Research Report

Trends of Educational Management for Unity and Peace of Countries in ASEAN Community

Phra Rajvaramethi, Ph.D.
ASEAN Studies Centre, Mahachulalongkornrajavidyalaya University
C.E. 2017

Research Project Funded by Mahachulalongkornrajavidyalaya University
MCU RS 610759055

Research Report

Trends of Educational Management for Unity and Peace of Countries in ASEAN Community

Phra Rajvaramethi, Ph.D.
ASEAN Studies Centre, Mahachulalongkornrajavidyalaya University
C.E. 2017

Research Project Funded by Mahachulalongkornrajavidyalaya University
MCU RS 610759055
(Copyright Mahachulalongkornrajavidyalaya University)

Executive Summary

Research Title: Trends of Educational Management for Unity and Peace of Countries in ASEAN Community

Researchers: Phra Rajvaramethi, Ph.D. and Dr.Lampong Klomkul

Department: ASEAN Studies Centre

Year: 2017

Research Fund: Mahachulalongkornrajavidyalaya University

The purposes of this research were 1) to synthesize the state of educational management in past and present of countries in ASEAN community, 2) to develop framework of trends in educational management for the unity of countries in ASEAN community, and 3) To propose trends and set strategy of educational management for peace of countries in ASEAN community. Future Research using Ethnographic Delphi Future Research (EDFR) was designed and the target group was educational personnel from ten ASEAN countries. Research tools were interview schedule and questionnaires. Qualitative data were analyzed by using content analysis and analytic induction, and quantitative data from EDFR questionnaires were analyzed using median, mode and interquartile range as descriptive statistics. Research results were showed as follows:

Research Conclusion

The research results were presented following both general research results and research objectives as below aspects.

General results from field study and documentary study

1. The experience of doing data collection in ten ASEAN countries included Myanmar, Laos, Vietnam, Cambodia, Malaysia, Indonesia, Singapore, the Philippines, Brunei Darussalam, and Thailand had gained the knowledge of the neighboring countries and to illustrate the locations, cultural sensitivities, unplanned situations, networking strategies, and outcome from field study in order to have deeply understanding to each other in the contemporary pluralistic society in ASEAN community.

2. Education system in ten ASEAN countries have shown the same system which are the system of pre-school, primary school, secondary school, and higher education. Most compulsory education covers primary school and some countries cover secondary school. Education for all is the main purpose of ASEAN countries in order to develop students to reach the highest potential of their learning.

Results related to research objectives

1. Educational management in past and present of countries in ASEAN community showed that most of the educational policy in ASEAN countries depended on the government, the curriculums and instructions focused on child center education and students are trained for 21st century skills, teachers conduct research for solving and developing student learning. Teacher training is also an important part of educational development. However, some ASEAN countries still need further development in term of resources and budget of educational development and research.

2. Framework of trends in educational management for the unity of countries in ASEAN community consisted of 5 aspects which were 1) the curriculum of ASEAN educational system should be the curriculum of humanism which supported the harmonization and collaboration, 2) the strategic planning came from local people and education should be changed from them as the community engagement, 3) active teaching and instruction is the way of enhancing students' progress and should be able to integrate between scientific methods and religious methods, 4) the gap of educational problem should be implemented through action research and religious principle, and 5) the integration of all religions for peaceful coexistence which consisted of good for human kind, conduct good action, avoid bad action and purify our mind.

3. Trends of educational management for ASEAN people showed 12 aspects which are 1) ASEAN should move towards skills development and critical thinking, 2) should be more research on ASEAN studies, 3) building the ASEAN institution of education and then responds to the demand of ASEAN community and sharing of ASEAN knowledge, 4) need to set up the standard for ASEAN education, 5) set up the policy of ASEAN education and ASEAN identity as the international collaborative project, 6) design innovative pedagogies that would bring about more effective teaching and learning, 7) ASEAN has to provide student exchange program and leading the way in ASEAN teacher education, 8) increase collaboration within ASEAN could lead to an exchange of skills and knowledge, 9) provide the English intensive program and intercultural relations, 10) should to have the mobility of teacher and look at the curriculum in others countries, set up the frame of teacher quality, 11) teacher effectiveness and teacher psychology, 12) ASEAN should be set up the one spirit of ASEAN project, counterpart of western and bring together to be the top in 2030.

For the strategy of educational management for peace of countries in ASEAN community, it indicated that six strategic aspects were synthesized consisted of strategy 1 develop teachers and administrators, strategy 2 collaborate curriculum and assessment, Strategy 3 enhance teaching and instruction, strategy 4 encourage educational research, strategy 5 facilitate educational opportunity, and strategy 6 develop educational management. The analysis results from Ethnographic Delphi Future Research (EDFR) technique collected from 27 experts indicated that 6 strategies and 26 goals have been accepted the consensus from experts all items. Considering median, median and mode difference and interquartile range of each item showed that median of strategies and goals was between 4.00 to 5.00, the absolute of median and mode difference equal to 0 in all items, interquartile range were between 0.00 – 1.00 which showed that the expert group had correlated agreement on ASEAN education strategic plan at agree level to strongly agree level. The scenario was shown in ASEAN education roadmap to predict the future of education that to move towards education cooperation in 2018, to be a unity in education in 2020, to have education for peace in 2022, and to make ASEAN community full of unity and peace of education in 2024.

Suggestions

Suggestion for Applying Research Results

1) From the result showed that most of the educational policy in ASEAN countries depended on the government. Therefore, results of this results should be written in pocket book and submit to government organizations in ten ASEAN countries in order to propose about trends and strategy of educational management for unity and peace in ASEAN community.

2) From the result showed that some ASEAN countries still need further development in term of resources and budget of educational development and research. Therefore, as a part of ASEAN community, educators should try to provide the opportunity to each other and setting collaborative research project to fill educational gap and sharing to each other in term of knowledge, skills, area study for field research including budget. Then, research results can be applied into ten ASEAN countries as a research utilization.

3) From the result in the 5th strategy showed that to facilitate educational opportunity especially provide the opportunity to fulfil student's potential regardless of background. Therefore, as an ASEAN community, we should support each other on educational development. Then, ASEAN students will be given equal opportunity to

learn and access education especially for the basic education and compulsory education.

Suggestion for Further Research

1) This research has been developed based on grounded theory technique and was confirm data using Delphi technique. Results can be applied and constructed a causal relationship model by connecting between qualitative results from this research, Then, researcher can design by using quantitative research method to conduct and study how is the causal relationship model whether or not to relate with the empirical data or in the real life.

2) This research studied with general about educational management in ASEAN countries which received only data in term of policy and general practice of educators. Therefore, researcher should design to study deeply and focus on each aspect of education such as conduct research on vocational education. Results can guide direct to the career opportunity for students in ASEAN country and can guide the career market for them as well.

3) This research has done only Thai researcher term; it should be combined together of conducting research for all educators or researchers in the same research problem. Data can be collected in the area from each country by local researchers. Then, they can join together of doing research analysis, writing research report and public results to implement in their countries.

Research Title: Trends of Educational Management for Unity and Peace of Countries in ASEAN Community
Researchers: Phra Rajvaramethi, Ph.D. and Dr.Lampong Klomkul
Department: ASEAN Studies Centre
Year: 2017
Research Fund: Mahachulalongkornrajavidyalaya University

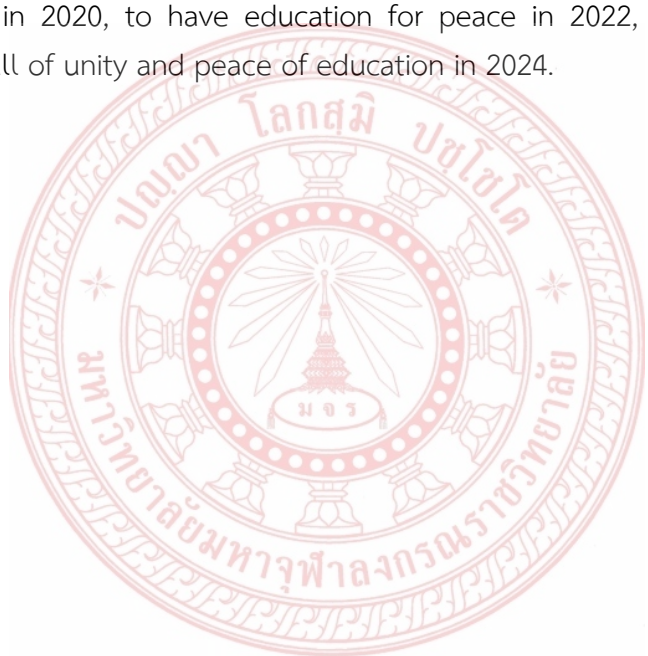
Abstract

The purposes of this research were 1) to synthesize the state of educational management in past and present of countries in ASEAN community, 2) to develop framework of trends in educational management for the unity of countries in ASEAN community, and 3) To propose trends and set strategy of educational management for peace of countries in ASEAN community. Future Research using Ethnographic Delphi Future Research (EDFR) was designed and the target group was educational personnel from ten ASEAN countries. Research tools were interview schedule and questionnaires. Qualitative data were analyzed by using content analysis and analytic induction, and quantitative data from EDFR questionnaires were analyzed using median, mode and interquartile range as descriptive statistics. Research results were showed as follows:

1. Educational management in past and present in ASEAN community showed that most of the educational policy in ASEAN countries depending on the government, the curriculums and instructions focus on child center education and students are trained for 21st century skills, teachers conduct research for solving and developing student learning. Teacher training is also an important part of educational development. However, some ASEAN countries still need further development in term of resources and budget of educational development and research.

2. Framework of trends in educational management for the unity in ASEAN community consisted of 5 aspects which were 1) the curriculum of humanism which supported the harmonization and collaboration, 2) the strategic planning came from local people, 3) teaching and instruction were integrated between scientific methods and religious methods, 4) the gap of educational problem should be implemented through action research and religious principle, and 5) all religions were integrated for peaceful coexistence consisted of good for human kind, conduct good action, avoid bad action and purify our mind.

3. Trends of educational management for peace of countries in ASEAN community showed 12 aspects of bringing together to be the top in 2030 and can be developed through educational strategies. Six strategic aspects of educational management for peace in ASEAN community were synthesized consisted of strategy 1 develop teachers and administrators, strategy 2 collaborate curriculum and assessment, strategy 3 enhance teaching and instruction, strategy 4 encourage educational research, strategy 5 facilitate educational opportunity, and strategy 6 develop educational management. Analysis results from Ethnographic Delphi Future Research (EDFR) technique indicated that 6 strategies and 26 goals have been accepted the consensus from experts all items which showed that the expert group had correlated agreement on ASEAN education strategic plan. The scenario was shown in ASEAN education roadmap to predict the future of education that to move towards education cooperation in 2018, to be a unity in education in 2020, to have education for peace in 2022, and to make ASEAN community full of unity and peace of education in 2024.



Acknowledgement

This research project has conducted for the initiative knowledge on education in ASEAN community which received research funded by Mahachulalongkornrajavidyalaya University and was taken care by Buddhist Research Institute. We would like to express our very great appreciation to Assoc. Prof. Dr. Phrasuthirattanabandith (Suthit Apakaro), Director of Buddhist Research Institute for his valuable and constructive suggestions during the planning and development of this research work. We also would like to extend our thanks to experts Asst.Prof.Dr. Banjob Bannaruji and Asst. Prof. Dr. Wutthinant Kantatian who gave valuable advice during he time of doing progress report and final research report.

We would like to thank all educators and lectures from ten ASEAN countries who provided us the most valuable and effective data on the state of educational management in their countries who are Phra Rajavoramuni, Ph. D., Mr. Wunna Han, Prof. Dr. Aye Aye Myint, Daw Su Su Thwin, Dr.Yunardi, Dr. Djohan, Dr. Huang Jun Song David, Prof. Low Ee Ling, Dr. Megat Ahmad Kamaluddin, Dr. Bounchanh Siphanthong, Dr. Nieo Silavong, Pham Chi Cuong, Dao Lan Huang, Dr.Mohamad Azmi bin Hj Mohamad, Dr.Masitah Shahrill, Dr.Abby Tan Chee Mong, Dr. Wilma S. Reyes, Miss Elanor O. Bayten, Dr. Sieng Sovanna, Dr. Sok Soth, Sot Visal, Dr. Tao Nary, Assist. Prof. Dr. Jatuphum Ketchatturat, Mr.Porapot Visitsiri, Asst.Prof.Dr.Chanasith Sithsungnoen, Dr.SUSUKHIN.

We would like to thank the staff who acted as our research assistants who are Phra Tikumporn Dhammajoto Rodkhunmuang, Phrapalad Raphin Buddhisaro, Phrapalad Somchai Damnoen, Ph. D., Phrakrupipithpariyattikith, Ph. D., Phramaha Sompong Santacitta, Ph. D., Phrapalad Apichet Supataravathi, Miss Orranate Bunnag, Miss Mookrawe Chimpanao, Miss Kwanjai (Boom) for facilitating and organizing during conducting research project.

Finally, we would like to thank friends and everyone do not mention above who give us support and encouragement throughout the research project including parents and relatives who always provide us time and opportunity to go to ASEAN countries for data collection and analysis.

Researchers
January 2018

Table of Contents

		Page
Executive Summary		i
Abstract		v
Acknowledgement		vii
Table of Contents		viii
Table of Charts		x
Table of Figures		xi
Chapter I	**Introduction**	1
	1.1 Background and Rationale	1
	1.2 Research Questions	3
	1.3 Objectives of Research Project	3
	1.4 Scope of Research	3
	1.5 Definition of Terms	4
	1.6 Expected Benefits from Research Project	5
Chapter II	**Literature Review**	6
	2.1 Thai Educational Management	6
	2.2 ASEAN and ASEAN Education	8
	2.3 Educational Planning of Countries in ASEAN Community	10
	2.4 Education for Peace	11
	2.5 Concept of Knowledge, Attitude and Practice (KAP Model)	12
	2.6 The 21st Century Learning	15
	2.7 Related Research	16
	2.8 Conceptual Framework	18
Chapter III	**Research Methodology**	50
	3.1 Research Design	50
	3.2 First Round of Ethnographic Delphi Future Research	50
	3.3 Second round of Ethnographic Delphi Future Research	53
	3.4 Third round of Ethnographic Delphi Future Research	54
	3.5 Scenario Writing	55

Table of Contents (Cont'd)

Chapter IV	**Research Results**	56
	Part 1 An Observatory Overview	56
	Part 2 General Context from Field Study	68
	Part 3 Analysis results from field study with related to research objectives	88
Chapter V	**Conclusion, Discussions and Suggestion**	153
	5.1 Research Conclusion	154
	5.2 Discussions	157
	5.3 Suggestions	163
References		165
Appendix		169
Appendix I		170
Appendix II		217
Appendix III		231
Biography of Researchers		249

Table of Charts

Table		Page
2.1	Bloom's Taxonomy of Educational Objectives in the Cognitive and Affective Domains	30
2.2	Kohlberg's hierarchy stages of moral development	32
3.1	Planning of Conducting Research Project	51
3.2	Coding of Key informants	52
4.1	Religious Diversities in ASEAN Context	60
4.2	Languages Diversities in ASEAN Context	61
4.3	Ethnics Diversities in ASEAN Context	62
4.4	The Indonesian Education System	80
4.5	Results of Experts' Consensus on ASEAN Education Strategic Plan for the Third Round of EDFR	147

ปณฺฑา โลกสฺมึ ปชฺโชโต
มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย

Table of Figures

Figure		Page
2.1	The influence diagram of knowledge, attitude and practice.....	33
2.2	The integrated model of behavioral prediction.....	34
2.3	Framework for 21st Century Competencies and Student Outcomes.....	35
2.4	Conceptual Framework.....	49
4.1	Landscape of ASEAN Countries.....	58
4.2	Exploring ASEAN Education through field study.....	68
4.3	The Singapore Education Landscape.....	69
4.4	Education System of Thailand.....	76
4.5	Australia-Laos Education Program (2013–14 to 2017–18) Implementation Structure.....	79
4.6	The Currently Educational Policy.....	91
4.7	The History of Education Policy.....	93
4.8	Curriculums and Instructions.....	96
4.9	The Management of Educational Administration.....	99
4.10	Educational Research and Applying Research Results in Teaching and instruction.....	102
4.11	The Future of Educational System.....	106
4.12	Educational Management for ASEAN People.....	109
4.13	Framework of Trends in Educational Management for the Unity.....	116
4.14	Educational Management Framework in Summary.....	117
4.15	Education Strategic Plan in Cambodia.....	120
4.16	Education Strategic Plan in Thailand.....	121
4.17	Education Strategic Plan in Brunei Darussalam.....	122
4.18	Education Strategic Plan in Laos PDR.....	125
4.19	Education Strategic Plan in Indonesia.....	127
4.20	Education Strategic Plan in Malaysia.....	130
4.21	Education Strategic Plan in Myanmar.....	132
4.22	Education Strategic Plan in Philippine.....	133
4.23	Education and Learning in Singapore.....	137
4.24	Education Strategic Plan in Singapore.....	137
4.25	Education Strategic Plan in Vietnam.....	141
4.26	ASEAN Education Strategic Plan (Draft)	142
4.27	ASEAN Education Strategic Plan.....	145
4.28	Target Goals for the ASEAN Educational Management.....	150
4.29	Strategy map of ASEAN Education.....	151
4.30	ASEAN Education Roadmap 2018-2024.....	152

Chapter 1

Introduction

1.1 Background and Rationale

The preparation for the readiness into ASEAN community at the end of year 2015 is very important for every organization needs to prepare for the change that will occur in order to be part of ASEAN community. Educational organization is also needed to prepare for the readiness as well. Modern education and information technology are needed for helping to enhance level of education into international standard especially 7 occupations that will have freely movement between countries within ASEAN community. These seven occupations are doctor, dentist, nurse, engineer, architect, explorers, and accountant. Therefore, the preparation of basic education to students is very important to train their learning skills for the quality of their future occupations. The learning activity that will meet the target of students' achievement should be designed in variety and diversity and should cover 5 learning aspects which are 1) cognitive domain 2) affective domain 3) psycho-motor domain 4) process skills, and 5) integration. These aspects or skills of learning activities are usually used in general and worldwide (Khaemanee, T., 2007; Editorial department of Wittayajarn Journal, 2011).

The main purpose of educational management of countries in ASEAN community has related to the fifth main objective of ASEAN which is to encourage each other in term of training and conducting research, support South East Asia education, and create awareness and understanding between people by using knowledge sharing in education. Educational management is also related to the third pillar of ASEAN community which called the ASEAN Socio-Cultural Community. The purpose of setting ASEAN community is to create the unity and co-operation in the region which will provide the opportunity for all countries to increase sharing of usefulness and encouragement to each other instead of having a competition (Piboonsongkram, P., 2011; Department of strategy and evaluation Bangkok, 2013).

Many organizations in each country have prepared for the readiness of entering ASEAN community in 2015 especially the organization that related to educational management. Some countries have issued planning approach and educational development was set for the strategy in order to develop education for produce qualify labors for team working of countries in ASEAN community. Brunei is one of the countries that having encouragement of students in vocational education

to have an efficiency and matches with seven occupations. Philippines is also awakened to study and research in action by using good role of model to be the pattern of doing learning activities as well as Indonesia. Moreover, planning of educational management for the readiness of entering ASEAN community is also happen in Singapore, Cambodia, Malaysia, and Thai (Department of Technical Education, 2008; Ministry of Education, 2012; The World Bank, 2014; Florido, A.M., 2014; Ministry of Education, 2014).

From the state of educational management of countries in ASEAN community that occurs in the present still appear some different aspects. In the aspect of teacher development, Singapore has shown good practice and being good role of model in teacher development for many countries in ASEAN region and world level. Many countries in ASEAN start to use the innovation and system of teacher development from Singapore; however, the effectiveness of development is still far away from Singapore. Even though in Thailand, the innovation and teacher development still keeps on going for the readiness and equality of teacher development in ASEAN community (Pornseema, D., 2013). For student development is also needed for enhancing the equality of producing qualify labors in ASEAN countries.

The study from related literature review indicated that organizations are alert for the adjustment and plan in educational management for the readiness of entering ASEAN community in 2015. Previous educations caused to current education and continue to future education. Therefore, setting of trends and possible standard is the way for social development in holistic of ASEAN community which will be the network interaction for increase sharing and connection. It is important to set the trend of educational management systematically and be the unity which will toward to the holistic of ASEAN society. However, the composition of educational management needs to have working system in many levels. It starts from policy level or plans in country level. Level of curriculum development and level of learning and instruction are planned in all countries in order to prepare for entering ASEAN community. Each country will plan and issue their own policy, but it does not have any plan to collaborate for the unity in ASEAN community. Therefore, this research interested in studying and develops trends and possibility of educational management for the unity of countries in ASEAN community including to live peaceful coexistence in society.

1.2 Research Questions

1.2.1 What is the state of educational management in past and present of countries in ASEAN community?

1.2.2 How does the framework of trends in educational management for the unity of countries in ASEAN community?

1.2.3 What are trends and strategies of educational management for peace of countries in ASEAN community?

1.3 Objectives of Research Project

1.3.1 To synthesize the state of educational management in past and present of countries in ASEAN community

1.3.2 To develop framework of trends in educational management for the unity of countries in ASEAN community

1.3.3 To propose trends and set strategy of educational management for peace of countries in ASEAN community

1.4 Scope of Research

Qualitative research with field study and ethnographic Delphi future research are being used for research design. The scope of this research includes the following aspects. Four aspects of scope were set in this research. The first aspect was the content which consisted of 1) educational management in the past of counties in ASEAN community, 2) educational management in the present of counties in ASEAN community, 3) trends of educational management of counties in ASEAN community. The component of each part will focus on 1) Policy in education, 2) basic education, 3) curriculum and instruction, 4) learning activities, 5) measurement and evaluation, 6) educational management, and 7) educational research.

The second aspect was the sampling group or key informants. The target groups were lecturers from faculty of education from top five universities in each country, educator from ministry of education. All of key informants should be an expert in education in their countries. Purposive sampling will be used for sampling design and will come from ten countries which are Indonesia, Malaysia, Philippines, Singapore, Thai, Brunei Darussalam, Vietnam, Lao PDR, Myanmar and Cambodia. Thirty samples were selected from three people from each country. The third aspect

was research variables which consisted of trends of educational management, education for unity, and education for peace. The last aspect was duration of conducting research that will be conducted for one year and time will be set following the main activity of research project.

1.5 Definition of Terms

Educational management means model of teaching and instruction which consisted of policy, strategy, administration, learning activity, measurement and evaluation, and lastly research and development. Three periods of time will be set for this study which includes education management in past, education management at the present, and trends of educational management in the future. Data collection of these three periods of time will be covered as above aspects.

ASEAN Community means Association of South East Asian Nations: ASEAN. It is an international organization in South East Asia region including ten counties which are Indonesia, Malaysia, Philippines, Singapore, Thai, Brunei Darussalam, Vietnam, Lao, Myanmar and Cambodia.

Education for Unity means the similarity of educational management of countries in ASEAN community which covered to the unity of policy and strategized plan to develop education and the unity of communication between learning activities. The unity of curriculum also focuses in this study which includes in kindergarten level, primary level, secondary level, and university level. The unity of learning activities by using child center learning is also interested in this research. Moreover, the unity of measurement and evaluation, the unity of conducting classroom action research, and the unity of educational organization are included for the study.

Trends of Educational Management means the prediction of possibility in educational management of ten countries in ASEAN community which consisted of Indonesia, Malaysia, Philippines, Singapore, Thai, Brunei Darussalam, Vietnam, Lao PDR, Myanmar and Cambodia. The study will focus on collaborative educational management and knowledge sharing. Creating educational network in ASEAN community is also focused in this study.

Education for Peace means the way of making educational management which base on the unity and then to develop into the process of understanding and leads into practice. This will provide the opportunity to emerge peace in the society.

1.6 Expected Benefits from Research Project

1.6.1 This research will know the state of educational management of countries in ASEAN community and to propose information for applying in future educational management.

1.6.2 This research will receive new body of knowledge on framework of trends in educational management for the unity of countries in ASEAN community in order to provide basic data of setting the strategy that appropriate to ASEAN community.

1.6.3 This research will receive new body of knowledge about trends of educational management for ASEAN community and the strategy of educational management for peace of countries in ASEAN community that ASEAN countries can apply for development their education system.

Chapter 2

Review Literature and Concerned Research Work

Concepts and related literature review that focus on this study including nine topics which are 1) Thai Educational Management, 2) ASEAN and ASEAN Education, 3) Educational Planning of Countries in ASEAN Community, and 4) Education for Peace, 5) Concept of Knowledge, Attitude and Practice (KAP Model), 6) The 21st Century Learning, 7) Delphi Technique in Future Research 8) Related research and 9) Conceptual Framework. Details and information have shown as the following topics.

2.1 Thai Educational Management

From the study of Thai educational management, related literature was focused on Thai curriculum development, teaching and learning activities, learning media and innovation, measurement and evaluation, and classroom action research. The results of this study were as the following papers.

Phra Thepsopon (Prayoon Dhammajitto) (2004) has presented concept of education development from the book called "Trend of Thai Education". The contents of this book was to present education view for development in variety and match to current situation especially showing more detail about analysis trend of policy issue for long life learning in order to encourage knowledge – based society. People who full of knowledge and have long life learning usually be the center of development and be ready for the development of society, economy, politics, religion and cultures.

Phra Dhamrmakosajarn (Prayoon Dhammajitto) (2005) and has presented concept of education reform in the book called "Scope of Knowledge and Education works". It reflected education concept of the author and being the record of practice to express body of knowledge in Buddhism to apply in Buddhist learning activities. The author also presented trend of education reform, development of Sangha's education, Buddhist way school, and Buddhist research in Sangha University. The contents were Buddhist learning process, Buddhism and Education Act, trend of Thai education, conceptual framework of Buddhist learning in basic education, Buddhist way school for society, and Buddhism and research.

Ministry of Education (2008) has presented in "The Basic Education Core Curriculum B.E. 2551 (A.D. 2008)" that is the curriculum that issue for local school and education to use it for making school curriculum and learning activity. The

purpose of this curriculum is to develop students learning to enhance knowledge and skills that needs for daily life and being the key of self-development continually. The contents in the curriculum consisted of vision, principle, objectives, learner competency, moral aspect, learning standard and indicators in 8 subjects including measurement and evaluation.

Chuerattanapong, J. (2001) has presented the content about the process of local curriculum development and the community participation. Thai curriculum that issued from Ministry of Education is provided for all area in Thailand having the same curriculum because learners can be developed and will have an equal standard. Therefore, the content in the curriculum was not specific in one local area and it did not related to the local problem. Academic department of Ministry of Education has given the opportunity to schools or educational institute can design their own local curriculum which appropriated to each area. Local curriculum can reduce or add from the main curriculum in order to enhance student's learning with their high potential and be able to apply in daily life.

Suwannavela, J. (2002) has given the speech at faculty of education, Chulalongkorn University about research-based education. Universities in Thailand are now having the main purpose to be Research University and extend education to graduate school. Integration research in education is needed for increase the quality of education. Therefore, research-based education is the issue that should consider for people development. Research is the role of education tools. Research-based education is the integration of research and education which will provide the opportunity of education development.

Boonprasert, U. (2003) has presented the principle of school based management which consisted of the principle of extending educational management, participatory management, and concept of sharing educational management to people, and the principle of self-management in education. The model of educational management can be presented into 5 models which are 1) model of educational management with community, 2) model of educational management by leader or school principle, 3) model of school with the government support, 4) model of local authority management, and 5) model of private school management.

Wongwanit, S. (2013) has presented " Formative Research: research for working improvement continually" which can be used in classroom as action research because it can use for the development of theory in teaching and instruction. It is qualitative research that can apply in many contexts. There are many aspects of formative research which are 1) the research that help to develop on

working continually, 2) using similar process as action research, 3) having cycle and research question occur all the time of research process that will provide the opportunity to improve working, and 4) research results and new body of knowledge can use for problem solving and adjust previous theory that is still being used in the present. There are many research methodologies that use for education innovation such as experimental research, research and development, and action research. These research methods usually have combined specific aspect which focus on innovation development from existing theories or called "traditional research methods". However, formative research is a new method of research methodology that use existing theory and then refine it until gets the new theory for project design or working program. Context of research problem will be part of research process. (Collins, Joseph, & Belaczyc, 2004; Corey , 2011; Edelson, 2002; Reigeluth & Frick, 1999; cited in Wongwanit, S., 2013).

In conclusion, educational management is the process of designing teaching and instruction in order to develop student's learning with their potential consisted of curriculum development, teaching and learning activities, learning media and innovation, measurement and evaluation, and classroom action research for encouraging students or learners.

2.2 ASEAN and ASEAN Education

As to present related literature about ASEAN, Researcher team had through studied the 3 Pillars of ASEAN especially on Educational Management. These results were found as below (Department of strategy and evaluation Bangkok, 2013).

1. The first pillar: ASEAN Political – Security Community (APSC)

Peace and security of ASEAN countries are the aims to set up ASEAN Political – Security community. Every country helps each other to solve conflicts by peaceful way. Moreover, cooperation in political and security will bring achievement to Asean Countries as follows:

1.1 To encourage peaceful and security

1.2 To build on cooperation to against terrorist, war criminal, prostitution.

1.3 To reduce confliction between ASEAN countries; Human rights.

1.4 To prepare protection for the danger of disaster or natural disaster.

1.5 To promote political development.

1.6 To make closed relationship with another country in ASEAN

2. The second pillar: ASEAN Economic Community

Base on ASEAN Vision says, ASEAN would be a single market and production base. To those plans must be successful in this year 2015 which consisted of 5 points such as:

2.1 ASEAN will be a single market.

2.2 ASEAN must be higher community in economic

2.3 ASEAN will be esquire economy.

2.4 ASEAN can adapt in world economy.

2.5 In which building AEC, all ASEAN members will be received usefulness as follows:

2.5.1 To be a single market and production base, 573. 9 million people can approach the market.

2.5.2 To be Free trade area will increase opportunity to investment, labor among community.

2.5.3 Development of higher labor.

2.5.4 To help each other in which economic development will reduce the problems of poverty in ASEAN community.

3. The third pillar: The ASEAN Socio-Cultural Community

The ASEAN Socio-Cultural Community aims to contribute to realizing an ASEAN Community to hold up living standard of people who living in this region. Include building sharing society among ASEAN members.

3.1 To ensure awareness and understanding in diversity among people in ASEAN member.

3.2 To develop familiarity and confidence building of ASEAN.

3.3 To develop the unity in region.

3.4 In building The ASEAN Socio-Cultural Community, Every country will be received sharing usefulness.

These three pillars will be the main target for all countries in ASEAN community to join in with each other in order to help each other of developing the South East Asia region to live together with harmony, peace, unity and prosperity.

Editorial department of Wittayajarn Journal (2011) has presented article called “Enhancing Education using Technology into World Level” for preparing enter to ASEAN community which will cause the change and movement of labor and investment. Therefore, educational organization needs to prepare for the readiness as well. Modern education and information technology are needed for helping to enhance level of education into international standard especially 7 occupations that

will have freely movement between countries within ASEAN community. These seven occupations are doctor, dentist, nurse, engineer, architect, explorers, and accountant. Therefore, the preparation of basic education to students is very important to train their learning skills for the quality of their future occupations.

2.3 Educational Planning of Countries in ASEAN Community

Ministry of Education (2006) had presented education plan of ASEAN countries from the research called "Comparative research on educational reform of countries in ASEAN community". The purposes of this research were 1) to study the progress of education reform of ASEAN countries, 2) to survey the way of cooperation between countries in education for the strengthen, and 3) to propose the policy for Thai education in order to create the educational strategy for the strengthen of ASEAN countries. Documentary research and interview were used for data collection. Data was synthesized and proposed the way of collaborative strategized encouragement in ASEAN education. The results indicated that all ASEAN countries had shown education as an important part of the country specially to link education into economic education. Many countries used education to get rid poverty and move forwards from the economic weakness development. Education was the key of movement to enhance the competition in international level especially new countries that join in ASEAN community. Educational developing plan of each ASEAN country is shown as the following.

2.3.1 Educational Development Plan of Thailand

Constitution of the Kingdom of Thailand B.E.2540 (1997) has issued basic policy of education in section 81 that the state should develop education related to economic and social change. Therefore, education law has been announced called "National Education Act B.E.2542 (1999)". The main purpose of this act was to provide basic education opportunity for all at least 12 years without tuition fee. The state also needed to provide education for handicap, weak opportunity, and gifted students. In section 8 of National Education Act appointed that the state provides long life education for Thai people and society can be parted of educational management. Child center learning is the key of education reform focusing on knowledge, moral, learning process, and integrated knowledge with diverse curriculum that appropriate to students' age and potential. Thai education focuses on balanced development in knowledge, thinking, ability, morality, and responsibility to society. Both local and core curriculum is provided for basic education. Academic development and conducting research for creating new body of knowledge and

social development are encouraged for Thai students in higher education level. The planning of 15 years (B.E.2545 – 2559) has applied content from Constitution of the Kingdom of Thailand, National Education Act and government policy in order to set the strategic planning for national education continually and related to all education plan in every level consisted of basic education developing plan, vocational education developing plan, and higher education developing plan including action plan in the level of educational area and institution.

For social development to be knowledge society and to be an economic-based knowledge system, Thai people have received equal learning opportunity, long life training, and having knowledge for their career which can lead the country to survive from economic and social critical. This educational development should relate to the 20 years of long planning of the 9th National Economic and Social Development Plan and the Act that issue the process of decentralization into local administration (B.E.2542) including other Acts that related to National Education Plan. This plan is based on Philosophy of Sufficiency Economy of King Rama IX that focus on the middle way, having enough to support, having reasonable, and to know the world change. It is the way of practicing having life for sustainable development and to live with happiness for Thai people by having human as the center of development and preserving Thai identity. Thai people are able to use knowledge and technology appropriately, having immunity and flexibility in order to be ready for the change in parallel with having morality and honesty. For National Education Act (B.E.2545-2559), holistic integrated plan is used for conceptual framework for developing human to be a complete man and to develop the society.

There are three aspects of developing human: 1) best quality society that full of uprightly, transparency and right, 2) learning and wisdom society that everyone in every society is active and always ready to learn, 3) reconciliation and generosity in the society in order to enhance Thai culture and art. According to National Education Plan, three objectives were set that is 1) fully human development and stability, 2) creating Thai society to be moral, wisdom and learning society, and 3) develop environment for the basic social development of morality, local wisdom and learning. The process of conducting following these objectives, National Education Plan has issue the policy under this process 4 aspects which are 1) to develop everyone have long life learning and be able to access the knowledge, 2) learning reform for student development with nature and high potential, 3) encouragement morality and best practice of desired characteristics, and 4) human

development in sciences and technology for self-sufficiency and enhance competitive competency in international level.

2.3.2 Educational Development Plan of Brunei Darussalam

Brunei Darussalam is an ASEAN country that is having small area and population, but full of economic under the state control. It is the only one country in ASEAN that still have an absolute monarchy system. Formal education was established in 1916 (B.E.2459) by opening Malay local language school in the capital city (in Bandar Seri Begawan). During that time, only boys who were 7-14 years old would have the opportunity to study. There was not national education plan, but education plan was the part of 5 years' national development plan. The 1st National Development Plan (in 1954) focused on the basic facility and structure in order to prepare and establish Ministry of Education. In 1985, the national policy and educational system had provided the opportunity for people who lived permanent in Brunei Darussalam to study in primary level without tuition fee.

In the Eighth National Development Plan in 2001 – 2005, human resource development and the use of information technology was focused on education development. E-learning has also used for one of the strategies in education plan on technological development or order to develop strength society based on the King, Malay race, and the Noble Qur'an (Holy Quran), Hadith, and Aqli including the eight aspects of national policy as follow:

1) To operate the educational system focus on using Malay language as a formal language in parallel with other languages such as English and Arabic as second language.

2) To provide education for all students for 12 years divided into primary education for 7 years (including 1 year of kindergarten), lower secondary for 3 years and upper education or vocational / technical education) for 2 years.

3) To provide integrated curriculum as well as setting the standard of assessment equally to all schools.

4) To provide Islamic curriculum that related to the principle of Ahli Sunnah Wal-Jamaah

5) To serve educational media and facility for learning Mathematics, Sciences and Educational Communication Technology for encouragement students to receive and practice until they are ready for the change of the career.

6) To provide students for self-development and search for variety of learning program through activity and curriculum that related to national philosophy.

7) To create the opportunity of learning in higher education with appropriate qualification and experiences.

8) To provide best practice of basic structure of education management for enhancing the national need.

The development of the Ministry of Education Strategic Plan 2012-2017 affirms the Ministry's continuous and unwavering commitment towards quality education for the nation. The plan has been developed through a series of workshops and consultations by the Ministry. The achievements of the previous 5-year Strategic Plan were reassessed and reevaluated to determine the extent to which the plan was aligned to Brunei Vision 2035.

The Ministry of Education Strategic Plan 2012-2017 sets the course which the Ministry will take in the next five years. To ensure its effective implementation, the commitment of everyone is vital. It identifies 3 Strategic Focus Areas (SFAs), 14 Strategic Objectives and 18 Key Performance Indicators (KPIs). The 3 Strategic Focus Areas in which the Ministry of Education has identified are: 1) Teaching and Learning Excellence; 2) Professionalism and Accountability; and 3) Efficiency and Innovativeness. These are the essential areas that the departments, divisions and units under the Ministry of Education need to focus on to achieve the common goals. All the three goals are interlinked and inseparable.

SFA 1: Teaching and Learning Excellence, the scope of this focus area is extensive, covering all the domains in the education framework. The framework comprises of the following domains and their various components: the "Management and Organization" Domain which subsumes "School Management" and "Professional Leadership"; the "Learning and Teaching" Domain which subsumes "Curriculum and Assessment" and "Student Learning and Teaching"; the "Student Support and School Ethos" Domain which subsumes "Student Support" and "Partnership"; and the "Student Performance" Domain which subsumes "Attitude and Behavior" and "Participation and Achievement".

SFA 2: Professionalism and Accountability, in the strategic focus area of professionalism and accountability, the scope covers the adoption of best practices by the Ministry, the schools and higher institutions of learning in implementing the policies, setting standards and remaining accountable for all learning outcomes.

SFA 3: Efficiency and Innovativeness, the Ministry of Education will continuously understand the stakeholders' needs and expectations, plan policies, streamline processes, monitor and evaluate its core business processes namely: the

Core Education process and the Higher Education process. (Ministry of Education, 2012).

2.3.3 Educational Development Plan of Malaysia

Malaysia is an ASEAN country that has education and conduct research as the first priority according to the economic policy which focuses on applying knowledge for the key of potential development. The government has set the national policy of creation Malaysia to be the country of flexibility, strong and competitive country. The country focuses on the investment for sustainability and effectiveness by searching and conducting research using high technology for developing economy based on knowledge. Since the 21st century, Malaysia try to enhance the dynamic on agriculture, production, and services integrated with knowledge and technology for participated encouragement of high economic participants in the region including develop human resources to be ready for knowledge based society. Malaysia government has issued that education development is one of the most important missions by setting the goal to provide education opportunity to people in all levels especially in primary and secondary school which is a compulsory education. Education Act 1996 has issued 6 aspects in national education plan consisted of 1) national education system should be the system that having quality at international standard and is able to reflect national ideology, 2) follow national education policy for the basic policy of education development, 3) primary school will study for 5 – 7 years, 4) kindergarten education is a part of compulsory national education, 5) develop and enhance vocational education, and 6) using allocated principle to control private education.

Education development of Malaysia is issued in the 8thnational economic and social development plan consisted 9 strategies to develop economic growth with sustainable and competitive development in international level, and was be able to face the challenge situation with globalization and free trade: 1) to preserve economic stability in macro level, 2) eliminate poverty and adjust social structure, 3) enhance economic growth using production efficiency as driving factor, 4) enhance level of competition in the main economy, 5) extend using information technology, 6) enhance human resource development, 7) sustainable development, 8) create quality assurance, and 9) to create strength of morality and ethics. Therefore, education development is issued in in the 6th strategy that enhance human resource development for all people to be strong in enhancing production efficiency and able to be a competitive economic system based knowledge. Education system is very important to respond the need of labor market that needs people who full of

knowledge and skills with values, attitude and creativity. Malaysia has established education institute in all level and used core curriculum integrated to schools for the youth to access education increasingly.

Moreover, private organization were invited to join in education development especially in higher education level which correlated to the national policy and free education and training. The 9th national economic and social development plan (B.E.2549-2553) has set for the strength of economy with flexible and be fair particularly financial management should be considered carefully with discipline. The objective of education was set relating to the philosophy of national education especially the development of human having knowledge and skills to be ready for the economic growth. In addition, the national development of all dimension needs to rely on private organization as well as education development that the government has set the plan for private sector to join and investigate including to practice skills that was not initiated by the government. The main idea was to extend education opportunity for people to have equal education which led to success on 5 aspects of ideology (Rukunegara) consisted of 1) belief in god, 2) pay respect to King and Nation, 3) adhere to the constitution, 4) practice of law, and 5) behave themselves with morality.

2.3.4 Educational Development Plan of Philippines

Philippines used to be the country that focused on informal education same as Spain before coming to the member of ASEAN countries. It was set without clearly structure and lacked of rules or method of teaching and instruction until issued education Act in 1863. Primary school for students was allowed to open under the responsibility of government and local areas. All Philippines people have the right to study with no tuition fee until now. The government has set education development in the constitution year 1987 in section 17 paragraph 11 that it is the responsibility of the state that to give important duty for science education, technology, art and culture, and sport in order to support human right and development. In section 1 paragraph 14 has issued that the state has the duty to protect and support all people to receive education in all level with quality and appropriately. Moreover, in section 5 indicated that the state should provide high budget for education management, and the state should follow and monitor teaching and instruction in order to preserve the specialist and the usefulness. This constitution reflects that to give important part to youth through education in both formal and non-formal education. Learners from basic education up to higher education are able to study without paying tuition fee. In addition, the state provides private organizations, community and family to have the

opportunity to support education management in non-formal education, informal education, and community and local wisdom based-learning. In order to follow the provision of the constitution, the education act year 1998 issues for learning without paying tuition fee and follows by the president's announcement in 1990 that "Decade of Education for All". In the 21st century, the way of education development has expanded for all people for enhancing human capital to international level which follows the medium national development plan for 5 years since 2001 called "Medium Term Phillippines Development Plan". This focused on Comprehensive Human Development and human capital investment especially in education. The state has played an important role of basic education encouragement with quality. The goal is to support science, mathematics skill, and information technology including the way for low income people to study in non-formal education and training for career. Philippines has set 3 long term planning starting from action plan follows by main plan level which consisted of 1) Plan of Action of Education for All (1991), 2) Master Plan for Basic Education (1996-2005) focus on Modernizing Philippines Education, 3) National Technical Education and Skills Development Plan which have 5 years plan which are 1) the Three-Pronged Direction, 2) Global Competitiveness, 3) Rural Development, and 4) Social Integration. This is the national plan for human development towards competition of social and economic era. It is the medium skill for the 21st Century which related to Medium Term Youth Development Plan 1994-2004 and National Employment Plan.

2.3.5 Educational Development Plan of Singapore

Singapore is an ASEAN country that give the most importance in Education development since having freedom from England in 1965. Singapore has investigated with educational system management and to enhance the effectiveness of education in all level by creating the unity and fairness in society, economy and politics in order to protect the conflict in society. Singapore is wish to be the center of higher education in international level of Asia-Pacific in 2000. In 2005, Singarpore has extended the goal to achieve of being the leader of Asia's Premier World-Class Education Hub to attract students from other countries beginning from primary school up to higher education for 66,000 students. In 2012, Singapore enhanced educational standard applying the overall process and correlation which are 1) learning process for Qualities and Competencies Model in order to respond in students' ability, 2) to focus on mind conscience and learning motivation of the achievement of each learner, 3) to increase and prepare budget and resources for

education management, 4) to focus on centralization, 5) providing an extreme curriculum for students, 6) to change from external assessment to be internal assessment in each school and increase frequency of assessment for self-understanding, 7) encouragement the family to be part of student's development, and 8) to provide training or workshop for developing teachers and facilitators that will support education with sustainable development.

2.3.6 Educational Development Plan of Indonesia

Education development of Indonesia was developed from the constitution in 1945 while Indonesia announced the freedom and establish republic to achieve the target of state which appeared in Pancasila principle. The remarkable aspect of Indonesia are religious interaction and educational management which can be the centralization and cultural identity preservation from diversity society and mutual desire in social and economic development. The preservation of interaction between education and ancient religion of Islam has become the religion for majority, and after the end of Karajan Majapahit in the 16th Century towards to the freedom from colony and become multicultural society in the wild geography area and trying to adjust in the current world. The constitution in 1945, Chapter 2 section 31 indicated that 1) all people have the right to receive education, and 2) the government should set and process education system under the act which is education act in 2003. This education act has issue the target, policy, and action plan that cover expanding education opportunities and the equality of education, encourage people to access education in all levels and to improve the quality of education continually in order to related to the social need, and to develop community based-education. Indonesia education plan is issued in 5 years' plan called "Rencana Pembangunan Lima Tahun or REPELITA". It is general method that consider to the equality of education opportunity, the respond of need education, education quality, education effectiveness in both formal and non-formal education. The content focuses on creating personality and the composition of abilities of human resources. The national action plan has set the policy called "Education for All" in 2002, and it focuses on the equality of education and to confirm that all Indonesia people no matter which gender, positions, stay away from prosperity, or underprivileged should have the right to study in basic education.

2.3.7 Educational Development Plan of Cambodia

Cambodia has given education as the important part of country development since received an independence in 1953. Cambodia government after election in 1993 following Paris Peace Agreement that gave important role in education development and try to promote non-formal education and private education same as liberalism countries. Education has set for the key of reduce poverty problem in order to enhance the potential of economic competition into international level based on human resources. The 1st National Economic and Social Development Plan (1996-2000) has issued general way in policy, strategy and goal for education development in 3 aspects which are 1) people receive education with equality, 2) Enhancing the quality of education, and 3) plan and improve education management to be strong by having invest in education plan between 1995-2000 from the meeting with related international organization. The 2nd National Economic and Social Development Plan (2001-2005) was the connection of education development into action plan. The national strategy expanded education opportunities thoroughly consisted of short term plan 2001-2002, long term plan 2003-2015, and medium plan 2004-2008 by long term plan and medium plan were developed from short term plan and Poverty Reduction Strategic Plan: PRSP in 2002 was the base line. It should be related to trends of population change and economy in macro-level between 10-15 years forward cooperate with the way of World Education Forum and Millennium Development Goals that focused on Education for All. For long term plan in 2003-2015, Cambodia focused on the achievement within year 2015 about 1) attending basic education increase to 3.8 million people, 2) increasing learning hours in both primary and secondary school, 3) increasing classroom and schools in lack areas, 4) increasing quantitative and qualitative teachers and teacher's training especially in secondary level at least 10,000 people per year and the salary increase 3-5 percent per year.

For Educational Strategic Plan 2004-2008 or ESP has long term goal to give all children and youth has education opportunity with quality and thoroughly in all economic levels, all genders, areas, races, and disabled people in order to relate to the state constitution and contract of government towards to U.N. Convention on the Rights of the Child. Education quality in Cambodia focuses on graduate students are able to achieve international and regional standard and be competitive in labor

market in the world and region and is able the mechanism of social and economic development.

2.3.8 Educational Development Plan of Myanmar

Myanmar gave good attention of education development since the past and the most popular one was education in temple that supported people to increase the number of learning literacy in good level. During English colony, the number of learning literacy decrease because parents did not interest in education encouragement. However, the group who literate in 1948 had try to develop Myanmar education. Children who were 5-10 years old need to enter the school with the government support based on Basic Education Law 1966 and Union of Burma Education Law 1973. For basic education, temple was still being the places for study in rural areas that Myanmar government still accepted this system. There was a gap of education development until 1998 that Myanmar has revised the curriculum and instruction by focusing on primary level and has set the formal academic year for all school to conduct teaching and learning at the same time on March 1999. Education plan has formed in national level which divided into long term, middle term, and short term in order to be ready for the 21st century.

1. Thirty-Year Long-Term Education Development Plan 2001- 02 FY – 2030-31 FY which divided into 6 phases and each phase has 5 years long. This education system is encouraged to build learning society in national development for developed country focusing on 5 aspects consisted of human resource development, technology usage, extending research development, long life education development, quality education encouragement, and preserving national identity and values. There are 46 projects dividing into two levels what are 1) ten projects of basic education consisted in 1.1) the project of improving education system for develop country to be modern and successful, 1.2) the project of basic education for all, 1.3) the project of enhancement basic education quality, 1.4) the project of providing education opportunity in both before vocational education and in vocational education level under basic education, 1.5) the project of information technology access in learning and instruction leading to E-education, 1.6) the project of human production for holistic development, 1.7) the project of enhancing educational management, 1.8) the project of conducting education activity with

community, 1.9) the project of reform activity for informal education, and 1.10) the project of enhancing educational research.

2. Thirty-six projects for higher education development which conclude human resource development, technology usage, research for long-life learning society, qualitative education improvement, and preserving national identity and values and middle plan of 4 years called "Special Four-Year Plan for Education (2000-01 FY to 2003-04)" consisted of 27 projects dividing into 2 levels, and 1) there are 6 projects for basic education development which are 1.1) revise and reform basic education, 1.2 applying new assessment to issue time of new basic education and adjust the structure of entrance examination in higher education, 1.3) using multimedia classroom to enhance teaching and instruction, 1.4) enhancing teacher education quality, 1.5) Supporting activity for complete development, 1.6) provide education opportunity in primary level for all. 2) The project of higher education development that focusing on education quality enhancement, using information technology into education system, making progress on conducting research, developing long life learning society, and international cooperation encouragement consisted of 21 projects: 2.1) revise and reform curriculum in university and other institutes in graduate school to meet international standard and encourage interdisplinary fields, 2.2) revise assessment system for the change of curriculum in international standard, 2.3) encouraging critical thinking and self-creative thinking without copy and the ability of using modern technology for changing the curriculum, 2.4) decreasing barrier towards education system by developing human resources, 2.5) development of education system to encourage long-life learning, 2.6) searching the method of changing long distance higher education to be a opened university, 2.7) research education in both academic development and to support the need of private sector including other organization to search a modern technology appropriately and being useful for the country, 2.8) to create cooperate network with other university in both south east Asia countries and international level, 2.9) to create education management system for university and other institutes and to preserve own identity, 2.10) to conduct the project that response to the need of the community, 2.11) to enhance science lab for conducting effective research project by using technology and modern equipment from undergraduate to doctoral degree levels, 2.12) to establish educational information system that able to

communicate between institutes and organization called “intranet”, 2.13) using information technology in multimedia data center at institutes in higher education level for the usefulness of learning and conducting research, 2.14) using information technology in multimedia learning center at opened university for support learning, 2.15) to establish language lab in higher education institutes, 2.16) to enhance the library usage in universities and education institutes to use technology for the convenience of using resources without coming to the location of the library, 2.17) provide basic structure that needs for opened education, 2.18) to response the need of higher education institutes in improving convenience places, 2.19) to create educational media for supporting teaching and instruction and appropriate to the need in local level, 2.20) produce media for learning and practicing following the curriculum for the classroom that using multimedia system at basic education level, 2.21) educational media will related to the subject which will be convenience for students to study in long distance learning system. For 2 years of short-term plan called “Short-Term Education Development Plan 2001-2002” focuses on development the expert on technology in basic level and higher level for create quality group and having ICT skills that is very importance in present.

2.3.9 Educational Development Plan of Laos PDR

Since Laos PDR has received independence in 1975, education is focused as the main issue of development especially primary education, technique education, and the number of literacy age 14-15 years old. Even Laos PDR tried to reform economy in the country from central planning system to be free market policy in 1986. However, there was the different from the past that was education for human capital development and solving poverty problem for sustainable prosperity and quickly development by setting National economic and social development plan. Education is issued to be the need of society in training people to be ready for economic system based on marketing mechanism. Therefore, the method of education development in Laos PDR has improved respectively in order to enhance national education level for the main way of human resources development for production related to national targets. In 1993, three ways of education development is set which consisted of 1) development of Education for All and it has been set for the first priority in order to be ready for economic and social development, 2) enhancement the quality of education and create the cooperation

between school education and education in society and family, and 3) improve and develop modern education in all levels both basic education and vocational education, in both public and private sections, in both formal and non-formal education in the aspect of science and technology progress. In 1997, State Planning Committee of Lao PDR has set the project of medium term human resources development between 1997 – 2000 in general for setting the order of importance of operation in education development related to economic reform within the country with the Philosophy called "To encourage holistic development and integration cover variety methods and connected to many organizations". Three main aspects have been set for the project which consisted of 1) the ability of manager in all levels, 2) teachers' quality in all levels especially in provincial level, and 3) the motivation from community especially in faraway areas and minority communities.

In the 21st Century, education development in Laos PDR has done following the process in 5 years (2001 – 2005). There were 4 objectives consisted of 1) access equality education, 2) enhancement education quality, 3) improvement the connection within education system, and 4) encouragement education management to be strong. Therefore, there were 15 targets for action which were 1) expanding early year students care by cooperate with public and private organization to establish early year schools at least 5 percent per year, 2) to persuade children to study compulsory education by setting the target from 77 percent (in 2000) to be 85 percent in 2005, 3) to expand primary school in minority and far away areas by using group activity teaching following basic need of each area, 4) make the condition and try to reduce the number of repeat year and withdraw, 5) to make secondary school network by expanding both lower and higher secondary school levels, 6) to increase the number of literacy of people 15-40 years old, 7) to proceed and enhance new literacy at least 30 percent to graduate primary school, 8) to improve teacher training in both primary and secondary schools including enhance teachers to train basic education need in teaching curriculum, 9) to improve teacher's competency from teacher college and bachelor degree institute focusing on English language, computer skill, and high education technology, 10) to encourage and expand vocational education to be able to accept students and increasing number of students related to government system, 11) to encourage vocational schools from all regions to be strong, 12) to encourage girl students and minority to study in higher

education, 13) to issue liability of school headmaster and advisors, 14) to make information in educational management to be short and simple, and 15) to increase the ratio of budget of education from 13 percent in 2000 to be 14 percent in 2005.

2.3.10 Educational Development Plan of Vietnam

From the country that full of population and spent a long time on war, Vietnam have to spend long period of time on reform and change economic system from strict economic control to be a market system in order to solve the poor and enhance economic potential by using education as the key development. The first act related to education was issued on 12th August 2000. This act will establish primary education with no tuition fee for all Vietnam people. It was also continued up to lower high school covers 30 provinces. Vietnam has set strategic plan in long term education development year 2001 – 2010. Important contents were 1) to improve trend of education into the high level of the world and appropriate to Vietnamese practice. It should be response to the economic and social development in sub-region and local area and move to learning society in order to bring national education far away from underdeveloped country. 2) To provide an important opportunity to train people in high technological science and to give an opportunity of lower secondary educational management. 3) To initiate goal and method of curriculum in all levels, develop teachers to be ready for teaching development, initiate educational management and set basic education act for empower in educational development. Non-formal education is an important way of education development using the concept of lifelong learning. Therefore, Vietnam has issued education goal by the year 2010 that 1) Non-formal education is used for community movement into learning society, provide the opportunity for all to learn continually depending on their potential in order to support the quality of human resources, 2) to reduce the number of illiteracy ratio in adult age especially in distant area and hill tribe area for enhancing the quality of continued education which will lead to gain knowledge in lower secondary level thoroughly, and 3) to provide the opportunity for workers to attend short curriculum for enhancing the quality of product and salary increase including the chance of job transfer.

Vietnam has set National Education for All Action Plan 2003-2015 and cooperate with UNESCO as the key of government in the policy adjustment in macro level related to Education for All. The government policy has improved education to be updated as the recommendation from Daka Framework for Action, Education on for All: Meeting our Collective Commitments with 150 countries in the World Education Forum at Dakar, Republic of Senegal on April 2000. It is the framework for

action for provincial level and city level called “Provincial Education for All Plans. Then, National Education for All Action Plan 2003-2015 has set and related to 3 aspects of education goals which are 1) access to education, 2) education quality, and education management, and to develop 4 main groups which consisted of early year education group, primary education group, lower secondary education group, and non-formal education group. Vietnam hope that if the action plan has been used in practice, it can move Vietnam forward in 7 aspects which are 1) early year students have received preparation education for 1 year, 2) all students will receive basic education for 9 years, 3) all students will have the opportunity to learn without paying tuition fee follow education standard for 900 hours per semester, 4) all local areas are allocated project and facilitate objects for learning and training for modern life skills, 5) the quality of teaching and instruction will be improved into international standard through the process of curriculum improvement continually, 6) educational results will directly related to modern economy and society which will effect Vietnam to enhance stability, and 7) educational management will have the structure of modern decentralization.

All ASEAN countries have basic improvement and development of countries from the law level and the National Economic and Social Development Plan. Most countries have issued Educational Act and made strategized plan for national educational development. The development plan was included basic education plan, vocational plan, high education plan, the action plan in service area level and school level. The main purposes were to develop knowledge society and led into knowledge based academic system in order to provide equality of learning and have the opportunity to work for countries. However, many countries are still far away from the target planning.

The comparison of strategy of education reform in all levels found that Thai kindergarten and basic education has been developed. For the variety of learning process and the flexible of learning found that Singapore is very far away from other countries even though some parts are shared with other countries in ASEAN community including Thailand. For high education in ASEAN found that they have trends of correlate with each other which are 1) extend and provide the opportunity of education, 2) focus on the quality of education by enhancing learning level into standard level and related to working market with diversity, 3) open free education and develop the quality of teachers in order to increase the quality of teaching and instruction. All countries now try to develop including Thailand, Malaysia, Lao, and Cambodia.

From the study of educational management of ASEAN countries found that each country has given education for the first priority of country development and have developed continually. People in all countries should at least graduate in basic education even though the opportunity of learning was not equal to another country. However, each country has tried to provide the opportunity to people to have equal education which depends on the state of society, economy, politics and culture of each country.

2.4 Education for Peace

Education for peace from educator's view has shown as below detail.

Phra Dhammapitaka (P.A. Payutto) (1995) has written the meaning of education for peace in the book called "Education for Peace". Buddhism is an education for peace because we have called the action in Buddhism was "Sikkha" in Bali and Sanskrit language which means education. It is also related to Trisikkha in Dhamma principle and the main purpose is for peace as Nirvana or enlightenment. In Buddhism, education does not only for peace, but also the method for practice in order for self-development. Peace can be practiced all the time and all actions are the way of peace practicing. Buddhist should try to practice for peace by himself which will encourage happiness for the final target.

Chanin, T. and Poolpatarachewin, J. (2008) has conducted research called "The evolution of concepts of education for peace in Thailand". The research results showed that the concepts of education for peace in Thailand has been revolved to be in line with Thailand and global social context in the roles and educational management for peace as well as the concepts of peace which were described as follow: the roles of the education for peace has been changed from passing on the knowledge in peace from abroad to calling for democracy and just society, the encouragement for civil society, as well as the effort to solve the southern province crisis; educational management for peace had changed from the academic conferences and the publishing, to emphasize on peace instruction, infiltration of peace concepts in religion context, group process for peace, training for peaceful skills, peace research conduct and use website as devices for promotion of peace; and the concepts for peace. The concept of peace in Thailand, covered the humanity, social, as well as environmental dimensions which mainly focuses on social dimension. However, inner and positive peace was emphasized in Thai society since the early period of evolution which was difference from western societies.

Education Above All (2012 cited in Education Sector, 2015: 7-12) has defined term of “education for peace” as an overarching term that can be applied to many initiatives designed to promote peace and non-violence throughout the education system. It aimed at eliminating the possibility of global extinction through nuclear war, peace education addresses the broader objective of building a culture of peace. The education program teaches the skills and values associated with peaceful behaviors. The program is designed to enable and encourage people to think constructively about issues both physical and social and to develop constructive attitudes towards living together and solving problems that arise in their communities through peaceful means. It is recognized that different terminology has been used in many countries and that each country will adopt the terminology that best suits its social, cultural and political context.

1. Values education and life skills education typically include core values such as empathy for other human beings and respect for human dignity, together with core life skills, including intra-personal skills such as emotional awareness, and inter-personal skills such as communication, cooperation, problem-solving, conflict resolution and advocacy.

2. Peace education includes these core values and skills, and an introduction to human rights, since respect for human rights id needed for “positive peace” (Galtung, 1969). “Education for tolerance” often has similar content (Reardon, 1997). Peace education may also include studies of the causes of conflict and its transformation and other global issues.

3. Human rights education includes core skills and values such as critical thinking, empathy, avoiding stereotyping and exclusion, and the concepts associated with human rights and responsibilities. It usually introduces some elements of specific human rights instruments and consideration of how human rights principles such as participation and non-discrimination, might be reflected in the lives of students themselves.

4. Citizenship or civic education can include learning about local, national and international institutions, good governance, rule of law, democratic processes, civil society and participation, and has moved towards, especially to encourage social cohesion in a divided society. A core aim is to get citizens with diverse backgrounds to cooperate peacefully to ensure that basic human rights of all are met without discrimination and without violence.

For the purposes of these guidelines, therefore, the term “education for peace” is adopted. It recognized the value of the other terms mentioned above, and assumes the main goal of this priority area to be the creation of an educational environment that is based on respect for human dignity and human rights, and that promotes critical thinking and values, skills and attitudes such as empathy, participation, non-violence and peace. Ultimately each country will choose the terminology that best matches its needs based on its own historical, political and social environment.

1. Education for Peace in Planning Processes

In section 2 considering education for peace in planning processes, the purpose of this section is to provide an overview of the planning process with an emphasis on how to how to include education for peace throughout all stages of the process. After a short introduction that describes the educational planning process in general, the remaining parts of this section will examine the individual stages of the process from the viewpoint of education for peace.

Education plans serve a variety of purposes and can be developed at multiple levels of the system and with varying time frames. A national education plan is often developed to cover a medium-term five-year time frame. Such medium-term plans serve a strategic purpose as they guide the course of the education sector over several years. These plans are frequently accompanied by one-year operational plans that are more detailed and match current year availability of funds for the education system. Operational plans spell out more detailed activities for the year and also serve as a means to monitor progress towards objectives, both over the course of the annual period as well as over the longer time frame of the overall plan. An overview of the educational planning process is shown as the following phases.

Phase 1: Situation analysis/sector diagnosis: In this stage of the process, an examination of the education sector and overall development context of the country is conducted. The sector diagnosis is a broad look at the education sector and its performance. Results are frequently broken down into categories such as access, quality, equity and management. The sector diagnosis looks in depth at the education sector but also looks at other national and international strategies that may have an effect on the education sector. For example, international agreements such as education for all have contributed to increased efforts to enroll all children in basic education and to efforts to reduce gender disparities in access to education. In addition, the sector diagnosis should also incorporate a conflict and vulnerability

analysis that assesses the conflict or disaster risks facing the education system. This latter component is especially important with regard to the issue of integrating education for peace and conflict prevention in the planning process as it helps to identify areas of the system that may have the potential to inadvertently contribute to conflict or areas that need to be strengthened to better support peace building efforts.

Phase 2: Policy formulation/review: The results of the education sector diagnosis may indicate that there is a gap in educational policies. For example, if children from one part of the country have limited access to schooling an analysis may indicate that certain language or ethnic groups do not have equal opportunities to access education. Therefore, policies might be adopted such as an inclusive language policy or a social inclusion policy that will help increase access to education for children from neglected areas.

Phase 3: Identification of objectives and design of priority program: The sector diagnosis also helps education ministries to decide on their priorities with regard to educational programming. In a medium term planning process key objectives for the education sector are discussed and agreed during this phase based on the results of the sector diagnosis. For example, access problems that are identified may lead to an objective to increase access – overall and /or for particular group or areas. Once the key objectives have been identified, specific priority programs for achieving them, including with key activities, targets and timelines will be designed. For example, one strategy may be to design an initiative to recruit and train more teachers from particular regions if one of the reasons for lack of access is a shortage of qualified teachers in certain areas of the country.

Phase 4: Costing and financing frameworks: A sound educational plan requires an accurate and realistic estimate of costs. The largest component of an education budget is staff salaries including teachers and all other education personnel. Salaries must be projected including with planned increases in salaries as well as based on teacher requirements over the planning period. In addition to salaries, all other costs of the education system from construction of classrooms to the printing and distribution of textbooks to costs associated with any special education initiatives must be estimated and included in costing scenarios for the planning period. In the case of education for peace, this might also include estimating the cost to revise teacher training program in order to make sure that teachers are fully trained on the new materials. Once the costing has been

developed the education budget is compare to the financing envelope that is anticipated from the Ministry of Finance.

Phase 5: Monitoring and evaluation: A key part of the educational planning process is also the development of a monitoring and evaluation framework. This framework is developed in conjunction with the education plan and provides the basis for monitoring implementation over the planning period. Monitoring and evaluation results are critical as they help education managers determine whether the system is achieving its objectives and they also are critical for future planning processes as data collected are fed into subsequent sector diagnoses and annual operation plans.

2. Curriculum Policy for Education for Peace

In reviewing curriculum policy in the context of education for peace regulations and guidelines in the following areas might need to be considered:

2.1) Behavior and Discipline in School

Any centrally developed and promoted policy in the area of behavior management and discipline should be consistent with and reflect the values and principles of education for peace. For example, corporal punishment or sanctions which humiliate students would not be appropriate.

2.2) Recruitment, training and promotion of principals and other school leaders

The creation of an education for peace-friendly school culture is critical to effective learning. To a large extent, school culture is created through good educational leadership and it may therefore be necessary to review the criteria and processes by which school leaders are appointed to schools. For example, where principles are selected through a transparent and merit-based process, it may be useful to include a criterion such as "Understands the principles of education for peace and can demonstrate the successful implementation of education for peace programs in a school setting"

2.3) Recruitment and training of teachers

Similarly, processes governing the recruitment of teachers should take understanding of and sympathy with the education for peace principles and values into account, and all teachers should receive training in the area.

2.4) Community involvement in the school

One characteristic of inclusive and egalitarian schools is the extent to which the school seeks to be and is perceived as part of the broader community. Policies which encourage community participation in school activities and through

which the school can demonstrate its education for peace programs to the broader community should be encouraged. This will spread key messages about education for peace beyond the school's boundaries.

2.5) School quality and related inspection criteria

Most school systems have processes for evaluating school quality. This can be for a range of purposes (such as school registration, staff evaluation, resources allocation, identification of areas for improvement), and is usually the responsibility of an inspectorate. Central policy should ensure that the school's achievement in promoting education for peace is included as a criterion in the quality framework used to evaluate school performance.

2. Developing Student Learning Outcomes

In order to define student learning outcomes, good education for peace curriculum and practice is expected. Educational personnel and related people should understand how education for peace can best reflect some relevant theories and models about learning and development. Among most significant of these in relation to Education for peace are the theories and propositions of Benjamin Bloom and Lawrence Kohlberg (Education Section, 2015: 73-75)

Bloom's taxonomy of educational objectives in various relevant domains

Bloom's taxonomy arranges learning objectives in a hierarchical model from simple to complex, and does so in both cognitive and affective domains. Each model has several levels and these are explained as the following Table.

Table 2.1 Bloom's Taxonomy of Educational Objectives in the Cognitive and Affective Domains

COGNITIVE DOMAIN			AFFECTIVE DOMAIN	
Descriptor	**Level**		**Level**	**Descriptor**
Makes a judgement about the information and can then internalise the full knowledge and understanding	Evaluation	6	Internalising values	Recognises value-laden information (and manipulation) and applies new value-information to behaviour
Can put the information together in a way in which a new outcomes can be seen	Synthesis	5	-	-

COGNITIVE DOMAIN			AFFECTIVE DOMAIN	
Descriptor	**Level**		**Level**	**Descriptor**
Can take the information apart' and see the principle(s) behind the information	Analysis	4	Organising values	Makes links between different pieces of knowledge and associated values, and prioritises the new information
Can apply the information to a new or different situation	Application	3	Valuing	Can explain and justify the new information and associate with other related information to make a valid value judgement
Understands the information and can retell it with meaning	Comprehension	2	Responding to phenomena	Interacts with the information through reasoned discussion and questions, to build new information
Replicates or recites a fact without necessarily having a full understanding of its meaning or significance	Knowledge	1	Receiving phenomena	Receives information willingly

These hierarchies provide a two dimensional framework within which objectives or learning outcomes can be defined. The second dimension refers to the need to acknowledge both the cognitive and affective domains in formulating objectives and expected outcomes, and related to learning in education for peace. In addition, students should not only achieve increasingly complex outcome in the cognitive domain, they should be trained to be able to develop an increasingly refined set of attitudes and values in order to affirm of modify their behaviours in dealing with peace and conflict related issues.

Kohlberg's hierarchy of ethical and moral stages

Lawrence Kohlberg's work represents an expansion and elaboration of the earlier, very influential theories of Swiss psychologist Jean Piaget. Kohlberg identifies a hierarchy of moral development in three broad levels, represented in the table below.

Table 2.2 Kohlberg's hierarchy stages of moral development

STAGE OF MORAL DEVEL OPMENT	DESCRIPTOR
'Ethics' (Principled conscience)	This is where the person actually develops the ethical principles by which they live. They are predicated b y the higher "rules" of society but lived by as a "code of honour". The person does not need the validation or the censure of society or religion to do right. The person lives by these very high level principles consistently and constantly.
"Principles behind the Rules" (Post-conventional)	Where the learner understands which rules (the ethical ones) must be kept and they are kept because it is the right thing to do) but other minor rules may be broken according to the circumstances. These broken rules are not broken because of selfishness but because of a higher principle
"Absolute Rules" (Conventional)	Where the rules of the society are obeyed because of a fear of punishment or later, a hope of reward. At this stage, people may feel that if they are not caught, they are not guilty. The rules are obeyed for show (for others).
"No Rules" (Pre-conventional)	Where the learner does not take into account the social rules of the society (egocentric).

For Education for Peace to be considered successful, students should understand why rules are needed and develop their own ethical beliefs, values, principles and standards. Education for peace is also the most important target in ASEAN community. The way of creating activities in Educational management in each

country may different, but the purpose of learning activity should be the same which will focus on encouraging students to make peace and have happiness in their daily lives.

2.5 Concept of Knowledge, Attitude and Practice (KAP Model)

Definitions of Knowledge, Attitude, Practice

Knowledge is the capacity to acquire, retain and use information; a mixture of comprehension, experience, discernment and skill.

Attitude refers to inclinations to react in a certain way to certain situation; to see and interpret events according to certain predispositions; or to organize opinions into coherent and interrelated structure.

Practice means the application of rules and knowledge that leads to action. Good practice is an art that is linked to the progress of knowledge and technology and is executed in an ethical manner.

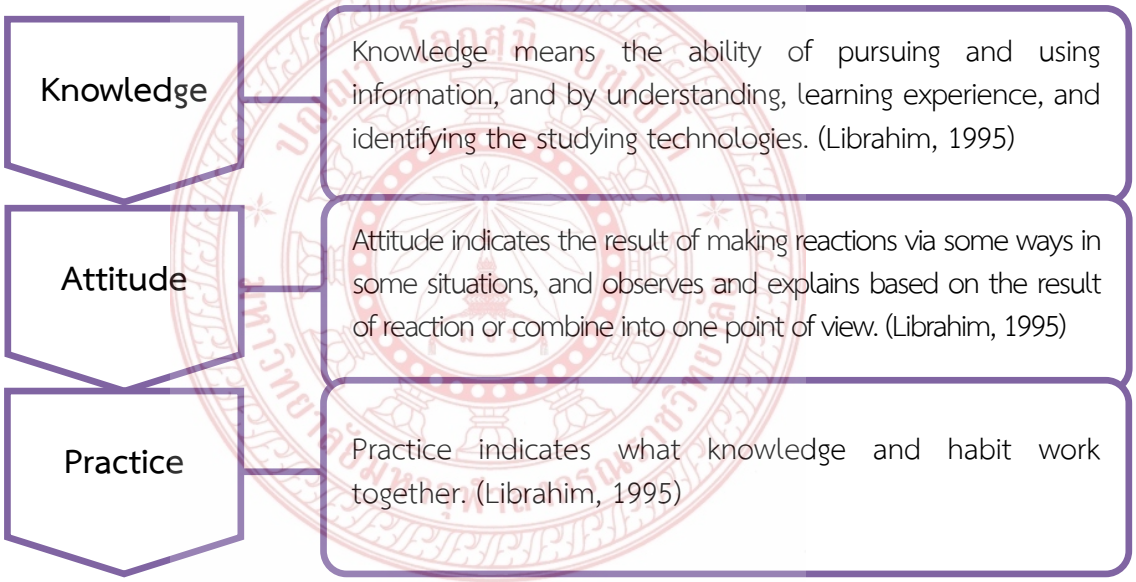


Figure 2.1 The influence diagram of knowledge, attitude and practice
Source: Librahim, G. (1995) cited in Bano, et al., (2013)

It is known that the triad of knowledge, attitudes and practices in combination governs all aspects of life in human societies, and all three pillars together make up the dynamic system of life itself. These three components can be defined thus: Knowledge is the capacity to acquire, retain and use information; a mixture of comprehension, experience, discernment and skill; Attitudes refer to inclinations to react in a certain way to certain situations; to see and interpret events according to certain predispositions; or to organise opinions into coherent and

interrelated structures; and Practices mean the application of rules and knowledge that leads to action. Good practice is an art that is linked to the progress of knowledge and technology and is executed in an ethical manner (Kaliyaperumal, K., 2004; Lakhan, R. and Sharma, M., 2010).

Diteweg et al, (2013) was presented, shortly explained and discussed. The model (figure 1) consists of the idea that: behaviour is based on someone's skills and intentions, but also influenced by environmental constraints; intentions are the consequence of: attitude, based on behavioural beliefs; subjective norms, based on normative beliefs; self-efficacy, based on efficacy beliefs. Beliefs are influences by a range of factors, like demographic variables and personality.

Van der Hulst & Janssen (2006) describe that the variance in intention is for 40-70% influenced by beliefs (mainly efficacy), while the variance in behaviour is for 30-38% influenced by intention. This puts the impact of education in perspective, where learners gain knowledge, skills and consciousness, which influences beliefs. But the chance that a change of beliefs also means a change in behaviour will be less than 30%. This could immediately be an explanation for the existence of the so-called KAP-gap. Participants of the workshop mentioned the fact that education is just one area where beliefs are influenced. The complete social environment of a learner has, of course, more actors than only teachers. There is a big chance that the influence of parents or friends, has more impact than education.

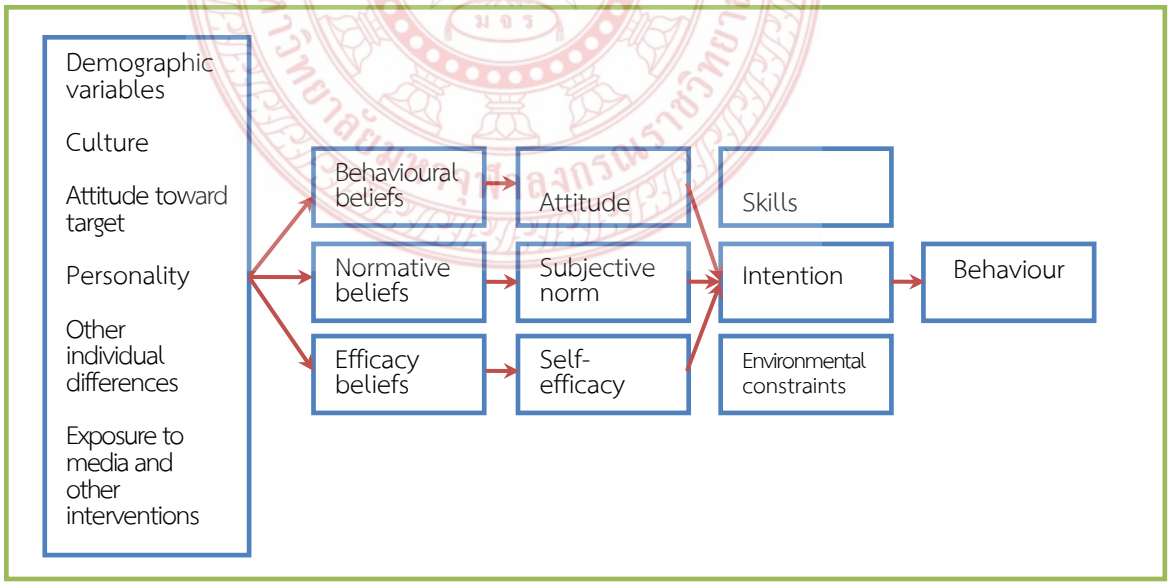


Figure 2.2 The integrated model of behavioural prediction

Source: Fishbein & Yzer, (2003); Diteweg, et al, (2013) cited in Wolf, M., (2013)

Bandura (1977 cited in Wolf, M., 2013) formulated some concrete conditions to create possibilities for behavioural change in education: behaviour should be concretely and explicitly described; targetted behaviour should be demonstrated effectively and ineffectively; there are possibilities to put behaviour into practice; one is given feedback on practiced behaviour; practices are as realistic as possible.

Education has its limitations. But as global educators, we can clearly describe indicators that enable students to contribute to sustainable development and create conditions to put these in practice. We just shouldn't suppose that only we can bridge a KAP-gap, but at least, we're part of that bridge. (Wolf, M., 2013)

2.6 The 21st Century Learning

The competency of 21st Century learning has become increasingly important in order to provide the better prepare for students in the future. It is predicted that schools and parents need to work hand-in-hand to help students develop these 21st century competencies. Students will be trained to achieve 21st century competencies by the encouragement of schools and parents, and they will be practiced to be a confident person, a self-directed learner, an active contributor, and a concerned citizen as shown in below figure.

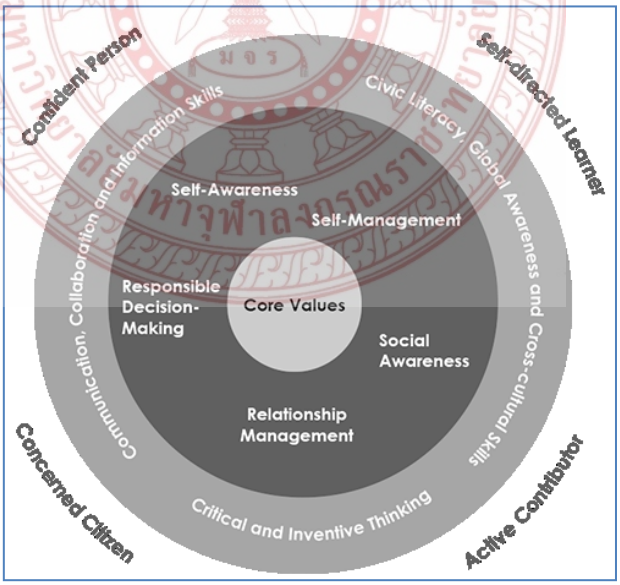


Figure 2.3 Framework for 21st Century Competencies and Student Outcomes

Source: https://www.moe.gov.sg/education/education-system/21st-century-competencies

2.7 Delphi Technique in Future Research

2.7.1 Meaning of Delphi Technique

Delphi technique is research technique that is accepted and uses for research design in business, politics, economy, and education especially is general used in educational technology such as trends of educational technology in the next 5 years, Trends of research in educational technology in the future, Way of learning development using E-Learning of Thailand. Delphi technique is the method of consider or making decision the problem systematically, and without facing with the expert same as the process of brainstorming that provide the opportunity to the expert to share idea freely. The expert has enough time to consider idea neatly that will make data validity and can use for making decision.

Jensen (1996) has given the definition of Delphi technique that the well plan project for asking people the questions in any contents for collecting data and to consider and making decision in unity of future possibility. Johnson (1992) has also defined the meaning of Delphi technique that is research technique that doing data collection to consider and making the decision for reduce the weakness that used to be only the opinion from one person, one group or one meeting. Therefore, Delphi technique is a process or a tool that use for decision making in every content systematically without the facing of the experts, and researcher can also do data collection and receive idea from the expert.

2.7.2 The Aspect of Delphi Technique

1) Delphi technique is a research technique that focuses on searching information from experts' opinion by doing questionnaires. Therefore, the expert needs to answer questions following each phase or the decision of experts will correct and valid if the expert answers with knowledge be expert on related content.

2) Delphi technique is a research technique that all experts do not know each other who also gives the opinion. They also do not know the answer of each other which is the best way to eliminate effect of other opinions.

3) Data from Delphi technique is from questionnaires or other models that do not need to set the meeting of experts. Experts have to answer all questions in order to get the reliable, so they need the answer questions many rounds. Open-ended questionnaires always use for the first round and rating scale will be used for the next round.

4) In order to provide the opportunity for the expert to answer with validity and the unity of answers. Researcher will analyze previous answers in statistics form

which are median and inter-quartile range, and send back the answer to experts for them to consider whether to change the answer or still keep the same answers.

5) Statistical analysis is basic statistics which are mode, median, mean and interquartile range

2.7.3 Steps of Delphi Technique Research

1) Issue research problem using Delphi technique should be the problem the does not have the correct answers, and the problem can research from the expert from each field to consider and make the decision. The problem should be the issue that appropriate for future planning or prediction.

2) The selection of experts is an important process because the specific of Delphi research technique is the answer from experts who need to have a qualification and knowledge related to the field of research study. The cooperation of experts and number of experts are also needed to consider. Even the number of experts does not issue the exactly number, but it should be at least 10 experts. If the characteristic or expert is varying, researcher may use more number of experts. According to Macmillan (1997 cited in Srisongmuang, T., 2008), it was indicated that the number of experts that will reduce the percentage of error should be at least 17 experts. Therefore, researcher should design and select experts more than 17 in order to protect drop out sampling during data collection.

3) Designing questionnaires, Delphi research technique normally request experts to answer questionnaires 2-4 rounds.

3.1) First round questionnaires, it is an open-ended questionnaire that ask general questions and cover research problem in order to brainstorming idea or opinion of experts. Data will analyze and synthesize including reduce repeated data that appropriate for creating the questionnaires for the next round.

3.2) Second round questionnaires, analyzed answers from the first round is used for creating rating scale questionnaires for the expert to weight the important item in questionnaires including reason of answers. Data collection from this round will be analyzed by using median, mode and interquartile range.

3.3) Third round questionnaires, answer from the second round can be analyzed and consider with interquartile range. If the answer showed that interquartile range gets narrow, it showed that the answers from experts are correlate to each other. Therefore, if researchers have enough information for summary research results, they stop doing data collection after complete this round. However, if the answers from experts are wide, it means the answers from experts are not correlate to each other. Researcher needs to create new questionnaires by having

the same passage or questions as questionnaires from second round. Researcher will add median and interquartile range in questionnaires in order to show the position of each expert's opinion from second round. Then, it will help each expert to design a new answer or confirm the same answers that used to give from second round.

3.4) Fourth round questionnaires, this round will follow the steps same as the third round. If the analysis results are correlate to each other, researcher can stop and writing their research report. If answers from experts still show the different between opinion, researcher needs to create new questionnaires in order to do data collection for the fourth round and questionnaires will be the same as the third round. Mostly, Delphi technique research always summarize research results from the third round questionnaires.

2.7.4 Research Measurement for Delphi Technique

Questionnaires always uses in Delphi technique research and two types of questionnaires are applied which are open-ended and rating scale questionnaires. The first round of data collection always uses open-ended questionnaires and closed questionnaires normally in the next round. The purpose of the first round is to collect general data from experts. The second round questionnaires are developed from the first round results by synthesizing all experts' opinions and create closed questionnaires (rating scale) for sending to experts to consider and predict trends of items. Answers from second round will be analyzed by using statistics which are median, mode and interquartile range or frequency and percentage. This is the process of feedback in Delphi technique that focuses on brainstorming idea from expert group. Opinion will summarize and reflect back using statistics analysis divided into two groups. The first group statistics divided into 2 sections: 1) mean, median, mode or percentage which uses for showing the majority opinion, 2) measurement of dispersion for showing the correlation of opinion which are standard deviation, quartile deviation, frequency and percentage. The second group statistics is the numbers that shows answers from previous round in order to compare the different opinions between individual expert to group.

2.7.5 Number of Appropriate Round

Data collection using Delphi technique can conduct many rounds until researcher receive the answer that correlate to the group in order to make the final decision. The data collection should be between 2 rounds to 4 rounds. However, researcher should not predict that how many times of doing data collection. The main reason of complete data collection depends on the level of group decision that should be able to conclude the results in which round.

2.7.6 Model of Delphi Technique in Research

Two models of Delphi technique are general used in research which are original model and improving model. Nature of Delphi technique has characteristics or trends that will happen in the future of scholar who full of knowledge in the studying topic in order to create correlate opinion between expert group until finding final decision. Model of conducting will use open-ended questionnaires for open approach to research that related to many problems. Therefore, modified technique is developed in order to reduce problem and elimination from original model especially the limitation of time for data collection. Original model used to spend at least 40 days of data collection for each time, so it can be reduced by using the following techniques.

1) Using Brainstorming instead of doing open-ended questionnaires of the first round. The purpose of this technique is to collect knowledge and idea from experts for creating questionnaires in second round. Brainstorming will spend short time and for completing second round questionnaires because experts will share ideas and having interaction within group, reasonable discussion and leads to creativity.

2) Using interview instead of doing open-ended questionnaires of the first round.

Poolpatarachewin, C. (1998) has modified Delphi technique that appropriate for future research called "Ethnographic Delphi Futures Research". This technique is used for data collection of the first round by interviewing experts unlimited the scope of ideas. Experts have the opportunity to change or adjust their answers for validity and reliability.

3) Delphi Conference

Delphi conference is data collection technique from the meeting. During a meeting will collect data by using questionnaires and return back results to the group. Then, researcher will request key informants to consider answers again and discussion within group is encouraged. This technique cannot blind any social statement of key informants, so researcher can observe their behaviors for additional data collection.

4) Computer Based Delphi

Data collection through computer will provide data for key informants within the process without summarize or analyze ideas by researcher which may causes bias. However, this technique can save time and budget of data collection.

5) Group Delphi

Wikin and Altschuld (1995) has presented Delphi using by identify experts and invited them into the meeting. When experts accept for the meeting, researcher will send them first round of questionnaires before the meeting. After 3-4 hours of the meeting, experts will be received second round of questionnaires. Experts will spend 20 minutes to answer questions without any discussion between experts. Researcher will do quick data collection and then create third round questionnaires. After experts finish answer third round questionnares, researcher will bring suggestion and disagree issues for doing face-to-face consideration and find out the conclusion. Delphi technique is the method of discussion that can control dicussion issues by having facilitator to open idea and use the method of making decision without expressing personal emotion. There are three principles of Delphi technique which consisted of 1) structure of sending message routh, 2) feedback data, and 3) to keep key informants data. This technique is appropriate for future research technique.

2.7.7 Advantages and Elimination of Delphi Technique

Advantages of Delphi Technique

1) The technique that can use for data collection from many experts without having a meeting which will save cost and time.

2) It will increase the reliability of data because it is the real opinion from experts and has been collected several times.

3) The process of using this technique is not complicate, but it can receive quickly answer and is very effective.

4) The experts have free opportunity to express their opinion, and they also know results of analysis before confirm or give the answer for the next round.

Elimination of Delphi Technique

1) Selected experts do not specialise in the research content.

2) Experts do not pay good attention on research in data collection

3) Researcher do not do data collection carefully or bias on answer consideration.

4) Missing questionnaires during doing data collection.

2.8 Related Research

Both related research about educational management in Thailand and ASEAN countries are studied for basic knowledge in this research. Results of study have shown in the following topics.

2.8.1 Related Research in Educational Management of Thailand

Sirisaenglert, K. (2014) has presented " Future prediction in National Education" and shared point of view about trend analysis of education that future prediction will occur from environmental analysis in the present. If future prediction in both inside and outside environment, it will be the cause to predict the future of organization which related to the principle of policy issue and identify useful information for setting policy and plan for 10-30 years. As the result, it will provide information for the leader to set an appropriate strategy of organization and have alternative ways for selecting the possible way. The future prediction is to try to see the scenario with reason from the current environmental analysis. The systematic analysis is not only mean to bring theory on correlation and composition of input, process, output, feedback and environment to make educational framework, but it is also focus on directed environmental analysis by studying in factor relationship in the environment in world level, national level, and organizational level including trend of national educational management in the future.

Therefore, the systematic analysis is the scientific process that have clearly process on method and the validity measurement. This process if research process for future prediction called "Futurology" that usually uses with policy research. Research result is the prediction that can be used to issue policy and plan. Three research methodologies that usually conduct in future research which consisted of quantitative methods, qualitative methods, and mixed methods. 1) Quantitative methods is the research that use quantitative data or number to analyze by using probability principle, setting research hypothesis with support data and to make Mathematics pattern and predicted equation in order to predict future value. Results of analysis will receive overall information that can predict trends of future change. 2) Qualitative methods is the research that need knowledge and experience of predictors and researcher. The validity of prediction based on data, knowledge, and the professional of predictor, number of predictors, and the research ability of content summary. According to the detail of proofing data for prediction, research results usually receives deeply information in specific content. 3) Mixed methods research is the research that combine between both quantitative and qualitative in order to receive results in both wide result and deeply results which will have

validity and reliability. For the predictor, they can select any of these three methodologies, but they should consider to their research objective and how wide or deep of research results that they want to receive.

Makaranurak, D. (2011) has conducted research called “Scenario of vocational education for the next decade (A.D.2011-2021). The purpose of research is to study the Scenario of vocational education for the next decade (A.D.2011-2021) and Ethnographic Delphi Futures Research was used for research design.

Results found that vocational education for the next 10 years will be faced to many main trends such as globalization, trade competition between countries, and free trade area especially ASEAN community in 2015 that will have more movement of free labor within ASEAN community. Therefore, Thailand needs to prepare people to be ready by enhancing vocational education. Government should realize and give the important part to vocational education by issue that national policy including the role of related organization for cooperation continually and seriously. For teaching and instruction, it should focus on practicing and cooperation with establishment. For the requirement, to give students the opportunity to work with the real career. It is having lesson plan of correctly, understanding and clearly bilateral system. Teachers are full of knowledge skills and experiences in the teaching subject. Teachers should also full of spirituality and ethics and should be able to transfer knowledge from difficult into simple including to be developed knowledge and self-development to update the change of technology. Teacher job is the career that have important role of create people. Therefore, teachers should love and proud of their career. Teachers should receive good salary depending on ability. Results of trends of vocational education for the next 10 years in 8 aspects consisted of 1) the aspect of graduate students should have career skill, knowledge, life skill, industrial behavior and attitude towards job, 2) the aspect of teaching and instruction, curriculum should respond the marketing need, have diversity both in the system and out the system, bilateral, transfer experiences and changing context, 3) the aspect of teaching staff, teachers should know students’ potential individually, having career experience, good at practice, know job description and the subject of teaching, and be able to make their own books, 4) the aspect of cooperation, it should be received the cooperation from related organization and participation from local and regional level, 5) the aspect of standard, it should establish career qualification in order to issue career path for the progress in each career field related to skills, 6) the aspect of government support, the government should give seriously important to vocational education and have clearly policy, 7) the aspect of values in

vocational education, mass media and government have to create and encourage the value of learning in vocational education system, 8) the aspect of management, it should have freedom and have to establish vocational institutes for Technological Bachelor degree or operational personnel.

The connection between organizations will effect an educational development of national employee to be a specialist and respond and competitive to the need of establishment inside and outside the country. The scenario of vocational education will be clear and need for this century even the expanding of free trade areas will expand in any levels. However, it is the basic of development for quality of life, family, society and all Thai people over the country.

Wongwanit, S. and Wiratichai, N. (2005) has conducted research project called "Monitoring and Evaluation of education reform follow the national basic policy and education act". The purposes of this research were 1) to issue objective, goal and indicators of success in government proceed following the constitution and Education Act 1999 (2nd edition and edited 2002), 2) to follow up and assess education reform proceed, and 3) to propose method and technique of education reform in concrete. Analysis and documentary synthesis, questionnaires, in-depth interview and focus group discussion were used for research design.

The results showed that 104 indicators in 8 aspects have been studied which consisted of 1) the equal opportunity in education, 2) education for long life learning, 3) participation in education, 4) decentralization in education, 5) the reform of teacher development, 6) encouragement of local Thai wisdom and culture, 7) quality of educational management, and 8) desired characteristics of Thai people. To compare government financial process before and after the announcement of Education Act 1999 found that education opportunity for students was still not different except disabled learners which indicated that having more education opportunity before education reform. There is the equality of education opportunity which comes from the setting of education fund for student loan. For the process of lifelong education, local wisdom and decentralization of education are encouraged but still has not receive clear result specially to transfer educational institute to local administration areas. The reason of lack confident in the readiness of local administration areas, teacher's reform increases the progress after issue the act for enhancing teacher standard level and making progress for teachers. For ability skill of teaching and instruction, it is still more progress on development even having teacher's training in the past. However, the training process still did not achieve the

target. Another reason was that the trainees did not have clear understanding of child center learning.

Moreover, the need of teachers training for all special educations because lack of teachers who can teach this field in both disabled group and grifted group. The assessment process of teacher production in higher education in order to increase the quality of new generation. The result of education reform indicated that it still did not make progress on student's development that was not different from education reform except the aspect of learning happiness found that increase in learners.

2.8.2 Related Research in Educational Management of ASEAN Countries

Kongterm, S. (2012) has studied the readiness of Phetchabun Rajabhat University students for ASEAN Community. The purpose of this research were 1) to study the readiness of Phetchabun Rajabhat University students for ASEAN Community identify by faculty. There were 1,540 samples that used for data collection. Questionnaires with rating scale have been design into 3 parts which consisted of the readiness of knowledge, the readiness of process skill, and the readiness of attitude. Data analyzed by using frequency, mean, standard deviation, t-test, and one - way ANOVA. Results found that opinion of Phetchabun Rajabhat University students for the readiness of ASEAN Community was in medium level. When identify each item found that knowledge and process skills were in medium level, but the attitude was in high level. There was no different of students' opinion in different faculty for the readiness of ASEAN Community. Identify each item found that students from different faculty have the readiness entering to ASEAN community in process skills and attitude at .05 significant.

Phra Komsaeng Kuntasiri (Kaewsiwan) (2012) conducted research entitle "Teaching and instruction on profession curriculum of Pak Pa Sak Technical College, Vientiane, Laos PDR. The purposes or research were 1) to study teaching and instruction on profession curriculum of Pak Pa Sak Technical College, Vientiane, Laos PDR., 2) to compare opinion level towards teaching and instruction on profession curriculum compare with gender, age, year and field, 3) to study the suggestion of problem and the solving of teaching and instruction. Research measurement was questionnaires and the sampling was 365 students from Pak Pa Sak Technical College, Vientiane, Laos PDR. Data were analyzed by using frequency, percentage, mean, standard deviation, T-test and F-test.

Results indicated that 1) profession curriculum of Pak Pa Sak Technical College has overall shown at good level in the curriculum, teaching and instruction,

teachers, education media, and the assessment, 2) the compare result of opinion level towards teaching and instruction on profession curriculum compare with gender, age, year and field found that students who have different genders did not show different opinion on teaching and instruction on profession curriculum. For age, year and field have shown .05 significant level on teaching and instruction on profession curriculum, and 3) the suggestion of problem and the solving of teaching and instruction indicated that the curriculum was still far away of development and did not focus on practice, but focus more on theory. The aspect of teaching and instruction found that students did not have the opportunity of sharing opinion, teachers were still lack of teaching responsibility. In educational media showed that it was not up-to-date while the assessment aspect found that teachers still have bias of giving mark or score. For problem solving indicated that the curriculum should improve to reach the standard by extend to Master degree and Doctoral degree, should develop diverse activities, teachers should pay responsibility on teaching and focus on activities, encourage on using educational media such as computer, VDO, picture, newspaper and journal. For the assessment, it should encourage students to ask question during doing class activities.

Bureau of International Cooperation (2009) conducted the research called "Strategic Development of Educational Cooperation between Thailand and Neighboring Countries". This research is synthesized and evaluate the success of policy and strategy in education cooperation with neighboring countries which are Cambodia, Laos PDR, Myanmar and Vietnam. Results will use for strategic development of education cooperation with neighboring countries and will be applied for each country. Education has been divided into 2 parts, the first part is the do data collection from primary and secondary document, and the second part is data collection from field study of each research team consisted of key informants and foreigner students who are studying in Thailand. For data collection aboard, research team interview staff who responsible education job from embassy of neighboring countries. In addition, focus group discussion is set for stakeholder in order to do data collection and discussion about cooperative strategic result including trend of education cooperation in the future.

Results indicated that educational cooperation between Thailand and Neighboring countries using SWOT analysis has shown 2 level strategies which are (1) main strategy. The 1st strategy is to enhance the policy of educational cooperation to be the national policy for being a mechanism in creating sustainable relationship between Thailand and Neighboring countries. The 2nd strategy is to expand the

cooperation of educational quality development in basic education, higher education, vocational education to be lifelong education that related to trend of national development of each country. The 3rd strategy is to create unity in educational cooperative movement with neighboring countries in the same direction. The 4th strategy is to encourage good understanding, trust and confident between Thailand and Neighboring countries. 2) In country strategies indicated that Cambodia, the 1st strategy is to encourage education cooperation for being the mechanism of making relationship and cultural understanding, the 2nd strategy is to encourage education cooperation for being the main key in human resources development and skill for solving poverty, the 3rd strategy is to encourage cooperation in education reform. In Laos PDR, the 1st strategy is to encourage education cooperation for developing human resources, the 2nd strategy is to encourage cooperation in knowledge enhancing for teachers and educational personnel in basic education, vocational education, non-formal education and informal education, the 3rd strategy is to encourage cooperation in development and education standard enhancement in higher education. In Myanmar, the 1st strategy is to intensive and make Memorandum of Understanding in education formally, the 2nd to plan education developing cooperation between Thai and Ministry of Education, and Ministry of Sciences and Technology in Myanmar, the 3rd to support the development of vocational education, non-formal education, long distance education in Myanmar, the 4th strategy is to encourage Myanmar and Thai students to have knowledge sharing and try to understand Myanmar-Thai couture and society deeply. In Vietnam, the 1st strategy is to encourage the cooperation of curriculum development and to conduct research with equal partnership focusing on social sciences, sciences and technology, the 2nd strategy, to encourage the cooperation in making strategic plan, the development human resources in vocational level and Thai-Vietnam higher education based on the equality and partnership.

Ministry of Education (2006) had presented education plan of ASEAN countries from the research called “Comparative research on educational reform of countries in ASEAN community”. The purposes of this research were 1) to study the progress of education reform of ASEAN countries, 2) to survey the way of cooperation between countries in education for the strengthen, and 3) to propose the policy for Thai education in order to create the educational strategy for the strengthen of ASEAN countries. Documentary research and interview were used for data collection. Data was synthesized and proposed the way of collaborative strategized encouragement in ASEAN education.

Results indicated that all ASEAN countries has given education for the most important issue of country development especially education can lead to economic development. Many countries in both old member and new member still give the role of education to reduce poverty and move over underdeveloped country in economy. At the same time, education is the key of potential enhancement for competition at international level. Some countries in ASEAN wish to have equally potential development within ASEAN countries. Therefore, all ASEAN countries have based on education improvement and development since the highest law and national economic and social development plan by setting related education act. Most countries have set national education development strategic plan even it does not have many countries. The strategic plan has set for action and should be related to national plan which are basic education development plan, vocational education development plan, higher education development, and action plan at educational area level and school level. This is to develop learning society into knowledge based economy system for people in each country to have equal education and having knowledge for creating career that lead the country into the setting target. However, there are many ASEAN countries still being far away from the process of specific plan.

The strategic comparison in education reform in all level indicated that early year and basic education comparing in ASEAN countries except Singapore showed that Thai early year and basic education has made some progress on reform proceed in flexible encouragement and learning process diversity if compared to other ASEAN countries. For education reform, Singapore has gone beyond other countries by open many parts of flexible encouragement and learning process diversity even have some parts that can join with ASEAN countries including Thailand. Higher education in ASEAN trends to be correlate in these aspects which are 1) expanding education opportunity, 2) focusing on education quality in enhancing teaching and learning quality at international level, development of research university, and to expand specific education to relate to marketing need in learning based economic system which full of flexible diversity in adjustment of human resources. 3) Free education opening and education value added to gain country income and to preserve budget for study aboard, teacher development for teaching and instruction development is the goal that all ASEAN countries is going to proceed and improve with appropriately.

From the study of related research found that organizations are alert for the adjustment and plan in educational management for the readiness of entering ASEAN community in 2015. However, the composition of educational management needs to have working system in many levels. It starts from policy level or plans in country level. Level of curriculum development and level of learning and instruction are planned in all countries in order to prepare for entering ASEAN community. Each country will plan and issue their own policy, but it does not have any plan to collaborate for the unity in ASEAN community. Therefore, this research interested in studying and develops trends and possibility of educational management for the unity of countries in ASEAN community including to live peaceful coexistence in society.

2.9 Conceptual Framework

From the study of related research and literature review about trends of education management for unity and peace of countries in ASEAN community, the connection between each variable has been shown as below figure.

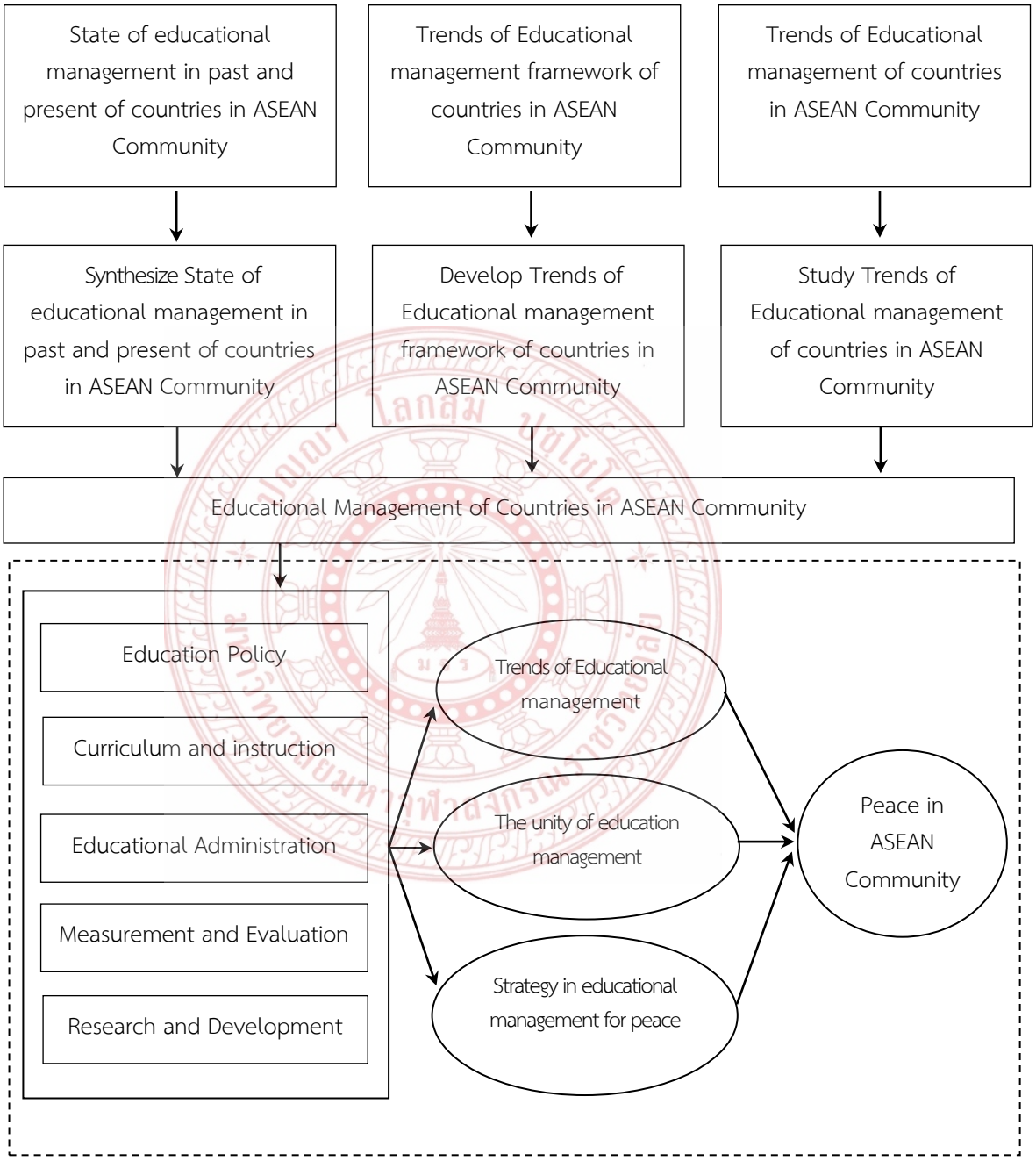


Figure 2.4 Conceptual Framework

Chapter 3

Research Methodology

This research is to study trends of educational management for unity and peace of countries in ASEAN Community. The purposes of this research are 1) to synthesize the state of educational management in past and present of countries in ASEAN community, 2) to develop framework of trends in educational management for the unity of countries in ASEAN community, and 3) to propose trends and set strategy of educational management for peace of countries in ASEAN community. Ethnographic Delphi Future Research (EDFR) was used for research design and detail of research methodology is shown in the following topics.

3.1 Research Methodology

Research Design

Future Research using Ethnographic Delphi Future Research (EDFR) was designed in this research project and it has been developed by Poolpataracheewin, J., (1997, 2003). Seven steps will be used for the design.

3.2 First Round of Ethnographic Delphi Future Research

Step 1 Setting the experts and identifying target groups

Sampling Design

The sampling groups of this study are university teachers or lecturers from faculty of education from top 5 universities and educators from ministry of education or educational organization. They are the experts of educational management of each country and they will be selected by using purposive sampling from 10 countries by selecting 2-3 educators from each country and will have 20-25 samples for field study. There are three qualification items that need to consider.

1) Their jobs will be related to educational management of their countries.

2) They should have experience in educational working at least 5 years.

3) They always study and conduct research in education field.

Planning for in-depth interview, participatory research, observatory research, action research, and practical research were as followed and showed in table 3.1.

Table 3.1 Planning of Conducting Research Project

Trips	Countries of Conducting Research Project
1st Field study	Thailand, Myanmar
2ndField study	Singapore, Malaysia
3rd Field study	Laos, Vietnam, Cambodia
4th Field study	Brunei Darussalam, Indonesia, the Philippines

Step 2 First round of Ethnographic Delphi Future Research (1st round of EDFR)

For the first round of Ethnographic Delphi Future Research, semi-structured interview and called Non-Direction open ended was used for data collection for focusing on the scenario of the most probably events. There were two parts of interview questions which consisted of educational management in ASEAN Community as part I and part 2 was about education in future.

Measurement Design

Semi-structured Interview will be used for data collection for the first round and will use for interview experts. Experts have freedom of answering in order to analyze and synthesize for creating Delphi tool. The steps of creating and validation of research tool were as follow:

1) To study related research and literature in order to set the frame of create interview questions.

2) To set interview questions for data collection in field study.

3) To assess interview questions by experts in education field. Completed questions, appropriated questions, and clearly language will be assessed.

4) To try out by using questions to practice asking to the similar target groups in Thailand.

5) To adjust and update questions by reducing unclear questions after try out.

Step 3 Data Analysis and Synthesis

For the data collection from field study, there are three processes that will conduct simultaneously with data collection which are data reduction, data validation, and data analysis. The first process is data reduction which comes from field study. This data will be set into related topics and to interpret into interested variables. The second topic is data validation and it is the process of assess the

correction and the reliability by considering the task from conversation and the sufficiency.

The third process is data analysis, four steps of data analysis will be used in this process. The first step is coding and the countries and interviewees. For example, country A, interviewee A1 and interviewee A2; country B, interviewee B1 and interviewee B2; country C, interviewee C1 and interviewee C2, etc. which showed as below table.

Table 3.2 Coding of Key informants

No.	Names	Code of Interview and date
1	Wunna Han	(Educator A1, **Interview,** 24 April 2016)
2	Prof. Dr. Aye Aye Myint	(Educator A2, **Interview,** 5 May 2016)
3	Daw Su Su Thwin	(Educator A3, **Interview,** 5 May 2016)
4	Dr.Yunardi	(Educator B1, **Interview,** 4 May 2016)
5	Dr. Djohan	(Educator B2, **Interview,** 17 June 2016)
6	Dr. Huang Jun Song David	(Educator C1, **Interview,** 13 May 2016)
7	Prof. Low Ee Ling	(Educator C2, **Online Interview,** 20 May 2016)
8	Dr.Megat Ahmad Kamaluddin	(Educator D1, **Interview,** 18 May 2016)
9	Dr. Bounchanh Siphanthong	(Educator E1, **Interview,** 30 May 2016)
10	Dr. Nieo Silavong	(Educator E2, **Interview,** 30 May 2016)
11	Pham Chi Cuong	(Educator F1, **Interview,** 2 June 2016)
12	Dao Lan Huang	(Educator F2, **Interview,** 3 June 2016)
13	Dr.Mohamad Azmi bin Hj Mohamad	(Educator G1, **Interview,** 13 June 2016)
14	Dr.Masitah Shahrill	(Educator G2, **Interview,** 13 June 2016)
15	Dr.Abby Tan Chee Mong	(Educator G3, **Interview,** 13 June 2016)
16	Dr. Wilma S. Reyes	(Educator H1, **Interview,** 22 June 2016)
17	Miss Elanor O. Bayten	(Educator H2, **Interview,** 22 June 2016)
18	Dr.Sieng Sovanna	(Educator J1, **Interview,** 25 May 2016)
19	Dr.Sok Soth	(Educator J2, **Interview,** 25 May 2016)
20	Sot Visal	(Educator J3, **Interview,** 25 May 2016)
21	Dr.Tao Nary	(Educator J4, **Interview,** 25 May 2016)
22	Phra Rajavoramuni, Ph.D.	(Educator K1, **Interview,** 25 July 2016)
23	Assist.Prof.Dr. Jatuphum Ketchatturat	(Educator K2, **Interview,** 21 November 2016)

The second step is basic analysis, to analysis the context of each country that connects to education in past. Grouping content from in-depth interview and connect to variable from conceptual framework. The third step is the analysis for answering research questions. There are six topics are needed to analyzed which are 1) educational management in past of countries in ASEAN community, 2) curriculum and instruction, 3) learning activity, 4) measurement and evaluation, 5) educational administration, and 6) educational research. The fourth step is to validate and correct data including present results with figure. The steps of data analysis of qualitative data will be completed until researcher has enough information for answer research questions.

Three methods are being used for data analysis which consisted of 1) content analysis for describing data, 2) typological and comparison analysis, and 3) analytic induction for conclusion trends of educational management framework of country in ASEAN community.

3.3 Second round of Ethnographic Delphi Future Research

Step 4 Measurement Design for 2nd round of EDFR

Data from the interview the expert of the first round of EDFR was analyzed by using content analysis and used it for create questionnaires in Likert scale which showed the scale from 1-5 means the least to the most using number 1, 2, 3 ,4, and 5 respectively. Likert scale with rating scale was used to identify for creating closed questionnaires and covered all research questions.

Step 5 Second round of Ethnographic Delphi Future Research (2nd round of EDFR)

Delphi conference was used for data collection for the second round of EDFR in order to assess results from the first round analysis. During a meeting will collect data by using questionnaires and return back results to the group. Then, researcher will request key informants to consider answers again which is about the education strategic plan and discussion within group is encouraged.

3.4 Third round of Ethnographic Delphi Future Research

Step 6 Third round of Ethnographic Delphi Future Research (3nd round of EDFR)

The target group

The target group of this study is university teachers or lecturers from faculty of education and educators from ministry of education. They are the experts of educational management of each country and they will be selected by using purposive sampling from 10 countries by selecting 2 people from each country and will have 20 samples for field study (will use only 19 people). There are three qualification items that need to consider which consisted of 1) working in educational management of their countries, 2) having experience in educational working at least 5 years, and 3) always study and conduct research in education field. Computer Based Delphi was used for data collection for the third round of EDFR.

Data from the third round of EDFR was analyzed by using statistical analysis which consisted of median, mode, interquartile range, and to calculate the difference between the 1st quartile and 3rd quartile (Q3-Q1). The interquartile range of trends that shows equal or less than 1.50 will indicate that experts' opinion correlate to each other. However, if the interquartile range of trends shows greater than 1.50, it indicates that experts' opinion does not correlate to each other (Dalkey and Helmer, 1963; Kurth-Schai, Poolpatarachewin and Pitiyanuwat, 1998). Data was analyzed following the mean as follows:

Mean = 4.50 and higher	means	Experts show strongly agree on the item of ASEAN education strategic plan
Mean between 3.50 – 4.49	means	Experts show to agree on the item of ASEAN education strategic plan
Mean between 2.50 – 3.49	means	Experts show neutral on the item of ASEAN education strategic plan
Mean between 1.50 – 2.49	means	Experts show to disagree on the item of ASEAN education strategic plan
Mean less than 1.50	means	Experts show strongly disagree on the item of ASEAN education strategic plan

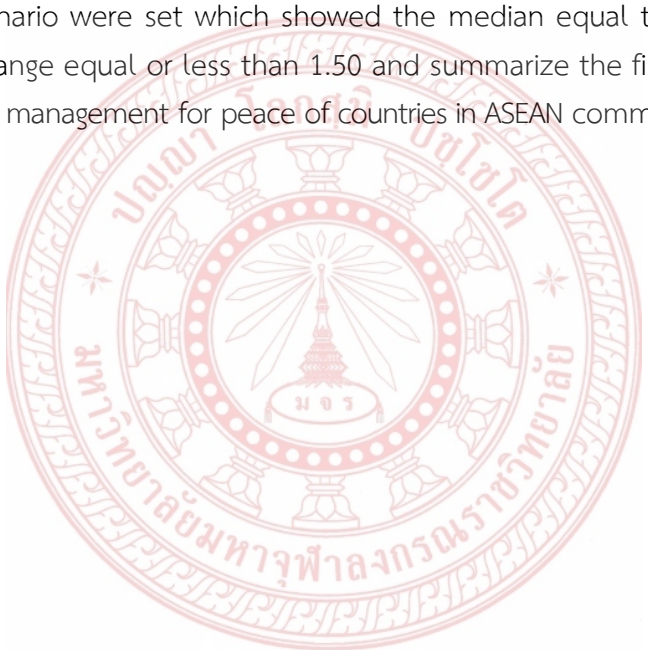
Closed questionnaires with rating scale will be used for the third round and add one column for experts to give their opinions and to confirm previous

opinion. However, if they would like to change into new opinion for relating to other experts, they can add in this column. The third round questionnaire is similar to the second round questionnaires. Researcher will show the median position and interquartile range of expert and the previous position of each expert about trend of each item. This will be the information for expert to use for decision making before complete the questionnaires. In addition, one column for adding opinion in case of having different answer from group or the case having answer out of quartile range.

3.5 Scenario Writing

Step 7 Scenario Writing

The scenario writing is the step of analysis for the most probably trended and the correlation between expert groups including the desirable scenario. The criteria of scenario were set which showed the median equal to or greater than 3.5 and quartile range equal or less than 1.50 and summarize the final scenario of trends of educational management for peace of countries in ASEAN community.



Chapter 4

Research Analysis

This research studies on trends of educational management for unity and peace of countries in ASEAN community. Three purposes were set in this research which consisted of 1) to synthesize the state of educational management in past and present of countries in ASEAN community, 2) to develop framework of trends in educational management for the unity of countries in ASEAN community, and 3) to propose trends and set strategy of educational management for peace of countries in ASEAN community. Results of research analysis were as the following aspects. Three parts have been presented in this chapter which consisted of 1) an observatory overview, 2) general context from field study, and 3) analysis results from field study with related to research objectives.

Part 1 An Observatory Overview

This research paper is to investigate the generalization of information of research methodological strategy in ASEAN community. According to the motto of Association of South East Asian Nations (ASEAN), it has been provided the three pillars to set up the interregional organization and one of three pillars is of the socio-cultural aspect. Moreover, the ASEAN studies or research centre is one factor to gain more knowledge about the neighboring countries included Myanmar, Laos, Vietnam, Cambodia, Malaysia, Indonesia, Singapore, the Philippines, Brunei Darussalam, and Thailand. This research paper is to illustrate the locations, cultural sensitivities, unplanned situations, networking strategies, and outcome from Field study in order to have deeply understanding to each other in the contemporary pluralistic society in ASEAN community.

This part has been written from research experience in all ASEAN counties. Contents in this paper were based on the observation and note taking which conducted for two months during May to June 2016. The research team visit all ASEAN countries in order to do data collection on the research project entitle “Trends of Education Management for Unity and Peace of Countries in ASEAN Community”. Beside doing data collection, our research team have been observed many aspects that related to culture and tradition of each country. Useful information from an observatory overview was shown as below aspects.

1. Geographical Locations

1.1 ASEAN Geography

At the beginning, it is anachronistic to speak about historical Southeast Asian countries using modern geographical terms. As we have known that ASEAN as a nearly new inter-regional organization which is the state responsibility to support and enlarge the organization to be the new mutual understanding between people in mainland Southeast Asia, isolated islands, and islands. To gaining the cooperation between the people in the ASEAN, it has been created the charter and the concretization the one pillar to empower the cultural diversity in ASEAN by providing the research aspects as the main academically standing circle to understand the multiculturalists' society.

ASEAN as a new area study in the academic circle, it means that we have to understand the exactly locations of this field research. In modern member states of ASEAN, there are ten countries had been included in the various names of intra-organization as Indochina, the Greater Mekong Sub-region, the BIMTEC, NICS and etc. Additionally, the populations and the locations of ten countries have been dramatically changed because of the free movement of ASEAN citizens.

This section is to focus on the varieties of populations and locations, starting with the mainland Southeast Asia which is Burma/Myanmar, Laos, Thailand, Cambodia, and Vietnam. In addition to mutual understanding between mainland countries, they have been strongly believed in Buddhism especially Theravada and Mahayana Buddhism. Moreover, the most of these countries are nearly located by the seas, oceans, mountains, and the rivers. As we have note here that along these environmental diversities and natural resources, they have been constructed the local or indigenous communities among these areas.

However, the half of ASEAN countries is located in the isolated islands, the archipelagos, the islands; namely Malaysia, Singapore, Brunei Darussalam, Indonesia, and the Philippines. In order to comprehend the traditionally lived life of the people with the difference context, we have to understand the historical background of those countries which broadly and widely senses of multiculturalism. Moreover, we have to understand the cultural, economic, political, social context, set up the common ground of knowledge, hardly try to find out the gaps of that contextualization and provide the best questionable and then reinterpretation of the "ASEANization" into the practical research. Finally, we have to set the planning strategies to conduct the best practice research.

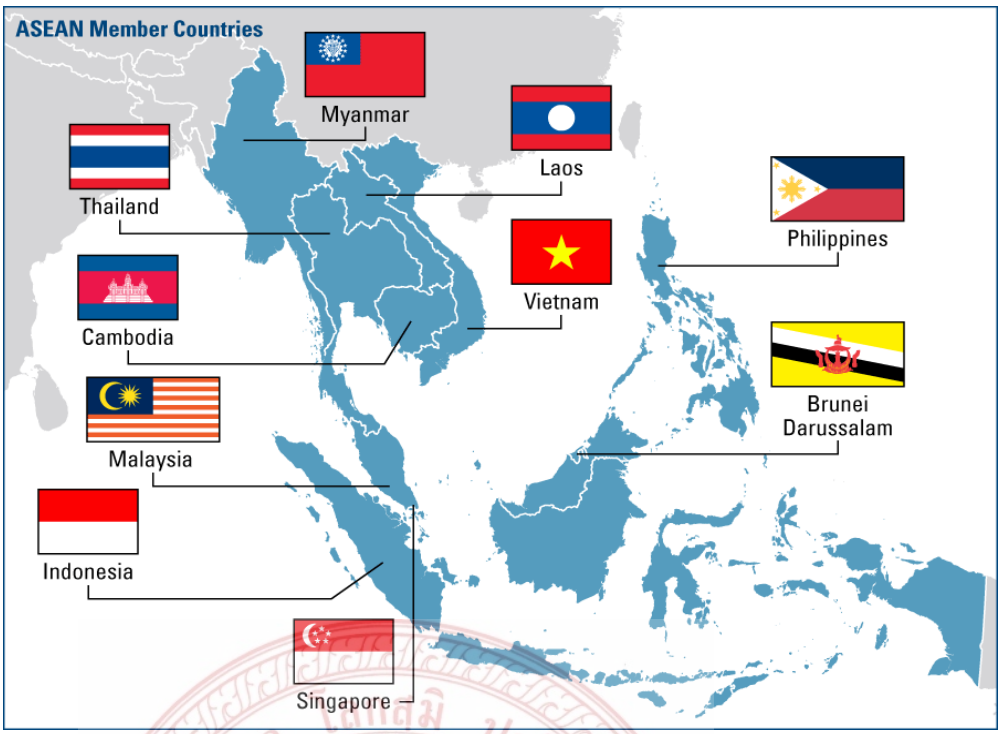


Figure 4.1 Landscape of ASEAN Countries
Source: https://emergingequity.org/2014/12/18/aseans-ambitious-agenda/

1.2 Planning Strategies

In exploring the area studies especially ASEAN research, we have to set the strategically planning system in order to examine the gaps of the research which we have already set it up. As we are the researcher of ASEAN community, the planning system of doing the field study is very important to save the time and the budgets of the research project. In addition to do research covering all ASEAN countries, we used to set the planning of doing the in-depth interview, participatory research, observatory research, action research, and practical research. The first field study was Thailand and Myanmar. The second field study was Singapore and Malaysia. The third field study was Laos, Vietnam and Cambodia. The fourth field study was Brunei Darussalam, Indonesia and the Philippines.

Visiting ASEAN countries of conducting research have stability planed and connected with the local experts and local insiders who can exchange and provide the answer to the gaps of the research questions. Actually, these planning will supported researchers to do the strongly balanced of research with exploring the local culture and invention of tradition. Interestingly, this setting table will be covered by the budgets of the project. Unfortunately, if we set the strategy planning

of conducting the research by interview one by one country and one by one expert, it will be useless and use more budgets in conducting the research concerning ASEAN. However, ASEAN is the organization within boundaries of modern-state; we are forcing and destroying these boundaries by the government cooperation.

1.3 Boundaries within Borderless

According to the political boundaries of modern government especially in the international organization, behind the scenes, all of the rulers want to illustrate the political power by using their authorities through the immigration officers. Hence, along the natural boundaries such as; Mekong river located between Thai-Lao, Lao-Vietnam, Vietnam-Cambodia and used to be the route of local people to immigrate themselves without the authorities from their own government; Irrawaddy river located between Thai-Myanmar and used to be the route of ethnic people; Prayayen Mountain located between Thai-Cambodia; Malaca Peninsular located in the South China Sea, between Malaysia and Singapore; and, moreover, ASEAN countries especially in isolated and archipelagos, it has a lot of conflicts between the ASEAN countries.

From the reason above, it means that it has the variety field of studies for harmonization of ASEAN community particularly under the socio-cultural pillar of ASEAN charter. Because of the problem of being unity in diversity, the cultural sensitivities should be the first priority to study for mutual understanding and peacefully co-existence society.

2. Cultural Sensitivities

Cultural sensitivity is the conceptual framework of sociological and anthropological study which concerned with the human based in all dimensions. The term 'culture' is included all of knowledge in the society which involves human activities from the birth to death, from the sun-rise till the sun-dawn again and again. When culture has combined with the sensitivity which literally means as the weak emotion or the human sensual, definitely, we have to understand the cultural background of the field study with the humanization and related with creating the new body of knowledge answer to gaining mutual understanding with our ASEAN.

The focus of this research paper is enlightened a new comer and the researcher as the "ASEAN Researcher." We have studied the priority of multiculturalism such as the religious diversities as one of the main factors, the multi-languages, and the ethnicities within nationalities of ASEAN.

2.1 Religious Diversities

The religion is one of the main values in ASEAN countries because of the ancient times we feared the unseen fearer and of which this reason the religion had been rapidly spreading in the Southeast Asia and isolated islands. So, ASEAN has been the plurality of religions, believes, rituals, ceremonies and local ancestors.

Generally speaking, it has all religions located here especially global religions namely; Buddhism, Christianity, Islam, Hinduism, Jainism and etc. In the most geographical locations of ASEAN countries have been supported their own believes traditions with the global religions as we have seen in the following table 4.1.

Table 4.1 Religious Diversities in ASEAN Context

Countries	Religions
Thailand	Buddhism 94.6; Islam 4.2; Christianity 1.1; Others 0.1
Myanmar	Buddhism 80; Islam 4: Christianity 7; Burmese folk religion 4; Hinduism 2; Others 1
Laos	Buddhism 67; Christianity 1.5; Others 31.5 Satsana Phi
Vietnam	Buddhism 16.4; Christianity 8.2; Others Indigenous religion 45.3; No religion 29.6 ; 1.7 Hao Hoa
Cambodia	Buddhism 96.4; Islam 2.1: Christianity 1.3; Others 0.3
Malaysia	Buddhism 19.8; Islam 61.3: Christianity 9.2; Hinduism 6.3; Others 2.1
Singapore	Buddhism 33; Islam 15: Christianity 18 ; Hinduism 5; Folk 1; Others 11
Indonesia	Buddhism 0.72; Islam 87.2: Christianity 9.9; Hinduism1.6; Others 0.5
The Philippines	Buddhism 1; Islam 11; Christianity 82.9; Others 5
Brunei Darussalam	Buddhism 13; Islam 69; Christianity 10; Others 9

According to the table 4.1, the most part of ASEAN citizens, they have believed in the variety of religions such as Buddhism, Islam, Christianity, Hinduism, and other indigenous and folklore faith. The statistical number in the table has shown the percentages of populations who pay attention to Buddhism and Islam are the vast majority of faith in ASEAN community. However, the less of the ASEAN populations, they have believed local, indigenous, folklore, and non-religion.

Additionally, religion is not the only the diversity but also includes the languages as the cause of plurality.

2.2 English is not all around ASEAN

English is the medium language in ASEAN community because it is the standardization of the human communication in the contemporary world. Moreover, the proficiency of English communication and interaction between ASEAN citizens is nearly the capacity of native English speaking. However, the conservative mind of localism or the way to preserve its local languages which are the mother-tongue languages, is the right to speak their own local linguistics such as using their own phonetics, syntax, pronunciation, and lexicon.

Generally speaking, it has many thousands local or indigenous languages as demonstrated in the following table 4.2.

Table 4.2 Languages Diversities in ASEAN Context

Countries	Languages
Thailand	Official Thai; Unofficial Muang, Isan, Tai, Hmong, Saek
Myanmar	Official Burmese; Unofficial Jingpho, Kayah, Karen, Chin, Mon, Rakhine, Shan
Laos	Official Lao, French; Unofficial Hmong, Khmu
Vietnam	Official Vietnamese; Unofficial Tay, Moung, Cham, Khmer, Nung,
Cambodia	Official Khmer; Unofficial Chinese, Vietnamese
Malaysia	Official Bahasa Malay; Unofficial Malayic, Bornean, Aslian, Land Dayak, Sama-Bajaw, Philippine, Creole
Singapore	Official English, Malay, Mandarin, Tamil; Unofficial Hokkein, Teochew, Cantonese
Indonesia	Official Indonesian; Unofficial Bahasa Indonesia, Malay, Javanese and 700+ languages
The Philippines	Official Filipino, English; Unofficial Spanish, Arabic, Tagalog, Cebuano, Ilokano, Hiligayon, Bikol
Brunei Darussalam	Official Malay, English; Unofficial Brunei Malay, Jawi Malay, Tutong, Kedayan, Belait, Murut, Dusun, Brunei Bisaya

2.3 The Nationalities of Ethnicities

The Nationalities of Ethnicities in ASEAN countries has shown as below table.

Table 4.3 Ethnics Diversities in ASEAN Context

Country	Ethnicities
Thailand	Siamese, Isaan, Khorat, Chao Pak Thai, Phu Thai, Shan, Lue, Chinese, Khmers, Vietnamese, Burmese, Karens (Akha, Musso, Meo, Kamuk, Tin, Lawa, and So), etc.
Myanmar	Jingpho, Kayah, Karen, Chin, Mon, Rakhine, Shan
Laos	Lao Loum, Lao Theung, Lao Soung
Vietnam	Kinh, Hmong, Dao, Tay, Thai, Nung, Degar, Hao, Khmer Khom
Cambodia	Khmer, Chinese, Vietnamese,
Malaysia	Malay, Chinese, Indian, Indigenous
Singapore	Chinese, Malay, Indian
Indonesia	Melanesian, Javanese, Sudanese, Malays, Madurese, Chinese Indonesian, Overseas Chinese
The Philippines	Visayan, Tagalog, Ilocano, Bicolano, Moro, Kapampangan, Igorot, Pangasinense, Chinese, Zamboangueno, Lumad, Mangyan, Bajau
Brunei Darussalam	Malays, Chinese, Borneon, Indians

3. Unplanned Situations

3.1 The Interview with High Authority

In the research phrase of in-depth interview, when the researchers have organized the schedule for the interview with the high authorities who are the specialists in the area of research such as the professors in the universities, the officer in the government sections or public sectors. The researchers have to set up double or the second plan with the urgent disappointment. If the researchers set the exactly plan with the appointment schedule, the researchers will chance with the dramatically change the plan that the researchers have set up. Additionally, if the researchers want to be on your timetable, the researchers have to follow your second plan, for example, make a new urgent letter of interview with the nearly place and area of experts.

In the case of ASEAN studies, researchers have to set the letter of interview in various professors and high authorities in the same area such as the appointment

with the dean of faculty of education in National University of Laos instead of setting only the direct letter to the dean, researchers have to set the second or third letter to the head of departments in faculty of education or to the professors in that faculty vice versa. The same situation has happened in the National University of Singapore, the researchers have to set the second letter of interview with the same situations. Moreover, these situations used to happen with making the appointment with the minister of education in the most countries in ASEAN countries because of their hard working with their high duties.

To find the resolutions for the above problems, the researchers have to set the appointment with the locality as well as the key informant of data collection in the field study area, it means that all of the local people, they are all expert in their own countries even in the generalization of the knowledge in the field studies. However, if the researchers want to conduct the high quality research, researchers have to interview the vital experts. Finally, the finding in the research project has to deal with specialization in the new explanation or reinterpretation in that research area. It will lead the research to the new understanding with the new exegesis or redefined it in the deductive or inductive method.

3.2 The Unpredicted Weather and Untouchables Foods and Beverages

In the sections of foods and beverages, it is not only means the good restaurants. It will be the street foods which are the common locations of ASEAN countries to find the foods for life. Especially, the common foods in the same locations such as in Malaysia, Singapore and Brunei Darussalam, the researchers found that it has the common kind of foods in every single area in the three countries, for example, roti, tea, kopi which means coffee and more than that the foods in this area has made from too much spices namely; ginger, lemon grass, finger chili, lesser galangal, curcuma, shallot, basil, sweet basil, cinnamon, cumin seeds, nutmeg, and etc. It means that the researchers have to prepare themselves to be ready and accept the change of food taste and environment around each area.

At the same ingredients in Indochina such as Laos, Vietnam, and Thailand, it has the same food that called in Thai language “KanomPangYaun” in the North Eastern part of Thailand as well as in Laos; it is called “KhaoJi” especially in all area of the Lao PDR. Moreover, the same of ingredients and meat, it is called “Bate” in Vietnam. Additionally, the ingredients and meats which are included in this kind of food are the pork, salad, tomatoes, onion, carrot, and French toast. When researchers want to eat it, some people want to grilled it with the lightly fire.

As far as the beverages are concerned in the ASEAN studies, all of the delicious drinks are all the fruit juices with made according to the seasonal fruit especially passion fruit juice, lemon juice, and mango juices. Interestingly, the water is very important drink for protected researchers from dehydration.

Notwithstanding, the weather in ASEAN countries, it could not be on prediction because some countries are located in the isolated islands; it means that it will challenge with all rainy season. Some of the countries which face with the hot and summer season all year round, it is good to pack an umbrella with them all the time even in the time of sunrise as well as in the time of raining. Another thing that researchers have to pay without doubt is the new route which the researchers have to learn every day.

3.3 The Unexpected Price that Researchers have to Pay

In ASEAN geographical directions, the new researchers are not easy to understand the local directions. It means that researchers have to pay for the local tour or the local transportation too much for learning the detailed directions of the ASEAN areas. In ASEAN countries some of them, the local directions are very simplify and the less of them are complicated to understand within the duration of the project. In the fields, the researchers have to get a local tourist guide or local researchers for providing the true directions to get through the key informant areas, or their places of convenience.

In doing the field research in Myanmar, our project had set up the budget for local researcher or local coordinator for providing us the real direction of the key informant and finding the places for breakfast, lunch, and dinner because most of the local people cannot speak English. In some ASEAN countries, they could understand English; however, they do not want to speak English at all. It is the best method of doing ASEAN research with providing the budget for coordinating the local researcher or local guide.

In exploring Singapore, it is very easy and convenience for the research who can speak fluently and efficiency English because the Singaporean can speak English as official language. It means that they can provide researchers the deeply data, the directions, the places, and further informational places and key informant deals with your research project. Additionally, researchers will get more opportunities to get the network strategies with the key informant vice versa.

4. Networking Strategies

4.1 The Idea of Networking

Networking is very importance to develop the strategic planning or gaining more objective of the project with more phases to study. It means that it is not only the researchers get more connections but also includes the collaborations with the next research project. It will be useful for the next steps of doing research project especially the project concerning the areas studies such like ASEAN. Because it should be added more researchers of the difference countries which will be gain more reliability of the research project, moreover, sometimes it will be increase more budgets from your networking researchers.

When the project of ASEAN starting with the small scale of the researchers with specific questions and objectives of the research, it is to be used only 1-2 researchers in your own countries such as the studies concerning comparative the basic education in ASEAN community. However, if the researchers would like to enlarge the scale of researchers by conducting the same title, it will be clearly understanding the foundation of educational system in ASEAN community with the deeply detailed of educators and experts from ASEAN countries themselves.

Therefore, the networking is the idea that will be useful and helpful in time of the reliability of the research. Notwithstanding, the smart networking will lead you to the additional experts in other areas studies with the most popularized data collection without the payment. It is very necessity that it is the duty of the researchers to includes yourself into the networking researchers.

4.2 The Way to Include in the Networking

When you do the in-depth interview research, some of the key informant will provide you more data and another key informant. Some of them will provide you the networking that the key informant as the coordinator of that networking. It is very comfortable for the researcher including yourself into that networking by using the key informants connection. For example, the researchers who do the project deals with the educational system in ASEAN, at the same time, the key informants have worked as the president, the coordinators, or the advisors of the ASEAN educational committee. The researchers have to get the information of this committee, how to collaborate with this networking, how to involve yourself as the member of this networking by joining the seminars, conferences, international conferences, and workshop seminars.

Interestingly, it is not only included yourself into the networking but also includes the researchers into the international academic circles, into the areas

studies knowledge about ASEAN community, and the networking group of doing research in the future project, and the collaborative of the future research vice versa.

4.3 The Future of ASEAN Research Modality and Networking Collaboration

When the researchers have already involved in the ASEAN community of researchers, it means that the researchers can make the collaborative research with the ASEAN researcher team. The researchers can make a vast proposal with the deeply objectives, broadly gaps of researches, and more complexity of the research project with more variables and validities.

In conducting research about the areas studies, especially ASEAN, it will be the difficult to set up the research planning and strategies which can cover all the ASEAN countries within the limitation of the duration of the project. In order to study the overcoming of the specific academic issues in ASEAN, it will be better to create the research plan. It will be included the experts in each country as a part of the research project because it will be easy to collecting the data, the knowledge for analytical methods and the various perspectives which empower the future of ASEAN community in political, social, cultural and economic strength. However, the huge research project will be challenged with many obstacles.

5. Outcome from Field study

5.1 The Great Researcher with the Great Project Manager

The ASEAN research cannot be the small scale of research because of its diversities, pluralities and multiculturalism by itself. It means that ASEAN has contained the varieties of culture, the pluralities of people, the several of religions, the multi-languages such as local, indigenous, and official languages, the ethnicities, within multicultural society.

The research title concerning ASEAN community, it will be the extension of knowledge that the ASEAN citizens can live with each other in the peacefully co-existence. Additionally, it could be the several of resources, not only from the textbooks, or theoretical synthesis but also included the local knowledge in accordance with the ASEAN charter which respects the human dignity of each country.

As far as the ASEAN research is concerned, the relations between each country have many studies even in the context of peace, war, conflicts, economics and natural resources management. However, it is seriously lacking of studies dealing with human sense especially in the anthropological, sociological, educational, and human relative fields. All of this research will supported our ASEAN community with

producing the productivity of ASEAN citizens with the opportunity challenging the globalization era.

As a result of the great project, it will be produce the great researcher in this ASEAN community. Moreover, it will be efficiency improve of the research project, if the planning of the project gets the great project manager because of its large and complex issues. It will be the successful project, if the management of the project supported the duration, the activities, the framework, the methods, and the great analytical thinker who would like to join the project within the warmly welcome from the great manager of the project plan. The great project manager will plan more useful and suitable plan for merge all the researchers to show their progressive development of the project research by providing the suitable time for report their progress, managing the time for the researcher workshops, and setting the preparing report, and the final report of the project. Besides, in the time schedules of the research work which the researchers will conduct the research in the fields such as collecting the data, finding the key informant, selecting the collaborative researchers in the project and etc. The great manager will support the researchers with the great assistance.

5.2 The ASEAN Research Trainee to be the Future ASEAN Research Trainer

This paper seems to be the introductive foundations of the methodologically guided research of ASEAN studies. It looks like the manual of conducting the research following the step further of the ASEAN researcher who used to take their "field note" of the field study by providing the geographical locations, cultural sensitivities, unplanned situations, networking strategies, and miscellaneous obstacle in order to training the new generation of the ASEAN research with the easy and comfortable route to do the research in this field. This research paper with hopefully is to illustrate the detailed of strategies with use in the successful project.

An observatory overview as above has shown the evidence of basic information which occurred along side while researchers were doing data collection in ASEAN countries.

Figure 4.2 Exploring ASEAN Education through field study

Part 2 General Context from Field Study

Educational Structure of ASEAN Countries

2.1 Education System of Singapore

The Ministry of Education (MOE) aims to help our students to discover their own talents, to make the best of these talents and realize their full potential, and to develop a passion for learning that lasts through life (Ministry of Education, Singapore, 2017).

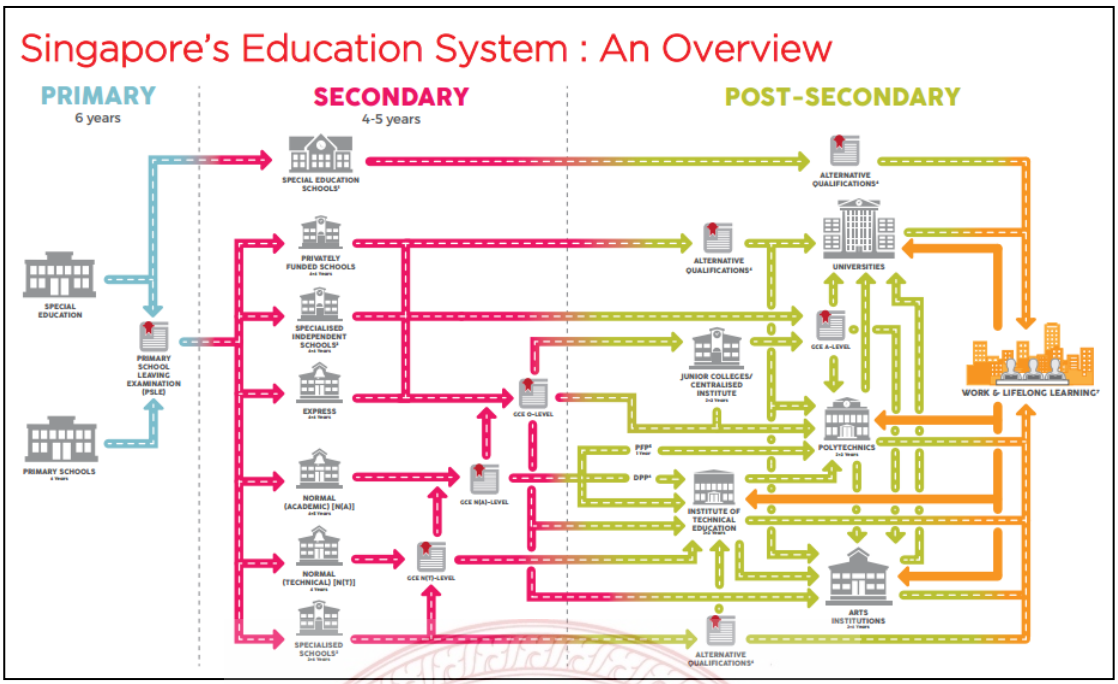


Figure 4.3 The Singapore Education Landscape
Source: https://www.moe.gov.sg/education/education-system

From figure 4.3 showed that students taking the mainstream curriculum in Pathlight School will sit for the PSLE, and may also sit for the N- or O-Level exams. Specialized schools offer customized program for students who are inclined towards hands-on and practical learning. Some also offer N(T)-Level exams. These schools are Northlight School, Assumption Pathway School, Crest Secondary School and Spectra Secondary School. Specialized Independent Schools offer specialized education catering to students with talents and strong interests in specific fields, such as the arts, sports, mathematics and science, and applied learning. These schools are the School of the Arts, Singapore Sports School, National University of Singapore (NUS) High School of Mathematics and Science, and the School of Science and Technology. Eligible students of the Singapore Sports School can progress directly to Republic Polytechnic. Eligible students of the School of the Arts can pursue a diploma program at the Nanyang Academy of Fine Arts via special admissions after their fourth year of study. Alternative Qualifications refer to qualifications not traditionally offered at mainstream schools in Singapore.

The Polytechnic Foundation Program (PFP) is a diploma-specific foundation program conducted by the polytechnics over two academic semesters for students who have completed Secondary 4N(A). Students who successfully complete the PFP

may progress directly into the first year of their respective polytechnic diploma courses. The Direct-Entry-Scheme to Polytechnic Program (DPP) is a through-train pathway to polytechnics for students who have completed Secondary 4N(A). DPP students who successfully complete a two-year program at ITE and attain the required qualifying Grade Point Average (GPA) scores are guaranteed a place in a polytechnic diploma course mapped to their course. Adults and working professionals are encouraged to upskill and reskill through quality learning options in lifelong learning provided by our Institutes of Higher Learning as well as Singapore Workforce Skills Qualifications (WSQ) training providers accredited by the Singapore Workforce Development Agency (WDA).

Singapore has a strong education system and students aim high and achieve very good results. This is recognized around the world. Singapore has good schools, with capable school leaders and teachers, and facilities that are amongst the best in the world. The system tries to build on these strengths for preparing the next generation of Singaporeans for the future. This is a future that brings tremendous opportunity, especially in Asia, but it will also bring many changes that cannot predict today. The task of schools and tertiary institutions is to give the young the opportunity to develop the skills, character and values that will enable them to continue to do well and to take Singapore forward in the future.

In recent years, the moving towards an education system is more flexible and diverse and aims to provide students with greater choice to meet their different interests and ways of learning. They will be able to choose what and how they learn will encourage them to take greater ownership of their learning. Broad-based education to ensure their all-round or holistic development in and out of the classroom has also been giving to students. These approaches in education will allow education providers to take care the young with the different skills that they need for the future. The system also provides every child find his own talents, and grow and emerge from school confident of his abilities. Students will be encouraged to follow their passions, and promote a diversity of talents among them in academic fields, sports and the arts.

2.2 Education System of Brunei Darussalam

The education system in Brunei is modelled on the British system, with Brunei-Cambridge GCE A-levels being used to prepare students for entrance to university and other higher education institutions in Brunei Darussalam and overseas.

The formal school system in Brunei Darussalam adopts the 1-6-3-2-2 pattern representing a year of pre-school, six years of primary education, three years of lower secondary, two years of upper secondary or vocational or technical education and two years of pre-tertiary education.

Education at the post-secondary and tertiary level is provided by technical and vocational training centres, colleges, institutes and universities. There are currently 206 primary schools, 47 secondary schools, 9 technical/vocational/nursing centres, one higher institution and three universities.

The academic year consists of 4 terms of around 10 to 12 weeks each, beginning on 02 January with a 4-week break at the end of the year.

In Pre-Primary Level, children enter the educational system at the age of five and stay at the pre-school level for one year. However, in non-government schools, children may enter pre-school at the age of three for three years of pre-school before proceeding to primary education.

In Primary Level, the duration of Primary level education is six years, (Primary 1 to Primary 6). The primary level is divided into lower primary (Primary I to III) and upper primary (Primary IV to VI). At the lower primary level, the medium of instruction is Malay Language. Pupils at the upper primary level onwards follow the bilingual system of education. At the end of upper primary education, pupils sit), a public examination, the Primary Certificate of Education (PCE). The subjects examined are Malay Language, English Language, Mathematics, General Paper and Science. Pupils must obtain passes in both Malay and English Language, Mathematics and either General Paper or Science to enter Secondary education. Those who fail will re-sit for the PCE examination in January the following year.

Secondary Level, the education system in Brunei is modelled on the British system, with Brunei-Cambridge GCE A-levels being used to prepare students for entrance to university and other higher education institutions in Brunei Darussalam and overseas. Education at the secondary level is divided into lower secondary (Form I to III) and upper secondary levels (Form IV to V). The duration of Lower Secondary schooling is three years. At the end of the third year, students sit for the Penilaian Menengah Bawah (PMB) or Lower Secondary Assessment examination, as a non-terminal public examination. It assists the channelling of students to either

vocational schools or an academic stream and serves as a national assessment for students' achievement after three years of secondary education.

Vocational Education, others who complete middle school go on to vocational schools instead. Depending on their level these are called technical or craft colleges. Qualifications available include nursing, agriculture and primary school teaching.

Tertiary Education, there are a number of lower-order tertiary education institutions in Brunei, including institutes, technical colleges, training centers and colleges. If local facilities are not available, then the government pays for overseas education instead. The senior education center is the University of Brunei Darussalam, which was established in 1985 and is illustrated here. It has 3 missions – to educate, to conduct research, and to serve to broader community. Its faculties include arts & social sciences, business economics & policy studies, science, language, health sciences, education, and Brunei studies. There are only four universities in the country. The duration of the courses ranges from 2 years for the diploma programs to 4 years for the bachelor's programs. These universities include:

University Brunei Darussalam (UBD), this was founded in 1985 and it offers diplomas, bachelor's courses, Master's degrees and also doctorate programs. It has ten faculties; Faculty of Business, Faculty of Science, Academy of Brunei Studies, Economics and Policies Studies, SOAS Centre of Islamic Studies, Pengiran Anak Puteri Rashidah Sa'adatul Bolkiah Institute of Health Sciences, Faculty of Arts and Social Sciences, Continuing Education Centre, Sultan Hassanal Bolkiah Institute of Education, and Language Centre.

Institut Teknologi Brunei (ITB): This was founded in January 1896 and later upgraded to a university in October 2008. It provides Higher National Diplomas (HND) and bachelor's degree programs in the fields of ICT, Business, and Engineering. It is made up of two faculties; the Faculty of Business and Computing and the Faculty of Engineering.

Sultan Sharif Ali Islamic University (UNISSA): This was founded in 2007 and it concentrates on Islamic History and Civilization, Arabic Language, Islamic Finance, and Islamic Law. It offers diploma, bachelor courses, master's degrees and doctorate programs. It has three research centres and four faculties; Centre for Postgraduate Studies and Research, Madhhab Shafi'i Research Centre, Language Learning, Centre for Promotion of Knowledge, Faculty of Business and Management Sciences, Faculty of Shariah and Law, Faculty of Usuluddin, and Faculty of Arabic Language and Islamic Civilization.

Seri Begawan Religious Teachers University College (KUPU SB), this university was founded in 1975 as an Islamic Religious Teacher's Training College. It was upgraded to a university college in 2007 and is under the jurisdiction of the Ministry of Religious Affairs. It provides diploma, higher national diploma, post-graduate diploma, and bachelor's courses and also Master's degrees in Islamic teaching. The university has three centres and three faculties; Centre for Postgraduate Studies and Research, Language Centre, Centre for Core Knowledge, Faculty of Shariah, Faculty of Usuluddin, and Faculty of Education (Education in Brunei Darussalam, 2017)

2.3 Education System of Thailand

Thailand has provided education in all levels which consisted of Primary education, General secondary education and Higher Education and has shown as the following details (Education System Thailand, 2015).

Primary education

Primary education in Thailand comprises non-compulsory pre-school education for children between the ages of 3 and 6 and 6-year basic education for children aged 6 to 12 (Pratom I-VI). Pupils sit for the Ordinary National Educational Test (O-NET) on completion of primary education (Pratom VI).

General secondary education

Secondary education is divided into 2 cycles of 3 years: lower (Matayom I-III) and upper (Matayom IV-VI). During secondary education, pupils sit for the O-NET twice: once in the third year (Matayom III) and again in the sixth year (Matayom VI). The O-NET comprises of assessments in 8 areas: 1) Thai language, 2) mathematics, 3) science, 4) foreign languages, 5) social studies, religion and culture, 6) art, 7) health and physical education, and 8) career and technology.

The Certificate in Lower Secondary Education is awarded on completion of the lower secondary education cycle. Pupils can attend the senior secondary education entrance examination and choose to either attend the general stream or the vocational stream.

The curriculum for the general stream comprises major subjects, compulsory elective subjects, a choice of elective subjects and activities. The general stream includes the same 8 subject areas as those of the O-NET test. A number of study points (credits) can be gained for each subject. Until recently, a total of 75 credits was sufficient to complete secondary education. Fifteen credits were to be obtained in the major subjects (Thai language, social studies, physical education,

science) and 15 credits from the compulsory elective subjects. The remaining 45 units were gained from optional subjects.

The Basic Educational Core Curriculum 2008 was implemented in several phases. From 2012 onwards, the amount of credits required at the upper secondary education level is 41 credits in total, of which Thai language, mathematics, science, and foreign languages each require 6 credits. Subject areas arts, health and physical education, and occupations and technology each require 3 credits. Subject area social studies, religion and culture requires 8 credits. In addition, pupils earn a total of at least 36 or 40 credits through additional subjects. The total amount of credits to be obtained is respectively 77 or 81 credits.

The certificate awarded on completion of the sixth year may be referred to as the Certificate of Secondary Education or Matayom 6 (M6).

Secondary vocational education Instead of the general education stream, students may choose to attend vocational education. There are 4 types of certificates that may be awarded: Certificate in Vocational Education (Cert.Voc.): this is a 3-year program; Certificate in Dual Vocational Education (Cert.Voc-DVT): this is also a 3-year program, which combines theory and practice; Certificate of Vocational Education - Credit Accumulating System (Cert.Voc-CAS): short programs are followed over a period of 3 to 8 years; Certificate in Vocational Education - Evening Class (Cert.Voc. - EC): this program is intended for people who are already working.

Non-formal education, in addition to the school systems described above, Thailand also has Non-Formal Education (NFE) programs. The NFE is more flexible than regular education programs in terms of objectives, methods of instruction and study duration. The content and the curriculum can be adapted to suit the needs of individual groups of students. This type of education is available to all age groups.

Higher Education

Higher education in Thailand is provided at universities, technical institutes, professional and technical colleges, and teachers' colleges.

Higher education in Thailand is divided between 2 types of institutions. Firstly, institutions which fall under the Ministry of Education, such as state universities and private institutions for higher education, technical/professional and agricultural institutions, and teacher training colleges. Secondly, specialized training institutions which fall under various ministries or government organizations.

In Bachelor, most bachelor's degree programs have a nominal duration of 4 years (120-150 credits). The nominal duration of bachelor's degree programs in architecture, art, graphic art, and pharmacy is 5 years (150-188 credits). Basic training

in medicine, dentistry and veterinary medicine requires 6 years of study (210-263 credits).

Master Master's degree program usually involve 2 years' of further study. This degree can be gained in 3 ways: by following lectures and sitting a comprehensive examination (45 - 55 credits), by following lectures (36 credits) and writing a final paper (9-12 credits), or by conducting research and writing a final paper. A bachelor's degree with a Grade Point Average (GPA) of at least 3 is required for admission to this program.

Higher Graduate Diploma, the Higher Graduate Diploma is a higher professional diploma, mainly awarded in the field of medical sciences. It is a 1-year program following the master's degree, and completion requires a minimum of 24 credits.

PhD, a master's degree with a Grade Point Average (GPA) of at least 3.5 is required for admission to this program. The Doctoral degree requires between 2 and 5 years of study. A minimum of 48 credits are required, although many programs require more than the set minimum. At least 12 credits of these need to be from course work. Furthermore, a thesis needs to be written and defended.

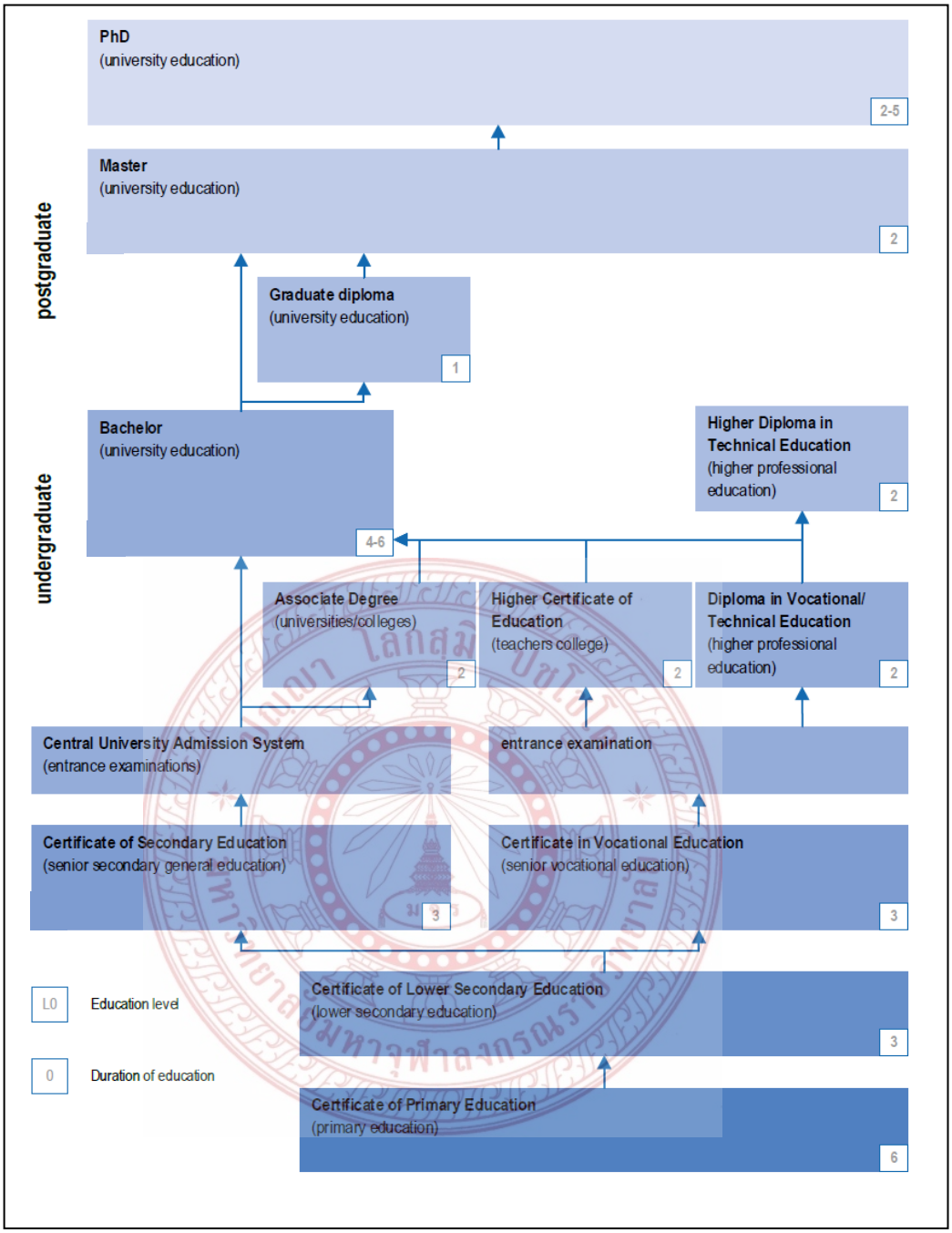


Figure 4.4 Education System of Thailand

Source: Education System Thailand. EP-Nuffic 3rd Edition, January 2015: p3, Retrieved on 9th May 2017 from https://www.nuffic.nl/en/publications/find-a-publication/education-system-thailand.pdf

2.4 Theory of Change for Basic Education in Laos PDR

This delivery strategy focuses on support for basic education, particularly at the primary level, as the foundation upon which broader gains in educational attainment and economic productivity can subsequently be built. Without the solid grounding that a quality basic education provides, success at more senior levels of education and human resource development in Laos will be limited. This is especially true for disadvantaged students, for whom completion of basic education can help provide viable alternatives for higher-paid and more meaningful employment.

A focus on upper or post-secondary education has not been prioritised in this delivery strategy, as Laos is not yet considered to be in a position to benefit most from this.

A focus on higher levels of education would also limit the direct impact on poverty reduction from our investment, as the poor are much less likely to complete basic education and progress to upper secondary and beyond.

The Theory of Change, outlined in the figure proposes that by supporting education participation, resourcing and effective teaching for the most disadvantaged groups, more girls and boys will be able to complete a basic education that provides them with the literacy, numeracy and life skills required to succeed in further education or employment. This change will require a long term commitment. Strengthened education systems and sector governance, underpinned by mutual commitment of funding from Laos and donors to support education for the most disadvantaged, will be critical to sustaining these results. This approach to change will require a long-term commitment from Laos and development partners. At least ten years will be required to fully achieve the theory's projected outcomes.

The Theory of Change incorporates support for both the demand for, and the supply of, quality basic education. While support to basic education to date has led to significant achievements in access, support for increasing community demand for education by reducing barriers that enable full participation (attendance, school readiness and learning) is required to improve completion rates. Similarly, while some progress has been made on improving resourcing of learning environments over recent years, a weak and underfunded system for resourcing and the maintenance of learning environments, and the absence of ongoing professional development and support for teachers, create a

risk that these outputs will not lead to sustainable outcomes. Complemented with improvements to pre-service teacher education and a curriculum that is relevant to the most disadvantaged groups, support for strengthening education systems will lead to more children and young people gaining basic literacy, numeracy and life skills by completing a quality basic education.

Education development for the most disadvantaged groups in Laos is not a straightforward process. It requires an understanding of the different ways in which multiple disadvantages act to constrain access to basic education. In the past, most basic education interventions have focused on increasing the supply of education facilities and improving education systems, with only limited coordination and complementarity with other sectors to support students' ability to participate in and complete a basic education. There is now a growing recognition of the need to complement the delivery of better quality education with support for improved participation through increasing youth, parent and community demand for quality education. This support would extend beyond the education sector, as barriers related to rural poverty, child protection and poor health and nutrition also need to be addressed to enable children and young people to be developmentally and cognitively ready and able to learn. (Australia-Laos Education Delivery Strategy 2013–18, 2017)

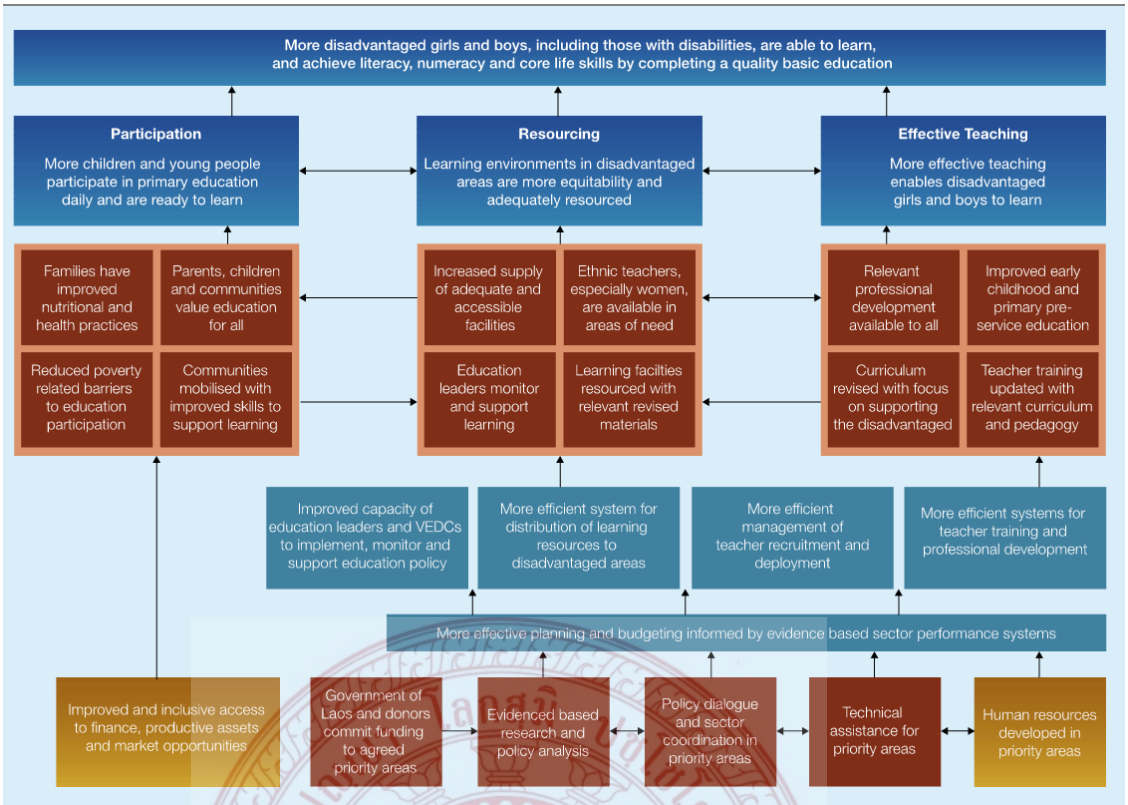


Figure 4.5 Australia-Laos Education Program (2013-14 to 2017-18) Implementation Structure

Source: Australia-Laos Education Delivery Strategy 2013–18, p.40, Retrieved on 25th October 2017, from https://dfat.gov.au/about-us/publications/Documents/aus-laos-education-delivery-strategy.pdf

2.5 Education System in Indonesia

Education system The Indonesian education system is immense and diverse. With over 60 million students and almost 4 million teachers in some 340 000 educational institutions, it is the third largest education system in the Asia region and the fourth largest in the world (behind only the People's Republic of China, India and the United States). Two ministries are responsible for managing the education system, with 84% of schools under the Ministry of Education and Culture (MOEC) and the remaining 16% under the Ministry of Religious Affairs (MORA). Private schools play an important role. While only 7% of primary schools are private, the share increase to 56% of junior secondary schools and 67% of senior secondary. The new president Joko Widodo appointed a new Minister for Research and Technology and Higher Education, Dr M. Nasir, in November 2014, with a new ministry for policy and program

administration. The president also appointed Dr Anies Baswedan as Minister for Primary and Secondary Education, served by the Ministry of Education and Culture.

The current education system The current structure of Indonesia's educational system presents an interdependent series of cycles which needs to accommodate the needs of a very diverse population, geographically dispersed, and with wide variations in terms of socio-economic status and opportunities. The Indonesian education system has to attend the needs of a large, growing, diverse and widely dispersed population and with great disparity in enrolment rates between regions (MOEC, 2014).

Table 4.4 The Indonesian Education System

Age	School Year	Education Level	Education Delivery	
			Decentralised	Centralised
Above 22	23 22 21			Doctoral (includes general & Islamic, and vocational, academic & professional)
	20 19			Master (includes general & Islamic, and vocational, academic & professional)
22 21 20 19	18 17 16 15	Higher Education		Undergraduate (includes general & Islamic, and vocational & academic)
18 17 16	14 13 12	Secondary Education	General senior secondary & vocational senior secondary (SMA & SMK)	Islamic general senior secondary & Islamic vocational senior secondary (MA & MAK)
15 14 13	11 10 9		Junior secondary (SMP)	Islamic junior secondary (MTs)
12 11 10 9 8 7	8 7 6 5 4 3	Basic Education	Primary (SD)	Islamic primary (MI)
6 5	2 1	Early Childhood Education	Kindergarten (TK)	Islamic kindergarten (RA)

Source: MOEC (Ministry of Education and Culture (2013). *Overview of the Education Sector in Indonesia 2012 - Achievements and Challenges*, p. 10.

(Cited in OECD/Asian Development Bank. (2015). *Education in Indonesia: Rising to challenge*, OECD Publishing, Paris. p.73, http://dx.doi.org/10/1787/9789264230750-en)

2.6 General background on Myanmar's Education System

1) Early childhood care and development (ECCD) The MOE and the Ministry of Social Welfare, Relief and Resettlement (MSWRR) are the lead ministries involved in the provision of ECCD services. In addition, there are a number of non-governmental and private sector organizations actively supporting communities with the provision of ECCD services.

2) Basic education The current basic education system comprises of five years of primary education (KG to Grade 4), four years of lower secondary and two years of upper secondary education. There are currently 47,363 basic education schools in Myanmar reaching approximately 9.26 million students. The majority of these schools are managed by the Department of Basic Education within the MOE. In addition, a significant percentage of students access basic education through monastic, private, community and other types of schools.

3) Alternative education (AE) The MOE provides access to alternative education through a Non-formal Primary Education Equivalency Programme (NFPE EP) for out-of school children and a Summer Basic Literacy Programme (SBLP) for adults. The NFPE EP is currently being implemented in 89 townships where it is reaching 11,234 learners. The SBLP was restarted in 2013 and it reached 22,444 learners. This figure doubled in 2014 to 46,478 learners.

4) TVET Access to technical and vocational education and training in Myanmar is provided by relevant ministries and the private sector through 372 technical and vocational education and training centres.

5) Higher education Myanmar has 171 higher education institutions (HEIs) (colleges, degree colleges and universities), which are overseen by eight ministries. In the 2015 academic year, there were 225,178 students studying full-time in HEIs under the responsibility of the MOE, while an additional 411,164 students were accessing higher education through Distance Education Universities. (Ministry of Education, Nay Pyi Taw, 2016)

2.7 Education System in Philippines

The Philippines are located in South-East Asia, between the Philippine Sea and the South China Sea. The archipelago was a Spanish colony for over 300 years, after which it was a colony of the USA for nearly 5 decades. The influence of both cultures can still be found in the education system of the Philippines, such as Spanish names, diplomas in English and education institutions with a catholic background.

The Department of Education (DepEd) is the main government agency in the country responsible for the implementation of basic education, particularly primary, secondary and non-formal education, including in culture and sports. Republic Act 9155, or the Governance of Basic Education Act, transformed the previous Department of Education, Culture and Sports (DECS) in August 2001 to the DepEd, which provided the overall framework for the management of education within the context of local accountability and transparency.

Two other government offices are responsible for higher education and skills trainings. The Commission on Higher Education (CHED) manages higher education, while the Technical Education and Skills Development Authority (TESDA) administers the postsecondary, middle-level manpower training and development.

Compulsory education covers primary school, for children aged 6-12. Under the K to 12 Basic Education Program, 12 years of basic education (both primary and secondary education) is compulsory. Primary and secondary education in DepEd-managed schools all over the country is free. There are also private primary and secondary schools that impose fees.

Primary and secondary education in the Philippines caters for children aged 6-16, and lasted for 10 years. Primary education was aimed at children aged 6-12.

Secondary education lasted 4 years, and was aimed at children aged 12-16. Education is provided by both public and private schools. the names for secondary schools include 'high school', 'lyceum' and 'academy'; in general, however, the term 'high school' is used. Depending on the subject, the language of education is English or Filipino. Filipino and makabaya (a subject covering national identity, norms and values, among other things) are taught in Filipino. English, mathematics and science are taught in English.

K-to-12 Basic Education Program, the Republic Act 10533 or the Enhanced Basic Education Act makes 12 years of basic education for Filipino children compulsory. Primary and secondary education is currently being reformed as part of the 'K-to-12' project. Under this program, education will become compulsory for

children aged 5-18, which will include 1 year of kindergarten, 6 years of primary education and 6 years of secondary education. The current 'high school' will become 'junior high school' (4 years) and the new 'senior high school' will last for 2 years (grades 11-12).

Higher education in the Philippines is unitary, i.e. higher education institutions (universities, colleges, academies, institutes, schools) offer both vocational and academic/research programs. The Philippines has both public and private higher education institutions. The private sector includes both religious and secular education institutions, both of which fall under the supervision of the Commission of Higher Education (CHED).

Most bachelor's programs are of 4-year duration, although some (such as technology based programs) can take 5 years. Program scope is expressed in units. Depending on the specialization, the scope of a bachelor's program can vary from around 150-210 units. Of these units, by default a considerable number (around 40-50% of the curriculum) are devoted to general education subjects, sport and the national service training program. Programs do not generally include a thesis, but depending on the specialization they may include practical classes and a work placement.

Master's programs normally take 2 years, and include at least 30 credits. Students can usually choose between thesis and non-thesis programs – the latter usually include a larger number of credits.

In principle, admission to a Ph.D. program generally requires a relevant Master's degree. The number of credits is prescribed by CHED, and varies from program to program. Some programs include the option of graduating with or without a dissertation (Education system Philippines, 2015).

2.8 Education System in Cambodia

Formal education in Cambodia was first provided solely to young boys by Buddhist monks, known as bonzes. During the second half of the nineteenth century, French leaders implemented a system based on their own model, with primary, secondary, and higher levels all overseen by the Ministry of Education. Although Cambodia maintained this system for several decades, it was not until the southeast Asian nation achieved independence from France in 1953 that educational efforts there became widespread.

Public and private schools in Cambodia offered six years of primary education, separated into two segments, each of which required successful

completion of a national examination. Subjects included history, ethics, civics, mathematics, drafting, geography, language, science, and hygiene. Although Khmer was the language of instruction during the first three years of schooling, students were taught French, which became the language of instruction in the second three-year cycle of primary instruction. Secondary education consisted of four years at a *college* (lower secondary school) and an additional three years at a *lycée* (higher secondary school). Students who completed the first four-year cycle and passed a national examination received a secondary degree. Those who completed two years of the additional three-year cycle were required to pass a national examination to receive their first baccalaureate, and another examination after their final year, to receive their second baccalaureate.

Primary Education, Cambodia is struggling to throw off the shackles of its past in education and in many others ways. Although education is theoretically free enrolment fees may vary inversely according to parents' position is society and hence the poor are often still deprived of their rights. The process begins with 6 years of primary education.

Secondary Education, six years of secondary education follow divided into 2 phases mainly according to the Vietnamese model. There is tension between Buddhist schools and state ones recovering from a previous harsh revolutionary government. Teachers are grossly underpaid and may eke out a living by either charging unofficial fees, or by moonlighting while classrooms remain unattended. There is still a considerable way to go, to catch up to the standards prevailing before the days of Khmer Rouge.

Vocational Education, for centuries the poor of Cambodia have toiled under the yoke of peasantry with little hope for self-improvement. Today the government has programs in place to close this gap, and give its people new light and hope in future for their children.

Tertiary Education, despite the ravages of the past, higher education is available at the Royal University of Phnom Penh, the Royal Agricultural University, the Royal University of Fine Arts, and various Faculties of Medicine, of Law and Economics, and of Business. The Higher Technical Institute of Soviet-Khmer Friendship has been rebranded the Institute of Technology of Cambodia, while the Australian-funded Maharishi Vedic University functions in rural Prey Veng Province.

The Royal University of Phnom Penh is Cambodia's oldest university having been founded in 1960 by the Cambodian King assisted with French money. It was reopened in 1998, and now approximately 4,000 students may study Khmer

literature, biology, chemistry, computer science, geography, mathematics, philosophy, psychology and sociology there. (Education System in Cambodia, 2017)

Credentials for primary and lower secondary school teachers have also been upgraded. Once simply required to complete lower secondary school and then a two- or three-year teacher training program, primary and lower secondary teachers must now graduate from both lower and upper secondary school prior to completion of a two-year teacher training program. Upper secondary school teachers must complete five years of study at the University of Phnom Penh (Ministry of Education, Youth, and Sport, 2017).

2.9 Education System in Malaysia

Malaysia is made up of 2 separate regions: the peninsula on the Asian continent, and Sabah and Sarawak, located on the island of Borneo. Malaysia has 13 states and 3 federal territories, the latter being the capital city of Kuala Lumpur, Labuan and Putrajaya. The country has 3 major population groups, i.e. the Malaysians, the Chinese and the Indian. The national religion is Islam.

The mixed profile of the population is also reflected in the education system, evinced by both primary and secondary schools that provide instruction in Malay, Chinese and Tamil. Depending on the higher education institute, tertiary education is provided in English or Malay.

Malaysia aims to become a regional center for education. This has resulted in a considerable increase in the number of public higher-education institutions through the establishment of new polytechnics, universities and university colleges. The private education sector has also seen an increase in the number of private universities and other institutions.

Primary, secondary and higher education all fall under the responsibility of the Ministry of Education. The Ministry of Higher Education was responsible for higher education during the period 2004-2013. After its merger with the Ministry of Education it was renamed the Department of Higher Education. Since 2003, the 6 years of primary education have been compulsory in Malaysia. The school year begins in January and ends in November. The academic year starts in September.

Secondary technical and vocational education After 3 years of general secondary education, pupils can also opt for the technical / vocational stream at secondary schools for vocational education (Sekolah Menengah Vokasional). Pupils who have completed the 2-year program can take an examination to obtain the Sijil Pelajaran Malaysia Vokasional – SPMV (Malaysian Certificate of Vocational Education).

Secondary technical and vocational education After 3 years of general secondary education, pupils can also opt for the technical / vocational stream at secondary schools for vocational education (Sekolah Menengah Vokasional). Pupils who have completed the 2-year program can take an examination to obtain the Sijil Pelajaran Malaysia Vokasional – SPMV (Malaysian Certificate of Vocational Education).

A master's degree is awarded after 1 or 2 years of study following the completion of a bachelor's program. There are 3 pathways to a master's degree: by conducting research, by completing coursework, or a combination of these two.

A PhD (MQF level 8) requires at least 2 or 3 additional years of study in general, but can require as many as 7 years for certain specializations. In addition to degree programs, some universities also offer non-degree Diploma programs. The entry requirement of these programs are the Sijil Pelajaran Malaysia (SPM). The study duration of diploma programs offered by public universities is typically 3 years (Education System Malaysia, 2015).

2.10 Education System in Vietnam

Since 1996, the Socialist Republic of Vietnam (Cong Hoa Xa Hoi Chu Nghia Viet Nam) has been divided into 58 provinces and five centrally controlled municipalities, namely those of the capital city Hanoi, Ho Chi Minh City (formerly Saigon), Can Tho, Da Nang and Hai Phong. The President is the head of state. Vietnam is a communist, single-party state, in which the Communist Party leads the government.

The French occupation of Vietnam (since 1884) ended in 1945, but only after France had left a strong mark on Vietnam's education system. Until that time it was very elitist in nature, and instruction was given in French. In 1945, president Ho Chi Minh set up a large-scale campaign to combat illiteracy and to popularize education. In 1976, the communist north and the country's south that was supported by the US were reunited, and the Socialist Republic of Vietnam was declared.

Since 1990, the Ministry of Education and Training (MOET: Bo Giao Duc va Dao Tao) has been responsible for all forms of education in Vietnam. Prior to that, the responsibility was spread out among several ministries. The duties of the MOET include submitting proposals to the National Assembly (the government) for the founding of new schools or merging existing education institutions, creating and publishing new textbooks and curricula, drawing up guidelines for the admission of students, and issuing certificates and diplomas. Although most higher education

institutions are governed by the MOET, a number of them (particularly specialist colleges) fall under other ministries.

According to the Education Law of June 1999, the education system is based on socialist education, with Marxism-Leninism and the philosophy of Ho Chi Minh as its fundamental principles. The Education Law of August 2012 (08/2012/QH13) focuses on the new quality assurance and accreditation system for higher education and international cooperation. The universities will also be given greater autonomy in terms of financing, training, research and the awarding of doctorates.

Education is compulsory for 5 years (for children aged 6-11), during which time education is free for everybody. The official languages of instruction are Vietnamese and English. The academic year runs from September to June

Primary education (tieu hoc) lasts for 5 years, and is intended for children aged 6-11. Basic (i.e. junior) secondary education (trung hoc co so) lasts for 4 years and is intended for children aged 11-15. Pupils can move on to long-term vocational training courses of 1 to 3 years in length, at vocational training schools. The Bang Tot Nghiep Nge certificate allows students to enter the labour market as educated workers.

General secondary education (trung hoc pho thong, also called 'upper secondary education') lasts for 3 years and is intended for children aged 15-18. Students who complete this general education programme are awarded the Bang Tot Nghiep Pho Thong Trung Hoc (Certificate of secondary school graduation). Until around 1997 this certificate was called the Bang Tu Tai or Baccalaureate. The certificate grants admission to higher education in Vietnam. In order to obtain this certificate, students first need to pass the national final examination (Ky Thi Tot Nghiep Pho Thong Trung Hoc), which is divided into six subjects: the three compulsory subjects are mathematics, literature and a foreign language (English, French, Russian, Chinese, German or Japanese). Students choose the other three subjects out of physics, chemistry, biology and geography. The maximum possible score for each subject is 10, with 5 being the pass mark. Students therefore require a minimum of 30 points to pass the exam.

Higher education is provided by universities, colleges and academic research institutes. Vietnam has various types of universities: open universities, technical universities, agricultural universities, medical universities and universities of economics. A number of mergers took place in 1995, transforming a number of institutions into the two largest national multidisciplinary universities in Vietnam: the

Vietnam National University Ho Chi Minh City, and Vietnam National University Hanoi. At around the same time, more mergers produced other large regional universities, such as Hue University, Thai Nguyen University and Da Nang University (Education System Vietnam, 2015).

In conclusion, Education system in ten ASEAN countries have the same system which are the system of pre-school, primary school, secondary school, and higher education. Most compulsory education covers primary school and some countries cover secondary school. Education for all is the main purpose of ASEAN countries in order to develop students to reach the highest potential of their learning.

Part 3 Analysis Results from Field Study related to Research Objectives

Results from field study on educational management in 10 ASEAN countries has analyzed using analytic induction as the following topics.

1. The State of Educational Management in Past and Present of Countries in ASEAN Community

1.1 Educational Management in ASEAN Community

In order to explain the state of educational management in past and present of countries in ASEAN community, five items of interview questions were used for data collection from educators and lecturers in ASEAN countries.

1.1.1 The Currently Educational Policy

Results from interview educators about the currently education policy in ASEAN countries indicated as below opinion.

- *"The central problem of educational policy is concerning about the ethnic minorities. The government will set up the new curriculum with the student center approaches. It has a teacher college to produce the teachers for providing the educational system of the nation. The government will upgrade to reach the ASEAN standard and the same as international standard."*

(Educator A1, **Interview,** 24 April 2016)

"It is the similar to Thai educational system. It has provided the elementary school from grade 1 to grade 6, the junior high school from grade 7 to grade 9 and then finally senior high school

from grade 10 to grade 12. It is all the general education in Indonesia. It means that it has compulsory education for 9 years. Additionally, it is not focus to force the student to complete grade 12. Sometimes in the future, the government will provide the education or compulsory education until grade 12, it up to the government budget. The government has supported the free for education especially for books, educational fee, and provide the library.

(Educator B1, **Interview,** 4 May 2016)

"The educational system in Indonesia, it is under four ministries which are the Minister of Education and Culture, the Ministry of Research, Technology and Higher Education, the ministry of Religious Affairs and Ministry of Trade and Commercial System."

(Educator B1, **Interview,** 4 May 2016)

"A key success factor allowing Singapore to become one of the world's top performing education systems is the close partnerships and alignment among NIE, MOE and the schools in Singapore. While MOE is responsible for policy formulation, NIE is responsible for translating these policies in the design and delivery of professional learning and development programs, and providing research evidence to help shape future policies. These research evidence in turn informs schools about their practice. Going forward, NIE will continue to forge and deepen research collaborations with MOE and its academies, such as the Academy of Singapore Teachers (AST)."

(Educator C2, **Online Interview,** 20 May 2016)

"Now, in faculty of education, it has provided bachelor degree in education, master degree in teaching, master degree in local education and development. And then in doctoral degree, it will provide the degree in education administration and education evaluation and assessment. It is focused on the management of local knowledge of local wisdom. Now, in Laos, we have 5 universities."

(Educator E2, **Interview,** 30 May 2016)

"It has a primary school, secondary school and university level. It means that in education has provided from the early childhood to university. It has a technical and vocational education under the ministry of labour. It has spent 12 years of schooling, it is the basic education and compulsory education. It is all the duty of government to support. The children at the age of six must go to school."

(Educator F2, **Interview,** 2 June 2016)

"The basic education in the Philippines, it has started from kindergarten school to grade 12 totally 13 years. The implementation from the government is until grade 11. And then college education for four years. Junior, senior, grade 1 to grade 6 is called elementary school, grade 7 to 10 is called junior school and then grade 11 to 12 is called senior high school. In the level of college, it has two tracks first track is academic and second is technical and vocational track. In system of teacher education from basic education to B.A., M.A. and then Ph.D."

(Educator H1, **Interview,** 22 June 2016)

"The education administration, it has start from the district and division. It has their own education supervisor. It has two systems of school in the country, firstly is the government school and secondly is private school following the basic education of the government. Some of the school has provided the bilingual school such as local dialectic, English and Filipino."

(Educator H2, **Interview,** 22 June 2016)

"According to the Government has issue the law for young generation needs to study until Grade 9 which affected to small number of novices. Therefore, the school for Basic Education for young boy is opened for novices from Grade 7 to Grade 12 in order to provide them the opportunity of learning equally to general education for layman students."

(Educator K1, **Interview,** 25 July 2016)

Results from data collection on the currently education policy can be summarized in phrase as below figure.

The Currently Educational Policy

- *concerning about the ethnic minorities*
- *set up new curriculum with the student center approaches*
- *providing research evidence to help shape future policies*
- *focus on the management of local knowledge and wisdom*
- *has compulsory education for 9 years*
- *education has provided from the early childhood to university*
- *provide the bilingual school such as local dialectic and English*
- *government support basic education and compulsory education.*
- *provide students the opportunity of learning equally*
- *MOE is responsible for policy formulation, NIE is responsible for translating these policies in the design and delivery*

Figure 4.6 The Currently Educational Policy

From figure 4.6, data can be summarized using analytic induction and indicated that

1.1.2 The History of Educational Policy

Results from interview educators about the history of education policy in ASEAN countries have shown as below opinion.

> *"The educational policy has been changed for two critical points such as, in 1990, it is concentrated in the thinking school. In 2004, it used to change from the teachless school to the student learning center. In 1984, the knowledge of religious school had expanded because in that time, Singapore had the moral crises. In 1990, it used to change from the religious school to the civic school. In 1992, it had the vast transformation from the religious state to the secular state."*
>
> (Educator C1, **Interview,** 13 May 2016)

> *"In the part of educational research, NIE used to be the teacher training to be the leadership school and train the person to be the principal of school. In 2000, The Nanyang Technological University has autonomous by itself and the NIE used to be the part of that University. It is the practice in the best line by providing the research and service study."*
>
> (Educator C1, **Interview,** 13 May 2016)

> *"The educational system in Laos, it used to be traditional, it means that the teacher's center. All the teacher should teach by direct methods and use the global visual such as technology to help their teaching. Sometimes, in the time of war, it used to have mobile teacher or mobility of teacher. Some of them get the salary, some of them do not get any salary."*
>
> (Educator E1, **Interview,** 30 May 2016)

> *"Educational policy in Singapore, it used to set up the Singapore Institute of Adult Learning and now it has shaping to be the research organization and educational research implementation. It has the timeframe of change into many periods, the importance for the critical point in educational system in Singapore; firstly, in 1985, it was the time of memory, it means that*

the students have to memorized the knowledge from the teacher. Secondly, in 1990, it used to be the time of critical knowledge."

(Educator C1, **Interview,** 13 May 2016)

"In 1975, it has set up the bilingual school. In 2003-2005, it has integrated system of education in human being, physical sciences, and academic aspects. In 2008-2009, the educational system has to be changed to the pilot study and then looking up to the facilities and integrated school preparing the place for prayer in school."

(Educator G3, **Interview,** 13 June 2016)

"Year 1998-2014 we focused on the quantity (New Reform), and from 2014 - now we focus on the quality. We removed from only just graduate, but practice the skill of teaching as well. So, right now we are focusing on teacher reform."

(Educator J2, **Interview,** 25 May 2016)

Results from data collection on the history of education policy can be summarized in phrase as below figure.

The History of Education Policy

- used to change from teachless school to the student learning center
- transformation from the religious state to the secular state
- it used to be traditional, it means that the teacher's center
- used to have mobile teacher or mobility of teacher during the war
- students have to memorized the knowledge from the teacher
- integrated system of education in human being, physical sciences, and academic aspects
- used to focus on the quantity of teacher training (not quality)

Figure 4.7 The History of Education Policy

From figure 4.7, data can be summarized using analytic induction and indicated that the history of education policy in ASEAN countries used to change from teachless school to the student learning center, transformation from the religious state to the secular state, it used to be traditional, it means that the teacher's center, used to have mobile teacher or mobility of teacher during the war, students have to memorized the knowledge from the teacher, integrated system of education in human being, physical sciences, and academic aspects, and used to focus on the quantity of teacher training (not quality).

1.1.3 Curriculums and Instructions

Results from interview educators about curriculums and instructions in ASEAN countries have shown as below opinion.

> *"University has provided the master and doctoral degree especially in Arts. In 2013, the government used to set the new curriculum in national level such as orientation, creative skill. It will be the model of thematic curriculum. How to train the teacher, manual of how to train the teacher, arrange the subject, evaluate by themselves and conduct the action research."*
>
> (Educator B2, **Interview,** 17 June 2016)

> *"In university, the university has to provide the English program such like international school. However, it has provided two tracks. First track is the Malaysian track, it has set the curriculum in Malaysian and use the Malaysian language as the medium of study. Another track is the English track; it has set the curriculum in English."*
>
> (Educator D1, **Interview,** 18 May 2016)

> *"Now, is has some changes such as student's center, it will use the induction and deduction method to teach. Some parts of the country, it has their own curriculum such as local education, local language. The curriculum has provided English teaching by grade 3. However, some school provide the English class since the pre school. The administration of education, it is the provincial administration, it has their own autonomy for example local history, and local language."*
>
> (Educator E1, **Interview,** 30 May 2016)

"In the national curriculum have to respect the indigenous by allow them to use their own language like the localization process. From grade 1 to grade 3, the teacher has to teach for example mathematics in their own local language and then grade 4 until grade 12, they have to teach in English or both languages. And most of the school here in the Philippines has ordered to study Spanish as the basic requirement."

(Educator H1, **Interview,** 22 June 2016)

"The way of learning like the way of research and now focusing on inquiry method, lesson learned study method, ESD as Education for Sustainable Development. Teachers can do classroom action research, but the salary is quite low. Not many of them can do."

(Educator J1, **Interview,** 25 May 2016)

"In term of teaching and instruction, teachers are trained to use how to teach with student center as a guideline of design teaching and instruction. The NIE is the educational organization that take the responsibility to train teachers and right now is during the time that focus on teacher reform in our country."

(Educator J2, **Interview,** 25 May 2016)

"We also have set the new curriculum framework that starts from Kindergarten to year 12. We plan to produce textbook which is on the process. The new book that appropriate for the students in current year. Before we start, we do the research first. Then, we find out the gap that we can develop the new book which following the Bloom Taxonomy. TPAT teaching policy of action plan in 2015. We plan to do hybrid model that focus on action research, and we want to promote lifelong learning."

(Educator J3, **Interview,** 25 May 2016)

"Before the way of teaching was a teacher center, but right now we are trying to train teacher to teach in student center. Teachers has played the role to guide the student how to learn. Teacher is a facilitator and to conduct the program. We need to innovative, students must go, observe and try it out and reflect for the first period and then we comment back the modern technique. Then, we need to go back and see how the new teaching can be applied and then they give the question to the teacher then they will be appointed that they will take over a job. Then, they need to come and apply the new teaching method and the new test and a report. They also have a test but it is not a significant part for the assessment."

(Educator J2, J4, **Interview,** 25 May 2016)

"Know a variety of teaching methodology and searching for unframed knowledge which cannot find in textbook. Teachers can be a moderator and motivator for facilitate students to have long life learning. Teachers should integrate lesson with morality. Technology will play important part for students' learning and flipped classroom will occur in learning society."

(Educator K2, **Interview,** 21 November 2016)

Results from data collection on curriculums and instructions can be summarized in phrase as below figure.

Curriculums and Instructions

- *use the induction and deduction method to teach*
- *know a variety of teaching methodology*
- *should integrate lesson with morality*
- *play important part for students' learning and flipped classroom*
- *has played the role to guide the student how to learn*
- *develop the new book which following the Bloom Taxonomy*
- *do hybrid model that focus on action research and promote lifelong learning*
- *the curriculum has provided English teaching*

Figure 4.8 Curriculums and Instructions

From figure 4.8, curriculums and instructions can be summarized using analytic induction and indicated that to use the induction and deduction method to teach, know a variety of teaching methodology, should integrate lesson with morality, play important part for students' learning and flipped classroom, has played the role to guide the student how to learn, develop the new book which following the Bloom Taxonomy, do hybrid model that focus on action research and promote lifelong learning, and the curriculum has provided English teaching.

1.1.4 The Management of Educational Administration

Results from interview educators about the management of educational administration in ASEAN countries have shown as below opinion.

> *" The educational system in Myanmar, it is under the transformative period. It used to be centralized, recently, it tries to be decentralized. It will have its own basic educational school. It has three periodization, (1) centralization (2) deconcentration (3) decentralization, now in Myanmar, it is situating under the second period."*
>
> (Educator A3, **Interview,** 5 May 2016)

> *"In Malaysia, it has the school to train the teacher for finding their job in the free market. In the study time, it has one semester to practice the teaching in school especially in the fourth year student of education faculty. However, it has set the new program by licensing from the government to teach likes professionalized school. It will set up the national blueprint and student standard for blended the teacher such as pedagogy strategies. It has the international benchmark, national benchmark, and local benchmark to improve the educational and the program of assessment to reach the international standard such as from local making to international making."*
>
> (Educator D1, **Interview,** 18 May 2016)

"The government has to provide the basic education from grade 1 to grade 5 that called primary school, grade 6 to grade 9 that called secondary school, and then grade 10 to grade 12 that called high school. In every semester, it has to separate into two semesters and it always use Lao language as a medium of instruction. It has a teacher college; it is the producing teacher school. It has a duty to produce the teacher, every teacher has to study here for four years and then they have to go to teach. It is the unstable system of teaching and learning outcome. It is the duty of the teacher to have the test for qualify themselves."

(Educator E1, **Interview,** 30 May 2016)

"The education administration, it has up to the location from the government like district and sub-district. It has the developmental education organization in their own local government. Faculty of education has the budget from the government. It has e-learning course and now it is using in some areas of the country. The information technology center has constructed to develop the educational section."

(Educator E2, **Interview,** 30 May 2016)

"It has the teacher college in Vientiane. Now, it has changed to Grade 1 to grade 12. The bachelor degree has provided for four years; the health sciences provide 7 years. And Master degree has provided for 2 years. Now, it has a lot of teacher colleges around the country such as Pakse, Salawan, and Luangprabang."

(Educator E2, **Interview,** 30 May 2016)

"The education administration, it has 63 provinces. The education is the responsibility of the province in even the quality and the standard of the teacher. In our basic education, it has no national test. It is the education universalization. However, at the grade 9, it has the same test at the national level all over the country. It has the gifted school for special student, in Ho Chi Minh, it has two schools, and in Hanoi, it has four schools. English starts to learn at grade 7."

(Educator F1, **Interview,** 2 June 2016)

"The requirement of teacher training they need to complete bachelor degree and can study one more year to become a teacher. We still now have a big number of teachers who still graduate lower than bachelor degree. By the year 2020, we hope that we can train all school teachers to complete at least Bachelor degree."

(Educator J1, **Interview,** 25 May 2016)

We are now want to focus on the quality of education development. In our country also have outside organization to come and support teacher training in different models. In our country, teachers and principals are having the same salary. The principal need to teach as well.

(Educator J2, **Interview,** 25 May 2016)

Results from data collection on the management of educational administration can be summarized in phrase as below figure.

The Management of Educational Administration

- *set up the national blueprint and student standard for blended the teacher such as pedagogy strategies*
- *construct information technology center to develop the educational section*
- *all school teachers to complete at least Bachelor degree*
- *has the international benchmark, national benchmark, and local benchmark*
- *improve the educational and the program of assessment*
- *focus on the quality of education development to reach the international standard*

Figure 4.9 The Management of Educational Administration

From figure 4.9, the management of educational administration can be summarized using analytic induction and indicated that to set up the national blueprint and student standard for blended the teacher such as pedagogy strategies, construct information technology center to develop the educational section, all school teachers to complete at least Bachelor degree, has the international benchmark, national benchmark and local benchmark, improve the educational and the program of assessment, focus on the quality of education development to reach the international standard.

1.1.5 Educational Research and Applying Research Results in Teaching and Instruction

Results from interview educators about educational research and apply research results in teaching and instruction in ASEAN countries have shown as below opinion.

> *"In 2001, the Yangon University of Education has opened the Ph. D. degree in Education for support the three universities of education as located in Yangon, Sky and university for development and national research. It has particularly university for development and for national research. It is grow up from the local group to national group because of Myanmar socialist government for long time. In addition, the government used to provide the research fund and recently is has been changed by the new government."*
>
> (Educator A2, **Interview,** 5 May 2016)

> *"It has a research ability to conduct and implement the educational system into the community. In 2018, NIE will focus on the impact of the research and set the model of research and implement it into the school such as the school practice. It will be the time of transformative NIE itself."*
>
> (Educator C1, **Interview,** 13 May 2016)

> *"The Office of Education Research (OER) housed within NIE takes charge of education research in Singapore. Educational Research at NIE is guided by the Research and Development Framework – a policy-driven, evidence-based framework that*

guides academic and research staff to improve the quality of teaching and learning in Singapore schools and to build on NIE's standing as a leading international research institution."

(Educator C2, **Online Interview,** 20 May 2016)

"In the part of research, it will help the scholar and practitioner to issue the gap of educational problem and then set the team to do the research by observing the school for develop our country likes training for the future."

(Educator D1, **Interview,** 18 May 2016)

"The main focus of research concerning education, it will be on the general education and the quality of education. And the result of the research, it will use in the demonstration school, it should be seriously about thinking methods. It has the funding from the EU and France to do the research concerning about the reformation of education."

(Educator E1, **Interview,** 30 May 2016)

"In education degree, in the last semester, it is the course that the fourth year student have to teach for service or practice teaching and finally they do the report for get the degree. They have to go to the library and do their own research. It has the classroom action research and conduct the research in the demonstration school in any level of education."

(Educator E2, **Interview,** 30 May 2016)

"It has set the research components of education changing from theory to practice. Set up the new pedagogy by using research methods, setting up and training about general overview how to teach in class, set the new collaboration, lesson of studies, implemented the research into action, more action research and problem based learning."

(Educator G2, **Interview,** 13 June 2016)

"It has set up the research capacity building by training the teacher, graduated student providing the research methods course and thesis writing for specialization especially the writing for international publication by provided the travel allowance and accommodation."

(Educator H1, **Interview,** 22 June 2016)

"Conducting research is very important for education development; however, our country has no policy for supporting research in education field. Most of lecturers in the university tried to search research grant from outside country or some organizations that provide research fund for education development. If your country having any budget of research project, we can cooperate on doing research in ASEAN context. We also plan to do research abroad. The research that we focus about education quality, then will continue to teaching quality and also collaborative research with other countries."

(Educator J2, **Interview,** 25 May 2016)

Results from data collection on educational research and apply research results in teaching and instruction can be summarized in phrase as below figure.

Educational Research and Applying Research Results in Teaching and Instruction

- *focus on the impact of the research and set the model of research*
- *result of the research, it will use in the demonstration school and to issue the gap of educational problem*
- *focus about education quality and will continue to teaching quality*
- *set up the research capacity building to train the teacher*
- *to improve the quality of teaching and learning*
- *to cooperate on doing research in ASEAN context*
- *set the research components of education changing from theory to practice.*
- *set up the new pedagogy by using research methods*

Figure 4.10 Educational Research and Applying Research Results in Teaching and instruction

From figure 4.10, educational research and apply research results in teaching and instruction can be summarized using analytic induction and indicated that to focus on the impact of the research and set the model of research, result of the research, it will use in the demonstration school and to issue the gap of educational problem, focus about education quality and will continue to teaching quality, set up the research capacity building to train the teacher, to improve the quality of teaching and learning, to cooperate on doing research in ASEAN context, set the research components of education changing from theory to practice, set up the new pedagogy by using research methods.

1.2 The Aspect of Education in Future

In order to predict the state of educational management in the future of countries in ASEAN community, two items of interview questions were used for data collection from educators and lecturers in ASEAN countries.

1.2.1 The Future of Educational System

Results from interview educators about the future of educational system in ASEAN countries have shown as below opinion.

> *"It has a remote area of educational policy. The state should be provided the education as quick as possible. It means that it will be free education, free university, and no fee for study. The government will make the plan of educational system in country up to the stability of the new government. The new government has provided the three main issues in the country especially education, foreign policy and economics."*
>
> (Educator A1, **Interview,** 24 April 2016)

> **"***The government want to combine the university along with the equality of standard among the country. Because all of the universities here, there are no private university. However, the private universities will open in the future."*
>
> (Educator A1, **Interview,** 24 April 2016)

> *"Future in ASEAN educational system, the education is the investment of ASEAN because it has too much different system of education. ASEAN should be provided the exchange program and*

encourage the people to people contact. It should be set up the knowledge of "ASEANness" or the manual of how to be the ASEAN citizen. The education system of ASEAN should be changed by the government or the collaboration of ministries of education. It should be set up the teaching module, the prize for model teacher, facilitator. Finally, it should be support the local languages such as add local language or history into the national curriculum."

(Educator B1, **Interview,** 4 May 2016)

" In general education, the government has provided the free education until the grade 11. And then it has set up the university for bachelor degree such as B.A. and B.Sc. for 4 years and technical training for 1 year. In the nearly future, the government will provide the free educational until grade 12 to reach the standard of ASEAN."

(Educator A2, **Interview,** 5 May 2016)

"The school has their duty to translate the national agenda and support the future agenda in our country. The agenda from the government has to be the national development such as the safety policy, the transparency, and the manufacture for Singapore."

(Educator C1, **Interview,** 13 May 2016)

"After imparting generations of Singaporeans with numeracy and literacy skills, Singapore is embarking on a national movement (SkillsFuture) to provide Singaporeans with the opportunities to develop their fullest potential throughout life, regardless of their starting points. Through this movement, the skills, passion and contributions of every individual will drive Singapore's next phase of development towards an advanced economy and inclusive society. With the help of the SkillsFuture Council, education and training providers, employers, unions, Singaporeans at every stage of life could own a better future with skills mastery and lifelong learning. Singapore is looking into fostering creativity and innovation in schools to develop students' potential beyond academic performance. Two

significant policies in education - the way pupils are graded in the Primary School Leaving Examination and how students are admitted into secondary schools, post-secondary institutions and universities - are set to change, as the Ministry of Education (MOE) attempts to shift the focus from grades to building aptitude and skills."

(Educator C2, **Online Interview,** 20 May 2016)

"It has the plan of education such as in 2020, the goal of education is to emancipate from physical suffering. In the national test, in the primary school, it local administration has to test by their own, however, in the high school, the test has come from the ministry of education."

(Educator E2, **Interview,** 30 May 2016)

"It has to think about the brighter future such as implementation of research, unemploy rate will decrease, add more technical and vocational skill. We have to reach the international standard of education. We have to follow the Philippines Qualification Framework. In 2020, it has to increase the research production, improve our curriculum, benchmark the international standard."

(Educator H1, **Interview,** 22 June 2016)

"Teacher should focus on pedagogical knowledge in order to prepare the learning and instruction for students in the 21st Century. Know a variety of teaching methodology and searching for unframed knowledge which cannot find in textbook. Teachers can be a moderator and motivator for facilitate students to have long life learning. Teachers should integrate lesson with morality."

(Educator K2, **Interview,** 21 November 2016)

Results from data collection on the future of educational system can be summarized in phrase as below figure.

The Future of Educational System

- *The state should be provided the education as quick as possible*
- *ASEAN should be provided the exchange program*
- *should be set up the knowledge of "ASEANness" or the manual of how to be the ASEAN citizen*
- *should be support the local languages and add into the national curriculum*
- *to develop students' potential beyond academic performance*
- *shift the focus from grades to building aptitude and skills*
- *have to reach the international standard of education*
- *increase the research production, improve our curriculum and benchmark the international standard.*

Figure 4.11 The Future of Educational System

From figure 4.11, the future of educational system can be summarized using analytic induction and indicated that the state should be provided the education as quick as possible, ASEAN should be provided the exchange program, should be set up the knowledge of "ASEANness" or the manual of how to be the ASEAN citizen, should be support the local languages and add into the national curriculum, to develop students' potential beyond academic performance, shift the focus from grades to building aptitude and skills, have to reach the international standard of education, increase the research production, improve our curriculum and benchmark the international standard.

1.2.2 Educational Management for ASEAN People

Results from interview educators about educational management for ASEAN people in ASEAN countries have shown as below opinion.

> *"While ASEAN countries are at various stages of development, education and teaching standards are thought to be pivotal to unite the ASEAN community and prepare it for the world stage. Education in ASEAN should move towards skills development and critical thinking. Professional standards of teachers should be raised to increase the quality of education. To achieve this, teachers and schools need to have access to professional development*

opportunities with relevant and appropriate materials and environment to foster learning. Continued investment in education research is critical to develop and design innovative pedagogies that would bring about more effective teaching and learning. An increased collaboration within ASEAN could lead to an exchange of skills and knowledge while picking up best practices which could be translated to practice."

(Educator C2, **Online Interview,** 20 May 2016)

"Under ASEAN perspective, it has exchange program with Malaysia, University exchange. It will assimilate the cultural diversity. The connection is very important in inter-education. It should have the cultural heritage dimension. It has to set the goal like EU education. It has to shift from scientific methods to religious methods or the core of teaching values. The goal of ASEAN education, it will be the happiness. The question for Laos, why does Laos want to be the tourist attraction?"

(Educator E1, **Interview,** 30 May 2016)

In ASEAN, it will be the exchange program in English and culture. It should receive the student and then travel and study around ten countries freely and connect between ASEAN and international level.

(Educator E2, **Interview,** 30 May 2016)

"In ASEAN, it has a lot of exchange program such as Thailand, Indonesia, and Malaysia. We have to expand to several months and several places. ASEAN should to have the mobility of teacher and look at the curriculum in others countries, teacher training, policy in education, and school year or duration of study. It has to set up the ASEAN qualification framework likes the OECD framework. It has to set the educational strategies from 2011-2020. It has long term strategy. We have to prepare for the industrialization countries. Look at ASEAN and integrate the educational section in ASEAN."

(Educator F1, **Interview,** 2 June 2016)

"We will set the standard up to ASEAN education like America and European countries. We have to set training teacher program. We want the lecturers and teachers who completed their degree abroad. We have to set some resolution for cultural modification."

(Educator F2, **Interview,** 3 June 2016)

"ASEAN, we have the ASEAN university network. As least one university supported ASEAN studies. It should be more research on ASEAN studies. It should provide the exchange program. We have to set up the frame of teacher quality, teacher effectiveness, teacher psychology. The government will support the budget and funding. University will provide the English intensive program and intercultural relations."

(Educator G1, **Interview,** 13 June 2016)

"ASEAN has to provide student exchange program and leading the way in ASEAN Teacher education such as exchange the resources. Set up the one spirit of ASEAN project and counterpart of western. Bring together to be the top in 2030. Building the ASEAN institution of education and then responds to the demand of ASEAN community and sharing of ASEAN knowledge. Set up the policy of ASEAN education and ASEAN identity as the international collaborative project."

(Educator H1, **Interview,** 22 June 2016)

"We need to set up the standard for ASEAN Education. I am the member of AsTEN that join together in order to develop teacher education. We have the meeting and public the journal and also joining research. The meeting will set in different countries in ASEAN community."

(Educator J1, **Interview,** 25 May 2016)

"Buddhist Education in ASEAN Country, we should make it flexible and look other countries. Then, try to integrate all religions in order to make peace in their lives, good for human kind, and to stay together by focusing on doing good things, avoid bad thing and practice our mind."

(Educator K1, **Interview,** 25 July 2016)

Results from data collection on educational management for ASEAN people can be summarized in phrase as below figure.

Educational Management for ASEAN People

- *ASEAN should move towards skills development and critical thinking*
- *should be more research on ASEAN studies*
- *building the ASEAN institution of education and then responds to the demand of ASEAN community and sharing of ASEAN knowledge*
- *need to set up the standard for ASEAN Education*
- *set up the policy of ASEAN education and ASEAN identity as the international collaborative project*
- *design innovative pedagogies that would bring about more effective teaching and learning*
- *ASEAN has to provide student exchange program and leading the way in ASEAN Teacher education*
- *increased collaboration within ASEAN could lead to an exchange of skills and knowledge*
- *provide the English intensive program and intercultural relations*
- *should to have the mobility of teacher and look at the curriculum in others countries*
- *set up the frame of teacher quality, teacher effectiveness, teacher psychology*
- *Set up the one spirit of ASEAN project and counterpart of western and bring together to be the top in 2030.*

Figure 4.12 Educational Management for ASEAN People

From figure 4.12, educational management for ASEAN people can be summarized using analytic induction and indicated that ASEAN should move towards skills development and critical thinking, should be more research on ASEAN studies, building the ASEAN institution of education and then responds to the demand of ASEAN community and sharing of ASEAN knowledge, need to set up the standard for ASEAN Education, set up the policy of ASEAN education and ASEAN identity as the international collaborative project, design innovative pedagogies that would bring about more effective teaching and learning. ASEAN has to provide student exchange program and leading the way in ASEAN Teacher education, increased collaboration

within ASEAN could lead to an exchange of skills and knowledge, provide the English intensive program and intercultural relations, should to have the mobility of teacher and look at the curriculum in others countries, set up the frame of teacher quality, teacher effectiveness, teacher psychology and set up the one spirit of ASEAN project, counterpart of western and bring together to be the top in 2030.

In summary, educational management in past and present of countries in ASEAN community showed that most of the educational policy in ASEAN countries depended on the government, the curriculums and instructions focused on child center education and students are trained for 21st century skills, teachers conduct research for solving and developing student learning. Teacher training is also an important part of educational development. However, some ASEAN countries still need further development in term of resources and budget of educational development and research.

2. Framework of Trends in Educational Management for the Unity of Countries in ASEAN Community

Framework of Trends in Educational Management for the Unity of Countries in ASEAN Community has been shown through educational management in ASEAN countries is focused on education and provision for lifelong learning and it is a national priority. It aims to help students to discover their own talents, to make the best of these talents and realize their full potential, and to develop a passion for learning. ASEAN students will be trained to achieve 21st century competencies by the encouragement of schools and parents, and they will be practiced to be a confident person, a self-directed learner, an active contributor, and a concerned citizen. Conducting educational research is simultaneously encouraged to contribute proactively to schools in the system, particularly in building school capacities that includes developing new pedagogies, implementing experiential learning modes, and conducting practitioner inquiry. Enhancing student learning experiences in school system will be set for the final goal of research result. Five aspects of educational management were found from field study and shown as the following aspects.

2.1 Curriculum of Humanism

The curriculum of humanism which supported the harmonization and collaboration. Result from in-depth interview were shown as follow:

> *" In our basic educational school. It has supported by the government curriculum planning and it has set up the textbook committee for drafting the new textbook for the new national curriculum planning. The curriculum of ASEAN educational system should be the curriculum of humanism, it will support the harmonization and collaboration with each other."*
>
> (Educator A2, A3, **Interview,** 5 May 2016)

> *"The curriculum has been designed to train the teacher know how to teach as a student center technique and it is a guideline of design teaching and instruction. The NIE is the educational organization that take the responsibility to train teachers and right now is during the time that focus on teacher reform."*
>
> (Educator J2, **Interview,** 25 May 2016)

> *"the national curriculum has to respect the indigenous by allow them to use their own language like the localization process. Teachers have to teach in English or both languages. And most of the school here in the Philippines has ordered to study Spanish as the basic requirement."*
>
> (Educator H1, **Interview,** 22 June 2016)

> *"In the curriculum on teaching development, teachers have to know a variety of teaching methodology and searching for unframed knowledge which cannot find in textbook. Teachers can be a moderator and motivator for facilitate students to have long life learning. Teachers should integrate lesson with morality."*
>
> (Educator K2, **Interview,** 21 November 2016)

2.2 Education Strategic Plan

The strategic planning from local people and education should be changed from them as the community engagement. Result from qualitative data collection were shown as follow:

> *"It has to develop the school strategies such as preparing the student for the future job or career opportunity. The school has to set up the environment for studying such as the creative society, the innovation for student and society."*
>
> (Educator C1, **Interview,** 13 May 2016)

> *"In ASEAN part, first of all, finding the gap in ASEAN education, and then it will need the neighbors to support as "If we want success, we need every of ASEAN to be strong." Sharing is caring, this is the strategic planning for ASEAN countries and set up the activities for ASEAN."*
>
> (Educator D1, **Interview,** 18 May 2016)

> *"The strategic planning will come from the local people; it means the education should be changed from the local people like the community engagement. It will provide the exchange program likes "internationalization through education."*
>
> (Educator D1, **Interview,** 18 May 2016)

2.3 Teaching and Instruction

The religious school had played an important role of teaching values by integrating between scientific methods and religious methods. Result from qualitative data collection were shown as follow:

> "*Professional standards of teachers should be raised to increase the quality of education. To achieve this, teachers and schools need to have access to professional development opportunities with relevant and appropriate materials and environment to foster learning. Continued investment in education research is critical to develop and design innovative pedagogies that would bring about more effective teaching and learning."*

(Educator C2, **Online Interview,** 20 May 2016)

"It has the section of teacher quality, it is under the University of education, training university, and teaching methodology. It has a short time to be training the teacher. And then they will get the certificate from the university. It is under the government support."

(Educator F1, **Interview,** 2 June 2016)

"Technology will play important part for students' learning and flipped classroom will occur in learning society. Flipped classroom is a model of teaching which students' homework is the traditional lecture viewed outside of class on a video. Class time is then spent on inquiry-based learning that would include what would traditionally be viewed as students' homework assignments. For the measurement and evaluation, teachers will use both formative and summative evaluation and should focus on the proportion of formative evaluation more than summative evaluation."

(Educator K2, **Interview,** 21 November 2016)

"The teacher training has provided the interactive teaching methodology, technology, variety of study, lectures methods, learning strategies, and online methods.

(Educator H2, **Interview,** 22 June 2016)

2.4 Educational Research

The gap of educational problem should be implemented through classroom action research and religious principle. Result from qualitative data collection were shown as follow:

"In 2008, the Singapore has supported too much to do the research in educational section. In 2013, NIE is the organization that has trained the skilling and translation of educational system in Singapore. And set up the importance question concerning the research likes "How does it work in diversity school type?". It has a research ability to conduct and implement the educational system into the community. In 2018, NIE will focus on the impact of the research and set the model of research and implement it into the

school such as the school practice. It will be the time to extension and implementation the research project. NIE is the institute that supported by the government of Singapore and National Research Fund of this country."

(Educator C1, **Interview,** 13 May 2016)

"*NIE will scale up efforts to enhance the alignment between our research work and the pedagogical innovations and enhancements made in the schools. NIE researchers are encouraged to contribute proactively to schools in the Singapore system, particularly in building school capacities around areas that include developing new pedagogies, implementing experiential learning modes, and conducting practitioner inquiry. The end goal of such partnerships is to enhance student learning experiences in our school system."*

(Educator C2, **Online Interview,** 20 May 2016)

"In Vietnam, it has to support the teacher to do the research except the main responsibility to teach, curriculum development. Teachers need to do research for helping student's learning. It has supported the new technological methods, new textbooks."

(Educator F1, **Interview,** 2 June 2016)

"The action research has mentioned in the educational system especially the master degree in education and teaching. Moreover, in school the teacher has forced to do the action research such as grade 1-3 the teacher has to do 1 action research per year and grade 4 to 12 the teacher has to do 2 action research per years."

(Educator H2, **Interview,** 22 June 2016)

2.4 Integrated Religions for Peaceful Coexistence

The integration of all religions for peaceful coexistence from qualitative data collection were shown as below:

> *"The goal of ASEAN is not only the ASEAN identity, it should be the ASEAN values such as democraticism, comminism, Buddhism or capitalism. Then we can identify our education by knowing our philosophy, identity and finally we can set up the educational system of ASEAN."*
>
> (Educator A2, **Interview,** 5 May 2016)

> *"It has to support the needed of the country and understand their own competency, knowledge and attribution. The educator has to add the additional courses into the national textbook and set the religious school such as Muslim school."*
>
> (Educator D1, **Interview,** 18 May 2016)

> *"The education will take more seriously about the English, technology, human relations and the standard deviation. However, in Laos, it always faces with the struggling cycle of education. It has to shift from scientific methods to religious methods or the core of teaching values."*
>
> (Educator E1, **Interview,** 30 May 2016)

> *"In religious school, in the morning, students have to study government curriculum such as mathematics, sciences and in the afternoon the students have to study the religious curriculum such as islamic knowledge. Some set up the Arabic school for provide the religious education."*
>
> (Educator G3, **Interview,** 13 June 2016)

> *"Traditional Buddhist system and Sangha Education in Thailand. Students need to learn both Dhamma Studies and Pali. This system has approved by Sangha Council. Pali study is the main major which came from Lord Buddha time and related to Thai tradition. This curriculum has been set for 100 years ago."*
>
> (Educator K1, **Interview,** 25 July 2016)

Results from data collection about framework of trends in educational management for the unity can be analyzed and shown as below figure.

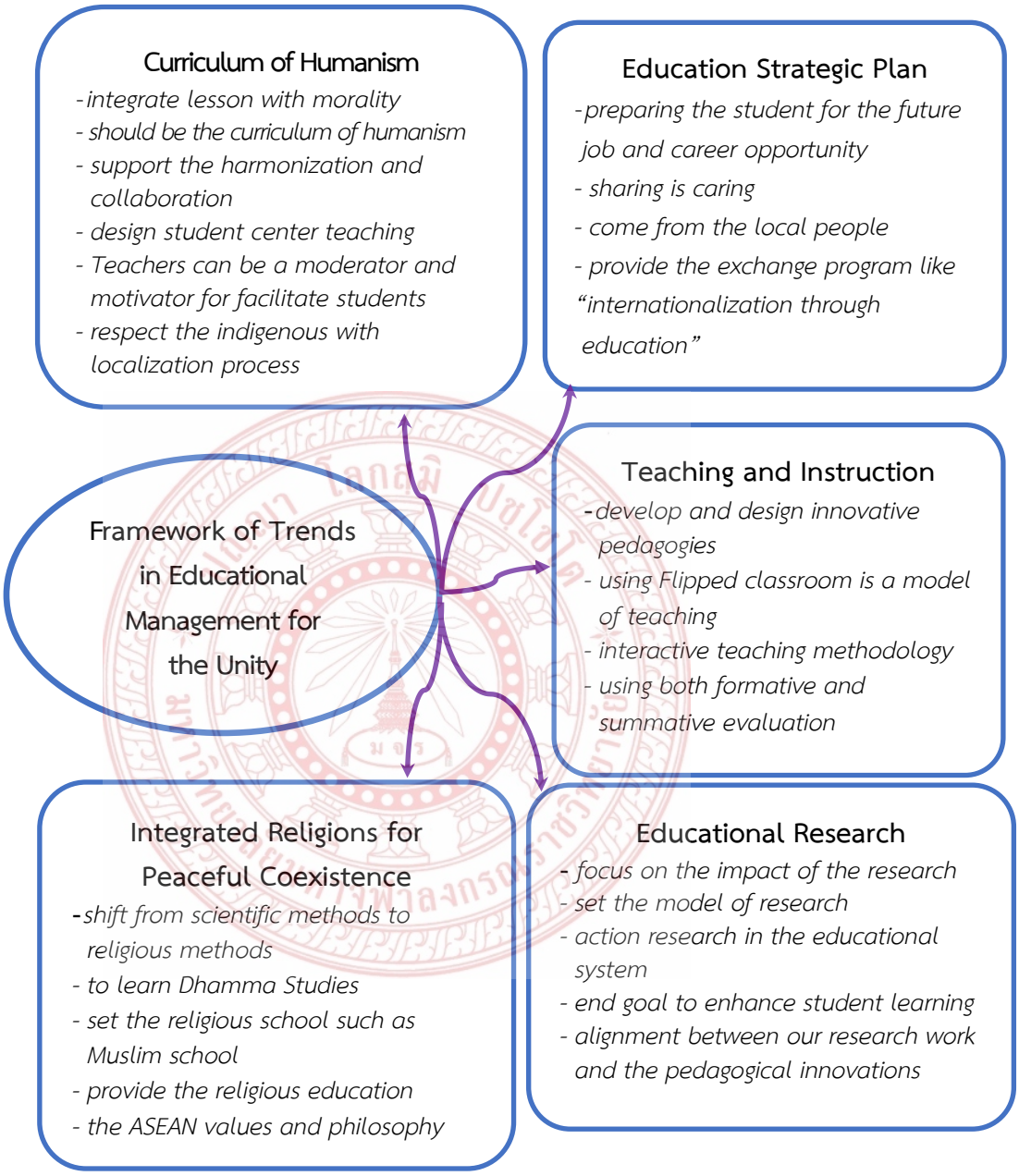


Figure 4.13 Framework of Trends in Educational Management for the Unity

In conclusion, the curriculum of ASEAN educational system should be the curriculum of humanism which supported the harmonization and collaboration. The strategic planning came from local people and education should be changed from them as the community engagement. Active teaching and instruction is the way of enhancing students' progress and should be able to integrate between scientific methods and religious methods. The gap of educational problem should be implemented through action research and religious principle. The integration of all religions for peaceful coexistence which consisted of good for human kind, conduct good action, avoid bad action and purify our mind as shown in the following figure.

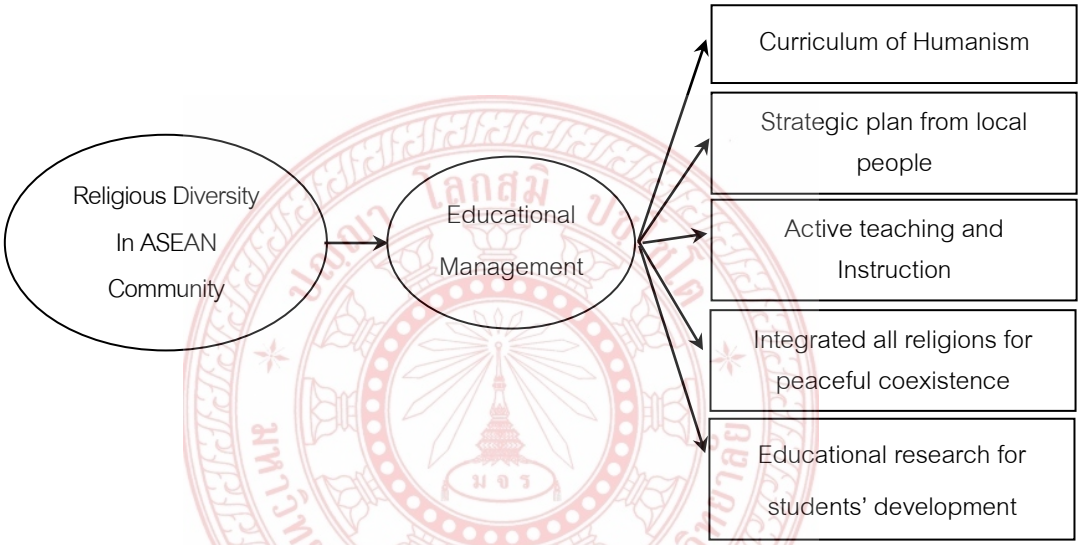


Figure 4.14 Educational Management Framework in Summary

3. Trends and strategy of Educational Management for Peace of Countries in ASEAN Community

Each ASEAN country has set education strategic plan to propose trend of education management and are shown as below details.

3.1 Education Strategic Plan 2014-2018 in Cambodia

The Royal Government of Cambodia has the ambition to transition from a lower-middle income country to being an upper-middle income country by 2030 and a developed country by 2050. The immediate and future economic growth and competitiveness of the nation to realize the ambitions depends on our people having the right knowledge and relevant skills, reflecting our cultural and ethical heritage.

The education sector plays an important role in the national development. The children, youth and adults will receive education and lifelong learning services with high quality, which are relevant and responsive to the labor market demand. In order to realize in full, the benefits of Cambodia's demographic dividend there has to be a focus on building skills for learning and providing opportunities for access to technical and specialized skills for all.

The Education Strategic Plan (ESP) 2014-2018 has been designed to respond to these demands and makes clear the relationship between national policy and the education policy. The Plan demonstrates a logical relationship between the strategic framework, programs, activities and both human and financial resources. There is provision for strong monitoring and evaluation, feedback and adjustment to the plan if needed.

The Ministry of Education, Youth and Sport (MoEYS) will continue to give a high priority to equitable access for high quality basic education services. The ESP 2014-2018 has an increasing focus on the expansion of Early Childhood Education, expanding access to quality secondary and post-secondary education and Non-Formal Education, Technical and Vocational Education. Specific measures will be taken to assure the education for marginalized children and youth. In order to provide focus, accountability and clear outcomes the ESP builds around seven key sub-sectors: Early Childhood Education, Primary Education, Secondary and Technical Education, Higher Education, Non-Formal Education, Youth Development and Physical Education and Sport.

Within the context of decentralization, providing the education system with the right resources and the mechanisms to account transparently is crucial to improving the outcomes and impact of the education activities. The ESP 2014-2018

includes measures to improve the budget management and to better linking results to financial resources. Rigorous implementation of the Teacher Code of Conduct, developing the capacity of staff at all levels for effective implementation against clear standards will lead to better governance. In order to support this, we will continue to implement the strengthening of the partnership between the Government and communities and parents, the development partners, the private sector and non-governmental organizations.

The ESP 2014-2018 has been developed in the context of the National Strategic Development Plan and as an evidence-based response to the sector responsibility, taking account of the reviews and analysis of the previous ESP. There has been a rigorous design process led by a High Level Task Force and there have been wide national and sub national consultations with the participation of many stakeholders. The Ministry of Education, Youth and Sport would like to express appreciation to education staff from all levels for their efforts in overcoming the challenges and contributing so fully to the implementation of education reform. In this research will study the strategic plan of higher education which showed as below: (Ministry of Education, Youth and Sport, 2014)

1. Increase scholarships and opportunities for poor and merit students.

2. Strengthen capacity absorption of student at regional HE.

3. Strengthen capacity absorption of student on science, technology, engineering, creative arts and mathematics at higher education.

4. Develop capacity for teaching and administrative staff at higher education.

5.Improve the quality of learning, teaching and research at higher education.

6. Enhance curriculum diversification and priority programs with ASEAN standards (engineering, architecture, medicine, dentist, nursery, accountant, tourism and profession).

7. Increase financial supports to Higher Education sub-sector and especially priority programs.

8. Strengthen HEI's Internal Quality Assurance System and accreditation system performance.

9. Strengthen autonomy accountability and transparency in Higher Education Financing Program.

10. Strengthen HE result based planning, budgeting, implementation, monitoring, review and reporting.

11. Strengthen health education program at HEIs.

Education Strategic Plan 2014-2018 in Cambodia

- Increase scholarships and opportunities for poor and merit students.
- Strengthen capacity absorption of student at regional HE.
- Strengthen capacity absorption of student on science, technology, engineering, creative arts and mathematics at higher education.
- Develop capacity for teaching and administrative staff at higher education.
- Improve the quality of learning, teaching and research at higher education.
- Enhance curriculum diversification with ASEAN standards
- Increase financial supports to Higher Education sub-sector.
- Strengthen HEI's Internal Quality Assurance System
- Strengthen autonomy accountability and transparency
- Strengthen result based planning, budgeting, implementation, monitoring, review and reporting.
- Strengthen health education program at HEIs.

Figure 4.15 Education Strategic Plan in Cambodia

3.2 Education Strategic Plan 2017-2021 in Thailand

Ministry of Education has developed the 12th Education Development Plan (Year 2017-2021) for being the key to direct trend of job performance in Ministry of Education and related department by applying the Philosophy of sufficiency economy to be the framework. The output is to develop students based on the 12th National and economic development plan (Year 2017-2021) that indicated the main content about vision, mission and strategy for Ministry of Education. The purposes are to respond the national development in the dimension of stability, economy, society and public management. There are five years of working under the education development strategies. It will reflect the ability of resource management under Ministry of Education to be success for children, youth, students, undergraduate students and people who are received academic services in 5 aspects which are 1) accessibility, 2) equity, 3) quality, 4) efficiency, and 5) relevancy. The most important goal is not only student achievement, but the dimension of stability will show the level of success in moral, ethics and citizens which is the main focus on this education development plan. Six strategic are set for education development and are shown as the following aspects.

1. the strategic development of curriculum, learning and teaching process and assessment.

2. the strategic development of teachers, lecturers and educational personnel.

3. the strategic development of human and conduct research related to national development need.

4. the extending strategic of educational service accessibility and lifelong learning.

5. the strategic to encourage and develop digital technological system for education.

6. the strategic development of management system and encourage all organizations to join in educational management.

Figure 4.16 Education Strategic Plan in Thailand

3.3 The Ministry of Education Strategic Plan 2012-2017 in Brunei Darussalam

The development of the Ministry of Education Strategic Plan 2012-2017 affirms the Ministry's continuous and unwavering commitment towards quality education for the nation. The plan has been developed through a series of workshops and consultations by the Ministry. The achievements of the previous 5-year Strategic Plan were reassessed and reevaluated to determine the extent to which the plan was aligned to Brunei Vision 2035 (Ministry of Education, Brunei Darussalam, 2012).

The Ministry of Education Strategic Plan 2012-2017 sets the course which the Ministry will take in the next five years. To ensure its effective implementation, the commitment of everyone is vital. It identifies 3 Strategic Focus Areas (SFAs).

The 3 Strategic Focus Areas in which the Ministry of Education has identified are: 1. Teaching and Learning Excellence; 2. Professionalism and Accountability; and 3. Efficiency and Innovativeness. These are the essential areas that the departments, divisions and units under the Ministry of Education need to focus on to achieve the common goals. All the three goals are interlinked and inseparable.

SFA 1: Teaching and Learning Excellence

The scope of this focus area is extensive, covering all the domains in the education framework. The framework comprises of the following domains and their various components: the "Management and Organization" Domain which subsumes 'School Management' and 'Professional Leadership'; the "Learning and Teaching" Domain which subsumes 'Curriculum and Assessment' and 'Student Learning and Teaching'; the "Student Support and School Ethos" Domain which subsumes 'Student Support' and 'Partnership'; and the "Student Performance" Domain which subsumes 'Attitude and Behaviour' and 'Participation and Achievement'.

SFA 2: Professionalism and Accountability

In the strategic focus area of professionalism and accountability, the scope covers the adoption of best practices by the Ministry, the schools and higher institutions of learning in implementing the policies, setting standards and remaining accountable for all learning outcomes.

SFA 3: Efficiency and Innovativeness

The Ministry of Education will continuously understand the stakeholders' needs and expectations, plan policies, streamline processes, monitor and evaluate its core business processes namely: the Core Education process and the Higher Education process.

Education Strategic Plan 2012-2017
in Brunei Darussalam
- Teaching and Learning Excellence
- Professionalism and Accountability
- Efficiency and Innovativeness

Figure 4.17 Education Strategic Plan in Brunei Darussalam

3.4 Education Strategic Plan in Laos PDR

The delivery strategy envisions a ten-year timeframe. In 2023, the strategy will be considered successful if high enrolments are sustained, primary completion rates have increased by at least 10 per cent and more students are literate and numerate. Under this delivery strategy Australia will work towards achieving three intermediate objectives:

1. Participation: more disadvantaged children and young people participate in primary education daily and are ready to learn.

2. Resourcing: learning environments in targeted geographic areas are more equitable and adequately resourced.

3. Effective teaching: effective teaching enables more disadvantaged girls and boys to learn.

To achieve these objectives, we will build on and link to Australia's Rural Development Program in Laos, directing education investments to targeted communities where support for rural livelihoods is being implemented. We will build on past successes by working closely with partners who want to work with us, and who have a strong record for delivering high-quality education investments in Laos. Australia's continued role as a leader in the sector presents an opportunity to work more directly through a stronger bilateral engagement with the Government of Laos.

To achieve the proposed outcome that more disadvantaged girls and boys, including those with disabilities, are able to learn, and achieve literacy, numeracy and core life skills by completing a quality basic education, three intermediate development outcomes are proposed:

1. Participation: More disadvantaged children and young people participate in primary education daily and are ready to learn

Many children, especially girls, whose families experience poverty or health and nutrition-related challenges, face significant barriers to full participation in primary education. In order to improve primary school attendance and completion rates, education interventions need to be complemented by rural development activities that aim to address some of these barriers, especially for women and people with disabilities. As illustrated in Figure B, the Theory of Change proposes that support for improved finance and livelihood opportunities will help create an environment where poor families are better able to support their children's participation in education and thereby increase demand for quality education for all.

The concept of cross-sectoral support is not new to the education sector, with the development of the Government of Laos' National School Health Policy and a draft National School Meals Policy, as well as support for community engagement in education. Activities under this strategy will support and complement these policies by taking a holistic approach to improving education participation in the most disadvantaged areas. This includes capacity development of school leaders; involvement of parents and community members; school readiness; water, sanitation and hygiene (WASH) activities and school meals; and a geographical focus on areas where livelihoods are being supported.

2. Resourcing: Learning environments in targeted geographic areas are more equitably and adequately resourced

Efforts to improve resourcing of learning environments have included a range of interventions such as increasing the supply of classrooms, provision of school administration block grants to schools, and incentives to improve the number and deployment of teachers. While these interventions have led to an overall increase in enrolment, they have not resulted in large numbers of students successfully completing a basic education, particularly in rural and remote areas. In order to address this challenge, the Theory of Change proposes the recruitment of more local ethnic people to be trained as teachers. Structures will be put in place to ensure that these recruits return to their local villages to teach. Deploying additional teachers back to small remote schools will also require construction or renovation of safe, accessible classrooms, water supplies and latrines. Better management of education resources and school block grants through monitoring at the local level will help ensure schools are supplied with adequate resources, including textbooks and learning materials to enable children to learn effectively.

3. Effective teaching: More effective teaching enables more disadvantaged girls and boys to learn

Effective teaching is a key pillar of the Theory of Change, and links directly to the other two pillars. Progress towards effective teaching requires an improvement in the quality and relevance of curricula, textbooks and teacher guides, and increased professional development, both pre-service and in-service. Addressing challenges of teacher effectiveness will require an approach that supports increased teachers' knowledge of subject matter and an improvement in pedagogical skills. A comprehensive professional development system

implementing effective and scalable professional training to all teachers would ensure that teaching quality is consistently and sustainably improved.

The Theory of Change proposes that in order for remote communities to value education the curriculum must be relevant, including localisation where necessary, and teaching and learning must be of high quality to provide students with sustained literacy and numeracy skills. To support learning for the most disadvantaged groups, the curriculum needs to provide a high degree of relevance and support for children from ethnic groups and those with disabilities. The Government of Laos' Inclusive Education Policy supports this theory, as does the Education Law (2007), which allows for localisation of the curriculum to increase relevance. Administrators and teachers, however, currently lack the skills to adapt the curriculum in this way.

The three intermediate development outcomes linked with participation, resourcing and effective teaching will be achieved and sustained only with strong commitment and leadership from the Government of Laos. Underlying the achievement of these outcomes is the need for more effective planning and budgeting informed by evidence. This will be even more critical with the current strain on the Lao education budget. A series of approaches undertaken jointly by the Government of Laos and development partners will be required to progress the intermediate outcomes, including: joint prioritisation of funding; evidence-based research and analysis; human resource development; technical assistance; policy dialogue and coordination.

Education Strategic Plan by 2023 in Laos PDR

Participation: more disadvantaged children and young people participate in primary education daily and are ready to learn.

Resourcing: learning environments in targeted geographic areas are more equitable and adequately resourced.

Effective teaching: effective teaching enables more disadvantaged girls and boys to learn.

Figure 4.18 Education Strategic Plan in Laos PDR

3.5 Education Strategic Plan in Indonesia

Indonesia will increasingly depend on greater levels of educational attainment and a more highly skilled workforce if it is to develop a more advanced and diversified economy and improve its international competitiveness. The trend towards greater open trade within ASEAN and with People's Republic of China and other nations, will intensify the need for Indonesia to catch up. Resorting to protectionist economic policies would only hold Indonesia back by sheltering its firms from competition that drives innovation, reducing its attractiveness to foreign investment, and encouraging an outflow of its most highly skilled people.

Indonesia has decided to expand universal participation in education from 9 to 12 years. The next decade, therefore, will be one largely of growth in senior secondary provision and participation. While this decision is to be welcomed, it will be important to ensure that quantitative growth does not occur at the expense of quality. This will require greater efficiency in the deployment of teachers and a better alignment of program offerings with school size. Enlarged participation in senior secondary school will also require greater attention to the relevance of education to the life, work and further learning prospects of students. There could well be much frustration and discontent – among students, parents and employers – if upper secondary and tertiary education is not reconstructed and made more relevant to Indonesia's economic circumstances.

1. Give increasing priority to early childhood education.

2. As a first priority, improve participation, learning and teaching in basic education, and take measures to improve the efficiency of resource allocation and usage.

3. The expansion of senior secondary participation should cater expressly for the increasing diversity of student cohorts, involve close attention to the relevance of learning to individuals' aptitudes and prospects, and achieve efficiency improvements in the allocation and use of public resources.

4. Develop a modern system of technical education and vocational training with strong employer engagement and national co-ordination.

5. Undertake a major programme of diversifying tertiary education and improving its quality, along with greater selectivity over research, concentrating on areas based on international strengths and more closely aligned with national development priorities.

6. Give increased attention to the education and training needs of adults.

7. Continue the comprehensive reform of educational assessment to evaluate the effectiveness of education and monitor the progress of student learning at the classroom, school and stage of education levels at national and district levels.

8. The government, in collaboration with employer bodies, should implement a major national programme to provide up-to-date labour market information for students, teachers, careers advisers and parents.

9. The government should continue its concerted efforts to improve teaching productivity and raise the professional capacities and status of teachers through more rigorous entry standards to the profession, enhanced supervision, more relevant pre-service teacher education and enhanced teacher professional development.

10. A systematic and joined-up approach to education reform should be adopted.

Figure 4.19 Education Strategic Plan in Indonesia

3.6 Malaysia Education Blueprint 2015 – 2025

The Malaysian higher education system has grown from strength to strength over the past few decades. Over the last ten years alone, the system has made significant gains in student enrolment, risen in global recognition on key dimensions such as research publications, patents, and institutional quality, as well as become a top destination for international students. These achievements are a testament to the drive and innovation of the Malaysian academic community, the support of the private sector, as well as the deep investment the Government has made.

Nonetheless, the Ministry of Education (the Ministry) recognizes that the system will need to keep evolving to stay abreast with, if not ahead of, global trends. For example, disruptive technologies such as advanced robotics, the Internet of Things, and the automation of knowledge work are expected to dramatically reshape the business and social landscape from what it is today. Preparing Malaysian youth to thrive in this complex and ever-changing future will require an equally fundamental transformation of how the higher education system and higher learning institutions (HLIs) currently operate.

In 2013, the Ministry thus began developing the Malaysia Education Blueprint 2015–2025 (Higher Education) or the MEB (HE). Over the course of two years, the Ministry drew on multiple sources of input, from Malaysian and international education experts, to leaders of Malaysian HLIs and members of the public. The end product is a blueprint that was developed by Malaysians, for Malaysians, and that will equip Malaysia for the final leg of its journey towards becoming a high income nation.

The MEB (HE) was developed through a collaborative and consultative process driven by leading Malaysian thinkers with over 100 stakeholder groups providing input and thousands of individuals engaged. The stakeholders engaged encompassed Malaysian and global education experts, university administrators, university Boards, the academic community, unions and associations, Ministry staff, industry bodies and employers, relevant agencies, parents, students, and members of the public.

The MEB (HE) will therefore build on the five aspirations set out in the MEB of access, quality, equity, unity, and efficiency.

ACCESS: By 2025, the Ministry aspires to increase access to and enrolment in higher education. If Malaysia were to successfully improve tertiary enrolment rates from 36% currently to 53% (and higher education enrolment from 48% to 70%), this will bring Malaysia on par with the highest enrolment levels in ASEAN today. This

growth scenario will require an additional 1.1 million places by 2025, mainly through growth in technical and vocational education and training (TVET), private HLIs and online learning. The exact pace and nature of the expansion plan will be determined in close collaboration with industry to ensure supply matches demand.

QUALITY: The Ministry's aspiration covers three aspects: quality of graduates, quality of institutions, and quality of the overall system. On quality of graduates, the Ministry aspires to increase the current 75% graduate employability rate to more than 80% in 2025. On quality of institutions, only one of Malaysia's universities is currently in the top 200 QS global rankings. By 2025, the Ministry aims to place one university in Asia's top 25, two in the Global top 100, and four in the Global top 200. Finally, on quality of the overall system, the Ministry aspires to raise its U21 ranking for research output from 36th out of 50 countries to the top 25, and to increase the number of international students in HLIs from 108,000 today to 250,000 students in HLIs and schools by 2025.

EQUITY: Although there is currently a lack of comprehensive data to effectively assess equity in the system, the Ministry aims to ensure that all Malaysians have the opportunity to fulfil their potential regardless of background. For example, the Ministry is committed to improving the enrolment rate and completion rate of students from socio-economically disadvantaged backgrounds and communities.

UNITY: Similarly, while there is no widely accepted method yet to measure unity, the Ministry is committed to ensuring that enrolment in HLIs reflects the mix of Malaysia's ethnicities. The aim is to create an education system that provides students with shared values, shared experiences, and common aspirations by embracing diversity.

EFFICIENCY: In terms of efficiency, the Ministry aims to maximize the return on investment in higher education and to maintain the current levels of Government expenditure per student across public institutions. Malaysia also aspires to rise from 44th out of the 50 countries in the U21 output ranking that covers research, enrolment, and employability to be in the top 25 by 2025.

Student Aspirations, the Ministry of Education will continue to use the National Education Philosophy's vision of a balanced education as its foundation for individual student aspirations. The preschool, primary, secondary, and higher education systems share a vision of what the outcome of a Malaysian education should look like, and what that means for individual students. The Ministry emphasizes the balance between both knowledge and skills (ilmu) as well as ethics

and morality (akhlak). The student aspirations in the MEB are built around six primary attributes: ethics and spirituality, leadership skills, national identity, language proficiency, thinking skills, and knowledge. These are the same six attributes for students that the higher education system is anchored on.

Malaysia Education Blueprint 2015 – 2025

The Five Aspirations

ACCESS:	to increase access to and enrolment in higher education
QUALITY:	quality of graduates, institutions, and the overall system
EQUITY:	all Malaysians have the opportunity to fulfil their potential regardless of background
UNITY:	create an education system that provides students with shared values, shared experiences, and common aspirations by embracing diversity
EFFICIENCY:	to maximize the return on investment in higher education covers research, enrolment, and employability

Figure 4.20 Education Strategic Plan in Malaysia

3.7 National Education Strategic Plan 2016-2021 in Myanmar

The government has launched a number of new initiatives and national programmes to expand access to quality education across the education sector. The MOE commits to achieving the following NESP goal statement by the end of the 2020–21 fiscal year: Improved teaching and learning, vocational education and training, research and innovation leading to measurable improvements in student achievement in all schools and educational institutions.

1) Preschool and kindergarten education

Strategy 1: Strengthen governance and co-ordination of preschool services

Strategy 2: Expand access to preschool services for children in rural and remote areas

Strategy 3: Improve preschool quality to better prepare children for primary school

Strategy 4: Implement quality kindergarten education

2 Basic education reforms for the 21st century

Strategy 1: Strengthening policy, legislation and systems

Strategy 2: Strengthening partnerships

Strategy 3: Advocacy and communication

3. Basic education – access, quality and inclusion

Strategy 1: Enable universal access to free basic education

Strategy 2: Support compulsory and inclusive education

Strategy 3: Improve school quality through a national school-based quality assurance system

4. Basic education curriculum

Strategy 1: Redesign the basic education curriculum emphasizing 21st century skills

Strategy 2: Build the professional capacity of Curriculum Development Teams

Strategy 3: Implement the new curriculum through strengthened curriculum management, dissemination and monitoring and evaluation systems

5. Technical and vocational education and training (TVET)

Strategy 1: Expanding access to TVET for various target groups including disadvantaged populations and people with disabilities

Strategy 2: Strengthening the quality and relevance of TVET

Strategy 3: Strengthening TVET management

6. Higher education

Strategy 1: Strengthen higher education governance and management capacity

Strategy 2: Improve the quality and relevance of higher education

Strategy 3: Expand equitable access to higher education

The NESP provides an overall strategic reform agenda for the period 2016–21. However, the MOE recognizes that many of these reforms listed will take longer than five years to successfully implement. In response to this situation the MOE will undertake a phased approach to implementation of the NESP.

Phase 1 (2016–21) will focus on establishing and implementing priority reforms that will directly contribute to the achievement of the NESP goal and nine Transformational Shifts. Phase 2 of the NESP (2022–27) will aim to successfully complete priority reforms from Phase 1, and implement additional complementary reforms to further achieve the NESP goal and Transformational Shifts.

Under Phase 1 of the NESP the MOE will identify priority reforms on an annual basis and list them in a NESP Annual Priorities Plan. This planning tool will enable the MOE to adjust course and respond to major changes in the education sector that have occurred over the previous 1 2 months, such as new policy announcements, new performance data and/or research findings and unexpected events, such as natural disasters.

Countries with high-performing education systems have identified flexibility in responding to changes in the local education context as an important factor in successful reform implementation. Therefore, the MOE will apply this important lesson through developing and implementing a NESP Annual Priorities Plan.

National Education Strategic Plan 2016-2021
in Myanmar

Preschool and kindergarten education

Strategy 1: Strengthen governance and co-ordination of preschool services

Strategy 2: Expand access to preschool services for children in rural areas

Strategy 3: Improve preschool quality to better prepare children for primary school

Strategy 4: Implement quality kindergarten education

Basic education – access, quality and inclusion

Strategy 1: Enable universal access to free basic education

Strategy 2: Support compulsory and inclusive education

Strategy 3: Improve school quality through a national school-based

Higher education

Strategy 1: Strengthen higher education governance and management capacity

Strategy 2: Improve the quality and relevance of higher education

Strategy 3: Expand equitable access to higher education

Figure 4.21 Education Strategic Plan in Myanmar

3.8 Philippine Education for All 2015 National Review

In 2006, the Philippine EFA 2015 National Action Plan was drawn up with an identified central goal: to provide basic competence to all Filipinos to achieve functional literacy for all. To realize this, the plan identified production and enabling

tasks. The plan "outlines the nine proposed tasks considered to be the most strategic from among many other important possible actions. Each of the following nine tasks involves tough choices, hard work, and great sacrifice that need to be sustained over a long period." The six EFA Production Tasks are expected to produce the desired educational outcomes while the three EFA Enabling Tasks provide the adequate foundation and supportive environment necessary to sustain effective implementation of the production tasks. The identified best practices for some of the strategies have been highlighted through boxed articles.

Production Task 1: Make every school continuously perform better

Production Task 2: Expand ECCD coverage to yield more EFA benefits

Production Task 3: Transform non-formal and informal learning interventions into an alternative learning system yielding more EFA benefits

Production Task 4: Promote practice of high quality teaching

Production Task 5: Adopt a 12-year program for formal basic education

Production Task 6: Accelerate articulation, enrichment and development of the basic education curriculum

Enabling Task 7: Provide adequate and stable public funding for the country-wide attainment of EFA goals

Enabling Task 8: Create a network of community-based groups for local attainment of EFA goals

Enabling Task 9: Monitor progress in efforts towards attainment of EFA goals

Philippine Education for All 2015 National Review

- Make every school continuously perform better
- Expand ECCD coverage to yield more EFA benefits
- Transform non-formal and informal learning interventions into an alternative learning system yielding more EFA benefits
- Promote practice of high quality teaching
- Adopt a 12-year program for formal basic education
- Development of the basic education curriculum

Figure 4.22 Education Strategic Plan in Philippine

3.9 Education Strategic Plan in Singapore

Powerful trends in globalization, technology and economic liberalization are accelerating the pace of competition across the world. Human capital is Singapore's key competitive differentiator in the evolving economic landscape. To thrive in the world in 2015, Singaporeans need strong analytical, communication and interpersonal skills. They have to be more risk-taking, entrepreneurial and be able to tolerate greater ambiguity. Most importantly, it is essential that people have the attitudes and skills to learn, re-learn and unlearn, in order to thrive in the face of an unpredictable future. Infocomm is a key enabler that can help us enrich the learning experience for the individual and to expand the nation's capacity. It does so by enabling access to the latest knowledge and new learning resources; making learning come to life with multimedia and interactive elements; facilitating collaboration within and across learning communities; supporting educators' efforts in customizing teaching for different learners; and creating an environment in which independent and life-long learning can take place.

Learning in 2015 will be different from what we experience today. Learners will access the latest learning resources using personalized learning devices. Content will be delivered via ultra-high speed broadband networks. Learners can choose to learn anytime and at any place, leveraging on pervasive wireless access. Learners will be able to collaborate with one another over the network, using tools for this purpose. Educators will in turn guide learners, by customizing learning plans and resources, and using new assessment tools to monitor their progress. The habits of independent search, integration and construction of knowledge and the skills acquired from working with others will equip our people to continue to adapt and learn. Even after they complete formal education, they will continue to access resources in the community, including the public libraries, for work and leisure.

Goal: To foster an engaging learning experience to meet the diverse needs of learners in Singapore, through the innovative use of infocomm

Strategic Thrust 1: Creating an enriching and personalized learner-centric environment in our educational institutions

Strategic Thrust 2: Building a nation-wide Education and Learning infrastructure

Strategic Thrust 3: Positioning Singapore as a centre for innovation in the use of infocomm technologies for the Education and Learning sector

EdVantage comprises three components: iACCESS, iLEARN and iEXPERIENCE. In other words, iACCESS provides the infrastructure, iLEARN makes available

interactive digital learning resources, while iEXPERIENCE integrates these through the development of applications for learners to enjoy a wonderful learning experience.

Possible projects under each of the EdVantage components have also been identified. These proposed projects are not meant to be comprehensive but will be revised from time-to-time to account for advances in educational practices and technology.

iACCESS

One-To-One Computing, to fully realise the benefits of an infocommenriched learning experience, the learner will need to be equipped with a personal computing device. Under the One-To-One Computing project, suitable devices and appropriate financial and deployment models will be developed.

Wireless Campus, In this project, entire school compounds will be transformed into a giant wireless hotspot for learners and teachers to roam and enjoy seamless Internet connectivity. This will be part of Singapore's plans to develop a next-generation, pervasive National Infocomm Infrastructure. It will give learners greater ability to exercise their independence as they manage their own learning, taking learning beyond the boundaries of the traditional classroom.

Learner on the Move, As part of efforts under Singapore's nextgeneration National Infocomm Infrastructure, the Learner on the Move project will allow learners and teachers to stay connected to the Internet beyond school compounds, making collaboration easier for cooperative learning. For example, learners will be able to access content and hold discussions with others in other locations when they are on a field trip. The project also aims to provide connectivity in more areas to ensure learning hotspots, such as nature reserves, are covered and that education subscription plans are also available.

Learning@Home The Learning@Home project will enable learners at home to enjoy ultra-high speed and symmetric broadband access at affordable prices. This opens up new, exciting possibilities for teaching and learning, as greater collaboration and improved speed of interaction between local and global learning communities can be achieved.

iLEARN

Interactive Textbooks the Interactive Textbooks project builds on past efforts to produce digital textbooks to provide learning resources with greater interactivity. Such resources will better support flexibility in pedagogies by teachers, and provide a more immersive and engaging learning experience for learners.

Learning Digital Exchange, the demand for supplementary digital learning resources has been growing. This project aims to enhance learners' and teachers' access and to enable the sharing of digital resources online, not only amongst themselves, but with different commercial providers.

Digital Games for Learning Young learners who are growing up with the Internet, mobile phones and digital entertainment, are likely to be less engaged with traditional classroom teaching. Under this project, specially designed digital games will be used as tools to adapt to different learning styles. This is an area where there is export potential for Singapore's infocomm companies.

iEXPERIENCE

Learner Portfolio, the Learner Portfolio project, which comprises the learner profile and e-portfolio, will be developed. The learner profile helps to define the characteristic behaviour and performance displayed by learners. The e-portfolio is an electronic record of the learner's skills, knowledge and achievements. The Learner Portfolio will help educators to develop lessons based on the individual's learning style.

Infocomm in Assessment, this is an increasing emphasis on the learning process and not just final outcomes. New modes of assessments will therefore be needed to provide more holistic evaluation of the learner, beyond just measuring his academic achievements. The project will look into identifying and prototyping infocomm enabled assessments.

Learning through Collaboration, collaboration through online and mobile interactive activities is a key feature of the engaged learning environment. In this project, 'peering' schools will be identified to form virtual learning communities of practices, online tutors and digital mentors. For example, learners could seek opinions from and discuss viewpoints with experts in other locations during an outdoor lesson.

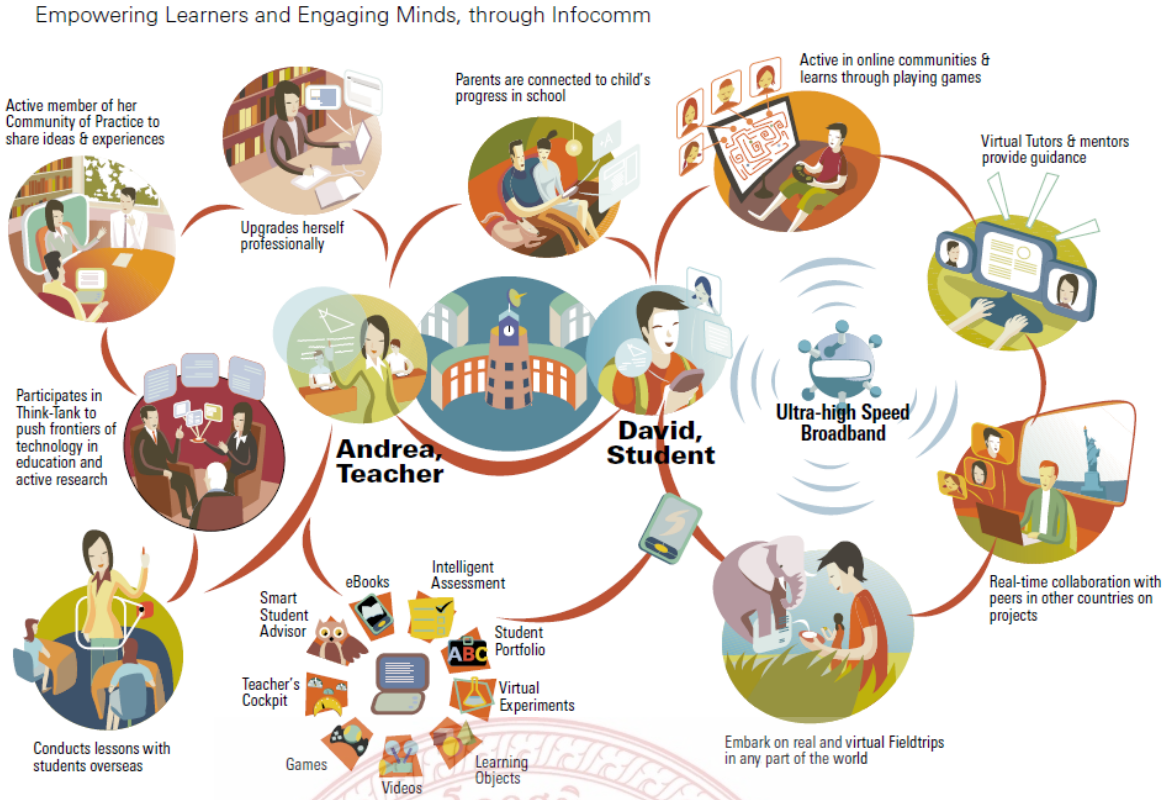


Figure 4.23 Education and Learning in Singapore

Source: Info-communications Development Authority of Singapore, (2017)

Education Strategic Plan in Singapore

- Creating an enriching and personalized learner-centric environment in our educational institutions
- Building a nation-wide Education and Learning infrastructure
- Positioning Singapore as a centre for innovation in the use of infocomm technologies for the Education and Learning sector

iACCESS provides the infrastructure,

iLEARN makes available interactive digital learning resources

iEXPERIENCE integrates these through the development of applications for learners

Figure 4.24 Education Strategic Plan in Singapore

3.10 Education Strategic Plan in Vietnam

2011 - 2016 Vietnam Education Foundation Strategic Plan

At its core, the purpose for the Vietnam Education Foundation is to help Vietnam to develop their science and technology capacity through the education of Vietnamese nationals at U.S. institutions of Higher Education and through teaching programs by U.S. faculty experts at Vietnamese universities and research institutes. By extension, this educational exchange also is expected to contribute to the continued reconciliation between the United States and Vietnam who, four decades ago, were still in the midst of a significant war. Since beginning its programs in 2003, the Vietnam Education Foundation has developed numerous programs that have achieved these goals. The key to VEF's success for the next five years is to maximize VEF resources in order to improve and expand VEF programs and activities and to continue promoting mutual reconciliation through VEF initiatives (VEF Board of Directors, 2017). Strategic Priorities are shown as below goals.

Goal 1: Maximize and develop VEF financial resources in ways that will allow for the continuation and expansion of the VEF Fellowship, Visiting Scholars, and U.S. Faculty Scholars Programs and the development of new complementary programs.

Goal 2: Help to further develop and expand U.S.-Vietnamese Educational and Research Exchanges in Science and Technology

Goal 3: Engage Vietnamese and U.S. institutions

Goal 4: Foster stronger relationships with U.S. and Vietnamese National Leaders

Goal 5: Promote reconciliation through education and exchange

Goal 6: Ensure that VEF Programs and Accomplishments live beyond VEF

2011-2020 Education Development Strategy

The XIth National Party Congress's resolution has asserted "To basically and comprehensively renew Vietnam's education toward standardization, modernization, socialization, democratization and international integration with renewal of the education management mechanism and development of the contingent of educational administrators as the key element" and "Education and training have the missions of raising people's intellectual level, developing human resources and fostering talents, making important contributions to building the country and developing its culture and people." The 2011-2020 socio-economic development strategy has set the orientation: "Development and quality improvement of human resources, especially high-quality ones, are a strategic breakthrough." The 2011-2020 education development strategy aims to thoroughly grasp and concretize the

guidelines and orientations for education and training renewal, contributing to successfully implementing the XIth National Party Congress's resolution and the 2011-2020 national socio-economic development strategy.

Education Development Objectives to 2020

By 2020, to basically and comprehensively renovate national education toward standardization, modernization, socialization, democratization and international integration; to improve education quality comprehensively, including education of morals, life skills, creative ability, practice ability, foreign language and information technology proficiency; to meet the demand for human resources, especially high-quality ones, for national industrialization and modernization and formation of a knowledge-based economy; to assure social equity in education and lifelong learning opportunity for everyone, to step by step form a learning society (Nguyen Tan Dung, 2017). Specific objectives are shown as below:

Preschool Education

To fulfill the target of universalization of preschool education for five-year-old children by 2015; by 2020, at least 30% of children at crèche age and 80% of children at kindergarten age will be taken care of and educated at preschools; the rate of malnourished children at preschools will be reduced to below 10%.

General Education

The quality of all-sided education will be improved, particularly that of intellectual, moral, life skills, law, foreign language and information technology education. By 2020, the rate of primary school students and lower secondary school students of eligible age will reach 99% and 95% respectively; 80% of young people will reach education of upper secondary school level or equivalent at eligible age; 70% of children with disabilities will get schooling.

Vocational Education and Tertiary Education

To complete the structure of vocational and tertiary education; to adjust the structure of training disciplines and occupations and training levels, to improve training quality to meet human resource requirements of socio-economic development; to train persons with creative ability, independent thinking, civic responsibility, professional ethics and skills, foreign language proficiency, sense of labor discipline, industrial working style, self-employment capacity and ability to adapt to labor market changes, with a segment of them being regionally and internationally competitive.

By 2020, vocational education institutions will be capable of receiving 30% of lower secondary school graduates; the rate of labor receiving vocational and tertiary

education will reach around 70%; the ratio of students of all forms of training will reach around 350-400 per 10,000 persons.

Continuing Education

To develop continuing education to create lifelong learning opportunities for all people suitable to their circumstances and conditions; to initially form a learning society. To improve the quality of continuing education, helping learners acquire knowledge and practical skills for self-employment or change of occupations to improve their material and spiritual lives.

The achievement of illiteracy eradication will be maintained sustainably. By 2020, the rate of literate people at the age of 15 or older will be 98% and the rate of literate people at the age of between 15 and 35 will be 99% for both men and women.

Education Development Solutions During 2011-2020

To achieve the strategic objectives, it is required to properly implement 8 solutions with solution 1 as the breakthrough and solution 2 as the key.

1. To renovate education administration
2. To develop a contingent of teachers and educational administrators
3. To renovate teaching contents and methods, exams, tests and education quality assessment
4. To increase investment resources and renew the financial regime for education
5. To increasingly associate training with employment, scientific research and technology transfer to meet social needs
6. To increasingly support education development in difficulty-hit and ethnic minority areas and for social policy beneficiaries
7. To develop education science
8. To expand and raise effectiveness of international cooperation on education

Figure 4.25 Education Strategic Plan in Vietnam

The Synthesis of ASEAN Education Strategy

Each ASEAN country has created education development plan in order to encourage students in their countries to have the opportunity of learning with high potential. The development plan usually related to student's learning, teaching and instruction, curriculum, learning assessment, educational research, and education opportunity for people in their countries. Considering the gap between each ASEAN country in education development, the results indicated that it is quite wide range between the highest development country and the following countries. For this reason, the study of education management in ASEAN countries is needed for searching the medium way of support each other for education development. This is the reason of doing the synthesis of ASEAN education strategy. Results of synthesis was shown as below figure.

Education Strategic Plan by 2023 in Laos PDR

Participation: more disadvantaged children and young people participate in primary education daily and are ready to learn.

Resourcing: learning environments in targeted geographic areas are more equitable and adequately resourced.

Effective teaching: effective teaching enables more disadvantaged girls and boys to learn.

National Education Strategic Plan 2016-2021 in Myanmar

Preschool and kindergarten education

Strategy 1: Strengthen governance and co-ordination of preschool services
Strategy 2: Expand access to preschool services for children in rural areas
Strategy 3: Improve preschool quality to better prepare children for primary school
Strategy 4: Implement quality kindergarten education

Basic education – access, quality and inclusion

Strategy 1: Enable universal access to free basic education
Strategy 2: Support compulsory and inclusive education
Strategy 3: Improve school quality through a national school-based

Higher education

Strategy 1: Strengthen higher education governance and management capacity
Strategy 2: Improve the quality and relevance of higher education
Strategy 3: Expand equitable access to higher education

Education Development Solutions in Vietnam During 2011-2020

- To renovate education administration
- To develop teachers and educational administrators
- To renovate teaching and instruction including assessment
- To increase investment resources for education
- To increase associate training scientific research for social needs
- To increase support education in ethnic minority areas
- To develop education science
- To expand and raise effectiveness of international cooperation on education

Education Strategic Plan in Indonesia

- Give increasing priority to early childhood education
- improve participation, learning and teaching in basic education
- The expansion of senior secondary participation should cater expressly for the increasing diversity of student cohorts
- Develop a modern system of technical education and vocational training
- Undertake a major programme of diversifying tertiary education
- Give increased attention to the education and training needs of adults
- Continue the comprehensive reform of educational assessment
- Provide up-to-date labour market information for students and teachers
- improve teaching productivity and raise the professional capacities
- Adopt a systematic and joined-up approach to education reform

Philippine Education for All 2015 National Review

- Make every school continuously perform better
- Expand ECCD coverage to yield more EFA benefits
- Transform non-formal and informal learning interventions into an alternative learning system yielding more EFA benefits
- Promote practice of high quality teaching
- Adopt a 12-year program for formal basic education
- Development of the basic education curriculum

Education Strategic Plan 2012-2017 in Brunei Darussalam

- Teaching and Learning Excellence
- Professionalism and Accountability
- Efficiency and Innovativeness

ASEAN Education Strategic Plan

Education Strategic Plan in Singapore

- Creating an enriching and personalized learner-centric environment in our educational institutions
- Building a nation-wide Education and Learning infrastructure
- Positioning Singapore as a centre for innovation in the use of infocomm technologies for the Education and Learning sector

iACCESS provides the infrastructure,
iLEARN makes available interactive digital learning resources
iEXPERIENCE integrates these through the development of applications for learners

Education Strategic Plan 2017-2021 in Thailand

- develop curriculum, learning and teaching process and assessment.
- develop teachers, lecturers and educational personnel.
- develop human and conduct research related to national development need.
- extend educational service accessibility and lifelong learning.
- encourage and develop digital technological system for education
- develop management system and encourage all organizations for contribution

Education Strategic Plan 2014-2018 in Cambodia

- Increase scholarships and opportunities for poor and merit students.
- Strengthen capacity absorption of student at regional HE.
- Strengthen capacity absorption of student on science, technology, engineering, creative arts and mathematics at higher education.
- Develop capacity for teaching and administrative staff at higher education.
- Improve the quality of learning, teaching and research at higher education.
- Enhance curriculum diversification with ASEAN standards
- Increase financial supports to Higher Education sub-sector.
- Strengthen HEI's Internal Quality Assurance System
- Strengthen autonomy accountability and transparency
- Strengthen result based planning, budgeting, implementation, monitoring, review and reporting.
- Strengthen health education program at HEIs.

Malaysia Education Blueprint 2015 – 2025 The Five Aspirations

ACCESS:	to increase access to and enrolment in higher education
QUALITY:	quality of graduates, institutions, and the overall system
EQUITY:	all Malaysians have the opportunity to fulfil their potential regardless of background
UNITY:	create an education system that provides students with shared values, shared experiences, and common aspirations by embracing diversity
EFFICIENCY:	to maximize the return on investment in higher education covers research, enrolment, and employability

Figure 4.26 ASEAN Education Strategic Plan (Draft)

4. The Synthesis of ASEAN Education Strategic Plan

Results from studying ASEAN countries educational strategic plan indicated that 6 strategic aspects are synthesized and showed as the following aspects.

4.1 Develop Teachers and Administrators (A)

To develop teachers and educational administrators (V)

Professionalism and Accountability (B)

Develop teachers, lecturers and educational personnel. (T)

Develop capacity for teaching and administrative staff at higher education. (C)

4.2 Develop Curriculum and Assessment (B)

Development of the basic education curriculum (P)

Strengthen capacity absorption of student on science, technology, engineering, creative arts and mathematics at higher education. (C)

Enhance curriculum diversification with ASEAN standards (C)

To renovate assessment (V)

Develop Curriculum and Assessment (T)

Continue the comprehensive reform of educational assessment (I)

4.3 Develop Teaching and Instruction (C)

To renovate teaching and instruction (V)

To develop education science (V)

Promote practice of high quality teaching (P)

A centre of innovation for the Education and Learning sector (S)

Creating an enriching and personalized learner

Teaching and Learning Excellence (B)

Efficiency and Innovativeness (B)

Develop learning and teaching process (T)

Improve the quality of learning and teaching at higher education. (C)

Effective teaching enables more disadvantaged girls and boys to learn. (L)

Improve participation, learning and teaching in basic education (I)

Improve teaching productivity and raise the professional capacities (I)

Integrates technology through the development of applications for learners (S)

4.4 Develop Educational Research (D)

To increase associate training scientific research for social needs (V)

Develop human and conduct research related to national development need. (T)

Improve the quality of research at higher education. (C)

4.5 Develop Educational Opportunity (E)

To increase support education in ethnic minority areas (V)

To increase investment resources for education (V)

Enable universal access to free basic education (M)

Adopt a 12-year program for formal basic education (P)

Increase scholarships and opportunities for poor and merit students (C)

More disadvantaged children and young people participate in primary Education daily and are ready to learn. (L)

Give increasing priority to early childhood education (I)

Give increased attention to the education and training needs of adults (I)

Provide up-to-date labour market information for students and teachers (I)

All Malaysians have the opportunity to fulfil their potential regardless of background (ML)

To increase access to and enrolment in higher education (ML)

Support compulsory and inclusive education (MY)

Enable universal access to free basic education (MY)

Expand access to preschool services for children in rural areas (MY)

Expand equitable access to higher education (MY)

4.6 Develop Educational Management (F)

To renovate education administration (V)

To expand and raise effectiveness of international cooperation on education (V)

Building a nation-wide Education and Learning infrastructure (S)

Make every school continuously perform better (P)

Transform non-formal and informal learning interventions into an alternative learning system (P)

Extend educational service accessibility and lifelong learning. (T)

Develop management system and encourage all organizations for contribution (T)

Encourage and develop digital technological system for education (T)

Increase financial supports to Higher Education sub-sector. (C)

Strengthen HEI's Internal Quality Assurance System (C)

Learning environments in targeted geographic areas are more equitable and adequately resourced. (L)

Develop a modern system of technical education and vocational training (I)

Adopt a systematic and joined-up approach to education reform (I)

Create an education system that provides students with shared values, shared experiences, and common aspirations by embracing diversity (ML)

To maximize the return on investment in higher education covers research, enrolment, and employability (ML)

Quality of graduates, institutions, and the overall system (ML)

Improve school quality through a national school-based (MY)

Improve preschool quality to better prepare children for primary school (MY)

Strengthen higher education governance and management capacity (MY)

Improve the quality and relevance of higher education (MY)

Implement quality kindergarten education (MY)

In conclusion, six strategic aspects were synthesized consisted of 1) develop teachers and administrators, 2) develop curriculum and assessment, 3) develop teaching and instruction, 4) develop educational research, 5) develop educational opportunity, and 6) develop educational management

Figure 4.27 ASEAN Education Strategic Plan

5. The Analysis of EDFR to Develop the Strategic Plan

The synthesis strategies were analyzed using EDFR technique from the expert and results indicated that 6 strategies and 25 goals were set as the below items.

Strategy 1: Develop Teachers and Administrators (A)

Goals: 1.1 Develop teachers and lecturers to be professionalism

1.2 Develop Educational administrators to be professionalism

1.3 Develop educational personnel to have accountability

Strategy 2: Collaborate Curriculum and Assessment (B)

Goals: 2.1 Develop the basic education curriculum for all

2.2 Enhance curriculum diversification with ASEAN standards

2.3 Continue the comprehensive reform of educational assessment

2.4 Collaborate curriculum and assessment between ASEAN countries

Strategy 3: Enhance Teaching and Instruction (C)

Goals: 3.1 Enhance teaching and instruction with efficiency and innovativeness

3.2 Enhance the quality of learning and teaching effectively

3.3 Integrates technology through teaching and instruction excellently

3.4 Encourage cross cultural learning between each ASEAN country

3.5 Encourage a personalized learning to achieve 21st century competencies

Strategy 4: Encourage Educational Research (D)

Goals: 4.1 Increase associate training scientific research for social needs

4.2 Conduct research for improving the quality of teaching and learning

4.3 conduct research and implement from educational system into the community

4.4 develop educational innovation for improving student's learning through classroom action research

Strategy 5: Facilitate Educational Opportunity (E)

Goals: 5.1 Support compulsory and inclusive education

5.2 Expand access to preschool services for children in rural areas

5.3 Increased attention to the education and training needs of adults

5.4 Provide the opportunity to fulfil student's potential regardless of background

5.5 Increase scholarships and opportunities for poor and merit students

Strategy 6: Develop Educational Management (F)

Goals: 6.1 Extend educational service accessibility and lifelong learning
6.2 Expand and raise effectiveness of international cooperation on Education
6.3 Provides students with shared values, shared experiences, and common aspirations by acceptance diversity
6.4 Develop the quality of graduates, institutions and the overall system
6.5 Develop education system that appropriate for multicultural community

Remark: Link for data collection https://goo.gl/forms/0OjFkmhnEb3P6baJ3 (27th December 2017)

6. Result from the Consensus of Experts on Making Decision of ASEAN Education Strategic Plan (The third round of EDFR)

The purpose of the third round of data collection from the experts was to consider and the consensus of experts on the agreement of ASEAN education strategic plan. Result of analysis of 27 experts indicated that 6 strategies and 26 goals have been accepted the consensus from experts all items. Considering median, median and mode difference and interquartile range of each item showed that median of strategies and goals was between 4.00 to 5.00, the absolute of median and mode difference equal to 0 in all items, interquartile range were between 0.00 – 1.00 which showed that the expert group had correlated agreement on ASEAN education strategic plan at agree level to strongly agree level as showed in table 4.5.

Table 4.5 Results of Experts' Consensus on ASEAN Education Strategic Plan for the Third Round of EDFR

ASEAN Education Strategic Plan	Mdn	Mo	Mdn-Mo	Q3-Q1	Mean	SD	Cons.
Strategy 1: Develop Teachers and Administrators	5	5	0	0.00	4.82	0.40	accepted
Goal: 1.1 Develop teachers and lecturers to be professionalism	5	5	0	0.00	4.89	0.32	accepted
Goal: 1.2 Develop Educational administrators to be professionalism	5	5	0	1.00	4.74	0.45	accepted
Goal: 1.3 Develop educational personnel to have accountability	5	5	0	0.00	4.85	0.36	accepted

ASEAN Education Strategic Plan	Mdn	Mo	Mdn-Mo	Q3-Q1	Mean	SD	Cons.
Strategy 2: Collaborate Curriculum and Assessment	5	5	0	1.00	4.70	0.47	accepted
Goal: 2.1 Develop the basic education curriculum for all	5	5	0	1.00	4.63	0.56	accepted
Goal: 2.2 Enhance curriculum diversification with ASEAN standards	5	5	0	1.00	4.59	0.50	accepted
Goal: 2.3 Continue the comprehensive reform of educational assessment	5	5	0	1.00	4.52	0.58	accepted
Goal: 2.4 Collaborate curriculum and assessment between ASEAN countries	5	5	0	1.00	4.70	0.47	accepted
Strategy 3: Enhance Teaching and Instruction	5	5	0	0.00	4.82	0.40	accepted
Goal: 3.1 Enhance teaching and instruction with efficiency and innovativeness	5	5	0	0.00	4.85	0.36	accepted
Goal: 3.2 Enhance the quality of learning and teaching effectively	5	5	0	0.00	4.74	0.53	accepted
Goal: 3.3 Integrates technology through teaching and instruction excellently	5	5	0	1.00	4.67	0.48	accepted
Goal: 3.4 Encourage cross cultural learning between each ASEAN country	5	5	0	1.00	4.74	0.45	accepted
Goal: 3.5 Encourage a personalized learning to achieve 21st century competencies	5	5	0	1.00	4.63	0.49	accepted
Strategy 4: Encourage Educational Research	5	5	0	0.00	4.78	0.42	accepted
Goal: 4.1 Increase associate training scientific research for social needs	5	5	0	1.00	4.59	0.50	accepted
Goal: 4.2 Conduct research for improving the quality of teaching and learning	5	5	0	1.00	4.63	0.49	accepted
Goal: 4.3 conduct research and implement from educational system into the community	5	5	0	1.00	4.67	0.48	accepted
Goal: 4.4 develop educational innovation for improving student's learning through classroom action research	5	5	0	1.00	4.63	0.49	accepted
Strategy 5: Facilitate Educational Opportunity	5	5	0	1.00	4.67	0.48	accepted
Goal: 5.1 Support compulsory and inclusive education	4	4	0	1.00	4.37	0.49	accepted
Goal: 5.2 Expand access to preschool services for children in rural areas	4	4	0	1.00	4.44	0.51	accepted

ASEAN Education Strategic Plan	Mdn	Mo	Mdn-Mo	Q3-Q1	Mean	SD	Cons.
Goal: 5.3 Increased attention to the education and training needs of adults	5	5	0	1.00	4.59	0.50	accepted
Goal: 5.4 Provide the opportunity to fulfil student's potential regardless of background	5	5	0	1.00	4.56	0.58	accepted
Goal: 5.5 Increase scholarships and opportunities for poor and merit students	5	5	0	1.00	4.56	0.51	accepted
Strategy 6: Develop Educational Management	5	5	0	0.00	4.82	0.40	accepted
Goal: 6.1 Extend educational service accessibility and lifelong learning	5	5	0	1.00	4.63	0.49	accepted
Goal 6.2 Expand and raise effectiveness of international cooperation on education	5	5	0	1.00	4.52	0.51	accepted
Goal: 6.3 Provides students with shared values, shared experiences, and common aspirations by acceptance diversity	5	5	0	1.00	4.56	0.51	accepted
Goal: 6.4 Develop the quality of graduates, institutions and the overall system	5	5	0	1.00	4.59	0.50	accepted
Goal: 6.5 Develop education system that appropriate for multicultural community	5	5	0	1.00	4.67	0.48	accepted

The Analysis Results from EDFR technique indicated that six strategic plan are given as 1) develop teachers and administrators, 2) collaborate develop curriculum and assessment, 3) enhance teaching and instruction, 4) encourage educational research, 5) facilitate educational opportunity, and 6) develop educational management. In addition, the strategy map of ASEAN education has also developed and was shown in the below figures.

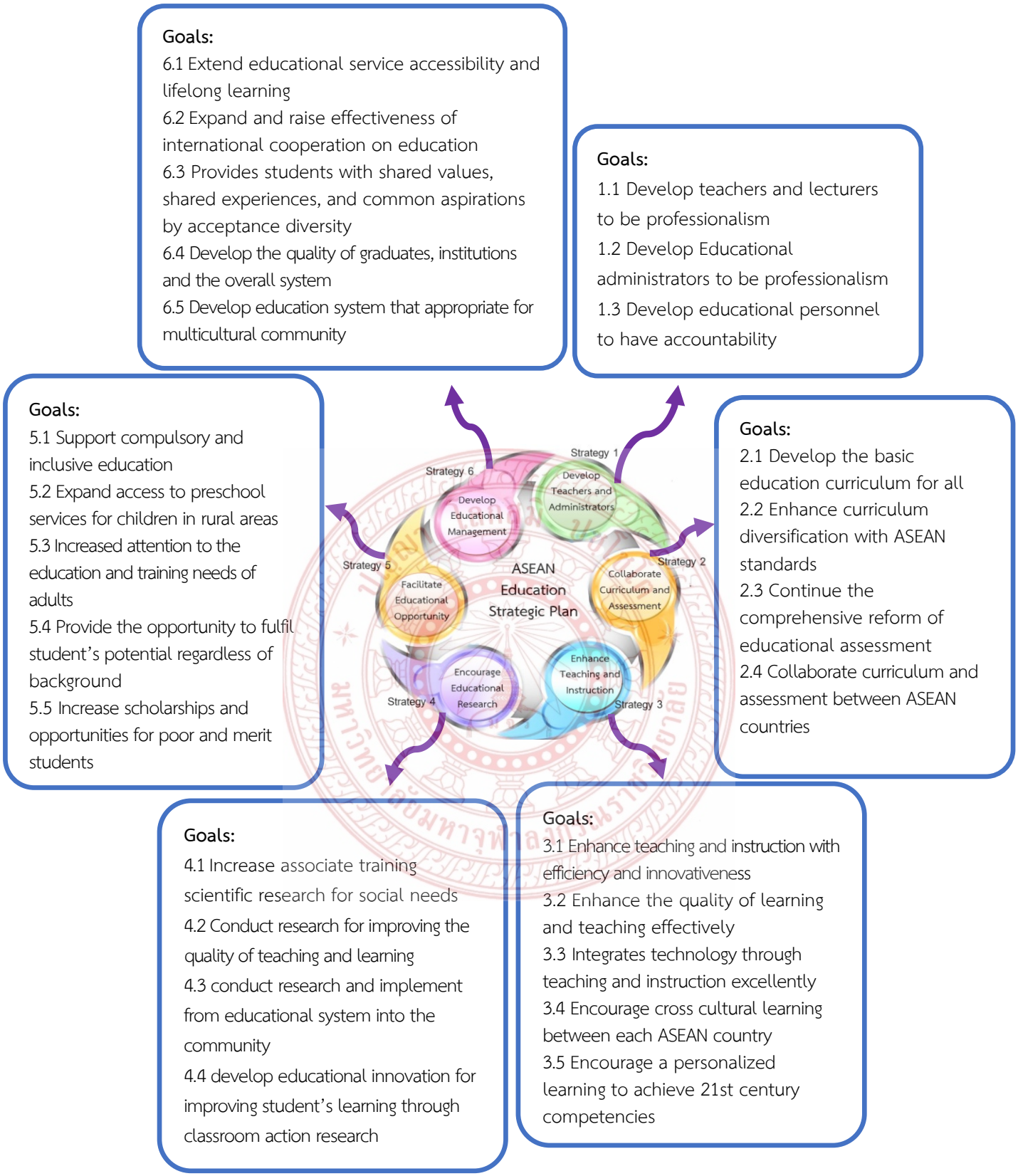


Figure 4.28 Target Goals for the ASEAN Educational Management

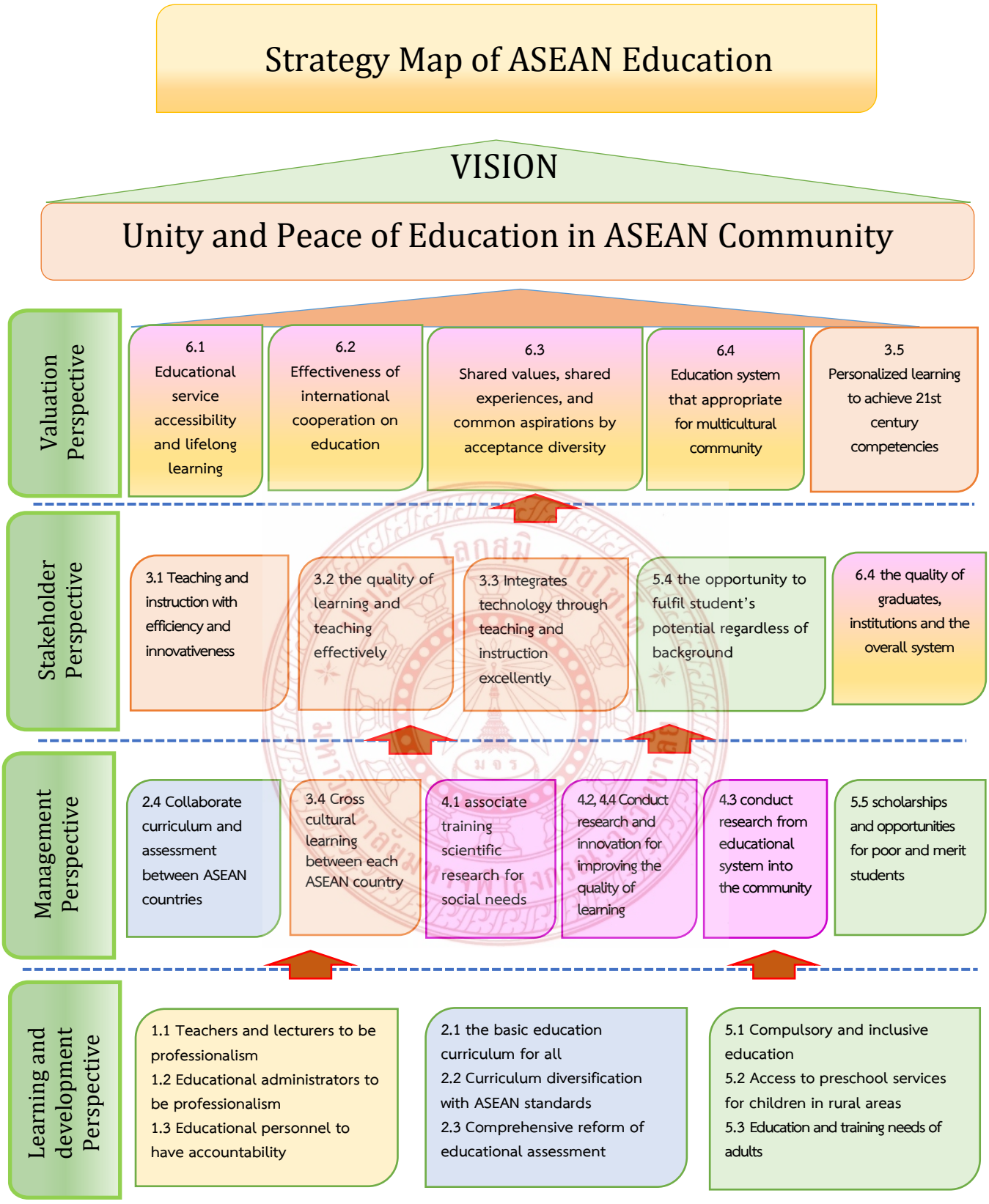


Figure 4.29 Strategy Map of ASEAN Education

7. The Scenario Writing of Educational Management in ASEAN Community

The scenario was shown in ASEAN education roadmap to predict the future of education that to move towards education cooperation in 2018, to be a unity in education in 2020, to have education for peace in 2022, and to make ASEAN community full of unity and peace of education in 2024 as shown in the figure below.

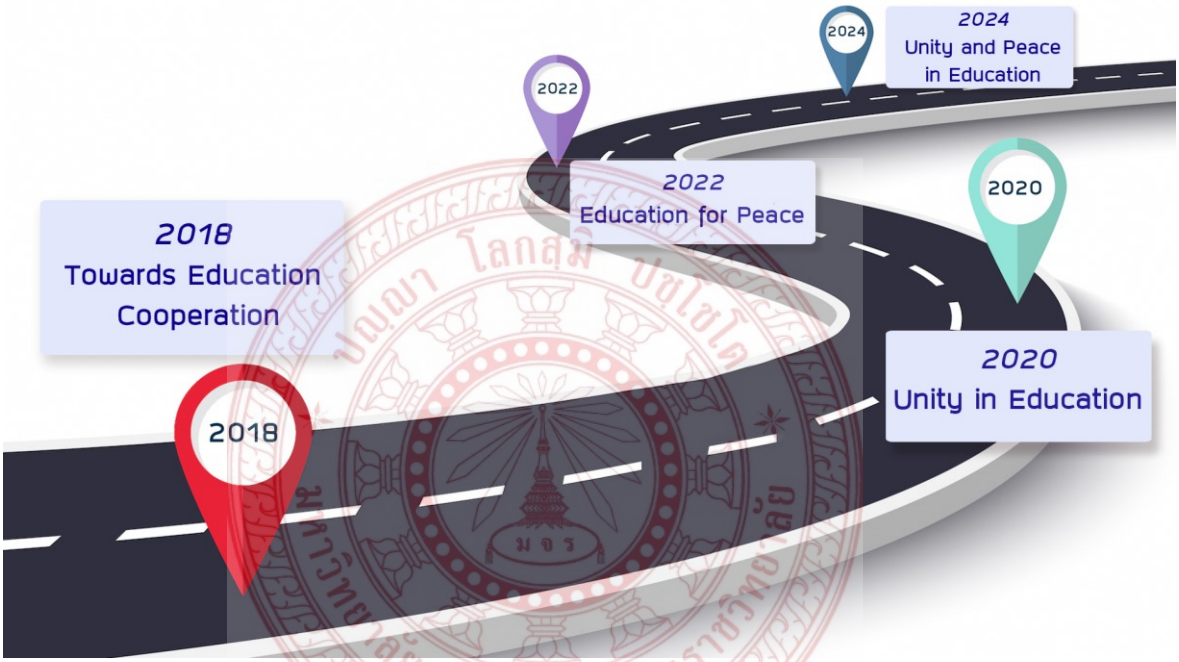


Figure 4.30 ASEAN Education Roadmap 2018-2024

Chapter 5

Conclusion, Discussions and Suggestions

This research studies on trends of educational management for unity and peace of countries in ASEAN community. Three purposes were set in this research which consisted of 1) to synthesize the state of educational management in past and present of countries in ASEAN community, 2) to develop framework of trends in educational management for the unity of countries in ASEAN community, and 3) to propose trends and set strategy of educational management for peace of countries in ASEAN community. Ethnographic Delphi Future Research (EDFR) was used for research design and seven steps were designed which consisted of step 1 setting the experts and identifying target groups, step 2 in-depth interview (1st round of EDFR), step 3 data analysis and synthesis, step 4 measurement design for 2nd round of EDFR, step 5 Delphi conference (2nd round of EDFR), step 6 survey the expert's decision (3nd round of EDFR), and step 7 scenario writing.

The target group of this study in all phases were university teachers or lecturers from faculty of education and educators from ministry of education or educational organization. They were the experts of educational management of each country and they were selected by using purposive sampling from ten countries. Interview schedule and questionnaires were used for research measurement. Data was collected using online survey with google form the link https://goo.gl/forms/0OjFkmhnEb3P6baJ3 via e-mail and social network tools. Qualitative data were analyzed by using content analysis and analytic induction. Quantitative data from EDFR questionnaires were analyzed using median, mode, interquartile range, and to calculate the difference between the 1st quartile and 3rd quartile (Q3-Q1). The interquartile range of trends that shows equal or less than 1.50 will indicate that experts' opinion correlate to each other and the items were accepted. Research conclusion, discussions and suggestions were shown as follows:

5.1 Research Conclusion

The research results were presented following both general research results and research objectives as below aspects.

General results from field study and documentary study

1. The experience of doing data collection in ten ASEAN countries included Myanmar, Laos, Vietnam, Cambodia, Malaysia, Indonesia, Singapore, the Philippines, Brunei Darussalam, and Thailand had gained the knowledge of the neighboring countries and to illustrate the locations, cultural sensitivities, unplanned situations, networking strategies, and outcome from field study in order to have deeply understanding to each other in the contemporary pluralistic society in ASEAN community.

2. Education system in ten ASEAN countries have shown the same system which are the system of pre-school, primary school, secondary school, and higher education. Most compulsory education covers primary school and some countries cover secondary school. Education for all is the main purpose of ASEAN countries in order to develop students to reach the highest potential of their learning.

Results related to research objectives

1. In the aspect of the state of educational management in past and present of countries in ASEAN community showed that educational management in past and present of countries in ASEAN community showed that most of the educational policy in ASEAN countries depended on the government, the curriculums and instructions focused on child center education and students are trained for 21st century skills, teachers conduct research for solving and developing student learning. Teacher training is also an important part of educational development. However, some ASEAN countries still need further development in term of resources and budget of educational development and research.

2. Framework of trends in educational management for the unity of countries in ASEAN community consisted of 5 aspects which were 1) the curriculum of ASEAN educational system should be the curriculum of humanism which supported the harmonization and collaboration, 2) the strategic planning came from local people and education should be changed from them as the community engagement, 3) active teaching and instruction is the way of enhancing students' progress and should be able to integrate between scientific methods and religious methods. 4) the gap of educational problem should be implemented through action research and religious principle, and 5) the integration of all religions for peaceful coexistence which consisted of good for human kind, conduct good action, avoid bad action and purify our mind.

3. Trends of educational management for ASEAN people showed 12 aspects which are 1) ASEAN should move towards skills development and critical thinking, 2) should be more research on ASEAN studies, 3) building the ASEAN institution of education and then responds to the demand of ASEAN community and sharing of ASEAN knowledge, 4) need to set up the standard for ASEAN education, 5) set up the policy of ASEAN education and ASEAN identity as the international collaborative project, 6) design innovative pedagogies that would bring about more effective teaching and learning, 7) ASEAN has to provide student exchange program and leading the way in ASEAN teacher education, 8) increase collaboration within ASEAN could lead to an exchange of skills and knowledge, 9) provide the English intensive program and intercultural relations, 10) should to have the mobility of teacher and look at the curriculum in others countries, set up the frame of teacher quality, 11) teacher effectiveness and teacher psychology, 12) ASEAN should be set up the one spirit of ASEAN project, counterpart of western and bring together to be the top in 2030.

For the strategy of educational management for peace of countries in ASEAN community, it indicated that six strategic aspects were synthesized consisted of strategy 1 develop teachers and administrators, strategy 2 collaborate curriculum and assessment, Strategy 3 enhance teaching and instruction, strategy 4 encourage educational research, strategy 5 facilitate educational opportunity, and strategy 6 develop educational management. The analysis results from Ethnographic Delphi Future Research (EDFR) technique collected from 27 experts indicated that 6 strategies and 26 goals have been accepted the consensus from experts all items. Considering median, median and mode difference and interquartile range of each item showed that median of strategies and goals was between 4.00 to 5.00, the absolute of median and mode difference equal to 0 in all items, interquartile range were between 0.00 – 1.00 which showed that the expert group had correlated agreement on ASEAN education strategic plan at agree level to strongly agree level. Considering goals in each strategy shows as below:

Three goals are set for the 1st strategy to develop teachers and administrators, which are 1) develop teachers and lecturers to be professionalism, 2) develop Educational administrators to be professionalism, and 3) develop educational personnel to have accountability.

Four goals are set for the 2nd strategy to collaborate curriculum and assessment, which are 1) develop the basic education curriculum for all, 2) enhance curriculum diversification with ASEAN standards, 3) continue the comprehensive

reform of educational assessment, and 4) collaborate curriculum and assessment between ASEAN countries.

Five goals are set for the 3rd strategy to enhance teaching and instruction, which are 1) enhance teaching and instruction with efficiency and innovativeness, 2) enhance the quality of learning and teaching effectively, 3) integrates technology through teaching and instruction excellently, 4) encourage cross cultural learning between each ASEAN country, and 5) encourage a personalized learning to achieve 21st century competencies.

Four goals are set for the 4th strategy to encourage educational research, which are 1) increase associate training scientific research for social needs, 2) conduct research for improving the quality of teaching and learning, 3) conduct research and implement from educational system into the community, and 4) develop educational innovation for improving student's learning through classroom action research.

Five goals are set for the 5th strategy to facilitate educational opportunity, which are 1) support compulsory and inclusive education, 2) expand access to preschool services for children in rural areas, 3) increased attention to the education and training needs of adults, 4) provide the opportunity to fulfil student's potential regardless of background, and 5) increase scholarships and opportunities for poor and merit students.

Five goals are set for the 6th strategy to develop educational management, which are 1) extend educational service accessibility and lifelong learning, 2) expand and raise effectiveness of international cooperation on education, 3) provides students with shared values, shared experiences, and common aspirations by acceptance diversity, 4) develop the quality of graduates, institutions and the overall system, and 5) develop education system that appropriate for multicultural community.

The scenario was shown in ASEAN education roadmap to predict the future of education that to move towards education cooperation in 2018, to be a unity in education in 2020, to have education for peace in 2022, and to make ASEAN community full of unity and peace of education in 2024.

5.2 Discussions

In research discussion, researchers have divided into 6 parts according to research objectives, value and the encouragement of education development of research as below aspects.

Part 1 of a research discussion related to the state of educational management in past and present of countries in ASEAN community

From the result showed that the curriculums and instructions focused on child center education and students are trained for 21st century skills which related to the research of Tan, J.P.-L. and others (2017) studied about "Educating for twenty-first century competencies and future-ready learners: research perspectives from Singapore." Results showed that in this paper provide empirical evidence of how twenty-first century education is enacted in various ways through disciplinary specific ways of teaching and learning. Common across the articles is a resistance towards traditional factory or "Fordist" model of schooling through encouraging learner-centered constructivist pedagogies geared towards developing students' sense of agency. These shifts have occurred largely in response to two shifts in teaching as a result of two globalizing forces in the twenty-first century landscape. policymakers and educators may inadvertently be pressured to privilege the question of how to implement twenty-first century competencies (21CC) most effectively over more philosophical questions about why 21CC is valuable for a flourishing life and citizenry. In this sense, the next stage of development of 21CC may need to lend greater attention to exploring the ethics and values informing twenty-first century schooling as well as articulate a clearer philosophy of education grounded on a vision of the kinds of character, dispositions, and virtues that twenty-first century school leaders, teachers, and students need to have. More specifically, the challenge is how Singapore can develop its own brand of 21CC values and philosophy not merely adapting frameworks and discourses propagated by scholars and organizations from the West but one that is derived from the voices of its own scholars and educators and that takes into account its situatedness in multicultural and Asian contexts. In addition, the study from Poon, et al. (2017) also found that the transformation of pedagogy and practice in schools and classrooms was needed to broaden learning experiences and better address students' diverse learning needs. In response to rapid technological and cultural globalization, increasing competitiveness in the global economy, and world-wide volatility arising from increasing instances of terrorism and xenophobia, the Ministry of Education

undertook a major curriculum review in 1997 to rethink its goals and directions for the future.

Part 2 of a research discussion related to framework of trends in educational management for the unity of countries in ASEAN community

From the result showed that the curriculum of ASEAN educational system should be the curriculum of humanism which supported the harmonization and collaboration which related to the research of Sulistyanto, D. (2014) on "Improving teaching and research capacity in Indonesia education throught ASEAN collaboration. Results found that in the global higher education (HE) scenario, many countries face common challenges in higher education including rising demands for access to higher education, and the needs to improve the quality of higher education for international recognition. Although the harmonization of HE process in Europe has not been without flaws, a regional platform to address and perhaps solve common challenges in higher education is of interests to the global regions. This project examines the teaching and research capacity of high education in the case of ASEAN countries. Education for All (EFA) is a drive to decentralize basic and secondary educational planning, management and accountability, particularly in countries with highly centralized systems of governance, to make them more responsive to diverse local needs and place more responsibility at the local level. Considering a regional commitment to establish an ASEAN Community by 2015 and the international challenges in higher education, a more prominent role of the harmonization of higher education process within the ASEAN region is crucial to build a strong foundation for the ASEAN Community and also to enhance higher education interconnectedness of ASEAN and beyond. It is also related to the research of Chakpitak, N. and Bouras, A. (2015) who studied about Internationalization for ASEAN University. The summary of result showed that International academic and research affairs are useful for leading universities to develop network with local and international strategic partners in internationalization. The budget for internationalization should be allocated enough to make ranking indicators and maintain relationship with leading universities particularly in visiting professor, student exchange and research. For mobility of staff, students and professionals, quality assurance, credit transfer, qualification, work integrated learning and entrepreneurship development systems at higher education can help ASEAN community for harmonization of education system and skilled workforce in the future.

Part 3 of a research discussion related to trends of educational management in ASEAN community

From the result showed that need to set up the standard for ASEAN education and to set up the policy of ASEAN education and identity as the international collaborative project. These results related to the research of Phra Komsaeng Kuntasiri (2012) conducted research entitle "Teaching and instruction on profession curriculum of Pak Pa Sak Technical College, Vientiane, Laos PDR and the suggestion from research encourage teachers to teach and focus on practice more than on theory. Students should be encouraged to have the opportunity of sharing opinion. In educational media, teachers should learn more and update new learning media. In the assessment aspect, teachers should give students mark or score without bias. For problem solving indicated that the curriculum should improve to reach the standard by extend to Master degree and Doctoral degree and should develop diverse activities. In addition, teachers should pay responsibility on teaching and focus on activities by supporting students on using educational media such as computer, VDO, picture, newspaper and journal. For the assessment, it should encourage students to ask question during doing class activities. These results also correlated to the strategies of Laos PDR which are the 1st strategy is to encourage education cooperation for developing human resources, the 2nd strategy is to encourage cooperation in knowledge enhancing for teachers and educational personnel in basic education, vocational education, non-formal education and informal education, the 3rd strategy is to encourage cooperation in development and education standard enhancement in higher education from the research of Bureau of International Cooperation (2009) as well as the strategic plan of Cambodia from the same research team found that the 1st strategy is to encourage education cooperation for being the mechanism of making relationship and cultural understanding, the 2nd strategy is to encourage education cooperation for being the main key in human resources development and skill for solving poverty, the 3rd strategy is to encourage cooperation in education reform. These are the sample education strategic plan from ASEAN countries that have tries to develop education in their countries in order to reach ASEAN standard.

Part 4 of a research discussion related to strategies of educational management for peace of countries in ASEAN community.

From the result showed that it indicated that six strategic aspects were synthesized consisted of strategy 1 develop teachers and administrators, strategy 2 collaborate curriculum and assessment, Strategy 3 enhance teaching and instruction,

strategy 4 encourage educational research, strategy 5 facilitate educational opportunity, and strategy 6 develop educational management. It can be discussed these results are related to the research of Bureau of International Cooperation (2009) which conducted the research called "Strategic Development of Educational Cooperation between Thailand and Neighboring Countries" consisted of Cambodia, Laos PDR, Myanmar and Vietnam. The main strategic plan showed that the 1st strategy was to enhance the policy of educational cooperation to be the national policy for being a mechanism in creating sustainable relationship between Thailand and Neighboring countries. The 2nd strategy was to expand the cooperation of educational quality development in basic education, higher education, vocational education to be lifelong education that related to trend of national development of each country. The 3rd strategy was to create unity in educational cooperative movement with neighboring countries in the same direction. The 4th strategy was to encourage good understanding, trust and confident between Thailand and Neighboring countries.

In addition, these results also related to the research of Ministry of Education (2006) from the research called "Comparative research on educational reform of countries in ASEAN community". Results indicated that all ASEAN countries has given education for the most important issue of country development especially education can lead to economic development. Many countries in both old member and new member still give the role of education to reduce poverty and move over underdeveloped country in economy. At the same time, education is the key of potential enhancement for competition at international level. Some countries in ASEAN wish to have equally potential development within ASEAN countries.

Part 5 of a research discussion related to a value of research results.

From the result showed that five goals are set for the 5th strategy to facilitate educational opportunity, which are 1) support compulsory and inclusive education, 2) expand access to preschool services for children in rural areas, 3) increased attention to the education and training needs of adults, 4) provide the opportunity to fulfil student's potential regardless of background, and 5) increase scholarships and opportunities for poor and merit students. This strategy is very important for education development for making the unity in ASEAN community. Education for all is key for providing education opportunity for children who are ASEAN members. It related to the article of Simpson, R.L. and others (2004) studied about "The No Child Left Behind Act Challenges and Implications for Educators". It showed that The No Child Left Behind (NCLB) Act is potentially the most significant

educational initiative to have been enacted in decades. Among the salient elements of this initiative are requirements that all students have qualified teachers and be given the opportunity to attend high-quality schools. The NCLB legislation also requires that states raise academic achievement levels for all students, including those with disabilities. Linked to these components and related issues, this article discusses the major components of the NCLB along with implications and recommendations for educators. **For the expectation of this research, researchers hope that we can apply** The No Child Left Behind (NCLB) Act to be a part of educational management in ASEAN countries.

Part 6 of a research discussion related to the encouragement of our ASEAN countries on education development.

From the result showed that some ASEAN countries still need further development in term of resources and budget of educational development which related to the report of Department of Foreign Affairs and Trade, (2014) on Australia-Laos Education Delivery Strategy 2013–18. Result showed that the focus of Australia's support will be in improving access to education, through both physical infrastructure and investments in school communities and administrations, to enable better management of resources. For physical infrastructure, support will focus on improving early childhood education learning environments and incomplete primary schools. This support will be carefully planned and managed to ensure it responds to location-specific needs, taking into account resettlement and safeguard concerns; and is matched with resourcing of teachers and learning materials. To complement the physical investment in school communities, efforts will be made to improve the knowledge and value of education in communities. Support for strong school leadership, through capacity building of school principals, Village Education Development Committees (VEDCs), community groups, and District Education and Sports Bureaus (DESBs) will aim to increase community participation in education, ultimately supporting more children to stay in school and complete a basic education. This support will also assist school communities to be better able to plan, manage and monitor the use of resources, including school block grants, towards meeting national education quality standards, leading to more equitable and adequate school resourcing. Australia's support under this pillar will aim to achieve the following by 2018; 1) increased number of classrooms constructed through a community-based contracting approach in remote and disadvantaged village, and 2) increased number of accessible textbooks and teaching materials that incorporate relevant curriculum distributed to more schools.

In addition, this research results also related to the report of The Ministry of Education, Youth and Sport (2014) which indicated that the fact of ASEAN integration in 2015 and the desire of Cambodia to be a middle income country by 2030 require considerable investment in education. Both professional and well qualified human resources and financial resources are required (highly successful ASEAN countries have grown in part as a result of the high level of education investment often in excess of 5% of gross domestic product GDP). MoEYS recognizes the importance of making the whole of the sector work together in order to respond to the social and economic demands. The focus of the ESP 2014 - 2018 is on consolidating the gains already made in the previous ESP periods, reaching out to the most disadvantaged, providing learning that is of a high quality and relevant to the national development. Education services are delivered professionally and accountably in order to lay a foundation for knowledge and skills based economy. The sector will develop its sector wide quality assurance framework based on learning and service delivery standards that respond to the needs of children, communities and the labor market.

Three policies are set for educational management in Cambodia by the year 2018. In Policy 1, Ensuring equitable access for all to education services All children have access to all type of ECE services, primary schools, secondary schools and then opportunities to continue learning. For children who are unable to access formal education alternatives will be provided. Increase the number of children and youth that have access to all education levels with a focused attention on equity and access for the most disadvantaged areas and groups of children. Increase opportunities for children to finish 12 years education with a good knowledge and reasoning and logic skills who can build these skills and knowledge through technical training, higher education and other means. In Policy 2, Enhancing the quality and relevance of learning All children and youth have a relevant and quality learning experience enabling them to contribute effectively to the growth of the nation. Ensure learning is of high quality and relates learning to socio-economic goals of the country and of local contexts; a quality framework that provides learners, parents, communities, teachers and managers with outcome standards and monitoring and reporting against these. In Policy 3, Ensuring effective leadership and management of education staff at all levels Education services are provided effectively and flexibly. Efficient and professional management provides best value (with a focus on results), timely and relevant monitoring and reporting of results with effective feedback, measures for accountability and mechanisms for adjustment to policy, strategy and

programs at both national and subnational level. Management of public education institutions can respond efficiently to emerging needs at school level.

5.3 Suggestions

5.3.1 Suggestion for Applying Research Results

1) From the result showed that most of the educational policy in ASEAN countries depended on the government. Therefore, results of this results should be written in pocket book and submit to government organizations in ten ASEAN countries in order to propose about trends and strategy of educational management for unity and peace in ASEAN community.

2) From the result showed that some ASEAN countries still need further development in term of resources and budget of educational development and research. Therefore, as a part of ASEAN community, educators should try to provide the opportunity to each other and setting collaborative research project to fill educational gap and sharing to each other in term of knowledge, skills, area study for field research including budget. Then, research results can be applied into ten ASEAN countries as a research utilization.

3) From the result in the 5th strategy showed that to facilitate educational opportunity especially provide the opportunity to fulfil student's potential regardless of background. Therefore, as an ASEAN community, we should support each other on educational development. Then, ASEAN students will be given equal opportunity to learn and access education especially for the basic education and compulsory education.

5.3.2 Suggestion for Further Research

1) This research has been developed based on grounded theory technique and was confirm data using Delphi technique. Results can be applied and constructed a causal relationship model by connecting between qualitative results from this research, Then, researcher can design by using quantitative research method to conduct and study how is the causal relationship model whether or not to relate with the empirical data or in the real life.

2) This research studied with general about educational management in ASEAN countries which received only data in term of policy and general practice of educators. Therefore, researcher should design to study deeply and focus on each aspect of education such as conduct research on vocational education. Results can guide direct to the career opportunity for students in ASEAN country and can guide the career market for them as well.

3) This research has done only Thai researcher team; it should be combined together of conducting research for all educators or researchers in the same research problem. Data can be collected in the area from each country by local researchers. Then, they can join together of doing research analysis, writing research report and public results to implement in their countries.

References

Bano, R., AlShammari, E., Fatima, S.B., & Al-Shammari, N.A. (2013). A comparative study of Knowledge, Attitude, Practice of nutrition and non-nutrition student towards a balanced diet in Hail University. *IOSR Journal of Nursing and Health Science*. 2(3), (Sep. – Oct. 2013), 29-36.

Bureau of International Cooperation. (2009). *Strategic Development of educational cooperation between Thai and neighboring countries.* Bangkok: Office of the Permanent Secretary, Ministry of Education.

Chakpitak, N. and Bouras, A. (2015). Internationalization for ASEAN University: Case Study of CMU-ULL. *VNU Journal of Science*, Vol. 31, No. 4 (2015), 30-36.

Chanin, T. and Poolpatarachewin, J. (2008). The evolution of concepts of education for peace in Thailand. *An Online Journal of Education*. 3(1), 833-846 Retrieved on 5th January 2016, from http://ojed.edu.chula.ac.th

Dalkey, N.C. and Helmer, O. (1963). An experimental application of Delphi method to use of experts. *Management sciences.* Vol.9, 458-467.

Department of Foreign Affairs and Trade. (2017). *Australia-Laos Education Delivery Strategy 2013–18.* Retrieved on 25th October 2017, from https://dfat.gov.au/about-us/publications/Documents/aus-laos-education-delivery-strategy.pdf

Department of strategy and evaluation Bangkok, (2013). *Knowledge of ASEAN community*. Bangkok: National Office of Buddhism Publishing.

Department of Technical Education. (2008). *The role of technical and vocational education training (TVET) providers in training for employees.* Information paper on Brunei Darussalam for APEC Forum on Human Resource Development, 19-21 November 2008, Chiba City, Japan.

Diteweg, H., van Oostwaard, A., Tempelman, H., Vermeer, A., Appels, M., van der Schaaf, Marieke F, & Maree, D. J. F. (2013). AIDS awareness and VCT behaviour: An application of the integrated model of behaviour prediction. Health SA Gesondheid, 18(1), 1-10.

Editorial department. (2011). Enhancing education by using technology into the world level. *Wittayajam Journal.* 110 (11) (September 2011), 73-74.

Education in Brunei Darussalam. (2017). Retrieved on 9th October 2017, From http://www.study country.com/guide/BN-education.htm

Education System Malaysia. (2015). *The Malaysian education system described and compared with the Dutch system.* Retrieved on 24th July 2017, from https:// www.nuffic.nl/en/publications/find-a-publication/education-system-malaysia.pdf

Education System Philippines. (2015). *The Philippine education system described and compared with the Dutch system.* Retrieved on 20th August 2017, from https:// www.nuffic.nl/en/publications/find-a-publication/education-system-philippines.pdf

Education System Thailand. EP-Nuffic 3rd Edition, January 2015: p3, Retrieved on 9th May 2017 From https://www.nuffic.nl/en/publications/find-a-publication/education-system-thailand.pdf

Education System Vietnam. (2015). *The Vietnamese education system described and compared with the Dutch system.* Retrieved on 15th November 2017, from https://www.nuffic.nl/en/publications/find-a-publication/education-system-vietnam.pdf

Florido, A.M. (2014). Educational profile of the Philippines and best practices in Filipino schools and classrooms. Retrieved on 25th October 2015, from http://www.unc.edu

Info-communications Development Authority of Singapore. (2017). *Innovation, Integration and Internationalisation.* Retrieved on 6th December 2017, from http://unpan1.un.org/ intradoc/groups/public/documents/unpan/unpan032993.pdf

Kaliyaperumal K. (2004). Guideline for Conducting a Knowledge, Attitude and Practice (KAP) Study. *Community Ophthalmology*. 4(1): pp.7-9, Retrieved on 24th March 2017, from http://laico.org/v2020resource/files/guideline_kap_Jan_mar04.pdf

Khaemanee, T. (2007). *Teaching Science: Knowledge for efficient learning procedure.* 2nd edition. Bnagkok: Chulalongkorn University publisher.

Kingdom of Cambodia Ministry of Education, Youth, and Sport. (2017). *Country Education Profile.* Phnom Penh, Retrieved on 30th August 2017, from http://www.moeys.gov.kh

Kurth-Schai, R., Poolpatarachewin, C., and Pitayanuwat, S. (1998). Using the Delphi cross-culturally: Towards the development of policy. In J.J. Cogan; and R. Derricott (eds.), Cityzensship for the 21st Century: An International Perspective on Education, pp. 77-92. London: Kogan Page Limited.

Lakhan, R. and Sharma, M. (2010). A Study of Knowledge, Attitudes and Practices (KAP) survey of families toward their children with intellectual disability in Barwani, India. *ASIA Pacific Disability Rehabilitation Journal.* Vol.21 No.2. Retrieved on 24th March 2017, from http://www.dinf.ne.jp/doc/english/asia/resource/apdrj/ vol21_2_2010/index.html

Librahim, G. (1995). Knowledge, attitude and practice the three pillars of excellence and wisdom: a place in the medical profession. *Eastern Mediterranean Health Journal.* 1(1), 8-16.

Ministry of Education. (2006). *Comparative research on educational reform of countries in ASEAN community.* Bangkok: Office of the Education Council.

_____. (2008). *The Basic Education Core Curriculum B.E. 2551 (A.D. 2008).* Bangkok: The agricultural Co-operative Federation of Thailand Publishing.

_____. (2012). *Malaysia Education Blueprint 2013-2025*. Retrieved on 25th October 2015, from http://www.moe.gov.sg

_____. (2012). *The Ministry of Education Strategic Plan 2012 – 2017*. Retrieved on 9th October 2017, from http://www.moe.gov.bn/Shared%20Documents/strategicplan.pdf

_____. (2014). *Education in Singapore.* Retrieved on 25th October 2014, from http://www.moe.gov.sg

_____. (2014). *Education strategic plan 2014 – 2018.* Retrieved on 25th October 2014, from http://planipolis.iiep.unesco.org

_____. (2014). *Thai Education in ASEAN Framwork.* Retrieved on 24 October 2014, from http://www2.eduzones.com/aec/96960

_____. (2014). *Towards a learning society in Thailand: An introduction to education in Thailand.* Retrieved on 25th October 2014, from http://bic.moe.go.th

Ministry of Education, Youth and Sport. (2014). Education Strategic Plan 2014 – 2018. Retrieved on 25th November 2017, from http://www.veille.univ-ap.info/media/pdf/pdf_1436325627550.pdf

Nguyen Tan Dung. (2017). *Approving the 2011-2020 education development strategy.* Retrieved on 6th December 2017, from http://vietnamlawmagazine.vn/decision-no-711-qd-ttg-of-june-13-2012-approving-the-2011-2020-education-development-strategy-4704.html

Phra Dhamrmakosajarn (Prayoon Dhammajitto). (2005). *Scope of Knowledge and education works.* Bangkok: Samlada Ltd.

Phra Dhammapitaka (P.A. Payutto). (1995). *Education for peace.* 2nd Edition. Bangkok: Sahadhammika Ltd.

Phra Komsaeng Kuntasiri. (2012). Teaching and instruction on profession curriculum of Pak Pa Sak Technical College, Vientiane, Laos PDR. *Thesis of Master Degree on Educational Administration.* Graduate School, Mahachulalongkornrajavidyalaya University.

Phra Thepsopon (Prayoon Dhammajitto). (2004). *Trend of Thai Education.* 4th Edition. Bangkok: Mahachulalongkornrajavidyalaya University Publishing.

Piboonsongkram, P. (2011). Create the connection in ASEAN for the usefulness of Thai people. *ASEAN Hightlight,* pp 50-53, Retrieved 22 October 2016, From http://www.mfa.go.th/asean/contents/files/asean-media-center-20121204-122503-499440.pdf

Poolpataracheewin, J. (1997). *Future Research of EDFR for educational research tool.* Bangkok: Chulalongkorn University.

_____. (2003). *Future Research of EDFR*. Retrieved on 20 November 2003, From http://www.thaiedresearch.org/article/detail.php?id=44

Poon, C. L., Lam, K. W. L., Chan, M., Chng, M., Kwek, D., & Tan, S. (2017). Preparing students for the twenty-first century: A snapshot of Singapore's approach. In S. Choo, D. Sawch, A. Villanueva, & R. Vinz (Eds.), *Educating for the 21st century: Perspectives, policies and practices from around the world.* Singapore: Springer, 225–241.

Pornsrima, D. (2013). *Critical and opportunity of Thai teaching career forward to ASEAN community.* An Academic Conference of Kurasapa in 2013 on "Research for enhancing educational quality and professional development", on 14-15 September 2013 at Ambassador Hotel, Sukhumvit 11 Bangkok.

Simpson, R.L., Lacava, P.G. & Graner, P.S. (2004). The No Child Left Behind Act Challenges and Implications for Educators. *Sage Journals.* 40(2), (November 1, 2004), 67-75.

Sirisaenglert, K. (2014). *Future Trend of National Education.* Retrieved on 26 October 2014, from http://edu.stou.ac.th/EDU/UploadedFile/23723-15pdf

Sulistyanto, D. (2014). *Improving teaching and research capacity in Indonesia education throught ASEAN collaboration.* Second International Conference on Education and Language (ICEL) 2014 Conference organized by the Bandar Lampung University on 20-22 May 2014. pp.6-10.

Suwannavela, J. (2002). *Research-based Education*. Special speech on the anniversary of Faculty of Education, Chulalongkorn University.

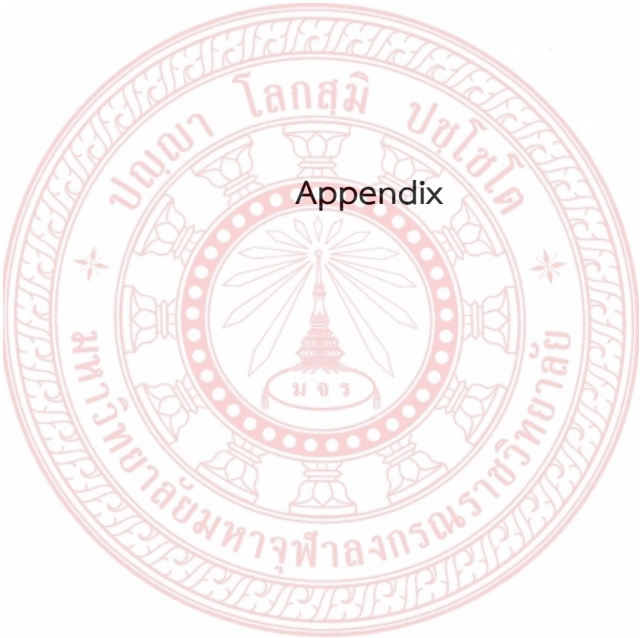
Tan, J. P.-L., Choo, S.S., Kang, T. & Liem, G.A.D. (2017). Educating for twenty-first century competencies and future-ready learners: research perspectives from Singapore. *Asia Pacific Journal of Education*. 37 (4), 425-436

The World Bank. (2014). *Education in Indonesia: Managing the transition to decentralization.* Retrieved on 25th October 2016, from http://siteresources.worldbank.org/EDUCATION

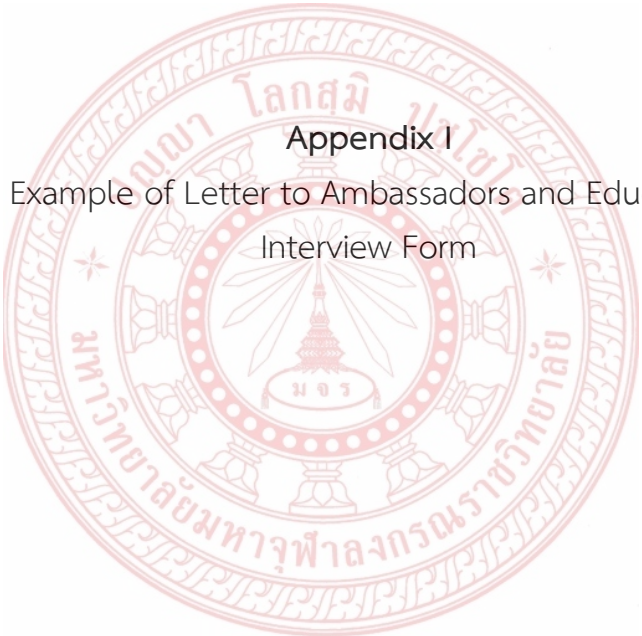
VEF Board of Directors. (2017). *Vietnam Education Foundation Strategic Planning and Assessment CY 2011-2016.* Retrieved on 6th December 2017, from https://www.vef.gov/download/VEF_Strategic_Plan_2011-2016-APPROVED-April_4_2011.pdf

Wongwanit, S. (2013). *Formative Research: Research for action improvement continually.* Kurusapa Academic Conference 2013 "Research for enhancing educational quality and occupational development", on 14-15 September 2013 at Ambassador Hotel Bangkok.

Wolf, M. (2013). *Bridging the KAP-gap in global education*. Fontys University of Applied Sciences. Retrieved on 24th March 2017, from http://deeep.org/wp-content/uploads/2013/12/bridging-the-kap-gap-in-global-education.pdf



Appendix



Appendix I

Example of Letter to Ambassadors and Educators

Interview Form

Educators for Interview

Research project entitle

"Trends of Education Management for Unity and Peace of Countries in ASEAN Community"

****

No.	Names	Code of Interview and date
1	Wunna Han	(Educator A1, **Interview,** 24 April 2016)
2	Prof. Dr. Aye Aye Myint	(Educator A2, **Interview,** 5 May 2016)
3	Daw Su Su Thwin	(Educator A3, **Interview,** 5 May 2016)
4	Dr.Yunardi	(Educator B1, **Interview,** 4 May 2016)
5	Dr. Djohan	(Educator B2, **Interview,** 17 June 2016)
6	Dr. Huang Jun Song David	(Educator C1, **Interview,** 13 May 2016)
7	Prof. Low Ee Ling	(Educator C2, **Online Interview,** 20 May 2016)
8	Dr.Megat Ahmad Kamaluddin	(Educator D1, **Interview,** 18 May 2016)
9	Dr. Bounchanh Siphanthong	(Educator E1, **Interview,** 30 May 2016)
10	Dr. Nieo Silavong	(Educator E2, **Interview,** 30 May 2016)
11	Pham Chi Cuong	(Educator F2, **Interview,** 2 June 2016)
12	Dao Lan Huang	(Educator F2, **Interview,** 3 June 2016)
13	Dr.Mohamad Azmi bin Hj Mohamad	(Educator G1, **Interview,** 13 June 2016)
14	Dr.Masitah Shahrill	(Educator G2, **Interview,** 13 June 2016)
15	Dr.Abby Tan Chee Mong	(Educator G3, **Interview,** 13 June 2016)
16	Dr. Wilma S. Reyes	(Educator H1, **Interview,** 22 June 2016)
17	Miss Elanor O. Bayten	(Educator H2, **Interview,** 22 June 2016)
18	Dr.Sieng Sovanna	(Educator J1, **Interview,** 25 May 2016)
19	Dr.Sok Soth	(Educator J2, **Interview,** 25 May 2016)
20	Sot Visal	(Educator J3, **Interview,** 25 May 2016)
21	Dr.Tao Nary	(Educator J4, **Interview,** 25 May 2016)
22	Phra Rajavoramuni, Ph.D.	(Educator K1, **Interview,** 25 July 2016)
23	Assist.Prof.Dr. Jatuphum Ketchatturat	(Educator K2, **Interview,** 21 November 2016)

MAHACHULALONGKORNRAJAVIDYALAYA UNIVERSITY
79 Group 1 Lamsai, Wang Noi,
Ayutthaya 13170, THAILAND
Tel. (6635) 248-000-5
Fax (6635) 248-034
URL : www.mcu.ac.th

MCU/ASC1

22nd April 2016

His Excellency Ambassador,

As ASEAN Studies Center of Mahachulalongkornrajavidyalaya University has provided the research project entitle "Trends of Education Management for Unity and Peace of Countries in ASEAN Community". This research is to interview the consular who works related the education and culture section in the Embassy. Moreover, this information will be supported our research and give us the connection to the ministry of education and university in your country which will be utilized for this project.

The aim of this project is to develop the frameworks, set the strategy and propose the trends of educational management for unity and peace in ASEAN community. It will be illustrated the state of the educational management and gained the new body of knowledge about the framework and set the strategy educational management for the peacefully ASEAN countries.

We would like to make an appointment on 3th May, 2016 at 9-11 p.m. and please kindly help to provided us for this interview schedule at the Embassy of the Republic of Indonesia in Bangkok.

Our mission in working this research diligently towards stronger and meaningful relations between our ASEAN communities, I hope that, in this process will be supported the understanding cultural diversity especially in the educational field will also deepen. Thank you for your cooperation.

Excellency

P.R. Varamethi

(Phra Rajvaramethi, Ph.D)
Head of Research Project
Vice Rector for Administration

Contact Person: Dr.Lampong Klomkul Tel: 086-5038067
ASEAN Studies Center, Mahachulalongkornrajavidyalaya University

MAHACHULALONGKORNRAJAVIDYALAYA UNIVERSITY
79 Group 1 Lamsai, Wang Noi,
Ayutthaya 13170, THAILAND
Tel. (6635) 248-000-5
Fax (6635) 248-034
URL : www.mcu.ac.th

MCU/ASC6

22nd April 2016

His Excellency Ambassador,

As ASEAN Studies Center of Mahachulalongkornrajavidyalaya University has provided the research project entitle "Trends of Education Management for Unity and Peace of Countries in ASEAN Community". This research is to interview the consular who works related the education and culture section in the Embassy. Moreover, this information will be supported our research and give us the connection to the ministry of education and university in your country which will be utilized for this project.

The aim of this project is to develop the frameworks, set the strategy and propose the trends of educational management for unity and peace in ASEAN community. It will be illustrated the state of the educational management and gained the new body of knowledge about the framework and set the strategy educational management for the peacefully ASEAN countries.

We would like to make an appointment on 26th April, 2016 at 2-4 p.m. and please kindly help to provided us for this interview schedule at Myanmar Embassy in Bangkok.

Our mission in working this research diligently towards stronger and meaningful relations between our ASEAN communities, I hope that, in this process will be supported the understanding cultural diversity especially in the educational field will also deepen. Thank you for your cooperation.

Excellency

P.R. Varamethi

(Phra Rajvaramethi, Ph.D)
Head of Research Project
Vice Rector for Administration

Contact Person: Dr.Lampong Klomkul Tel: 086-5038067
ASEAN Studies Center, Mahachulalongkornrajavidyalaya University

MCU/ASC16

MAHACHULALONGKORNRAJAVIDYALAYA UNIVERSITY
79 Group 1 Lamsai, Wang Noi,
Ayutthaya 13170, THAILAND
Tel. (6635) 248-000-5
Fax (6635) 248-034
URL : www.mcu.ac.th

23rd May 2016

Dear Ambassador of Embassy of Laos PRD

As ASEAN Studies Center of Mahachulalongkornrajavidyalaya University has provided the research project entitle "Trends of Education Management for Unity and Peace of Countries in ASEAN Community". This research is to interview the expert who works related the educational section in Cambodia. Moreover, this information will be supported our research and give us the deeply understanding to the educational system and university in your country which will be utilized for this project.

The aim of this project is to develop the frameworks, set the strategy and propose the trends of educational management for unity and peace in ASEAN community. It will be illustrated the state of the educational management and gained the new body of knowledge about the framework and set the strategy educational management for the peacefully ASEAN countries.

We would like to make an appointment to interview Minister of Education, Youth and Sport of Laos PDR, and Dean of Faculty of Education of National University of Laos. Moreover, please kindly help to provided us to interview the key informants. Additionally, we set the schedule for interview between the 30th – 31st of May in 2016. In our research group, it included Dr.Lampong Klomkul, Phra Tikumporn Dhammajoto Rodkhunmuang and Phra Tavisack Teerapanyo.

Our mission in working this research diligently towards stronger and meaningful relations between our ASEAN communities, I hope that, in this process will be supported the understanding cultural diversity especially in the educational field will also deepen. Thank you for your cooperation.

Sincerely yours,

P.R.Varamethi

(Phra Rajvaramethi, Ph.D.)
Head of Research Project
Vice Rector for Administration

Contact Person: Dr.Lampong Klomkul Tel: (+66)86-503-8067
ASEAN Studies Center, Mahachulalongkornrajavidyalaya University
E-mail: eduaseanmcu@gmail.com

MAHACHULALONGKORNRAJAVIDYALAYA UNIVERSITY
79 Group 1 Lamsai, Wang Noi,
Ayutthaya 13170, THAILAND
Tel. (6635) 248-000-5
Fax (6635) 248-034
URL : www.mcu.ac.th

MCU/ASC18

28th April 2016

Dear Minister of Education and Training, The Socialist Republic of Vietnam.

As ASEAN Studies Center of Mahachulalongkornrajavidyalaya University has provided the research project entitle "Trends of Education Management for Unity and Peace of Countries in ASEAN Community". This research is to interview the expert who works related the educational section in Vietnam. Moreover, this information will be supported our research and give us the deeply understanding to the educational system and university in your country which will be utilized for this project.

The aim of this project is to develop the frameworks, set the strategy and propose the trends of educational management for unity and peace in ASEAN community. It will be illustrated the state of the educational management and gained the new body of knowledge about the framework and set the strategy educational management for the peacefully ASEAN countries.

We would like to make an appointment to interview you and please kindly help to provided us for this interview schedule at Ministry of Education and Training. Additionally, we will set the schedule for exactly date of interview later via e-mail.

Our mission in working this research diligently towards stronger and meaningful relations between our ASEAN communities, I hope that, in this process will be supported the understanding cultural diversity especially in the educational field will also deepen. Thank you for your cooperation.

Sincerely yours,

P.R.Varamethi

(Phra Rajvaramethi, Ph.D.)
Head of Research Project
Vice Rector for Administration

Contact Person: Dr.Lampong Klomkul Tel: (+66)86-503-8067
ASEAN Studies Center, Mahachulalongkornrajavidyalaya University
E-mail: eduaseanmcu@gmail.com

MAHACHULALONGKORNRAJAVIDYALAYA UNIVERSITY
79 Group 1 Lamsai, Wang Noi,
Ayutthaya 13170, THAILAND
Tel. (6635) 248-000-5
Fax (6635) 248-034
URL : www.mcu.ac.th

MCU/ASC19

28th April 2016

Dear Dean of Faculty of Education, Royal University of Phnom Penh,

As ASEAN Studies Center of Mahachulalongkornrajavidyalaya University has provided the research project entitle "Trends of Education Management for Unity and Peace of Countries in ASEAN Community". This research is to interview the expert who works related the educational section in Cambodia. Moreover, this information will be supported our research and give us the deeply understanding to the educational system and university in your country which will be utilized for this project.

The aim of this project is to develop the frameworks, set the strategy and propose the trends of educational management for unity and peace in ASEAN community. It will be illustrated the state of the educational management and gained the new body of knowledge about the framework and set the strategy educational management for the peacefully ASEAN countries.

We would like to make an appointment to interview you and please kindly help to provided us for this interview schedule at Royal University of Phnom Penh. Additionally, we will set the schedule for exactly date of interview later via e-mail.

Our mission in working this research diligently towards stronger and meaningful relations between our ASEAN communities, I hope that, in this process will be supported the understanding cultural diversity especially in the educational field will also deepen. Thank you for your cooperation.

Sincerely yours,

P.R.Varamethi

(Phra Rajvaramethi, Ph.D.)
Head of Research Project
Vice Rector for Administration

Contact Person: Dr.Lampong Klomkul Tel: (+66)86-503-8067
ASEAN Studies Center, Mahachulalongkornrajavidyalaya University
E-mail: eduaseanmcu@gmail.com

MAHACHULALONGKORNRAJAVIDYALAYA UNIVERSITY
79 Group 1 Lamsai, Wang Noi,
Ayutthaya 13170, THAILAND
Tel. (6635) 248-000-5
Fax (6635) 248-034
URL : www.mcu.ac.th

MCU/ASC25

28th April 2016

Dear Dr.Megat Ahmad Kamaludin Megat Ahmad Daud, Department of Educational Management Planning and Policy, University of Malaya

As ASEAN Studies Center of Mahachulalongkornrajavidyalaya University has provided the research project entitle "Trends of Education Management for Unity and Peace of Countries in ASEAN Community". This research is to interview the expert who works related the educational section in Malaysia Moreover, this information will be supported our research and give us the deeply understanding to the educational system and university in your country which will be utilized for this project.

The aim of this project is to develop the frameworks, set the strategy and propose the trends of educational management for unity and peace in ASEAN community. It will be illustrated the state of the educational management and gained the new body of knowledge about the framework and set the strategy educational management for the peacefully ASEAN countries.

We would like to make an appointment to interview you and please kindly help to provided us for this interview schedule at University of Malaya. Additionally, we will set the schedule for exactly date of interview later via e-mail.

Our mission in working this research diligently towards stronger and meaningful relations between our ASEAN communities, I hope that, in this process will be supported the understanding cultural diversity especially in the educational field will also deepen. Thank you for your cooperation.

Sincerely yours,

P.R.Varamethi

(Phra Rajvaramethi, Ph.D)
Head of Research Project
Vice Rector for Administration

Contact Person: Dr.Lampong Klomkul Tel: (+66)86-503-8067
ASEAN Studies Center, Mahachulalongkornrajavidyalaya University
E-mail: eduaseanmcu@gmail.com

MAHACHULALONGKORNRAJAVIDYALAYA UNIVERSITY
79 Group 1 Lamsai, Wang Noi,
Ayutthaya 13170, THAILAND
Tel. (6635) 248-000-5
Fax (6635) 248-034
URL : www.mcu.ac.th

MCU/ASC68

10th June 2016

Dear Dr Mohamad Azmi bin Hj Mohamad,

As ASEAN Studies Center of Mahachulalongkornrajavidyalaya University has provided the research project entitle "Trends of Education Management for Unity and Peace of Countries in ASEAN Community". This research is to interview the expert who works related the educational section in Brunei Darussalam. Moreover, this information will be supported our research and give us the deeply understanding to the educational system and university in your country which will be utilized for this project.

The aim of this project is to develop the frameworks, set the strategy and propose the trends of educational management for unity and peace in ASEAN community. It will be illustrated the state of the educational management and gained the new body of knowledge about the framework and set the strategy educational management for the peacefully ASEAN countries.

We would like to make an appointment to interview you and please kindly help to provided us for this interview schedule on 13th June 2016 at University of Brunei Darussalam.

Our mission in working this research diligently towards stronger and meaningful relations between our ASEAN communities, I hope that, in this process will be supported the understanding cultural diversity especially in the educational field will also deepen. Thank you for your cooperation.

Sincerely yours,

P.R.Varamethi

(Phra Rajvaramethi, Ph.D.)
Head of Research Project
Vice Rector for Administration

Contact Person: Dr.Lampong Klomkul Tel: (+66)86-503-8067
ASEAN Studies Center, Mahachulalongkornrajavidyalaya University
E-mail: eduaseanmcu@gmail.com

Interview Form

Trends of Educational Management for Unity and Peace of Countries in ASEAN Community

Phra Rajvaramethi, Ph.D.

ASEAN Studies Center, Mahachulalongkornrajavidyalaya University

Year 2015/2016

Interview Questions

Part I : Educational Management in ASEAN Community

1. What is the currently educational policy in your country?
2. What was the history of educational policy in your country?
3. How does your country design the curriculums and instructions?
4. How does the management of educational administration in your country?
5. Does your country conduct educational research, and how to apply research results in teaching and instruction?

Part II : Education in Future

6. What is the future of educational system in your country?
7. What do you want to see about educational management for ASEAN people?

Thank you for your kind support.

ASEAN Studies Center

Mahachulalongkornrajavidyalaya University, Thailand

Contact Person: Dr.Lampong Klomkul Tel: (+66)86-503-8067

E-mail: eduaseanmcu@gmail.com

EDFR Experts

Research project entitle

“Trends of Education Management for Unity and Peace of Countries in ASEAN Community”

****

No	Name	E-mail
001	**Dr. Masitah Shahrill** Senior Lecturer Director of Studies, Office of Assistant Vice Chancellor [Academic Affairs], UBD	masitah.shahrill@ubd.edu.bn
002	**Dr. Pg Norhazlin Pg Haji Muhammad** Deputy Director Sultan Omar ‘Ali Saifuddien Centre for Islamic Studies, UBD	norhazlin.muhammad@ubd.edu.bn
003	**Dr. Mohamad Azmi bin Hj Mohamad** Institute of Policy Studies University of Brunei Darussalam (UBD)	azmi.mohamad@ubd.edu.bn
004	**Dr. Sok Soth** Acting Dean, Faculty of Education Royal University of Phnom Penh	sothsok@gmail.com
005	**Sot Visal** Educational Researcher & Consultant Royal University of Phnom Penh	visalsotme@gmail.com
006	**H.E. Dr.Sieng Sovanna** Director of National Institute of Education Phnom Penh, Cambodia	siengsovannanie@gmail.com sieng.sovanna@moeys.gov.kh
007	**Dr. MEGAT AHMAD KAMALUDDIN BIN MEGAT DAUD** Head Department of Educational Management, Planning & Policies Faculty of Education, University of Malaya, Malaysia	megat@um.edu.my
008	**Dr. Wilma S. Reyes** Vice President for Research, Planning and Quality Assurance	reyes.ws@pnu.edu.ph

No	Name	E-mail
009	**Elanor O. Bayten** Technical Assistant Office of the Vice President for Research, Planning and Quality Assurance Philippine Normal University	bayten.eo@pnu.edu.ph
010	**Dr. Fil B. Tabayoyong, JR** Academic Professor, Faculty of Social Science & International Relations Pannasastra University of Cambodia	docfil1952@gmail.com
011	**Dr. Huang Junsong, David** Research Scientist, Assistant Dean, Research Strategy, Office of Education Research National Institute of Education, An Institute of Nanyang Technological University	junsong.huang@nie.edu.sg
012	Professor **Low Ee Ling** (Head/SPAQ) Office of Strategic Planning and Academic Quality, National Institute of Education (Singapore) An Institute of Nanyang Technological University	Kamsidah.kamsin@nie.edu.sg Contact: Kamsidah (Ms) or Idah
013	**Dr. Nieo Silavong** Lecturer, Faculty of Education National University of Laos	silavongsa@yahoo.com
014	**Dr. Bounchanh Siphanthong** Deputy Director, Department of External Relations, Ministry of Education and Sports, Lao PDR	bouchatthong@yahoo.fr
015	**Wunna Han** Minister Counsellor Embassy of Myanmar, Bangkok	wunnahan@gmail.com
016	**Prof. Dr. Aye Aye Myint** Acting Rector, Yangon University of Education, Myanmar	aamyint15259@gmail.com
017	**Dr. Yunardi** Education and Culture Embassy of Republic of Indonesia	yyunardi@yahoo.com

No	Name	E-mail
018	**Dr. Nguyen Vu Bich Hien** Dean Faculty of Educational Management Hanoi National University of Education Hanoi University of Education, Vietnam	k.qlgd@hnue.edu.vn nguyenvubichhien@gmail.com
019	**Pham Chi Cuong** Deputy Director General International Cooperation Department Ministry of Education and Training	pccuong@moet.edu.vn
020	**Prof.Dr. Djohan** Director, Yogyakarta Indonesia Institute of the Arts Indonesia	djohan.djohan@yahoo.com
021	Phra Rajavoramuni**, Ph.D.** Vice-Rector for Student Affairs Mahachulalongkornrajavidyalaya University Thailand	Visit office
022	**Asst.Prof.Dr.Jatuphum Khetchaturat** Department of Educational Measurement and Evaluation Faculty of Education, Khon Kaen University, Thailand	jketcha@kku.ac.th
023	**Mr.Porapot Visitsiri** Lecturer, Bodhivijalaya College Srinakarinwirot University, Thailand	baba_birdram@hotmail.com
024	**Asst.Prof.Dr.Chanasith Sithsungnoen** Faculty of Education Silpakorn University, Thailand	sithchana@gmail.com
025	**Dr. SUSUKHIN** Yangon University of Foreign Language Myanmar	susukhin05@gmail.com

Format for writing E-mail to Experts

Dear

Our research team has conducted the research project entitle “ Trends of Education Management for Unity and Peace of Countries in ASEAN Community”, and now is coming to the final phase of data collection using Ethnographic Delphi Future Research (EDFR) technique for the research analysis.

According to the development of education strategic plan, we would like you to be part of making the decision of all items on education strategic plan that our research team has analyzed using qualitative technique. Your answer will be the most valuable for us in order to develop the suitable education strategic plan for ASEAN countries. Please kindly help to provide your opinion through questionnaires as this link: https://goo.gl/forms/0OjFkmhnEb3P6baJ3

Thank you very much for your kind cooperation.

Sincerely yours,

Dr.Lampong Klomkul
Research coordinator, ASEAN Studies Center
Mahachulalongkornrajavidyalaya University, Thailand
Tel: (+66)92-251-1212
E-mail: eduaseanmcu@gmail.com

MCU2017/ASC006

Mahachulalongkornrajavidyalaya University
79 Group 1 Lamsai, Wang Noi,
Ayutthaya 13170, Thailand
Tel. (6635) 248-000-5
Fax (6635) 248-034

28th December 2017

Dear H.E. Dr.Sieng Sovanna,

As ASEAN Studies Center of Mahachulalongkornrajavidyalaya University has conducted the research project entitle "Trends of Education Management for Unity and Peace of Countries in ASEAN Community". This research has been developed from theory of education into field study in ten ASEAN countries since 2016. The purposes of this research project are to develop the frameworks, set the strategy and propose the trends of educational management for unity and peace in ASEAN community. It will be illustrated the state of the educational management and gained the new body of knowledge about the framework and strategic plan on educational management for unity and peace in ASEAN countries.

The final phase of data collection is to use Ethnographic Delphi Future Research (EDFR) technique for the research analysis. According to the development of education strategic plan, we would like you to be part of making the decision of all items on education strategic plan that our research team has analyzed using qualitative technique. Your answer will be the most valuable for us in order to develop the suitable education strategic plan for ASEAN countries. Please kindly help to provide your opinion through questionnaires as this link: https://goo.gl/forms/0OjFkmhnEb3P6baJ3 or the link providing on your e-mail.

Our mission in working this research diligently towards stronger and meaningful relations between our ASEAN communities, we hope that this process will be supported the understanding cultural diversity especially in the educational field. We also wish this research finding can be applied into practice all over our ASEAN countries. Thank you very much for your kind cooperation.

Sincerely yours,

P.R.Vasarnethi

(Phra Rajvaramethi, Ph.D.)
Head of Research Project
Vice Rector for Administration

Contact Person: Dr.Lampong Klomkul Tel: (+66)92-251-1212
ASEAN Studies Center, Mahachulalongkornrajavidyalaya University
E-mail: eduaseanmcu@gmail.com

MCU2017/ASC007

Mahachulalongkornrajavidyalaya University
79 Group 1 Lamsai, Wang Noi,
Ayutthaya 13170, Thailand
Tel. (6635) 248-000-5
Fax (6635) 248-034

28th December 2017

Dear Dr. Megat Ahmad Kamaluddin Bin Megat Daud,

As ASEAN Studies Center of Mahachulalongkornrajavidyalaya University has conducted the research project entitle "Trends of Education Management for Unity and Peace of Countries in ASEAN Community". This research has been developed from theory of education into field study in ten ASEAN countries since 2016. The purposes of this research project are to develop the frameworks, set the strategy and propose the trends of educational management for unity and peace in ASEAN community. It will be illustrated the state of the educational management and gained the new body of knowledge about the framework and strategic plan on educational management for unity and peace in ASEAN countries.

The final phase of data collection is to use Ethnographic Delphi Future Research (EDFR) technique for the research analysis. According to the development of education strategic plan, we would like you to be part of making the decision of all items on education strategic plan that our research team has analyzed using qualitative technique. Your answer will be the most valuable for us in order to develop the suitable education strategic plan for ASEAN countries. Please kindly help to provide your opinion through questionnaires as this link: https://goo.gl/forms/0OjFkmhnEb3P6baJ3 or the link providing on your e-mail.

Our mission in working this research diligently towards stronger and meaningful relations between our ASEAN communities, we hope that this process will be supported the understanding cultural diversity especially in the educational field. We also wish this research finding can be applied into practice all over our ASEAN countries. Thank you very much for your kind cooperation.

Sincerely yours,

P.R.Vasarnethi

(Phra Rajvaramethi, Ph.D.)
Head of Research Project
Vice Rector for Administration

Contact Person: Dr.Lampong Klomkul Tel: (+66)92-251-1212
ASEAN Studies Center, Mahachulalongkornrajavidyalaya University
E-mail: eduaseanmcu@gmail.com

MCU2017/ASC008

Mahachulalongkornrajavidyalaya University
79 Group 1 Lamsai, Wang Noi,
Ayutthaya 13170, Thailand
Tel. (6635) 248-000-5
Fax (6635) 248-034

28th December 2017

Dear Dr. Wilma S. Reyes,

As ASEAN Studies Center of Mahachulalongkornrajavidyalaya University has conducted the research project entitle "Trends of Education Management for Unity and Peace of Countries in ASEAN Community". This research has been developed from theory of education into field study in ten ASEAN countries since 2016. The purposes of this research project are to develop the frameworks, set the strategy and propose the trends of educational management for unity and peace in ASEAN community. It will be illustrated the state of the educational management and gained the new body of knowledge about the framework and strategic plan on educational management for unity and peace in ASEAN countries.

The final phase of data collection is to use Ethnographic Delphi Future Research (EDFR) technique for the research analysis. According to the development of education strategic plan, we would like you to be part of making the decision of all items on education strategic plan that our research team has analyzed using qualitative technique. Your answer will be the most valuable for us in order to develop the suitable education strategic plan for ASEAN countries. Please kindly help to provide your opinion through questionnaires as this link: https://goo.gl/forms/0OjFkmhnEb3P6baJ3 or the link providing on your e-mail.

Our mission in working this research diligently towards stronger and meaningful relations between our ASEAN communities, we hope that this process will be supported the understanding cultural diversity especially in the educational field. We also wish this research finding can be applied into practice all over our ASEAN countries. Thank you very much for your kind cooperation.

Sincerely yours,

P.R.Vasarnethi

(Phra Rajvaramethi, Ph.D.)
Head of Research Project
Vice Rector for Administration

Contact Person: Dr.Lampong Klomkul Tel: (+66)92-251-1212
ASEAN Studies Center, Mahachulalongkornrajavidyalaya University
E-mail: eduaseanmcu@gmail.com

MCU2017/ASC010

Mahachulalongkornrajavidyalaya University
79 Group 1 Lamsai, Wang Noi,
Ayutthaya 13170, Thailand
Tel. (6635) 248-000-5
Fax (6635) 248-034

28th December 2017

Dear Dr. Fil B. Tabayoyong, JR,

As ASEAN Studies Center of Mahachulalongkornrajavidyalaya University has conducted the research project entitle "Trends of Education Management for Unity and Peace of Countries in ASEAN Community". This research has been developed from theory of education into field study in ten ASEAN countries since 2016. The purposes of this research project are to develop the frameworks, set the strategy and propose the trends of educational management for unity and peace in ASEAN community. It will be illustrated the state of the educational management and gained the new body of knowledge about the framework and strategic plan on educational management for unity and peace in ASEAN countries.

The final phase of data collection is to use Ethnographic Delphi Future Research (EDFR) technique for the research analysis. According to the development of education strategic plan, we would like you to be part of making the decision of all items on education strategic plan that our research team has analyzed using qualitative technique. Your answer will be the most valuable for us in order to develop the suitable education strategic plan for ASEAN countries. Please kindly help to provide your opinion through questionnaires as this link: https://goo.gl/forms/0OjFkmhnEb3P6baJ3 or the link providing on your e-mail.

Our mission in working this research diligently towards stronger and meaningful relations between our ASEAN communities, we hope that this process will be supported the understanding cultural diversity especially in the educational field. We also wish this research finding can be applied into practice all over our ASEAN countries. Thank you very much for your kind cooperation.

Sincerely yours,

P.R. Vasarethi

(Phra Rajvaramethi, Ph.D.)
Head of Research Project
Vice Rector for Administration

Contact Person: Dr.Lampong Klomkul Tel: (+66)92-251-1212
ASEAN Studies Center, Mahachulalongkornrajavidyalaya University
E-mail: eduaseanmcu@gmail.com

MCU2017/ASC012

Mahachulalongkornrajavidyalaya University
79 Group 1 Lamsai, Wang Noi,
Ayutthaya 13170, Thailand
Tel. (6635) 248-000-5
Fax (6635) 248-034

28th December 2017

Dear Professor Low Ee Ling,

As ASEAN Studies Center of Mahachulalongkornrajavidyalaya University has conducted the research project entitle "Trends of Education Management for Unity and Peace of Countries in ASEAN Community". This research has been developed from theory of education into field study in ten ASEAN countries since 2016. The purposes of this research project are to develop the frameworks, set the strategy and propose the trends of educational management for unity and peace in ASEAN community. It will be illustrated the state of the educational management and gained the new body of knowledge about the framework and strategic plan on educational management for unity and peace in ASEAN countries.

The final phase of data collection is to use Ethnographic Delphi Future Research (EDFR) technique for the research analysis. According to the development of education strategic plan, we would like you to be part of making the decision of all items on education strategic plan that our research team has analyzed using qualitative technique. Your answer will be the most valuable for us in order to develop the suitable education strategic plan for ASEAN countries. Please kindly help to provide your opinion through questionnaires as this link: https://goo.gl/forms/0OjFkmhnEb3P6baJ3 or the link providing on your e-mail.

Our mission in working this research diligently towards stronger and meaningful relations between our ASEAN communities, we hope that this process will be supported the understanding cultural diversity especially in the educational field. We also wish this research finding can be applied into practice all over our ASEAN countries. Thank you very much for your kind cooperation.

Sincerely yours,

P.R.Vasarnethi

(Phra Rajvaramethi, Ph.D.)
Head of Research Project
Vice Rector for Administration

Contact Person: Dr.Lampong Klomkul Tel: (+66)92-251-1212
ASEAN Studies Center, Mahachulalongkornrajavidyalaya University
E-mail: eduaseanmcu@gmail.com

MCU2017/ASC020

Mahachulalongkornrajavidyalaya University
79 Group 1 Lamsai, Wang Noi,
Ayutthaya 13170, Thailand
Tel. (6635) 248-000-5
Fax (6635) 248-034

28th December 2017

Dear Prof.Dr. Djohan,

As ASEAN Studies Center of Mahachulalongkornrajavidyalaya University has conducted the research project entitle "Trends of Education Management for Unity and Peace of Countries in ASEAN Community". This research has been developed from theory of education into field study in ten ASEAN countries since 2016. The purposes of this research project are to develop the frameworks, set the strategy and propose the trends of educational management for unity and peace in ASEAN community. It will be illustrated the state of the educational management and gained the new body of knowledge about the framework and strategic plan on educational management for unity and peace in ASEAN countries.

The final phase of data collection is to use Ethnographic Delphi Future Research (EDFR) technique for the research analysis. According to the development of education strategic plan, we would like you to be part of making the decision of all items on education strategic plan that our research team has analyzed using qualitative technique. Your answer will be the most valuable for us in order to develop the suitable education strategic plan for ASEAN countries. Please kindly help to provide your opinion through questionnaires as this link: https://goo.gl/forms/0OjFkmhnEb3P6baJ3 or the link providing on your e-mail.

Our mission in working this research diligently towards stronger and meaningful relations between our ASEAN communities, we hope that this process will be supported the understanding cultural diversity especially in the educational field. We also wish this research finding can be applied into practice all over our ASEAN countries. Thank you very much for your kind cooperation.

Sincerely yours,

P.R. Vasaramethi

(Phra Rajvaramethi, Ph.D.)
Head of Research Project
Vice Rector for Administration

Contact Person: Dr.Lampong Klomkul Tel: (+66)92-251-1212
ASEAN Studies Center, Mahachulalongkornrajavidyalaya University
E-mail: eduaseanmcu@gmail.com

MCU2017/ASC022

Mahachulalongkornrajavidyalaya University
79 Group 1 Lamsai, Wang Noi,
Ayutthaya 13170, Thailand
Tel. (6635) 248-000-5
Fax (6635) 248-034

28th December 2017

Dear Asst.Prof.Dr.Jatuphum Khetchaturat,

As ASEAN Studies Center of Mahachulalongkornrajavidyalaya University has conducted the research project entitle "Trends of Education Management for Unity and Peace of Countries in ASEAN Community". This research has been developed from theory of education into field study in ten ASEAN countries since 2016. The purposes of this research project are to develop the frameworks, set the strategy and propose the trends of educational management for unity and peace in ASEAN community. It will be illustrated the state of the educational management and gained the new body of knowledge about the framework and strategic plan on educational management for unity and peace in ASEAN countries.

The final phase of data collection is to use Ethnographic Delphi Future Research (EDFR) technique for the research analysis. According to the development of education strategic plan, we would like you to be part of making the decision of all items on education strategic plan that our research team has analyzed using qualitative technique. Your answer will be the most valuable for us in order to develop the suitable education strategic plan for ASEAN countries. Please kindly help to provide your opinion through questionnaires as this link: https://goo.gl/forms/0OjFkmhnEb3P6baJ3 or the link providing on your e-mail.

Our mission in working this research diligently towards stronger and meaningful relations between our ASEAN communities, we hope that this process will be supported the understanding cultural diversity especially in the educational field. We also wish this research finding can be applied into practice all over our ASEAN countries. Thank you very much for your kind cooperation.

Sincerely yours,

P.R.Vasarnethi

(Phra Rajvaramethi, Ph.D.)
Head of Research Project
Vice Rector for Administration

Contact Person: Dr.Lampong Klomkul Tel: (+66)92-251-1212
ASEAN Studies Center, Mahachulalongkornrajavidyalaya University
E-mail: eduaseanmcu@gmail.com

MCU2018/ASC001

Mahachulalongkornrajavidyalaya University
79 Group 1 Lamsai, Wang Noi,
Ayutthaya 13170, Thailand
Tel. (6635) 248-000-5
Fax (6635) 248-034

4th January 2018

Dear SUSUKHIN, Yangon University of Foreign Language,

As ASEAN Studies Center of Mahachulalongkornrajavidyalaya University has conducted the research project entitle "Trends of Education Management for Unity and Peace of Countries in ASEAN Community". This research has been developed from theory of education into field study in ten ASEAN countries since 2016. The purposes of this research project are to develop the frameworks, set the strategy and propose the trends of educational management for unity and peace in ASEAN community. It will be illustrated the state of the educational management and gained the new body of knowledge about the framework and strategic plan on educational management for unity and peace in ASEAN countries.

The final phase of data collection is to use Ethnographic Delphi Future Research (EDFR) technique for the research analysis. According to the development of education strategic plan, we would like you to be part of making the decision of all items on education strategic plan that our research team has analyzed using qualitative technique. Your answer will be the most valuable for us in order to develop the suitable education strategic plan for ASEAN countries. Please kindly help to provide your opinion through questionnaires as this link: https://goo.gl/forms/0OjFkmhnEb3P6baJ3 or the link providing on your e-mail.

Our mission in working this research diligently towards stronger and meaningful relations between our ASEAN communities, we hope that this process will be supported the understanding cultural diversity especially in the educational field. We also wish this research finding can be applied into practice all over our ASEAN countries. Thank you very much for your kind cooperation.

Sincerely yours,

P.R. Vasarnethi

(Phra Rajvaramethi, Ph.D.)
Head of Research Project
Vice Rector for Administration

Contact Person: Dr.Lampong Klomkul Tel: (+66)92-251-1212
ASEAN Studies Center, Mahachulalongkornrajavidyalaya University
E-mail: eduaseanmcu@gmail.com

EDFR Questionnaires Form

Trends of Educational Management for Unity and Peace of Countries in ASEAN Community

Please kindly help to answer the following questions. There are seven sections which related to Education Strategic Plan for ASEAN countries.

* Required

1. **Gender**
   Check all that apply.
   - [ ] Male
   - [ ] Female

2. **Institute**

3. **Countries** *
   Check all that apply.
   - [ ] Brunei Darussalam
   - [ ] Cambodia
   - [ ] Indonesia
   - [ ] Lao PDR
   - [ ] Malaysia
   - [ ] Myanmar
   - [ ] Philippines
   - [ ] Singapore
   - [ ] Thailand
   - [ ] Vietnam

4. **Position**

Please answer the following about Education Strategy Plan for ASEAN Community # Strategy 1

5. **Strategy 1: Develop Teachers and Administrators** *

Check all that apply.

- [ ] Strongly agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly disagree

6. **Goal: 1.1 Develop teachers and lecturers to be professionalism**

Check all that apply.

- [ ] Strongly agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly disagree

7. **Goal: 1.2 Develop Educational administrators to be professionalism**

Check all that apply.

- [ ] Strongly agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree

8. **Goal: 1.3 Develop educational personnel to have accountability**

Check all that apply.

- [ ] Strongly agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree

Please answer the following about Education Strategy Plan for ASEAN Community # Strategy 2

9. **Strategy 2: Collaborate Curriculum and Assessment** *
Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

10. **Goal: 2.1 Develop the basic education curriculum for all**
Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

11. **Goal: 2.2 Enhance curriculum diversification with ASEAN standards**
Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

12. **Goal: 2.3 Continue the comprehensive reform of educational assessment**
Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

13. **Goal: 2.4 Collaborate curriculum and assessment between ASEAN countries**
Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Please answer the following about Education Strategy Plan for ASEAN Community # Strategy 3

14. **Strategy 3: Enhance Teaching and Instruction** *
Mark only one oval.

- ◯ Strongly agree
- ◯ Agree
- ◯ Neutral
- ◯ Disagree
- ◯ Strongly Disagree

15. **Goal: 3.1 Enhance teaching and instruction with efficiency and innovativeness**
Mark only one oval.

- ◯ Strongly agree
- ◯ Agree
- ◯ Neutral
- ◯ Disagree
- ◯ Strongly Disagree

16. **Goal: 3.2 Enhance the quality of learning and teaching effectively**
Mark only one oval.

- ◯ Strongly agree
- ◯ Agree
- ◯ Neutral
- ◯ Disagree
- ◯ Strongly Disagree

17. **Goal: 3.3 Integrates technology through teaching and instruction excellently**
Mark only one oval.

- ◯ Strongly agree
- ◯ Agree
- ◯ Neutral
- ◯ Disagree
- ◯ Strongly Disagree

18. **Goal: 3.4 Encourage cross cultural learning between each ASEAN country**
Mark only one oval.

- ◯ Strongly agree
- ◯ Agree
- ◯ Neutral
- ◯ Disagree
- ◯ Strongly Disagree

19. **Goal: 3.5 Encourage a personalized learning to achieve 21st century competencies**
Mark only one oval.

- ◯ Strongly agree
- ◯ Agree
- ◯ Neutral
- ◯ Disagree
- ◯ Strongly Disagree

Please answer the following about Education Strategy Plan for ASEAN Community # Strategy 4

20. **Strategy 4: Encourage Educational Research** *
Mark only one oval.

- ◯ Strongly agree
- ◯ Agree
- ◯ Neutral
- ◯ Disagree
- ◯ Strongly Disagree

21. **Goal: 4.1 Increase associate training scientific research for social needs**
Mark only one oval.

- ◯ Strongly agree
- ◯ Agree
- ◯ Neutral
- ◯ Disagree
- ◯ Strongly Disagree

22. **Goal: 4.2 Conduct research for improving the quality of teaching and learning**
Mark only one oval.

- ◯ Strongly agree
- ◯ Agree
- ◯ Neutral
- ◯ Disagree
- ◯ Strongly Disagree

23. **Goal: 4.3 conduct research and implement from educational system into the community**
Mark only one oval.

- ◯ Strongly agree
- ◯ Agree
- ◯ Neutral
- ◯ Disagree
- ◯ Strongly Disagree

24. **Goal: 4.4 develop educational innovation for improving student's learning through classroom action research**
Mark only one oval.

- ◯ Strongly agree
- ◯ Agree
- ◯ Neutral
- ◯ Disagree
- ◯ Strongly Disagree

Please answer the following about Education Strategy Plan for ASEAN Community # Strategy 5

25. **Strategy 5: Facilitate Educational Opportunity** *
Mark only one oval.

- ◯ Strongly agree
- ◯ Agree
- ◯ Neutral
- ◯ Disagree
- ◯ Strongly Disagree

26. **Goal: 5.1 Support compulsory and inclusive education**
Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

27. **Goal: 5.2 Expand access to preschool services for children in rural areas**
Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

28. **Goal: 5.3 Increased attention to the education and training needs of adults**
Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

29. **Goal: 5.4 Provide the opportunity to fulfil student's potential regardless of background**
Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

30. **Goal: 5.5 Increase scholarships and opportunities for poor and merit students**
Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Please answer the following about Education Strategy Plan for ASEAN Community # Strategy 6

31. **Strategy 6: Develop Educational Management** *
Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

32. **Goal: 6.1 Extend educational service accessibility and lifelong learning**
Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

33. **6.2 Expand and raise effectiveness of international cooperation on education**
Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

34. **Goal: 6.3 Provides students with shared values, shared experiences, and common aspirations by acceptance diversity**
Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

35. **Goal: 6.4 Develop the quality of graduates, institutions and the overall system**
Mark only one oval.

- ◯ Strongly agree
- ◯ Agree
- ◯ Neutral
- ◯ Disagree
- ◯ Strongly Disagree

36. **Goal: 6.5 Develop education system that appropriate for multicultural community**
Mark only one oval.

- ◯ Strongly agree
- ◯ Agree
- ◯ Neutral
- ◯ Disagree
- ◯ Strongly Disagree

Thank you very much for your kind support.

Powered by
Google Forms

Answer from EDFR Questionnaires

สำเนาของ EDFR_Questions

QUESTIONS RESPONSES 26

26 responses

SUMMARY INDIVIDUAL

Accepting responses

Responses cannot be edited

Trends of Educational Management for Unity and Peace of Countries in ASEAN Community

Please kindly help to answer the following questions. There are seven sections which related to Education Strategic Plan for ASEAN countries.

Gender

- [x] Male
- [ ] Female

Institute

Pannasastra University of Cambodia (PUC)

Countries *

- [ ] Brunei Darussalam
- [x] Cambodia
- [ ] Indonesia
- [ ] Lao PDR
- [ ] Malaysia
- [ ] Myanmar
- [ ] Philippines
- [ ] Singapore
- [ ] Thailand
- [ ] Vietnam

Position

Associate Professor, Faculty of Social Sciences & International Relations

Please answer the following about Education Strategy Plan for ASEAN Community # Strategy 1

Strategy 1: Develop Teachers and Administrators *

- [x] Strongly agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly disagree

Goal: 1.1 Develop teachers and lecturers to be professionalism

- [x] Strongly agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly disagree

Goal: 1.2 Develop Educational administrators to be professionalism

- [x] Strongly agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree

Goal: 1.3 Develop educational personnel to have accountability

- [x] Strongly agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree

Please answer the following about Education Strategy Plan for ASEAN Community # Strategy 2

Strategy 2: Collaborate Curriculum and Assessment *

- (●) Strongly agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree

Goal: 2.1 Develop the basic education curriculum for all

- (●) Strongly agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree

Goal: 2.2 Enhance curriculum diversification with ASEAN standards

- (●) Strongly agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree

Goal: 2.3 Continue the comprehensive reform of educational assessment

- (●) Strongly agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree

Goal: 2.4 Collaborate curriculum and assessment between ASEAN countries

- (●) Strongly agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree

Please answer the following about Education Strategy Plan for ASEAN Community # Strategy 3

Strategy 3: Enhance Teaching and Instruction *

- (●) Strongly agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree

Goal: 3.1 Enhance teaching and instruction with efficiency and innovativeness

- (●) Strongly agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree

Goal: 3.2 Enhance the quality of learning and teaching effectively

- (●) Strongly agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree

Goal: 3.3 Integrates technology through teaching and instruction excellently

- (●) Strongly agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree

Goal: 3.4 Encourage cross cultural learning between each ASEAN country

- (●) Strongly agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree

Goal: 3.5 Encourage a personalized learning to achieve 21st century competencies

- (●) Strongly agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree

Please answer the following about Education Strategy Plan for ASEAN Community # Strategy 4

Strategy 4: Encourage Educational Research *

- (●) Strongly agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree

Goal: 4.1 Increase associate training scientific research for social needs

- (●) Strongly agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree

Goal: 4.2 Conduct research for improving the quality of teaching and learning

- ( ) Strongly agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree

ปณฺฑา โลกสฺมิ ปชฺโชโต
มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย
มจร

Goal: 4.3 conduct research and implement from educational system into the community

- ○ Strongly agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree

Goal: 4.4 develop educational innovation for improving student's learning through classroom action research

- ◉ Strongly agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree

Please answer the following about Education Strategy Plan for ASEAN Community # Strategy 5

Strategy 5: Facilitate Educational Opportunity *

- ◉ Strongly agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree

Goal: 5.1 Support compulsory and inclusive education

- (●) Strongly agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree

Goal: 5.2 Expand access to preschool services for children in rural areas

- (●) Strongly agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree

Goal: 5.3 Increased attention to the education and training needs of adults

- (●) Strongly agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree

ปณฑา โลกสุมิ ปชโยโค มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย มจร

Goal: 5.4 Provide the opportunity to fulfil student's potential regardless of background

- (●) Strongly agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree

Goal: 5.5 Increase scholarships and opportunities for poor and merit students

- (●) Strongly agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree

Please answer the following about Education Strategy Plan for ASEAN Community # Strategy 6

Strategy 6: Develop Educational Management *

- (●) Strongly agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree

Goal: 6.1 Extend educational service accessibility and lifelong learning

- (●) Strongly agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree

6.2 Expand and raise effectiveness of international cooperation on education

- (●) Strongly agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree

Goal: 6.3 Provides students with shared values, shared experiences, and common aspirations by acceptance diversity

- (●) Strongly agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree

Goal: 6.4 Develop the quality of graduates, institutions and the overall system

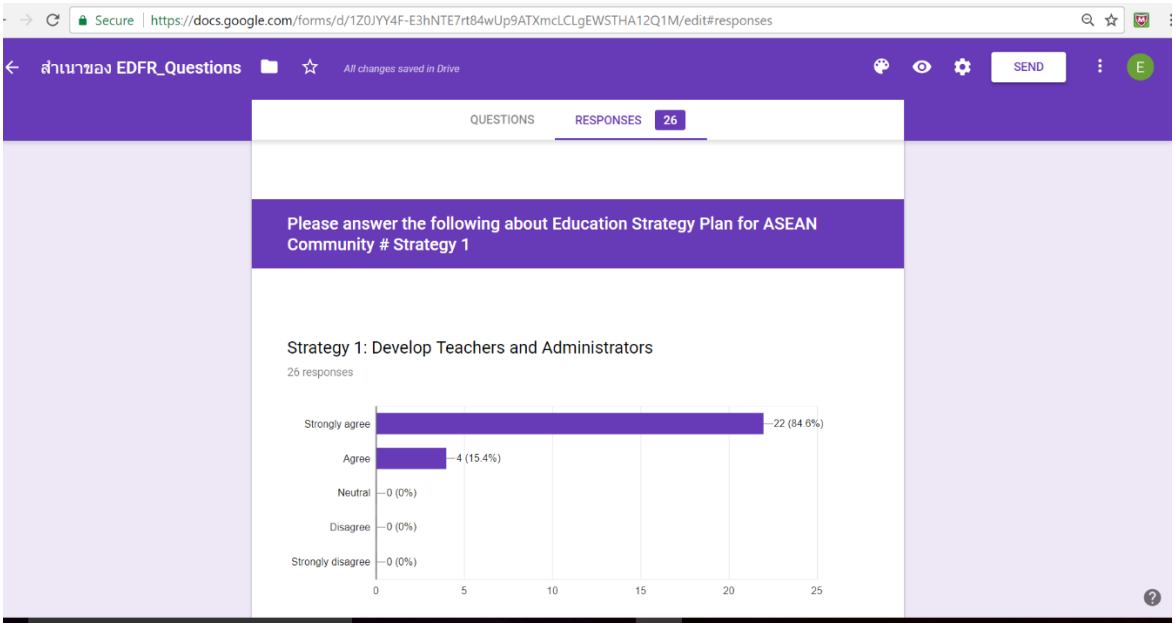
- (●) Strongly agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree

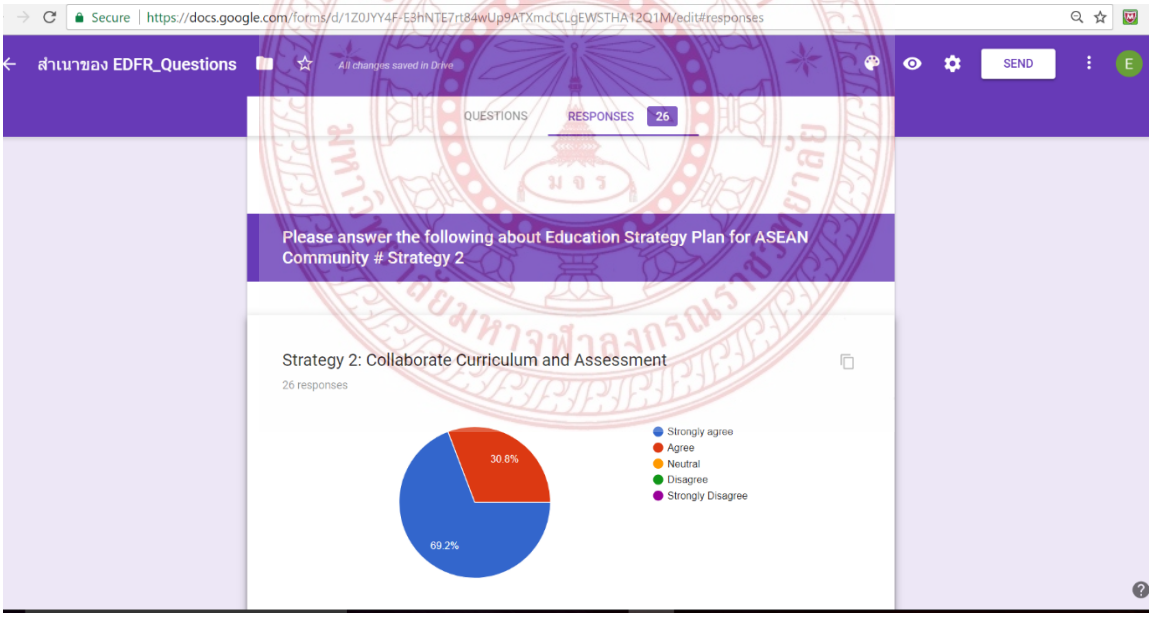
Goal: 6.5 Develop education system that appropriate for multicultural community

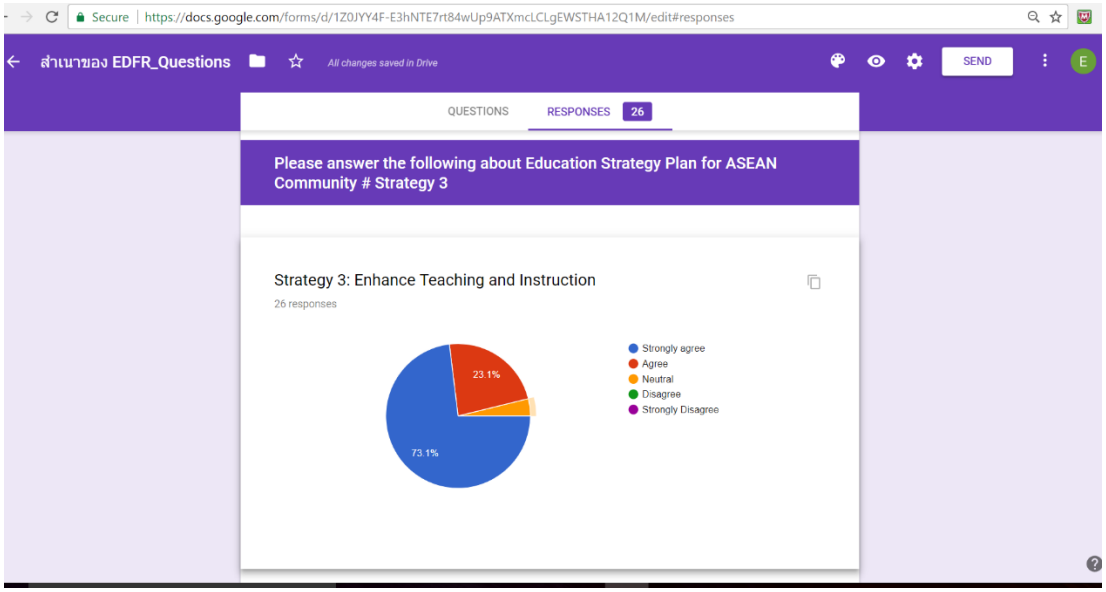
- (●) Strongly agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree

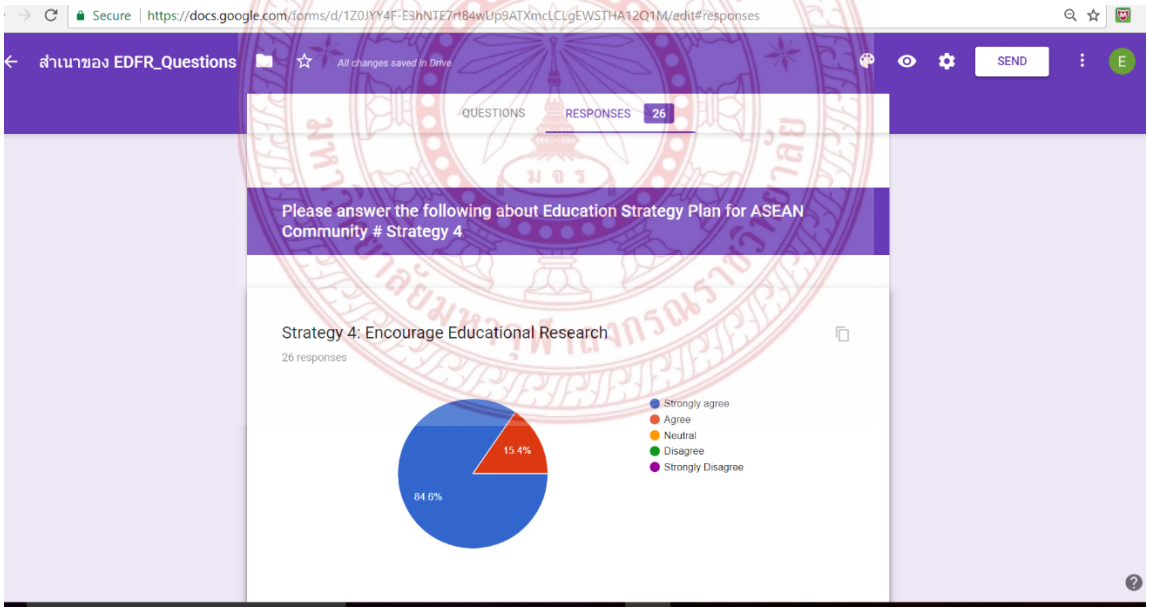
Thank you very much for your kind support.

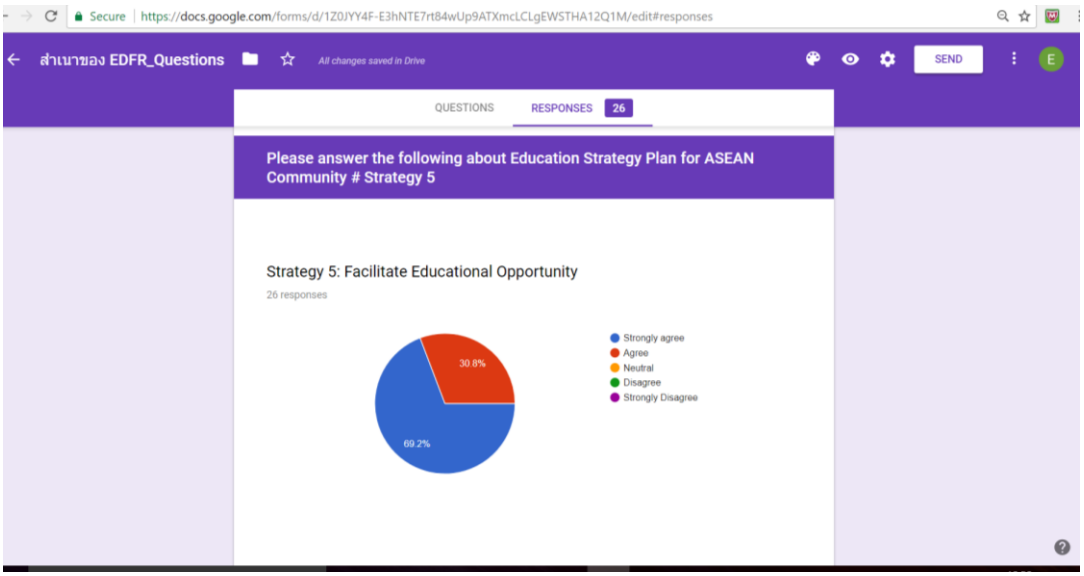
Submitted 12/30/17, 7:18 PM

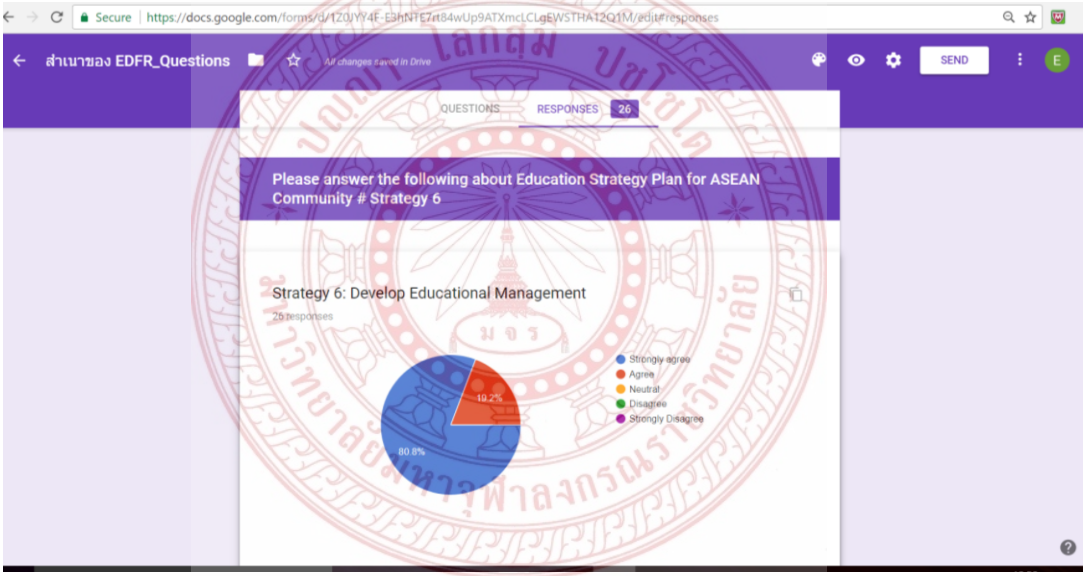

Secure | https://docs.google.com/forms/d/1Z0JYY4F-E3hNTE7rt84wUp9ATXmcLCLgEWSTHA12Q1M/edit#responses
สำเนาของ EDFR_Questions
All changes saved in Drive
SEND
QUESTIONS
RESPONSES 26
Please answer the following about Education Strategy Plan for ASEAN Community # Strategy 1
Strategy 1: Develop Teachers and Administrators
26 responses
Strongly agree
Agree
Neutral
Disagree
Strongly disagree
22 (84.6%)
4 (15.4%)
0 (0%)
0 (0%)
0 (0%)
0
5
10
15
20
25


Secure | https://docs.google.com/forms/d/1Z0JYY4F-E3hNTE7rt84wUp9ATXmcLCLgEWSTHA12Q1M/edit#responses
สำเนาของ EDFR_Questions
All changes saved in Drive
SEND
QUESTIONS
RESPONSES 26
Please answer the following about Education Strategy Plan for ASEAN Community # Strategy 2
Strategy 2: Collaborate Curriculum and Assessment
26 responses
30.8%
69.2%
Strongly agree
Agree
Neutral
Disagree
Strongly Disagree


Secure | https://docs.google.com/forms/d/1Z0JYY4F-E3hNTE7rt84wUp9ATXmcLCLgEWSTHA12Q1M/edit#responses
สำเนาของ EDFR_Questions
All changes saved in Drive
SEND
QUESTIONS
RESPONSES 26
Please answer the following about Education Strategy Plan for ASEAN Community # Strategy 3
Strategy 3: Enhance Teaching and Instruction
26 responses
23.1%
73.1%
Strongly agree
Agree
Neutral
Disagree
Strongly Disagree


Secure | https://docs.google.com/forms/d/1Z0JYY4F-E3hNTE7rt84wUp9ATXmcLCLgEWSTHA12Q1M/edit#responses
สำเนาของ EDFR_Questions
All changes saved in Drive
SEND
QUESTIONS
RESPONSES 26
Please answer the following about Education Strategy Plan for ASEAN Community # Strategy 4
Strategy 4: Encourage Educational Research
26 responses
15.4%
84.6%
Strongly agree
Agree
Neutral
Disagree
Strongly Disagree


Secure | https://docs.google.com/forms/d/1Z0JYY4F-E3hNTE7rt84wUp9ATXmcLCLgEWSTHA12Q1M/edit#responses
สำเนาของ EDFR_Questions
All changes saved in Drive
SEND
QUESTIONS
RESPONSES 26
Please answer the following about Education Strategy Plan for ASEAN Community # Strategy 5
Strategy 5: Facilitate Educational Opportunity
26 responses
30.8%
69.2%
Strongly agree
Agree
Neutral
Disagree
Strongly Disagree


Secure | https://docs.google.com/forms/d/1Z0JYY4F-E3hNTE7rt84wUp9ATXmcLCLgEWSTHA12Q1M/edit#responses
สำเนาของ EDFR_Questions
All changes saved in Drive
SEND
QUESTIONS
RESPONSES 26
Please answer the following about Education Strategy Plan for ASEAN Community # Strategy 6
Strategy 6: Develop Educational Management
26 responses
19.2%
80.8%
Strongly agree
Agree
Neutral
Disagree
Strongly Disagree

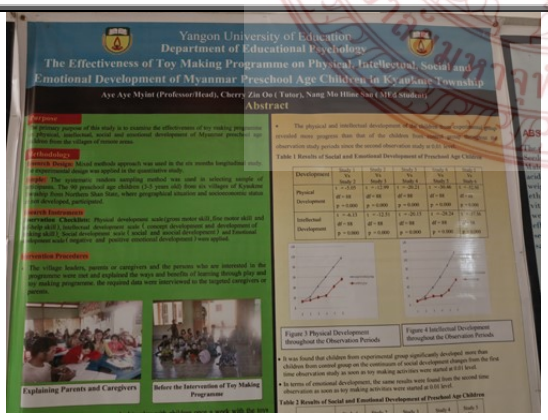
Appendix II

Evidence of Data Collection in ASEAN Countries

Interview Myanmar Educators and Field study

24 April 2016: Interview Wunna Han, Minister Counselor Embassy of Myanmar

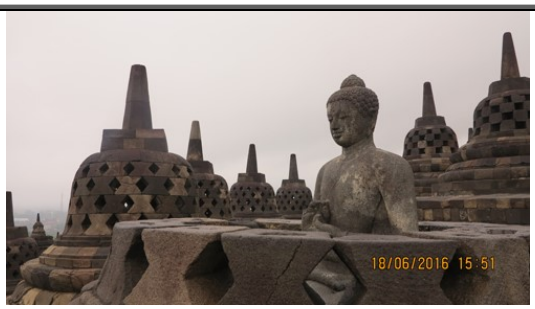
5 May 2016: Interview Prof. Dr. Aye Aye Mint Rector of Yangon University of Education and interview Daw Su Su Thwin, Department of Educational Theory, Yangon University of Education



Interview Indonesia Educators and Field study

4 May 2016: Interview Dr.Yunardi, Education and Culture Attache, Embassy of Indonesia

17 June 2016: Interview Prof. Dr. Djohan, Dean of Graduate School, Indonesia Institute of the Arts. Yogyakarta Indonesia

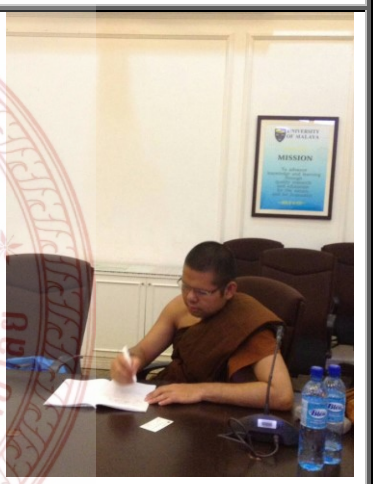


Interview Singapore Educators and Field study

13 May 2016: Interview Dr. Huang Jun Song David, National Institute of Education, Nanyang Technological University

Interview Malaysia Educators and Field study

18 May 2016: Interview Dr.Megat Ahmad Kamaluddin Megat Daud, [Senior Lecturer] Head of Department of Educational Management, Planning and Policy, Faculty of Education, University of Malaya, 50603 Kuala Lumpur, MALAYSIA



Interview Laos Educators and Field study

30 May 2016: Dr. Bounchanh Siphanthong, Deputy Director, Department of External Relations Ministry of Education and Sports, Laos

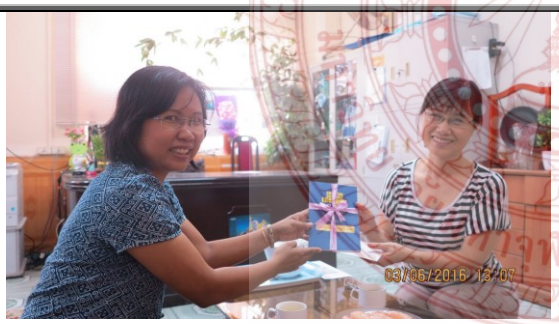
Dr. Nieo Silavong, Faculty of Education, National University of Laos

1 June 2016 Visit and have a conversation with Mr.Bounkhong Phommavong (the vice-director) about teaching and instruction at Sangha College Ongtue, Laos

Interview Vietnam Educators and Field study

2 June 2016: Interview Pham Chi Cuong, Deputy Director General, International Cooperation Department, Ministry of Education and Training, Vietnam

3 June 2016: Interview Dao Lan Huang, Faculty of Educational Management, National University of Education, Hanoi

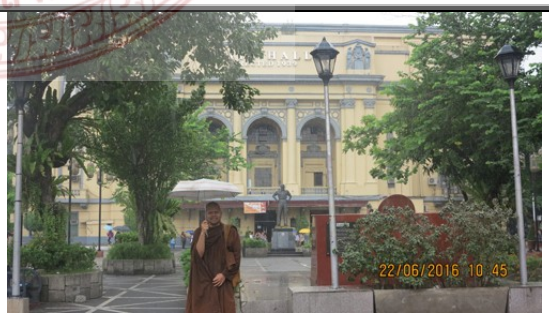


Interview Brunei Educators and Field study

13 June 2016 : Dr.Kathrina bte DP Haji Mohd Daud, Institute of Asian Studies
Dr.Masitah Shahrill, Director of Studies, Academic Affairs
Dr.Mohamad Azmi bin Hj Mohamad, Islamic Studies
Dr.Abby Tan Chee Mong, Director of Global Relations

Interview Philippine Educators and Field study

22 June 2016: Dr. Wilma S. Reyes and Miss Elanor O. Bayten, Office of the Vice President for Research, Planning and Quality Assurance, Philippine Normal University



Interview Cambodia Educators and Field study

May 25th, 2016 Interview Dr.Sieng Sovanna, [Director of National Institute of Education] Ministry of Education, Youth and Sport Cambodia @ Norodom Blv. Phnom Penh Cambodia

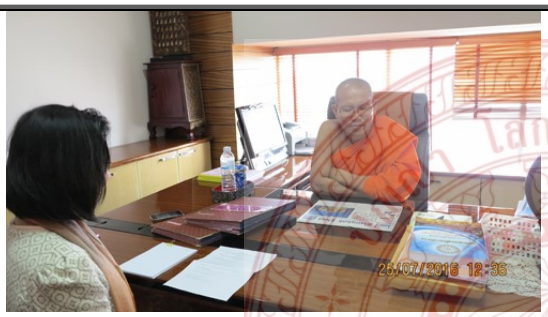
May, 25th, 2016 Interview Dr.Sok Soth [Dean of Faculty of Education] Dr.Tao Nary [Lecturer], Sot Visal [Lecturer], @ Faculty of Education ROYAL UNIVERSITY OF PHNOM PENH [សាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ] Cambodia

June 6th, 2016 Visit and interviews with Ms.TECH Kimhaeng [Secretary] of Ministry of Education Youth and Sport , Phnom Penh , Cambodia

Interview Thai Educators and Field study

25 July 2016: Interview Phra Rajavoramuni, Ph.D. Vice-Rector for Student Affairs, Mahachulalongkornrajavidyalaya University, Thailand

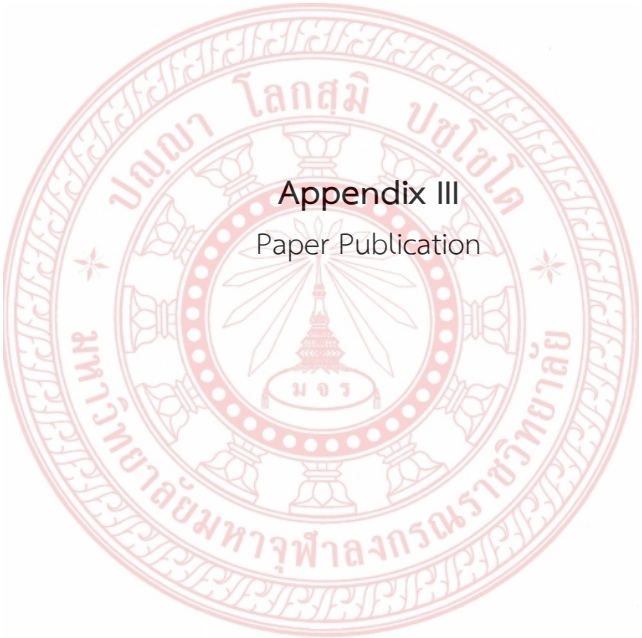
21 November 2016: Interview Assist. Prof. Dr. Jatuphum Ketchatturat, Department of Educational Measurement and Evaluation, Khon Kaen University, Thailand



Focus Group Discussion of Different Areas in ASEAN Countries	
 Vietnam Education 17th November 2017	 Thai-Vietnam Education 10th November 2017
 Thai-Myanmar Education 11th October 2017	 Myanmar Education 1st November 2017
 Thai Education 19th September 2017	 Thai-Indonesia Education 25th July 2017
 Thai-Cambodia Education 5th November 2016	 Thai-Cambodia Education 5th November 2016

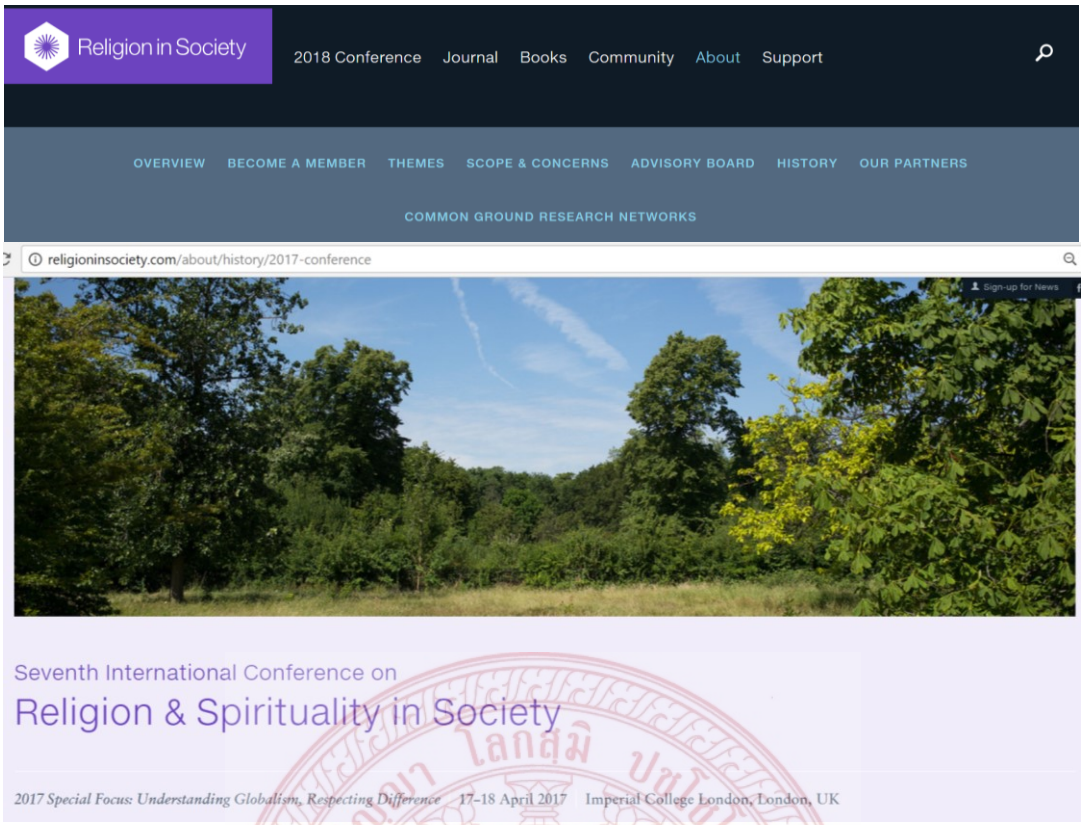
Presenting on progress research at International Conference	
 International Conference, London ASEAN EDUCATION 19th April 2017	 International Conference, London ASEAN EDUCATION 19th April 2017
 International Conference, MCUKK Singapore Education 31st March 2017	 International Conference, MCUKK Singapore Education 31st March 2017
 Knowledge Sharing to International Educators international conference, London England 18-19 April 2017	 Present on progress research result to international conference, London England 18-19 April 2017

Education Context in ASEAN Countries



Appendix III

Paper Publication



017 Special Focus: Understanding Globalism, Respecting Difference

The economic, political, and social forces of globalization impact communities in varying ways. Religions, faiths, and spiritualities serve as interpretive frameworks for these forces and their impacts on communities. Religious frameworks and spiritual practices mediate between the conservation of faith-based principles and the demands of contemporary life within a global, multi-faith landscape. However, all too often, whether intentional or not, these processes of mediation also breed discourses of intolerance. This creates self-confirming cycles in the media and popular culture, pushing faith communities further into corners of misunderstanding. How can these processes be reversed? How can faith communities position themselves as leaders, nurturing new understandings of globalism where differences are respected? How might religions and spiritualities provide an impetus for action, not just within the confines of their own communities, but as shared programs of action that create global communities of tolerance, respect, and peace?

Educational Management for Peace towards Religious Diversity in ASEAN Community

By: Dr. Phra Rajvaramethi Inkrungkao, Dr. Lampong Klomkul

Add a Paper

Education and religions were focused on the third pillar of ASEAN community which called the ASEAN Socio-Cultural Community. This pillar aimed to contribute and enhance living standard of people in the region with harmony, peace, unity and prosperity. The purpose of this research was to analyze educational management for peace towards religious diversity in ASEAN community. Purposive sampling was used for research sampling and 12 educators and lecturers were selected for in-depth interview. The process of triangulation and analytic induction were used for data analysis. The results indicated that five strategies were set for peace towards religious diversity which were; the curriculum of ASEAN educational system should be the curriculum of humanism which supported the harmonization and collaboration, the strategic planning came from local people and education should be changed from them as the community engagement, the religious school had played an important role of teaching values by integrating between scientific methods and religious methods, the gap of educational problem should be implemented through action research and religious principles, and the integration of all religions for peaceful coexistence which consisted of good for human kind, conduct good action, avoid bad action and purify our mind.

Keywords: Religious Diversity, Educational Management, ASEAN Community
Stream: Religious Community and Socialization
Presentation Type: Paper Presentation in a Themed Session in English
Paper: *A paper has not yet been submitted.*

Dr. Phra Rajvaramethi Inkrungkao

Vice-Rector, ASEAN Studies Center, Mahachulalongkornrajavidyalaya University
Wangnoi, Phra Nakhon Si Ayutthaya, Thailand

I Graduated in Doctor of Philosophy (Ph.D.) in Philosophy, University of Madras, India and received Scholarship from India Government (UNIVERSITY GRANTS COMMISSION: U.G.C.). My address is Wat Prayurawongsawas Warawihan, Bangkok. I also serves the Sangha Supreme Council of Thailand as Secretary to the President of Sangha Council Region 2 and the Vice-Abbot of Wat Prayurawongsawas. Over 2 decades, I took a leading role in organizing the International Cerebration on the Occasion of United Nation Day of Vesak to advocate Dhamma applications and sufficiency practices. I am also being the author, co-author or editor of more than 100 books, including Buddhist Ethics in the World of Impermanence and Life History. As the Acting Director of ASEAN Studies Center, I have conducted an international research on the Development of Integrated Buddhist ASEAN Curriculum in Thailand and CLMV Countries funded by Thailand Research Fund (TRF) and Buddhist Research Institute of Mahachulalongkornrajavidyalaya University.

Dr. Lampong Klomkul

Researcher, ASEAN Studies Center, Mahachulalongkornrajavidyalaya University
Wangnoi, Phra Nakhon Si Ayutthaya, Thailand

I have completed Ph.D. program from the Faculty of Education at Chulalongkorn University. My major is Educational Research Methodology. I am now also working at Shrewsbury International School, Bangkok. My position is teacher of Thai Studies. I have graduated a Bachelor of Education from Khon Kaen University. I also received a scholarship to study in Canada for two years during my bachelor degree. I have graduated with a Master degree in Educational Research from the Faculty of Education in Chulalongkorn University. I am interested in doing classroom action research, which I normally do during my teaching job. I also like to do a research on developing teachers' classroom action research. Moreover, I am interested in conducting the research that related to all educational fields. Reflection is one of my interesting tasks that I prefer to study and modify it for supporting teachers' training in conducting classroom action research.

Monday, 17 April	
8:00-9:00	Conference Registration Desk Open
9:00-9:30	Conference Opening
9:30-10:05	Plenary Session - David O'Brien, University of Missouri, Columbia, USA, "Institutional Adjustment to Globalization to Increase Religious Tolerance: Implications from Multi-National Community Research"
10:05-10:35	Garden Conversation and Coffee Break
10:35-11:20	Talking Circles
	Room 1: Religious Foundations *Room 2: Religious Community and Socialization* *Room 3: Religious Commonalities and Differences* *Room 4: The Politics of Religion* *Room 5: 2017 Special Focus: "Understanding Globalism, Respecting Difference"*

Room 5	**Late Additions**
	Christian Men Falsely Rescuing Muslim Women: How and Why Hyper-Masculine Christianity in the UK and the US Reinforces Islamophobia Dr. David von Schlichten, *Humanities, Seton Hill University, Greensburg, USA* *Overview:* Drawing from feminist and queer theology, I argue that Christianity in the U.K. and the U.S. reinforces a perverse chivalry that calls for Christian men to falsely rescue Muslim women. *Theme: The Politics of Religion*
	Everyday Resistance to Violent Radicalism and Fundamentalism: Sufi Strategies in Sweden Tommy Josefsson, *Jönköping University, Sävsjö, Sweden* Marco Nilssion, *Jönköping University, Jönköping, Sweden* Prof. Klas Borell, *Jönköping University, Jönköping, Sweden* *Overview:* Using qualitative interviews with representatives of Sufi communities in Sweden, the study directs attention toward the strategies developed by European Muslims themselves in fighting violent radicalism and fundamentalism. *Theme: The Politics of Religion*
	Gender, Race, and Ethnicity: India's Philosophical Buddhism Dr. Indira Y. Junghare, *Institute of Linguistics, University of Minnesota, St. Paul, USA* *Overview:* This paper examines Buddhism's teachings with regard to a person's biological nature and societal ethics for the understanding of cultural conflicts and their non-violent resolutions for peaceful living. *Theme: Religious Foundations*
	Educational Management for Peace towards Religious Diversity in ASEAN Community Dr. Phra Rajvaramethi Inkrungkao, *ASEAN Studies Center, Mahachulalongkornrajavidyalaya University, Wangnoi, Thailand* Dr. Lampong Klomkul, *ASEAN Studies Center, Mahachulalongkornrajavidyalaya University, Wangnoi, Thailand* *Overview:* Education and religions were focused on the pillar of ASEAN Socio-Cultural Community. Five strategies of educational management were set for peace towards religious diversity in ASEAN community. *Theme: Religious Community and Socialization*

Seventh International Conference on Religion and Spirituality in Society

Imperial College London
London, UK
17-18 April 2017
www.religioninsociety.com

27 January 2017

Dr. Lampong Klomkul
Researcher, ASEAN Studies Center
Mahachulalongkornrajavidyalaya University
79 M.1, Phahon Yothin Road, Lam Sai
Wangnoi, Phra Nakhon Si Ayutthaya, 13170, Thailand

Dear Dr. Lampong Klomkul,

On behalf of the organizing committee for the International Conference on Religion and Spirituality in Society you are invited to attend and present your paper, *N17P0252 Educational Management for Peace towards Religious Diversity in ASEAN Community, N17P0276 Value and Behavioral Model of Consuming in Online Social Network Using Integration of Buddhist Psychology for Thai Novices, N17P0277 A Mechanism of Thai Patriarch Appointment,* at the:

Seventh International Conference on Religion and Spirituality in Society
Imperial College London
London, UK
17-18 April 2017

Religion and Spirituality in Society is an international conference, a cross-disciplinary scholarly journal, a book imprint and an online knowledge community which, together, set out to describe, analyze and interpret the role of religion and spirituality in society. The bases of this endeavor are cross-disciplinary. The intellectual project is neutral with respect to the agendas of particular religions or explicit counterpoints to religion such as agnosticism or atheism. These media are intended to provide spaces for careful, scholarly reflection and open dialogue. We feel that your involvement in the presentations and general discussions will add great value to this conference.

You may find regularly updated information about the conference on our website: http://religioninsociety.com/. Should you require further information or have any questions, please feel free to contact the forum secretariat at support@religioninsociety.com.

We do hope you will be able to attend this important and timely international event.

Yours Sincerely,

Dr. Bill Cope
Director

NIC
2017
MCUKK
"Buddhist Innovation
for Developing Thailand"
Conference Program
31st March 2017
KHON KAEN
THAILAND
NIC
The 4th National and the 2nd International Conference 2017
MCU
Mahachulalongkornrajavidyalaya University
KK
Khon Kaen Campus
NIC 2017 MCUKK "Buddhist Innovation for Developing Thailand" 31st March 2017

International Conference :

Buddhist and Philosophy

Conference Group 1 : Room 101

100 Years Building of Somdej Prabudhajarn

(Ven. Aaj Asaphamahathera)

Commentators :

1. Phramaha Somboon Phanna, Dr.
   : Mahachulalongkornrajavidyalaya University
2. Prof. Dr. R. Gopalkrishnan
   : University of Madras, India

Educational Management in ASEAN Community: A Case Study of Education in Singapore

Phra Rajvaramethi, Ph.D.[1]
Phra Tikumporn Dhammajoto Rodkhunmuang[2]
Lampong Klomkul, Ph.D.[3]

Abstract

This research article studies on educational management in ASEAN community. The purpose of this research is to synthesize the state of educational management in past and present in ASEAN community focuses on a case study of education in Singapore. Qualitative research was used for research design which consisted of documentary study and in-depth interview educators in Singapore. Data were analyzed using content analysis with a triangulation method. Results indicated that educational management in Singapore is focused on education and provision for long life learning and it is a national priority. It aims to help students to discover their own talents, to make the best of these talents and realize their full potential, and to develop a passion for learning. Singaporean students will be trained to achieve 21st century competencies by the encouragement of schools and parents, and they will be practiced to be a confident person, a self-directed learner, an active contributor, and a concerned citizen. Conducting educational research is simultaneously encouraged to contribute proactively to schools in the Singapore system, particularly in building school capacities that includes developing new pedagogies, implementing experiential learning modes, and conducting practitioner inquiry. Enhancing student learning experiences in school system will be set for the final goal of research result.

Keywords: Educational Management, ASEAN Community, Education in Singapore

[1] Acting Director of ASEAN Studies Center, Mahachulalongkornrajavidyalaya University, Thailand

[2] Ph.D. Candidate, International Buddhist Studies College, Mahachulalongkornrajavidyalaya University, Thailand

[3] Researcher, ASEAN Studies Center, Mahachulalongkornrajavidyalaya University, Thailand

Introduction

The preparation of the readiness into ASEAN community is very important for every organization. They need to prepare for the change that will occur in order to be part of ASEAN community. Educational organization is also needed to prepare for the readiness as well. Modern education and information technology are needed for helping to enhance level of education into international standard especially 7 occupations that will have freely movement between countries within ASEAN community. These seven occupations are doctor, dentist, nurse, engineer, architect, explorers, and accountant. Therefore, the preparation of basic education to students is very important to train their learning skills for the quality of their future occupations. The learning activity that will meet the target of students' achievement should be designed in variety and diversity and should cover 5 learning aspects which are 1) cognitive domain 2) affective domain 3) psycho-motor domain 4) process skills, and 5) integration. These aspects or skills of learning activities are usually used in general and worldwide (Khaemanee, T., 2007; Editorial department of Wittayajarn Journal, 2011).

Many organizations in each country have prepared for the readiness of entering ASEAN community in 2015 especially the organization that related to educational management. Some countries have issued planning approach and educational development was set for the strategy in order to develop education for produce qualify labors for team working of countries in ASEAN community. Brunei is one of the countries that having encouragement of students in vocational education to have an efficiency and matches with seven occupations. Philippines is also awakened to study and research in action by using good role of model to be the pattern of doing learning activities as well as Indonesia. Moreover, planning of educational management for the readiness of entering ASEAN community is also happen in Singapore, Cambodia, Malaysia, and Thai (Department of Technical Education, 2008; Ministry of Education, 2012; The World Bank, 2014; Florido, A.M., 2014; Ministry of Education, 2014).

In this paper will focus on educational management in Singapore, which is one of the countries in ASEAN community that having further development of education system and go beyond other ASEAN countries. The main purpose in this paper is to synthesize the state of educational management in past and present in ASEAN community in a case study of education in Singapore. Qualitative research was used for research design which consisted of documentary study and in-depth interview educators in Singapore.

Related Literature on ASEAN and ASEAN Education

From related literature about ASEAN, three pillars of ASEAN are reviewed and the third pillar is related to Educational Management. Detail and information of all three pillars were found as below (Department of strategy and evaluation Bangkok, 2013).

The first pillar is ASEAN Political – Security Community (APSC) which based on peace and security of ASEAN countries are the aims to set up ASEAN Political – Security community. Every country helps each other to solve conflicts by peaceful way. Moreover, cooperation in political and security will bring achievement to ASEAN Countries as follows: 1) to encourage peaceful and security, 2) to build on cooperation to against terrorist, war criminal and prostitution, 3) to reduce confliction between ASEAN countries and focuses on human rights, 4) to prepare protection for the danger of disaster or natural disaster, 5) to promote political development, and 6) to make closed relationship with another country in ASEAN.

The second pillar is ASEAN Economic Community which based on ASEAN vision that ASEAN would be a single market and production base .To those plans should be successful by the year 2015 which consisted of 5 points such as: 1) ASEAN will be a single market, 2) ASEAN must be higher community in economic, 3) ASEAN will be esquire economy, 4) ASEAN can adapt in world economy, 5) to building AEC, all ASEAN members will be received the usefulness in four aspects which consisted of (1) to be a single market and production base, 573. 9 million people can approach the market, (2) to be Free trade area will increase opportunity to investment, labor among community, (3) development of higher labor, and (4) to help each other in which economic development will reduce the problems of poverty in ASEAN community.

The third pillar is the ASEAN Socio-Cultural Community which aims to contribute ASEAN Community to hold up living standard of people who living in this region including building sharing society among ASEAN members in order to 1) ensure awareness and understanding in diversity among people in ASEAN member, 2) develop familiarity and confidence building of ASEAN, 3) develop the unity in region, and 4) build the ASEAN Socio-Cultural Community by enhancing every country to make sharing usefulness.

These three pillars will be the main target for all countries in ASEAN community to join in with each other in order to support each other of developing the South East Asia region to live together with harmony, peace, unity and prosperity.

According to the third pillar, Education is related to the development of ASEAN countries. For this reason, each country needs to prepare the best education for their people. Considering from Editorial department of Wittayajarn Journal (2011),

it has presented article called " Enhancing Education using Technology into World Level" for the preparation to enter the ASEAN community which will cause the change and movement of labor and investment. Therefore, educational organization needs to prepare for the readiness as well. Modern education and information technology are needed for enhancing level of education into international standard especially in seven occupations that will have freely movement between countries within ASEAN community. These seven occupations are doctor, dentist, nurse, engineer, architect, explorers, and accountant. Therefore, the preparation of basic education to students is very important to train their learning skills for the quality of their future occupations. In addition, the study of educational management of ASEAN countries found that each country has given education for the first priority of country development and have developed continually. People in all countries should at least graduate in basic education even though the opportunity of learning is not equal to another country. However, each country has tried to provide the opportunity to people to have equal education which depends on the state of society, economy, politics and culture of each country (Ministry of Education, 2006)

Conceptual Framework

From the study of related research and literature review about the state of educational management in ASEAN community and in a case study of education in Singapore, the connection between each variable has been shown as below figure.

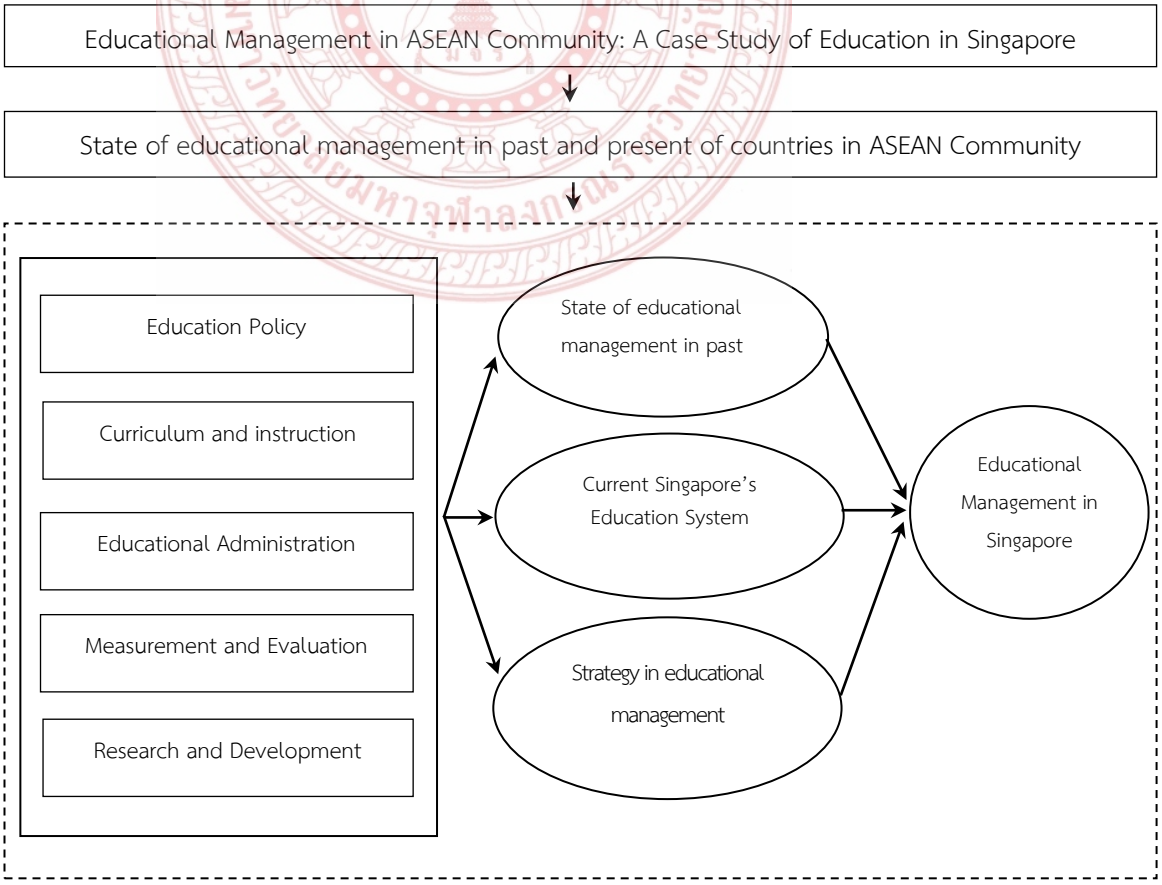


Figure 1 Conceptual framework

Results

Three aspects of the study are shown as the research result on educational management in ASEAN community in a case study of education in Singapore which consisted of 1) State of Education in Singapore, 2) Current Singapore' s Educational Management, and 3) Strategy in Educational Management that being shown in the following aspects.

State of Education in Singapore

Educational policy in Singapore, it used to set up the Singapore Institute of Adult Learning and now it has shaping to be the research organization and educational research implementation. It has the timeframe of change into many periods, the importance for the critical point in educational system in Singapore. Firstly, in 1985, it was the time of memory; it means that the students have to memorize the knowledge from the teacher. Secondly, in 1990, it used to be the time of critical knowledge. Thirdly, in 2003, it used to be the time of research for developing the knowledge. Fourthly, in 2010, it used to be the period of transformative educational system in Singapore. It will be trained the student for 21st century skill by asking the most important question that " what is the best skill for the future students?"

In the above question, the policy maker is reminded about the national identity by building the national identity into the national curriculum. The part of the government budget, the government provided the budget by support the affordable student and give scholarships for student who has the capacity to study in the foreign countries. The national policy maker has to force the Singapore national believe in to the educational system like the best motto at that time as " the best people is the elitism to lead the country". In order to build up the curriculum to support the social mobility, the educational policy has been changed for two critical points such as, in 1990, it is concentrated in the thinking school, and it used to change from "Teach Less, Learn More" to be the student center learning approach in 2004. In 1984, the knowledge of religious school had expanded because in that time Singapore had the moral crises, and it changed from the religious school to the civic school in 1990. Lastly, the vast transformation from the religious state to the secular state occurred in 1992 (Interview, Huang, D. 13th May, 2016: Ng, Pak Tee, 2017).

Current Singapore's Educational Management

Education System

The Ministry of Education (MOE) aims to help our students to discover their own talents, to make the best of these talents and realize their full potential, and to develop a passion for learning that lasts through life (Ministry of Education, Singapore, 2017).

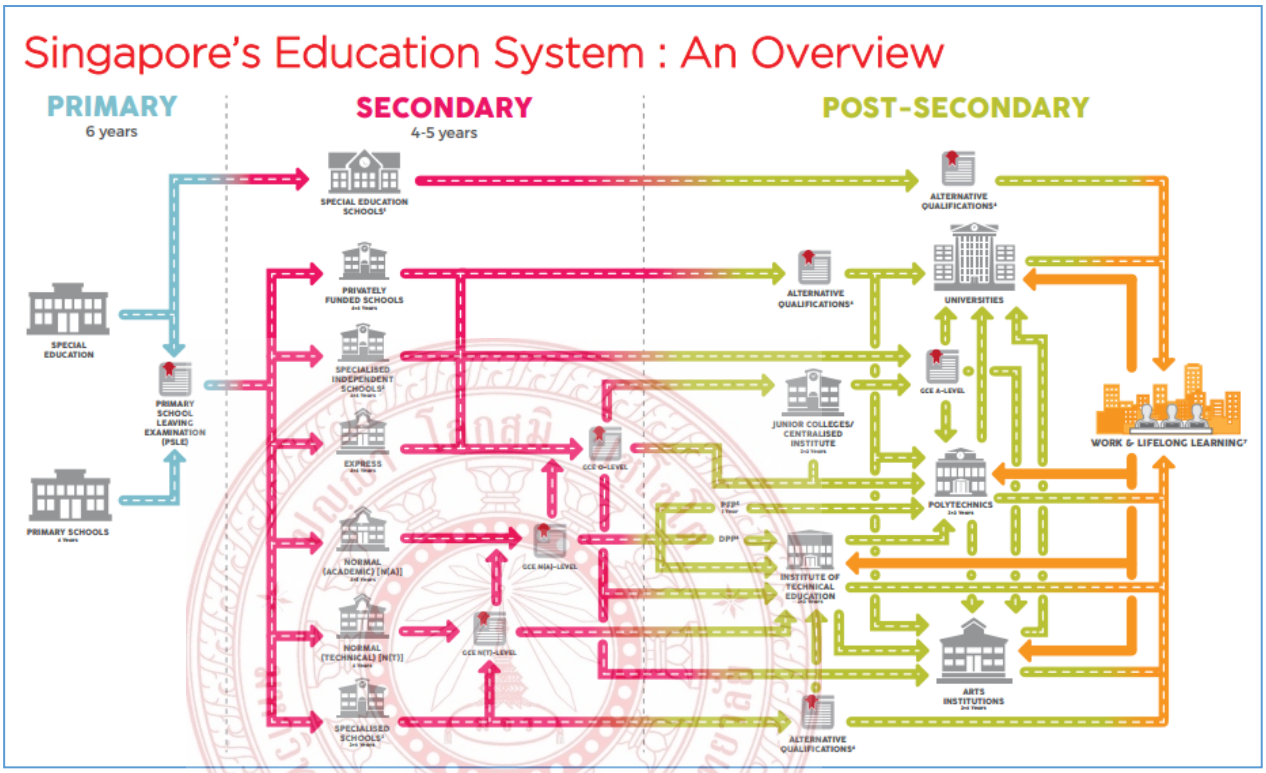


Figure 2 The Singapore Education Landscape

Source: https://www.moe.gov.sg/education/education-system

From figure 1 showed that students taking the mainstream curriculum in Pathlight School will sit for the PSLE, and may also sit for the N- or O-Level exams. Specialized schools offer customized programmes for students who are inclined towards hands-on and practical learning. Some also offer N(T)-Level exams. These schools are Northlight School, Assumption Pathway School, Crest Secondary School and Spectra Secondary School. Specialized Independent Schools offer specialized education catering to students with talents and strong interests in specific fields, such as the arts, sports, mathematics and science, and applied learning. These schools are the School of the Arts, Singapore Sports School, National University of Singapore (NUS) High School of Mathematics and Science, and the School of Science and Technology. Eligible students of the Singapore Sports School can progress directly to Republic Polytechnic. Eligible students of the School of the Arts can pursue a

diploma programme at the Nanyang Academy of Fine Arts via special admissions after their fourth year of study. Alternative Qualifications refer to qualifications not traditionally offered at mainstream schools in Singapore.

The Polytechnic Foundation Programme (PFP) is a diploma-specific foundation programme conducted by the polytechnics over two academic semesters for students who have completed Secondary 4N(A). Students who successfully complete the PFP may progress directly into the first year of their respective polytechnic diploma courses. The Direct-Entry-Scheme to Polytechnic Programme (DPP) is a through-train pathway to polytechnics for students who have completed Secondary 4N(A). DPP students who successfully complete a two-year programme at ITE and attain the required qualifying Grade Point Average (GPA) scores are guaranteed a place in a polytechnic diploma course mapped to their course. Adults and working professionals are encouraged to upskill and reskill through quality learning options in lifelong learning provided by our Institutes of Higher Learning as well as Singapore Workforce Skills Qualifications (WSQ) training providers accredited by the Singapore Workforce Development Agency (WDA).

Singapore has a strong education system and students aim high and achieve very good results. This is recognized around the world. Singapore has good schools, with capable school leaders and teachers, and facilities that are amongst the best in the world. The system tries to build on these strengths for preparing the next generation of Singaporeans for the future. This is a future that brings tremendous opportunity, especially in Asia, but it will also bring many changes that cannot predict today. The task of schools and tertiary institutions is to give the young the opportunity to develop the skills, character and values that will enable them to continue to do well and to take Singapore forward in the future.

In recent years, the moving towards an education system is more flexible and diverse and aims to provide students with greater choice to meet their different interests and ways of learning. They will be able to choose what and how they learn will encourage them to take greater ownership of their learning. Broad-based education to ensure their all-round or holistic development in and out of the classroom has also been giving to students. These approaches in education will allow education providers to take care the young with the different skills that they need for the future. The system also provides every child find his own talents, and grow and emerge from school confident of his abilities. Students will be encouraged to follow their passions, and promote a diversity of talents among them in academic fields, sports and the arts.

Huang, D. (2016) has additional provided information about education system as follow: it has the basic education from pre-school which means from early childhood that includes the kindergarten school (nursery 1 and 2) and then primary school. In primary school, it should be more academic and low social activity. Ministry of Education has its duty to unify the curriculum such as compulsory school. It will be more social disparity, social challenges and changes, and it is the shadow of education in Singapore. The school has their duty to translate the national agenda and support the future agenda in the country. The agenda from the government has to be the national development such as the safety policy, the transparency, and the manufacture for Singapore. It has to develop the school strategies such as preparing the student for the future job or career opportunity. The school has to set up the environment for studying such as the creative society, the innovation for student and society.

Curriculum and Instruction

In term of teaching and learning, Singaporean students will be encouraged to ask questions and look for answers, willing to think in new ways, solve new problems and create new opportunities for the future. The curriculum has the possibilities to challenges with social issues such as social emotions and slow learner. The assessment tasks focus on the quality of student understanding and are likely to encourage teachers to design instructional tasks. These can provide rich opportunities to learn and encourage high-quality knowledge work and deeper learning. In addition, students are also being trained equally important to build up a set of sound values, so they have the strength of character and resilience to deal with life's inevitable setbacks without being improperly discouraged. As the result, they have the willingness to work hard to achieve their dreams.

Educational Research in Singapore

On the aspect of educational research, National Institute of Education (NIE) used to be the teacher training to be the leadership school and train the person to be the school principal. In 2000, The Nanyang Technological University has autonomous by itself and the NIE used to be the part of that University. It is the practice in the best line by providing the research and service study. In 2008, Singapore has supported educators to conduct research in educational section. In 2013, NIE is the organization that has trained the skilling and translation of educational system in Singapore and set up the importance question concerning the research likes "How does it work in diversity school type?" It has a research ability to conduct and implement the educational system into the community. In the future, the year 2018, NIE will focus in the impact of the research and set the model of

research and implement it into the school such as the school practice. It will be the time of transformative NIE itself, will be the time to extension and implementation the research project and NIE is the institute that supported by the government of Singapore and National Research Fund of this country. In terms of ASEAN, it will be focus on national discourse, national policy, and national economy (Interview, Huang, D. 13th May, 2016).

The Office of Education Research (OER) housed within NIE takes charge of education research in Singapore. Educational Research at NIE is guided by the Research and Development Framework, a policy-driven, evidence-based framework that guides academic and research staff to improve the quality of teaching and learning in Singapore schools and to build on NIE's standing as a leading international research institution in order to enhance partnerships with key stakeholders including MOE, MOE Academies, clusters and schools, to grow teaching and research impact (Interview, Low Ee Ling, 15th May, 2016).

Strategy in Educational Management

Strategy in educational management, Singapore has the education system that provides for lifelong learning and it is a national priority. Structure and system that is relevant and responsive to the ever-changing economic and social landscape is also focus for the development of educational management. Ministry of Education (MOE) also has constant plans and reviews of educational policies aiming to prepare young Singaporeans for the knowledge-based economy and sustain Singapore' s world competitiveness standing. It is important **to strengthen** national identity, values, and social cohesion in order to sustain Singapore' s multi-racial and multi-cultural society. In addition, to help our students succeed in a fast-changing world; MOE has identified competencies that have become increasingly important in the 21st Century. These competencies, represented in the following framework, underpin the holistic education that our schools provide to better prepare our students for the future. It is predicted that schools and parents need to work hand-in-hand to help students develop these 21st century competencies as shown in below figure.

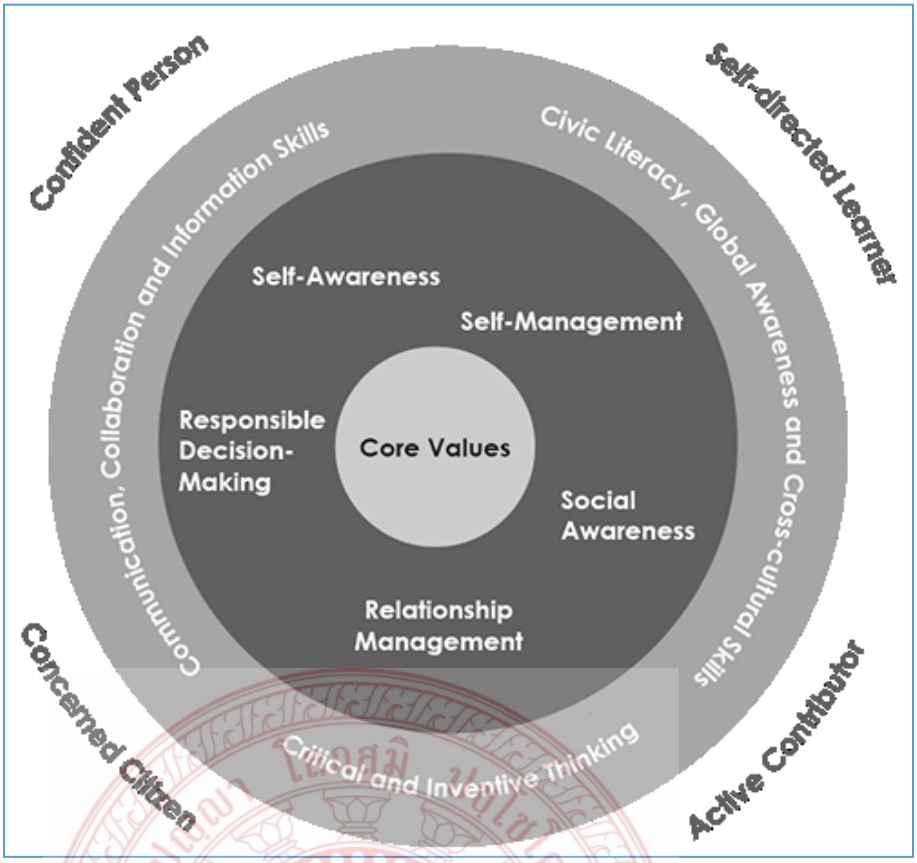


Figure 3 Framework for 21st Century Competencies and Student Outcomes
Source: https://www.moe.gov.sg/education/education-system/21st-century-competencies

Conclusion and Future Works

Educational management in Singapore is focused on education and provision for longlife learning and it is a national priority. It aims to help students to discover their own talents, to make the best of these talents and realize their full potential, and to develop a passion for learning that lasts through life. Singaporean students will be trained to achieve 21st century competencies by the encouragement of schools and parents, and they will be practiced to be a confident person, a self-directed learner, an active contributor, and a concerned citizen. At the same time, National Institute of Education (NIE) researchers are encouraged to contribute proactively to schools in the Singapore system, particularly in building school capacities around areas that include developing new pedagogies, implementing experiential learning modes, and conducting practitioner inquiry. The end goal of partnerships is to enhance student learning experiences in school system.

For future works, this research project will develop framework of trends in educational management for the unity of countries in ASEAN community, and to propose

trends and set strategy of educational management for peace of countries in ASEAN community.

Acknowledgements

The authors gratefully acknowledge the research fund provided by Buddhist Research Institute, Mahachulalongkornrajavidyalaya University. We also would like to give grateful thanks to Dr. David Huang and Professor Low Ee Ling from National Institute of Education, Singapore who provide us the opportunity of the interview for Education in Singapore.

References

Department of strategy and evaluation Bangkok, (2013). *Knowledge of ASEAN community*. Bangkok: National Office of Buddhism Publishing.

Department of Technical Education. (2008). *The role of technical and vocational education training (TVET) providers in training for employees.* Information paper on Brunei Darussalam for APEC Forum on Human Resource Development, 19-21 November 2008, Chiba City, Japan.

Editorial department. (2011). Enhancing education by using technology into the world level. *Wittayajam Joumal.* 110 (11) (September 2011), pp. 73-74.

Florido, A.M. (2016). *Educational profile of the Philippines and best practices in Filipino schools and classrooms.* Retrieved on 25th October 2016, from http://www.unc.edu

Khaemanee, T. (2007). *Teaching Science: Knowledge for efficient learning procedure.* 2nd edition. Bnagkok: Chulalongkorn University publisher.

Ministry of Education. (2006). *Comparative research on educational reform of countries in ASEAN community.* Bangkok: Office of the Education Council.

Ministry of Education. (2012). *Malaysia Education Blueprint 2013-2025*. Retrieved on 25th October 2016, from http://www.moe.gov.sg

Ministry of Education. (2016). *Education in Singapore.* Retrieved on 25th October 2016, from http://www.moe.gov.sg

Ministry of Education, Singapore. (2017). *Education System*. Retrieved on 25th February 2017, https://www.moe.gov.sg/education/education-system

Pak Tee Ng. (2017). *"Teach Less Learn More" and leading educational change in Singapore.* National Institute of Education, Nanyang Technological University, Singapore. Retrieved on 25th February 2017, from http://www.inspiringleadership.org/images/uploads/Pak_Tee_Ng_Education_in_Singapore.pdf

The World Bank. (2016). *Education in Indonesia: Managing the transition to decentralization.* Retrieved on 25th October 2016, from http://siteresources.worldbank.org/EDUCATION

Biography of Researchers

Phra Rajvaramethi, Ph.D, Vice-Rector for Administration and Acting Director of ASEAN Studies Centre, Mahachulalongkornrajavidyalaya University. Graduated in Doctor of Philosophy (Ph.D.) in Philosophy, University of Madras, India and received Scholarship from India Government (UNIVERSITY GRANTS COMMISSION: U.G.C.). Current address is Wat Prayurawongsawas Warawihan, Khaeng Wat Kalaya, Thonburi, Bangkok 10600. He also serves the Sangha Supreme Council of Thailand as Secretary to the President of Sangha Council Region 2 and the Vice-Abbot of Wat Prayurawongsawas. Over 2 decades, he took a leading role in organizing the International Cerebration on the Occasion of United Nation Day of Vesak to advocate Dhamma applications and sufficiency practices. Phra Rajvaramethi is the author, coauthor or editor of more than 100 books, including Buddhist Ethics in the World of Impermanence and Life History and Achievements of Phra Upalikunupramajarn. His recent work focuses on ASEAN related issues. As the Director of ASEAN Studies Center, he is conducting an international research on the Development of Integrated Buddhist ASEAN Curriculum in Thailand and CLMV Countries funded by Thailand Research Fund (TRF) and Buddhist Research Institute of MCU.

Dr.Lampong Klomkul is a researcher and acting director for research, information and academic services, ASEAN Studies Centre, Mahachulalongkornrajavidyalaya University. Graduated in Doctor of Philosophy (Ph.D.) in Educational Research Methodology, Faculty of Education, Chulalongkorn University, Thailand. Received Award from National Research Council of Thailand: The best dissertation of year 2013 in Good Level (Education Field). From the dissertation called "Effects of Reflection Process on the Effectiveness of Classroom Action Research: Mixed Methods Research" Chulalongkorn University. Received Graduate Scholar Award from The Nineteenth International Conference on Learning, The Institute of Education University of London, London, UK, August 14-16, 2012. Received Golden Jubilee Scholarship to study in Canada for two years in Bachelor degree from 1997-1999.