and key performance indicators**

Name- Last Name	Topic	Time
1. Mr. Precha Sukhonthaman	A Report on School- Based Management at Prasaratprachakit School	1330 – 1355
2. Ms. Joan Y.H. Leung	School- based Management Reforms in Hong Kong: A Re-regulation of School Governance	1355 – 1420
3. Ms. Kanchana Pasurapan	Influential Factor Analysis of Education Quality in Technical Colleges of Thailand	1420 – 1445
4. Ms. Chompunuch Buabangorn	Factors Effecting the Effectiveness in Management of Vocational Education of the Colleges in the Vocational Development	1445 – 1510
5. Ms. Doungsamorn Klinchoroen	Factors Affecting on the Effectiveness of Private Vocational Schools	1510 – 1535
6. Ms. Ambihadevy Sinnathambu	Basic Education in Thailand: Challenging Issues of Quality	1535 – 1600
7. Dr. Sa-ngob Laksana	Key Performance Indicators of Successful School-based Management	1600 – 1625
8. A.B.M. Shah Jalal, Sufia Akter, Rebeka Sultana, S. M. Morshed Bipul, J. Shaw, and A. G. Rajbhandari	School-Based Management Systems In Secondary Level General Education In Bangladesh: Lessons Learned from Thailand's Experience	1625 - 1650

**A Report on School- based Management at Prasaratprachakit School, Rathaburi, 2002 – 2003**

**Mr. Preecha Sukhonthaman  
Thailand**

**Rationale:** Decentralization of managerial power from the Department of General Education is at the heart of education reform in Thailand, and it has contributed to the school- based management for every secondary school in the country. Most of the school work can be planned by the school itself and the school director is responsible for the implementation of the plan accordingly. Prasaratprachakit School has realized the facts that all students are the focus of the school management and the satisfaction for the “stakeholders” is the undeniably final impact of the management. The child- centered teaching approach has been used to satisfy the students and their parents, the first group of the stakeholders, and quality education is highly expected. From that approach. To gain the most benefit from the school- based approach, the school and community have jointed hand and made concerted efforts to specify their vision, mission, And also the strategic plans for schooling and also to mobilize necessary resources and assistance from the community. While implementing the plan, they both have had a close look at the progress of management and helped correct the course of action. The final goals of their efforts are three folds: all students must finish their studies in due time and their average schooling achievement is up to the standards. In addition, all stakeholders are satisfied with the outcomes of the schooling management. We want to go forward, and we will not stay behind.

**Long term objectives for the school- based management**

1. to round up concerted efforts from all parties concerned, for the overall school planning, for the resources for school management, before the commencement of each school year, as deemed necessary;
2. to develop the managerial power to the specified personnel or parties, working as a network or as a teamwork to carry out the plans, especially on learning- teaching activities in which the community can take part;
3. to publicize the output and outcomes of the annual school management and get feedback for the improvement of the next plan.

**Selected working team in 2002 – 2003:** the stakeholders who had participated in the school management as a teamwork were as follows:

1. school administrators Z1 school directors and his 3 assistants),
2. committee members for the School Board, PT- Associations and Alumni Association, as assigned,
3. school personnel (50 teachers), as assigned: and the head of janitors,
4. parents, randomly selected, and
5. Sri Donpai Municipality, Prasartsit Buddhist Monastery, Prasartsit Administrative Organization

**Work assignment and finding**

The collaboration from within and outside this working team has yielded satisfactory results as proposed in terms of school administration, the outcomes of the teaching- learning activities and the academic development for the teachers. The satisfaction of the community and the happiness of the students could be traced in the questionnaires. A fascinating impact, in a psychological aspect, is the willingness of the people concerned to further their collaboration for the following years.

### **Conclusion and recommendation**

1. The infrastructure of the school can be adequately available only through mobilizing resources and assistance from the community. Therefore, the community itself should be well informed of the shortage and “a chance” should be provided to them so that they can get involved in the school administration, for the better.

2. All “stakeholders” should be part of every scene, even though some of them are willing to be behind the scene. The decision making power of the school director should be implemented only after the consultation among the stakeholders, and the documentation in it is a necessary. It should be currently available, ready for use.

3. the students must be the most crucial point of interest. They always come first, looking from any angles. The teachers should be properly rewarded in terms of their dedication to the students and their willingness to improve themselves more, academically and systematically.

4. All these positive parts have occurred in Prasaratprachakit School, Ratchaburi, through the school- based management scheme. This is just the beginning of the education reform in the school. We hope we can find more active ways of doing things collaboratively for the better of schooling achievement of their students in the future. Besides, through this sort of school- based management, the teachers are all energetic to work with community and, at the same time, the community is confident to work with the school for the common goals- their beloved ones, our students.

### **School-based Management Reforms in Hong Kong: A Re-regulation of School Governance**

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**Joan Y.H. Leung  
Hong Kong SAR**

Over the last decade, there has been much discussion about decentralization and its impact on school management. The idea of school-based management, which advocates a decentralization of decision-making power to the school-site level has been a trendy reform in many countries. In Hong Kong, the School Management Initiative (SMI) scheme that offered a school-based framework for greater involvement of teachers and parents in decision-making was first introduced on a voluntary basis in 1991. The spirit of SMI was highly recommended in the Education Commission Report No. 7 issued in 1997. The scheme was renamed as School-based Management (SBM) and all schools in Hong Kong were required to practise SBM by 2000. Yet, as to date, the Education Amendment Bill (2002) which provides a participatory decision-making mechanism for teachers, parents, alumni and the community in the school management committees is still under debate in the Legislative Council.

Some big school sponsoring bodies, the community groups that have been the traditional partners of the government in the provision of school services since the early British colonial days, expressed strong reservations and concerns in opening up the school management committees and their operation to teacher and parental participation.

The introduction of SBM marks the beginning of a new mode of governance in the Hong Kong school sector. This paper examines the nature of change, the dynamics between the state and various societal actors and the governing capacity of the state after the introduction of the school-based management reforms. Governance, as defined by Jan Kooiman (1993) and Pierre and Peters (2000), is about how the state steers, coordinates and interacts with societal actors. In Hong Kong,

there are two levels of societal actors in school governance, namely, (1) the school sponsoring bodies (SSBs) at the meso level and (2) the other stakeholders at the school-based level, including teachers, parents, alumni and the community representatives. Historically, school services in Hong Kong have been provided by a co-management of the government-voluntary sector partnership. The SSBs have been the agents of the state for more than 150 years. Given the political, economic and social environmental changes in the last two decades, apart from the SSBs, the state has to include other societal actors that were previously excluded in the school policy network in order to enhance its governability. Hence, the power distribution and the character of school governance become more complex, pluralistic and dynamic. The focus of this paper will examine the capacity of the state in balancing the diverse social-political needs in the community. Inherently, diverse political-social interests in the community are conflictual. In the nutshell, therefore, the understanding of governance is related to the classic question raised by Lasswell "Who gets what?" Rather than devolution of power from the state to societal actors at the school-based level, the paper argues that the SBM is a re-regulation of school governance. The new mode of governance as outlined in the Education Amendment Bill (2002) unfolds a shift from a *corporatist* pattern to a *corporate pluralist* mode of governance. The former is a partnership between the state and SSBs per se while the latter will allow a *pluralist involvement* of other societal actors, including teachers, parents, alumni representatives. Nevertheless, the operation of schools will remain firmly under the *corporate leadership* of the state and SSBs. The state continues to steer, the SSBs manage while the involvement of teachers, parents and the community representatives will provide legitimacy to the new mode of governance after the re-regulation.

## **The Development of Readiness Indicators Relating to the Decentralization Policy of Educational Institutions**

**Kanchana Pasurapan  
Thailand**

### **Research objectives**

The objectives of this research was, first, to create and develop readiness indicators relating to the decentralization policy for educational institutions and, then, to create questionnaires based on these indicators for the purpose (a) of determining the opinions of school committees concerning the readiness of education institutions with regard to the decentralization policy and (b) of suggesting ways to increase educational institutions' readiness with regard to the decentralization policy.

### **Methodology**

First, I studied theories and data relating to indicators, methods of developing indicators, administration conditions in educational institutions, and the decentralization of administration in education institutions. I initially derived the indicators from a synthesis of relevant literatures, then improved them in accordance with recommendations received during the interviews conducted with thirty- on experts gathered in the committees from Chiang Mai Technical College, Chiang Mai Vocational College, Chiang Mai Polytechnic College, Chiang Mai Agriculture and Technology College, and Jomthong Vocational Community College.

The tools used in data collection consisted of questionnaires constructed from the primary and secondary indicators of educational institution readiness relating to the decentralization policy, separated into academic, personnel, budget, and general administrative sections and modified in accordance with expert recommendations.

I analyzed the details of the secondary indicators in the academic, personnel, budget, and general administrative sections by employing indicators the experts considered suitable, discarding indicators which they felt would be problematic in evaluating the results, including additional indicators they proposed, and summarizing their opinions regarding these indicators.

Second, I examined opinions concerning educational institution regarding relating to the decentralization policy as follows:

The total population of relevant of relevant experts consisted of 170 individuals acting as directors, assistant directors, heads of department, heads of sections, and head of other affairs from Lampang Technical College, Lampang Vocational College, Lampang Polytechnic College, Koh-ka Industrial Community Education College, and Thoen Industrial Community Education College.

My sample population consisted of 64 experts acting as directors, assistant directors, heads of divisions, heads of sections, and head of their affairs who formed school committees from Lampang Technical College, Lampang Vocational College, Lampang Polytechnic College, Koh-ka Industrial Community Education College, and Thoen Industrial Community Education College.

Data was collected using the aforementioned questionnaire on educational institution readiness relating to the decentralization policy, which was divided into two parts. Part 1: asked about sex, position, work experience,, and work place. Part 2: solicited the opinions of the sample population regarding the operational level of academic, personnel, budget, and general administrative sections of the educational institutions which the experts in the sample population were affiliated with. The details of this questionnaire were constructed from the indicators derived from the first stage.

I analyzed data from the mean value of each school in the academic, personnel, budget, and general administrative sections. A low mean value showed a lack of readiness for a particular section: a high mean value demonstrated greater readiness.

Third, the researchers presented the results from the second stage at a meeting of administrators composed of the assistant directors for the academic sections of Lampang Technical College, Lampang Vocational College, Lumapng Polytechnic College, Koh-ka Industrial Community Education College, and Thoen Industrial Community Education College. The meeting concluded that all five colleges needed to improve operations systematically, by promoting teamwork, standard operating procedures, supervision and follow up, reporting and evaluation of results, and development. At the meeting, a plan was also presented for the development of educational institutions within the span of three years.

## **Conclusion**

1. Creation and development of the readiness indicators relating to the decentralization policy for educational institutions in the academic, personnel, budget, and general administrative areas subdivided into primary indicators as follows:

with regard to academic affairs, the five primary indicators were curriculum management, learning procedure management, educational media management, school internal supervision management, school internal quality assurance management.

With regard to personnel, the six primary indicators were administrator selection, teacher and extra teacher sorting, personnel and officer sorting, school committees/school counselor sorting, human resource administration, human resource development.

With regard to budget, the six primary indicators were budget management, resource management, cash and account management, educational fund management, personnel development fund management, welfare fund management.

With regard to general administration, the four primary indicators were management of policies, aims, and objectives, administrative system management, student management, management of community/workplace and parents.

2. The study of the opinions of educational institutions committees affiliated with the Department of Vocational Education in Lampang Province with regard to the readiness of their educational institutions in relations to the decentralization policy for educational institutions produced results: the committee for Lampang Technical College, Lampang Vocational College, Lampang Polytechnics College, Koh-ka Industrial Community Education College, Thoen Industrial Community Education College were of the opinion that they had an average level of readiness in the areas of academic, personnel, budget, and general administration

3. The proposal for future development of educational institutions at the meeting of the operation group, consisting of the assistant directors for academic affairs from Lampang Technical College, Lampang Vocational College, Lampang Polytechnic College, Koh-ka Industrial Community Education College, and Thoen Industrial Community Education College, suggested that the lack of readiness shown by educational institutions was due to the inability of personnel to perform their work in a systematic fashion. Thus, development of personnel is required so that they are able to operate systematically. And the operations group proposed a personnel development plan with a span of three years.

### **Factors Effecting the Effectiveness in Management of Vocational Education of The Colleges in The Vocational Department**

**Ms. Chompunuch Buabangorn  
Thailand**

The purposes of this research were ; to study the effectiveness in management of Vocational Education of the colleges in the Vocational Department ; to study the relation of the administrators factors and the effectiveness in management of Vocational Education ; to study the factors effecting the effectiveness in management of Vocational Education ; and to present the development models for administrators of colleges in the Vocational Department. The samples of this research consisted of 200 administrators and 400 teachers who were selected from 200 colleges in the Vocational Education. The instruments of this research used for collecting data were questionnaires based on rating scale five Levels. There were two kinds of questionnaires, Firstly for the administrators and the secondly for the teachers.

The data analysis used SPSS for Windows and the statistics in analyzing the data were the Percentage, the Means, the Standard Deviation, the Multiple Correlation and the Stepwise Multiple Regression Analysis.

The results findings were as follows :

1. The effectiveness in management of the Vocational Education of the colleges in the Vocational Department as a whole findings were “the high level” and the opinion of the teachers toward the practice of the administrators as a whole findings were also “the high Level.”

2. According to the practice of the administrators in the Vocational Department the results revealed that the factors of bio-society of the administrators were the ages, the experiences in the management, the factors of behavior in the management of the administrators were the leadership, the management in encouraging the learning reforms, the leader in the academy, the

management in the changes, and the factors of the morale and the ethics of the administrators in the management related with the effectiveness in managing of the Vocational Education were statistically significance at Level .01

3. According to the opinion of the teachers toward the practice of the administrators in the colleges the results revealed that the factors of the behavior in managing of the administrators were the leadership, the management in encouraging the learning reforms, the leader in the academy the management in the changes, and the factors of the morale and the ethics of the administrators in the management related with the effectiveness in managing the Vocational Education were statistically Significance at Level .01

4. According to the practice of the administrators in the Vocational Department the research findings were the indicators of the effectiveness in managing the Vocational Education, which have the statistically Significance at Level .05 are the factors of the behavior of the administrators in the management, the management in the changes and the factors of the morale and the ethics of the administrators in the management.

5. According to the opinion of the teachers toward the practice of the administrators in the colleges the research findings were the indicators of the effectiveness in managing the Vocational Education, which have the statistically Significance at Level .05 were the factors of the behavior of the administrators in the management, the Leader in the academy.

6. The development models for the administrators of colleges in Vocational Department in education management should consist of the Leader in the academy, the management in the changes and the morale and the ethics of the administrators.

### **Factors Affecting on the Effectiveness of Private Vocational Schools**

**Ms. Doungsamorn Klinchoroen  
Thailand**

The objectives of this research were: (a) to determine the effectiveness level of educational management; (b) to study factors affecting on educational management effectiveness; and (c) to propose administrator development model for private vocational schools. Samples in the research included 73 administrators and 365 teachers from 73 vocational schools in all educational regions throughout Thailand, including the Bangkok Metropolitan Area. Two sets of questionnaires were used to collect data. The first set was used to collect data from administrators. The questionnaires are composed of three sections, including general information, creative thinking, and effectiveness of school management.. The second set of questionnaire was used to collect data from teachers. The questionnaire was composed of six sections, including change management behaviors, academic leadership behaviors, communication behaviors, teachers' job satisfaction, school climate, and effectiveness of school management. Data were analyzed using the SPSS for windows with mean, standard deviation, simple correlation, multiple correlation, enter type, and stepwise multiple regression analysis.

The results of this research were explained as follows:

1. the effectiveness of educational management of private vocational schools as a whole was at the high level.

2. School climate, creative thinking, management behaviors, and teachers' job satisfaction were correlated with the educational management effectiveness of private educational schools. Predictor variables for educational management effectiveness of private vocational schools were management behaviors (ADMIN) and creative thinking (ZCRE). They could be the predictors for 62%. An equation of educational management effectiveness (in the raw score) was  $Y = .646 + .573(\text{ADMIN}) + .377(\text{CRE})$ . An equation of educational management effectiveness in the standardized score was  $Z = .699(\text{ZADMIN}) + .280(\text{ZCRE})$ .

3. A development model for private vocational school administrators consisted of management behaviors and creative thinking. The contents of management behaviors were change management, academic leadership, and communication behaviors.

### **Basic Education in Thailand: Channeling Issues of Quality**

**Ambihadevy Sinnathambu**

#### **Objective of the Study**

- 1) To examine the quality of basic education in Thailand with the main focuses on regional/provincial and temporal comparison
- 2) To identify and make recommendations to refine current resources in order to increase access to quality education

#### **Study Design**

The period of analysis is 1990- 2001 in Thailand and the data include 76 provinces and 7 regions. Data are obtained from the Department of Curriculum and Instruction Division, General Education and Bureau of Education Policy and Planning, Ministry of Education, Thailand

#### **Main Findings:**

Over the last decade, “education for All” was the main objectives of the Royal Thai Government and quantitatively it has been almost achieved at primary level. The number of students enrolled at all levels, as percentage of school- aged population has increased from 48 percent in 1991 to 84 percent in 2001. A closer look at the quantitative again, however, reveals that the statistics related to enrolment hid some fact about quality, which shows a lack of parallel progress. The third international comparisons of 8<sup>th</sup> graders performance in Mathematics and Science (TIMSS-1999X indicated that Thailand’s the average performance for math and science is lower than average of 38 participating countries. Importantly, Thailand’s performance significantly lies below Singapore for both of these subjects- about 30 percent and 15 percent, respectively. Quality education is increasingly in the global market essential not only for increasing demand for skilled labor in the domestic market but also for competing I the global market.

With the expansion of education, the Government of Thailand realizes that the access to quality education by all is necessary to sustain such achievement. The 1997 Constitution of Thailand and the National Education Act 1999 have emphasized the quality of education and the assurance of educational standards and quality is one of the major aims in the on-going education reform.

In this study, the status of education quality is evaluated using six indicators relating to the following areas: 1) *Attainment*- pupils’ knowledge in areas recognized as crucial across the Kingdom: test scores in math, science, foreign and Thai language. 2) *Success and transition*- pupils ability to complete their studies: dropouts rates, repetition rates, completion of primary and lower secondary education and participation of lower secondary and upper secondary education and; 3) *Resources and Structures*-pupils accessibility to school facilities: education expenditure per student and the educational qualification of teachers.

The key finding is that national level the student performance have moved erratically since 1992 and a high variation among regions and within region. In some provinces, the average learning achievement does not reach the target such as mathematics at primary and lower secondary

levels largely by southern provinces and mathematics and science at upper secondary level by northern provinces. The differences in student performance could be resulted in high rates of repetition and dropouts. The distribution of resources, mainly per capita government spending favored to the affluent areas implying the access to school resources does matter for accessing quality education. The challenging issue for educational policy makers is that to eliminate the lack of access to resources, mainly in the rural provinces.

### **Key Performance Indicators of Successful School- based Management**

**Dr. Sa-ngob Laksana  
Thailand**

#### **Introduction**

To abide by the 1999 National Education Act of Thailand, Ministry of Education has decentralized powers in educational administration and management regarding academic matters, budgets, personnel, and general affairs administration directly to educational institutions. In basic education, schools have to restructure the management to take greater responsibility in performing their duties. It has been expected that all schools have to use certain degree of autonomous management, utilize shared- leadership, endorse standard- based curriculum and instruction, and accommodate the collaboration with and the participation of the community.

This writing is intended to propose a set of critical Key Performance Indicators of successful school- based management so as to differentiate the new model schools from the traditional schools.

#### **The Objective of Key Performance Indicators (KPI)**

The performance indicator is certain data or information specified as the index or indices of school functions and operations. The performance indicators serve as evidential bases for determining the extent to which such functions or operations have met the desirable expectations.

It has been envisaged that few but significant key performance indicators will be useful for the following objectives;

- KPIs can be considered as the guidelines for school preparation towards effective school-based management.
- KPIs can be used as the tool for measurement and evaluation of schools' readiness, progress, and success in performing school- based management.
- The use of KPIs can provide the feedback information and the bases for continuing improvement of schools' performance.

### **Key Performance Indicators of Successful School- based Management**

#### **Information System:**

1. Proportion of Information about community trend, problems, expectation of learning outcomes, educational and vocational resources, culture, and local wisdom.
2. Proportion of information about school strengths and weaknesses in terms of school capacity and achievement.

#### **Leadership:**

3. Evidence of shared leadership adopting democratic approach by taking account of the opinions of colleagues, parents, and community members for decision making in school operation.

**Management Mechanism:**

4. Proportion of decision based on School Board solutions in planning, doing, checking, and acting (PDCA).
5. Number of collaborative teamwork for undertaking school functions.

**Strategic Planning and Management:**

6. The evidence of holistic and resulted- based approach in planning and management addressing to school vision, missions, and expected outputs and outcomes.
7. The Quality Standards of results, process, and inputs with precise measurable indicators by which the continuous monitoring and assessment have been done for the report to the public and continuing improvement.
8. The evidence of optimal use of school budget incorporating external fund and resources for maximizing the result attainment with transparency.

**Curriculum and learning:**

9. The evidence of the quality of school curriculum addressing to educational standards, embracing community elements, and establishing learning resources.
10. The extent of teachers capabilities in creating learner- centered approaches using diversifies innovative learning processes, responding to students' differences, and using suitable assessment methods for improvement.
11. The proportion of students mastering key learning standards.

**Conclusion**

The ultimate goal of decentralization is school empowerment. Schools are empowered to have certain freedom in conducting education for better benefit of the students and the community. Many schools may encounter the difficulty in shifting to the new approach of school- based management. The proposed key performance indicators in this writing may be considered as the starting points for developing school capacity towards the success of school- based management.

**School-Based Management Systems In Secondary Level General Education In Bangladesh: Lessons Learned from Thailand's Experience**

**A.B.M. Shah Jalal, Sufia Akter, Rebeka Sultana,  
S. M. Morshed Bipul, J. Shaw, and A. G. Rajbhandari  
Bangladesh**

School-Based Management (SBM) is an administrative innovation allowing educational institutions freedom in administration as well as management of teaching-learning activities. Many developed as well as developing countries, like USA, Australia, New Zealand and Hong Kong, have already adopted SBM. The system provides responsibility to the school authority for appointing teachers, budgeting, and improvement of infrastructural facilities. School-based management system is of course a potentially valuable tool for engaging talents and enthusiasm for more of a school's stakeholders than traditional top-down governance systems. Moreover, SBM holds the promise of enabling schools to better address student's needs.

In Bangladesh, secondary level general education at present consists of grade 6-10 ending with the secondary school certificate examination (SSC). It is almost exclusively delivered in non-governmental institutions, and more than 97 % of secondary level schools are run in the private sector. Ninety percent of government-recognized private institutions are provided with a government salary subvention to the teachers and support staff and some infrastructural development facilities to the schools. There is provision for forming School Managing Committee

(SMC) in private sector institutions for management comprising 11 members, either locally elected or selected from guardians headed by a chairman who may be either elected or may be a local official, such as a Member of Parliament (MP), Deputy Commissioner, or Upzila Nirbahi Officer (UNO).

The responsibilities of the SMC involve overseeing academic activities, making policy decisions for running the institutions, appointing teachers and staff, some infrastructural development, budgeting and disbursing including approval. The Government plays a limited role, and exerts little influence and control on administration and management, although it does provide substantial financial assistance.

In public schools, the Headmaster is responsible for running the school, and is supervised by the Deputy Director of respective zones. The transfer posting of teachers and staff as well as the expansion of public schools is administered by Zonal Offices, DSHE and MOE. However, the government has the greatest control over policy decisions in the case of public schools. The government has taken the initiative for strengthening academic supervision, employing academic supervisors under the Secondary Education Sector Improvement Project (SESIP), DSHE, in every upazila under all districts in order to improve the overall quality of secondary education.

Because of the lack of school planning in schools and understanding among the members of SMCs and communities, the ultimate goal of reaching defined standards has not yet been achieved. In Thailand, private sector educational institutions can provide education on all levels. In private sector institutions, there is provision for a board comprising 7–15 members who are representatives of parents, teachers, community organizations, local administration organizations, alumni and scholars. The board of each institution has responsibility for approving policy and budget, promoting academic matters, developing of teachers and educational personnel, mobilizing resources, promoting internal and external evaluation, participation in monitoring, inspecting and evaluating administration, and promoting and supporting the performance of institution. Private sector institutions receive government subsidies per head for students, teachers and other fees in addition to their own financial resources. There are independent agencies for managing, supervising, evaluating and monitoring the public sector institutions in Thailand. In spite of the steps taken by the government, the quality of management & administration in private sector institutions still remain under questions.

The methodology used in formulating this paper are a review of the readily available literature, report survey and reviewing published papers.

The aim of the paper is to review school-based management system of Bangladesh in context of Thai's school-based management for recommendation to reform policy regarding SBM.



## **Establishing the Open-Up Independent School Management to Allow Teachers and Students to work together within the New Curriculum**

**Mr. Shi Teshan**  
**People's Republic of China**

In accordance with the viewpoint of human socialization and social conditioning, the systematic viewpoint of bringing into full play of educational combining effects, the viewpoint of lifelong learning concepts adapting to the demands of talents' qualities in the 21st century, and the viewpoint of educational management coordination, our school is carrying the open-up independent school management into execution, which links the school's practical school-family-society motivated running mode of three combination of school education, family education and society education, as well as the experimental new curriculum reform confirmed by the State Ministry of Education. The functions of the independent school management in the experiment of new curriculum reform are expatiated in the following aspects: training teachers and changing concepts to introduce new curriculum, promoting courses reform by scientific research to probe into new curriculum, and creating comprehensive practical activities to explore new curriculum.

## **A Quasi-Experimental Research on the Educational Value of Performance Assessment**

**Baek, Sun-Geun and Hwang, Eun-Hui**  
**Republic of Korea**

The purpose of this study is to show that performance assessment (or performance-based assessment) increases educational value. For this research, it is presupposed that there are various kinds of values that are conceptually independent ('the horizontal relativism of value') and that each value is composed of many vertical levels ('the vertical relativism of value'). Based on these two relativism types of value, it is also presupposed that the educational value is conceptually independent of other values such as moral value, economic value, aesthetic value, political value, etc.

In this research, education is defined as the activity to pursue educational value through interaction between the teacher and learner. In this respect, education can be defined as the teaching and learning activity, based on the human relationship between the teacher and learner with trust and love. This is to improve the learner's vertical levels in various values with consideration of the learner's characteristics. In addition, educational value is defined as characteristics that are desirable and essential to education. The three criteria for evaluating educational value are suggested as 'improvement & progress', 'sincerity & enthusiasm', and 'individuality & wholeness'.

For this research, three measurement scales of educational value were developed for each criterion: the 'improvement & progress' scale (science achievement test), the 'sincerity & enthusiasm' scale, and the 'individuality & wholeness' scale. Each scale's maximum score was 100. A pre-test was conducted using 156 students in the 7th grade. Students were divided into an experimental group ( $N_1=79$ ) and a control group ( $N_2=77$ ), according to the test results. Only the experimental group was involved in the performance assessment for 9 weeks. The performance

assessment focused on doing, not merely knowing, and on the process or procedure used as well as the product resulting from one's performance of a task. The types of performance assessment that were implemented within the experimental group were portfolio assessment, self-evaluation, team project, scientific experiment, and conceptual map construction, etc. After the duration of the performance assessment, a post-test was administered to both groups. The results of this study are summarized as follows.

1. Each measurement scale had high reliability as well as acceptable validity. The reliability coefficient (Cronbach's  $\alpha$  coefficient) of the 'improvement & progress' scale was 0.95. Those of the 'sincerity & enthusiasm' scale and the 'individuality & wholeness' scale were 0.94 and 0.95, respectively. The results of both the correlation analysis and the factor analysis showed acceptable validity of those scales.

2. The performance assessment had a significant effect on students' science achievement ( $F=16.06$ ,  $p<.01$ ). Pre- and post-test mean scores of the experimental group were 70.03( $SD=21.10$ ) and 76.44( $SD=19.65$ ), respectively. However, pre- and post-test mean scores of the control group were 70.34( $SD=21.92$ ) and 69.45( $SD=23.22$ ), respectively.

3. The performance assessment increased students' sincerity and enthusiasm on science learning ( $F=6.67$ ,  $p<.01$ ). Pre- and post-test mean scores of experimental group were 56.28 ( $SD=15.22$ ) and 59.01( $SD=12.88$ ), respectively. However, pre- and post-test mean scores of the control group were 55.31( $SD=12.40$ ) and 54.49( $SD=15.37$ ), respectively.

4. The performance assessment improved students' individuality and wholeness ( $F=4.71$ ,  $p<.05$ ). Pre- and post-test mean scores of experimental group were 67.16( $SD=11.93$ ) and 67.19 ( $SD=10.57$ ), respectively. However, pre- and post-test mean scores of control group were 63.73 ( $SD=11.32$ ) and 62.22( $SD=11.05$ ), respectively.

In conclusion, this study shows that performance assessment has a positive effect on the educational value of teaching-learning activities in school. Therefore, performance assessment should be used widely for students' cognitive and affective development in school as well as in society.

### **A Comparative Study on Enrolment Ratios in Secondary Education in Bangladesh and in Thailand.**

**Md. Zakir Hussain, Md. Aminul Haque, Md. Sayed Omar Hafiz, Md. Enamul Haq**

**Jonathan Shaw, and Anil G. Rajbhandari**

**Bangladesh**

This paper is a comparative study of enrollment in secondary schools in two countries: Bangladesh and Thailand. Secondary education is necessary to develop the inherent qualities and potential of students and prepare them for higher studies as well as skilled manpower.

In Bangladesh, there are three streams in education: general, madrasa and vocational. At present, secondary level consists of grades six to ten, usually 11-16 years old. In Bangladesh, the literacy rate is 62%; in Thailand it is 95.5%. In Thailand general education consists of three different types of schools: welfare schools, special education schools and secondary schools, including grades up to twelve.

The Government of Bangladesh (GOB) has planned to increase the enrolment rate in secondary schools in the future. By the year 2008, GOB's expectation is to achieve 80% enrolments in Secondary schools. Therefore, making a comparative study of the two countries on the enrolment trends of students in Secondary Education (SE) and understanding the steps taken by the Royal Thai Government to increase their enrolment rate in secondary schools since the promulgation of the National Education Act in 1999 will provide useful indicators for increasing the enrolment rate in SE in Bangladesh.

A comparative literature study was undertaken to find out the picture of enrolment ratios in secondary education in the two countries for the years 2000 & 2001. In Bangladesh, the net enrolment ratios in junior secondary(grades 6-8),secondary (grades 9-10) and higher secondary (grades 11-12 ) are 48.35 %, 31.04 %,and 15.78 % respectively for the year 2000, and for the year 2001 it was 50.23 %, 32.33 % and 14.04 % respectively. In Thailand, on the other hand, the enrolment ratios are 82.8% in lower secondary (grades 7-9), and 57.4% in upper secondary (grades 10-12) for the year 2000 and for the year 2001 it was 82.2% and 59.3% respectively.

The focus of this research will be to further identify reasons behind the differences in the enrolment rates in Thailand and Bangladesh. The research method will be to survey senior officials in the Ministry of Education and other organizations that are directly or indirectly related with secondary education in Thailand. In addition, face-to-face interviews with secondary school headmasters and admission officers and teachers will be conducted. The research on Bangladesh secondary education system will be based on published articles.

The researchers expect the outcome of the research will be possible measures that might contribute to increasing the enrolment rate in the secondary education in Bangladesh.

### **Transformation of School from Managerial Governance to Academic Governance Probe and Practice of Human-based Management in Our School**

**Wang Jidi and Wang Hao  
People's Republic of China**

This paper, based on my theoretic probe and practical experiences, elaborates transformation of our school's educational strategy from managerial governance to academic governance, and practical experiences we have obtained in the course of such transformation under the guide of human-based management idea.

To begin with, the connotation of human-based management is analyzed in depth, namely theoretic base of such practice, briefing basic modes of human-based school management, to wit, basic thought of practice. Four respects are elaborated in details about implementation process of human-based management to a school, to wit:

1. target orientation
2. environment construction
3. staff management

#### 4. student management

It is the core idea of the paper to achieve three processes - probe of ideology and strategy of human-based school governance, practice of mode and method of human-based school governance, and ultimate realization of structure of human-based school management system. It is my long-term sustained education ideal.

### **The Development of Comprehensive School-Based Management Model for Basic Education Institutions**

**Dr. Derek Wannasian  
Thailand**

The National Education Act B.E.2542, effective in August 1999, represents and unprecedented and long over-due break from traditional Thai educational norms such as lecturing and rote learning and instead sets the foundation for a more creative, questioning approach to studying. The Act also sets out to decentralize finance and administration, giving individual teachers and institutions more freedom to set curricula and mobilize resources, which in turn will tend to increase accountability and ensure that funds are targeted in the right areas. The principle objectives of the Act are to ensure that education aims at the full development of the people in all aspects – physical and mental health, intellect; knowledge; integrity; and the pursuit of a desirable lifestyle in accordance with society and in harmony with other people.

In section 39 of the Act, the ministry shall decentralize powers in educational administration and management regarding academic matters, budget, personnel and general affairs administration directly to the Committees and offices of the educational service areas and the educational institutions in the areas. In section 40, in each institution shall be a board supervising and supporting the management of the institution. The board shall be comprised of representatives of parent; those of teachers, community and local administration organizations, alumnae/i of the institution, religious leaders and scholars. The director of the educational institution shall serve as member and secretary of its board.

The principles and concepts in section 39 and 40 above are the same as the principles and concepts of School-Based Management (SBM). To implement SBM in basic education institutions, we need the appropriated administrative models.

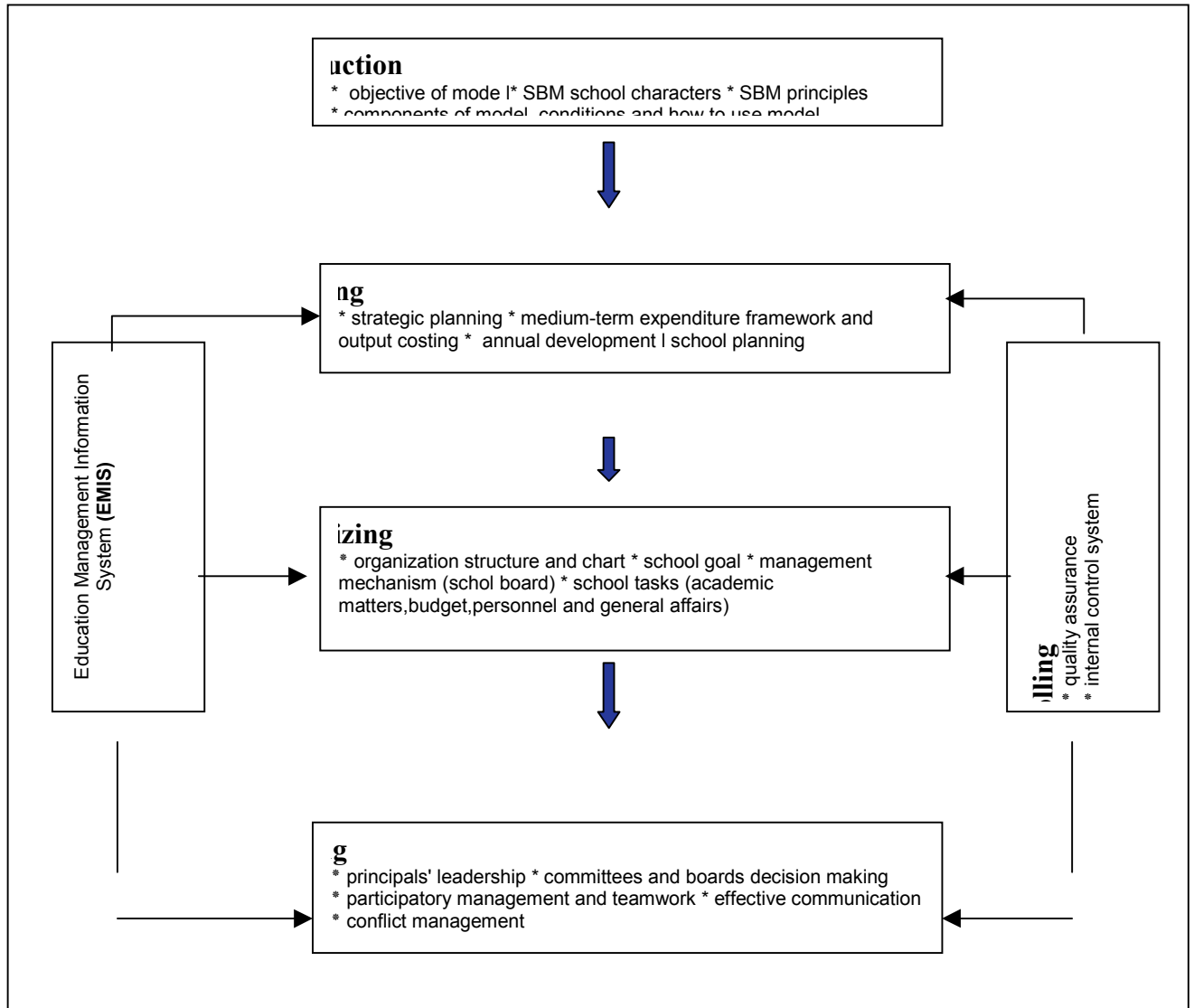
#### **Purpose and Research Methodology**

The objective of this study was to develop the comprehensive school-based management model for basic education institutions. Key informants were documents, school principals and scholars. Collected data by documents analyzing, interviewing, questionnaires and focus group interviews. Frequencies, percentage, arithmetic mean and standard deviations were used to analyze the data.

#### **Results**

Major findings were as follows :

The comprehensive school-based management model describes how to manage school according to Thailand context. The model has six main parts; introduction, organizing, planning, leading, controlling and school management information system and focuses on four managerial functions; planning, organizing, leading and controlling and covered four tasks ; academic , finance, personnel and general affairs . The proposed model is as follow :



environments(communities,education service areas,ministry of education etc.)

## School - based Management at Pattana Pracha - upatham School, Phrae

Sangduan Nuangpuch, Jirasak Jangun and Kamron KingKeow  
Thailand

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**Objective :** The objective of the study is to investigate the school-based management focusing on academic, personnel, budget and general administration at Pattana Pracha - upatham School, Phrae.

### Research Methodology :

The study was geared to qualitative study focusing on administrative model at Pattana Pracha - upatham School, Phrae. It is an in depth study with five ways of data collection:

- 1) The study of related documents and literature on school-based management, the ONPEC data and SSR including students' accomplishment.
- 2) The observation
- 3) The informal interview
- 4) The study on VDO on Local Forum : Phrae Administration Organization and School management and
- 5) The questionnaire.

Triangulation was used to validate the collected data. Four groups of key informants were selected. They were as follow :

- 1) Four members of Basic Education Committee
- 2) Four students' guardians within and outside areas.
- 3) Four local leaders and politicians and
- 4) Three school administrators and teachers.

### Research Findings

The study revealed that :

1. There are three factors and conditions that enhance the school-based management at Pattara Pracha - upatham School, Phrae successful.

1.1 **Awareness.** The school administrators has created awareness among stakeholders such as local community and private organizations to participate in education development. These stakeholders have participated in decision-making and school SWOT including planning, implementing and problem solving.

1.2 **Attempt.** The school administrators and stakeholders have helped attempt fulfilling the educational development by setting clear goals.

1.3 **Achievement.** The school administrators and stakeholders are proud with the administrative accomplishments using school-based management. There have been evaluations from the School Board. Everyone involved has a sense of belonging. The school has progressed and students are content.

2. Pattana Pracha – upatham, a school of the smallest size in Phrae has a high tendency of being closed. The school then had adopted the school-based management. Decentralization has been used and power is returned to the community. Stakeholders and those involved from the community and private sectors have opportunities participating in school management. The new style of

administration focusing on good governance and Demming's PDCA circle has yielded very high satisfaction in the following 4 areas :

2.1 **Academic** : A "Smart youth to Star Program" is introduced as well as multi-age classes. Student-centered has been emphasized with integrated approach leading to students career. The IT Program is also available for needy students.

2.2 **Budget** : The school budget is allocated by the School Board. Learning materials including buildings and grounds which enhance /stimulate learning atmosphere have been promoted. Thus personnel morale is increased.

2.3 **Personnel** : The school invites local people to share their wisdom to students. Local experts are available and students are eager to learn new things from their locality.

2.4 **General administration** : The school confirms good planning for every project, and this leads to well - prepared educational teaching aids which are of much help to all teachers. The school administrators also strongly help support their teaching personnel on supervision, assessment, correction, counseling and close participation under the vision of " sustainable development is human development."



## **Teachers' value orientations towards parental involvement in School-Based Management**

**Dr. Shun-wing NG**  
**Hong Kong SAR**

Involving parents in managing schools is one of the recommendations in the framework of school-based management (SBM) in Hong Kong. Thus, developing partnership relationships between parent and school is one of the prime focuses in the current education reform movement in Hong Kong. The innovation was first introduced in the policy document – “The School Management Initiative (SMI)” in 1991. After six years’ debate and try-out practice in some schools by including parents at different levels of school education such as participating in parent seminars and PTAs, volunteering in school operation, being members of consultative committees, etc., the idea has become mandatory in the policy document – “Education Commission Report No. 7 ” in 1997 where all schools in Hong Kong are required to implement SBM in 2000 and onwards, and where parents who are recognized as one of the stakeholders of children’s education are legitimately granted the role of school governor. In this regard, the consultation on the composition of the School Council was launched in 2000 (Advisory Committee on SBM, 2000). There were debates and comprises made between parent organizations and school organizations. Eventually, it is proposed in the Education (Amendment) Bill 2002 that two parent representatives be included as the ‘parent manager’ as well as the ‘alternate parent manager’ in the School Council.

To invite parents as partners in SBM, teachers’ values and beliefs towards their involvement are of vital significance in affecting whether the marriage is successful or not. Teachers’ commitment to working with parents helps facilitate harmonious and effective partnership relationships between parent and school and is one of the prerequisites of an effective school (Kushman, 1992). During the period of consultation on the composition of the School Council (2000-2002), a qualitative case study research on two primary schools was conducted to explore (1) teachers’ value orientations towards parents’ involvement in school operation and (2) factors impacting on their value orientations.

Through participant observations for six months and in-depth interviews with six teachers in each school, this article reports the finding of this explorative study which argues that teachers’ culture in these two schools be affected. The teachers possessed different types of values and beliefs in times of including parents in schools. The value-orientations of the teachers in these two schools are demonstrated along a continuum where the values of ‘altruism’ and ‘isolationism’ lie on two far ends. Altruistic orientations are characterized by teachers’ ownership of the capacities of ‘vision building’, ‘inquiry’, ‘mastery’ and ‘collaboration’ (Fullan, 1993) whereas isolationistic orientations are typified by the qualities of ‘blindness’, ‘circumscription’, ‘tradition’ and ‘separation’. Diversity of value orientations resulted from diversity of interests among teachers. It coincides with Ball’s (1987) argument that teachers often become split into factions in times of change. The finding also points out that teachers’ orientations in the case study schools are impacted by the factors of paradigm lag, competence lag and policy lag in times of parental involvement in SBM.

## **A Study of Strategies for Teaching- Learning and Classroom Management in Inclusive Classroom**

**Daranee Utairatanakit, Sujin Lienaroonrat, Pornpana Wattanaseree  
and Phenchan Suntharachan  
Thailand**

The Objective of this research were: 1) to study teaching- learning strategies and inclusive classroom management strategies, and 2) to enhance teacher's potential in developing teaching-learning in the inclusive classroom by conducting classroom action research.

His research consisted of 25 teacher researchers at Kasetsart University Laboratory School, Center of Education Research and Development (KUS) conducting 12 sub- research projects. The sample comprised students from grade 1 to 4 and grade 7 to 11. They studied in the inclusive classroom at KUS during the 2001 and 2002 academic year. Two to three students with autism were included in each class. The committee of head researchers qualitatively synthesized the result of the 12 sub- research projects of classroom action research. Teachers who involved in this classroom action research were observed, interviewed, and asked to answer questionnaires.

The action research covered all of the following aspects: 4 aspects about relationship problem, 4 aspects concerned inattentive study behavior, 2 aspects about the autistic students' abilities to learn academic concept. Another 2 aspects were about the social development of autistic students. The results of the synthesis revealed that cooperative learning was the most important strategies in teaching and learning that promoted relationships between regular and autistic students, increased attentive behavior, and promoted the ability in conceiving knowledge and social development of autistic students in the classroom. Cooperative learning consisted of the following factors: 1) Teachers had good attitudes, knowledge, and understanding about autistic students. 2) Student grouping had to be limited to not more than five including 1 autistic student. The normal students in this group had to have good attitudes to the autistic students. The group were mixed in ability, gender, and attention. 3) Very specific role and responsibility were mixed needed in instructional design and activities. The autistic student had to know the steps of his work in concrete terms. Norm criterion reference should be used as mean of evaluation. Avoid competition between group. Communication with autistic students had to be clear and precise. Regular member students in the group should be acknowledged for cooperative behavior.

The effective strategies in inclusive classroom management found in this research included: teachers are good role model for positive behavior and attitudes to autistic students. Seat autistic students next to friends who accepts them. Provide opportunity for autistic students to show their ability. Encourage students to set up classroom rules and regulations. Praise prosocial behavior of regular students towards autistic students. Collaboration between teachers in regular classroom and special education classroom to build up the classroom atmosphere and help each other between normal and autistic students.

Research teachers in this study agreed that conducting classroom action research had helped them to develop better understanding towards characteristics of inclusive classroom, characteristics of autistic students and other individual students, teaching, and learning to develop autistic students. Most of the teacher researchers got a better understanding in the process of classroom action research and agree that in conducting classroom action research for autistic students they are able to make autistic students better adjust themselves to the group and be happier and more successful in their study. The study revealed that the normal students in inclusive classrooms were also benefit.

They gained better understanding and were ever to accept the autistic students as they were and willing to work cooperatively with them. Most of the teachers showed that they need more workshops about how to analyze qualitative information and how to write research reports.

Suggestions for school administrators are as follows: 1) In inclusive classroom management, administrators, teachers, parents, students, and any other personnel concerned should understand the policies, objectives, and management process so they can provide enough support in the management. 2) School administrators have to set continuous plans to develop personnel abilities and knowledge about individual differences, students' special needs, teaching strategy and management of an inclusive classroom, including conducting action research. 3) School administrators must be sure that teachers placed in an inclusive classroom have to have a good attitude to students with special needs, knowledge, and understanding about students' abilities and limitations, knowledge, and skills in providing cooperative learning and classroom management.

### **Child Participation in Community Development and School Classes- The Practice in the Northern Thai Villages**

**Mr. Yusuke Kamiya  
Japan**

Child participation or the "child-centered" learning is one of the hottest topics these days. But until now, there are few papers or reports on how it would be carried out. This report will describe the experience of child participation in practice in northern Thai villages. "Participation" here means not only involvement of children into the specific purposes but also the more affirmative incorporation of children's potentials into society.

The report mainly contains three parts. First, I will clarify what child participation is and how it becomes a reality. Children in nature have multiple geniuses. Child participation starts from children themselves when they recognize their innate geniuses and have some commitment in an outer world. It would happen at home, school playground, and so forth. To achieve child participation, children often need appropriate advice, acknowledgement, and favorable conditions. The problem is, most adults have poor ability to find children's geniuses and draw them out. Worst of all, each child's geniuses may be ignored or may be damaged by adults. Authentic child participation requires a drastic paradigm shift in adult thinking and behavior from a world in which adults' power is dominated to one which incorporates children's potentials in a positive direction.

Second, I will show an example of child participation in practice at the community level. I picked out a village in northern Thailand as a model where we have been engaged in a project for two and a half years. This village has been suffering from a lot of serious issues such as HIV/AIDS, poverty, human trafficking, and other social and economic hardship for many years. Children who lose a parent to HIV/AIDS face numerous difficulties such as household economy, discrimination and lethargy. Children who have both parents are also in a trouble in getting enough income and going to school. So, almost all of children in the village should be empowered more enough to support their lives now and in the future. But how?

We tried to prepare environment for children to find their geniuses and develop skill for their future. As first, we organized activities according to the interest of children. Later on, adult villagers who realized the importance of child participation in a community development offered their land to construct a center for child activities. Then children in the village came to the center to enjoy various kinds of activities every day. This center was named "Bann-O" (House of O) by

children. Now activities here expanded widely according to children's curiosity such as drawing, embroidery, crafts, community research, income-generating, vegetable cultivation. Activities at Bann-O enable children to get equipped with skills of communication, problem solving, and decision-making, often referred as "life skill" to help themselves in life.

Third, I will explain how to adapt child participation into school classes. A "child-centered" learning concept is to become the main theme of the educational reform movement in Thailand. But it is said that most teachers have no idea of what they are expected to do because there have been little experience of "child-centered" learning. We started organizing the "child-centered" style activities during classes at elementary school this year. So, I will show our experiment by introducing our curriculum and evaluating what we have done so far.

### **Task- Based Learning and Curriculum Innovation in a Thai EFL Context**

**Mr. Meechai Iemjinda**  
**Thailand**

*“ Professional Development in one of the most promising and powerful routes to growth on the job, to combating boredom and alienation, to school improvement and to satisfaction”* (Fullan: 1980:274)

The aim of this study was to develop, implement, and evaluate a professional development programme for teachers of English as a Foreign Language in Thailand to assist them to make a major change in their pedagogy, a change mandated by the national education Act of 1999. More specially, what was required of them was to change from being a teacher who delivers instruction in the classroom to a teacher who acts as a facilitator in a learner-centered classroom.

The professional development programme (PDP) drew for its design on programme recommended for their success in other contexts, but was unique for its innovatory combination of specific forms of content ("task-based learning") and process (a "coaching approach"), and for its adaptation to the needs of EFL primary school teachers in Thailand. Task-based learning (TBL) was recommended in the literature for its success in helping teachers to focus on students learning and providing explicit practices to implement the principles of communicative language teaching (CLT) as required by the new curriculum. A coaching approach was chosen to assist teachers by clearly explaining theoretical concepts and their practical implementations at the classroom level, simplifying the steps for implementation in the classroom context and supporting teachers through the process of change.

The study was conducted in a non-metropolitan region of Thailand, and involved nine primary EFL teachers and their class in three cities. Data were gathered by quantitative (questionnaire, classroom observation checklist) and qualitative (interview) methods before and after the PDP to record changes in the teachers' perceptions and classroom practices over the eight months. The data showed that all the teachers were rated higher by their supervisors on the six major criteria chosen to characterise CLT, and the teachers and their students provided corroborating evidence of a major shift in pedagogy towards the model preferred by the Thai Ministry of Education.

The study showed that a professional development programme of this kind, closely adapted to a specific context, involving preparatory workshop training followed by a semester of guided, strongly supported classroom implementation practice, can make a significant change in Thai

primary EFL Professional development is capable of providing a means by which the desired change to a learner- centered, communicative English language curriculum might be achieved system- wide in Thailand, one that has up to this point proved very difficult to implement.

This study represents a contribution to several fields, including curriculum change, teaching English as a Foreign Language, and professional development. It makes a major contribution to the area of foreign language teaching and learning, particularly professional development in the teaching of English as a foreign language in a country such as Thailand.

### **School-Level Implementation of a Thinking Programme in Mathematics**

**Dr. Yeap Ban-Har**  
Singapore

This paper describes an example of how the vision of a centralised education system is translated into sustainable school-level implementation to improve learning among students. Singapore's education system is a centralised one with a national curriculum and public examinations at transition grade levels. Schools are, however, encouraged to exercise their autonomy to implement their own innovative programmes to realise the vision of the system, which is Thinking Schools, Learning Nation. The central emphasis of this vision is to develop thinking skills and thinking dispositions amongst students. The first part of the paper describes a sustainable school-level initiative to encourage thinking dispositions such as creative and critical thinking amongst students through primary mathematics. The features of the programme that made it sustainable are described and illustrated. The key feature identified is the achievement of new objectives through existing practices. The second part of the paper includes a qualitative analysis to suggest improved learning when students engaged in classroom activities in the programme. The final part of the paper includes the development of tools for more refined measurement of thinking dispositions based on that qualitative analysis.

### **Development and Management of the School-Based Curriculum ----a case study of Xishan Upper General Secondary School, Wuxi City, Jiangsu Province, China**

**Mr. Li Jixing**  
People's Republic of China

The School-Based Curriculum Development (SBCD) for primary and secondary schools has become one of the major trends of basic education reform worldwide over last two decades. The development of School-Based Curriculum in China started from the early 1990s and it has made some achievements, achieved a number of theoretical results and gained many successful experiences that other countries could make use of, especially developing countries with similar conditions.

The Development and Management of the School-Based Curriculum----a case study of Xishan Upper General Secondary School, Wuxi City ,Jiangsu Province, China> is written by research team of the report. Mr. Zhu Shixiong, Principal of Xishan Upper General Secondary School acts as the team leader, and the main author of the report is Mr. Li Jixing, associate professor of China National Institute for Educational Research (CNIER). Taking School-Based Curriculum in Xishan Upper General Secondary School as the case study, this report analyses the general

knowledge of China's education community and academic circle about School-Based Curriculum, examines the general process (needs evaluation, constructing framework and organized implementation) of School-Based Curriculum development and the situation of management and evaluation of School-Based Curriculum in practice as well as teacher training designed to implement School-Based Curriculum.

### **Promoting Empowered Teachers and Schools Through Participatory Action Research**

**Boonreang Kajornsinsin, Pranee Potisook, Pikun Ekwarangkoon,  
and Warunee Lapanachokdee  
Thailand**

The issues of educational reforms had become highlights of Thai education in 1997 when the reform proposals were more realized and put into action by the authorities involved. The education reforms had been initiated by the Office of the National Education Commission since the promulgation of the 1992 National Scheme of Education, starting with the reform of specific issue on teacher education and teaching and educational personnel development, followed by higher educational reform and reform of teaching and learning system in 1996. (Office of the National Education Commission, 1977: 185-187)

Two years after the economic crash and the adoption of the new Constitution, the National Education Act of 1999 was passed. Implementation was to be phased in and completed by 2002. This comprehensive Act addresses: teaching and learning; the revitalization of Thai wisdom; the empowerment of teachers; more student-centered instruction; administrative and fiscal decentralization; and a system of educational standards quality assurance, and authentic assessment (Kaewdang, 2001; cited in Jungck with Kajornsinsin, 2003: 31)

According to the National Education Act of 1999, schools have to develop their own curricula which is appropriated with their own community. The community members should participate in developing local curriculum as well as teaching learning process. At this transition period, the teachers and schools face a lot of problems. They don't know how to get start to develop their own curriculum with the participation of community members. Teacher lack of self confidence in student-centered teaching and authentic assessment.

Robin McTaggart (1977: 28-31) uses the term "participatory action research" to differentiate it from research that typically involve researchers from the academy doing research on people, making the people objects of the research. Participatory action research engages people from the academy and workplace in an entirely different relationship. Academics and workers, in participatory action research, are joined by a "thematic concern", that is, a commitment to inform and improve a particular practice. Every participant, academic, and worker must undertake: to improve his or her own work; to collaborate with others engaged in the project to help them improve their work; and, to collaborate with others in their own separate institutional and cultural contexts to create the possibility of more broadly informing the common project, as well as to create the material and political conditions necessary to sustain the common project and its work.

In sum, participatory action research is concerned simultaneously with changing individuals, on the one hand, and, on the other, the culture of the groups, institutions, and societies to which they belong. It is important to emphasize that these changes are not impositions: individuals and groups agree to work together to change themselves, individually and collectively. Their interests are joined by an agreed "thematic concern" (Mc Taggart, 1997: 31)

According to the characteristics of participatory action research mentioned above, our goal was to promote empowered teachers and schools through participatory action research, as detailed below. Boonreang Kajornsinsin and others (Kajornsinsin et al., 2001; Kajornsinsin et al., 2002a; Kajornsinsin et al., 2002b) conduct a participatory action research about developing local-based curriculum. The objectives of this research were: 1) To develop two local curricula appropriate to the community and school contexts through collaboration with school and community members. 2) To implement local curricula in those schools that would move from teacher-centered learning to student-centered learning. The teachers would learn how to use an integrated learning approach, authentic assessment and rubric assessment. Community members would participate in developing local curriculum and the learning-teaching process. Students would have an experience on authentic learning and authentic assessment. 3) To follow up, evaluate, revise and implement the curriculum in a second semester.

The research process included: 1) studying the school and community's potential and needs in developing a local curricula. School administrators, teachers, district supervisors and community leaders provide the information. The results of the study indicated that the school and communities had sufficient potential and needs to develop local curricula. The project was divided into two school sited, one taught on agricultural and the other on a cultural curriculum. 2) Setting up a workshop for brainstorming with school administrators, teachers, district supervisors, community members and local wisdom at each school to develop the locally-based curriculum. 3) Setting up a 3 days workshop for brainstorming and making a long term lesson plan with school administrators, teachers district supervisors, and local wisdom. 4) Preparing personnel by giving a workshop and arranging a study tour for school administrators, teachers, and district supervisors. 5) Meeting parents and community leaders to gain their input and explain the objectives of the curriculum, teaching-learning process and seek their cooperation. 6) Developing research instruments with teachers who took responsibility for local curricula. 7) Piloting the local curricula in the second semester of the 2001 academic year to assess the quality of the curriculum and instruments for collecting data. The community members and representatives of local organization participated in teaching-learning process. 8) Follow up on the implementation of the two local curricula. 9) Setting up 3 group discussion in each school with a group of parents, a group of community members and local wisdom, and a group of school administrator, teachers and district supervisor to check their opinions toward the curriculum and any problems identified during implementing. 10) Setting up a workshop with teachers from the two schools for revising the local curriculum and lesson plans. 11) Implementing the revised local curriculum in the first semester of the 2002 academic year. 12) Evaluating the impacts of the local curriculum on students' knowledge, students' desirable behavior, students' desirable skills, students' attitudes toward agriculture occupation and Nako community culture, students' opinions toward teaching-learning activities, teachers' behaviors on teaching, school management, school administrators, teachers, district supervisors and community members opinions toward local curriculum.

The research results revealed that: 1) Watsamankit School developed a locally-based curriculum, "A Systemic Approach to Integrated Agriculture" and Ban Nokobon School developed a locally-based curriculum namely "Nako Community Culture". 2) Community members and local organizations became involved in developing, implementing, and evaluating curriculum. They were also involved in teaching and learning process. 3) The impact of implementing local curriculum revealed that students gained more knowledge about integrated agriculture and Nako community culture. They developed more desirable behaviors, skills and attitudes. Most students enjoyed the learning activities. School administrators, teachers and district supervisors thought that the local curriculum had positive impacts on the school, students, teachers and community. The schools and the communities had closer relationships. Students could apply their knowledge to help their

parents' jobs. Their working habits were improved. Students had a closer relationship with their parents. Teachers gained more understanding about student-centered learning, integrated learning approach, authentic assessment and rubric assessment. Teachers had a closer relationship with their students. They had better relationships with parents and community members. Community members were willing and proud to participate in the teaching-learning process. They had a closer relationship with the school and teachers. They felt more academic value for their descendants.

According to the research results and our experience in working with teachers, school administrators, district supervisors, community members and students, we conclude that typically the teachers were eager to use student-centered learning, integrated learning approaches, authentic assessment and rubric assessment. However, they lacked knowledge and self confidence. They lacked experience turning new theories into new practices. In order to enhance their knowledge, capacities and experiences, we found it necessary and successful:

To develop a long-term relationship with the school and community during which we were available to support, consult and advise them throughout the whole process of developing, implementing , assessing and revising a local curriculum.

That the teachers were “learning-on-the job”; they developed a local curriculum specific to their contexts – a curriculum based in their “real world”

That as outside academics and researchers, we facilitated a process but did not impose a curriculum, Teachers developed a curriculum appropriate to their values and community , they had “ownership”

That teachers had the experience of taking concepts (integrated learning, student-centered, etc.) and developed them into an actual curricular practices. To include community members as participants right from the beginning and through all stages of the curriculum development project

That the whole school begin to work as a team.

### **Taking a Learner- centered Approach to Teach our Teachers in an Effective Way to Introduce such Teaching Method into the Education System**

**Catherine Ryan  
The United States of America**

In collaborating with teachers of Ban Lung District, my initial goals were to increase awareness and enthusiasm for education reform and explore how teachers and students alike can benefit from student- centered teaching methods. The challenge, though, was to implement a training program that would inspire the teachers with a new perspective and fresh ideas to assist them in their lesson planning while simultaneously creating a collaborative network of educational resources.

A weekly Teacher Training Workshop (TTW) was initiated by the English teachers of Primary Education in Ban Luang District. My role is to provide the resources they need to successfully accomplish their goals. Because the goals of teachers may differ, the first session was intended to determine why the teachers wanted this workshop. Through a series of activities and discussions, we were able to shortlist exactly what they hope to gain by attending this workshop.

Among the listed issues, a few stood out: Enabling school- based Management to improve the performance of the students and the schools as an educational body; Bolstering self- confidence of teachers and students, thus enabling all to realize their potential: Develop ways students can create efficient and inexpensive teaching materials to assist in their own. Learning experiences: Encourage

community involvement by utilizing local wisdom in educating the students and providing alternative learning environments.

The workshop was design to address these specific needs and goals. The structure of each TTW is based on a typical lesson plan with an “ice breaker”, a short presentation, an introduction to that week’s lesson plan, followed by two or three activities with a central theme, like “Gramma is Fun”, “Recycling Vocab”, “Understanding English through Karaoke”, or “ What to Teach: Giving a Choice”. Each activity display different approaches to teach the new subject or skill. This included variation on listening, speaking, reading, writing, and acting. The two hour workshop ends with a reviewing of new vocabulary and a song.

Teachers are requested to keep a Progress Journal with ideas about new teaching methods and ones they’ve tried in class. How did the lesson affect the students? Would you use it again in the same way? Each week, participants give a brief presentation on one of their new teaching experiences. The presentation are intended to build self- confidence, increase English skills and encourage teachers to test their new found skills in the classroom. As weeks do by, presentations get longer and more detailed. Teachers get more daring and creative in the classroom. Sharing teaching experiences openly supports education reform, which in turn encourages others to do the same. In the process, idea are exchanged, resources are discovered, and progress continues.

The workshop is open to all English teachers, but they come of their own accord. As a result, those who attend are truly interested in embracing education reform and will thus again the most from participating. Teachers who attend the workshop are eligible for a weekly co- teaching session. There hours are spent at each school with teachers who have prepared a learner- centered lesson to co- teach with their workshop facilitators.

Three moths into the Teacher Training Workshop, teachers are collaborating with each other, and students are excited to learn. Goals aren’t reached overnight, but there is evidence of steady progress and change. The decentralization of education in Thailand is empowering teachers with the opportunity to make valuable decision on how their students will learn. This Teacher Training Workshop simply offers a learner- centered environment as a means through which our teachers can experience, stimulate and share new ideas, ultimately accomplishing their goals and those of the education reform.

**Factors Affecting School Effectiveness of Primary Schools  
under the Office of the National Primary Education Commission**

**Paradee Ananawee  
Thailand**

The factors investigated the influence of school administrators and situations variables on perceived organizational and work administration by school participants. Participants included 730 teachers. School administrators and situations variables included school effectiveness were job satisfaction and students achievement. The results of variance in perceived work administration was school situations, leadership traits and school climates affecting most positively school effectiveness, school situations and school climates directly affected school effectiveness through school climates, leadership traits directly affected achievement motives, achievement motives directly affected administrative behaviors, administrative behaviors directly affected school climates, school situations was correlated to leadership traits and Linear Structure Relationship

model factors affecting school effectiveness of primary school under the Office of National Primary Education Commission was obtained with its congruity with reliable and accepted evident data.

## Introduction

As a national policy, the government emphasized foundation education for all young population. The Office of National Primary Education Commission was the bureau responsible for this level of education. However, at present time, the result of primary education revealed that, averagely, the achievement score was lower than national standard. The effectiveness of school administration was considered the cause of this problem. Schools in developing country, like Thailand, the school administrators were confronted by limitation of human resources, budget and others. These kind of factors affected school effectiveness. This research aimed to determined factors affecting primary schools effectiveness in order to construct a linear structural relation model of factors affecting school effectiveness, situation indirectly affected the school effectiveness through school climates, And, school situations directly affected achievement motives. And, significance of Research was the research can use for developing school administrators and effectiveness of schools under the Office of Basic Educational Commission such as: construct programs for pre-promotion training the school administrator, develop and motivate school administrators for making school effectiveness and develop themselves as professional administrator, use factors affecting school effectiveness increasing school on teams both teacher job satisfaction and student achievement.

## Scope and Delimitation

The linear structural relation model consisted of Leadership traits, achievement motives, administrative behaviors, school climate, and school situations of the school administrators who had minimum of 2 years working experience in this position. The population in this research were 352009 primary schools teachers under the office of national primary education commission. The samples used in this research were 730 primary schools teachers selected from 12 Educational Region through proportional multi-stage sampling. The independent variables were : 1) leadership traits which composed of educational qualification, working experience and administrative ability 2) achievement motivates 3. administrative behaviors which composed of transformation leadership and contingent reward in transactional leadership 4. school climates and 5) school situations which composed of school size, teachers'social support and community economic status. The dependent variable was school Effectiveness which composed of teachers Job satisfaction and students achievement.

## Methodology

The research methodology contributed to 8 steps of operation; 1) setting research objective 2) conceptual framework design 3) constructing linear relation model of factors which affected school effectiveness 4) constructing research instruments 5) qualified the research instruments 6) data gathering 7) data analysis 8) conclusion and suggestions. The research instruments used in this study were: 1) a checklist questionnaire concerning about school situation and 4 rating-scale questionnaires which were 2) Administrators' administrative ability which consisted of 39 items 3) Achievement motives consisted of 10 items 4) Administrative behaviors consisted of 33 items 5) School climates consisted of 10 items 6) Teacher social support consisted of 17 items 7) Teacher job satisfaction consisted of 13 items 8) Goal achievement consisted of 19 items. The reliability of the 2-8 questionnaire were .87, .95, .93, .41, .96, .87, and .92 respectively. Statistical treatment of data, the SPSS program was used in order to analyze the descriptive statistic. The PERLS and LISREL programs were applied to analyze the construction of the structural relationship model and to analyze the confirmatory factor analysis.

## Results

The variable affecting most positively school effectiveness was school situations. It was followed by leadership traits and school climates. They could predict effectiveness of primary schools by 79 percent with statistical significance at .01 level. Leadership traits, school situations and school climates directly affected school effectiveness. Whereas school situation indirectly affected the school effectiveness through school climates with statistical significance at .01 level. And, school situations directly affected achievement motives of administrators. Leadership traits directly affected achievement motives of administrators. Besides, achievement motives of administrators directly affected administrative behaviors. Administrative behaviors directly affected school climates. School situations was correlated to leadership traits with statistical significance at .05 level. Linear Structure Relationship model factors affecting school effectiveness of primary school under the Office of National Primary Education Commission was obtained with its congruity with reliable and accepted evident data.

## Discussion

School administrators can use an approach a Linear Structural Relation model of factors affecting school effectiveness of primary school under the Office of National Primary Education Commission for administration school effectiveness both teacher job satisfaction and students achievement by integrated factors were administrative ability, transformational and transactional leadership, good school climates to build, achievement motives and teachers social supports. (Hoy and Miskel, 1991. p. 286-289; Filder, 1967. p. 116; Halpin & Craft, 1963. p.133-152; Bass and Aolio, 1990. p. 15; Cranny, Smith & Stone, 1992. p. XV; Goleman, 1998. p. 99) And, The Ministry of Education and The Office of Basic Education can use for developing school administrators and effectiveness of school such as : construct programs for pre-promotion training the school administrator, develop and motivate school administrators for making school effectiveness and develop themselves as professional administrator, use factors affecting school effectiveness increasing school on teams both teacher job satisfaction and student achievement.

## Suggestions

As the finding revealed that school situations, administrators' administrative ability and school climates affected school effectiveness, Ministry of Educational district bureau should provide supportive policy for school administrator training in administrative skills, shaping school climates. Strategic planning and using performance management technique in school administration. The training activities should be seminar, workshop, study in higher level and fieldtrip. Last, the school administrators should be encouraged by providing position promotions, certificates, administrators awards and others. For future researching related to the finding of this research, this model should be re-study by adding changing dependent variables which could explain more administrative theory and practices. The linear relation model should be construct to explain teachers' job satisfaction as well as the model that explain professional school administrators.

**Paper Presentation Room 4:  
SBM from the Perspectives of Forum Participant**

**Venue** Chinese Restaurant 2

**Date:** Wednesday 10 September 2003

**Time:** 1330 - 1715 hrs.

**Chairperson:** 1330 – 1510 hrs. Assistant Professor Chanya Apipalakup  
1510 – 1715 hrs. Associate Professor Dr. Orapan Pornsima

**Focus** School board and community participation in SBM, leadership, and SBM and learning improvement

<b>Name- Last Name</b>	<b>Topic</b>	<b>Time</b>
1. Ms. Darunee Jumpatong	Education Decentralization in Thailand: Roles of School Council	1330 - 1355
2. Mr. Hu Wenbin	School- Development Planning (SPD): A Mechanism for Promoting Mutual Development of School and Community	1355 - 1420
3. Mr. Pornthep Rupan	The Expected Roles and Real Performance of Basic Education Institute Committee	1420 – 1445
4. Dr. Kannoporn Wonggalasin	Local Wisdom ... Voice of the Community Teaching Participation in Rajamangala Institute of Technology, Sakhom Nakhon Campus	1445 – 1510
5. Dr. K. Pushpanadham and Dr. Anjali Khirwadkar	Professional Leadership for School- based Management: Indian Context	1510 – 1535
6. Assoc. Prof. Pornrat Damrhung	A Research Project on Integrating Classical Thai Arts into the Elementary school Curriculum: Reflections on a Pilot Project of School-Based Arts Management	1535 – 1600
7. Wei-ling Tang	School-based Curriculum Development----The Creative Abilities of Pupils in Drama Curriculum at an Elementary School in Taiwan	1600 – 1625
8. Dr. Boonpun Sanbho	Sustainable Practice of School- Based Management (SBM) contributing to Learning improvement in Nan Province- the northern part of Thailand: School- based teacher training for promoting learner- centered approach	1625 – 1650
9. Assistant Professor Chanya Apipalakup	School Board participatory Development: Model for Educational Management under the Educational Decentralized Management Structure: A Case Study of Khon Kaen Provincial Primary Education Office	1650 - 1715

## **Education Decentralization in Thailand: Roles of the School Councils**

**Darunee Jumpatong  
Thailand**

The establishment of school councils in Thai schools developed in 1981 through the idea that the community could assist schools particularly through resource contributions both ‘in cash and in kind’. The school council involvement becomes crucial mechanism in the current education decentralization initiatives in Thailand. However, the success of school councils depend upon the degree to which all stakeholders: the principal, teachers, community leaders, the school council, and parents, are prepared to cooperate and work together.

Recognizing this importance, this study aimed to investigate the practice of involvement in school councils particularly their roles and the perceptions of the council members of contribution they should make to schools. In addition, the study provided data relevant to future key policy implications. The study is a qualitative research conducted in two Thai primary schools based upon grounded theory. Ethnographic data analysis was employed through three modes: in-depth interview of the school council members, observation of council meetings and document analysis. The research findings provide detail of the characteristics of school practice. Though these two schools differ from each other, both have developed a structure of their own practices that illustrate the functions of the school council. The empirical evidence, however, about the practice is equivocal. From the findings, some interpretation and discussion can be presented in three areas: functions of the council, the interrelation between the council membership and the leadership, and the links between community and the school.

### **Functions of the council**

There are five main findings about the functioning of school council. Firstly, there is uncertainty about the roles of the members and also there are misunderstanding of their roles. Secondly, the frequency of meetings is determined as the indicator of the strong involvement. It is unfortunate that school council meetings are held irregularly. Thirdly, the school is opened up for involvement only when the school wants assistance particularly donations. Fourthly, some community council members perceive that they have a poor education background and worry that they cannot lead the school. Fifthly, mutual respect and trust is essential among school council members. However, there is evidence that indeed, a one-way trust exists.

### **The interrelation between the membership and leadership**

It should be accepted that the effectiveness of the school council practice depends upon the local participation and the school staff is very influential on this matter. However, frequently there are no or insufficient applications from community members to join the school council. The school staff then is influential in the selection procedure.

### **Links between local community organizations and the school**

It was found that the schools and formal local organizations have only the ‘minimal’ relationships. The local organizations do not have much knowledge about the school council and the school council knows little about the areas in which the community office can get involved. Due to this poor relationship, the community administrative leaders do not seem to be interested in

schooling and allocate little of their budget for school development. The schools need to be aware of how they might get access to these local resources.

### **Policy Implications**

This study has identified a number of important issues that need to be addressed. Firstly, the identification and selection of community members needs serious reconsideration as it causes limitations in practice. Secondly, there is a need for mutual trust and understanding among all members. The school council engagement in reform can be promoted through these values, not through financial compensation for their involvement. Thirdly, links between the school council and sub-district administrative organizations need to be established. It is crucial that schools build rapport and get access to this local resource. Fourthly, the openness for involvement of schools is crucial for local participation. Schools should sincerely open themselves to the community and play an important role in leading and encouraging the community to get involved in schooling through mutual respect and trust. Fifthly, teachers have tried to meet their obligations. They understand the importance of the work of school councils and have not resisted their establishment or their work. This factor means that the introduction of school councils will lead to more effective work in schools. Sixthly, the advantages brought about through external alliances and networking are important elements contributing to school success.

### **School Development Planning (SDP): A Mechanism for Promoting Mutual Development of School and Community**

**Mr. Hu Wenbin**  
**People's Republic of China**

This paper will argue that School Development Planning (SDP) has the potential to transform the delivery of rural education in ways which have far reaching impacts on the social, economic and cultural life of the communities schools serve. We argue that by changing the traditional nature of the relationships between schools and their communities and between schools and the education administration, SDP provides an effective vehicle for the modernization of rural education in a way not achieved by any other education initiative in China in recent history.

Traditionally, the education administration system has been centralized and schools have had almost nothing to say on internal management affairs. Even though the current system is claimed to be decentralized, but in reality schools have to listen to the county education bureaus closely and daily. At same time, there is very weak linkage between the schools and the communities they are supposed to serve as the communities treat the schools as organizations belonging to the upper level governments. In such a framework, it is difficult to see how to make schools more relevant to the communities they serve.

The presentation will focus on the mechanism developed in Gansu province of China to break down the barriers between schools and their communities and also to strengthen the autonomy of schools. In Gansu, the concept of School Development Planning (SDP) has been introduced within the Gansu Basic Education Project (GBEP) supported by the Department for International Development (DFID). This is something totally new in China and the pilot in the four project counties has had very positive effects to date.

The greatest success with the pilot has been the use of participatory approaches in doing SDP which has given local people a chance to have a say on school affairs for the first time in the last a few

decades. Local resources have also been mobilized to a certain extent to support school development. The closer linkage between school and community in the counties has contributed significantly to the increase of enrollment rate, lower drop-out rate, and much stronger sense of the value of education to parents.

The relationship between the schools and local education authorities has also changed as the schools have more autonomy on international affairs, and they have begun to decide how to make best use the limited resources from the government allocations, especially the funds from the non-personnel funds. This has helped to reduce the parents' burden in paying the miscellaneous fees for school operation.

The final goal of the innovative practice is to change the traditional ideology of education for the needs or targets of the administrative bureaus to education for people. Through this way, the development of school could be fully combined with the community development. There are many challenges ahead but the biggest one is changing the administration style of local education authorities from giving orders to providing service to schools.

### **The Expected Roles and Real Performance of the Basic Education Institute Committee**

**Mr. Pornthep Rupan  
Thailand**

The educational administration structure and system in Thailand have being reformed by the National Education Act of 1999. By holding the principle of the School-Based Management (SBM), it provided the Basic Education Institute Committee: BEIC (School Board or School Committee) in every schools.

The results from studying on the expected roles of the BEIC with the document research method could be recovered in four dimensions as follow:

**Academic Matter** The expected roles include: 1) Encourage, support, suggest and participate in curriculum developing, instructional activities, extra-curricular project and activities for strengthening the students' development and 2) Control, monitor, inspect and evaluate the curriculum, instruction and another activity for strengthening the students' development.

**Personnel** The expected roles include: 1) Encourage, support and suggest for personnel administration and 2) Control, monitor and appraise the performance.

**Finance and Budget** The expected roles include: 1) Search and participate in recruitment the educational resources for management and 2) Control, monitor, inspect and evaluate the budget and financial management.

**General Affair Administration** The expected roles include: 1) Encourage, support and suggest about the educational management, developing the buildings and school environment, promote the relationship between the school and community and 2) Control, monitor, evaluate and report the result of school administration.

However, the studying on real performance of the BEIC from the 212 samples in Pranakon si ayutthaya province with the job analysis questionnaire discovered the difference of real performance in each schools. In addition, the expected roles that were performed really in many times trough an academic year, can be displayed by descending from the four dimensions of roles were: general affair administration, finance and budget, academic matter and personnel. The details of real performance in each dimensions can show as follow:

**General Affair Administration** The first role is to encourage the relationship between the school and community. The next is to coordinate to community, people, government organizations and privacy organizations for supporting the school administration.

**Finance and Budget** The first role is to perceive the results of school procurements and provide the suggestion. The next is to search and participate in the finance, materials and equipment.

**Academic Matter** The first role is to be a teacher or teacher's assistance. The next is to promote the students' development in all dimensions and continue the instruction of tradition, customs, arts and cultures.

**Personnel** The first role is to make a good relationship of personnel in the school. The next is to search and support to recruit the experts and the local wisdom.

In addition, the results of studying on real performance can be used for synthesis the working system of the BEIC as follow:

**Input or Resources** such as structure, objective, duty and responsibility, material and equipment.

**Process** such as committee conference, directing and coordinating, monitoring and checking the results

**Product or Result** such as the results of performance in academic matter, personnel, finance and budget and general affair administration.

**Feedback** such as recording and reporting the performance.

From the results of studying on the expected role and real performance of the BEIC indicate that the real performance, follow the expected roles, has a few in all dimensions. So, the Ministry of Education and the Office of Local Education Area should identify the expected roles of the BEIC, according to the real performance. And construct the motivation and performance appraisals system for improvement the efficiency of the BEIC for the future.

**Local Wisdom ... Voice of the Community: Teaching Participation in Rajamangala Institute of Technology, Sakhon Nakhon Campus**

**Dr. Kanopporn Wonggarasin  
Thailand**

Access to higher education institutes by local communities is an area of great concern to Thailand's Educational system. Higher education institutes rarely stand alone and whatever community they exist within, there quickly develops a symbiotic relationship between the institute and the community. The sense of distance that usually comes coupled with "that school" or "the school" quickly disappears as more relationships are built between the institute and the community. Within little time, "our school" becomes the only label an institute gets and the line between ownership quickly disappears into the common purpose of doing as much as can be done for one another. A prime example of this kind of relationship can be found at the Rajamangala Institute of Technology, Sakhon Nakhon Campus (RIT. SK Campus), Pangkhon District, Sakhon Nakhon Province, Northeastern Thailand.

In this new age of globalization, almost the entirety of educational focus is on new technologies and new knowledge, moving to the latest discoveries at the speed of light. Old ideas and knowledge, however, need not be thrown away simply because they don't stand up to the glamour of new ideas. "Localization" may not be able to compete with this new age's efficiency but it does carry it's own irreplaceable beauty which makes it just as important as "the latest thing". At the RIT. SK Campus, the students, after spending the day learning the current technologies, can often be found playing local folk music or performing traditional dance at the Institute's Cultural Center. The music played is often that of the indigenous to the local community and in this case, there is a rich history from which to draw. The institute encourages local musicians to teach their skills to students from all over the region and as a supplement to their regular courses, students seem to find these kind of courses a heartfelt release from a somewhat patterned view of learning. Rarely in some of the more "global" courses will you find a student laughing and smiling as they would while playing their Krong Sang Dump, Ponglang, or Pin while others whirl around in a Phuthai or Saumai dance. It is precisely this kind of passionate exchange which quickly turns the institute into a part of the community.

The Pangkhon District, there are two particular tribes; Phuthi , Nyo , the similar culture and typical style. The RIT. SK Campus could see the important and invite the musicians of local community to teach and support the ability of the students to learn the traditional music. The Institute's Culture Center provides the local music training or the students who appreciate it. These students come from every departments; Civil, Management, Electrical, Mechanical, by playing the instruments and folk dance every weekday in the evening. The clearly output of learning music from the local musicians, students have shown their potential for the important occasion in the district and province, including invitation from another provinces. It is caring the treasure of local wisdom, the local music which is going to be forgetting in this modern day by the help of local musicians.

By including even the most "uneducated" villager to come and teach still has value because what that villager can teach, culture, could rarely be taught by any other. In a way, the institute actually places value on that community's knowledge, as it should all knowledge. In return for such valuable additions to the institute's repertoire of courses, the community is inundated with passionate young students, eager to test their new found knowledge in electrical work, painting,

construction, agriculture, and many other projects which are actually built for the benefit of the community.

Through sharing, the barriers between “my, your, theirs, ours” have all but disappeared. No longer is there, or should there be, an institute on one side of an imaginary line with a community on the other. The community should be proud to have an educational institute and take that institute into its community as any individual within it would take a new friend into their own home, as has been done at the RIT. SK Campus. No school and community can really exist apart. The community is bound looking after the students while the students are obligated to help those who have made room for them to learn. Listen to the voice of the community, learn from local wisdom, and let local teachers teach what they know, turning old knowledge into new, for young eager students who never want to stop learning.

**Professional Leadership for School- based Management: Indian Context**  
**Dr. K. Pushpanadham and Dr. Anjali Khirwandkar**  
**India**

Implementing an effective SBM Model in Indian School is not an easy task. It required multi-varied competencies on the part of the Principle Studies conducted in the area of Managerial competencies and task responsibility area of school principal revealed several dimensions. Mintzberg (1973) studies the administrative work of school principal by using work- contact description to infer a number of critical administrative roles. He grouped the roles into three major categories: interpersonal, informational, and decisional. Interpersonal refers to the leadership, figurehead, and liaison roles. Informational refers to the disseminator and spokesperson role and the decisional role contains entrepreneurship, negotiators that balance the school climate. Peterson (1993) analyzed the role of the principal in effective educational outcomes. The study concluded that principal’s judgment, oral communication skills and the educational value frame optimum learning experiences for all students. Principals operationalise their leadership through their leadership through core values that shape the direction and form the school goals and objectives, a vision that is focused, clarified, and articulated among all groups involvement of people who share in the process of improvement which focuses the belief system, school improvement as a continuous process and establishment of mutual trust, love, warmth, and respect.

The Department of Education Administration at the M.S. University of Boroda has been working in the area of educational leadership training. The experiences gained through the “Competency Based Institutional Management Education (COMBIME)”, an in- service program for school principals, organized in collaboration with NIEPA regarded as the base in identifying the training needs and designing a need- based program. The basic philosophy underlying this program stresses that although skills may be improved by training, these improvements must be supplemented by a set of attitudes that are social and positive and strong value base. The program therefore looked at school principal as unique individuals and strong emphasis was given on behavioral dimension. The program consisted of practical sessions on intra- personal and inter- personal communication, leadership, decision making, creative problem solving, goal setting, motivation, and stress management followed by technological aspects such as:

- Academic Areas of Management
- Personnel Management
- Financial Management
- School Plant and Infrastructure
- Linkage and interface

- Student Service
- Administrative Methods and Procurement
- Managerial Excellence

The Commonwealth Secretariat, U.K identified the department as a nodal center to hold the Asia- pacific Workshop on “Head Teacher Training and Resource Material Development”, with an intention to identify current head teacher training programs in Asia and Pacific and to provide opportunities to share experiences into practical training programs that would satisfy the needs of school principals. Participants were invited from Asia Pacific countries included representatives from Bangladesh, Malaysia, Pakistan, Papua New Guinea, India, Vanuatu, and Kenya. The Commonwealth workshop identified three level of training;

**Awareness-** which should incorporate discussion on recent government institution and policy guidelines.

**Enrichment-** which should impart the additional skills needed to become confident and competent administration.

**Fine tuning** where specific deficiencies in the trainee’s competencies can be identified and strategies devised to improve skills

Self- instructional materials (Better School Modules) were developed on the following aspects:

- Self- development for Educational management
- Principles of Education management
- Personnel Management
- Managing the curriculum and resources
- Financial Management
- Monitoring school effectiveness
- The governance of schools

From the above research findings and the existing scenario of school administration in India, it is necessary to have professional leadership for successful School- based Management. This paper focuses on the need of professional development programs for school principals for successful implementation of School- based Management models in India schools. The authors have also touched on the various components of SBM and tried to relate those with the essential competencies. This paper advocates the need of SBM in Indian Schools along with the professional preparation of school heads.

### **School- based Curriculum Development: The Creative Abilities of Pupils in Drama Curriculum at an Elementary School in Taiwan**

**Ms. Wei-ling Tang**  
**Republic of China (Taiwan)**

The Ann- Ding Elementary School in Tai-naing country of Taiwan has endeavored to school-based curriculum development for one year, from September 2002 to August 2003. The SBCD focused on the pupils creative ability through drama curriculum is obviously increased during this

year. By emphasizing drama skill immersed in school subjects, the pupils love to present the creative in school subjects, the pupils love to present the creativities in school subjects.

The school teachers do the curriculum action research to record the practice process and results. There are eight teachers involved in the projects, including second, fourth, Fifth, and sixth grades schoolteachers. I take part in the projects to help teachers to do action researches and to be the problems- solving consultant. Williams Creativity Test are implemented before and after the drama curriculum. The SBCD procedures are as follows:

Firstly, inviting Little Tea- Pot Drama Group teachers who are professional to demonstrate drama skills in the second semester. As the same time, the Ann- Ding Elementary Schools teachers play the role as teacher assistants.

Secondly, they help schoolteachers to be familiar with drama teaching.

Thirdly, schoolteachers practice the drama skills in formal curricula.

Furthermore, the drama show in the fifth grade is successful and the summer drama camp opened to all pupils at the Ann- Ding Elementary School is also enriched of happiness, activeness, and creativities. Constructing school Web Site to share SBCD experiences to other schools is a very important thing. During the year, the Dean of Instruction Affairs at the Ann- Ding Elementary, Dean of Teacher Wang is the core persons to lead the SBCD project. He encourages teachers to try action research for collecting research data and writing final reports to share research results. Good curriculum leaders plays the important role in SBCD. The team teachers are involved in the curriculum revolution without any extra pay, spend more time to design curriculum, and to teach. Multiple teaching methods are applied in teaching process, especially drama skills.

This paper is presented to describe the SBCD procedure and the midst results from an action research consultant viewpoint. To analyze the SBCD at the Ann- Ding Elementary School will discover the problems, value counters, and the curriculum development dilemma. Tu sum up, some suggestion are provided in this paper.

### **A Research Project on Integrating Classical Thai Arts into the Elementary school Curriculum: Reflections on a Pilot Project of School-Based Arts Management**

**Associate Professor Pornrat Damrhung  
Thailand**

This essay reflects on a pilot project for school-based arts management conducted under the sponsorship of Thailand's Office of the National Education Commission. It seeks to outline a working-plan and management system for dealing with problems in Thai schools that lack arts teachers but that nonetheless would like to have arts in the schools.

Using artists in local communities, the pilot project introduced Thai Classical Dance (Khon-Mask Dance Drama) to elementary school students (in first grade). The Project focused on a new way to make classical masked dance drama a fun and challenging activity for young people. The research project created a informal set of practices to work on interdisciplinary teaching and learning of classical dance that also stressed creative drama, music, literature, and fine arts. It based itself in Bangkok and used qualified artists from different fields, including two classical masked-

dancers, two creative drama practitioners, and musicians. By teaching a clearing process, the artists- in- residents met with their students ten times, trying to have them:

- learn the basic storyline, including characters and conflicts and resolutions in Ramakien (Ramayana),
- learn the basic dance structures that were based on and linked with natural movement,
- learn the art form with masked dance artists,
- learn the basic rhythm and movement of the stories and characters,
- make their own mask and understanding the visual aspects of Thai masks in dance drama,
- work with musicians and artists,
- work in a small performance for their peers as they performed with artists- in- residence and become a part of their performing arts.

The project tried to find ways to improve school management systems that often lack knowledgeable teachers in the arts and to help schools to have alternative way of planning arts curriculum that is unique and suits them well. In order to accomplish the result, many stakeholders became involved in the program, including teachers, administrators, artists, students, parents, and the wider community.

The management system was a program that stressed cooperation between classroom teacher and local artists from the local community. They worked out the planning system that suit well with young people and local talent and interests. This format and approach allowed the school to design their arts curriculum and to sue the resource people and organization within community to work with schools. Although there is some added expense for the project, the schools in the community were able to think of ways to share both resources and expenses.

The management is based on a blend of the interests and talents of the school, community, and parents to raise funds and created a system to work well with the community. It ended up making the arts into the fundamental subject for any student in Thailand to expedience and learn the traditional Thai arts in an enjoyable and challenging way. Every local community could develop their arts program that suit well to their community to plan with schools and work well with young people.

The project and its system could be used for any kind of art form, not only in dance or theater. This type of project allowed schools to hire and create different opportunity for local artists to work and perform together. The artists should work with teachers to create curriculum that allow artists to be resource persons. It was useful to develop an evaluation system to run all stages of the project, from beginning to end, so it could be evaluated by all stakeholders and self- evaluation as well as peer- evaluation.

The pilot project required some money for sponsoring the artist- in- residence, but it provided a wonderful opportunity for your students to work and practice with artists. This process helped create a good attitudes towards classical arts, but for success it demands considerable work and cooperation between teachers, artists, and administrators.

**Sustainable Practices of School – based Management (SBM) Contributing to Learning Improvement in Nan Province – the Northern Part of Thailand: School – based Teacher Training for Promoting Learner–centered Approach**

**Dr. Boonpun Sanbho  
Thailand**

The purpose of the study are 1) to develop the model of School – based teacher training for promoting a Learner – centered approach, and 2) To train the in-service teachers by using the collaboration technique. The trainees were voluntary 30 elementary teachers. The trainers were 5 master teachers. All of them were from the 11 schools in Ban Luang District, Nan province – the northern part of Thailand. Indicators of the success of the school – based teachers training were the teachers' willingness to participate and share their ideas, their class – room experiences, and the students' achievement.

The school – based teacher training was held at the school center during October 2002 – March 2003. Training was divided in to 8 steps: 1) The teachers voluntarily apply for training; 2) Orientation to gather the teachers' opinions about the problems in the classroom and the teachers' needs. Discussing and finding out ways to solve these problems by all participants. A technique of the Project Cycle Management (PCM) method was introduced to this step to promote teachers' self – confidence to share their ideas; 3) Making conclusions for a learner – centered approach; 4) The teachers applied the knowledge from training to their classroom, then Friendship Follow-up by trainers once a month followed; 5) Recommendations for learning improvement were made by collaborating teachers; 6) The teachers teach more confidence; 7) Final meeting to share their experience and their successes; And 8) Conclusions were made by all the collaborate teachers.

The 4 times of training were held on weekdays from 3:00 p.m. – 5:00 p.m. The periods of practice in the classroom spanned 3 months. Spending time for the friendship follow-up by trainers was one hour per teacher. Data were gathered from the frequency of participation by trainees, training evaluation, questionnaires, teaching observation, and students' achievement.

It was found that the school – based teacher training could answer the teachers' needs. The teachers realized that they could improve their teaching techniques by sharing their experience with each other. Indeed, the teachers have high teaching abilities, however, they have not had a chance to express their abilities. Fortunately, from the school – based teacher training with the collaboration technique and PCM method, the teachers felt comfortable sharing their teaching experiences and successes. They have self-confidence from this training. The teachers prefer informal training to formal training. Furthermore, the teachers were not separated from the classroom nor did they leave their students behind as in previous times. The friendship follow-up was highly welcomed by the teachers. They felt free to consult with the master teachers at anytime. Finally, the students' achievements were good; they benefited from this in-service teacher training. The students were happy when the teachers introduced the learner – centered approach in their classroom.

The recommendations are 1) the school – based teacher training should not end at any point, it should be a continuous activity for teacher improvement; 2) School – based training can be applied to any place, but especially to small schools located in remote areas. The training can be held at the school, only small budget is needed, and the trainers are teachers from the same locality; 3) Trainers should have friendship skill, have good attitude for teaching improvement, a willingness to work with the teachers and give them advice at anytime; And 4) High cooperation and support from the school principals are also needed.

**School Board Participatory Development Model for Educational Management under the Educational Decentralized Management Structure : A Case Study of Khon Kaen Provincial Primary Education Office**

**Assistant Professor Chanya Apipalakul  
Thailand**

This study is a Research and Development, the purposes of this investigation were (1) to study the existing situations, knowledge competencies, problems, and needs of the school boards in educational management participation, (2) to study the factors affecting educational management participation of the school boards, and (3) to propose a school board participatory development model for educational management under the educational decentralized management structure. This study was divided into 3 phases as follows :

**Phase 1** This phase was applied survey method to study the existing situations, knowledge competencies, problems and needs of the school boards concerning educational management participation. Three hundred and seventy-five subjects were randomly selected. They were the representatives of parents, teachers, community organization, subdistrict administration organization, alumni, scholars and school administrators.

**The findings were as follows :**

1. The existing situations concerning educational management participation was performed at the "much" level. The respondents promoted and supported students service getting entire quality and standard of basic education, and developing relationship between schools and community. Concerning their knowledge competencies, the respondents were not sure to act their new roles on academic, budget, personnel, and general management. They rarely expressed their opinions and gave suggestions to the school administrators on school meetings.

The school boards faced problems at the "moderate" level, especially having low economic and income available for educational management participation, and developing good relationship between schools and community. Furthermore, the school boards highly needed to develop relationship between schools and community, to clearly understand roles and functions of the school boards.

2. The analysis of factor analysis yielded that significant five factors affecting educational management participation were (1) relationship between schools and community, (2) characteristics of the school board, (3) characteristics of the school administrator, (4) teacher behavior, and (5) school work performance.

**Phase 2** The findings on phase 1 were applied to develop conceptual framework by intervention. Focus group discussion with the experts, training and practices, and field study were performed in a pilot school. The findings showed that school boards effectively participated in educational management concerning cognitive, affective, and psychomotor domains.

**Phase 3** The proposed school board participatory development model consists of (1) studying the existing situations, knowledge competencies, problems, needs and factors affecting school board participation. (2) developing training curriculum and materials for add up school board potential lack and also increase school board potential existence (3) training (4) practicing in school under supervision of educational staffs (5) field study (6) assessing of potential school boards concerning roles and functions (7) seminar with the experts to verify and approve school board participatory

model, and (8) proposing an effective school board participatory model.

<p><b>Paper Presentation Room 5: SBM from the Perspectives of Forum Participant</b></p>
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**Venue** Chinese Room 1

**Date:** Thursday 11 September 2003

**Time:** 1330 – 1510 hrs.

**Chairperson:** Assistant Professor Dr. Thosapol Arreenich

**Focus:** ICT and SBM and learning examination

Name- Last Name	Topic	Time
1. Prof. Dr. Nipone Sookpredee	Information Communication Technology for School-based Management	1330 – 1355
2. Mr. Pitchian Anthonysam	E-Learning Design for Technical Education	1355 – 1420
3. Ms. Daniel Churchill	E- Learning Design for Educational Reforms: Learning Objects and Knowledge Construction	1420 – 1445
4. Md. Aminul Hoque, Syed Md. Omar Hafiz, Md. Zakir Hussain' Md. Enamul Haque' Jonathan Shaw and Anil G. Rajbhandari	The Secondary School Examination System in Bangladesh: Problems and Solutions	1445 – 1510
5. Tsoi Mun Fie and Thosapol Arreenich	Improving School Ethos: <i>ACREATE</i> ® Approach	1510 - 1535

**Education Decentralization Revisited  
by Information Communication Technology for School- based Management**

**Professor Dr. Nipone Sookpreedee  
Thailand**

The increasing important role played by Information and Communication Technology (ICT) in modern School- based Management (SBM). ICT makes advantage of SBM as 9S are (1) SIMPLE: ICT must be faster than traditional system of SBM (2) SPEED: ICT must be faster than traditional system of SBM (3) SAVE: ICT reducing paper, budgeting, and other resources of SBM (4) SMART: ICT make automatically systems for SBM (5) STOP; ICT make ONE STOP service system for SBM (6) SEARCH: ICT networks as well as sharing data systems from any where in the where (7) SUNDAY; ICT work Non- STOP 24 X 7 (8) SMILE: ICT do more frequently routine job better than human that make the man in SBM systems reduce his job in the world in to just a job. ICT couldn't done and they have and they have time to smile. (9) SHARING: ICT networks as well as sharing data systems for Decentralization Revisited of SBM. That means ICT increasing the efficiency of SBM systems to touch the objective of education decentralization revisited and the goal of educational reform by 9S as Simple, Speed, Save, Smart, Stop, Smile, Search, Sunday, Sharing. How to apply the ICT systems to SBM for 9S. The School- Based Management functions are as. (1) Office Management (2) Finance and Budgeting Management (3)\* Student Service Management (4) Research for Strategic & Planning Management (5) Building & Environment Management (6)\* Curriculum & Instruction Management (7) Personnel and Staff management (8) Community relation Management (9) \* International Affair Management and so all.

ICT established SBM systems for Office Automation and job in Automated. How to established ICT to SBM System. 9 steps of the ICT developing process should be done as following: (1) Report design (2) Data design, Data Analysis and Data base design (5) Personnel Design (6) Security design (7) Building & Environment design (8) ICT for SBM planning (9) ICT for SBM establishing when we set up ICT for SBM that means we are Decentralization some of the Educational Reform functions to school and 175 Education Districts that could Networks with ICT Tumbol Umpers and Provinces.

**E-Learning Design for Technical Education**

**Pitchian Anthonymsamy  
Singapore**

In an eLearning environment the design of learning begins with the definition of the purpose and components of such learning in comparison to workshop and classroom-based learning. During this process, *two critical questions* have to be looked at and the answers of which will form the fundamentals in the development of any courseware. *The first question is "Why use technology for technical education?" and the second, "Where technology helps in technical education?"*

Although the inherent strength of technology is to provide interactive representations of reality, much of Web-based technical content material that I have previewed is levelled down to the same approach of segmented and linear mode of delivery. This is the familiar passive learning

material in ontological format found in traditional lecture presentations and texts.

Design of learning in an eLearning environment must be articulated by defining the purpose and components of such learning as compared to workshop and classroom-based learning. I must ask the following: “Should we recreate passive learning material and change delivery medium and consider learning to be the delivery of these materials? Or should we recreate ways in which learning occurs and then follow-up on these processes to ensure that it occurs?”

I am convinced that it will be effective to think about technology as suitable learning environment where processes of learning can be interlaced with processes of authentic problem solving. This will provide us with a perfect platform to develop critical thinking skills for technical students. In this presentation I intend to address these two questions and the qualitative observation of the learners.

- *Demonstrate the power of technology (use of technology) going beyond the “link and show” towards provision of visualization, interactivity and connectivity of engineering concepts in support of authentic problem solving where theory and application are inseparable.*
- *Display the use of technology (where technology helps) to conduct the Computer Numerical Control, or CNC in short, Machining Module of the Precision Engineering Course at the Institute of Technical Education, Singapore.*
- *Exemplify with a demonstration on the use of technology (application & outcome) in the Precision Engineering Training Program and also a qualitative observation of learners’ involvement.*

### **E-learning Design for Educational Reforms: Learning Objects and Knowledge Construction**

**Daniel Churchill  
Singapore**

It is a common trend for educational and training institutions to attempt to shift a part of their delivery to e-learning mode. This move is occurring in Asia- Pacific and many other regions around the world. The objectives for this move must be in synch with other education reforms which emphasize the shifts in pedagogical practices away from the teacher- centered toward *the learner- centered* pedagogies (Squire and Johnson, 2002) that promote knowledge construction and development of learners’ problems solving and learning abilities. With the reformed pedagogies learners are not only to learn about the content but they are to acquire critical competencies to function as consumers of information (Land and Greene, 2002), *problem- solvers* (Jonassan, 2002), and *lifelong learners* (Pitchian and Churchill, 2002) in the technologically- sophisticate, knowledge- based society.

Shift to e- learning requires the creation of new strategies and *learning environments* (Krozma, 2002) effective in the context of the educational reforms. From a constructivist

perspective often favored by the educational reforms, the intentions behind engaged e-learning should be to provide learners with *tools* (Jonassan, Howland, Moore, and Marra, 2003), *resources*, *activities*, and *support* (Oliver, 2002) to consume information, construct knowledge, and solve problems. The e-learning design process should not be simply about re-creation of strategies, instructional, materials, presentation, and other classroom-based materials for delivery in e-learning. As teachers learn to change strategies, they also must change their underpinning theory of learning towards constructivism which requires them to think carefully about the tools and resources they use and provide for the learners. However, current limited support (Brush et al, 2003) and wide over-reliance upon the traditional instructional system design models as heuristics for the design cause teachers to continue with behavioral practices and re-design of the content material rather than design of learning environments where learners use technology as a tool to consume information, construct knowledge, and solve problems. New and alternative frameworks that support objectives of educational reforms and changes in teachers' thinking are essential.

In this presentation, I will introduce a framework for design of e-learning that is built around the concept of the learning object. The presentation will showcase a number of learning objects from various disciplines developed with multimedia tools. New digital technologies make it possible to develop multimedia learning objects to engage learners in process of learning. These learning objects can serve as catalysts for thinking and doing in the construction of advanced knowledge presentations or mental models. Learning objects will be approached not just in terms of information but also the following: the nature of the dialog or conversation supported by those objects; the nature of the dialog or conversation supported by these objects; nature of the thinking process supported by the these objects: and the learning artifacts that might result from learning.

### **The Secondary School Examination System in Bangladesh: Problems and Solutions**

**Md. Aminul Hoque, Syed Md. Omar Hafiz, Md. Zakir Hussain,  
Md. Enamul Haque, Jonathan Shaw, and Anil G. Rajbhandari  
Bangladesh**

The first public examination in Bangladesh is the Secondary School Certificate Examination (SSC). The SSC is conducted each year under the supervision of 7 Boards of Intermediate and Secondary Education (BISE). Since 1994, the results of Secondary School Certificate (SSC) and Higher Secondary Certificate (HSC) of 7 Education Boards have been processed by computer. More than one million examinees sit the exams every year.

The students of religious schools (*madrashas*) sit for their Dakhil (Secondary School Examination for religious schools) conducted by the Madrasha Education Board, and students of English medium streams also sit for their public examinations, 'O' level, conducted by London University and Cambridge University, and facilitated by the British Council. The results of different examinations under Bangladesh Madrasha Education Board (BMEB) have also been processed by computer since 1994.

The current secondary education examination system in Bangladesh is facing various problems such as excessive overall time taken by examinations, lack of standard measurement tools and the poor perceived quality of exams. Each student has to sit at least 11 examination papers, each comprising 100 marks (50 marks essay type & 50 marks objective type i.e. MCQ). The duration of each examination is three hours. The total examination takes 20 to 25 days for completion, which is a very lengthy and therefore expensive process. In Bangladesh, the

examination system is absolutely based on memorization and cognitive knowledge. The capabilities and other skills like classroom presentation, reading, listening and speaking skills of the students are totally ignored in the current evaluation and grading system. This may prevent examiners from measuring the exact capabilities of the students. In addition, the grading system based solely on written examinations might lead to various problems such as cheating or copying and dependence on the textbook or notebook learning.

The purpose of this paper is to review and compare the present examination system of Bangladesh, Sri Lanka and Thailand with a view to identifying possible ways to improve the current examination system in Bangladesh. The outcome of the research will be used to propose policy recommendations for improving the examination system used in Bangladesh. The research will be done by exploring the various sources of available data on the examination system in Sri Lanka, Thailand and Bangladesh.

### **Improving School Ethos: *ACREATE*<sup>®</sup> Approach**

**Tsoi Mun Fie and Thosapol Arreenich  
Singapore and Thailand**

School ethos is recognized as an integral part of a learning organization. However, it is not uncommon for educators and administrators to assume that school ethos will evolve either on its own accord or through various activities and meetings be it formal or informal. As such, this paper provides insights on using *ACREATE*<sup>®</sup> approach to improve school ethos. *ACREATE*<sup>®</sup> being process-based is derived from studies on leadership within a cooperative setting, for example, distributed-actions theory of leadership; on cooperative learning such as group investigation; and on metacognition involving reflective awareness, metacognitive knowledge and self-regulatory learning. Distributed-actions theory of leadership involves leadership in completing a task as well as maintaining effective collaborative relationships. Group investigation, a group and learner-centered cooperative learning method provides a social context for learning. It involves the integration of four essential features: investigation, interaction, interpretation and intrinsic motivation. Metacognition plays an essential role during the learning process where learners need to be aware of their own thinking and sensitive to feedback. For example, learners need to know about their own memory (declarative knowledge), their repertoire of heuristics and strategies (procedural knowledge) as well as when and why to use such knowledge (conditional knowledge). In the context of instructional systems design, *ACREATE*<sup>®</sup> is also found to be compatible with the constructivist paradigm for instructional design. A special lecture conducted for Faculty staff, Faculty of Education, Rajabhat Institute Chiang Rai and participants of the Faculty's Graduate program in Educational Administration will be used to illustrate *ACREATE*<sup>®</sup>. Feedback has indicated positive and desirable outcomes. By and large, there is sharing of opinions and ideas, helping of one another, interpreting, and interacting meaningfully in the instructional tasks. Implications for learning organization will also be discussed.

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