



The Project Evaluation for Development the Learning Integrated Model between the International Program (IP) and the Fundamental Level Curriculum in Education Hub Project of the Ministry of Education, Thailand

Asst. Prof. Dr. Teeradet Chuenpraphanusorn

Mrs. Jongkon Boonchart

Dr. Ongorn Snguanyat

Dr. Amuka Wachirawin

Mr. Sarawut Chimbuathong

Ms. Kanchulee Moonlapat

Mr. Chanin Thitipetchkul

Graduate School, Suan Dusit University, Thailand

Doi: 10.1515/mjss-2017-0043

Abstract

The objectives of these investigation were: 1) evaluate the input process and the out-put of the International Program in Thailand, 2) study, analysis and synthesis the educational management, 3) develop the integrated model between the international classroom and the national curriculum classroom, 4) evaluate the model and 5) present and submit the model to the relevant educational organization. The mixed research methods: the qualitative and quantitative were used for this research methodology. The sampling group consisted of students, program leaders, school committees, teachers and school officers, total 827 people from 8 schools in the Education Hub Project. The tool for gathering the quantitative data was the questionnaire the reliability was in 0.950. Then the data was analyzed by the statistic in term of the percentage, mean and standard deviation. The in-depth interview and structural interview form was the main tool for the qualitative method. The results of this investigation were; 1) The result of the quantitative method was informed that 1.1) the In-Put process of the international program management especially the quality of the teachers were in the high ranking of demand in 4.15, furthermore, a) the classroom and supporting materials or teaching aids were in the high ranking in 3.98, and b) the area of teaching and learning were in the high ranking in 4.17. On the other hand, 1.2) the process factor: a) the students, program leaders, school committees, teachers and the school officers were participated in educational management in the high ranking in 3.96 b) the program management and the correlation with the community were in high ranking in 4.01 c) the quality of the teacher was in high ranking in 4.17 and d) the quality of the school officer was also in high ranking in 4.12. Moreover, 1.3) the out-put of the program can be seen as: a) the result of the student development and the progress of the Education Hub Project were in high ranking in 4.06 2) The result of the qualitative method was found that 2.1) the supporting of the school budget from the department of education was also insufficient, 2.2) the capacity of the school teachers and school officers were in high ranking too, and 2.3) the management, the correlation of any parts of the school within the teacher, classroom and the supporting material or teaching aids were in the high ranking. 2.4) the result of the model's evaluation can be confirmed in the highly quality, especially; the model's capacity that it was including both of In-Put, Process and Out-Put.

Keywords: Project Evaluation, Learning Integration Model, International Program, Curriculum, Education Hub

1. Background and Significance of the Problem

With its geographical advantage in the center of the ASEAN region, Thailand has the potential to become a hub in various fields such as trade, transportation, politics, food production, health, tourism and services, as well as education. Thai education, both fundamental and tertiary, has been expanding extensively.

Therefore, in fiscal year 2009, the Office of Basic Education Commission (OBEC), Ministry of Education, has selected 14 schools nationwide to join the "Education Hub" program – driving Thailand to become the ASEAN region's educational hub. These schools are located in 6 regions: North, Northeast, Central, Eastern, Western and Southern, and are adjacent to neighboring countries with lots of foreign workers. The program focuses on developing management models in various areas, including curriculum management, learning process, and evaluation. It also aims to promote those areas to meet international standards and accommodate both Thai and foreign students. Each school's context and needs are analyzed to develop a curriculum which promotes qualified students and the world's citizens. There are 3 types of enrichment classrooms in the 14 schools: 1) International Program or IP (8 schools), 2) Multilingual Program or MP (4 schools), and 3) Science – Math's Bilingual Program or SMBP (2 schools) (Office of the High School Administration, Ministry of Education, 2015).

The above-mentioned direction drives for a high-quality and standardized Thai education process, which can eventually be comparable with international standards.

The 3 types of enrichment classrooms clearly have different characteristics, especially the International Program, which has more potential to respond to the Thai's educational expansion trend. Ministry of Education has launched the International Program (IP) for 6 years but its performance has not been evaluated. Although the IP program implemented in 8 schools nationwide has distinctively different context and management, their strengths all need to be continued. Meanwhile, there are some weaknesses in program and teaching management, curriculum, and evaluation, which need to be improved.

As a result, a project evaluation of the IP program started from 2009 is essential for development of integrated model among enrichment classrooms. A "Standard Core" can be achieved by studying, collecting, compiling, analyzing and synthesizing related data and used as a guideline for 154 new schools across the country. This will raise the standard of Thai education to attract students from the ASEAN region.

In conclusion, this research aims to achieve 2 results: 1) all data from project evaluation helps improve management of the existing 8 schools and upcoming 154 international schools and, 2) an integrated model among enrichment classrooms, international program (IP), and fundamental curriculum under the Education Hubs, Ministry of Education, in Thailand which can be used as a "prototype" for new schools with international programs in the future.

2. Objectives

1. To evaluate factors, processes, and outputs of international programs (IP) offered in Thailand;
2. To study, collect, analyze, synthesize, and obtain lessons learned from primary and secondary data sources regarding educational management of international programs in Thailand;
3. To develop an integrated model among enrichment classrooms, international programs (IP), and fundamental curriculum;
4. To assess the developed model; and
5. To present the model to related agencies.

3. Definitions

1. **Project Evaluation** refers to a systematic assessing process by researching and

collecting data from a series of activities to improve decision-making and evaluating process. Project evaluation is a part of a management process.

2. **Development** means improving or innovating systematic processes for practical use.
3. **Model** refers to what is created or developed from a concept or theory to simply and correctly explain a relationship of some components. A model can be tested with real data to understand matters or used as an example to create or replicate the concept or theory.
4. **Integration** means linking of all knowledge and experiences contained in the curriculum. It focuses on a holistic development of learners in 3 aspects: cognitive domain, psychomotor domain, and affective domain.
5. **Enrichment classrooms** refer to classrooms which are set up in accordance with an educational policy of the Office of Basic Education Commission, Ministry of Education. Started in 2009, the enrichment classroom have been focusing on specific aspects and are divided into 3 types: 1) International Program (IP), 2) Multilingual Program (MP), and 3) Science – Math’s Bilingual Program (SMBP).
6. **Fundamental Curriculum** means a core curriculum developed for a basic level of education in schools throughout the country. It can be used as a guideline or be applied to each school’s teaching management.
7. **International Program (IP)** is a program in Thailand which uses English in teaching and communication.
8. **Education Hubs** refer to projects established by the Office of Basic Education Commission, Ministry of Education. These projects aim to provide teaching and learning in accordance the world’s trend and focus on quality of students that meets international demands, including foreign language skills, math and science skills, multi-cultural skills, and technology, etc.

4. Expected Benefits

1. Accurate data and lessons learned are obtained by collecting, analyzing, and synthesizing information from 8 International Programs (IP). This data can be used as references or to develop a knowledge management for other programs in the Education Hub project, such as multi-language programs (MP) or science-math’s bilingual programs (SMBP).
2. Proper processes and methods can be obtained as a prototype for the 8 schools’ annual self-evaluation process and continuous development. The prototype can also be applied to the new 154 international schools nationwide.
3. The 8 schools can use the research results to determine their strategies, strategic plans, and project development in their own context.
4. A learning integration model from information analysis and context synthesis is obtained for international programs in Thailand.
5. Proper processes and methods of knowledge management integration of international programs in Thailand are obtained. The 8 schools and the new 154 international schools can apply these processes and methods for their continuous development in the short term (3 years), medium term (5 years), and long term (10 years).
6. A research team can gain learning and working connections, along with the Central Office of Basic Education Commission, Regional Office of Basic Education Commission, school and program management teams, teachers, parents, students, alumni, and current students.
7. The research results can be developed as a guideline for knowledge management integration of international programs in Thailand under the Office of Basic Education Commission, Ministry of Education.

5. Methodology

5.1 Step 1. Input, Process, and Output Evaluation of International Program (IP) in Thailand

Researchers use a System Analysis Approach in the 3 aspects of evaluation as follows.

1. Input Evaluation of International Program focuses on adequacy and properness of budget, personnel's ability, and lesson plans of international programs.
2. Process Evaluation of International Program assesses properness of international programs' operational plans and performance.
3. Output Evaluation of International Program refers to students' results, parents and communities' cooperation and support towards international programs, as well as the target group's satisfaction regarding the international programs' performance.

5.1.1 Population and Sample

This research draws 827 samples from schools and international programs' management teams, teachers, educational personnel, students, school committees from 8 international programs.

5.1.2 Research Tools and Assessment of Research Tools

5.1.2.1 Tools and Creation of Tools

1. Set 1 Questionnaire is for schools and international programs' management teams to assess adequacy of programs' input, management process, supervision and support, performance, and satisfaction towards international programs.
2. Set 2 Questionnaire is for teachers and educational personnel to assess adequacy of programs' input, management process, supervision, performance, and satisfaction towards international programs.
3. Set 3 Questionnaire is for school committees and parents. It is a 5-level rating scale: Most agree, Agree, Not Sure, Disagree, Most Disagree.
4. Set 4 Questionnaire is for students. It is a 5-level rating scale: Most agree, Agree, Not Sure, Disagree, Most Disagree.

5.1.3 Assessment of Research Tools

Assess the questionnaire's validity and reliability with the following steps.

1. Present the developed questionnaire to specialists for comments;
2. Assess validity and reliability as follows.
 - Assess validity by presenting the questionnaire to 3 specialists (name list specified in Appendix), checking content validity of the developed tools, as well as reviewing language and formats for comments and revisions;
 - Assess reliability by trying out 30 of the revised questionnaire with samples similar to the real samples to obtain a reliability score using an alpha coefficient method. Alpha coefficients of the student, parent, and educational personnel samples are 0.950, 0.979, and 0.963, respectively.

5.1.4 Data Analysis

This research's descriptive statistics are percentage, average, mean, and standard deviation.

5.2 Step 2. Data Collection, Analysis, Synthesis, and Obtaining Lesson Learned (Qualitative Research)

This step includes data collection, analysis, synthesis, and obtaining lesson learned from primary

sources and secondary sources regarding international programs in Thailand and knowledge management integration among enrichment classrooms, international programs, and fundamental curriculum.

This step focuses on 2 methods as follows.

1. Primary Source Data Analysis – Review documents related to the 8 international programs and present narrative information;
2. Secondary Source Data Analysis – Conduct structural interviews and focus group interviews to gather information with education management affiliates which include:

5.2.1 Population and Sample

Purposive Sampling is applied based on their knowledge and works following instructions from Ministry of Education. The samples consist of the following:

1. 4 key persons of the 8 international programs (self-selected);
2. 3 samples from a central agency – the Office of Basic Education Commission, Ministry of Education, who are directly responsible for international programs such as Directors of Secondary Education and related officials;
3. 2 samples from Educational Service Area Offices where the 8 schools are located, including Office Directors or Supervisors or related officials.

5.2.2 Tools and Creation of Tools

The research tool in this step is a structural interview created by the researchers with the following steps:

1. Review and collect question development from documents and textbooks to create a question framework;
2. Analyze parts of questions related to international program operations and learning integrated model and come up with proper major and minor points of the questions;
3. Create a set of questions based on the framework in (1) and the points in (2);
4. Let 3 specialists assess the tool quality by calculating Index of Consistency (IOC) of the tool for improvements;
5. Prepare necessary equipment such as a recorder, a camera.

5.3 Step 3 Improve and Evaluate Learning Integrated Model among Enrichment Classrooms, International Program (IP), and Fundamental Curriculum

1. The research team gathers, analyzes, and categorizes all information from Step 1 and 2 to design the model.
2. The research team conducts a focus group interview with related officials to brainstorm content of the learning integrated model between international programs and the fundamental curriculum.
3. Set a discussion among 13 members – 1 educational course and teaching specialist, 2 school executives, 4 program executives (those not involved in Step 2 are programs' manager and chief), 3 central agency's executives (OBEC) or related officials, 1 responsible supervisor, and 2 teacher representatives – regarding an integrated model among enrichment classrooms, international program (IP), and fundamental curriculum under the Education Hubs, Ministry of Education, Thailand.

The above information describes the research methodology of The Project Evaluation for Development the Learning Integrated Model between the International Program (IP) and the Fundamental Level Curriculum in Education Hub Project of the Ministry of Education, Thailand.

6. Results

- a. Quantitative research shows that 1) Project In-Put 1.1) Teachers – high satisfaction level

- with an average of 4.15, 1.2) Classrooms and learning facilities – high satisfaction level with an average of 3.93, and 1.3) Operational area – high satisfaction level with an average of 4.17; 2) Process 2.1) Opportunity for cooperation from communities/ parents/ educational committees in learning management – high satisfaction level with an average of 3.95, 2.2) Management/relationship – high satisfaction level with an average of 4.01, 2.3) Lecturers – high satisfaction level with an average of 4.17, and 2.4) Supporting personnel – high satisfaction level with an average of 4.12; and 3) Project Out-Put 3.1) Performance of Education Hub on students – high satisfaction level with an average of 4.06, 3.2) Opinions about project output on students – high satisfaction level with an average of 4.07, and 3.3) Opinions about self-development – high satisfaction level with an average of 3.91.
- b. Qualitative research shows that 1) Adequate budget with proper allocation, 2) high level of personnel's ability and competence, 3) high level of management/ cooperation, teacher, classrooms, and facilities.
 - c. Model assessment shows that the developed model has high quality with clear methods for input, process, and output.

7. Results Discussion

The results can be discussed as follows.

1. Input, Process, and Output Assessment of International Program
 - a. **Input:** Teachers, both Thais and foreigners, have a high satisfaction level with an average of 4.15, especially teachers' competence in the courses. Although some teachers may not have direct educational background, they can apply knowledge body to teach students effectively.

However, there is still a need to improve foreign teachers' teaching quality. Some of them do not graduate with an Education degree. Hence, a supervision process is necessary for giving these Thai and foreign teachers support and suggestions via coaching and mentoring methods. This corresponds to a study of Teeradet Cheunraphanusorn, et. al. (2016), studying improvement of early childhood teachers' quality under the Department of Local Administration in Thailand. They use a guiding and coaching system in the form of developing while teaching. It is found that this Coaching and Mentoring teachers' development approach has a PDCA cycle, which affects mutual acceptance and assistance. These results are in accordance with a study of Chalermchai Panlert (2006) on development of mentoring process by academic mentors with an emphasis on experience-based skills and school-based education. Another similar study is conducted by Sutthisak Srisomboon (2005), which focuses on peer supervision to improve elementary school teachers' learning management competency through cooperative learning methods. This study is in line with a study of Srisuda Saengpan (2007), effects of using internal peer counseling on the quality of preschool teachers' teaching and learning activities. These studies all conclude that a supervising process is still important for management of today's education in all levels, courses and forms.

Meanwhile, the concepts cited above are consistent with the teacher development approach called Professional Learning Community or PLC, which uses the After Action Review (AAR) quality improvement system. This system encourages cooperation between Thai and foreign teachers through activities and work which aim to improve teaching quality.
 - b. **Process:** According to the data collected, one characteristic of the learning management of schools under the Education Hub project is an opportunity for cooperation from communities/ parents/ educational committees. It receives a high satisfaction level with an average of 3.95. Moreover, overall management/ relationship has a high satisfaction level with an average of 4.01, supporting good attitudes among the schools, communities, parents, and educational committees.

Under the new learning management framework, each school no longer manages teaching and learning on its own. A link among schools, communities, and educational committees is necessary for improving learning quality. The schools in the Education Hub project apply strong community-based management, which integrates internationalism with standard curriculum of big schools (Bertie and College, 2004).

- c. **Output:** Overall performance of schools under the Education Hub project reflected on students has a high satisfaction level with an average of 4.06. In particular, students have the highest performance in foreign language ability. Students are highly satisfied with learning in the Education Hub project. Students maintain morality, good ethics and attitudes towards studying in the Education Hub project. These results are in line with the SMART principle, which is an ultimate goal of the project.

Students' attitude and pride of education under the Education Hub Program reflect quality of international education. This social transformation process starts within a classroom with high quality teachers and methods of wisdom to give learners profound knowledge. This process takes approximately 3 – 6 years (Gutex, 1988).

In addition, student development in the schools still include both domestic and international exchanging activities. This complies with Activity-Based Learning (S.C Maheshwari and Vineeta Mitlol, 2001), which encourages students to have social interaction and scientific processes based on researching, setting up of objectives, analysis, synthesis, and finding a conclusion.

8. Suggestions

A. Policy and operational suggestions are as follows.

1. Adequacy of Budget/ Management

- Schools should apply a "small school in big school" management method for quick strategic process.
- Schools should have short-term and long-term budget strategic plans.
- Schools should not mix allocated budget with other budget. There should be a separated budget account for the project.
- Office of Upper Secondary Education should have short-term and long-term annual budget strategic plans.
- Office of Upper Secondary Education should provide and publicize suggestions regarding budget management.

2. Personnels' Competence

- Recruit qualified teachers via Social Media domestically and oversea, as well as creating a network with foreign universities that train teachers.
- Schools should provide additional forms of compensations for foreign teachers.
- Encourage foreign teachers to receive training to obtain a certificate of professional teaching.
- Schools should recruit foreign teachers on its own via Social Media.
- Office of Upper Secondary Education should reach for cooperation with foreign universities specializing in Education.
- Office of Upper Secondary Education should present such information to implementing agencies for further consideration.
- Office of Upper Secondary Education must be a core coordinator to accept foreign intern teachers to different schools.
- Office of Upper Secondary Education should provide a data base of intern teachers in Thailand for different schools.
- Office of Upper Secondary Education should provide a quality improvement plan for schools under the Education Hub Program via classroom research. There should also be national and international level academic discussion forums for teachers in the project.

3. Learning and Study Plan
 - Schools should develop a new curriculum based on the Education Hub program, following the 2008 core curriculum. This may be performed every 3 years to provide up-to-date curriculum with international content (special economic zones, tourist areas, industrial zones, etc.)
 - Schools should provide knowledge, suggestions, and mentors for new Thai and foreign teachers based in a Coaching and Mentoring format.
 - Office of Upper Secondary Education should prepare a clear qualification framework for Education Hub Program, including teachers' qualification, courses, learning management to provide guidelines for schools in the project and prospective schools.
 - Office of Upper Secondary Education should work on a holistic knowledge development project, including educational institution management, classroom management, foreign language communication, etc.
- B. Suggestions for further research improvement
 1. This research is based on multiple elements of data collection. Therefore, it is advisable for other researchers to study it thoroughly for maximum benefit.
 2. The developed model is used as a core for the participating schools. Therefore, other schools may adapt it to their own educational contexts, which are not limited to the specified scope and procedures of management.
 3. The information synthesized in this research is both in micro level – each school specific, and macro level – a comprehensive overview of the Education Hub program. Hence, other schools may use it as a guide to further improve their instructional management.
 4. This research can be further improved by focusing on a variety of specific aspects of the existing programs offered in the Education Hub Program. It may provide useful information for leap-forward development in the future.
 5. This research can be used as a basis for Office of Upper Secondary Education's strategy development of the Education Hub Program since all information is completely synthesized.
 6. It can be seen that the conclusions of this research serve a significant development issue. At the same time, suggested solutions to solve the problems systematically are provided in both micro level – school, and macro level – the Office of Upper Secondary Education, Ministry of Education. Therefore, this information can be used to identify a strategic plan for the operation of schools in the program.

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