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Educational, Scientific and
Cultural Organization

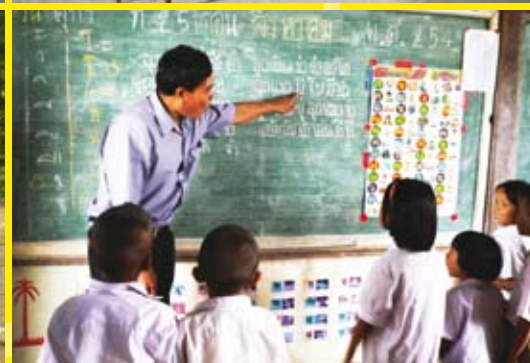


The 4th World Teachers' Day in Thailand and
12th UNESCO-APEID International Conference

Quality Innovations for Teaching and Learning

PROGRAMME

24 – 26 March 2009
Bangkok, Thailand



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WELCOME MESSAGE

Teachers matter!

An estimated 2 million new posts and 18 million additional teachers are needed worldwide if universal primary education is to be achieved by 2015. For some countries, this will mean an increase in their teaching force of up to 280%. More teachers will be required if the needs of secondary, higher, technical and vocational, and non-formal education are to be considered. This shortage of qualified teachers is one of the biggest challenges to achieving the Education for All goals.

The teaching profession carries a heavy responsibility for delivering quality education to meet the new demands of the 21st century. Economic, social, scientific and technological needs; the issues of sustainable development, poverty reduction and related questions of decent work for all; the AIDS epidemic; and working under hardship and dangerous conditions are increasingly having an impact on the profession. Faced with high expectations, teachers often feel undervalued, insufficiently supported and ill-equipped professionally to cope with the realities of the environments in which they work.

Together, the Ministry of Education in Thailand and the UNESCO Asia and Pacific Regional Bureau for Education are convening the *4th World Teachers' Day in Thailand and the 12th UNESCO-APEID International Conference* to provide a forum to discuss how we can address all these issues collectively and more effectively.

We hope that our participants from around the world and Thailand will take this simple message with them when they return to their schools and institutions – that **teachers matter!** We also hope that they will be encouraged and inspired by their colleagues at this Conference to continue their good work, remembering that “we touch the future when we teach.



Khunying Kasama Varavarn
Secretary-General
Office of Basic Education Commission
Ministry of Thailand



Molly Lee
Coordinator
The Asia-Pacific Programme of Educational
Innovation for Development (APEID)
UNESCO Bangkok

INTRODUCTION TO THE RAJA ROY SINGH LECTURE

Beginning in 1997, the first Keynote Address at each UNESCO-APEID International Conference on Education is designated as the "Raja Roy Singh Lecture". This is in recognition of, and to honour, the enormous contribution Dr. Raja Roy Singh had made to assisting UNESCO Member States in the Asia-Pacific region improve their education systems, through working in partnership with UNESCO Bangkok to promote educational innovation for development.

Dr. Raja Roy Singh



Dr. Raja Roy Singh joined UNESCO in 1964 and served initially as the Regional Director of Education and later as the Assistant Director-General of UNESCO in the Asia and the Pacific. He was based in Bangkok for 20 years until his retirement in 1985. Dr. Singh was deeply involved in international co-operation for the promotion of education in the Asia and the Pacific region. He was instrumental in developing the UNESCO Bangkok office into an effective institution that helped to address and resolve educational issues and problems in Member States. In his work, he was a visionary, ushering in a new donor-recipient model that became the Asia-Pacific Programme of Educational Innovation for Development (APEID).

Prior to joining UNESCO, Dr. Singh gained extensive and varied experience in the education field in India, first as a State Director of Education, and subsequently as an Educational Adviser at the Federal Ministry of Education. After his retirement, Dr. Raja Roy Singh lived in Chicago where he maintained a keen interest in the role of education for the development and betterment of humanity. He passed away quietly on 3 November 2005 at the age of 87.

SCHEDULE OF EVENTS

Conference Programme																												
Tuesday, 24 March 2009																												
07:30 – 09:00	Registration																											
09:00 – 10:30	Opening Ceremony																											
09:00 – 09:30	A Tribute to Exemplary Teachers <i>Message from Nicolas Burnett, Assistant Director General, UNESCO, Paris</i> <i>Message from OBEC</i> <i>Presentations by students</i>																											
09:30 – 09:45	Welcome Address <i>Gwang-Jo Kim, Director, UNESCO Bangkok, Thailand</i>																											
09:45 – 10:00	Opening Address <i>Abhisit Vejjajiva, Prime Minister, Thailand (to be confirmed)</i>																											
10:00 – 10:30	Break																											
10:30 – 11:00	Introduction to Raja Roy Singh Lecture <i>Molly Lee, Head, APEID, UNESCO Bangkok, Thailand</i> Raja Roy Singh Lecture <i>Sheldon Shaeffer, Former Director of UNESCO Bangkok</i>																											
11:00 – 13:00	Plenary Session I: Strengthening the Teaching Profession for the 21st Century Chair: To be confirmed, Thailand <ul style="list-style-type: none"> • Creating Tomorrow: Building Capacity for Sustainable Change <i>Dame Pat Collarbone, Independent Consultant, UK</i> • Distributed Leadership: Leadership in Context <i>Carole Kayrooz, Professor, Pro Vice-Chancellor Education, University of Canberra, Australia</i> • Curriculum Development for Student-centred Learning and Child-friendly Schools <i>Dan Buckley, Director, Research and Development, Cambridge Education, UK</i> • Improving Teaching and Learning through Incentives: Lessons from Latin America <i>Eduardo Velez Bustillo, Education Sector Manager, East Asia and Pacific, World Bank, USA</i> 																											
13:00 – 14:00	Lunch																											
14:00 – 15:30	Concurrent Session 1																											
	<table border="1"> <thead> <tr> <th>Session</th> <th>Title</th> <th>Room</th> </tr> </thead> <tbody> <tr> <td>1A</td> <td>Overcoming Inequality: Why Governance Matters in Achieving Education for All</td> <td>Meeting Room 4</td> </tr> <tr> <td>1B</td> <td>Management and Multi-grade Teaching in Small Schools</td> <td>Meeting Room 5</td> </tr> <tr> <td>1C</td> <td>Pedagogy for Education for Sustainable Development</td> <td>Meeting Room 7</td> </tr> <tr> <td>1D</td> <td>Innovative ICT in Education Practices for Teaching and Learning</td> <td>Meeting Room 8</td> </tr> <tr> <td>1E</td> <td>UNESCO Ethics Education Workshop</td> <td>Meeting Room 9</td> </tr> <tr> <td>1F</td> <td>Alternative Approaches to Teach Dance and Music</td> <td>Meeting Room 10</td> </tr> <tr> <td>1G</td> <td>Strengthening the Teaching Profession for the 21st Century (1) (in Thai)</td> <td>Meeting Room 2</td> </tr> <tr> <td>1H</td> <td>Strengthening the Teaching Profession for the 21st Century (2) (in Thai)</td> <td>Meeting Room 3</td> </tr> </tbody> </table>	Session	Title	Room	1A	Overcoming Inequality: Why Governance Matters in Achieving Education for All	Meeting Room 4	1B	Management and Multi-grade Teaching in Small Schools	Meeting Room 5	1C	Pedagogy for Education for Sustainable Development	Meeting Room 7	1D	Innovative ICT in Education Practices for Teaching and Learning	Meeting Room 8	1E	UNESCO Ethics Education Workshop	Meeting Room 9	1F	Alternative Approaches to Teach Dance and Music	Meeting Room 10	1G	Strengthening the Teaching Profession for the 21st Century (1) (in Thai)	Meeting Room 2	1H	Strengthening the Teaching Profession for the 21st Century (2) (in Thai)	Meeting Room 3
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15:30 – 16:00	Break																											
16:00 – 18:00	Plenary Session II: Reorienting Teacher Education for Sustainable Development Chair: John Whitehead, Director, British Council, Thailand <ul style="list-style-type: none"> • Not for Want of Trying: Strategies for Re-orienting Teacher Education for Education for Sustainable Development <i>Annette Gough, Head, School of Education, RMIT University, Australia</i> 																											



	<ul style="list-style-type: none"> • Content Issues in ESD/ESDA in a More Overarching Way – Socialization Content and the Implications for Teacher Education in Practice <i>Per Sund, Lecturer, School of Sustainable Development of Society and Technology, Malardalen University, Sweden</i> • Reorienting Basic Education for Sustainable Development <i>Uthai Dulyakasem, President, Silpakorn University, Thailand</i> • Holistic Learning for Sustainable Development <i>Prapapat Niyom, Associate Professor, Roong Aroon School, Thailand</i>
18:00 – 18:30	Transport to Sukhothai Thammathirat Open University for participants attending the Welcome Reception
18:30 – 20:30	Welcome Reception hosted by UNESCO
20:30	End of Day 1

Wednesday, 25 March 2009

08:30 – 10:00	Concurrent Session 2		
	Session	Title	Room
	2A	Symposium on Innovative School-based Teacher Development in Thailand	Meeting Room 4
	2B	Workshop on Teacher Training on Climate Change: Teaching that Can Shift Lifestyles	Meeting Room 5
	2C	Graphics and Animation to Enhance Teaching and Learning	Meeting Room 7
	2D	Inclusive Education Approaches	Meeting Room 8
	2E	Curriculum Development for Student-centred Learning	Meeting Room 9
	2F	Exploration of Good Practices in Achieving the MDGs through ESD	Meeting Room 10
	2G	Reorienting Teacher Education for Sustainable Development (1) (in Thai)	Meeting Room 2
	2H	Reorienting Teacher Education for Sustainable Development (2) (in Thai)	Meeting Room 3
10:00 – 10:30	Break		
10:30 – 12:00	Plenary Session III: Harnessing the Potential of ICT in Education		
	Chair: Miao Feng-chun, <i>Programme Specialist for ICT in Education, UNESCO Bangkok, Thailand</i> <ul style="list-style-type: none"> • The Connected World in a Connected Classroom: Implications for Teachers and Learners <i>Baldev Singh, Director, Educational Strategy, Imagine Education Ltd, UK</i> • Leading Future Education, Digital Textbook Development in Korea <i>Sung-Moo Jung, Executive Director, Office of Policy and Planning, Korea Education Research and Information, Republic of Korea</i> • Use of ICT in Education in Rural Schools in Thailand: Lessons Learned from a Pilot Project <i>Chadamas Thuvasethakul, Deputy Director, National Electronics and Computer Technology Center, Thailand</i> 		
12:00 – 13:00	Lunch		
13:00 – 14:30	Concurrent Session 3		
	Session	Title	Room
	3A	Framework of Quality Assurance for Effective Teaching	Meeting Room 4
	3B	Role of Regional Centres of Expertise on Education for Sustainable Development in Teacher Education – Part 1	Meeting Room 5
	3C	Forum on Teacher Professional Standards for Improved Quality of Education for All	Meeting Room 7

	3D	Innovative Practices of ICT in Education	Meeting Room 8
	3E	Inclusive Education for All	Meeting Room 9
	3F	School Health Education	Meeting Room 10
	3G	Harnessing the Potential of ICT in Education (1) (in Thai)	Meeting Room 2
	3H	Harnessing the Potential of ICT in Education (2) (in Thai)	Meeting Room 3
14:30 – 15:00	<i>Break</i>		
15:00 – 16:30	Plenary Session IV: Bridging the Social Divide through Inclusive Education		
	Chair: Dato' Dr Ahamad bin Sipon, <i>Director, SEAMEO Secretariat, Thailand</i>		
	<ul style="list-style-type: none"> • Pedagogy for Inclusive Teaching: Learning Studies <i>Vivian Hueng, Associate Professor, Hong Kong Institute of Education, Hong Kong SAR, PR China</i> • First Language-based Multilingual Education Can Help Those Excluded by Language <i>Kimmo Kosonen, Payap University, Thailand and SIL International, and Catherine Young, SIL International</i> • Inclusive Education <i>Chinnapat Bhumirat, Permanent Secretary for Education, Thailand</i> 		
16:30 – 17:30	Transport to dinner venue for participants attending the dinner		
17:30 – 19:30	Dinner hosted by OBEC		
19:30	<i>End of Day 2</i>		

Thursday, 26 March 2009

08:30 – 10:00	Concurrent Session 4		
	Session	Title	Room
	4A	Teacher Policy and Development	Meeting Room 4
	4B	Role of Regional Centres of Expertise on ESD in Teacher Education – Part II	Meeting Room 5
	4C	Innovative Approaches of ICT for Teaching and Learning	Meeting Room 7
	4D	HIV and AIDS Prevention, Reproductive Health Education	Meeting Room 8
	4E	Youth Forum: Quality Innovations for Teaching and Learning: Youth Sustain Education	Meeting Room 9
	4F	Educating the Future Generations to Address Climate Change and Sustainable Environmental Management	Meeting Room 10
	4G	Bridging the Social Divide Through Inclusive Education (1) (in Thai)	Meeting Room 2
	4H	Bridging the Social Divide Through Inclusive Education (1) (in Thai)	Meeting Room 3
10:00 – 10:30	<i>Break</i>		
10:30 – 12:00	Plenary Session V: Nurturing the Holistic Development of Children and Youth		
	Chair: Laeka Piya Ajariya, <i>Academic Member, Education Council, Thailand</i>		
	<ul style="list-style-type: none"> • HIV/AIDS: Politics and the Message <i>Peter Foley, Executive Vice President, Prem Center for International Education, Thailand</i> • The Pedagogy of the Repressed? Teachers, HIV and Sex Education <i>David Clarke, International Education Specialist, Thailand</i> • Health Challenges of School-age Population <i>Pratap Singhasivanon, Director, SEAMEO Tropical Medicine and Public Health Network, Thailand</i> • Holistic Development of Children and Youth <i>Art-Ong Jumsai na Ayudhaya, Director, Sathya Sai School, Thailand</i> 		
12:00 – 13:00	<i>Lunch</i>		

13:00 – 14:30			
Concurrent Session 5			
	Session	Title	Room
	5A	Teacher Education for Student-centered Learning	Meeting Room 4
	5B	Addressing Sustainable Development Globally and Locally	Meeting Room 5
	5C	ICT Integration in Education	Meeting Room 7
	5D	Quality Teachers for the New Millennium	Meeting Room 8
	5E	Holistic Development of Children and Youth	Meeting Room 9
	5F	Dialogue in the Asia-Pacific: Youth and Teachers	Meeting Room 10
	5G	Nurturing the Holistic Development of Children and Youth (1) (in Thai)	Meeting Room 2
	5H	Nurturing the Holistic Development of Children and Youth (2) (in Thai)	Meeting Room 3
	5I	Bringing the Arts and Culture into Education (1) (in Thai)	Meeting Room 2
	5J	Bringing the Arts and Culture into Education (2) (in Thai)	Meeting Room 3
14:30 – 15:00			
<i>Break</i>			
15:00 – 16:30			
Plenary Session VI: Bringing the Arts and Culture into Education			
<p>Chair: Montira Horayangura, <i>Programme Specialist for Culture, UNESCO Bangkok, Thailand</i></p> <ul style="list-style-type: none"> • Advocating Cultural Education for Youth <i>Kevin Kettle, Programme Development Officer, SEAMEO Regional Centre for Archaeology and Fine Arts, Thailand</i> • Challenges to Classroom Culture – Beyond Chalk and Talk <i>Janet Pillai, Senior Lecturer, School of Arts, Universiti Sains Malaysia, Malaysia</i> • How the Theatre Connect What We Know to What We Have Yet to Know <i>Phatravadi Mejudhon, Chairman and Artistic Director, Patravadi Theatre, Thailand</i> 			
16:30 – 17:30			
Closing Ceremony			
16:30 – 16:45	Closing Address <i>Molly Lee, Head, APEID, UNESCO Bangkok, Thailand</i>		
16:45 – 17:00	Declaration of Commitments <i>OBEC, Thailand</i>		
17:00 – 17:15	Vote of Thanks <i>Khunying Kasama Varavarn, Secretary-General, Office of Basic Education Commission, MOE Thailand</i>		
17:15 – 17:30	Closing Remarks <i>To be confirmed</i>		
17:30			
End of Conference			
17:30 – 18:00	Collection of Certificates of Participation		

CONCURRENT SESSIONS

Day One: 24 March 2009

Concurrent Session 1: 14:00 – 15:30

1A: Overcoming Inequality: Why Governance Matters in Achieving Education for All	
Chair: Gwang-Jo Kim	Venue: Meeting Room 4
14:00 – 15:30	This session will present the 2009 Education for All (EFA) Global Monitoring Report, <i>Overcoming Inequality: Why Governance Matters</i> . This year's report looks at questions relating to education policies and reforms, and how they can help reduce inequalities in society, paying particular attention to early childhood education and care, universal primary education and education quality.
1B: Management and Multi-grade Teaching in Small Schools	
Chair: Min Bista	Venue: Meeting Room 5
14:00	1.B.1. National Curriculum Adaptation Model for Multi-grade Classrooms <i>Moharram Aghazadeh Ghorvali</i>
14:20	1.B.2. Coping with Contextual and Psychological Issues: A Daily Struggle for Head Teachers in Small Schools <i>Khuan Wai Bing, Omar Abdull Kareem, Wan Salmuni Wan Mustaffa</i>
14:40	1.B.3. An Inservice Teacher Training Process for Improving Constructivist Learning Environments in Thai Small School Classrooms <i>Panomporn Puacharearn and Darrell Fisher</i>
1C: Pedagogy for Education for Sustainable Development	
Chair: Annette Gough	Venue: Meeting Room 7
14:00	1.C.1. Popular Education: An Engaging Pedagogy for Education for Sustainable Development <i>Lean Heng Chan</i>
14:20	1.C.2. Perspective on OASERD in the 8th Cycle of APEID <i>Junichi Takahashi</i>
14:40	1.C.3. Agricultural ESD Internship Program at the University of Tsukuba <i>R. Kurokawa, Y.W. Chen, M. Fujishiro, S.S. Meng, Y. Miki, D.M. Taylor, H. Hasegawa, A. Tajima and T. Takigawa</i>
1D: Innovative ICT in Education Practices for Teaching and Learning	
Chair: Dan Buckley	Venue: Meeting Room 8
14:00	1.D.1. A Journey of Hope: ICT in Education for Teaching and Learning <i>Lay Cheng Tan</i>
14:20	1.D.2. Innovation in Education – Intel Approach for Sustained Professional Development <i>Ansul Sonak and Ashutosh Chadha</i>
14:40	1.D.3. Next Generation Interactive Classroom Solution <i>Alice Yang</i>
1E: UNESCO Ethics Education Workshop	
Chair: Darryl Macer	Venue: Meeting Room 9
14:00 - 15:30	The workshop will focus on methodologies of teaching ethics of science and technology and bioethics, with particular emphasis on application and integration of ethical knowledge, epistemology and ideas into teaching ethics. The examples will include medical ethics, biotechnology, public health and environmental issues.
1F: Alternative Approaches to Teach Dance and Music	
Chair: Janet Pillai	Venue: Meeting Room 10
14:00	1.F.1. Reflections on Performance Realities: "Pagbulas ng Sibol" as a Case Study <i>Dennis Desuyo Gupa, Reagan Maiquez, Joyce Ocampo</i>
14:20	1.F.2. Harnessing the Power of Mathdance to Broaden Cultural Horizons <i>Alleli Ester Caraang Domingo</i>
14:40	1.F.3. Dance Education through Poetic Narratives <i>Naomi Mendoza Enriquez and Reagan Romero Maiquez</i>

1G: Strengthening the Teaching Profession for the 21st Century (1) (in Thai)	
Chair: Piyapong Sumettikoon Venue: Meeting Room 2	
14:00	1.G.1. A Development of an Administration Model of Decentralized Educational Service Areas <i>Nattasak Chanpol</i>
14:20	1.G.2. The Development of a Learning Organization Model of the Office of Educational Service Area <i>Malee Subkrasae</i>
14:40	1.G.3. A Development of Good Governance Indicators for Basic Education Schools <i>Saisamorn Sakkhamduang, Wallapa Areerat, Sawat Photiwat</i>
1H: Strengthening the Teaching Profession for the 21st Century (2) (in Thai)	
Chair: Anuchai Ramwarangura Venue: Meeting Room 3	
14:00	1.H.1. Integration of Competency-Based Education in Thailand's Vocational Institutions: Opportunities and Challenges <i>Jomphong Mongkhonvanit</i>
14:20	1.H.2. The Development of the Distance Training Package on the Topic of the Searching of Information for Teaching and Learning Development <i>NarumolTanthasuraset, Thanarat Sirisawadi, Anuchai Ramwarangkura and Amphorn Urachatamas, Thailand</i>
14:40	1.H.3. Effects of the Learner-Centered Science Instruction <i>Numphon Koocharoenpisa, Manat Boonprakob, Chinda Tambunchong and Chusri Wongrattana</i>

Day Two: 25 March 2009

Concurrent Session 2: 08:30 – 10:00

2A: Symposium on Innovative School-based Teacher Development in Thailand	
Chair: Chris Wheeler Venue: Meeting Room 4	
08:30 - 10:00	2.A.1. The "Roving Team" Approach to Teacher Change and Student Learning <i>Christopher Wheeler, Weena Namcharoensombut, Siripaarn Suwanmonkha, Boonthong Boontawee and Benjalug Namfa</i>
	2.A.2. Connecting A School-Based Teacher Support System to Cultural Values: The Role of Kalyana-mitra <i>Siripaarn Suwanmonkha, Benjalug Namfa, Weena Namcharoensombut, Boonthong Boontawee and Christopher Wheeler</i>
	2.A.3. Sharing Sessions, Networking and the Role of Action Research Projects in Promoting Teacher Learning <i>Weena Namcharoensombut, Siripaarn Suwanmonkha, Benjalug Namfa, Boonthong Boontawee and Christopher Wheeler</i>
	2.A.4. Next Steps by the Office Of Basic Education <i>Benjalug Namfa</i>
2B: Workshop on Teacher Training on Climate Change: Teaching that Can Shift Lifestyles	
Chair: Adam Cade Venue: Meeting Room 5	
08:30 - 10:00	The workshop will explore and illustrate a range of teaching approaches for post-16 students in which consumer, media, citizenship and development education can be used to enable learners to explore their own and other people's views and lifestyles in terms of their impact on climate change. It will explore how intercultural and intergenerational understanding is a key element of any social learning approach that focuses on climate change, using examples of student work in schools, colleges and youth groups from a range of countries. It will also explore the interdisciplinary and cross-curricular links that can be developed. It will enable participants to consider some of the opportunities for collaboration and funding for student-led intercultural projects.

2C: Graphics and Animation to Enhance Teaching and Learning	
Chair: Ashutosh Chadha Venue: Meeting Room 7	
08:30	2.C.1. Flash-based Mobile Learning for Learning English as a Second Language <i>Firouz Anaraki</i>
08:50	2.C.2. The Impact of Computer Animation Learning Toward Students Academic Performance <i>Khairazan Rahmat</i>
09:10	2.C.3. The Use of Tab-Sketch in 'Idea Growing' <i>Soo Chin Chia and Jason Tan</i>
2D: Inclusive Education Approaches	
Chair: Abdul Hakeem Venue: Meeting Room 8	
08:30	2.D.1. Inclusive Education - Reaching the Unreached in Cambodia <i>Vantha Chea</i>
08:50	2.D.2. Professional Development to Teachers on the Use of Classroom Libraries <i>B. Batjargal, N. Enkhtuya and Narantuya Nanzadsuren</i>
09:10	2.D.3. Stages of Language Acquisition of Children in a Selected Nursery Center in Malaysia <i>Sali Zaliha Mustapha</i>
2E: Curriculum Development for Student-centered Learning	
Chair: Carole Kayrooz Venue: Meeting Room 9	
08:30	2.E.1. Creative Teaching and Its Assessment <i>Ananda Kumar Palaniappan</i>
08:50	2.E.2. Cross Curricular Activities in Primary School and Practices in Cambodia <i>Chanroat Ra</i>
09:10	2.E.3. Developing Curriculum to Enhance the Concept of Child-friendly School - Sri Lankan Experience <i>Eriyagama Suranimala Lekamge</i>
2F: Exploration of Good Practices in Achieving the MDGs through ESD	
Chair: Molly Lee Venue: Meeting Room 10	
08:30	2.F.1. Current Situation and Future Direction of ASPnet Activities in Asia-Pacific <i>Sigrid Niedermayer</i>
08:50	2.F.2. ASPnet Good Practice Development Project in Achieving the MDGs through ESD in Asia and the Pacific Region <i>Utak Chung</i>
09:10	2.F.3. Korean Case: Cross Cultural Awareness Program: What is It and How to Link It with ASPnet <i>Myoung-Shin Kim</i>
2G: Reorienting Teacher Education for Sustainable Development (1) (in Thai)	
Chair: Piyapong Sumettikoon Venue: Meeting Room 2	
08:30	2.G.1. Teacher: A Tap Root of National Identity <i>Thongchai Somboon</i>
08:50	2.G.2. The Development of an Activity Package for Enhancing Youth Consumption Behavior Following the Philosophy of Sufficiency Economy <i>Jiraporn Supising</i>
09:10	2.G.3. Development of the Supplementary Document for Science Energy and Life for Mathayomsuksa 5 Through the Inquiry Method <i>Visaka Konkirati</i>
09:30	2.G.4. Techniques for Enhancing the Language Skills <i>Pinphaka Songkramsri</i>
2H: Reorienting Teacher Education for Sustainable Development (2) (in Thai)	
Chair: Anuchai Ramwarangkura Venue: Meeting Room 3	
08:30	2.H.1. Knowledge Management of the Elderly for Increasing their Social and Economic Values: A Case Study on Community in Seechompoo District, Khon Kaen Province <i>Teerachon Polyota</i>

08:50	2.H.2. Developing Public Awareness of Secondary Students: A Case Study of Khon Sawan School <i>Siri Khaensa, Prasart Isarapreeeda and Lakkhana Sariwat</i>
09:10	2.H.3. Research Potential Development of Five-Year Program Preservice Teachers <i>Sunti Srisuantang, Pongpan Traimongkolkul, Prasong Tanpichai and Nirun Yingyuad</i>
09:30	2.H.4. Science at Zoo: A Constructivist Thematic Science Program <i>Kanchulee Punyain, Sunee Haemaprasith, Parin Chaivisuthangkura and Nipa Sripiroth</i>

Day Two: 25 March 2009

Concurrent Session 3: 13:00 – 14:30

3A: Framework of Quality Assurance for Effective Teaching	
Chair: Dame Pat Collarbone	Venue: Meeting Room 4
13:00	3.A.1. Developing Instrument for Measuring the Qualities of Effective Teacher <i>Kartika Yulianti, I Made Agus Ana Widiatmika and Riris Lumbantobing</i>
13:20	3.A.2. Quality Teaching and Teacher Perception of Adequacy <i>Rozilini M. Fernandez-Chung</i>
13:40	3.A.3. The Developmental Strategy of Internal Quality Assurance Based on the National Educational Standard of Schools under Jurisdiction of the Office of Mahasarakam Educational Service <i>Siri Thee-Asana</i>
3B: Role of Regional Centres of Expertise on Education for Sustainable Development in Teacher Education – Part I	
Chair: Yoshihiro Natori	Venue: Meeting Room 5
13:00 - 14:30	3.B.1. Promoting Awareness on Sustainable Society through Development and Implementation of ESD <i>Jung Chul Lee</i>
	3.B.2. Teacher Training Program for ESD in Greater Sendai RCE <i>Takaaki Koganezawa</i>
	3.B.3. ESD Program of Primary School in Greater Sendai RCE <i>Yukihiko Oikawa</i>
	3.B.4. Effective Implementation of Education for Sustainable Development through English as Second Language Program: Case of RCE Tongyeong <i>Jung Hee Nam</i>
3C: Forum on Teacher Professional Standards for Improved Quality of Education for All	
Chair: Zhou Nanzhao	Venue: Meeting Room 7
13:00 – 14:30	This Forum has three objectives: <ul style="list-style-type: none"> 1. facilitate policy dialogue and debate on the significance, relevance and conceptual framework of the professional standards; 2. share national experiences in developing and implementing teacher/teaching professional standards; and 3. promote international/regional cooperation and networking in development and use of teacher professional standards and for capacity-building in standards-based teacher professional development for competency-base quality education. Panellists to be confirmed
3D: Innovative Practices of ICT in Education	
Chair: Baldev Singh	Venue: Meeting Room 8
13:00	3.D.1. 21st Century Technology in 21st Century Education – the Challenges and Opportunities <i>John Collick</i>
13:20	3.D.2. Innovative Practices of ICT in Education - Special Reference to Distance Education and ICT - Indian Case Study <i>Swati S Mujumdar</i>

13:40	3.D.3. Peer-to-Peer Education on HIV/AIDS among Youths via a Blogspot and Training Materials <i>Maria Salih and Hasimah Jaafar</i>
3E: Inclusive Education for All	
Chair: Benjalug Namfa Venue: Meeting Room 9	
13:00	3.E.1. Bridging the Social Divide through Inclusive Education - Strengthening Quality Education in the Mewat Region, India <i>Sudhir Bhatnagar</i>
13:20	3.E.2. Inclusive Education and Migrant Schools on the Thailand-Burma Border <i>Somporn Sanee</i>
13:40	3.E.3. What Education for the Ethnic Minorities of Viet Nam? Preschooling as a Pattern of Social Integration <i>Nguyen Van Phu and Nguyen Doan Vu</i>
3F: School Health Education	
Chair: David Clarke Venue: Meeting Room 10	
13:00	3.F.1. Ensuring Access to School and Better Health Status for Children in Rural Nepal <i>Simone Galimberti</i>
13:20	3.F.2. Working Together to Address the Needs of Children Holistically: School Health and Nutrition Program for Educational Success in Nepal <i>Bharat Shrestha, Chandra Rai and Hari Bahadur Rana</i>
13:40	3.F.3. Technical Support for School Lunch Quality Improvement: Thailand Experiences <i>Uraiporn Chittchang</i>
3G: Harnessing the Potential of ICT in Education (1) (in Thai)	
Chair: Piyapong Sumettikoon Venue: Meeting Room 2	
13:00	3.G.1. The Effectiveness of Bilingual Education in Basic Education Curriculum, Sufficiency Economy Philosophy Applied: English for Integrated Studies (EIS) Model, A Case Study <i>Surapong Ngamsom</i>
13:20	3.G.2. A Construction of Database of Natural Edible Mushrooms at Maelanoi Village Maelanoi District, Maehongson for Natural Life Learning Source <i>Surasak Laloknam, Suthinun Wimalai, Supaporn Sirisopana and Somkiat Phornphisutthimas</i>
13:40	3.G.3. The Epistemic Platform for Science Learning with a Computer Game for High School Students in Learning Fundamental Nanoscience and Nanotechnology <i>Skonchai Chanunan, Manat Boonprakob, Piniti Ratananukul and Sirinoot Teanrungraj</i>
3H: Harnessing the Potential of ICT in Education (2) (in Thai)	
Chair: Anuchai Ramwarangkura Venue: Meeting Room 3	
13:00	3.H.1. Research for Development of the Multimedia Learning Package for Knowledge Management in Attaining The Learning Reform <i>Sumet Panatueg</i>
13:20	3.H.2. Blending Content-Based Language Instruction with Computer-Mediated Communication (CMC) in a Thai Undergraduate Class <i>Wilaichitra Nilsawaddi</i>
13:40	3.H.3. Developing Computer Courseware Entitled Food and Digestion in Biology for Matthayomsueksa 5 <i>Vitoon Submora</i>
14:00	3.H.4. The Development of Computer Assisted Language Learning Lessons Teaching Communicative Grammar on "Reported Speech" <i>Panita Kittipornkul</i>

Day Three: 26 March 2009
Concurrent Session 4: 08:30 – 10:00

4A: Teacher Policy and Development	
Chair: Eduardo Velez Bustillo Venue: Meeting Room 4	
08:30	4.A.1. Secondary Teacher Policy and Development: Findings from UNESCO's Regional Study <i>Ibtisam Abu-Duhou</i>
08:50	4.A.2. Indonesia's Innovative Teacher Training Program for Investing in the Future <i>Mimy Santika and Jalu Cahyanto</i>
09:10	4.A.3. The Development of Knowledge Management System for Teachers in Basic Education School <i>Jaruwan Ployduangrat</i>
4B: Role of Regional Centres of Expertise on Education for Sustainable Development in Teacher Education – Part II	
Chair: Mario T. Tabucanon Venue: Meeting Room 5	
08:30	4.B.1. Education for Sustainable Development in Fragile Areas <i>Shymala Mani and Indu Kumari</i>
08:50	4.B.2. Green Markets in Trang Implemented by Trang Municipality and Tessaban 1 (Sangkavit) School, Trang Province <i>Sitthi Leekbhai</i>
09:10	4.B.3. An Example of a Practical Approach to ESD: Values Education through "Clean Plate Movement" <i>Dong-ho Lee</i>
4C: Innovative Approaches of ICT for Teaching and Learning	
Chair: Chadamas Thuvasethakul Venue: Meeting Room 7	
08:30	4.C.1. How Science Works: Bringing the World of Science into the Classroom through Innovative Student-centered Multimedia Approaches <i>Mark Windale, Gareth Price and Lambros Atteshlis</i>
08:50	4.C.2. Strategic Design and Implementation of Innovative ICT Workshop with Special Emphasis on the Use of Education TV Programmes in Mongolia <i>Fumihiko Shinohara, Shigeru Aoki, L. Choijoovanchig, S. Natsagdorj and N. Begz</i>
09:10	4.C.3. Toward a Phenomenology for Virtual Design Studio Teaching <i>Yun-Ju Shao, Linda Daley, Laurene Vaughan, Wi-Kuan Lin</i>
4D: HIV and AIDS Prevention, Reproductive Health Education	
Chair: David Clarke Venue: Meeting Room 8	
08:30	4.D.1. Reproductive Health Education - The Right Choice <i>Ekaterine Kikatunidze</i>
08:50	4.D.2. Adolescent Friendly Reproductive Health Services (AFRHS): Protecting the Development of Children and Youth <i>Melania Bacerdo Samonte</i>
09:10	4.D.3. Scaling-up HIV Prevention Programming through Vocational Schools in Viet Nam <i>Hoang Thu Huong</i>
4E: Youth Forum: Quality Innovations for Teaching and Learning: Youth Sustain Education	
Chair: To be confirmed Venue: Meeting Room 9	
08:30	4.E.1. Thailand Social Monitor on Youth <i>Achariya Kohtbantau</i>
08:50	4.E.2. Improving Math Education through Multimedia Learning <i>Muhammad Assad</i>
09:10	4.E.3. Healthy Sexuality Exhibition: Using Science Museums to Teach Healthy Sexuality <i>Loqman Mayi</i>

4F: Educating the Future Generations to Address Climate Change and Sustainable Environmental Management

Chair: Per Sund		Venue: Meeting Room 10
08:30	4.F.1. Youth and Climate Change: A Generational Challenge <i>Adam Cade</i>	
08:50	4.F.2. ISO Certification as a Part of Agricultural ESD Program at the Agricultural and Forestry Research Center, University of Tsukuba, Japan <i>Tomonari Yamamoto, Momoyo Itoh, Hiroshi Hiki, Yoshihiko Sekozawa, Hideo Hasegawa and Naoya Fukuda</i>	
09:10	4.F.3. Students' Conceptions on Chemistry and Attitudes and Conceptions on Climate Change: Investigating Relationships for Curriculum Development <i>Magnolia Vida Ante Cano and Maricar Sison Prudente</i>	

4G: Bridging the Social Divide through Inclusive Education (1) (in Thai)

Chair: Thongchai Somboon		Venue: Meeting Room 2
08:30	4.G.1. Motivating EFL Students to Read: Short Short Stories <i>Kantatip Sinhaneti</i>	
08:50	4.G.2. The Development of the English Writing Ability of Prathomsuksa 6 Students at Sainamtip School <i>Pathumporn Wardkhien</i>	
09:10	4.G.3. The Effect of Written Error Corrections on Grammaticality Judgment Ability Through the Use of Written Picture Description Tasks <i>Arnuphan Thepraksa</i>	
	4.G.4. The Achievement of Reading English Comparison Before and After Studying of Mathayomsuksa 4 Students through the Instruction of Cooperative Learning: Student Team - Achievement Divisions (STAD) <i>Sontaya Tanee</i>	

4H: Bridging the Social Divide through Inclusive Education (2) (in Thai)

Chair: Anuchai Ramwarangkura		Venue: Meeting Room 3
08:30	4.H.1. Using the Sheltered Instruction Observation Protocol (SIOP) Model in the Teaching and Learning of English <i>George Padavil, Saiwaroon Chumpavan and Susan Krusemark</i>	
08:50	4.H.2. The Development of Computer-Assisted Instruction on Reading English Poems for Mattayomsuksa 5 Students <i>Thassanee Tathong</i>	
09:10	4.H.3. Using School Botanical Garden as a Learning Resource for Developing Learning Management in Basic English 2 (E32101) <i>Jiraporn Supising</i>	
09:30	4.H.4. A Study of Using the Internet to Develop Learning English as a Foreign Language of Engineering Students at King Mongkut's Institute of Technology Ladkrabang, Bangkok, Thailand <i>Orasa Roykhaew</i>	

Day Three: 26 March 2009
Concurrent Sessions 5: 13:00 – 14:30

5A: Teacher Education for Student-centered Learning	
Chair: Ibtisam Abu-Duhou Venue: Meeting Room 4	
13:00	5.A.1. Investigating Teaching and Learning: A Lever for Capacity Building for ESD in English Language Teaching <i>Richard Allen</i>
13:20	5.A.2. Constraints on the Development of a Learner-centred Curriculum: A Case of EFL Teacher Education in Viet Nam <i>Dang Van Hung</i>
13:40	5.A.3. New Research-based Literacy Framework in ELT in Thailand <i>Intira Sriprasidh</i>
5B: Addressing Sustainable Development Globally and Locally	
Chair: Anwar Alsaïd Venue: Meeting Room 5	
13:00	5.B.1. Empowering Teachers to Engage with Global Citizenship Education: a Look at Formal School-Informal (NGO) Learning Partnerships <i>Jeff King</i>
13:20	5.B.2. Education for Sustainable Development (ESD) on Relationships between Agriculture and Global Environmental Issues <i>Marshall Smith</i>
13:40	5.B.3. Thailand's Newspapers Coverage of Climate Change: Choices and Challenges in Teaching and Learning ESD <i>Jessada Salathong</i>
5C: ICT Integration in Education	
Chair: Fumihiko Shinohara Venue: Meeting Room 7	
13:00	5.C.1. E-Learning in Classroom Instruction <i>Ibrahim Tamby Chek</i>
13:20	5.C.2. Teachers' Readiness for and their Attitude toward New Literacy <i>Bernardita B. Riñon and Portia Punsalan Padilla</i>
13:40	5.C.3. Capacity-building for Philippine Secondary School Teachers on the ICT Literacy Training Program <i>Estela C. Itaas</i>
5D: Quality Teachers for the New Millennium	
Chair: Tinsiri Siribodhi Venue: Meeting Room 8	
13:00	5.D.1. Personal Leadership <i>Ahamad bin Sipon</i>
13:20	5.D.2. Competency Standards for 21st Century Teachers in Southeast Asia <i>Erlinda C. Pefianco</i>
13:40	5.D.3. SEA EduNet: Supporting Quality Teacher Improvement <i>Gatot Hari Priowirjanto</i>
5E: Holistic Development of Children and Youth	
Chair: Maki Hayashikawa Venue: Meeting Room 9	
13:00	5.E.1. More than Art: Art for Holistic Development <i>Kuerkamol Niyom</i>
13:20	5.E.2. Development of Socio-cognitive Skills of Young Children through Gardening Activities <i>Nona M. Cacho and Raden G. Piadozo</i>
13:40	5.E.3. Inclusive Education in Thai Child-friendly Schools <i>Janya Ruangmalai</i>

5F: Dialogue in the Asia-Pacific: Youth and Teachers	
Chair: Utak Chung	Venue: Meeting Room 10
13:00	5.F.1. UNESCO Asian Youth Forum: Achievement and Its Future <i>Papungkron Numprasit</i>
13:20	5.F.2. Teachers' Exchange Programme Among Japan, Korea and China <i>To be confirmed</i>
13:40	5.F.3. Activities of Korea UNESCO Peace Center to Promote Global Understanding and Sustainable Development <i>Jung-Hwan Yoo</i>
5G: Nurturing the Holistic Development of Children and Youth (1) (in Thai)	
Chair: Nit Rojattanavanit	Venue: Meeting Room 2
13:00	5.G.1. The Result of Training in School-Based Violence Prevention Program Application of Anger Management Intervention and Peace Building Strategies for Grade 7 Students in Schools at Nakhron Na Yok Province <i>Pornsuk Huniran</i>
13:20	5.G.2. A Comparative Study on the Learning Achievement between Programmed Instruction and Teacher's Instructional Handbook on The Subject of Consumer Protection 1 "Food Safety", Mattayomsuksa 5 <i>Somporn Thongsamak</i>
13:40	5.G.3. The 7 Steps of Self-Access Learning for Successful Reading and Writing a Précis <i>Dusadee Swangsri</i>
5H: Nurturing the Holistic Development of Children and Youth (2) (in Thai)	
Chair: Jaruwat Ployduangrat	Venue: Meeting Room 3
13:00	5.H.1. The Action Research for Developing Science Project Using Inquiry Cycle of Mathayom Suksa Three Students of Detudom School, Ubon Ratchathani Office of Educational Service Area 5 <i>Pensuda Kaengglang</i>
13:20	5.H.2. Effects of Using Genre- Based Teaching for The development of Oral Presentation Abilities and Self Confidence of Matayomsuksa 4 Students at Triamudomsuksa Pattanakarn School <i>Napaporn Sereesawatpichai</i>
13:40	5.H.3. The Development of the Instructional Model for Enhancing Creative Problem Solving Skills <i>Prathuangsook Youngsathien</i>
5I: Bringing the Arts and Culture into Education (1) (in Thai)	
Chair: Nit Rojattanavanit	Venue: Meeting Room 2
13:00	5.I.1. Industrial Waste Metal Refining for Adding Value and Effective Re-Using <i>Sucahart Yenwiset and Tawichart Yenwiset</i>
13:20	5.I.2. Two Dimension Punch-Die Error Checking System <i>Khachonsak Pongtana, Suchart Yenwiset, Vichan Petmanee, Rajamangala University of Technology Srivijaya, Thailand</i>
5J: Bringing the Arts and Culture into Education (2) (in Thai)	
Chair: Jaruwat Ployduangrat	Venue: Meeting Room 3
13:00	5.J.1. Presentation on the Progressive Decline of Thai Culture and Heritage in Overseas Students <i>Chaveewan Charoensap</i>
13:20	5.J.2. The Development of English Communicative Skills for Mattayom Three Students Through Dramatic Techniques <i>Chiraporn Na Nakara</i>

ABSTRACTS PLENARY SESSIONS

Tuesday, 24 March – Opening Ceremony

Grand Diamond Ballroom

10:30 – 11:00

Raja Roy Singh Lecture

Sheldon Shaeffer, Director, *UNESCO Bangkok*

I began my professional life as a teacher and in my many lives since then, it has always been clear that good teachers and good teaching are the core of quality education. But we still cannot find ways to get the best students to become teachers, or the best teachers to stay in the profession and teach the most challenging pupils in the most challenging schools. We still cannot provide adequate continuing professional development for practicing teachers or, even more difficult, adequate pre-service training for those able (and sometimes willing) to enter the profession. And we have not yet systematically learned how to train teachers for the increasingly large range of students that will meet with special needs – needs which go far beyond disability. Based on 40 years of experience in education, beginning from that very first job as a teacher, this presentation will offer a few very practical suggestions as to what might be done to provide that better education that is so necessary in this ever-changing world.

Tuesday, 24 March – Plenary Session I

Strengthening the Teaching Profession for the 21st Century

Grand Diamond Ballroom

11:00 – 13:00

Creating Tomorrow: Building Capacity for Sustainable Change

Dame Pat Collarbone, *Independent Consultant, UK*

In November 2001, the then Secretary of State for Education in England launched the biggest revolution in the education service in England for well over a hundred years in a speech containing the words “with the help of everyone in the education service, and many beyond it, we must make continual and rapid progress, starting now.” I doubt whether even she understood at the time the extent of the changes which were to follow. In the intervening seven years expectations on schools and their staff have altered beyond recognition. There is no end in sight on this journey as the government pursues its vision for a more equitable society and a world-class education system with children and young people at the centre. Crucial to this journey is leadership but not the hero leadership strongly favoured in the past. This paper examines how the country is developing the capacity to engender such change on the scale being achieved and ensure the development is sustainable, the lessons that have been learned along the journey and, crucially, the leadership required across the whole of children’s services.

Distributed Leadership: Leadership in Context

Carole Kayrooz, Professor, *Pro Vice-Chancellor Education, University of Canberra, Australia*

Distributed leadership in education can be sourced as a concept to situation-specific psychological theories developed in the mid-20th century. Its resurgence in the West in recent times springs from an ageing demographic, and consequent skills shortages and succession crises. Distributed leadership focuses on collaborative action towards a goal, arising naturally, and passing between one and the other as the situation changes. This presentation focuses on the necessary components of distributed leadership: the systems for concerted action (institutionalized turn taking; task/responsibility rotation); the culture of interpersonal synergy (parity of relations, participation by all); and the institutionalized structures to regularize the distribution of power (minimal structures, multiple agents, and formalized devils’ advocacy). The presentation will trace the

origin of distributed leadership, review the research related to it, detailing the systems, culture and structures that foster distributed leadership, and describe passionately its necessity in addressing the educational challenges of the 21st century.

Curriculum Development for Student-centred Learning and Child-friendly Schools

Dan Buckley, *Director, Research and Development, Cambridge Education, UK*

Our 21st century global economy finds value in diversity, collaboration, creativity and innovation yet the structure of our schools tends to lead to conformity, compliance and homogeneity. Currently there are few models across the world, of schools that are able to respond to the creative chaos of collaborative learning whilst ensuring consistent quality and measurable outcomes.

In this presentation I explore the curriculum frameworks that are emerging for truly personalised learning and how we safeguard the progress and life chances of children as their schools transform around them. I consider models that allow personalisation to be introduced piece by piece at a pace which is in line with the capacity for change and ability of the teaching workforce. I will describe student-centred learning in terms of the P-route and T-route models of personalisation and the implications of each on school design, curriculum design and the ICT tools required. I will draw upon a wide range of international case studies and research findings by way of illustration including the Personalisation by pieces (PbyP) framework.

The PbyP approach is research based on the idea that if learning is owned by the learner and practiced through real opportunities then progress is accelerated considerably. The research includes the use of a toolkit which works on any device from a mobile phone to a PC. This enables learners to demonstrate incremental progression in competencies by providing evidence that is assessed anonymously online by their peers. This evidence can also be analysed across the learning institution to inform the change management process.

Already there is evidence that this has given schools the confidence to provide a much wider range of learning opportunities. In some cases schools have offered the opportunity for children to devise and manage learning activities for other students so that complex competences can be practiced. Such activities are having a profound effect in terms of role modelling, multi-age learning and the effective teacher ratio. They are creating truly child-friendly schools.

For the globally interconnected citizens of the 21st century ICT is redefining learning. I hope to illustrate the routes by which schools can act as centres of empowered, collaborative learning and provide practical guidance as to how this can and is being achieved in every educational context in the world.

Improving Teaching and Learning through Incentives: Lessons from Latin America

Eduardo Velez Bustillo, *Education Sector Manager, East Asia and Pacific, World Bank, USA*

Despite the cultural differences between Asia-Pacific and Latin America, teachers in both regions are confronted with many similar issues and problems. This presentation will explore teacher motivation and discuss alternatives to improve the quality of teaching in Latin America. More specifically, the presentation will share World Bank's studies on teacher incentive reforms in Latin America and how these reforms have affected the quality of teaching.

Tuesday, 24 March – Plenary Session II

Reorienting Teacher Education for Sustainable Development

Grand Diamond Ballroom

16:00 – 18:00

Not for Want of Trying: Strategies for Re-orienting Teacher Education for Education for Sustainable Development

Annette Gough, *Head, School of Education, RMIT University, Australia*

Since the earliest formulations of the UN goals for environmental education at the Belgrade Conference (1975) through to the reconceptualisation of education for sustainable development at the World Summit

on Sustainable Development in Johannesburg (2002), teacher education – at both pre-service and in-service levels and across primary, secondary and TVET education – has been regarded as being essential if sustainable development is to be achieved.

However, there is recurring testimony to the almost universal lack of success in introducing coherent or consistent programmes of environmental education/education for sustainable development into teacher education courses. This is not for want of trying. In the late 1980s, the UNESCO-UNEP IEEP published prototypes for teacher education at elementary and middle school levels. In 2005 UNESCO published Guidelines and Recommendations for Reorienting Teacher Education to Address Sustainability and in 2007 UNESCO-UNEVOC held an international consultation on TVET Teacher Education towards Sustainability. This paper will discuss strategies for re-orienting teacher education through pedagogy and whole school approaches.

Content Issues in ESD/ESDA in a More Overarching Way – Socialization Content and the Implications for Teacher Education in Practice

Per Sund, Lecturer, School of Sustainable Development of Society and Technology, Mälardalen University, Sweden

The aim of this paper is to contribute to an improved knowledge about socialization content – an indispensable part of the environmental education (EE) and education for sustainable development (ESD) content. The intention is not to dictate which content teachers or teacher educators should include in ESD, but rather to make researchers, teachers and teacher educators more aware of the existence of the different qualitative aspects of the socialization content in which subject matter is taught. Differences in socialization content can be used for specifying certain qualitative differences between EE and education for sustainable development approach (ESDA). In this study, subject matter and socialization content are together regarded as an educational content in a more overarching way.

Reorienting Basic Education for Sustainable Development

Uthai Dulyakasem, President, Silpakorn University, Thailand

The basic argument in this paper is that the present Basic Education is emphatically aimed at preparing the children to be able to further their education at a higher level. Knowledge (i.e. facts and figures) and certain skills are therefore highly valued and recognized. Even if these qualities are important and necessary from an educational viewpoint, they may not necessarily lead to the promotion of sustainable development (as defined by the Brundtland Report). It is also argued that sustainable development and a higher quality of life of all people will not be achieved unless unsustainable patterns of production and consumption are reduced and eliminated. To achieve sustainable development requires both efficiency in production processes and change in consumption patterns. The present consumption pattern around the world clearly indicates that there is a great inequality in consumption among the world population. In the Asia Pacific Region where the bulk of humanity resides, economic growth has been very impressive in recent years, but the progress achieved in the region continues to exclude a vast majority of its poor and un-nourished. At the same time, the region is slated to become more degraded, less forested, more polluted and less ecologically diverse in the future. It is therefore pertinent to reorient Basic Education to put more emphasis on transforming of the value of consumption. Our Basic Education must prepare and equip our younger generation to become culturally and ecologically sensible and responsible consumers. In order to achieve this end, the learning process at the Basic education level must be radically changed.

Holistic Learning for Sustainable Development

Prapat Niyom, Associate Professor, Roong Aroon School, Thailand

Sustainable development is actually more than the technical management of resources and wastes or energy-saving programmes. In fact, the concept of sustainable development originated from a holistic worldview that encompasses our actions and responses to each other and the world. It reflects the recognition of one's self, one's wishes and one's desires. It can be said that the less one is aware of one's wishes and desires, the more one rapidly destroys the natural resources and environment through over-consumption. Therefore, the prerequisite for sustainable development is self-learning, self-awareness and concern of oneself as a part of Mother Earth.

During the second half of the last century, many modern methodologies emerged to help save the world from environmental crises. In addition, holistic (including self-) learning became an important approach for educating current and future generations of children, youth and adults. This holistic viewpoint, upheld and promoted by distinguished educators such as Montessori and Rudolf Steiner, has made in-roads into the school system to a certain extent. Much of the responsibility for the success of this development depends on the teachers – the “change agents” – who are able to understand and apply the concept of holistic learning.

Thus, to develop inspiring change agents for a new learning culture, the pedagogy for Teacher Education needs to be carefully designed to incorporate special curriculum and learning processes that may be different from conventional pedagogy.

Wednesday, 25 March – Plenary Session III

Harnessing the Potential of ICT in Education

Grand Diamond Ballroom

10:30 – 12:00

The Connected World in a Connected Classroom: Implications for Teachers and Learners

Baldev Singh, *Director, Educational Strategy, Imagine Education Ltd, UK*

The rapid developments in (creative) technologies (webcams, Web 2.0, etc.) pose a challenge for today's curriculum and educational systems. How can we align some of the creative technologies to make a difference in learning using well-planned strategies? How can we support teachers to make the right decisions when it comes to integrating ICT into the curriculum? This presentation will explore how some digital tools if leveraged appropriately can lead to measured gains which ICT can make in education and one which all stakeholders expect to see. The presentation will explore the importance of global dimension in education and how ICT is making a difference in the classroom. The presentation will also explore some global trends in ICT in education and what are the key drivers which educators/teachers need to be aware of.

Leading Future Education, Digital Textbook Development in Korea

Sung-Moo Jung, *Executive Director, Office of Policy and Planning, Korea Education Research and Information, Republic of Korea*

Korea is an IT leader with advanced information and communication infrastructure and the highest internet penetration and utilization rates. Access to high speed Internet and computers for educational use is available in every primary and secondary school classroom in Korea. Utilizing this infrastructure, Korea has actively implemented various initiatives to promote the effective use of ICT in education at the national level. Based upon the well-established ICT infrastructure at primary and secondary schools, the Korean government has undertaken a research project on the effective ways to digitalize school textbooks used by all primary and secondary school students and to utilize the digital textbooks at pilot schools.

This presentation first explains the background of Korea's digital textbook development project and the concept of digital textbooks. Korea's digital textbooks provide the content of paper-book textbooks in digital content, and provide various reference materials, work book and learning dictionaries in an integrated way. They also include multi-media content such as video clips and animation and virtual reality content, and provide Internet search functions as well. Thus, digital textbooks make it possible to provide a more lively and learner-oriented learning environment.

In addition to these characteristics, this presentation introduces the vision, mid- and long-term implementation plans of the digital textbook development project. Then, it examines various teaching-learning functions and main content of digital textbooks. It also presents what educational achievement the Korean government expects from this endeavor of digital textbook development. Lastly, this presentation presents possible problems in commercializing digital textbooks and the ways to solve them.

Wednesday, 25 March – Plenary Session IV

Bridging the Social Divide through Inclusive Education

Grand Diamond Ballroom
15:00 – 16:30

Pedagogy for Inclusive Teaching: Learning Studies

Vivian Hueng, *Associate Professor, Hong Kong Institute of Education, Hong Kong SAR, PR China*

This paper describes a recent innovation in developing coherent pedagogical practices for inclusive teaching in mainstream schools. It represents an attempt to rethink teaching practices and challenge the long-held assumption that special children require specialized instruction in studying with their peers in the mainstream classroom. The approach was based on the theory of variation (Marton & Booth, 1987) and Learning Studies (Lo, Yan & Pakey, 2005). It works on the premises that the achievement of students is not a direct result of their ability, but the variation in (i) the object of learning, (ii) the way students learn the object and (iii) the way teachers teach the object of learning. Teams of teachers were invited to work on over 26 learning studies in the area of English, Chinese and Mathematics to cater for diverse learners in the classroom. Teachers were encouraged to design assessment tools to collect data regarding students' learning and select curriculum content to facilitate meaningful learning. The major findings showed that inclusive teaching is not about adding some features to existing practices. It requires a transformation and the best way to help teachers change is to provide them with the opportunity to observe the impact of different pedagogies on students, particularly those with special educational needs.

First Language-based Multilingual Education Can Help Those Excluded by Language

Kimmo Kosonen, *Payap University, Thailand and SIL International*

Presented by Catherine Young, *SIL International*

Although most Asian nations are multilingual, their education systems use mostly the national languages. Yet, many learners do not understand the languages of education. As a result, these learners are often excluded from many learning opportunities and are generally disadvantaged in educational participation and achievement. In most countries, the challenge is greatest in minority communities speaking non-dominant languages. The situation is particularly difficult among girls and women.

Multilingual education (MLE) which is based on learners' first language can alleviate this challenge. Multilingual education means the use of several languages as the language of initial and recurrent literacy, the language of instruction and a means for lifelong learning. Research shows that learners benefit most from their education, if it starts in their first language.

This paper will introduce the challenge of the language in education in Asia and discuss ways the language issue is being tackled with multilingual education.

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Thursday, 26 March – Plenary Session V

Nurturing the Holistic Development of Children and Youth

Grand Diamond Ballroom
10:30 – 12:00

The Pedagogy of the Repressed? Teachers, HIV and Sex Education

David Clarke, *International Education Specialist, Thailand*

The paper will investigate the international research literature on the difficulties teachers are facing in implementing school-based HIV education programmes, especially when attempting to teach sexual and reproductive health. Drawing on a wide range of contexts, it will identify the main factors which tend to undermine teacher confidence and motivation in this field. It will examine the strengths and weaknesses of the life skills approach to HIV education from a teacher's perspective. The paper will include an investigation of the personal, social and professional dimensions of widely documented teacher-related problems in HIV curriculum delivery which can result in selective or even no teaching of the HIV education programme. To what

extent are teachers to blame for poor implementation practices? Going beyond the problem, it will examine the evidence for a range of strategic interventions which enable teachers to overcome these issues and to deliver effective sex education for HIV prevention.

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Thursday, 26 March – Plenary Session VI

Bringing the Arts and Culture into Education

Grand Diamond Ballroom

15:00 – 16:30

Advocating Cultural Education for Youth

Kevin Kettle, *Programme Development officer, SEAMEO Regional Centre for Archaeology and Fine Arts, Thailand*

'The World Development Report 2007: Development and the Next Generation' clearly describes the present number of young people of 1.3 billion as not only the largest in world history but refers to this 'youth bulge' as a risk. However, it is also described as an unprecedented opportunity for countries to deepen their human capital. For this to be achieved, the promotion of cross-cultural understanding and mutual respect must comprise a significant component of education.

The World Development Report and the UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions together outline the significance of the abundance of young people and the issues of cultural diversity related to future development for a peaceful, non-violent world. Southeast Asia is very rich in diversity and the descriptor 'youth bulge' is applicable here. So, how can we encourage meaningful participation in the classroom and beyond? This paper looks at several SEAMEO SPAFA educational initiatives from community youth involvement projects, to educational cultural games, as well as, culture workshops.

Challenges to Classroom Culture – Beyond Chalk and Talk

Janet Pillai, *Senior Lecturer, School of Arts, Universiti Sains Malaysia, Malaysia*

This presentation will showcase an example of an innovative non-formal heritage education initiative for young urban residents living in the innercity of George Town, Penang (Anak-Anak Kota or 'Children of the City'). The objective of the program is to help young people retrace the lost narrative of their cultural heritage, to deepen their appreciation of cultural assets in their locality and to encourage them to take social responsibility for the sustainability of their cultural assets.

Anak Anak Kota (AAK) engages students aged 11-22 to participate in mapping and documenting their history, environment and cultural assets with the collaboration of arts educators, artists, community and local societies. The unique aspect of the program is that participants use several media (drawing, photography, and writing, interviews) to map their cultural heritage then continue to interpret and promote it through demonstration, performance, exhibitions and creative writing.

Unlike formal education which uses a cognitive approach to impart skills, information and to problem solve the AAK programs attempts to give prominence to affective and sensory learning. It adapts the liberal educational tenets of Dewey and Rousseau using experiential and participatory methodologies to help children reconnect in a concrete and creative way to their local environment, cultural context as well as to themselves.

The program is located in a 'real' environment (as opposed to a classroom), to widen the scope and relevance of tools, information, resources and materials which children can work with. Participants are brought into the 'public space' to engage with real issues, objects, people and environment.

This presentation will introduce school administrators and interested teachers to the following topics:

- **A pedagogical approach** to developing non-formal arts and culture education program arts and culture education for students outside of school.
- **A case study of an arts and culture program** conducted in a community setting involving, artist, educator, community and facilitators.
- **Alternative methodologies** to enhance student interaction with arts, culture and life in the community and environment.

How the Theatre Can Connect What We Know to What We Have Yet to Know

Phatravadi Mejudhon, *Chairman and Artistic Director, Patravadi Theatre, Thailand*

Phatravadi Mejudhon, artistic director of Bangkok's Patravadi Theatre, will share her personal experience and techniques in using the theatre as a means of personality development, and how arts can help to build the community in the long term.

Having been a prominent teacher and mentor in theatre and acting for more than 35 years, Phatravadi's students – among them were problem teenagers and young people from hill tribes and suburban areas – have now grown into established artists, dedicated teachers, successful business people, good parents and, most important of all, respectable human beings.

She discovered that performing arts education is useful in building a positive personality. Through the practice of performing arts, students learn to communicate, to express themselves, to think and, most important of all, to be thoughtful of others.

Phatravadi will then describe how she facilitates some of her long-time students to become art masters and dedicated teachers, the importance of networking in art education among schools and the making of unique arts centres.

Suansilp Bandin and Wat Lumheri Arts Centres are centres created with the community in mind. At these arts centres, the younger generation can spend spare time creatively. Art is taught not only to enrich lives, but also to boost community spirit, revive old market place, facilitate community management and improve the economy.

ABSTRACTS CONCURRENT SESSIONS

Tuesday, 24 March - Session 1A

Overcoming Inequality: Why Governance Matters in Achieving Education for All

Meeting Room 4

14:00 – 15:30

Facilitated by Gwang-Jo Kim, UNESCO Bangkok

An annual report commissioned by UNESCO, the Education for All (EFA) Global Monitoring Report tracks countries' progress in meeting the international education commitments reflected in the EFA targets and the Millennium Development Goals. The 2009 report focuses on governance, in particular education finance and management, planning for poverty reduction, voice and choice in school management and quality (focusing on teachers and school monitoring). This year's EFA report, entitled *Overcoming Inequality: why governance matters* looks at questions relating to education policies and reforms, and how they can help reduce inequalities in society. The report also pays particular attention this year to early childhood education and care, universal primary education and education quality. It also points to stagnating levels of aid and the need to maintain and increase aid to basic education in low income countries. The 2009 report will explore the EFA framework for governance, document broad trends and map country practices. It also examines the rules governing the mobilization and allocation of finance, the development of efficient and equitable strategies for expanding provision of schools, teaching and learning outcomes, teacher recruitment, training and morale, school management, and an over-arching focus on teaching-learning processes. The aim is to draw out some good practice themes – and to identify the type of questions that policy makers need to ask as they develop the governance agenda.

Tuesday, 24 March - Session 1B

Management and Multi-grade Teaching in Small Schools

Meeting Room 5

14:00 – 15:00

14:00 – 14:20

1.B.1. National Curriculum Adaptation Model for Multi-grade Classrooms

Moharram Aghazadeh Ghorvali, *CEPD, Islamic Republic of Iran*

Multi-age and multi-grade teaching classrooms (MGTCs) have a long history in the educational systems of the Asia-Pacific countries. Often, this type of pedagogic event can be seen in the rural and remote areas of the countries. The people who have taught in those classrooms have found the most difficulties in the classroom and teaching-learning management. At the same time, the time and voluminous content of the textbooks put most of MGTCs teachers into trouble. These difficulties may result to school leaving and more drop outs. However, a main problem of MGTCs is their curriculum. Almost Asia-Pacific educational systems implement mono-grade curricula in the MGTCs even though MGTCs require different types of curricula because of the different nature of the classrooms. Accordingly there is a need for special curriculum to set an effective teaching-learning condition. But developing a new curriculum for the sake of MGTCs may exceed expenditures and take more time from the curriculum developers. To solve these problems and difficulties and to improve the quality of teaching-learning in the MGTCs, adapting the national curriculum for MGTCs has been found to be an effective short cut.

14:20 – 14:40

1.B.2. Coping with Contextual and Psychological Issues: A Daily Struggle for Head Teachers in Small Schools

Khuan Wai Bing, Omar Abdull Kareem and Wan Mustaffa Wan Salmuni, *University Pendidikan Sultan Idris, Malaysia*

Almost one third of the total 7,513 primary schools in 2006 in Malaysia are small schools with an enrolment of 149 or less students. Most of the small schools in Malaysia are located in rural areas, small villages, estates and remote areas. Due to economy of scale, many small schools are seen to be unviable and not cost effective in its daily operations. In January 2007, the National Education Blueprint 2006-2010 proposed plans and projects to reduce the number of small schools by combining several small schools into a central school equipped with adequate facilities, amenities and teachers. Although the government has good intentions, it is not desirable to close all small schools as this would deprive rural school-going children from receiving an education. Moreover, in Malaysia an education is viewed as a means towards eliminating poverty in the society. Since small schools deliver a substantial proportion of educational services in Malaysia, it is desirable to investigate the issues faced by head teachers of small schools and strategies adopted to deal with the complexities of their work. For a preliminary study, questionnaires were distributed to 74 small Chinese primary schools in the state of Perak, Malaysia. Site visits and telephone interviews were also conducted. The study indicated that most of the school head teachers face many physical, emotional and psychological issues, and often have to taken on multiple roles and responsibilities. Several strategies for coping with the difficulties of managing small schools employed by the head teachers are discussed. Recommendations to improve small schools are leadership training of head teachers also provided.

14:40 – 15:00

1.B.3. An Inservice Teacher Training Process for Improving Constructivist Learning Environments in Thai Small School Classrooms

Panomporn Puacharearn, *Rajabhat Nakhornsawan University, Thailand*
Darrell Fisher, *Curtin University of Technology, Australia*

This paper describes a teacher training process conducted in Thailand (2006) using in-class and at-school activities that resulted in changes in teachers' competencies to improve their classroom environments using a constructivist perspective. The process was conducted over one year. First, with the cooperation of university staff, educational-area supervisors and principals, research teams were constructed. Secondly, a training process was developed for implementation in schools, and finally the attitudes of teachers towards this process were assessed. The process involved three steps: forming teams in schools; working with teachers to improve their competencies; and providing an opportunity for teachers to present their own action research about improving student learning. There were three parts to the second step of this process. These involved: training teachers on instructional innovation (relevance to school needs ensured); and on how to implement instructional innovation in their classes through action research; and holding weekly individual meetings with the teachers concerning class occurrences and specific techniques that could be used in an attempt to improve student learning. All 23 teachers from three case-study schools successfully implemented instructional innovation in their classes through action research. Teachers' attitudes toward the training process activities and perceptions of self efficacy were changed in a positive direction following use of the networking activities. These results suggest that the training process in this research was effective in improving inservice-teachers competencies in teaching.

Tuesday, 24 March - Session 1C

Pedagogy for Education for Sustainable Development

Meeting Room 7

11:30 – 13:00

11:30 – 11:50

1.C.1. Popular Education: An Engaging Pedagogy for Education for Sustainable Development

Lean Heng Chan, *University Science of Malaysia, Malaysia*

“Tell me, and I forget. Show me, and I remember. Involve me, and I understand” (Chinese proverb). ESD aims to move us to adopting behaviours and practices which enable us all to live a full life without being deprived of basics and without depriving others for an equitable and sustainable present and future. How can we best foster such forms of transformative learning for sustainability? This paper argues that popular education that integrates, learning/teaching, reflection and action is an effective critical pedagogical approach and should be popularised in ESD. The paper will explain how the principles and methodology of popular education contribute to sustainable development by engaging people to understand their world around them, so that they can reclaim ownership (and stewardship), take back control collectively, understand their world, intervene in it, and transform it. Challenges and possibilities in engaging popular education in current school settings will also be delineated.

11:50 – 12:10

1.C.2. Perspective on OASERD in the 8th Cycle of APEID

Junichi Takahashi, *Obihiro University of Agriculture and Veterinary Medicine, Japan*

In the 8th cycle of APEID, Obihiro Asia and the Pacific Seminar on Education for Rural Development (OASERD) will be held under the theme of “Sustainable rural development to provide safe and security in agriculture and animal agriculture” as a project for the 21st century, with the emphasis on capacity development and improvement of the education in the field of environmental hygiene, in addition to furthering approaches discussed in the 7th cycle of the project.

Throughout the OASERD the issues of ESD will be clarified in the field of agriculture and animal agriculture from the standpoint of nature, society, culture and economy by employing university resources - one of the characteristics of such an institution and discuss ways to find solutions to such issues with an emphasis on rural development.

The importance of establishment of network and linkage of agriculture and animal agriculture in Asian and Pacific rural areas should be emphasized to expand of the ESD towards better understanding such technologies as a means of improvement of the education on environmental hygiene and contributing towards the establishment of sustainable rural society.

12:10 – 12:30

1.C.3. Agricultural ESD Internship Program at the University of Tsukuba

R. Kurokawa, Y.W. Chen, M. Fujishiro, S.S. Meng, Y. Miki, D.M. Taylor, H. Hasegawa, A.Tajima and T. Takigawa, *Graduate School of Life and Environmental Sciences, University of Tsukuba, Japan*

The Graduate School of Life and Environmental Sciences, University of Tsukuba launched a new course entitled “Agricultural ESD Internship” in 2008. Graduate students enrolled in this course acquired knowledge and experiences in Agricultural Education for Sustainable Development (AgESD) by taking an active part in the management of the “International Agricultural ESD Symposium” held November 2008 at the University of Tsukuba. The Symposium is planned as a 6-year program (2008-2013) to provide a venue for educators, researchers and students to discuss the roles of agricultural universities in developing a sustainable society. Experts and Ph.D. students conducting research in areas relevant to sustainable agricultural development are invited primarily from Asian countries to participate in this symposium. In this paper, students will present their experiences and knowledge of AgESD acquired during their Agricultural ESD Internship.

Tuesday, 24 March - Session 1D

Innovative ICT in Education Practices for Teaching and Learning

Meeting Room 8

14:00 – 15:30

14:00 – 14:20

1.D.1. A Journey of Hope: ICT in Education for Teaching and Learning

Lay-Cheng Tan, *UNESCO Bangkok, Thailand*

UNESCO believes every child and adult has a right to education, and that learning should continue for life. UNESCO has implemented many projects to harness the potential of ICT to increase access to education, and to enhance educational outcomes. The Innovative Practices in ICT in Education project, supported by the Japanese Funds-in-Trust, was launched in 2007 to identify, document, share and multiply ICT in education innovations as one way to scale-up the impact of integrating ICT into education.

As part of the project, UNESCO, in collaboration with Intel, has produced a video that draws attention to the potential of using 21st Century technologies by teachers to help their students travel on a journey of hope to a better future.

Come and join the launch of the video, "A Journey of Hope", as we show how information and communication technology (ICT) can make an impact on teaching and learning in two schools in India and Malaysia.

14:20 – 14:40

1.D.2. Innovation in Education - Intel Approach for Sustained Professional Development

Ansul Sonak and Ashutosh Chadha, *Intel, India*

For Asian countries to accelerate ICT deployment in education and actually emerge as global leaders as knowledge societies, the education system needs huge changes. Sustained professional development for teachers for building innovation in education is more essential than ever in this context. It is here that the public-private participation becomes significant option to drive the changes required.

Intel(R) Teach is one such program that works with educators and governments to improve education through sustained professional development approaches. The program helps in-service and pre-service teachers use technology in innovative ways in classrooms and encourage active inquiry and higher-order thinking for students. In last 10 years, the program has touched millions of educators around Asia, helping governments drive significant policy changes. Intel has a comprehensive education transformation 6-S model that drives the philosophy of long-term sustained public-private partnerships with the governments, academia, civil society and business ecosystem to create long lasting impact in this context. The 6-S model emphasizes the step-by-step approach of Start-Scale-Sustain-Success-Showcase-Systemize for education transformation. The real impact of this model can be found in changes in classroom behaviors of teachers and students across Asia.

14:40 – 15:00

1.D.3. Next Generation Interactive Classroom Solution

Alice Yang, *eInstruction, Hong Kong SAR, China*

Do you want to see all the following things happen in your class?

- Interact with every student in a class of more than 100 students or at an event like the UNESCO-APEID Conference
- Engage every student during the class
- Make sure every student think in the class instead of copying notes/listening/dreaming
- Create a team collaboration environment even if the students do not know each other
- Every student learns something after the class
- Identify those students who need extra help during the class
- Help students to speak up and enjoy the lessons during the class
- Help students prepare before they get into the class

The world is changing and so do the technologies. New technologies can help both teachers and students achieve all the above amazing things that nobody believes before. Experience this yourself during the “Next Generation Interactive Classroom” session. You can create this futuristic interactive classroom after the session.

If you are wondering whether there are lots of preparations to get such results, the answer is “No”. But there is one requirement for joining this session – prepare one challenging multiple-choice question with 4 answers.

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Tuesday, 24 March - Session 1E

UNESCO Ethics Education Workshop

Meeting Room 9
14:00 – 15:30

The workshop will focus on methodologies of teaching ethics of science and technology and bioethics, with particular emphasis on application and integration of ethical knowledge, epistemology and ideas into teaching ethics. The examples will include medical ethics, biotechnology, public health and environmental issues.

There will be an introductory lecture on the goals and issues of bioethics by the chair and then examples of moral games (materials can be downloaded from the website above). The workshop will be led by Professor Darryl Macer and other facilitators in international bioethics education who have worked globally, at all levels of education, and in training many different social stakeholders.

Workshop objectives include:

1. Participants will learn what are the means, methods and resources to examine and teach ethical issues
2. Participants will share experience and develop skills to teach ethics of science and technology. They will receive feedback from experienced experts
3. Participants will understand the goals of ethics education, and be able to apply this to better develop their curriculum and teaching programs.

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Tuesday, 24 March - Session 1F

Alternative Approaches to Teach Dance and Music

Meeting Room 10
14:00 – 15:30

14:00 – 14:20

1.F.1. Reflections on Performance Realities: “Pagbulas ng Sibol” as a Case Study

Dennis Desuyo Gupa, Reagon Maiquez, Joyce Ocampo, *University of the Philippines, Philippines*

This research explored theatre production from the point of view of the performer by working through their observations, opinions and experiences regarding the various elements of performance as well as the creative processes involved and the learning they have acquired. It attempts to identify a praxis of performance, taking as its examples the 2007 ULPB production of Pagbulas ng Sibol, an adaptation of Frank Wedekind’s Spring Awakening. Respondents were found to have been positively influenced by the use of Filipino/Tagalog text, the unconventional use of space, and the audience leading to their personal views of better performance and further learning.

14:20 – 14:40

1.F.2. Harnessing the Power of Mathdance to Broaden Cultural Horizons

Alleli Ester Caraang Domingo, *University of the Philippines Los Baños, Philippines*

Educators are challenged to introduce some form of an integrating factor that holds things together so as to encourage students to think in whole systems and see the connections. Despite the seeming differences that separate mathematics and dance as distinct disciplines, it can be demonstrated that they are not mutually exclusive sets, but rather, interestingly intersecting. While exploring the linkage between the fascinating field of mathematics and the delightful world of dance, cultural dimensions also come into the picture.

The cognitive and aesthetic similarities between mathematics and dance are examined. Mathematical concepts involved in dance are identified and illustrative examples are given to highlight the presence of abstract patterns in picturesque physical movement. Possible activities are suggested for the teaching of mathematics using movement and rhythm.

This experimental step taken towards an inter-disciplinary approach to learning is a recognition of the role played by multiple intelligences in today's mathematics classrooms and a response to the need of making mathematics accessible for all students with varied learning styles.

14:40 – 15:00

1.F.3. Dance Education through Poetic Narratives

Naomi Mendoza Enriquez and Reagan Romero Maiquez, *University of the Philippines Los Baños, Philippines*

In the book of modern definitions, dance is described as poetry of the feet. A dance image paints a thousand words. Dances tell stories of cultural origins and fuse meanings to the young generation, which keep them rooted on solid ground. This paper explores the power of poetic narratives in presenting the life ways of indigenous people groups in a dance production entitled "Hugnay: Katutubong Sayaw, Modernistang Galaw" (Fusion: Indigenous Dance, Modern Movements).

his performance on stage was an attempt to trigger resonance between neo-folklore and modern sensibility. The goal was to bridge the gap between our rich traditional culture and the contemporary culture using storytelling through music and lyrics, modern symbols, and creative movement danced to the beat of soulful poetry reading.

The production was an alternative approach to teaching dance by raising the level of consciousness of the viewers about dance, Philippine culture, and the possibility of merging modern sensibilities with the traditional/indigenous. The desired outcome is a significant step towards integrative learning – the enhancement of the field of movement by introducing the dimension of poetic rhythm.

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Tuesday, 24 March - Session 1G

Strengthening the Teaching Profession for the 21st Century (1) (in Thai)

Meeting Room 2

14:00 – 15:30

14:00 – 14:30

1.G.1. A Development of an Administration Model of Decentralized Educational Service Areas

Nattasak Chanpol, *Siam University, Thailand*

The purpose of this study was to explore and develop an administration model of decentralized educational service areas. The processes of the study included studying documents, concepts, theories, and research studies related to administration models of decentralized educational service areas, both domestically and internationally, analyzing the administration model, and having the draft of the model examined by experts. The data about the present conditions and needs of the educational service area administration based on decentralization were collected from the deputy directors, the heads of the departments, and the personnel

of the educational service area offices by using the model created above. The data, then, were analyzed, the administration model was constructed, and finally, the experts examined its accuracy and completion.

The results of the research were as follows:

1. The actual and problem of the administration of decentralized educational service areas were as follows:
1) The administration of decentralized educational service areas of the actual in average were moderation ($\bar{X}= 3.43$) 2) The needs assessment for development the administration of decentralized educational service areas in average were high ($\bar{X}= 3.85$)
2. Construction the administration model of decentralized educational service areas, the results were 65 jobs within three elements: decentralization principles, board and personnel, including six missions of job description, which were: 12 jobs of academic administration, 14 jobs of budget administration, 12 jobs of personnel administration, 11 jobs of general administration, 8 jobs of internal inspection administration, and 8 jobs of law compliance administration. Evaluation the administration model of decentralized educational service areas, the results revealed that all experts agreed with the model of decentralized educational service areas. IOC of all elements was between 0.71-1.00.

14:30 – 15:30

1.G.2. The Development of a Learning Organization Model of the Office of Educational Service Area

Malee Subkrasae, *Siam University, Thailand*

The purposes of this research were: 1) to study the level of the factors and the level of learning organization; 2) to study factors that had effects on learning organization and capable to predict the learning organization; and, 3) to develop a learning organization model of the office of educational service area. The research samples were 20 educational service area in Thailand which were selected through multistage random sampling.

The data collection instrument consisted of a questionnaire, developed by the researcher. It was designed based on the variables theory. Then the data was collected and analyzed by mean (\bar{X}), standard deviation (SD), path analysis and LISREL version 8.52 which was used for the confirmatory factor analysis and to test (for goodness of fit) congruity between the model and the empirical data.

The research results indicated that:

1. The level of the factors and the level of learning organization of the office of educational service area in average were high.
2. There were nine factors that had effect on learning organization. These factors that could affect the learning organization level were: vision mission and strategies, structure and administration, knowledge management, technology application, instructional leadership, organization climate and culture, person and teamwork development, motivation, and monitoring. The factors inclusively explained 87.24 % of the variation in the learning organization level.
3. The learning organization model of the office of educational service area, developed by the researcher was fitted to the empirical data. The statistic values of the final model were as follows:
 $\chi^2= 38.76$, $df = 21$, $P\text{-value} = 0.01$, $GFI = .96$, $AGFI = .92$, $RMSEA = 0.062$, $CN = 231.04$

15.00-15.30

1.G.3. A Development of Good Governance Indicators for Basic Education Schools

Saisamorn SakKhamduang, Wallapa Areerat, Sawat Photiwat, *Khonkean University, Thailand*

The purposes of this research were to (1) develop good governance indicators for Basic Education Schools; and (2) examine the goodness of fit of the confirmatory factor analysis model of good governance indicators for basic education schools developed by the researcher from theoretical study with the empirical data. The study consisted of two phases as follows: (1) Phase one was the development of good governance indicators for basic education schools by documentary research, in-depth interview with six specialists and focus group discussion involving another seven specialists. This first phase resulted in good governance indicators. (2) Phase two was the examination of the goodness-of-fit of the confirmatory factor analysis model. The sample size consisted of

602 Basic Education Schools. The samples were derived by multi-stage random sampling method. The research tool for data collection was the 5-level rating scale questionnaire with the reliability ranging of .982, and the validity ranging of 0.62 - 1.00. The collected data were analyzed by computer program.

The research results were summarized as follows:

1. The researcher found the total of 86 indicators for good governance of basic education schools that were consistent with related theories, thoughts, and principles. From the 86 indicators, twenty were good governance academic indicators, twenty were good governance budget indicators, twenty-one were good governance personnel indicators, and twenty-five were good governance general indicators.
2. The goodness of fit test of the confirmatory factor analysis model of good governance indicators for basic education schools developed by this researcher showed that the model was consistent with the empirical data (Chi-square = 329.25, degree of freedom (df) = 188, P = 0.00, goodness-of-fit index (GFI) = 0.96, adjusted-goodness-of-fit index (AGFI) = 0.93 and root mean square error of approximation (RMSEA) = 0.035). The statistical analysis results matched this research hypothesis.

The basic education schools can apply the knowledge of this research finding for management planning and work performance assessment to achieve good governance

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Tuesday, 24 March - Session 1H
Strengthening the Teaching Profession for the 21st Century (2) (in Thai)

Meeting Room 3
14:00 – 15:30

14:00 – 14:30

1.H.1. Integration of Competency-Based Education in Thailand’s Vocational Institutions: Opportunities and Challenges

Jomphong Mongkhonvanit, Siam University, Thailand

In improving a country’s competitiveness, the development of the manpower through vocational education is rather crucial for developing economies. Thailand realizes the importance of this issue and emphasizes the need to develop industrially relevant vocational training of the country in the national education agenda. Competency and relevant skills are important for vocational institutions to provide students to meet the needs of industries. Therefore, this paper will examine the competency-based curriculum with relevant pedagogy in the context of Thailand’s vocational education whilst providing recommendations for vocational institutions to better employ competency-based education for the benefits of institutions and country-at-large

14:30 – 15:00

1.H.2. The Development of the Distance Training Package on the Topic of the Searching of Information for Teaching and Learning Development

NarumolTanthasuraseth, Thanarat Sirisawadi, Anuchai Ramwarangkura, Amphorn Urachatamas, Thailand

The research objectives were to 1) develop the distance training package on the topic of searching information for teaching and learning development and 2) compare the learning achievement before and after the training.

The research sample consisted of 50 in-service teachers. The research instruments were the Index of Objective Congruence (IOC) form, and the achievement test. Data were analyzed using the percentage, mean, standard deviation and t-test.

Research finding revealed that 1) the distance training package on the topic of searching information for teaching and learning development comprised 3 units which were (a) teacher and information, (b) teacher and searching information for teaching and learning, and (c) teacher and searching information for self and career

development. 2) the distance training package had the index of objective congruence between 0.66 – 1., and 3) the learning achievement after the training was significantly higher than before training at .05 level.

15:00 – 15:30

1.H.3. Effects of the Learner-Centered Science Instruction

Numphon Koocharoenpibal, Manat Boonprakob, Chinda Tambunchong, Chusri Wongrattana
Srinakharinwirot University Bangkok Thailand

The purposes of this study were 1) to implement the learner-centered instruction on “chemicals in daily life” 2) to compare the learning achievement between the experimental groups using the learner-centered instruction and the control group using the traditional instruction and 3) to study the students’ opinions toward the learner-centered instruction. The research design of the Randomized Control-Group Pretest-Posttest Design was used in this study. The Sample groups are three classrooms of 8th grade students. Two classrooms were designed as the experimental group, which was taught with the learner-centered instruction while the control group was taught with the traditional instruction. The research tools consisted of 1) the science curriculum on “Chemicals in Daily Life”, 2) the lesson plans, 3) the achievement test, 4) the student opinion questionnaire toward the learner-centered instruction. The results indicated that the mean scores of the learning achievement of the experimental groups were higher than those of the control group at the statistically significant .05 level. The students’ opinions of the experimental groups toward instruction showed positive attitude with the mean scores at the high level of performance.

Wednesday, 25 March - Session 2A

Symposium on Innovative School-based Teacher Development in Thailand

Meeting Room 4

08:30 – 10:00

08:30 – 08:50

2.A.1. The “Roving Team” Approach to Teacher Change and Student Learning

Christopher Wheeler, *Michigan State University, USA*

Weena Namcharoensombut, *Consultant, Thailand*

Siripaarn Suwanmonkha, *Chulalongkorn University, Thailand*

Boonthong Boontawee, *Ministry of Education, Thailand*

Benjalug Namfa, *Ministry of Education, Thailand*

This paper describes the origins of this project, its connection to a distance learning component, the design of the project, results of student learning and teacher change based on extensive data collection, issues and dilemmas that arose and a plan for subsequent research in an expanded pilot.

The organization of the pilot involved eight “mentor teachers,” two in each of 4 regions. These Mentor Teachers visited 92 regular classroom teachers in 60 schools on a rotating basis during parts of two semesters. They worked with teachers on specific lesson plans, content issues, pedagogical ideas and teaching aids. They observed the lesson and provided supportive feedback. They provided advice on “action research” projects initiated by teachers. The MOE provided on-going support by training mentor teachers in observation and feedback skills and content knowledge. The MOE staff arranged regular sharing sessions for participants at the regional and national levels. A conscious effort was made to promote networking among participating teachers and with mentor teachers.

Data on student learning showed statistically significant improvements (.01 for Math and .05 for Science) for the same teachers who taught the same classes the previous year (before the intervention). Teacher journals and focus group interviews documented improved student participation in classroom activities, greater enjoyment of school, increased attendance, and improvement in a variety of academic skills. These same sources plus Mentor Teacher observations documented important changes in teaching practice.

The program generated several important challenges that need to be addressed in an expanded pilot.

08:50 – 09:10

2.A.2. Connecting A School-Based Teacher Support System to Cultural Values: The Role of Kalyana-mitra

Siripaarn Suwanmonkha, *Chulalongkorn University, Thailand*

Benjalug Namfa, *Ministry of Education, Thailand*

Weena Namcharoensombut, *Consultant, Thailand*

Boonthong Boontawee, *Ministry of Education, Thailand*

Christopher Wheeler, *Michigan State University, USA*

This paper describes the coaching process Mentor Teachers implemented in working with participating teachers. The complex system involved activities and reflection before coaching, during coaching and after coaching. Using data from Mentor Teacher and participating teacher journals and data from Ministry observations of the coaching system, patterns of teacher learning are described. The emergence of “kallayanamitra” (an open, trusting relationship between those initially on different status levels) is seen as a key factor in promoting new practice by teachers and support by Mentor Teachers for this approach to teacher learning.

09:10 – 09:30

2.A.3. Sharing Sessions, Networking and the Role of Action Research Projects in Promoting Teacher Learning

Weena Namcharoensombut, *Consultant, Thailand*

Siripaarn Suwanmonkha, *Chulalongkorn University, Thailand*

Benjalug Namfa, *Ministry of Education, Thailand*

Boonthong Boontawee, *Ministry of Education, Thailand*

Christopher Wheeler, *Michigan State University, USA*

This paper examines the Ministry’s strategy to promote sharing sessions between Mentor Teachers and participating teachers through regular meetings at the regional and national levels and sharing sessions among participating teachers at the regional level. The emergence of social networking through cell phone contact among participating teachers, between participating teachers and Mentor Teachers and between Mentor teachers, participating teachers and Ministry staff is described. The role of action research projects carried out by participating teachers and their implications for teacher learning, teacher promotions and rewards is discussed. Data from Mentor Teacher and participating teacher journals and notes from participating Ministry staff are used to discuss patterns and outcomes.

09:30 – 09:50

2.A.4. Next Steps by the Office of Basic Education

Benjalug Namfa, *Ministry of Education, Thailand*

This paper puts this project in the larger context of current Ministry approaches to staff development. The outcomes of this project and the issues that need further research are discussed in terms of Ministry plans for a follow-up pilot.

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Wednesday, 25 March - Session 2B Workshop on Teacher Training on Climate Change: Teaching that Can Shift Lifestyles

Meeting Room 5

08:30 – 10:00

Resource Person: Adam Cade, *RCE East Midlands, UK*

The workshop will explore and illustrate a range of teaching approaches for post-16 students in which consumer, media, citizenship and development education can be used to enable learners to explore their own and other people’s views and lifestyles in terms of their impact on climate change. It will explore how intercultural and

intergenerational understanding is a key element of any social learning approach that focuses on climate change, using examples of student work in schools, colleges and youth groups from a range of countries. It will also explore the interdisciplinary and cross-curricular links that can be developed. It will enable participants to consider some of the opportunities for collaboration and funding for student-led intercultural projects.

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Wednesday, 25 March - Session 2C

Graphics and Animation to Enhance Teaching and Learning

Meeting Room 7

08:30 – 10:00

08:30 – 08:50

2.C.1. Flash-based Mobile Learning for Learning English as a Second Language

Firouz Anaraki, *Assumption University of Thailand*

The increasing availability of mobile devices with abundant enhanced features could provide a rich and interactive environment for learning “anywhere, at any time and at any pace.” Macromedia/Adobe Flash is a leading software for developing interactive and web-based applications for personal computers (PCs) under Windows and Macintosh environment. Using Flash technology on a mobile phone provides the same advantages as using Flash on the desktop personal computers (PCs) or laptops. Many experimental studies on mobile and handheld computing devices have been used for learning various subjects including foreign languages via SMS and podcasting. These field studies have yielded very positive results. This research paper presents development of a Flash-based mobile learning system for learning English as a second language. A sample population of Assumption University students tried out this system for a period of 4 weeks, the result of their pretest, posttest, and surveys will be presented in this research paper.

08:50 – 09:10

2.C.2. The Impact of Computer Animation Learning Toward Students Academic Performance

Khairazan Rahmat, *Universiti Teknologi MARA, 40200 Shah Alam, Selangor, Malaysia*

This study intends to observe the impact of computer animation towards student’s academic performance with different level of achievement and learning styles. A topic on ‘Batik’ (Malaysian Traditional Craft) based on Form Four and Five Visual Art Education subject was developed and has been selected as an instructional materials and research instrument. This study utilizes a quasi experimental design of two independent groups of students based on a factorial design 2 x 2 x 2 on students with different learning styles through a computer animation learning courseware towards students with different achievement level and learning styles. Data collected were later analyzed using inferential statistical methods, through Two-Sample T-Test, Independent Sample Test and One-way ANOVA. The findings from this study shown that, the computer animation learning courseware had given a positive effect on student’s academic performance. The findings from this study also showed that learning through computer animation will bring a significant effect on students’ achievement (high and low) and their learning styles. These results indicated that learning through computer animation, utilizing systematic theory and development design able to bring positive effects on students, irrespective of the different learning style and degree of achievement.

09:10 – 09:30

2.C.3. The Use of Tab-Sketch in ‘Idea Growing’

Soo Chin Chia and Jason Tan, *Ministry of Education, Singapore*

The approach of ‘idea growing’ for conceptualisation and development of design solutions emerged from an exploratory study on the use of SketchBook Pro (a computer software for sketching and rendering) with the Tablet PC (Tab-Sketch). This paper presents the work of three secondary school Design & Technology (D&T) teachers and a D&T teacher trainer, who used the Tab-Sketch as a media to externalise their thought process. They demonstrated how idea conceptualisation and development may happen and ‘grow’. The abstractness

of design thinking process, beyond the teaching of design strategies like SCAMPER, shape-borrowing, idea-trigger, etc., was made tangible for D&T pupils to emulate. The works of the pupils showed great potential of using Tab-Sketch to engage pupils in design thinking and design conversation. The greater meaning and essence of using Tab-Sketch for the teaching and learning of D&T will be discussed.

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Wednesday, 25 March - Session 2D

Inclusive Education Approaches

Meeting Room 8
08:30 – 10:00

08:30 – 08:50

2.D.1. Inclusive Education - Reaching the Unreached in Cambodia

Vantha Chea, VSO, Cambodia

Over recent years concerted efforts by the Royal Government of Cambodia, together with international partners and Non-Governmental Organisations (NGOs), have revived an education system which was destroyed during the Khmer Rouge period. During this period there were no schools. Enrolment was zero percent.

In 2006-07 the enrolment rate was 92.1 percent for primary schools throughout the Kingdom. This is a great achievement but much remains to be done if the Ministry of Education, Youth and Sport (MoEYS) is to achieve Education for All. In more remote provinces enrolment rates can be as low as 8.8 percent in Lower Secondary Schools.

VSO is an INGO that fights disadvantage through volunteering. For the past three years it has been working closely with MoEYS on the Mainstreaming Inclusive Education project. The project aims to bridge the divide between those out of school, including disabled children and ethnic minorities, and those already able to access education. Including the findings of unpublished research into why poor children are out of school, this paper, based on the learning from having 44 volunteers working in remote provinces and districts, will examine how schools, communities and NGOs can work together to bring the most disadvantaged into school.

08:50 – 09:10

2.D.2. Professional Development to Teachers on the Use of Classroom Libraries

B. Batjargal, N. Enkh TUYA and N. Nanzadsuren, Mongolian Education Alliance, Mongolia

The presentation examines the Cascade Model of teacher training that was used to prepare primary teachers to maximize the use of classroom libraries. It explores the use of Cascade Models in in-service teacher training in general, and investigates how such a model of training has been implemented in the Mongolian context. The READ project uses peer-trainers/mentors at initial core schools, core schools and satellite schools to disseminate knowledge and skills with the use of classroom libraries. The presentation draws on an evaluation and the lessons learned from the projects implementation and presents the findings of the evaluation, project expected and actual outcomes and challenges for further sustainability.

09:10 – 09:30

2.D.3. Stages of Language Acquisition of Children in a Selected Nursery Center in Malaysia

Sali Zaliha Mustapha, Universiti Pendidikan Sultan Idris, Tanjung Malim, Malaysia

In an effort to create a much more equitable environment for children from the low-income group in Malaysia, 5 nursery centers were created by the government following the state-of-the-art nursery centers from around the world. The idea is to ensure that every child from this background is given the best learning environment so as to provide them the necessary skills before they enter schools later on.

This study is part of the bigger study carried out at these centers. It will concentrate on the children's language development in their mother tongue (L1) from age one-and-a-half to below five. Such a study has never been

carried out in Malaysia, and in terms of patterns and stages of language acquisition, we tend to refer to those carried out in the west.

Result of the study (which is ongoing) shows something similar to the patterns of acquisition displayed by young children studied in the west. However, there are also differences in terms of number of words used by the children in Malaysia; their utterances are longer in word count though not necessarily richer in content. Aspects of bilingualism - in English and L1 - are also observed even among children below three years old. A very important aspect of the study, however, is the role that care-givers play in ensuring that desiderata of the program becomes a reality and that every child will have equal and the best opportunities to profit from the center and the facilities it provides.

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Wednesday, 25 March - Session 2E

Curriculum Development for Student-centered Learning

Meeting Room 9
08:30 – 10:00

08:30 – 08:50

2.E.1. Creative Teaching and Its Assessment

Ananda Kumar Palaniappan, *University of Malaya, Malaysia*

In recent years, there has been much emphasis and motivation for teaching both at the secondary school and tertiary level to move from the traditional 'chalk and talk' to a more creative and innovative teaching methodology. The Malaysian Education Ministry has initiated many training programs as well as curricular and evaluation changes to initiate this change which also included critical thinking. Various policies have been formulated together with huge investments on infrastructure and funding to accelerate this change. Hence, it is imperative to evaluate to what extent creative teaching has actually been carried out. In order to do this, it is vital to have a valid and reliable measure of creative teaching. This paper aims to first present the various components of creative teaching as theorized and reported in literature. Based on significant findings and factors gleaned from these reviews a creative teaching inventory was designed. This instrument was tested for its reliability and validity. Secondly, this paper aims to discuss the issues and factors influencing the implementation of creative teaching in the classroom. Among them are the issues relating to creative teaching and learning which involve not only the pedagogical aspect but also the content and the learning processes. Teacher and student variables, such as attitude and perception were also found to be significant in determining the efficacy of creative teaching. The findings from internal reliability tests based on data from secondary school teachers indicate that this inventory is a stable measure of creative teaching. Factor analyses provide the empirical support for the validity of this instrument. However, it is suggested that further investigations using teachers at other levels of education may throw more light on the validity and reliability of this instrument and the findings. Pedagogical, curricular and policy implications based on the findings are also discussed.

08:50 – 09:10

2.E.2. Cross Curricular Activities in Primary School and Practices in Cambodia

Chanroat Ra, *Flemish Association for Development Cooperation and Technical Assistance (VVOB), Cambodia*

Recent changes in the school system and curriculum reform in Cambodia have contributed to both quantitative expansion and qualitative improvement of education. Based on actual needs and taking into account an attempt to improve teaching and learning in Cambodia, an agreement was signed between the Ministry of Flemish Education, Belgium, and the Ministry of Education, Youth and Sport (MOEYS), Cambodia. This agreement resulted in the project "Improvement of Primary Education and Teacher Training in Siem Reap, Oddar Meanchey and Kampong Cham" under the auspices of the Flemish Association for Development Cooperation and Technical Assistance (VVOB). The project started in 2004, focusing on the performance of effective school management and the implementation of Learner-Centered Methodology (LCM) through the integration of Cross Curricular Activities (CCA).

This paper offers a description of the development of cross-curricular activities based on school research carried out by the teachers in the VVOB pilot schools in Kampong Cham province, Cambodia. It also reports on the experiences in the implementation of CCA in the 15 primary schools that were involved.

09:10 – 09:30

2.E.3. Developing Curriculum to Enhance the Concept of Child-friendly School - Sri Lankan Experience

Eriyagama Suranimala Lekamge, *National Institute of Education Sri Lanka, Sri Lanka*

During the last two decades Sri Lanka has been heavily focusing on improving the quality of its primary schools using the child-friendly concept. Several changes have been introduced to the school curriculum to make it more student-centred.

Giving a happy start for the primary school and identifying children at entry level are two such important changes that have been introduced for Key Stage I. In addition, teaching-learning methodologies have been changed to cater to the needs of children in primary schools. For example, in Key Stage I and II, a strong emphasis is placed on play and activities as they facilitate the total development of children. In addition, multi-level teaching has been introduced to the primary classroom and teachers have been given necessary training. Putting the teacher in the heart of the assessment and encouraging them to use informal methods such as questioning, discussions with children, informal observation, and students portfolios for assessing student performance are some other changes that took place in the primary schools. It is highly evident that the changes introduced to the primary school system are working well and the total development of children is assured by the teachers.

Wednesday, 25 March - Session 2F

Exploration of Good Practices in Achieving the MDGs through ESD

Meeting Room 10

08:30 – 10:00

08:50 – 09:10

2.F.2. ASPnet Good Practice Development Project in Achieving the MDGs through ESD in Asia and the Pacific Region

Utak Chung, *Korean National Commission for UNESCO, Korea*

While it is true that there cannot be a single standard that works to help every country realize the Millennium Development Goals (MDGs), it is undeniable that education is a common driving force for all the nations in capacity building and development through awareness and social change. Especially, Education for Sustainable Development (ESD) lies at the heart of achieving the eight MDGs. However, it is currently hard to find appropriate educational materials or methods for the MDGs through ESD in Asia and the Pacific region.

The ASPnet Good Practice Development Project in Achieving MDGs through ESD in Asia and the Pacific region is designed to promote the awareness of students in relation to the MDGs through ESD by encouraging ASPnet teachers to develop and share good educational practices and methods on the theme. The ultimate objective is to promote partnership with ASPnet, thereby having a multiplier effect through a wide and systemic diffusion of results achieved for the benefit of many other schools, teachers, and students. The project will proceed through five development stages during the year 2009, including (i) project consultation meetings; (ii) collection and selection of good practices for education for MDGs through ESD; (iii) monitoring and field visits; (iv) an Asia-Pacific ASPnet and MDGs forum on presenting good practices and discussing prospective partnership projects; and (v) publication and dissemination of good practices.

09:10 – 09:30

2.F.3. Korean Case: Cross Cultural Awareness Program: What is It and How to Link It with ASPnet

Myoung-Shin Kim, *Korean National Commission for UNESCO, Korea*

Recognizing the importance of mutual understanding among different people, the Cross Cultural Awareness Programme (CCAP), organized by the Korean National Commission for UNESCO and supported by the Ministry of Education, Science and Technology, has been introducing a diversity of cultures from around the world to Korean youth since 1998. CCAP is designed to be a participatory process that augments education for international understanding in schools nationwide and promotes a culture of tolerance and mutual respect. CCAP Regular Classes are the mainstay of the programme. For these classes, foreign residents in Korea are invited to share their culture with Korean students. They are typically asked to visit schools as a Cultural Exchange Volunteer (CEV) and present their own culture to the Korean students in collaboration with a Korean Interpretation Volunteer (KIV). Anyone, regardless of age, sex, religion or country of origin, can participate in the programme as a volunteer. Last year, regular CCAP classes were conducted in 230 schools nationwide during the school semesters. CCAP also sent specially-composed caravan teams to six regional schools that have little contact with foreign cultures due to their remote locations. The programme also includes Get-Togethers and forums, which are social gatherings where volunteers and school teachers can evaluate CCAP activities, receive information on key themes regarding multicultural education, and mingle freely with each other. This year, KNCU plans to focus its energies on widening the number of and developing the abilities of the local coordinators and strengthening ties with them to ensure that more students can receive this meaningful education.

Wednesday, 25 March - Session 2G

Reorienting Teacher Education for Sustainable Development (1) (in Thai)

Meeting Room 2

08:30 – 10:00

8:30 – 8:50

2.G.1. Teacher: A Tap Root of National Identity

Thongchai Somboon, *Ramkhamhaeng University, Thailand*

In the present globality, we generally know that teacher has important roles to socialization and to cultivate the outcome of schooling. The nation's prosperity in every sphere logically relies on the educational fulfillment by teacher. The great manifest responsibility of teacher is the "soul at work" is both individual and collective; actually teacher like a tap root to develop nationalism and national identity.

8:50 – 9:10

2.G.2. The Development of an Activity Package for Enhancing Youth Consumption Behavior Following the Philosophy of Sufficiency Economy

Jiraporn Supising, *Chiang Rai Rajabhat University, Thailand*

The purposes of this dissertation is to construct an activity package for enhancing youth consumption behavior following the philosophy of sufficiency economy; to examine the efficiency of an activity package for enhancing youth consumption behavior following the philosophy of sufficiency economy; to study the effectiveness of using an activity package for enhancing youth consumption behavior following the philosophy of sufficiency economy; and to propose a policy proposal for enhancing youth consumption behavior following the philosophy of sufficiency economy. The sample was forty-two upper-level students of the Wattanothaipayap School.

The instruments used were a self-instruction manual for organizers and user, an evaluation form of congruence of the activity package, information sheets for studying concerning the philosophy of sufficiency economy, two checklist questionnaires of youth personal data and an evaluation form of youth consumption behavior following the philosophy of sufficiency economy, a record form of knowledge and experience, a record form

of self-development behavior, an observation form in participation knowledge management process, an observation form of ways of conduct following the philosophy of sufficiency economy at home and rubrics criteria, a record form of home visit. Two rating-scale questionnaires were used to gather data. Subsequently, the data collected was synthesized, summarized, and analyzed by using percentage, validity value, E1/ E2, Mean, Standard Variation, T- test Dependent, Median, Inter-quartile Range with a Package Program.

Research findings could be summarized as follows:

1. The developing an activity package was to construct an activity package, which consisted of self-instruction manual for organizers and user, information sheets for study concerning the philosophy of sufficiency economy, a record form of knowledge and experience, and a record form of self-development behavior. An evaluation form of congruence of the activity package was evaluated by three experts, the value was 0.89 higher than a determine criteria (0.50), highly respectful content validity.
2. An activity package was implemented by analyzing the learning achievement of the sample before, during, and after using the activity package for enhancing youth consumption behavior following the philosophy of sufficiency economy. (E1/E2). The efficiency index was 94.55 /81.33 higher than the standard criteria of 80/80.
3. An analysis of the pre-test and post-test assessment scores was used to find out the effectiveness of using an activity package, the index was a higher achievement after participating knowledge management process at .01 level of significance.
4. The policy proposal for enhancing youth consumption behavior following the philosophy of sufficiency economy was proposed concerning to construct the manual of life skill for all levels and to develop a systematic audit related policy to action.

9:10 – 9:30

2.G.3. Development of the Supplementary Document for Science Energy and Life for Mathayomsuksa 5 Through the Inquiry Method

Visaka Konkirati, *The Science Department Satrinontaburi School, Thailand*

The objectives of this research are to 1) develop of the Supplementary Documents for Science Energy and Life to Achieve its target of 80/80 According to Prescribed Criteria, 2) develop the Learning Achievement of the students who learn by using the Supplementary Document for Science Energy and Life for Mathayomsuksa 5 through the Inquiry Method, and 3) study the Attitude of the students who learn by using the Supplementary Document for Science Energy and Life for Mathayomsuksa 5 through the Inquiry Method. The sample comprised of 40 Mathayomsuksa 5 who were selected by random sampling technique. Research instruments included Supplementary Document for Science Energy and Life of he Science Department, an Achievement test and Attitude test. Statistics for data analysis included Percentage, Mean, Standard Deviation and t-test. The findings of this study are the Supplementary Document for Science Energy and Life for Mathayomsuksa 5 has an efficiency of 85.39/85.15. Students who study using the Supplementary Document for Science Energy and Life had a learning achievement higher at the .01 level and The attitude of students who study using the Supplementary Document for Science Energy and Life through the Inquiry Method was very favorable at a level of $\bar{X} = 4.20$, S.D. = 0.72

9:30 – 9:50

2.G.4. Techniques for Enhancing the Language Skills

Pinphaka Songkramsri, *Kukaew Wittaya School, Udon Thani, Thailand*

The purpose of this study was to develop the English instructional activities emphasizing Drama Techniques for enhancing the language skills. The study aimed at comparing the competence of the students between the experimental and control groups on the following aspects: 1) English competence; 2) English performance; 3) interest in studying English and, at comparing the progress of the students within the experimental group with three different levels of English background namely: the good, average and poor groups on the following aspects; 4) English competence progress; and 5) English performance. The samples of the study comprised 74 students from the two classes of Mathayomsuksa IV students studying in the first semester of the academic

year 2008 at Kukaew Wittaya School, Kukaew District, Udon Thani Province. They were selected by drawing as the experimental and control groups, each of which consisted of 36 and 38 students respectively. The design of this study was Non-equivalent Control Group Design. The following research instruments were developed by the author: 1) Drama Techniques Lesson Plans; 2) Teacher's Manual Lesson Plans; 3) English Proficiency Test; 4) English Performance Test; and 5) Interest Questionnaires. The data were analyzed by using 1) Arithmetic Mean; 2) Standard Deviation; 3) t-test; and 4) One-way ANOVA.

The findings of this study emerged as follow:

1. The performance achievement of the experimental group was significantly higher than that of the control group. On the contrary, the proficiency achievement of the students of both groups was not significantly different.
2. The interest of the experimental and control groups was found significantly different. That was, the students of the experimental group showed higher interest in studying English than that of the control group.
3. Within the experimental group, the English proficiency progress of the students among the good, average and poor groups was not significantly different. On the contrary, the English performance progress was significantly different. The result revealed that the poor group made the significantly highest progress comparing to the average and the good respectively.

Wednesday, 25 March - Session 2H

Reorienting Teacher Education for Sustainable Development (2) (in Thai)

Meeting Room 3

08:30 – 10:00

8:30 – 8:50

2.H.1 Knowledge Management of the Elderly for Increasing their Social and Economic Values: A Case Study on Community in Seechompoo District, Khon Kaen Province

Teerachon Polyota, Srinakharinwirot University, Thailand

The purposes of this research were to collect data from elder community members, study knowledge management models, and analyze factors which are related to knowledge management in the elderly community. This research was carried out through qualitative methods such as in-depth interviews, non-participant observation, and participatory action research workshops in the community of Seechompoo district, Khon Kaen province. The study found that the perception of indigenous knowledge in people could be divided into eight areas according to their knowledge base: 1) mechanical 2) painting 3) Thai medicine 4) literature 5) mixed cropping 6) culture and tradition 7) handicrafts, weaving and basketry and 8) Thai nutrition. The knowledge management models were mainly passed through oral tradition. The factors affecting knowledge management of the elderly are as follows: 1) people seeing the value of knowledge of elders 2) economy of local community 3) the role of community leaders 4) educational, family, and community support 5) the inheritors' trait and 6) knowledge collection system of the elders. The results of this research will be used to develop curricula for the community. In studying elder knowledge, students should practice with the elders in order to preserve it for future generations.

8:50 – 9:10

2.H.2. Developing Public Awareness of Secondary Students: A Case Study of Khon Sawan School

Siri Khaensa, Prasart Isarapreeda and Lakkhana Sariwat, Mahasarakham University, Thailand

One problem of Thai economic and social development is that people still lack public awareness, generating destruction of public properties and the environment. The purposes of this study were to develop public awareness learning, to compare public awareness after experimenting of the students who learned at different grade levels and used different methods of organization of learning, and to compare public awareness retention of the students after 6 weeks of the experimentation. The sample consisted of 180 Matthayomsueksa 2 (grade

8) and Matthayomsueksa 5 (grade 11) students attending Khon Sawan School, Changwat Chaiyaphum who had public awareness scores at a low level, obtained using the stratified random sampling technique. The students were assigned into 4 experimental groups and 2 control groups, 30 students each. The students in these experimental groups received 2 different methods of organization of learning: using videos on model behaviors in supplement to learning, and using simulations. Both of the methods inserted activities for public awareness development. The contents used in organization of learning emphasized learning about keeping public properties within the school and keeping the environment with an emphasis on developing 3 aspects: public awareness knowledge and understanding, reasoning in public awareness decision-making, and public awareness behavior. Four sets of the instruments used for experimenting were (1) plans for organization of learning with these 2 methods: using videos on model behaviors and using simulations, 9 plans each, taught for 9 weeks; (2) a test of public awareness knowledge and understanding, (3) a scale on reasoning in public awareness decision-making, and (4) an evaluation form on public awareness behavior. The experiment employed the pretest-posttest control-group design. The statistics used for testing hypotheses were t-test (dependent samples) and F-test (Two-way ANCOVA).

The major findings were as follows:

1. Matthayomsueksa 2 and 5 students who learned using videos on model behaviors in supplement to learning and those who learned using simulations showed gains in public awareness knowledge and understanding, reasoning in public awareness decision-making, and public awareness behaviors from before learning at the .05 level of significance. However these students who learned using the traditional teaching method did not indicate gains in these three learning outcomes from before learning.
2. Matthayomsueksa 5 students who learned using videos on model behaviors in supplement to learning and using simulations showed higher posttest learning outcomes in all the three aspects than those who learned using the traditional teaching method and Matthayomsueksa 2 students who learned using different methods at the .05 level of significance. Matthayomsueksa 2 students who learned using videos on model behaviors in supplement to learning and using simulations indicated learning outcomes in all three aspects than Matthayomsueksa 2 and 5 students who learned using the traditional teaching method at the .05 level of significance.
3. Six weeks after learning, Matthayomsueksa 2 students who learned using simulations evidenced higher retention in public awareness knowledge and understanding than those who learned using the other two methods. Also, the students in the two experimental groups showed higher retention in reasoning in public awareness decision-making than the control group students at the .05 level of significance.

However, Matthayomsueksa 5 students who learned using simulations indicated higher retention in learning outcomes in the two aspects mentioned than those who learned using the other two methods at the .05 level of significance. In conclusion, the models of learning by using videos on model behaviors in supplement to learning and simulations could efficiently develop secondary students' public awareness. Therefore, teachers should be supported and promoted to implement the models of learning mentioned in teaching to develop public awareness in the future.

9:10 – 9:30

2.H.3. Research Potential Development of Five-Year Program Preservice Teachers

Sunti Srisuantang, Pongpan Traimongkolkul, Prasong Tanpichai and Nirun Yingyuad

This action research aimed to develop classroom research potentials of five-year program preservice teachers engaging in a professional internship at 8 local schools. Integrated learning experiences were provided under a supporting system of continuous supervision. The student teachers were guided through development of learning unit and innovation, learning management, learning assessment, and classroom research report. Process as well as outcome evaluation of the student teacher potentials were conducted.

In conclusion, the student teachers of 8 schools achieved the target of research for development of learning innovation in agricultural and environmental education. It was found that learning outcomes of the pupils were satisfactorily meeting the criteria on knowledge achievement, desirable characteristics, and skills--skill process. Pupils reflected positively on the learning activities provided by the student teachers. The student teacher themselves reflected that they achieved worthwhile experience in the practice of critical thinking

skills, planning, problem-solving, team working. More specifically, they appreciated the opportunity of applying knowledge into actual classroom situations. They achieved better understanding in learning unit development, learning management and classroom research.

9:30 – 9:50

2.H.4. Science at Zoo: A Constructivist Thematic Science Program

Kanchulee Punyain, Sunee Haemaprasith, Parin Chaivisuthangkura and Nipa Sripiroth, *Srinakharinwirot University Bangkok, Thailand*

A three-part study, program developing, program implementing, and program evaluating, was designed to develop and determine the Constructivist Thematic Science Program at Chiangmai Zoo (CTSPZ), Thailand. The CTSPZ is based on Constructivist Learning Design at informal setting to customize the offering to the need of particular teachers and students by integrated with formal school science standard. The instructional materials were designed to support Thailand national science standard appropriate for student grade 7-9. The CTSPZ was designed as an instructional resource for educators who want to introduce students to hands-on/ minds-on activities that encourage constructivist approach. The activities in the CTSPZ are intended for use in both classroom and in formal setting. Moreover the activities are easily being adapted to meet the learning requirements for academic disciplines including both science and environmental education. A mixed method pretest-posttest design was used as a research design in this study. Therefore an authentic assessments, observations, surveys, and interviews were the primary means of a qualitative data collection. Moreover, it is found that the CTSPZ influenced on students' science process skills, attitude toward science, scientific attitude, and attitude toward the environment.

Wednesday, 25 March - Session 3A

Framework of Quality Assurance for Effective Teaching

Meeting Room 4

13:00 – 14:30

13:00 – 13:20

3.A.1. Developing Instrument for Measuring the Qualities of Effective Teacher

Kartika Yulianti, I Made Agus Ana Widiatmika and Riris Lumbantobing, *Sampoerna Foundation Teacher Institute, Indonesia*

Teacher quality has been defined and measured in many ways and showed that teacher quality matters a great deal in terms of student learning. Researchers who study teacher quality also put great interest in investigating teacher effectiveness. A number of policy makers and researchers have proposed that effectiveness, as determined by teachers' contribution to student learning, should be an important component of assessing teacher quality.

One national issue in Indonesia regarding teachers is to improve the quality of teachers through teacher certification. However, the certification hardly improves teacher quality because the methodology emphasizes more on the teachers' portfolio rather than their performance in the classroom.

Therefore, this research aims to develop a valid and reliable instrument which can be used to assess the quality of effective teacher. The purposes of this research are to (1) determine the components of teacher quality and (2) to identify the variables of each component of teacher quality using the Teacher Quality Index developed by Association for Supervision and Curriculum Development, Virginia, USA. A survey involving 534 students in public and private high schools across Indonesia was conducted during May-June 2008 to identify their perceptions regarding components and variables in teacher effectiveness. The research significantly developed the instrument – TQI – to measure the quality of effective teachers.

13:20 – 13:40

3.A.2. Quality Teaching and Teacher Perception of Adequacy

Rozilini M Fernandez-Chung, *Malaysian Qualifications Agency, Malaysia*

The Malaysian Qualifications Framework focuses on learning outcomes as the measure for teaching and learning in higher education. Successful implementation of Outcome Based Education depends on quality or expert teaching. Quality teaching is gauged through classroom observations and interactions with lecturers and students. Lecturer perception of their adequacy in quality teaching may however provide some useful insights to how teaching is executed. This study aims to look at teacher-perception of their levels of adequacy in content, pedagogical and pedagogical content knowledge, using a Quality Teaching Questionnaire.

The Questionnaire was administered to 63 lecturers from 21 institutions of higher education offering Allied Health Programmes in Malaysia. Thirty two (51%) completed questionnaires were returned and the findings largely show that the lecturers have an adequate level of perception in the identified areas. The findings also show that formal teacher training and years of teaching experience influence their perceived level of adequacy. Though limited to teaching within Allied Health Sciences, this does not impact the validity of the findings and conclusions on quality teaching in Outcome Based Education. Rather the findings and conclusions suggest that teacher perception of quality teaching is an important aspect of outcome-based learning.

13:40 – 14:00

3.A.3. The Developmental Strategy of Internal Quality Assurance based on the National Educational Standard of Schools under Jurisdiction of the Office of Mahasarakam Educational Service

Siri Thee-Asana, *Rajabhat Mahasarakam University, Thailand*

The major purpose of this research was to determine strategies in developing the internal quality assurance of schools under jurisdiction of the Office of Mahasarakam Educational Service Area 1 and 2 according to the feasibility and the context. The research process comprised three phases: Phase 1 was the study of related literature and instrument construction; Phase 2 was the study of conditions of the internal quality assurance; and Phase 3 was the determination of strategies in developing the internal quality assurance in schools. The sample of 63 schools was used to study the problems and the needs for developing the internal quality assurance of schools by the questionnaire that had a prior approval by the experts. Among those schools, three were selected to participate in determining the strategies of the internal quality assurance. The findings found that the practice level of the internal quality assurance was in the "High" level for 2 standards. These standards were the First Standard -- the desirable characteristics of Thai people as a Thai citizen and world citizen -- and the Second Standard -- the guideline of educational management. The practice with the "Moderate" level was in the Third Standard -- the guideline of creating a learning/knowledge society. For the needs in developing the internal quality assurance in schools, they were in the "High" level in all 3 standards. The findings of strategic determination in developing internal quality assurance based on the National Educational Standard in all 3 schools were 23 major strategic topics that can be transformed into 42 indicators.

Wednesday, 25 March - Session 3B

Role of Regional Centres of Expertise on Education for Sustainable Development in Teacher Education – Part I

Meeting Room 5

13:00 – 14:30

13:00 – 13:20

3.B.1. Promoting Awareness on Sustainable Society through Development and Implementation of ESD

Jung Chul Lee, *RCE Tongyong, Republic of Korea*

RCE Tongyong has been approved by UN University as a Regional Center of Expertise for Education for Sustainable Development. Inpyung Elementary School was designated to search for the core value of the Education of Sustainable Development (ESD) Program and the role it plays in schools. It seeks to find methods to promote awareness on sustainable society through education.

To increase awareness on building a sustainable development and to encourage students to put the concept into practice, the school also developed and implemented informal networks, as well as an ESD extracurricular activities program for every grade.

13:20 – 13:40

3.B.2. Teacher Training Program for ESD in Greater Sendai RCE

Takaaki Koganezawa, *Greater Sendai RCE, Japan*

Greater Sendai RCE conducts teacher training for ESD in Miyagi University of Education and the region's local elementary schools. This report shows an intensive teacher training program in Miyagi University of Education.

The intensive training program targets teachers unaware of ESD. The program has three objectives. First, we reveal ESD's goal and methodology. We tell the participants that ESD tries to demonstrate the idea of sustainability. To accomplish it, based on the knowledge of other subjects, ESD empowers students to visualize the future, to understand social phenomena through various relations, and to act beyond discussion.

Second, we demonstrate ESD's objectives in concrete scenes such as food, environmental, and international education. In food education, beside the solutions for food security, we emphasize thinking of the relations from food production, marketing, consumption to recycling.

Third, we present some cases of schools and citizens practicing ESD. We show an elementary school. The school activates communication within the school itself, and externally with other organizations in the region to integrate ESD at all grades.

Therefore, this intensive program teaches the participants that ESD is not difficult but ordinary. Ordinary school classes can be the base to empower students to climb the concretely-set steps to think for future.

13:40 – 14:00

3.B.3. ESD program of Primary School in Greater Sendai RCE

Yukihiko Oikawa, *Greater Sendai RCE, Japan*

What is necessary in teacher training for ESD? Besides concerned teachers, we identify three necessary characteristics for ESD at Kesenuma Municipal Omoso Elementary School. First, we clearly set an educational theme and its related capacity at each grade. First graders participate in festivals to interact with nature. They play to recognize human-nature interaction. Second graders grow vegetables to experience life's mystery. Third graders collect insects to think of the animal and the environment. Fourth graders investigate a river to think of aquatic ecology. Fifth graders deal with the ocean to think of the relationships among forests (mountains), rivers, and the ocean. Sixth graders plan future cities to think of their lives and a sustainable local society.

The second characteristic is the communication among teachers for the systematic school-based education. A teacher does not only need to communicate with the other teachers in the same grade but also in the other grades. For this purpose, the principal's initiative is important. The third characteristic is the collaboration with a local society and universities. Concrete examples are given by local fishery and conservation groups and UNESCO. Specialized knowledge is given by universities, a local museum, and a local science museum.

14:00 – 14:20

3.B.4. Effective Implementation of Education for Sustainable Development through English as Second Language program: Case of RCE Tongyeong

Jung Hee Nam, *RCE Tongyeong, Republic of Korea*

As English is becoming a global means of communication, English as Second Language (ESL) programs are highly emphasized in formal and informal education sectors in many non-English speaking countries such as Korea. RCE Tongyeong has found the nation-wide enthusiasm for ESL can be effective and practical means of promoting ESD under current formal school education system focused on university entrance exam. The curriculum of English Camp 'Around the world in 5 days' program was developed by a group of elementary and secondary English teachers, the themes of which relate to both global and local issues of sustainable development. Aspects of environment education, peace and human rights education, and education for international understanding have all been effectively delivered through ESL programs. With such findings, RCE Tongyeong is currently discussing to further implement the curriculum through regular school English classes.

Wednesday, 25 March - Session 3C

Forum on Teacher Professional Standards in Alignment with Learning Standards

Meeting Room 7

13:00 – 14:30

The quality of learning is and must be at the heart of Education for All. Learners are central to all efforts in improving the quality of learning. Education should be inclusive, and teaching responsive to the diverse needs and circumstances of learners and giving weight to the abilities, skills and knowledge they bring to the teaching-learning process. The Dakar Framework for Action in EFA commits the international community and member countries to "improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all". Any meaningful policy framework for improving education quality has to place the learner at the heart of the teaching-learning process.

While teacher professional competency has always been a critical factor in determining competency-based learner quality, the profound changes in learning environment, content and method of learning, and the increasingly diverse needs and circumstances of learners all have significant implications on the redefinition of increasingly needed and enhanced teacher professionalism and on improving the quality of education as an EFA goal.

In worldwide shift of emphasis on improved quality in education, there is increasing recognition of the need to enhance teacher professionalism, and thereby a consensus has been reached in the educational community on the legitimacy and urgency in developing country-specific teacher professional standards, or school subject-specific teaching professional standards.

Based on research literature review and teacher-setting practices in UNESCO Member States, this Forum has three objectives:

1. facilitate policy dialogue and debate on the significance, relevance and conceptual framework of the professional standards;
2. share national experiences in developing and implementing teacher/teaching professional standards; and

3. promote international/regional cooperation and networking in development and use of teacher professional standards and for capacity-building in standards-based teacher professional development for competency-base quality education.

Chair

Professor Zhou Nanzhao

Director, International Center of Teacher Education, East China Normal University, China

President, UNESCO Asia-Pacific Network for International Education and Values Education

Panellists to be confirmed

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Wednesday, 25 March - Session 3D

Innovative Practices of ICT in Education

Meeting Room 8

13:00 – 14:30

13:00 – 13:20

3.D.1. 21st Century Technology in 21st Century Education - the Challenges and Opportunities

John Collick, Promethean Ltd, United Kingdom

The growth of technology in society in the last 20 years has resulted in an increasing digitised and technological society. At the same time education has to find ways of harnessing and utilizing this technology to the best advantage of the student population. This presentation explores the key challenges to reconcile these aspects, examines the opportunities technology affords, and suggests some ways forward to achieving the goals of education systems around the world, and examples of the technologies that are available.

13:20 – 13:40

3.D.2. Innovative Practices of ICT in Education - Special Reference to Distance Education and ICT - Indian Case Study

Swati S. Mujumdar, Symbiosis Center for Distance Learning, India

That education provides the foundation for development of individuals and nations is now an accepted theory. Governments all across the world and especially in developing countries are combating important issues such as equitable access to education, reach of education to remote corners, ensuring inclusive growth by using education as a growth driver. There are 378 universities, 18,064 colleges, 4.92 lakh teachers and an estimated enrolment of 140 lakh students making the higher education system of India one of the largest in the world. The Indian Government's 11th Five Year Plan for the country has significantly emphasises both education and ICT. This paper will present the Indian ICT in Education scenario, looking particularly at the importance of ICT innovations for distance education, using the Symbiosis Center for Distance Learning as a case study.

13:40 – 14:00

3.D.3. Peer-to-Peer Education on HIV/AIDS among Youths via a Blogspot and Training Materials

Maria Salih and Hasimah Jaafar, Sultan Idris University of Education, Malaysia

Education represents the best opportunity for delivering crucial information and providing prevention lessons on HIV/AIDS. Education can also chip away ignorance and fear that perpetuate stigma and discrimination. As such, the best place to gain education is through formal schooling. However, not all young people are able to obtain formal education. Even when they have formal education regarding the information they need, it is often not enough to make them act. They not only need more information but also 'life skills' (the attitudes and negotiating capacity) to put what they know into practice and to make informed choices about sex, drugs, and other issues. In this modern and fast advance world, youths require more than just formal education. They should be given more freedom to voice out their thoughts, opinions, knowledge and experiences more openly

without much restriction. It is timely to use the advancement in information, communication technology (ICT) as a more sophisticated and effective strategy to allow for such freedom to discuss information and preventing measures on HIV/AIDS among youths. This paper will discuss peer-to-peer education on HIV/AIDS via a blogspot and training material that is developed. The blog on HIV/AIDS acts as a mechanism to enable Malaysian youths to know the facts and discuss preventive measures on HIV/AIDS openly. Alternatively, the training material will educate youth with the pertinent basic knowledge of HIV/AIDS and its prevention.

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Wednesday, 25 March - Session 3E

Inclusive Education for All

Meeting Room 9
13:00 – 14:30

13:00 – 13:20

3.E.1. Bridging the Social Divide through Inclusive Education - Strengthening Quality Education in the Mewat Region, India

Sudhir Bhatnagar, *Society for All Round Development, India*

This paper addresses the issue of implementing an appropriate education model for girl children (6-14 years) who have restricted access to basic education in a religious community. The Meo inhabitants of Mewat are a marginalized community from Haryana and Rajasthan States. They have unique religious culture with lowest female literacy rates. The community and religious leaders were sensitized on the importance of education. Gender issues were addressed in local context promoting unique pedagogy and curriculum. Girl education and their mainstreaming into government schools were promoted through Quality Education Centers (QEC). The government adopted SARD innovative methods and placed its teachers to train other teachers in different clusters. The success of the project has encouraged the government to proactively replicate the initiatives. The Mewat initiatives targeting girl children ensure their transition from primary to elementary schools. The next steps will be on expanding QEC's and Stakeholder Forums to facilitate the process, including enhancing participation of local religious leaders.

13:20 – 13:40

3.E.2. Inclusive Education and Migrant Schools on the Thailand-Burma Border

Somporn Sane, *VSO Thailand*

Thailand is home to thousands of Burmese migrant children whose right to education is not being met. The Royal Thai Government has an Education for All policy, yet in practice constraints of nationality and ethnicity, language and culture, economic status and legal status combine to exclude significant numbers of children. The creative agency of migrant communities has established numerous 'migrant schools'. Without formal recognition, however, such schools are insecure, under-resourced, largely unmonitored, and unable to issue recognised qualifications that would enable students to access higher education or to improve their employment prospects.

VSO is an INGO that promotes volunteering to fight disadvantage. It has been working for two years with a local Thai education authority and a network of migrant schools to bridge the divide between the Thai state education system and migrant schools. This paper sets out lessons learned from this experience, constraints that remain, and prospects for the future. With an estimated 1.5 million migrants from Burma, this paper is particularly relevant for Thai policy-makers and educationalists, but also contributes to the wider discourse around inclusive education for the growing numbers of migrant communities around the world.

13:40 – 14:00

3.E.3. What Education for the Ethnic Minorities of Viet Nam? Preschooling as a Pattern of Social Integration

Nguyen Van Phu and Nguyen Doan Vu, *Aide et Action, Cambodia*

In Viet Nam, minority children in mountainous areas face extremely precarious conditions: work in the fields, weak sanitary conditions, language barriers, parents unaware of the value of education and sanitation resulting in low enrolment rates and high drop out rates from schools. Currently 350 families, among them 450 children are suffering from this situation. Education is a tool for personal and social development, especially relevant for pre-school aged children in a situation of social marginalization.

Based upon these observations, Aide et Action in collaboration with the Department of Education and Training in Khanh Hoa province designed a project for preschooling minority children. Social aspects (such as birth certificates for children from 0-5 years old) and educational needs were taken into account to create the best conditions learning for children, complemented by parental and community involvement.

As a result, 100% of families having 5-year-old-children send their children to school; many parents have requested schooling for 3-4 years old children which shows significant positive changes in parents' attitudes towards pre-school education. These results open the debate on the need to take a holistic approach to young children's education, in order for the school to fulfill its role within the socialization and integration process for all children. But what are the limits to a school's potential for integrating ethnic minority children in the context of Viet Nam?

Wednesday, 25 March - Session 3F

School Health Education

Meeting Room 10
13:00 – 14:30

13:00 – 13:20

3.F.1. Ensuring Access to School and Better Health Status for Children in Rural Nepal

Simone Galimberti, *CSS Italy, Country Office, Nepal*

School health and nutrition program based on Fresh Model (Focusing Resources on Effective School Health), combined and integrated with an conditional cash transfer to the neediest children of disadvantaged ethnic groups of Nepal can prove to be the right formula to address inequality in school access and ensuring a healthy status of school children in areas lacking health facilities.

Promoting healthy school environment, community health education and awareness raising activities in order to encourage behaviour change among children and parents are key components of the strategy implemented at local level by community schools, the real owner of the programs. Needy students are targeted because in most of the cases they represent the out-of-school, deprived of both education and health access.

CCS Italy is a donor international NGO working with local partners (School Management Committees) in implementing its education and health program.

13:20 – 13:40

3.F.2. Working Together to Address the Needs of Children Holistically: School Health and Nutrition Program for Educational Success in Nepal

Bharat Shrestha, Chandra Rai and Hari Bahadur Rana, *Save the Children, Nepal*

Save the Children US (SC/US) has been implementing a School Health and Nutrition (SHN) program since 1999 in Nepal to improve educational achievements by changing health status of children. Because SHN program addresses both education and health needs of children it has been implemented in partnership with local NGOs and in coordination with District Health Office (DHO) and District Education Office (DEO).

Initially, SHN program focused on working with the DHO and implementing the school-based activities as a separate set of activities from basic education activities that were being implemented by others including SC/US's own education sector. This led to duplication of activities and stress on teachers who were attending several trainings. Since then SC/US has changed its implementation strategy and SHN activities are integrated into basic quality education trainings for teachers and parents including School Management Committees.

Similarly, the government of Nepal has adopted a national SHN strategy in 2006 and recently formed the National SHN Advisory Committee as a joint effort of the two ministries. SHN/Health education requires both sectors to work together at all levels from ministerial to district to school and within the implementing agency to address efficiently and holistically the needs of school-age children.

13:40 – 14:10

3.F.3. Technical Support for School Lunch Quality Improvement: Thailand Experiences

Uraiporn Chittchang, *Institute of Nutrition, Mahidol University, Thailand*

The National School Lunch Program (SLP) in Thailand was implemented, according to the Royal Mandate of School Lunch Fund Act 1991, for managing nutritious lunch and decreasing malnutrition. The program covered all government primary school over the country.

Two national evaluations were conducted in 1995 and 2005. Not only was insufficient budget a problem, but also there was no standard regarding quality control, sanitation or quantity of food. Energy and other important nutrients such as calcium, iron and vitamin A were inadequate.

To improve the school lunch quality, the Office of HRH Princess Maha Chakri Sirindhorn's Projects has emphasized on integrated farm and school cooperative training support. Technical support for improving the nutrition is necessary, e.g., setting the School Lunch Standard in a simple format using the Food-Based Dietary Guidelines to met SLP nutrients goal, and developing user-friendly computer programs for growth and nutritional status monitoring, and computer programs for self-evaluation of the quality of the recipes. The schools' self-evaluation scoring check lists of food security and personnel hygiene, food safety and nutrition activities, and also the regulation of snacks and drink marketing in school were developed. A handbook of recommended recipes, website of Cycle Menu Planning, and test kit for iodized salt and undesirable food additives were also supported.

Wednesday, 25 March - Session 3G

Harnessing the Potential of ICT in Education (1) (in Thai)

Meeting Room 2

13:00 – 14:30

13:00 – 13:30

3.G.1. The Effectiveness of Bilingual Education in Basic Education Curriculum, Sufficiency Economy Philosophy Applied: English for Integrated Studies (EIS) Model, A Case Study

Surapong Ngamsom, *Sutornpupittaya School, Thailand*

English for Integrated Studies (EIS) is the innovation for bilingual curriculum development which aims to improve the effectiveness of curriculum in basic education based on the national education curriculum of Ministry of Education. It increases educational opportunity to Thai people with low income status. Moreover, relating to the current Sufficiency Economy Philosophy of His Majesty The King, EIS curriculum brings about the balance and sustainability of resolution. From 2005 to 2007 the result of EIS project development found that the learners' learning outcomes in English, Mathematics, and science were not different from that of the students in many renowned schools and in the other bilingual schools with higher readiness. In addition, it was found that EIS program reinforces the potential of Thai teachers who had never use English as a medium for teaching mathematics, Science, Computer and other subjects both in primary and secondary levels. Their instructional capability is not different than that of the foreign teachers teaching in the bilingual schools with English Program (EP) in the curriculum of Ministry of Education.

The in-depth study has found that EIS educational management has made the challenge for the learners and teachers to be enthusiastic, attentive and active to use English as communicative medium in their integrated studies or in other different subjects using English as a medium of instruction.

13:30 – 14:00

3.G.2. A Construction of Database of Natural Edible Mushrooms at Maelanoi Village Maelanoi District, Maehongson for Natural Life Learning Source

Surasak Laloknam, Suthinun Wimalai, Supaporn Sirisopana and Somkiat Phornphisutthimas, *Srinakharinwirot University, Thailand*

In order to characterise and classify mushroom in Maelanoi village, a survey was conducted during December 27, 2007 to January 6, 2008. Villagers and scholars were interviewed, and mushrooms were surveyed in that area. The information from interviewees showed 25 mushroom species has been found in the studied area. Among these mushrooms, there are 24 edible species: *Astreaus hygrometricus* (Pers.) Morg., *Coprinus atramentarius* (Bull.) Fr., *Lentinus polychrous* Lev., *Amanita muscaria*, *Myeoaammrathus auriorbis*, *Russula nigricans* (Bull.) Gill., *Russula heterophylla* Fr., *Termitomyces clypeatus* Heim., *Termitomyces fuliginosus* Heim., *Clitocybe infundibuliformis* (Schaeff.) Quel., *Amanita vaginata* Vitt., *Lentinus squarrosulus* Mont., *Clitocybe* sp., *Hirneola auriculajudae* Berk., *Russula lepida* Fr., *Russula alboareolate* Hongo., *Lactarius flavidulus* Imai., *Heimiella retispora* (Pat & Bak.) Boedijn., *Tricholoma crassum* (Berk.) Sacc., *Russula eburneureolata* Hongo., *Cantharellus minor* peck., *Russula foetens* Fr., *Russula violeipes* Quel. and *Lepiota procera* (Scop.) Quel. The finding showed one poisonous species, *Coprinus fimetarius* Fr. and 2 edible mushroom species, *Lentinus polychrous* Lev. and *Pleurotus astateus* (Jack ex Fr.) Kummer. These results allow us to construct the database book of natural edible mushrooms in local area. This book performs only various kinds of edible mushrooms based on local wisdom for the construction of local learning curriculum at surveyed area.

14.00-14.30

3.G.3. The Epistemic Platform for Science Learning with a Computer Game for High School Students in Learning Fundamental Nanoscience and Nanotechnology

Skonchai Chanunan, Manat Boonprakob, Piniti Ratananukul and Sirinoot Teanrungraj, *Srinakharinwirot University, Thailand*

Teaching and learning of the emerging fields of nanoscience and nanotechnology at high school level is not simply bringing concepts to students but also providing them with authentic learning experiences which can lead to deeper understandings, both conceptual and procedural knowledge. As computer game technologies are considered as multiple-representation system, it is believed that using computer games as a framework to develop an epistemic platform, a novel science learning experience, is promising for science education. Engaging students in the rich context of science learning is central to the study. This can help students learn more effectively by immersing them into authentic situations, the simulated world where they can play and learn collaboratively. This research study is to develop an epistemic platform for science learning with a computer game and to investigate the impact of the epistemic platform on high school students. The integrated science learning units of nanoscience and nanotechnology have been developed using computer game technologies. Design based research are employed as the large framework for this study. The data from first round of implementation was obtained by using conceptual understanding test administered to all six students, focus group discussion and individual interview technique. The results indicated that the epistemic platform for science learning with a computer game is positive in term of students' conceptual understanding increment and motivation. It is also found that the ability to engage in inquiry in an authentic setting was powerful for students. However, some modifications are needed on computer game interfaces.

Wednesday, 25 March - Session H

Harnessing the Potential of ICT in Education (2) (in Thai)

Meeting Room 3

13:00 – 14:30

13:00 – 13:20

3.H.1. Research for Development of the Multimedia Learning Package for Knowledge Management in Attaining The Learning Reform

Sumet Panatueg, *Sangwittayakarn School, Thailand*

The objectives of the study were to (1) create, develop, assess and improve the Multimedia Learning Package for Knowledge Management in Attaining The Learning reform; (2) find the effectiveness of Multimedia Learning Package from comparing the results during application of the multimedia learning package with the results after application of the package according to the 80/80 efficiency standard; (3) compare the results from application of the multimedia learning package on the field with the sample group from Nonsangwittayakan School in Nong bua lam phu Education Service Area 1. This quasi-experimental research design study employed the research methodology of one-group pre-test post-test design. The research findings were as follows.

1. The study has improved, edited and developed Multimedia Learning Package for Knowledge Management in Attaining The Learning Reform by in-depth interview with five experts on knowledge management and learning reform and by focus group discussion with members of three medium-sized secondary schools. The results helped to improve the quality of the multimedia learning package.
2. The study gained the effectiveness analysis of the Multimedia Learning Package. The package was tried out in the field at the secondary school of Sriboonrueng District on the sample of 25 students. The findings of process effectiveness and outcome effectiveness of the package at the 80/80 benchmark were 82.53 and 84.24 respectively that were higher than the criteria standard.
3. The results of applying Multimedia Learning Package for knowledge Management in Attaining The Learning Reform in the field at the medium-sized Nonsangwittayakan secondary school were: (1) Knowledge score averages prior and after applying the package of a sample of 45 students were 31.97 and 41.02 respectively with the t-test difference of 19.19. This concluded that the Multimedia Package for Knowledge Management in Attaining The Learning Reform increased the knowledge and understanding of the knowledge management with the significance level of .05; (2) Student learning achievement average scores prior and after applying the package of the second semester of BE 2549 school calendar and second semester of BE 2550 were 2.66 and 2.74 respectively. The t-test difference of the average scores found that the second semester test scores of BE 2550 were higher on all 10 indicators of learning reform at the .05 level of significance; (3) Average scores of student satisfaction on the learning activities by teachers emphasizing student-centered concept were higher on all 10 indicators than those prior to applying the package at the .05 level of significance.

13:20 – 13:40

3.H.2. Blending Content-Based Language Instruction with Computer-Mediated Communication (CMC) in a Thai Undergraduate Class

Wilaichitra Nilsawaddi, *Phranakhon Rajabhat University, Thailand*

This study described the implementation of Computer-Mediated Communication (CMC) through online discussion forum into one English class of English majoring students studying a Thai Studies course at one government university in Bangkok. This course aims at enhancing students' knowledge of Thailand, e.g. history, geography, religions, cultures, beliefs and values, etc. Through everyone's contribution of the contents (a Thai teacher, 41 Thai students and 6 native speakers) via online discussion forum, the researcher also sought to find a better language pedagogy to help solve the problem of the unsatisfactory language outcomes of her students. The findings of the study are hoped to provide alternative ways to improve the instruction especially of Content-Based Language Instruction.

The findings are also hoped to help lessen the tension of the need for Thai citizens to be able to effectively communicate in English language with global citizens. This investigation was designed with the aim of

improving the learners' knowledge of their own country and communicative language ability by combining the attributes of a CMC environment with language learning pedagogical principles through engaging the learners in real communication that requires the use of English via the electronic medium. In order to learn from this implementation, two research questions were asked to help guide the study (1) What is the nature of the interaction in CMC language learning environment? and (2) in what ways do the students' communicative language ability develop? The researcher employed Fahy et al (2001) Patterns of Interaction in a Computer Conference Transcript to investigate the overall patterns of interaction while the students were learning from each other. The researcher's as well as the students' experiences of teaching and learning through electronic medium will also be reported.

13:40 – 14:00

3.H.3. Developing Computer Courseware Entitled Food and Digestion in Biology for Matthayomsueksa 5

Vitoon Submora, *Payakkapoomwittayakan School, Mahasarakham, Thailand*

This study aimed to (1) develop computer courseware entitled Food and Digestion in Biology for Matthayomsueksa 5 (grade 11) as used for organization of learning, (2) find out an efficiency and an effectiveness index of the developed computer courseware, and (3) compare learning achievements, thinking skills, and satisfaction of the students who learned using the computer courseware and the traditional learning. The sample used consisted of 150 Matthayomsueksa 5 students from 3 classrooms at Phayakkhaphum Witthayakhan School under the Office of Maha Sarakham Educational Service Area Zone 2. The instruments used in the study were computer courseware entitled Food and Digestion, plans for organization of learning entitled Food and Digestion, an achievement test, a thinking skill test, and a questionnaire on student's satisfaction. The statistics used for analyzing the collected data were percentage, mean, standard deviation, t-test and F-test (One-way ANCOVA). The results of the study were as follow:

1. The developed computer courseware entitled Food and Digestion in Biology for Matthayomsueksa 5 had an efficiency of 82.40/80.62 which was in conformity with the established requirement of 80/80, and had an effectiveness index of 0.7820, indicating that the students progressed their learning at 78.20 percent.
2. Learning achievements and thinking skills before and after learning by using the computer courseware were different at the .05 level of statistical significance. Those after learning were higher than before learning.
3. Learning achievements, thinking skills and satisfaction after learning of the students who learned using the computer courseware were higher than those who learned using the traditional learning at the .05 level of statistical significance.
4. Satisfaction after learning of the students who learned using the computer courseware entitled Food and Digestion in Biology for Matthayomsueksa 5 as a whole was at the highest level.

In conclusion, the developed computer courseware entitled Food and Digestion in Biology for Matthayomsueksa 5 was an efficient and effective innovation which could cause students to have development in learning achievement, thinking skills, and satisfaction with learning at the highest level. Therefore, biology teachers should be supported to use this courseware to organize learning activities in the future.

14:00 – 14:20

3.H.4. The Development of Computer Assisted Language Learning Lessons Teaching Communicative Grammar on "Reported Speech"

Panita Kittipornkul, *Benjamarachutit Ratchaburi School, Thailand*

The purposes of this research were to 1) develop and test the efficiency of Computer-Assisted Language Learning (CALL) in a communicative grammar on reported speech for Mathayomsuksa five students of Benjamarachutit Ratchaburi School, 2) compare students' grammatical ability on "reported speech" before and after learning by the Computer-Assisted Language Learning materials, and 3) study the students' opinions toward the CALL constructed materials.

The samples consisted of one randomly selected class of 45 Mathayomsuksa five students of Benjamachutit Ratchaburi School, during the 2007 academic year. The duration of the experimental research covered 18 periods within 3 days.

The instruments used for this research were 1) the eight lessons of the CALL materials, 2) the pre-post grammatical ability tests on reported speech, and 3) the questionnaire for studying the students' opinions toward the CALL materials constructed.

A paired-samples t-test was used to analyze the gathered data in order to assess the students' grammatical ability of reported speech before and after learning with the CALL materials. In addition, the mean and the standard deviation of items were used to evaluate the students' opinions toward the CALL constructed materials.

The results of the research were as follows:

1. The average formative test score of the eight CALL lessons was 87.50 percent and the average summative test score was 84.93 percent (87.50 / 84.93) which is higher than the set criterion (75/75). This means that the CALL lessons were at a very good level.
2. The students' grammatical ability on reported speech after using the CALL materials was significantly higher at the 0.05 level.
3. The students' opinions toward the CALL materials were positive.

Thursday, 26 March - Session 4A

Teacher Policy and Development

Meeting Room 4
08:30 – 10:00

08:30 – 08:50

4.A.1. Secondary Teacher Policy and Development: Findings from UNESCO's Regional Study

Ibtisam Abu-Duhou, *UNESCO Bangkok, Thailand*

With the successful development of primary schooling in many developing countries in Asia, expansion of secondary education of quality is increasingly a major policy concern, and development and management of the teaching force plays a crucial role. Secondary education demands of teachers a higher level of knowledge and pedagogical skills specific to teaching a particular subject. Secondary teachers typically cost more than primary teachers. Ensuring a sufficient number of well-qualified teachers to cover diversified curriculum in both urban and rural areas relates to important equity and quality issues.

The proposed presentation will focus on findings from the regional policy research that UNESCO Bangkok has undertaken, which consists of five country case studies (People's Republic of China, Lao People's Democratic Republic, Malaysia, Republic of Korea and Thailand) and cross-country comparative analysis. It will provide some cross-cutting evidence on issues and policies affecting secondary teachers in Asia. The questions to be addressed include: quantitative analysis of demand and supply of secondary teachers; quality and qualifications of secondary teachers; and teachers' pay.

08:50 – 09:10

4.A.2. Indonesia's Innovative Teacher Training Program for Investing in the Future

Mimiy Santika and Jalu Cahyanto, *USAID Indonesia*

In January 2001, the Government of Indonesia enacted a new law on decentralization and revenue sharing that put in place a series of quick and comprehensive changes transferring power, management authority, and funds for the delivery of basic services from the central government to districts and municipalities. A subsequent Teacher Law promulgated on December 2005 was enacted where all teachers must “have academic qualifications, competencies and educator certificates and be physically and spiritually healthy to realize the national education goals.” The new teacher certification law links teacher qualifications and performance to a windfall professional allowance that will double current teacher salaries. Only those teachers with four years of training are eligible for certification and increase their take home pay. Currently, only ten accredited universities have been approved to issue teacher certificates. The Government of Indonesia’s goal is to have 40 percent of its teaching workforce obtain a bachelor’s degree by 2009. This ambitious undertaking is a tall order given that there are more than 1.36 million primary school teachers and 490,000 junior secondary teachers in the nation, and in 2004, only 17 percent of primary and 29 percent of the junior secondary teachers held S1 qualifications. Progress has been made in the intervening four years that will assist Indonesia achieve its goal of all teachers having bachelor degrees and teaching certificates.

The United States Agency for International Development (USAID) in Indonesia through its Decentralized Basic Education (DBE) program has responded to Indonesia’s reform minded policies and strategies in education and is helping to upgrade the quality of school instruction and qualifications of teachers through university certifications. In order to help the current credentialing system cope with a full-time upgrading approach that would keep teachers in the classroom, USAID’s DBE program provides teacher training that allows teachers to earn university credit by attending a series of teacher education workshops.

This paper will provide information about USAID’s Improved Quality of Teaching and Learning program and its efforts to assist the Republic of Indonesia to improve teacher credentialing. It will describe USAID’s in country education strategy to assist the Republic of Indonesia’s reform priorities which dovetail with the Ministries of National Education (MONE) and Religious Affairs (MORA) Strategic Plan for 2005-09. Also, the paper will review DBE’s current goals, measurements, and achievements in this arena. The presentation will conclude with a discussion on sustainability, replication, and lessons learned as the project enters its denouement phase and concludes in 2010.

09:10 – 09:30

4.A.3. The Development of Knowledge Management System for Teachers in Basic Education School

Jaruwan Ployduangrat, *Srinakharinwirot University, Thailand*

The purposes of this research were 1) to examine concepts of knowledge management, common unit, related person and information technological infra-structure of basic education school 2) to develop the knowledge management system on computer networking for managing knowledge of teachers in basic education school 3) to criticize the effectiveness of knowledge management system for teacher in basic education school. The prototype of knowledge management system and the effectiveness assessments of prototype of knowledge management system were assessed by implementing to 20 teachers who were working at basic education school in Bangkok and 3 related persons. The findings of this research were as follows:

1. The concepts of knowledge management had goal formulating, knowledge management components were comprised 1) man and common unit 2) process in knowledge management 3) technology 4) knowledge of teacher.
2. The development of knowledge management system for teacher had 6 components that were comprised approach of system, input factor, process, product and output, feedback information and supporting information. The structure of knowledge management system on computer networking using by Web Blog on URL : www.ea626.multiply.com was comprised 1) the contents of knowledge followed by the standards of teacher profession were comprised language and technology for teacher, curriculum development, management in classroom, educational research, innovation and educational information technology, teacher being 2) the processes in knowledge management were comprised knowledge formulating, construct and seeking information, systematic knowledge setting, conclusion and fractional knowledge, knowledge accessing, sharing and exchange knowledge, learning 3) completed task on Web Blog 4) connecting group.

3. The effectiveness of developed knowledge management system was implemented in 20 teachers using by learning through internet that everyone could manage their own knowledge by themselves in anywhere and anytime for the activities as long as their satisfaction. To collect the data from completed tasks of teacher activities on Web Blog. In addition the teachers suggested some problems and obstacles in knowledge management and learning. The data analysis showed teachers had accepted the strengths and benefits of knowledge management on networking using by Web Blog.

The knowledge management systems on networking had accepted as the knowledge-based and learning center for teachers, school administrators, educational personnel, teacher students, and related common units.

Thursday, 26 March - Session 4B

Role of Regional Centres of Expertise on Education for Sustainable Development in Teacher Education – Part II

Meeting Room 5

08:30 – 10:00

08:30 – 08:50

4.B.1. Education for Sustainable Development in Fragile Areas

Shyamala Mani and Indu Kumari, *RCE Kodagu, India*

The teacher's manuals on Environmental Education usually focus on infusive approach and suggest methodologies to conduct it for increasing environmental awareness among children. While this is very useful in improving the capacity of the teacher and increase experiential and participative learning, but for situation, which needs actual action and change as in fragile area, a more intensive approach to education may be required and as a part of civil society middle school children can also act as agents of change.

In one such situation in Kodagu district in Karnataka, Centre for Environment Education (CEE) with help of other organizations as a part of RCE Kodagu decided to involve almost 300 middle schools in July-December 2005 to study the status of sacred groves (pockets of preserved forests reserved primarily for community for their use in agriculture, health and Natural Resource Management).

In this project about 20 eco-volunteers, were trained along with 1000 teachers. An educational package on sacred groves, which gave background and data sheets explaining both methodology and the information to be gathered, was given to them to orient students. These teachers and students had also been involved in eco club activities, analysing their syllabi and their text books and had developed a lesson plan manual for themselves with chapters on water, soil, air, flora, fauna and energy.

After collection and analysis of data on the status of sacred groves using standard but abridged methods, the children exhibited their findings through charts, posters, photographs, skits and radio programmes.

A children's festival in April 2006 made the authorities and the general public aware of the status of the sacred groves and the need for conservation of these sacred groves, which have for the time immemorial served the community and have been responsible for their well being in Kodagu and surrounding areas.

08:50 – 09:10

4.B.2. Green Markets in Trang, Implemented by Trang Municipality and Tessaban 1 (Sangkavit) School, Trang Province

Sitthi Leekbhai, *RCE Trang, Thailand*

Trang Municipality implements measures that aim to reduce greenhouse gas emission to mitigate global warming. The measures include bio-gas generation from organic waste, reducing use of styrofoam containers and petroleum-based plastic bags, producing liquid fertilizer from organic waste, etc. The media in Trang has helped in broadcasting and disseminating information of the undertaken activities.

Although, the municipality had promoted the use of reusable bags to reduce waste from plastic bags, the outcome of the campaign was not that successful. To reduce waste that will end up in landfills and release methane gas to the atmosphere, the Trang Municipality initiated a new campaign to promote bio-degradable bags, instead of using traditional petroleum-based plastic bags. This campaign invites all shops, street vendors and restaurants in town to switch from the plastic bags to bio-degradable bags. Moreover, the city requested street vendors to switch their light bulbs from the incandescent light bulbs to energy-efficient light bulbs as a way of reducing energy and greenhouse gas emissions and making markets in Trang are more “green”.

This project has been implemented by Trang Municipality, the main organization of RCE Trang.

09:10 – 09:30

4.B.3. An Example of a Practical Approach to ESD: Values Education through “Clean Plate Movement”

Dong-ho Lee, *RCE Tongyeong, Republic of Korea*

Since 2004, the “Clean Plate Movement” has been successfully implemented throughout Korea, where environmental and economic damages caused by food wastes are quite serious. By changing our eating habits to follow the “clean plate” guidelines, we can contribute to make the environment cleaner, reduce the economic loss, feed starving children in the Third World countries, and improve our health. This movement has been recognized as the most typical practice for Education for Sustainable Development. About 1.5 million people, or 3 % of the total population in Korea, participated in the campaign and pledged “I will not waste any food”. Various types of campaigns and educational programs were developed, and many informal, non-formal and formal education institutions took part in the campaigns. Over 1 million students participated in the clean plate pledge with the help of the teachers and their acknowledgements on the sustainable future were improved as well as their eating habits.

Thursday, 26 March - Session 4C

Innovative Approaches of ICT for Teaching and Learning

Meeting Room 7

08:30 – 10:00

08:30 – 08:50

4.C.1. How Science Works: Bringing the World of Science into the Classroom through Innovative Student-Centred Multimedia Approaches

Mark Windale, Gareth Price and Lambros Attshlis, *The Centre for Science Education, Sheffield Hallam University, United Kingdom*

Both the scientific and educational communities in the UK are now in agreement that simply exposing a greater number of young people to more scientific knowledge is not a sound mechanism for achieving further interest in the subject.

In order to address these issues, the new curriculum specifications for Science in the UK partly comprise an approach described as ‘How Science Works’, which aims to bring to life the excitement of scientific discovery and exploration, focusing on the science as a living, breathing endeavour, carried out by people who are both ordinary and extraordinary, working as teams, and in which its applications raise ethical, legal, social and other questions.

This paper will outline the base-line research and underpinning evaluation which led to the development of a multimedia package of curriculum and CPD material developed to support the teaching and learning of How Science Works. We will introduce the television programmes developed to help students explore the work of cutting edge scientists, and the innovative student-centred classroom activities designed to support the programmes and engage the students in the scientific endeavour of the scientists. We will also introduce the online CPD programmes and materials developed for science teachers.

08:50 – 09:10

4.C.2. Strategic Design and Implementation of Innovative ICT Workshop with Special Emphasis on the Use of Education TV Programmes in Mongolia

Fumihiko Shinohara, *Tokyo Gakugei University, Japan*

Shigeru Aoki, *NHK Enterprise, Japan*

L. Choijoovanchig, *Mongolian State University of Education, Mongolia*

S. Natsagdorj, *Mongolian National Education Channel, Mongolia*

N. Begz, *Mongolian National Institute of Education, Mongolia*

According to the trends in the progress of Windows operating system, the audio and video technology component has been strengthening aside from that of the networking capabilities. In order to cope with such trends and progress, the curriculum and workshop programmes for capacity building in ICT for teachers, teacher educators and teacher education institutions should be urgently considered in providing them with the sound and fundamental knowledge and skills in the development and utilization of educational TV programmes. On the other hand, Tokyo Gakugei University and NHK established the Japan Prize Nomad Video Library for Central Asia at IT Center in Mongolian State University of Education under the careful cooperation with both the Mongolian national Education Channel and the Mongolian Institute of Education.

In this paper the authors will introduce as a best practice the tough strategies of the establishment of the Library to implement the Workshop on the development and utilization of ETV programme, which was held on 2 May 2007 with the 22 pages of Workshop guidebook both in Japanese and in Mongolian each under the collaboration of Mongolian National Commission for UNESCO, and will discuss the contents of the Workshop to formulate issues for its further sustainable developments.

09:10 – 09:30

4.C.3. Toward a Phenomenology for Virtual Design Studio Teaching

Yun-Ju Shao, Linda Daley, Laurene Vaughan, Wi-Kuan Lin, *RMIT University, Australia*

Following the development of e-learning platforms, virtual design studios (VDS) have become an alternate way of implementing studio-based design education in conjunction with traditional face-to-face studio teaching. This has resulted in new teaching experiences in both partial or total on-line teaching activities. As most of the discussion of VDS experience focuses on learners, there is also a need to understand teachers' experiences of VDS platforms. As part of a doctoral research inquiring the phenomenon of VDS teaching, this paper proposes a set of research methods for investigating teachers' experiences in Communication Design discipline in higher education. Drawing on physical and virtual Design studio theories, the research will utilise observation, culture probes, and conversations as the research methods. The result of the research will contribute to the design of VDS platforms their implementation in teaching and hence the enhancement of teachers' experiences.

Thursday, 26 March - Session 4D

HIV and AIDS Prevention, Reproductive Health Education

Meeting Room 8

08:30 – 10:00

08:30 – 08:50

4.D.1. Reproductive Health Education - The Right Choice

Ekaterine Kikatunidze, *Save the Children, Georgia*

Youth in Georgia have been ignored by policies and programs on health issues. A survey of 600 adolescents revealed very poor health knowledge, particularly reproductive health, which was exacerbated by the lack of a reliable source of information for young people. To address these reproductive health information gaps, the USAID-funded Healthy Women in Georgia (HWG) program, implemented by Save the Children, developed a Healthy Lifestyle Course (HLC) for youth. Despite resistance from some conservative community members, the HLC program has become successful and popular with students, parents and educational officials. A free informational HOTLINE was made available to youth, and radio spots were generated and aired to coincide with course topics. The enthusiasm generated led to many new events, such as concerts, exhibitions.

To ensure long-term impact and sustainability, HWG developed a “teaching packet” comprised of HLC lesson plans and teaching materials, which was accepted and approved by Ministry of Education and Science of Georgia (MESG).

Curriculum development was followed by trainings for 247 teachers and 600 peer educators selected from 104 public schools of Georgia. HWG program made a huge contribution in institutionalizing youth reproductive health curriculum in the schools across Georgia.

08:50 – 09:10

4.D.2. Adolescent Friendly Reproductive Health Services (AFRHS): Protecting the Development of Children and Youth

Melania Bacerdo Samonte, *Save the Children, Philippines*

To increase access of young people to health and sexual education, the participation of adolescents is a key factor. Innovative ways of effectively engaging their meaningful participation can create an impact in the adolescent reproductive health. In community and school outreach activities related to adolescent reproductive and sexual health, health service providers and peer educators facilitate awareness-raising sessions together. Through various sessions on Adolescent Defined Quality (ADQ), a methodology introduced and developed by Save the Children, peer educators’ views have been adopted to make the health services and information more adolescent-friendly. Peer educators assist health providers in keeping track of, and recording the volume of commodities regularly distributed to young people. To date, 50 young people are engaged as peer educators and reached 1,500 new adolescent clients through these educators. Through these efforts, adolescent clients have also been directed to alternative learning system (ALS), afterschool education opportunities, legal help, youth employment readiness venues and leadership development opportunities.

09:10 – 09:30

4.D.3. Scaling-up HIV Prevention Programming through Vocational Schools in Viet Nam

Hoang Thu Huong, *Save the Children, Viet Nam*

The majority of HIV infections in Viet Nam occur in young men. Vocational training schools provide a unique opportunity to reach young men in terms of access and timing. There are 300 vocational schools in Viet Nam with more than 350,000 students, predominantly young men who are living away from home. Students attend courses for months to years in a variety of trades such as mining, construction, manufacturing and technology.

HIV prevention programming is new for vocational training education in Viet Nam. Although school leaders are interested in protecting students, many topics are considered too sensitive, teachers have no experience with HIV prevention and students have severe time constraints.

Through Project NAM, implemented by the Ministry of Labor, Invalids and Social Affairs (MOLISA)’s General Department of Vocational Training and Save the Children, each school selected three teachers to lead extracurricular activities in their schools. Teachers train and support Peer Educators. Peer Educators facilitate weekly club sessions using an adaptation of Program H, a comprehensive HIV risk reduction curriculum from Brazil. Peer Educators also organize a series of mini-media events for the whole schools and reach out on a one-to-one basis to peers.

Thursday, 26 March - Session 4E

Youth Forum: Quality Innovations for Teaching and Learning: Youth Sustain Education

Meeting Room 9

08:30 – 10:00

08:30 – 08:50

4.E.1. Thailand Social Monitor on Youth

Achariya Kohtbantau, Asia Foundation, Thailand

Young Thai people represent the future of their country. This stage of life is when personality, habits, lifestyles and skills are shaped and when previous investments in education and health can be reaped. An inadequate transition into adulthood can have very negative long-term impacts that will be costly to mitigate later in life. Ensuring that young people become healthy, educated and productive workers, citizens and parents needs to be regarded at the center of the country's development strategy.

This Thailand Social Monitor studies three key transitions faced by Thai youth, using the youth development model proposed by the World Development Report 2007. This model helps provide an understanding of the interactions among the various factors that affect youth development and how they influence in three important life transitions, namely: growing up healthy, learning for work and life and moving from school to work. In this model, the role of public policy is to help youth succeed in the transition to adulthood by broadening their opportunities, expanding their capacity and providing them with second chances to overcome negative outcomes.

08:50 – 09:10

4.E.2. Improving Math Education through Multimedia Learning

Muhammad Assad, University of Technology Petronas, Malaysia

Many students find some subjects, such as mathematics, a difficult subject to learn. To address this problem, teachers have turned to technology to create audio-visual learning media, or multimedia, materials. This paper discusses the importance of using multimedia in teaching mathematics to provide more expressive information and stimulate the students' imagination and creativity in interpreting the problems. The students can hear the sound, see the pictures or animation, and solve the problems by themselves. As Bobbi de Porter said, "I hear I forget, I see I remember, I do I understand." This shows that one-way learning is not effective; students learn better when they can experience hands-on learning.

09:10-09:30

4.E.3. Healthy Sexuality Exhibition: Using Science Museums to Teach Healthy Sexuality

Loqman Mayi, Walailak University, Thailand

In Bangkok, UNESCO and the National Science Museum of Thailand (NSM), with the Ministry of Education, the Ministry of Public Health, UNIFEM, PLAN and others, are collaborating to develop a major exhibition on Healthy Sexuality. The exhibition will be officially opened at NSM in June 2009, and will run for one full school year. The exhibition will provide adolescents with critical information for making healthy life choices for themselves through a comprehensive, interactive and provocative examination of human sexuality.

The target groups are high school students (Grades 7-12), high school teachers, and all others who are interested. The content of the exhibit is divided into 5 galleries; Love and Romance; Relationships and Communication; Sex, Birth and Contraception; STIs and HIV/AIDS; and Healthy Choice. A website will replicate the exhibition for additional information and study, either back in classroom or at home.

Thursday, 26 March - Session 4F

Educating the Future Generations to Address Climate Change and Environmental Management

Meeting Room 10

08:30 – 10:00

08:30 – 08:50

4.F.1. Youth and Climate Change: A Generational Challenge

Adam Cade, *StudentForce for Sustainability, United Kingdom*

With the growing challenges of sustainability and climate change people need to be able to engage in more democratic and participative processes of learning. This paper argues that the youth generation is key to this engagement. With the short-timescales now involved it is the key generation on which to focus attention.

08:50 – 09:10

4.F.2. ISO14001 certification as a part of Agricultural ESD program at the Agricultural and Forestry Research Center, University of Tsukuba, Japan

Tomonari Yamamoto, Momoyo Itoh, Hiroshi Hiki, Yoshihiko Sekozawa, Hideo Hasegawa and Naoya Fukuda, *University of Tsukuba, Japan*

Establishment of environmental management systems is an essential element for developing agricultural education for sustainable development (AgESD) programs in a university farm system. In an effort to renovate the agricultural education programs at the Agricultural and Forestry Research Center, University of Tsukuba, Japan, we have acquired certification as ISO14001, a well-known international certification for an environmental management system.

The Plan-Do-Check-Action cycle (PDCA cycle) of ISO14001, originally established for proper management of resources and prevention of waste in the industrial sector, has been adapted to the agricultural production systems at the University of Tsukuba Agricultural and Forestry Research Center. A mandatory educational training program explaining the concepts of ISO14001 and associated requirements is mandatory for all members and people that use the Agricultural and Forestry Research Center.

An action plan has been made based on the evaluation of various environmental aspects. Significant decreases in the use of water, electricity and gas have been observed during the initial stages of the introduction of the ISO14001 environmental management system. The use of all agricultural chemicals including pesticides, herbicides and fertilizers is strictly in compliance with the laws.

The ISO14001 environmental management system is now regarded as an essential element for developing AgESD programs at the Agricultural and Forestry Research Center.

09:10 – 09:30

4.F.3. Students' Conceptions on Chemistry and Attitudes and Conceptions on Climate Change: Investigating Relationships for Curriculum Development

Magnolia Vida Ante Cano, *Bicol University, Philippines*
and Maricar Sison Prudente, *De La Salle University, Philippines*

Climate change has become one of the major issues this century that defines our sustainable future, especially in highly vulnerable areas like the coast-lined Philippines. Amidst polarized views, strong evidences have emerged that registered the fingerprints of humankind as responsible for contributing drastic changes in the climate system. Thus, there is a need for the concept of climate change to be given attention in the science curriculum of the Philippines, particularly in the aspects of adaptation and mitigation. For students to engage in such scientific and social concerns, it is imperative to have a fundamentally sound understanding of the concepts involved. This descriptive study investigated Bicol University's first year college students (n=400) in terms of their existing conceptions of climate change as well as of basic chemistry concepts and their attitudes toward climate change. It also verified whether the understanding of climate change is related to positive

attitudes towards acting in ways to reduce the problem. The lesson guides on climate change used in teaching the concept included only those topics that were integrated in the General Chemistry course, where the students were enrolled. Results of the study underscored the need for science educators to know students' existing conceptions to be able to design instructional activities that will challenge the students' alternative conceptions. Present findings also shed light on the state of climate change literacy of the students in terms of their knowledge and attitudes, providing baseline information needed in preparing curriculum materials that will promote environmental science literacy with particular emphasis on climate change.

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Thursday, 26 March - Session 4G

Bridging the Social Divide through Inclusive Education (1) (in Thai)

Meeting Room 2

08:30 – 10:00

8:30 – 8:50

4.G.1. Motivating EFL Students to Read: Short Short Stories

Kantatip Sinhaneti, *Shinawatra University, Thailand*

Short stories of about one page in length can be a good motivation for EFL students. First of all, it is short and can attract students to finish the story within a short span of time. Secondly students can practice not only reading skills, but also other necessary language skills like speaking, writing, grammar, and listening. Thirdly, it can be used in class or as a supplementary material which students can do any time any where they feel like to. This paper will discuss the short story that I collected for EFL use which are divided into 4 categories. Besides being short and do not take too much time to complete, many skills in reading, e.g. vocabulary meaning from context, testing cohesion references or asking for the main idea can all be tested. Furthermore, I'll discuss how the same story can be an input to practice other language skills as stated before. Finally, I will discuss the result of my survey I conducted with EFL students in Thailand. A handout of sample short stories and its test will be given to the participants.

8:50 – 9:10

4.G.2. The Development of the English Writing Ability of Prathomsuksa 6 Students at Sainamtip School

Pathumporn Wardkhien, *Sainamtip School, Thailand*

The purpose of this research was to develop Prathomsuksa 6 students' English writing ability through process approach. The sample group was twenty-two Prathomsuksa 6 students studying in the second semester of the academic year 2007 at Sainamtip School. The experiment was carried out during a five-week time frame after school; there were twenty class periods of an hour each. The instruments used in this study were 5 lesson plans of writing, a form of the students' abilities consisted of a pretest and a posttest. The learning logs enabled self-evaluation and the teacher to monitor their abilities. The data were statistically analyzed by mean, Pearson's Product Moment Correlation Coefficient, Standard Deviation and T-Test.

After the experiment of using process approach, it was found that: The writing ability of the students developed higher than before the experiment.

9:10 – 9:30

4.G.3. The Effect of Written Error Corrections on Grammaticality Judgment Ability Through the Use of Written Picture Description Tasks

Arnuphan Thepraksa, *Srinagarindra the Princess Mother School, Phayao, Thailand*

English article system has been paid little attention among second language learners because errors on article usage hardly ever lead to miscomprehension whether in spoken or written discourse. However, native instructors may be bothered with such a minor aspect of English grammar while scoring is taking place on academic written productions. This study aimed to investigate the extent to which written error corrections,

namely, coded feedback and error highlighted proved beneficial for EFL high school students in Thailand in regard to their ability to judge grammaticality when using written picture description tasks. The samples were 32 students (16 males and 16 females) who were chosen using simple random sampling technique, in Basic English course. The instruments used in this investigation comprised the grammaticality judgment test, and the written picture description tasks. The obtained data were analyzed using means, standard deviations, and paired samples t-test. The results of the study showed that the post-test scores of the grammaticality judgment test significantly outperformed the pre-test scores. The findings suggested that both types of written error corrections helped improve the students' English article acquisition.

9:30 – 9:50

4.G.4. The Achievement of Reading English Comparison Before and After Studying of Mathayomsuaksa 4 Students through the Instruction of Cooperative Learning: Student Team - Achievement Divisions (STAD)

Sontaya Tanee, *Satree Siriket School, Thailand*

The purpose of this experiment was to compare the achievement of reading English comparison before and after studying of Mathayomsuaksa 4 students of Satree Siriket School, Muang District, Sisaket province in 2008 academic year through the instruction of Cooperative Learning : Student Team - Achievement Divisions (STAD). The amount of 32 students was taken as an experimental group from Mathayomsuaksa 4 students of Satree Siriket School by Purposive Sample Selection. Then the experimental group was pre-tested by using the objective test which the experimenter had written by herself and had been given to the experts to comment and edited appropriately according to the level of the students of Mathayomsuaksa 4. The test consisted of 30 items with 4 multiple choices. The experiment had been done by the experimenter herself according to the timetable that the school fixed in 2008 academic year by using the lesson plan which the experimenter had established for 5 units, for 18 periods, 50 minutes for each period. The lesson plan had been checked by the experts. After studying, the same test had been provided to the students as post-test to compare the Coefficient Valiant (C.V), the Effectiveness Index (E.I), and the efficiency value of the teaching at 75/75 percentage both in each unit and in overall units to test the hypothesis by using t-test.

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Thursday, 26 March - Session 4H

Bridging the Social Divide through Inclusive Education (2) (in Thai)

Meeting Room 3

08:30 – 10:00

8:30 – 8:50

4.H.1. Using the Sheltered Instruction Observation Protocol (SIOP) Model in the Teaching and Learning of English

George Padavil, *Illinois State University, USA*

Saiwaroon Chumpavan, *Srinakharinwirot University, Thailand*

Susan Krusemark, *Parkland College, USA*

Teaching and learning of English is made a requirement in several of the Southeast Asian countries. What are some of the best practices related to teaching and learning of English? How can these best practices be adopted and used in the classrooms in Southeast Asian countries? This paper discusses the Sheltered Instruction Observation Protocol (SIOP) model, one method of language teaching that has been found to be successful when working with English language learners (ELLs). The SIOP model, developed by Echevarria, Short, and Vogt, is grounded in more than two decades of classroom-based research and uses best-practice findings from a wide range of educational literature. The theory behind SIOP is that language acquisition is enhanced through meaningful use and interaction. The eight components of the SIOP model take teachers from the lesson preparation stage through review and assessment. This model can be used in a team teaching situation with the EFL and content-area teachers or it can be used by an individual teacher to help language learners succeed. The eight components of the model and how it can be applied to the English language classrooms in Thailand will be presented.

8:50 – 9:10

4.H.2. The Development of Computer-Assisted Instruction on Reading English Poems for Mattayomsuksa 5 Students

Thassanee Tathong, *Suanboonyopatham Lamphun, Thailand*

The purposes of this research were (1) to develop computer-assisted instruction (CAI) to meet the efficiency standard criterion of 80/80, (2) to study the result of using computer-assisted instruction by comparing learning achievement between before and after learning through the computer-assisted instruction developed by the researcher and (3) to evaluate the satisfaction of students in Mattayomsuksa 5 toward learning through the computer-assisted instruction.

The sample consisted of 50 students in Mattayomsuksa 5/3 at Suanboonyopatham Lamphun by specific selection. The instruments used in the study were developed computer-assisted instruction, pretest, quizzes, posttest, questionnaires, mean (X), standard deviation (S.D), and t-test (Dependent).

The research results revealed as follows:

1. The developed computer-assisted instruction on reading English poems for Mattayomsuksa 5 had an efficiency at 89.58/89.80 which was higher than the specified criterion.
2. The learning achievement after learning through computer-assisted instruction indicated that the students who were taught by computer-assisted instruction gained 89.80% which was higher significantly than the mean (X) before learning through computer-assisted instruction with the percentage of 41.40.
3. The students who are taught by computer-assisted instruction showed their satisfaction with this instruction on reading English poems at a strongly satisfied level in every item. (X= 4.20, S.D = 0.20)

9:10 – 9:30

4.H.3. Research Title: Using School Botanical Garden as a Learning Resource for Developing Learning Management in Basic English 2 (E32101)

Jiraporn Supising, *Wattanothaipayap School, Chaingmai, Thailand*

The purposes of this research is to develop learning management by using school botanical garden as a learning resource, to compare the students' achievement before and after being taught through learning unit "School Botanical Garden" and to study the students' opinions towards using school botanical garden for plant genetic conservation under the Royal Initiative of Her Royal Highness Princess Maha Chakri Sirindhorn. The sampling was 46 Matayomsuksa 2/2 students who took the basic English 2 Course (E32101) in academic year 2007 at Wattanothaipayap School under educational service area Chiang Mai 1. The research instruments consisted of 7 lesson plans in an aspect of infusion integrated learning, an achievement test given to students before and after the experiment, a check-list questionnaire and an opened questionnaire investigated after the experiment. Collected data were analyzed by using t- test Dependent, mode, means, standard deviation and percentage.

Research findings could be summarized as follows:

1. To develop learning management, the students got the average percentage scores of 83.48 in the highest level concerning knowledge, they also achieved in the highest level of learning processes / skills in total; 5 highest level learning processes / skills in learning at school botanical garden as a learning resource, learning new things, summarizing conception, learning by themselves and problem solutions, 2 high level learning processes / skills in reasoning and linking their former knowledge. In an aspect of desirable characteristics / attitude, the students passed all criteria assessments in the highest level in total; 4 highest level characters in being good members of society, working in groups, loving working as habits and also respecting rules and regulations, 3 high level characters in loving learning, responsibilities and acquiring knowledge by themselves. Problems related to using school botanical garden as a learning resource to develop learning management were not found.
2. The students' achievement was higher after being taught through learning unit "School Botanical Garden" at .01 level of significance.

3. In terms of identifying students' opinion, students had a high opinion on the overall of the feeling towards using school botanical garden for plant genetic conservation and the high opinion on the overall of the benefit and value of learning concerning school botanical garden.

9:30 – 9:50

4.H.4. A Study of Using the Internet to Develop Learning English as a Foreign Language of Engineering Students at King Mongkut's Institute of Technology Ladkrabang, Bangkok, Thailand

Orasa Roykhaew, King Mongkut's Institute of Technology Ladkrabang, Thailand

The purpose of this research was to study the interests of using the Internet to develop learning English as a foreign language of engineering students at King Mongkut's Institute of Technology Ladkrabang, Bangkok, Thailand. This research was a case study. The questionnaire was used as a research tool. The samples who answered the questionnaires were 84 first year engineering students in the Foundation English II classes in the academic year 2008.

The findings showed that 71.4% of the engineering students were most interested in searching information from the Internet. There were 50% and 45.2% of the engineering students who were interested in watching movies and reading English news on the Internet respectively.

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Thursday, 26 March - Session 5A

Teacher Education for Student-centered Learning

Meeting Room 4

13:00 – 14:30

13:00 – 13:20

5.A.1. Investigating Teaching and Learning: A Lever for Capacity Building for ESD in English Language Teaching

Richard Allen, Kanda University of International Studies, Japan

In 2004 the Japanese Ministry of Education (MEXT) developed an action plan to upgrade English education to cultivate citizens with "English language abilities." The overall objective was for "students to develop communication abilities, deepening the understanding of language and culture, and fostering a positive attitude toward communication through foreign languages."

"Communication builds a peaceful world" is the vision statement of Kanda University of International Studies (KUIS). Since 2003, KUIS has provided regional teacher training workshops for MEXT, working with the Chiba Prefectural Board of Education to help 2000 junior and senior high school teachers develop their teaching skills and improve their confidence.

This presentation introduces key themes of the workshops and presents data from around 2000 participants on their perceptions of it, particularly in relation to confidence building. It will be of use to policy makers, teachers and researchers involved in intercultural teacher education throughout the Asia-Pacific.

In an ever globalizing world where English is often seen as a tool for development, it offers a possible framework for promoting communicative competence for teachers and students across a wide range of levels and contexts. Data from the 2008 workshop introduces possible new and innovative directions for teacher training across the region.

13:20 – 13:40

5.A.2. Constraints on the Development of a Learner-centred Curriculum: A Case Study of EFL Teacher Education in Viet Nam

Dang Van Hung, *SEAMEO Regional Training Center, Viet Nam*

This paper aims to describe the findings of a study on the curriculum and tasks used at three EFL teacher education universities in Viet Nam. The findings show that the curriculum and teaching tasks are non-authentic, irrelevant and alien to the students because they are designed and developed without reference to the students' needs, preferences and interests. The tasks are also non-interactive with inadequate teacher mediation and only occasional and unsatisfactory team or group work. In addition, the students' voice and ownership in the learning process is not supported through task performance due to teachers' dominant role in the teaching and learning process. Finally, because the tasks are product oriented, the knowledge construction process and meta-cognition in task performance are not adequately practiced, which results in the students not being trained to learn how to learn, how to construct and refine meaning, nor how to reflect on the structure of the task, and on the structuring of their approaches to the task. The paper ends with some implications for curriculum design and teaching material developments.

13:40 – 14:00

5.A.3. New Research-based Literacy Framework in ELT in Thailand

Intira Sriprasidh, *Director of Cyber School of English, Thailand*

This paper discusses research findings from the National Reading Panel, an organization commissioned by the US Congress in 1997, to conduct investigations into effective methods to teach American children to read. The National Reading Panel Report (NRPR) provides a basis for the NCLB Act (No Child Left Behind Act) 2001, the beginning of the English language teaching reform in the US. The NRPR puts "reading first" by identifying 5 essential steps on how to teach children to read: namely phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. The research concluded that for phonics teaching to be effective, it has to be explicit, systematic and sequential direct phonics instruction. What does this mean? How is this Phonics approach different from the whole language or balanced literacy approach currently used in Thailand? In the US reading research, the whole language approach has been found to be the cause of "dyslexia" or reading disabilities for a significant proportion of normal American students as well as ESL students. By modifying the current US literacy model, the author has successfully integrated the phonetics approach with the whole language approach, and has come up with what is now called "the New Research-based Literacy Framework for Thai English Language Learners (ELL). Unless Thai educational authorities start to show serious concerns on this issue, by initiating the teaching of phonics based English in Thai schools, a large majority of Thais would continue to become curriculum casualties by showing various symptoms of dyslexia as a result of curriculum deficit (inadequate instruction of phonemic awareness and phonics).

Thursday, 26 March - Session 5B

Addressing Sustainable Development Globally and Locally

Meeting Room 5

13:00 – 14:30

13:00 – 13:20

5.B.1. Empowering Teachers to Engage with Global Citizenship Education: a Look at Formal School-Informal (NGO) Learning Partnerships

Jeff King, *RMIT University, Australia*

Empowering teachers to engage with global citizenship education: a look at formal school-informal (NGO) learning partnerships Abstract Education takes place in an increasingly complex environment characterised by constant change. Many current issues of social and educational interest transcend national boundaries. The developing phenomenon of migration has created citizens with multiple loyalties and multiple passports. In this educational climate, schools and teachers are challenged to provide appropriate educational experiences

that effectively connect their students to their global identities by engaging them with issues surrounding global citizenship.

One possibility for extending schools' ability to engage with issues of global citizenship, is by forming learning partnerships with alternatively resourced and internationally experienced NGOs. An example of such a partnership is Plan International Australia's program Global Connections, which connects secondary students in Melbourne, Australia to groups of young people in Indonesia by utilising innovative pedagogies focused on youth-led learning. Current research into the program has identified the potential for such programs to empower teachers to develop as global citizenship educators.

This paper describes the Global Connections program, the innovative pedagogies involved, and the possibilities for empowering teachers' engagement with issues of global citizenship. The paper also addresses the inherent difficulties of constructing partnerships between organisations (schools and NGOs) with different mandates for their operations, and different understanding of the purpose of education.

13:20 – 13:40

5.B.2. Education for Sustainable Development (ESD) on Relationships between Agriculture and Global Environmental Issues

Marshall Timothy Scott Smith, *Obihiro University of Agriculture and Veterinary Medicine, Japan*

This paper is a report covering the recent meeting held at Obihiro University of Agriculture and Veterinary Medicine on "Education for Sustainable Development (ESD) on Relationships between Agriculture and Global Environmental Issues" sponsored by UNESCO, APEID, OASERD and the university. Keynote speakers from UNESCO Bangkok, Massey University (New Zealand) and the University of Queensland (Australia) spoke on the following topics: The interconnectedness of agricultural production and global challenges - views from an ESD perspective, New Zealand livestock systems- now and in the future, and ESD on global livestock systems for food safety and security. Their Japanese counterparts presented on related topics ranging from research on feeding standards of beef cattle in the Indochinese Peninsula (Khon Kaen University) to sustainable management of natural capital for rural development. Following the presentations, fruitful discussion and recommendations were made for strengthening education on the relationships between agriculture and the global environment and their role in sustainable development.

13:40 – 14:00

5.B.3. Thailand's Newspapers Coverage of Climate Change: Choices and Challenges in Teaching and Learning ESD

Jessada Salathong, *Waseda University, Japan*

Over the past decade, Education for Sustainable Development (ESD) has been an emerging concept in both development and education fields. However, it is still new and abstract, especially in Thailand. Although an exploration of interdependence of ESD and the media has a great potential, it has been rarely studied. The study is aimed to understand how Thailand's newspapers cover climate change issues, and to suggest how to employ them in teaching and learning ESD. Methodologies are based on the triangulation of the interview with key informants and the content analysis of three national newspapers, Thairath, Matichon and Bangkok Post, in 2007. Based on the mentioned methodologies, the study is aimed to clarify two main areas. The first one is the status quo of Thailand's newspapers coverage on climate change. The second one is suggestions focusing on choices and challenging to employ them as a tool in teaching and learning in the context of ESD. Both practical and academic implications of the studies are expected to benefit media and education, especially ESD, advocates. The recommendations from the studies are not only focusing on journalist and educators but are hoped to benefit policymakers as well.

Thursday, 26 March - Session 5C

ICT Integration in Education

Meeting Room 7

13:00 – 14:30

13:00 – 13:20

5.C.1. E-Learning in Classroom Instruction

Ibrahim Tamby Chek, *Sultan Idris University of Education, Malaysia*

This paper presents the development of computer technology in enhancing education. One of the super trends identified as shaping the transformation of the future is technological process. “Technological progress includes all the improvements being made in computers, medicine, transportation, and other technologies, as well as all the other useful knowledge that enables humans to achieve their purposes effectively” (Cornish, 2005, p.23) . We will look into e-learning as a way to expand access to higher education within the global and Asia-Pacific contexts. We will also discuss future challenges pertaining to the use of technology in education taking into account the impact it has towards fulfilling Malaysia’s vision of establishing a knowledge workforce through the provision of lifelong learning.

13:20 – 13:40

5.C.2. Teachers’ Readiness for and their Attitude toward New Literacy

Bernardita B. Riñon and Portia Punsalan Padilla, *University of the Philippines, Philippines*

New literacy refers to the skills, strategies, and dispositions necessary to use the Internet and other Information and Communication Technologies successfully. This study explored the extent of the teachers’ readiness for new literacy in terms of their knowledge, competence, and training. It also looked into the attitude of teachers toward the application of new literacy in their instruction. Further, this study investigated the relationship of the teachers’ readiness for new literacy and their attitude toward it. Results revealed that the teachers are equipped with some knowledge, little competence, and little training in new literacy. The study also showed that the teachers have negative attitude toward new literacy, and manifested little confidence and expressed fear and anxiety in its use in instruction. Moreover, teachers’ readiness for new literacy does not significantly relate to their attitude toward it. Based on these results, recommendations were advanced to guide administrators in the implementation of school policies and design curricular programs relative to new literacy, encourage teachers to embrace the value of new literacy in education, and help future researchers in conducting similar studies.

13:40 – 14:00

5.C.3. Capacity-building for Philippine Secondary School Teachers on the ICT Literacy Training Program

Estela C. Itaas, *Bukidnon State University, Philippines*

Bukidnon State University (BSU), one of the state colleges and universities in the province of Bukidnon in Mindanao, was commissioned to conduct the capacity building for teachers in the Philippines. The training equipped teachers with the knowledge and skills in the computer applications and information management system. The trainers who are ICT experts facilitated the roll out of the project in the seven regions with a number of activities including hands-on and on-site training on Computer Applications and Information Management System (CAIMS), installation and upgrading of computer hardware and software, data banking and continuous technical assistance. Some lessons learned include the following: a) implementation of teaching-learning strategies that integrate a range of information and communication technologies to promote and enhance students learning; b) established cooperative and collaborative technology-supported and learner-centered environments that engage all students in focused learning experience; c) enriched curriculum lessons with students effectively evaluating and using relevant and appropriate software for specific educational use; and identification and application of social, ethical, legal and human issues surrounding the use of technology in education.

Thursday, 26 March - Session 5D

Quality Teachers for the New Millennium

Meeting Room 8
13:00 – 14:30

A panel session organized by the Southeast Asian Ministers of Education Organization (SEAMEO) Secretariat

Quality is an integral part of education. Individual strength and capability of teachers are also key value to quality education. Quality teachers contribute significantly to improving quality of education. Being a teacher in the 21st century or the so called the new millennium is a challenge. The rapid changes in the society brought about by globalization require teachers to adapt themselves to the new skills that the new generation of students need.

With this scenario, many questions arise such as “What do teachers need to be able to provide quality education?”, “What are the skills that the new generation need?”, “How should teachers cope with changes?”, and “How can one be capable to provide quality teaching in the new millennium?”

This panel session organized by the Southeast Asian Ministers of Education Organization (SEAMEO) will provide answers to these questions. The session will discuss on leadership skills necessary for teachers to cope with the changing times. Examples of innovative teacher training and the use of information and communication technology as tool in education will be provided. The session aims to help teachers prepare themselves and become quality teachers for the new millennium.

Speakers from the SEAMEO Units will discuss on the skills and knowledge that are essential for teachers in the contemporary era of education. The information that will be shared in this session is based on the dynamic implementation of SEAMEO programmes and projects which includes experiences and insights from the Southeast Asian region perspective.

13:00 – 13:20

5.D.1. Personal Leadership

Dato’ Dr. Ahamad bin Sipon, *Director, SEAMEO Secretariat*

13:20 – 13:40

5.D.2. Competency Standards for 21st Century Teachers in Southeast Asia

Prof. Dr. Erlinda C Pefianco, *Director, SEAMEO Regional Centre for Educational Innovation and Technology*

13:40 – 14:00

5.D.3. SEA EduNet: Supporting Quality Teacher Improvement

Prof. Dr. Ir Gatot Hari Priowirjanto, *SEAMEO Regional Open Learning Centre*

Thursday, 26 March - Session 5E

Holistic Development of Children and Youth

Meeting Room 9
13:00 – 14:30

13:00 – 13:20

5.E.1. More than Art: Art for Holistic Development

Kuerkamol Niyom, *Roong Aroon School, Thailand*

More than Art is an art education approach used in art classes at Roong Aroon School in Bangkok, Thailand. At Roong Aroon, the goal of the art subject is not about creating artistic masterpieces, but about developing one’s inner self through art making. In the process of making art, the work in the hands acts as a mirror reflecting the

harmonious relationship between the head, the hands and the heart. It is through this very process that the head, the hands and the heart are fine-tuned to its optimum level of performance. This process is known as “contemplation through art”. This paper examines the Roong Aroon School’s More than Art approach in greater detail, drawing on the school’s experience in helping children develop numerous skills and qualities far beyond those within the realm of art alone. These skills and qualities may help children in learning other subjects, but more importantly, they are the very foundation of a harmonious development of the mind.

13:20 – 13:40

5.E.2. Development of Socio-cognitive skills of young Children through Gardening Activities

Nona Mararang Cacho and Raden G. Piadozo, *University of the Philippines*

This study was conceived as a preliminary program for the nature education for toddlers’ class in a day care program. A part of this nature education program for toddlers class is the vegetable gardening with activities such as plot preparation, plot cleaning and weeding, plant seeding, planting, cultivating and plant watering, until the harvest time. Involved in the program are 30 young children ages 2-4 enrolled in the day care program. As children engaged in the hands-on gardening program, observations and interviews were done. Data showed many important skills were developed in young children. Development of important social and cognitive skills in young children was prominent. The exhibited social skills in young children include the facilitation of their social and self expressions, friendships, sharing, initiative, and self confidence. While important cognitive skills notable among young children were inquisitiveness, reasoning, recall, and the facilitation of basic science skills. These social and cognitive skills are crucial in the holistic development of young children. The gardening program also highlighted the parental involvement and awareness in the activities of their children in the learning center. At the same time the nature awareness of the children were facilitated.

13:40 – 14:00

5.E.3. Inclusive Education in Thai Child-friendly Schools

Janya Ruangmalai

The Office of Basic Education Commission (OBEC), Thailand, piloted the Child-Friendly Schools (CFS) Project in 1998 with assistance from UNICEF Thailand and UNESCO. The goals of the Thai CFS Project are inclusive and effective education to ensure that all children are in school and learning to their fullest capacity in friendly environments. Over 10 years of action, OBEC gained much experience on holistic development of children and youth through CFS programmes. From these experiences, OBEC developed a workshop package for Thai CFS consisting the following five categories:

1. Child Rights Sensitization (CRS) for all stakeholders: students, parents, community members, teachers and educators
2. School Self Assessment (SSA) fully participated by all stakeholders to make school improvement plan for CFS through AIC process
3. School Management Information Systems (SMIS) for Child-Friendly Learning: systematically organized school data for children’s profile composed of academic performance, physical condition, and most important the social environment in which the children live
4. Child-centered Learning Approach
5. Life Skills and Livelihood Skills.

Thursday, 26 March - Session 5F

Dialogue in the Asia-Pacific: Youth and Teacher

Meeting Room 10

13:00 – 14:30

13:00 – 13:20

5.F.1. UNESCO Asian Youth Forum: Achievement and Its Future

Papungkron Numprasit

UNESCO's ideal is to inspire peace in the minds of people through which everyone can live together in harmony. The field of youth has long been the cornerstone of UNESCO's activities since the youth as the next generation will play a pivot role in realizing ideal of "Peace and Security." In this regard, UNESCO has convened the UNESCO Youth Forum a week before its biannual General Conference. In 2005 and 2007, youth representatives from the member states delivered their resolution on the opening ceremony of the General Conference in which they consented to establish regional youth forum as a preliminary step for UNESCO Youth Forum. The UNESCO Asian Youth Forum, in this sense, has been annually held in the Republic of Korea both in 2007 and 2008 with the aim of 1) cementing a regional Youth Network and 2) strengthening local youth activities in line with the UNESCO mission of achieving "sustainable society." By making their voices at the UNESCO Asian Youth Forum, young people from a variety of local organizations in Asia have made efforts to realize a sustainable Asia.

13:20 – 13:40

5.F.2. Teachers' Exchange Programme among Japan, Korea and China

To be confirmed

Since 2000 the Asia/Pacific Cultural Centre for UNESCO (ACCU) in Japan and the Korean National Commission for UNESCO (KNCU) have been co-organizing a teachers' exchange project within the framework of the "ACCU Invitation Programme for International Educational Exchange of Teachers and Professionals". The project aims to introduce educational systems and activities in the two countries to in-service teachers, school managers and educational administrators of elementary and secondary schools and to contribute to the building of networks among educators in participating countries by providing opportunities for exchanging their teaching skills and experiences and to provide first-hand experience of different culture of visiting countries. During the past nine years, 962 Korean teachers, school managers and educational administrators visited Japan while 158 Japanese counterparts visited Korea, among whom are teachers from schools under the UNESCO's Associated School Project Network (ASPnet). Under the same projects, teachers' exchange has also been conducted between Japan and China since 2002, giving opportunities to 800 Chinese teachers to visit Japanese schools and educational institutions while 99 Japanese counterparts visited China.

On the specific subject such as Education for Sustainable Development (ESD), these exchange programmes have created an opportunity for collaboration among participating countries as shown in the project entitled "Roles of School-Support Networks for the Promotion of ESD: From Kesennuma ESD Model Linking the ASPnet and RCE to the ESD Network in East-Asia" organized in February 2009 at Kesennuma, Japan.

13:40 – 14:00

5.F.3. Activities of Korea UNESCO Peace Center to Promote Global Understanding & Sustainable Development

Jung-Hwan Yoo

This paper presents three activities of the Korea UNESCO Peace Center to Promote Global Understanding and Sustainable Development: (1) UNU-KNCU Global Seminar; (2) Korea-Australia English Teachers' Camp for Global Understanding; and (3) Global Peace Village. The UNU-KNCU Global Seminar aims to deepen students' and young professionals' understanding of the pressing issues including human rights, environment, poverty eradication, human security, conflict prevention, or regional and global governance. Through the Seminar, a diverse group of participants engage in lively dialogue and active exchange of ideas and opinions. Initiated in 2003, the Korean-Australia English Teachers' Camp for Global Understanding provides opportunities for intercultural dialogue among educators, challenging them to find ways to learn from others who share this world, and to search for ways to harmoniously co-exist on earth. This is where the role of English teachers

comes into view; they are uniquely equipped for learning and teaching intercultural understanding. The Global Peace Village focuses on providing short intensive learning experiences for students, in English, on the themes of the UN and UNESCO, which include cultural diversity, peace, and sustainable development. The students are assigned to classes of their interests – CultureCools, PeaceWiz, EcoKids. They also have the opportunity to experience model United Nations in a class session called LittleUN. For one week, students are also exposed to learning various cultures of the world through programs conducted at the Cooking Room, Street Market, G Gallery, and Tea Museum. By learning to live together, and by learning from teachers of various cultures, students will naturally acquire both knowledge and fun.

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Thursday, 26 March - Session 5G

Nurturing the Holistic Development of Children and Youth (1) (in Thai)

Meeting Room 2

13:00 – 14:30

13:00 – 13:20

5.G.1. The Result of Training in School-Based Violence Prevention Program Application of Anger Management Intervention and Peace Building Strategies for Grade 7 Students in Schools at Nakhon Na Yok Province

Pornsuk Huniran, Srinakharinwirot University, Thailand

The purpose of this research were to develop the prototype of School-Based Violence Prevention Program Application of Anger Management Intervention and Peace Building Strategies, and follow up the process of this School-Based Violence Prevention Program. The variables were School-Based Violence Prevention Program Application of Anger Management Intervention and Peace Building Strategies, Prosocial Behaviors, and Antisocial Behaviors.

The samples were 185 students grade 7 in the first semester of 2008 academic year. The samples were divided into four groups by systematic random sampling, namely: first group (47 students) which were trained with Anger Management Intervention, second group (46 students) which were trained with Skills of Peace Building Strategies, third group (47 students) which were trained with Anger Management Intervention and Skills of Peace Building Strategies, and fourth group (45 students) which were the control group. Questionnaires were used to collect the data. Data were analyzed by computer, including analysis of means, standard deviation, Dependent samples t-test, and One-way Analysis of variance.

The results of the study revealed as follows: 1) After training of Anger Management Intervention, prosocial behaviors of students were significant increased at .05 level; 2) After training of Peace Building Strategies, prosocial behaviors of students were no significant increases at .05 level; 3) After training of Anger Management Intervention and Peace Building Strategies, prosocial behaviors of students were no significant increased at .05 level. However after training of these strategies, prosocial behaviors of students in control group were significant increased at .05 level; 4) After training of Anger Management Intervention, antisocial behaviors of students were no significant increased at .05 level; 5) After training of Peace Building Strategies, antisocial behaviors of students were no significant increased at .05 level; 6) After training of Anger Management Intervention and Peace Building Strategies, antisocial behaviors of students were no significant increased at .05 level; 7) Before training, each group had no significant difference of prosocial behaviors, however the students were also no significant different in prosocial behaviors after training; and 8) Before training, each group had no significant difference of antisocial behaviors, however the students were also no significant different in antisocial behaviors after training.

13:20 – 13:40

5.G.2. A Comparative Study on the Learning Achievement between Programmed Instruction and Teacher's Instructional Handbook on The Subject of Consumer Protection 1 "Food Safety", Mattayomsuksa 5

Somporn Thongsamak, *Thasaraprasitsuksa School, Nakhon si thammarat, Thailand*

This study uses quasi-experimental design, the main purpose of this study is to measure the efficiency upon implementation of the programmed Instruction, "Food Safety" targeted towards Mattayomsuksa 5 students. An 80/80 criteria is used to compare the effectiveness in learning between the two target groups namely; the students who learn in programmed Instruction and those who study in the standard program.

The samples for the study were chosen by purposive sampling of seventy three Mattayomsuksa 5 students in the first semester of the 2007 academic year from Thasalaprasitsuksa School, Thasala District, Nakhon Si Thammarat Province. In testing the efficiency of the Programmed Instruction, the subjects were separated into two groups. The experiment group, made up of thirty students and the control group, made up of forty three students.

The tools of this research consist of the Programmed Instruction; "Food - Safety," which was developed by reviewing textbook and doing various research about Programmed Instruction, The learning evaluation form completed before reading the Programmed Instruction, and the learning evaluation form completed after the Programmed Instruction, the statistics of data analysis consist of percentage, mean, standard deviation and t – test independent statistics.

The result of this study indicates that:

1. The Programmed Instruction; "Food Safety" for Mattayomsuksa 5 students compared with standard learning has the efficiency of 96.44/93.00 accordingly.
2. The learning effectiveness of the students after undergoing the programmed Instruction; "Food Safety" was significantly higher than the students who were exposed to standard learning $P < .05$

13:40 – 14:00

5.G.3. The 7 Steps of Self-Access Learning for Successful Reading and Writing a Précis

Dusadee Swangsri, *Kannasootsukalai School, Suphanburi, Thailand*

The purposes of this research were to study: 1) the effectiveness of the 7 Steps of Self-Access Learning for Successful Reading and Writing a Précis in two M.6 classes; 2) the reading ability of the students which had an impact on their writing skill; and, 3) the students' attitude towards Self-Access Learning. The 84 participants specifically selected from 360 M.6 students who were studying in Kannasootsukalai School, Suphanburi included 45 students from M. 6/1 and 39 students from M.6/10. M.6/1 represented the students who obtained high GPA in Science and Mathematics, but got lower marks in English. M.6/10 represented the students who obtained low GPA, especially in English.

Eight hours from regular English classes were rescheduled and were divided into 3 parts for this study: 1) 2 hours for awareness raising, orientation and demonstration of the activities; 2) 3 hours for practicing themselves using the research tool called "The 7 Steps of Self-Access Learning for Successful Reading and Writing a Précis"; and, 3) the last 3 hours for a short cut series of the 7 steps. The 7 steps designed by the researcher were: 1) Quick Recall; 2) Quick Learn; 3) Quick Use; 4) Quick Pick; 5) Quick Write; 6) Quick Check; and, 7) Quick Test. A short cut series means that the students started reading at step 4, omitting the first 3 steps of lexicon preparation. They referred to a dictionary once in awhile just for key vocabulary difficulties. The statistics employed for this study was percentage.

The study revealed that:

1. after taking the comprehension pre-test of 60 items, based on 6 reading passages, 6/1 students got average points at 15.1 and 6/10 students at 8.86 which were considered rather under normal " pass" expectation of 30 points or more. But after using "The 7 Steps of Self-Access Learning for Successful Reading and Writing a Précis", 6/1 students got 53.3 points- 38.2 points more than the average pre-test result and 6/10 students

got 44.48 points- 35.62 points more than the average pre-test result. The conclusion could be drawn at this point that this tool could help the students understand the reading passages better. This was true for both the 6/1 class with more academic abilities and the 6/10 class with lesser academic abilities in general.

2. In writing a précis for 3 reading passages, 15 points in total, the average points for 6/1 and 6/10 were 7.00 and 3.48 respectively. After following "The 7 Steps of Self-Access Learning for Successful Reading and Writing a Précis" 6/1 students got 12.11 points- 5.11 points or 33.80% more than the average pre-test result and 6/10 students got 10.45 points-6.37 points or 46.46% more than the pre-test result.
3. The 6/10 students' ability to acquire a better result percentage was accelerated by their own interest and attention observed from their performance in class. They asked more questions, showing their intensive attention, while doing the tasks. The more academic class of 6/1 worked more independently which reflected an idea of Self-Access Learning. The feedback on the tool showed that all the students had a positive attitude towards Self-Access Learning. They reflected that the reading technique and the activities on the lexicon part really helped them achieve the reading and the writing parts. They felt free and comfortable doing the work with their pairs for the vocabulary preparation part. They felt fulfilled when it took them much shorter time to read and write a précis.

Thursday, 26 March - Session 5H

Nurturing the Holistic Development of Children and Youth (2) (in Thai)

Meeting Room 3

13:00 – 14:30

13:00 – 13:20

5.H.1. The Action Research for Developing Science Project Using Inquiry Cycle of Mathayom Suksa Three Students of Detudom School, Ubon Ratchathani Office of Educational Service Area 5

Pensuda Kaengglang, Detudom School, Ubon Ratchathani, Thailand

The purposes of this research were: developing science project using Inquiry Cycle of Mathayom Suksa Three of Detudom School, Ubon Ratchathani Office of Educational Service Area 5. The target group was consisted of 37 Mathayom Suksa Three students. The research tools are 1) the lesson plan in Science Project of using Inquiry Cycle 2) a teacher daily journal 3) student interview and 4) an assessing the Science Project. The collected data were analyzed by arithmetic means, percentages and Standard deviations.

The results findings were as follows: the target group all five projects; the results assessment also showed a "high" level on local community resources, Furniture form the waste in score (93.31%), Reducing Global Warming by using electric's bicycle (84.65%), Protecting insects by using Herbs (84.32%), The quantity of rice and the kinds vegetables which produce acid in pickle vegetables (84.00%) and Color from herbs in Khanom Look Cnup (80.32%).

13:20 – 13:40

5.H.2. Effects of Using Genre– Based Teaching for The development of Oral Presentation Abilities and Self Confidence of Matayomsuksa 4 Students at Triamudomsuksa Pattanakarn School

Napaporn Sereesawatpichai, Triamudomsuksa Pattanakarn School, Thailand

The purpose of this study was 1) to test the efficiency of Genre-Based Teaching lesson plans 2) to compare students' oral presentation abilities before and after learning through Genre - Based Teaching 3) to compare students' self confidence before and after learning through Genre - Based Teaching, and 4) to study the students' opinions of Genre-Based Teaching. The target group was 32 Matayomsuksa 4 students at Triamudomsuksa Pattanakarn School who studied English 41111 in the academic year 2007. The instruments used for this experiment were as follows: 1) 3 Genre-Based Teaching lesson plans. Each plan consisted of 6 periods of 50

minutes except the first plan (8 periods) 2) an oral presentation test used as both a pre-test, and a post-test 3) an oral presentation assessment with set criteria 4) a questionnaire used to assess the students' confidence and 5) a questionnaire used to assess the students' opinions of Genre-Based Teaching.

The results of the study were as follows:

1. The efficiency of Genre - Based Teaching lesson plans was 85.19/84.45.
2. The students' oral presentation abilities after learning through Genre-Based Teaching were significantly higher than before, i.e :- the 0.01 level.
3. The students' self confidence after learning through Genre-Based Teaching was significantly higher than before, i.e. the 0.01 level.
4. The students' opinions of Genre-Based Teaching were positive

13:40 – 14:00

5.H.3. The Development of the Instructional Model for Enhancing Creative Problem Solving Skills

Prathuangsook Youngsathien, Donmuangchaturachinda School, Bangkok, Thailand

The purposes of this research were 1) to develop the instructional model for enhancing creative problem solving skills; 2) to study students' learning achievement before and after studying through the instructional model for enhancing creative problem solving skills; 3) to study students' creative problem solving skills; 4) to study students' attitudes toward English course; and 5) to study students' opinions on the instructional model for enhancing creative problem solving skills. The methodology consisted of three stages as follows: Stage 1: analyzed and synthesized through documents and researches about the instructional model for enhancing creative problem solving skills. Stage2: developed the instructional model for enhancing creative problem solving skills. Stage3: implemented the model with the samples in order to evaluate the efficiency of the instructional model and to develop it. The samples selected by purposive sampling were 45 Mathayomsuksa 6/1 students in academic year 2007 and 27 Mathayomsuksa 6/1 students in academic year 2008 at Donmuangchaturachinda School. The instruments consisted of English learning achievement tests, creative problem solving product assessment, attitude test, and questionnaire. Content analysis, percentage and mean were used for analyzing data.

The result revealed that:

1. There were seven steps in the instructional model for enhancing creative problem solving skills (7 S Model):
1) Stimulation : present a material in daily life which contain at least one problem situation; 2) Searching for Problem Components: find the problem, problem maker, cause, solution and effect of the solution; 3) Suggestion Ideas: present how to solve the problem creatively from their prior knowledge in group; 4) Studying: research other creative solutions individually; 5) Sharing Ideas: present creative solutions got from the study in group; 6) Selecting Solution: discuss and choose the best creative solution in group; and 7) Solution Presentation : present the selected solution to the class.
2. Students' learning achievement after studying through the instructional model for enhancing creative problem solving skills was higher than that before studying.
3. Students had development in products which indicated high level of creative problem solving. 4. Students' attitudes were at strong level of agreement.
4. Students' opinions on the instructional model for enhancing creative problem solving skills were appropriate at strong level of agreement.

Thursday, 26 March - Session 5I

Bringing the Arts and Culture into Education (1) (in Thai)

Meeting Room 2

14:00 – 15:00

14:00 – 14:20

5.I.1. Industrial Waste Metal Refining for Adding Value and Effective Re-Using

Sucahart Yenwiset and Tawichart Yenwiset, *Rajamangala University of Technology Srivijaya, Thailand*

In general, electric-chemical and chemical process are used to separate certain valuable elements from components of used electrical and electronics equipment and metal composition from coated ornaments such as palladium. Nowadays, there are many factories that are conducting this kind of industry, thus after the extracting process, metal by-product in forms of copper-ferrous oxide powder and flux remains. The result inspires a government-private corporation research and development project with an appropriate process and proper procedures for extracting the industrial valuable metal to be recycled as raw materials in a metal industry with commercial and environmental considerations. Thus, the objective of the research is to extract pure copper from copper-ferrous oxide powder and fleke by melting it in a crucible furnace, and then the undesired substance was removed from the melting copper-ferrous oxide powder and flux, and finally, pure refined copper was reformed. The experiment revealed a very satisfactory result, that is, the unwanted substance was removed from the melting copper-ferrous oxide powder and flux to obtain a 99.9% copper ingot. The result of the study therefore can enable the entrepreneur in the industry to increase values of metals, provide a proper management for metal dregs with an effective recycling process as well as a reduction of environmental effects.

14:20 – 14:40

5.I.2. Two Dimension Punch-Die Error Checking System

Khachonsak Pongtana, Suchart Yenwiset and Vichan Petmanee, *Rajamangala University of Technology Srivijaya, Thailand*

This research proposes to design of Two Dimensions Punch-Die Error Checking System. The objective of the project was to design for checking the distortions of shape in 2 dimensions of material by applying the method of image processing on the checking. The webcam would take the needed images of material. These different shaped would be executed by the image processing on the computer. In system would be shown distortions area of image and calculate distortions in percent. The result of system is accurate and expeditiously.

Thursday, 26 March - Session 5J

Bringing the Arts and Culture into Education (2) (in Thai)

Meeting Room 3

14:00 – 15:00

14:00 – 14:20

5.J.1. Presentation on the Progressive Decline of Thai Culture and Heritage in Overseas Students

Chaveewan Charoensap, *Thailand*

This is a report and study of the educational project which I have been involved in La Puente, USA. The aim of this project is to give deeper understanding of Thai culture, tradition, and language to the Thai-American children whose language is English. These children grow up in a mixed cultural environment, and they are prone to miss chances to learn their parent(s)' native language and culture properly. They do not have enough time and facilities to cater for their needs and it is often difficult to teach them to learn Thai language while they are in the USA. Therefore, this project was conceived to keep them in touch with their language and culture. For example, various art forms, including dance and music can help them learn Thai language, tradition, and culture easier. It is also unique that this project is implemented at a Buddhist temple. The importance of

learning Buddhism cannot be underestimated because it is an essential part of Thai culture which is closely connected to Thai people's philosophy, daily behaviours, and arts. This paper will introduce how arts can help children learn their second language and culture, and how to improve the curriculum especially tailored for the Thai American children with limited time to learn.

14:20 – 14:40

5.J.3 The Development of English Communicative Skills for Mattayom Three Students Through Dramatic Techniques

Chiraporn Na Nakara, Ammartpanichnukul School Krabi, Thailand

This innovation aimed at investigating the achievement of English communicative skills and the progress of teamwork skills obtained from Mattayom Three students who practiced their listening and speaking skills through the dramatic techniques. The participants included Mattayom Three students who enrolled in the English course in the academic year 2007. All of these purposively selected students studied at Ammartpanichanukul School under the supervision of the Office of Krabi Educational Area. The important components of the dramatic techniques used in this study were composed of explanation, draft writing, pronunciation practice and teamwork skills.

In terms of the progress of teamwork skills, the findings revealed that the students who participated in this study could be good leaders and good followers. They could share their duties, accept their classmates' ideas and be responsible for their own work. They could confidently express their ideas to improve their works' quality. They could manage their work plans. They realized the value of English language learning and they could communicate in English better than they did before study.

PLENARY SPEAKERS



Sheldon Shaeffer

Former Director of UNESCO Regional Bureau for Education, Bangkok

Sheldon Shaeffer is the Director of UNESCO's Asia and Pacific Regional Bureau for Education, located in Bangkok. A citizen of Canada, he was educated in history (BA), anthropology (MA), and comparative international education (PhD) at Stanford University. He has taught, done research, and worked in development programmes in Southeast Asia for over 15 years – as a high school teacher in Malaysia, an anthropologist and an education programme officer for the Ford Foundation in Indonesia, and the regional education advisor for UNICEF in Bangkok. Dr. Shaeffer was also the Director of Education and Population Programmes for the International Development Research Centre in Canada for 10 years and later was a senior research fellow at the International Institute for Educational Planning (in UNESCO) in Paris. Before moving back to Bangkok, he was chief of UNICEF's Global Education programme in New York.



Dame Pat Collarbone

Independent Consultant, UK

Professor Dame Pat Collarbone is an Education Advisor to a number of public bodies in England including the National College for School Leadership (NCSL), the Training and Development Agency for Schools (TDA) and the Department for Children, Schools and Families (DCSF). She is an acknowledged expert on school leadership and remodelling. She was formerly a Director of NCSL and the Executive Director of the National Remodelling Team and the TDA. For 28 years she taught in inner London and was a very successful headteacher of a secondary school in Hackney. In 1996 she founded the London Leadership Centre at the Institute of Education, University of London. She now runs Education Change Associates Ltd and is a Director of Creating Tomorrow Ltd. In 2008 she has published two books, one co-authored with Professor John West-Burnham on systems leadership and one on remodelling. She is a visiting professor at Canterbury Christ Church University. She was made a Dame in 1997 for services to education.



Carole Kayrooz

Professor, Pro Vice-Chancellor Education, University of Canberra, Australia

Professor Carole Kayrooz is currently Pro Vice-Chancellor and Vice President, responsible for the teaching and learning programmes at the University of Canberra, Australia. She was formerly Dean of the Faculty of Education, Health and Science at Charles Darwin University and convener of the Academic Leadership Program at the Australian National University.

Professor Kayrooz has contributed to international educational projects in Indonesia, China, Papua New Guinea and Viet Nam. She is the author of "Autonomy in Social Science Research: The View from UK and Australian Universities" (with G. Akerlind and M. Tight, 2007, Elsevier) and Research in Organisations and Communities: Tales for the Real World" (with C. Trevitt, 2005, Allyn & Unwin).



Dan Buckley

Director, Research and Development, Cambridge Education, UK

As winner of the BECTA Secondary Leadership award and the UK National Teacher of the Year award for Innovation and Creativity, Dan Buckley has considerable experience of innovation in learning and teaching. He established one of the first 1:1 laptop projects and the first learner-led competency based curriculum model to use web based peer assessment.

In his current capacity as Director of Research and Development at Cambridge Education he has developed the PbyP (Personalisation by Pieces) framework which is used by learners of all ages internationally and inspired David Worlock founder of EPS to write "At last personalisation has a national and identifiable pedagogy". Carole Whitty Deputy president of the NAHT described it as "a revolutionary tool which opens the door to a new pedagogical paradigm."

Dan has been commissioned by Microsoft to write their future school visions for the UK 'Building Schools for the Future' initiative and In his capacity as a fellow of 'Education Impact' has developed and delivered envisioning workshops to ministers in numerous countries, the most recent being Latvia, Kazakhstan, Morocco and Colombia.

It is evident from his numerous key note presentations nationally and internationally that Dan is a passionate advocate of empowering young people. He has advised on school design, curriculum reform and personalisation and is currently developing new assessment systems that can enable more systemic change management by engaging learners and their parents as co-innovators.



Eduardo Velez Bustillo

Education Sector Manager, East Asia and Pacific, World Bank, USA

Eduardo Velez has a Ph.D. in Sociology from the University of Illinois. His field of study was Applied Social Statistics. His areas of interest include Sociology of Social and Economic Development, Sociology of Education, and Analysis and Evaluation of Development Programs.

Dr. Velez has had a long trajectory at the World Bank in Washington D.C., Mexico City and in Beijing. He is currently Education Sector Manager for East Asia and the Pacific, and has been Education Sector Manager for Latin American and the Caribbean, Sector Coordinator (Human Development) for the China program, Sector Leader (Human and Social Development for Colombia, Mexico and Venezuela), and Human Development Cluster Leader for Uganda and Tanzania. He also served as Principal Education Specialist for Eastern and Southern Africa. Before joining the World Bank, Dr. Velez was Adjunct Director at Instituto Ser de Investigación in Bogotá, Colombia, his country of origin.

Dr. Velez has also held an extensive academic career. He has been a Visiting Professor at the following places: Universidad Nacional, Bogotá; Brown University; University of Connecticut; Pontificia Universidad Javeriana, Bogotá; Universidad Pedagógica Nacional, Bogotá; and at the Universidad de los Andes, Bogotá.

Dr. Velez has written extensively on the subject of Economics, Education, Development and Sociology (has published nine books and more than 90 articles in professional journals or as chapters in books, and research reports).



Annette Gough

Head, School of Education, RMIT University, Australia

Professor Annette Gough is Head of the School of Education at RMIT University in Melbourne, Australia where she manages teacher education programs across early childhood, primary, secondary, TVET and tertiary education. She is also President of the Victorian Council of Deans of Education. She has been working in the field of environmental education for over three decades. She conducted Australia's first needs for environmental education survey in 1974 and she has continued to work in the area since this time. In 1984 she was the first female president of the Australian Association for Environmental Education and in 1992 was awarded a life fellowship of the Association for her contribution to the field of environmental education. Her contributions to the field were also recognised in 2000 when she was awarded Victorian Environmental Educator of the Year. Professor Gough has written over 120 books, reports, chapters, articles and curriculum materials in environmental education and related areas.



Per Sund

Lecturer, School of Sustainable Development of Society and Technology Malardalen University, Sweden

Per Sund is a lecturer at the School of Sustainable Development of Society and Technology, Mälardalen University, Eskilstuna, Sweden. He teaches and develops courses on sustainable development in the teacher training program and has a background as a secondary and upper secondary teacher in biology and chemistry. He is a member of the Institute for Research in Education and Sustainable Development (IRESD) and has studied and lectured internationally. He is especially interested in global development issues. His research interest is education for sustainable development from a teacher's/ educator's perspective.



Uthai Dulyakasem

President, Silpakorn University, Thailand

President, Silpakorn University and the board member of **the Office for National Education Standards and Quality Assessment (Public Organization)**

Dr. Uthai Dulyakasem has a degree in Secondary Education from the Faculty of Education, Chulalongkorn University, Bangkok; Diploma in Teaching English from Leeds University, U.K.; A.M. in Sociology and Ph.D. in International Development Education from Stanford University, USA. His career started at the Department of Vocational Education in Thailand before moving on to the Faculty of Education, Silpakorn University where he was appointed first as an instructor and later as the Dean of the Faculty of Education, Vice President for Special Affairs and Director of the Research and Development Institute. He was also a Fulbright Visiting Professor at the California Polytechnic State University, USA. He is a frequent guest lecturer and presenter at various universities and conferences both in Thailand and overseas, and a consultant for local and international organizations.

From 1992-2000, he was seconded to serve as a Program Director at a private foundation and the Thailand Environment Institute for four years each. He returned to work in the university as the Dean of the School of Liberal Arts at Walailak University in southern Thailand for more than seven years before assuming his current post as the President of Silpakorn University in May 2008.

Dr. Uthai is also active in many philanthropic and national-level organizations. He has published many academic articles both in Thai and in English and is an author and editor of several books of collected articles.



Prapapat Niyom

*Associate Professor, Licensee of Roong Aroon School, Thailand
Vice President, Research and Academic Affairs, Arsom Silp Institute of the Arts, Thailand*

After over 20 years of teaching at the Architecture School, Chulalongkorn University and three years working as a Deputy Governor of Bangkok (City Planning, Building and Infrastructure, Community Development and Waste Management.), Assoc. Prof. Prapapat Niyom founded the Roong Aroon School in 1997, under the support of the Roong Aroon School Foundation. Based on Buddhist principles, the school applies a holistic approach to teaching and learning – from kindergarten to high school – that enables the students to learn life skills from farmers, hilltribe villagers, environmental management workers and gardeners. To strengthen and broaden the concept of holistic education, Roong Aroon School also offers special training programmes to teachers and parents.

Assoc. Prof. Prapapat has initiated several learning networks in various sectors, including education, arts, alternative agriculture, green architecture and self-sustainable communities. She has extended her 10 years of experience at Roong Aroon School and the knowledge gained from the networks to establish a Master Degree programme at Arsom Silp, Institute of the Arts for Development. The Holistic Education and Architecture for Community and Environmental Development courses are designed to emphasize problem solving and research-based learning, encouraging the students to “de-school” and “re-learn” on their own to create interaction learning processes continuously.



Baldev Singh

Director of Educational Strategy, Imagine Education Ltd, UK

Dr. Baldev Singh is the Director of Education Strategy at Imagine Education Ltd. (UK). He was the head of ICT in a large secondary school in Bristol (UK) and was the recipient of the 2004 National Teaching Award for Innovation in Education. Dr. Baldev was involved in teacher training (both in the UK and overseas) and recently completed an ICT teacher training programme on behalf of the British Council in six countries in the Middle East region (NENA project). He works on behalf of the British Council working with teachers on developing collaborative project in Europe and India.

Dr. Baldev has worked as consultant for many commercial organisations, some of which include Channel 4 education team, Tesco, Morgan Stanley, Learning Skills Network on developing e-learning material for use in schools and the Science Learning Centres in the UK to develop courses which will develop engaged science teaching and learning using creative technologies. He has advised British Airways on the creation of content for their learning centre in London. He also works as a Microsoft consultant advising on future school models in the Middle East region and also in Latin America. He has recently completed work with the MOE in Peru related with the One Lap per Child Initiative.



Sung-Moo Jung

Executive Director, Office of Policy and Planning, Korea Education and Research Information Service, Republic of Korea

With a B.Sc. and M.Sc. in electronic engineering, and a Ph.D. in computer science, combined with his experiences working as a teacher and researcher, Dr. Sung-Moo Jung has a broad range of knowledge and skills that serve him well in his capacity as the Executive Director of Education Information Center at the Korea Education and Research Information Service (KERIS). Prior to this post, he has also served as the Executive Director in other divisions in KERIS, thus providing him a thorough understanding of KERIS’s mission and goals. Dr. Jung has also earned several awards commemorating his achievements, including the Prime Minister’s Award for Information & Culture Services, and the Minister of Labor’s Award for Communication & Training Services in 2006, and the

Deputy Prime Minister and Minister of Education's Award for National College Entrance Exam Services in 2003. He has also published numerous text books and papers, and has designed many educational system tools and programmes.



Chadamas Thuvasethakul

Deputy Director, National Electronics and Computer Technology Center, Thailand

Dr. Chadamas Thuvasethakul is currently the Deputy Executive Director of Thailand National Electronics and Computer Technology Center (NECTEC), Ministry of Science and Technology. She received her Ph.D. in Health Policy and Administration from the University of North Carolina at Chapel Hill, U.S.A.. She looks after the Strategy Research and Industry Indicator unit of NECTEC and the Secretariat Office of the Electronic Transaction Commission. Both units are responsible for conducting policy and strategy research in the area of ICT and e-business development and promotion strategy to support Thailand's development goals to become a knowledge-based society and to achieve economic competitiveness. Examples of research programs under her responsibility are: ICT indicators, economic and social benefits of ICTs, digital divide: industry benchmarking and measurement, R&D strategy, and ICT legal research. She also serves as an assistant secretary to the Electronic Transaction Commission of Thailand. Besides, she is the secretary to Her Royal Highness Princess Maha Chakri Sirindhorn's IT Project, which emphasizes the application of IT to enhance the quality of life of the underprivileged, for example, rural school children, disabled persons and prison inmates.



Vivian Hueng

Associate Professor, Hong Kong Institute of Education, Hong Kong SAR, PR China

Vivian Heung, Ph.D, Associate Professor of the Hong Kong Institute of Education (HKIEd), received her B Ed (Hons) degree from the University of Nottingham, UK, a Master's degree in Education from the University of Manchester, UK, and her doctorate degree from the University of North Texas, USA. She has extensive experience in research and consultancy work in special education and inclusion. Her earlier research focused on commissioned research projects by the Education Department and Education Commission to evaluate the launch of integrated education in Hong Kong. At the international level, she has served as consultant for UNESCO, the World Bank, Save the Children and UNICEF in the area of inclusive education. Supported by the World Bank, she has the experience of helping Indonesia to develop inclusive education in 2005. She was also invited by UNESCO and UNICEF to help formulate policies and strategies to promote inclusive education within the framework of Education for ALL and Child Friendly School. Her recent research focused on classroom interaction and pedagogies for inclusive teaching. She has served as head of the Centre for Special Needs and Studies in Inclusive Education of the HKIEd (2001-2007) and has supported over 100 local primary and secondary schools in moving towards more inclusive provision. She is now a member of the Executive Committee of the Centre for Development and Research in Small Class Teaching in the HKIEd. Her publications include journal articles and book chapters on inclusive education, ADHD, pedagogy for inclusive teaching, teacher training and emotional and behavioral difficulties of children.



Kimmo Kosonen

*Lecturer and Researcher, Payap University, Thailand
Consultant for Multilingual Education, SIL International*

Kimmo Kosonen is a consultant for multilingual education with SIL International as well as a lecturer and researcher at Payap University in Thailand. He holds a PhD in Education from University of Joensuu, Finland, with a specialisation on basic education in low-income countries. He has conducted research in Southeast and South Asia, as well as taught in universities in Thailand and Finland. Dr Kosonen is also consulted by agencies such as SEAMEO, UNESCO and UNICEF on language-in-education issues. His publications include articles, book chapters and monographs on multilingual and non-formal education in low-income countries, language planning, language policy, and minority language development.



Chinnapat Bhumirat

Permanent Secretary for Education, Thailand

Dr. Chinnapat Bhumirat received his B.A. from Khon Kaen University, Thailand, and his M.S. and Ph.D from the University of Kansas, USA. He has worked in several educational departments and divisions in Thailand. He was attached to the Office of the National Education Commission (ONEC) from 1992 to 2003, serving as the Director of three divisions consecutively: Director of the Educational Research Division, Director of the Educational Information Center and Director of the Bureau of Education Policy. After serving as the Advisor on Education System in the Office of the Education Council for one year, he became the Deputy Secretary General at the Office of the Basic Education Commission in 2004, and went on to assume the post of the Deputy Permanent Secretary for Education in 2006 and the Permanent Secretary for Education of Thailand in 2008.

For his achievements, he is named in the *Who's Who Among American Universities and Colleges*, won several awards including the Outstanding Educational Research from ONEC and the Outstanding Administrator from the Foundation for Thai Society.



David Clarke

International Education Specialist, Thailand

David J. Clarke is an independent consultant with a background in sociology and education. He was formerly UK Department for International Development's (DFID) lead adviser on the education response to HIV and AIDS, which continues to be his main area of specialism. He has recently written a monograph ('Heroes and Villains') on the various challenges teachers face in addressing HIV in their work, shortly to be published by UNESCO IIEP. In over 30 years of experience of international development, he has worked in more than 50 countries across the world.



Pratap Singhasivanon

Director, SEAMEO Tropical Medicine and Public Health Network, Thailand

Dr. Pratap Singhasivanon, Dean of Faculty of Tropical Medicine, Mahidol University, has been recognized as one of the few experts in GIS for Tropical Medicine, Epidemiology and Biostatistics. He has been recently designated to be the next Secretary General/Coordinator of SEAMEO TROPMED Network. He is often called upon to serve as the Temporary Advisor for WHO Thailand as a result of his notable work in malaria research as well as strategic planning in tropical diseases control, and as a key member of WHO collaborative health activities for addressing health problems in this region. His knowledge and guidance is very much in demand as is evident by the many invitations he received to be an advisor and counsellor by various organizations nationwide.

His expertise is instrumental in bringing about the positive impact of his many research projects at the national level. He often collaborates with medical doctors, specialists and researchers in international health agencies in medical research. He has established several initiatives to improve the performances of all faculty staff, making the Faculty of Tropical Medicine at Mahidol University more notable to the world. Dr. Pratap plays an important role in developing and implementing the national health policy, contributing to improve new regulations and planning in Thailand's public health system. He works closely with the Ministry of Public Health in both research and human resource development.

Dr. Pratap received his M.B.B.S. degree from Kasturba Medical College, Manipal, Mangalore, and interned at Siriraj Hospital. He began his career in Tropical Medicine as a medical doctor at the Hospital for Tropical Diseases, Faculty of Tropical Medicine, Mahidol University, Thailand. He received his master degree from the Harvard School of Public Health and his doctoral degree from the University of Michigan, both in USA.



Art-Ong Jumsai na Ayudhaya

Director of Institute for Sathya Sai Education, Thailand

A NASA Scientist, former Deputy Minister for Foreign Affairs, Thailand and currently Director of Institute for Sathya Sai Education, Thailand.



Kevin Kettle

*Programme Development Officer
SEAMEO Regional Centre for Archaeology and Fine Arts, Thailand*

Kevin Charles Kettle is a Project Development Officer for SEAMEO-SPAFA. His role is to conceive, design, implement, and raise funds for proposed activities. Acting as the Project Director, he oversees the execution of the project as well as participates as a resource person/team leader. His main area of interest is the correlation between culture and development initiatives and hence, for the past five years he has focused his attention on this topic by organising a series of activities that has included 10 workshops and 2 international conferences. The publication *Guidelines for Managing the Integration of Culture into Development Programmes* is intended as a practical toolkit for facilitators working in development. Some of the activities from these Guidelines have been successfully adapted for use on the ICCROM-SPAFA CollAsia 2010 workshops.



Janet Pillai

Lecturer, School of Arts, Universiti Sains Malaysia, Malaysia

Janet Pillai is a senior lecturer at the School of Arts, Universiti Science Malaysia, Penang. Besides formal teaching at the University, Pillai heads Arts-ED, an organization specializing in program development and training in non-formal arts education, heritage education and cultural sustainability. Pillai is also a theatre director who works in collaboration with performing artists and young people to produce multi-media productions in community settings.



Phatravadi Mejudhon

Chairman and Artistic Director, Patravadi Theatre, Thailand

Phatravadi Mejudhon received her training in Thai classical dance and music from an early age. She furthered her education in dramatic arts in England, Los Angeles, New York, Canada and Indonesia. She returned to Bangkok and had introduced many new trends in movies, television and theatre, combining techniques of the east and the west creating a new style of Thai theatre.

Owning a remarkable career spanning over 38 years as performer, writer, director and producer in television, film and theatre, Phatravadi Mejudhon gained numerous awards and recognition for her achievements in various roles, including the "Golden Sithi Tada Award" from HRH Princess Sirindhorn for her achievement in the development of traditional Thai arts.

Phatravadi is a pioneer in developing contemporary Thai performing arts, preserving traditional arts and nurturing young artists. She founded the Patravadi Theatre in 1993 to honour her late mother. The theatre's successful fusion of contemporary and traditional Thai theatre elements have made the company known to local and international audience alike. She was also invited to give lectures on Thai culture in a variety of occasions including Tokyo University, Middlesex University, Harvard University and New York University.



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