

# INTEGRATING TRANSVERSAL COMPETENCIES IN EDUCATION POLICY AND PRACTICE (PHASE III)

Country Case Study: Thailand

## 2016 ERI-NET Annual Meeting

### 22-24 February 2016

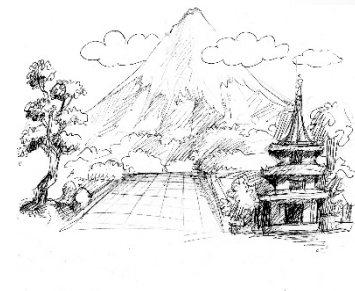
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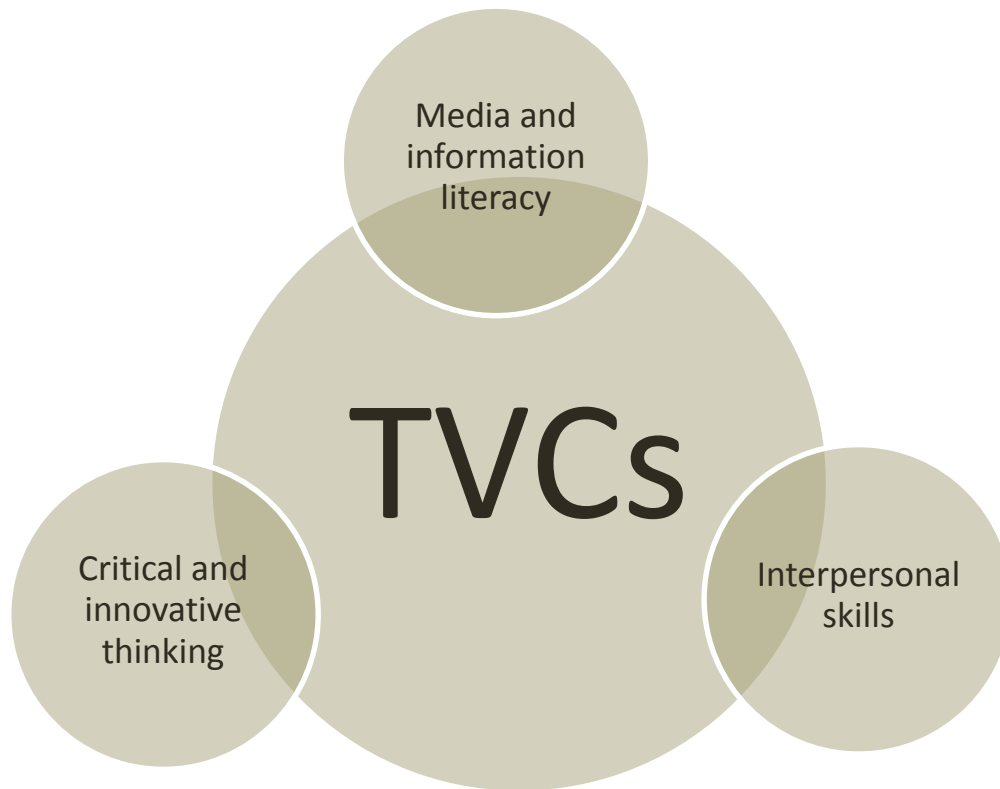
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# Outline

- Introduction
- Method
- Findings
- Discussions
- Conclusion and Summary

# ERI-Net TVCs (Phase III)



# Phase III (2015-2016)

How Thai teachers are prepared to teach/integrate TVC elements

Based on Phase II findings, teachers were found to be ill-equipped with TVC knowledge and TVC teaching methods.

There were also questions concerning the preparation for ASEAN and globalization in general.

# How are Thai teachers prepared to teach TVCs?

- What are the skills and competencies required for Thai students to respond to globalization and regionalization?
- How do Thai teachers perceive their TVC competencies and preparedness to integrate/teach TVCs?
- What educational training opportunities are available for Thai school teachers to develop their TVC skills and competencies? What are the nature of such provision and the training characteristics?
- How do Thai teachers perceive the impact of globalization and regionalization (ASEAN integration) on the education sector?
- What education policies are needed for countries to benefit from globalization and regionalization while avoiding its caveats?

# Thai School Teachers



# Thai School Teachers under OBEC (Public) and OPEC (Private)

The Teachers Council of  
Thailand

OBEC	OPEC
403, 493	140,084

# Powers and Duties of the Teachers Council (KHURUSAPHA)

The Teachers and Educational Personnel Council Act A.D. 2003, Section 9, stipulates the powers and duties of the Council as follows:

- 1 To determine professional standards and code of ethics
- 2 To supervise the conduct and performance of Professional Educators to ensure compliance with the professional standards and code of ethics
- 3 To issue licenses to applicants to practice the profession.
- 4 To suspend or revoke licenses.
- 5 To support the professional development and promotion in line with the professional standards and code of ethics.
- 6 To promote, support, commend and uphold the honor of the Professional Educators.

Source: Teachers Council of Thailand



# Powers and Duties of the Teachers Council (KHURUSAPHA)

7 To certify degrees, diplomas or certificates of various institutions in accordance with the professional standards.

8 To certify Professional knowledge and experience, including expertise in the practice of the profession.

9 To promote education and research relating to the practice of the profession.

10 To represent Professional Educators in Thailand.

11 To issue regulations of KHURUSAPHA according to the mission stipulated in the law.

12 To provide consultation or recommendation to the Council of Ministers regarding policies or problems relating to professional development.

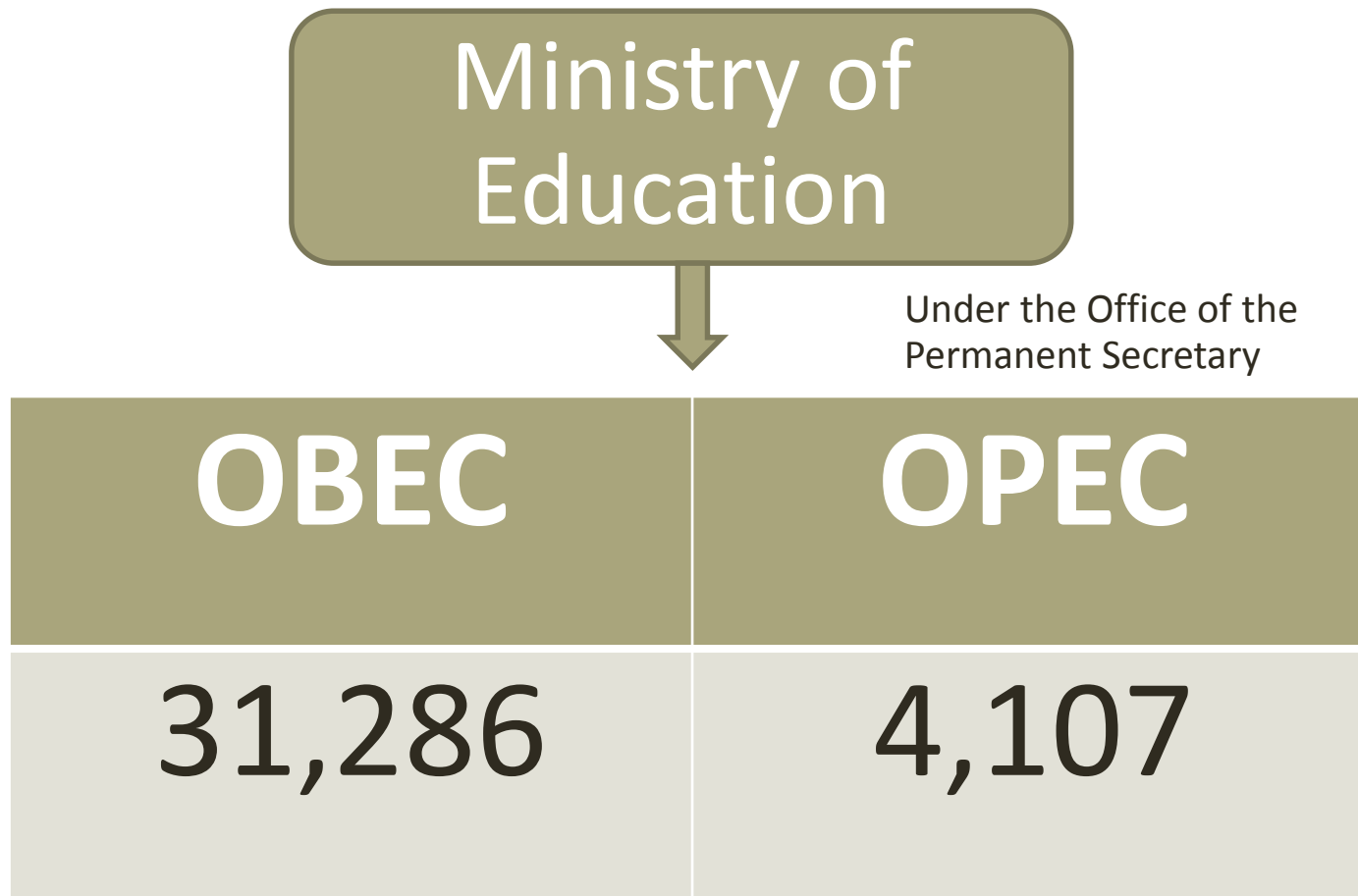
13 To provide recommendation or opinions to the Minister regarding the practice of the profession or issuance of ministerial regulations, rules and notifications.

14 To establish a board to take any action within the scope of authority of KHURUSAPHA.

15 To take action in line with the objectives of KHURUSAPHA .

Source: Teachers Council of Thailand

# Schools under OBEC (Public) and OPEC (Private)



Under the Office of the Permanent Secretary

# Method: Sampling and Participants

We randomly sampled 652 schools under the jurisdiction of the Office of the Basic Education Commission (OBEC), under Thailand's Ministry of Education.

<b>Primary Schools</b>
400
<b>Secondary Schools</b>
252



283  
(45.28%)

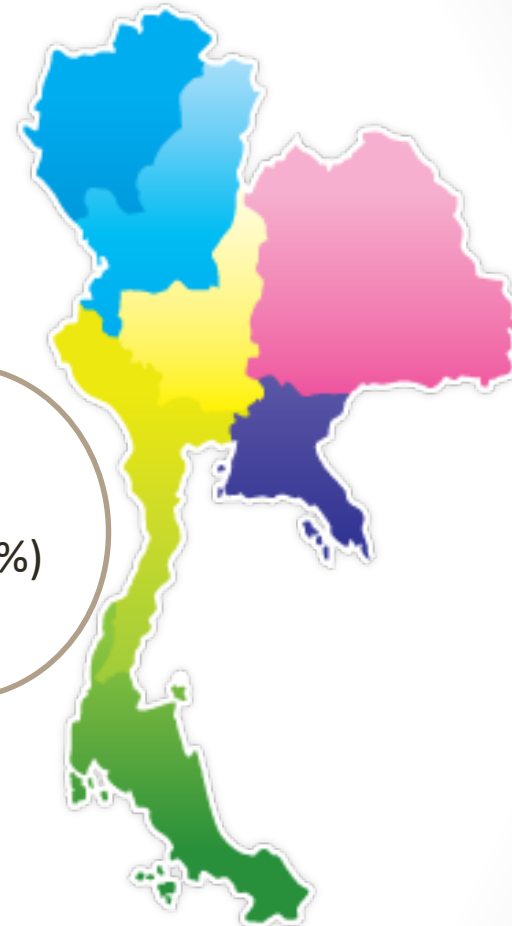
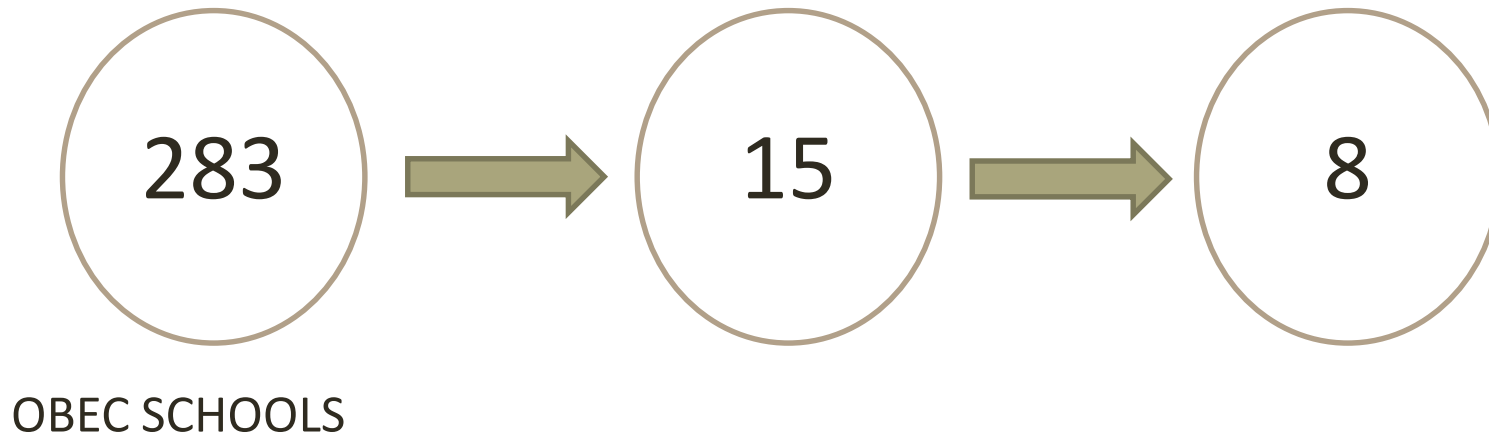


Photo: <http://www.chaipat.or.th/>

# Schools Directors

15 school directors/administrators; 8 (53.33%) were returned.



# TVC Competencies (29)

Communication skills	Fairness
Organizational skills	Creativity
Listening skills	Tolerance
Assessment skills	Openness
Critical thinking	Assertiveness
Decision-making skills	Flexibility
Facilitating skills	Self-awareness
Conflict resolution skills (teaching and classroom issues)	Maintaining leadership by encouraging enthusiasm, interest and effort in the classroom
Designing and modifying curricula (lesson planning)	Motivating self and students
Respect for diversity	Inspiring respect and trust among students
Reflective thinking	Continuous and organized self-learning
Empathy	Effectively use ICT for management and teaching – learning process
Collaboration	Ethical use of ICT
Passion/love for teaching	Use appropriate and effective teaching methodologies and learning approaches
Comprehensive knowledge of the subject matter and student development	Others, please specify _____

# Findings

- 1) Findings based on the analysis of the documents (Desk Study)
- 2) Findings based on the interviews of the school administrators
- 3) Findings based on the analysis of the questionnaires answered by the sampled teachers

# 1. Findings: Analysis of Documents

Like Phase I and Phase II investigations, at the national-policy level, it is evidenced that Thailand has embraced the principles and policies supportive of the promotion and cultivation of transversal competencies (under different vocabulary).

We can tell from the constitutions, national development plans, national curricular, and school plans (development plans and operational plans).

Elements of TVCs in curriculums (teacher training curriculums and Teacher Council Competencies) are present, but their presence is here and there – not a coherent and unified construct.

# Domains and Competencies Required for Acquiring the Teaching License in Thailand

Nine Domains:

- 1 Language and Technology for Teachers
- 2 Curriculum Development
- 3 Learning Management
- 4 Psychology for Teachers
- 5 Educational Measurement and Evaluation
- 6 Classroom Management
- 7 Educational Research
- 8 Educational Innovation and Information Technology
- 9 Teacher Professionalism

Source: Teacher Council of Thailand



# Domain 2 - Curriculum Development

## Competencies

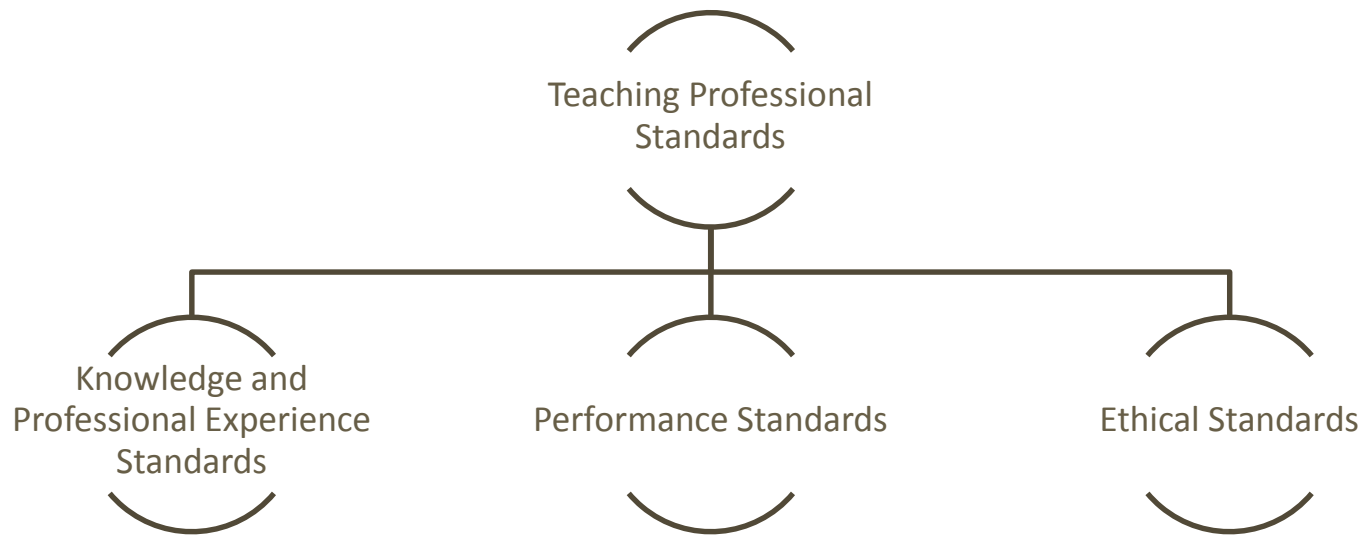
- (1) Ability to analyze a curriculum
- (2) Ability to revise /develop a curriculum
- (3) Ability to evaluate a curriculum
- (4) Ability to construct a curriculum

# Domain 3 - Learning Management

## Competencies

- (1) Ability to develop a semester-long/year-long lesson plans based on the course syllabi & curriculums
- (2) Ability to design instruction suitable for the learners
- (3) Ability to select, develop, and create instructional tools that promote the learning of students
- (4) Ability to organize learning activities and classify the levels of the students based on the evaluation

# Thai Teachers' Professional Standards



Source: Thai Teachers' Professional Standards

# Findings: Interviews of Administrators

Based on the sampled school directors:

In your opinion, what are the knowledge, skills, and abilities that are necessary for Thai students in general and your students in particular, in living and working successfully in the age of regional integration (ASEAN) and greater global connectivity (globalization)?

# Knowledge and Skills

Thinking skills, Creativity

Job skills, Interpersonal skills

Communication skills, Negotiation skills

ICT skills, Media use

Humility, patience, discipline, Competitive

spirit, Thainess, Responsibilities

tolerance and open-mindedness

Tolerance

## Question 2: In your opinion, are the teachers in your school ready in teaching and integrating TVCs successfully?

Director	Preparedness	Note
1	They are ready.	Aiming to reach the global standards
2	80%	
3	Content knowledge – yes Critical thinking – low	
4	Ready	Advanced age to improve their teaching methods
5	Low	
6	Some are ready' some are not.	
7	Moderate level	Advanced age slow to change
8	Moderate level	

Question 3: What to you are the factors effecting the implementation of TVC teaching/integration? What measures or recommendations would you offer to improve the quality of the implementation?

Conducive learning atmosphere should be created.

Quality of the monitoring and support systems

Most teachers still hold on to what is stated in the curriculum or text books (D3).

Interventions from the authorities

Consistency of the policy

# Findings: Questionnaires Answered by the Teachers (283)



# Genders and Age Groups

	20-30 Yrs.	31-40 Yrs.	41-50 Yrs.	51-65 Yrs.	Total
Male	31	44	28	71	174 (69.32%)
Female	8	22	14	33	77 (30.67%)
Total	39 (15.53%)	66 (26.29%)	42 (16.73%)	104 (41.43%)	251

# Findings: Questionnaires Answered by the Teachers (283)

Teaching Experience	No.	Percent
Less than a year	3	1.1
1-3 years	29	10.2
4-6 years	41	14.5
7-10 Years	26	9.2
More than 11 years	<b>175</b>	<b>61.8</b>
Total	274	86.8

# Findings: Questionnaires Answered by the Teachers (283)

Class Size	No.	Percent
10 or less	22	7.8
11-25	104	36.7
26-40	109	38.5
40 or more	47	16.6
Total	282	99.6

# Findings: Questionnaires Answered by the Teachers (283) – Teaching Hours / Week

Hours	No.	Percent
10 or less	12	4.2
11-20	152	53.7
21-30	107	37.8
30 or more	8	2.8
Total	279	98.6

# Findings: Questionnaires Answered by the Teachers (283) – Education

Level	Frequency	Percent
B.A.	137	48.4
M.A	135	47.7
Ph. D.	9	3.2
Total	281	99.3

# Types of Teachers

	No.	Percent
Contracted teachers	12	4.2
Assistant Teachers	20	7.1
Practitioner Level Teachers (K1)	43	15.2
Professional Level Teachers (K2)	47	16.6
Senior Professional Level Teachers (K3)	145	51.2
Expert Level Teachers (K 4)	1	0.4
Advisory Level Teachers (K 5)	0	0
<b>Total</b>	<b>268</b>	<b>94.7</b>

# School Types

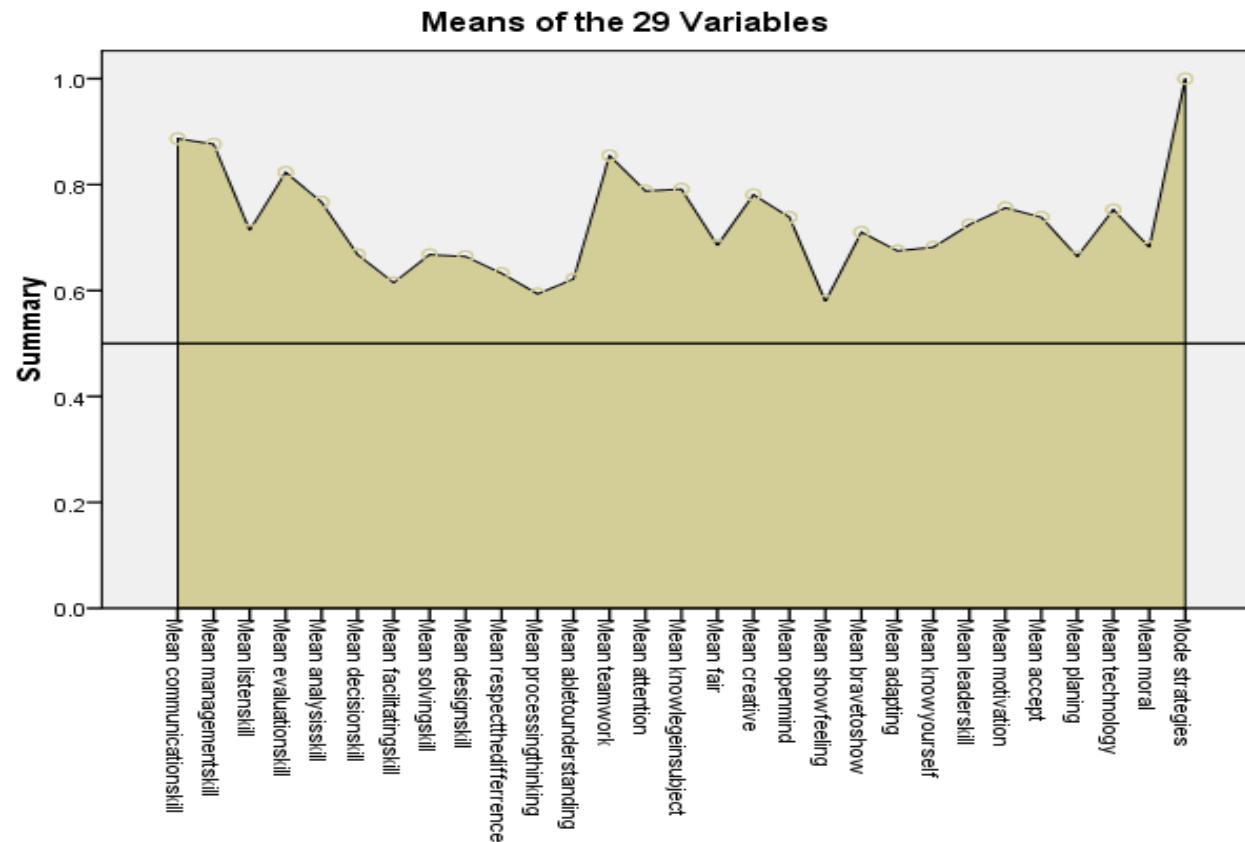
Type	Frequency	Percent
Primary School	91	32.2
Secondary School	121	42.8
Extended Primary School	67	23.7
Total	279	98.6

# School size by number of students

No. of students	Frequency	Percent
0-300	132	46.6
301-1000	70	24.7
1001-1500	14	4.9
1501-2000	13	4.6
2001-2500	8	2.8
2501-3000	17	6.0
3000 or more	25	8.8
Total	283	100



# Mean of the skills identified as being important for the cultivation of students' TVCs



Cronbach's Alpha: 0.947.

## Other skills and competencies listed by the respondents are:

- Q 73: professionally ethical, ideology, and spiritual quality
- Q 32: volunteer spirit and selflessness
- Q 278: Being a good model (action speaks louder than words.)

# *Teacher Self-Assessed Level of TVC Competence*

Most of the teachers said that they to some extent or very much had the listed skills and abilities related to TVCs.

What we found to be interesting is the fact that as high as 78.8 percent of the teachers or 223 of them said that they were passionate about teaching.

However, 46 teachers or 16.5% said that they had little facilitating skills. 148 (52.3%) said their facilitating skills were moderate. 81 teachers (28.6%) were very confident about having these skills.

# Facilitating Skills

7: Facilitating skills (facilitating active learning by the students both individually and in group)	Frequency	Percent
Do not know	2	0.7
Not at all	2	0.7
Little	46	16.5
To some extent	148	52.3
Much	81	28.6
Total	279	98.6

# Critical Thinking Skills (M=3.98)

5: Critical thinking skills	Frequency	Percent
Do not know	1	.4
Not at all	2	.7
Little	<b>48</b>	<b>17</b>
To some extent	<b>180</b>	<b>63.6</b>
Much	49	17.3
<b>Total</b>	<b>280</b>	<b>98.9</b>

# Love for Teaching

14: Passion/love for teaching	Frequency	Percent
Do not know	0	0
Not at all	0	0
Little	8	2.8
To some extent	49	17.3
Much	<b>223</b>	<b>78.8</b>
<b>Total</b>	280	98.9

# Designing and modifying curricula (lesson planning)

9: Designing and modifying curricula (lesson planning)	Frequency	Percent
Do not know	1	0.4
Not at all	4	1.4
Little	52	18.4
To some extent	144	50.9
Much	79	27.9
<b>Total</b>	<b>280</b>	<b>98.9</b>

# Thai School Teachers' Confidence in Teaching TVCs

Confidence Level	Frequency	Percent
Do not know	0	0
Very Low	3	1.1
Low	15	5.3
Medium	<b>167</b>	<b>59</b>
High	34	12
Missing data	<b>64</b>	<b>22.6</b>
Total	219	77.4



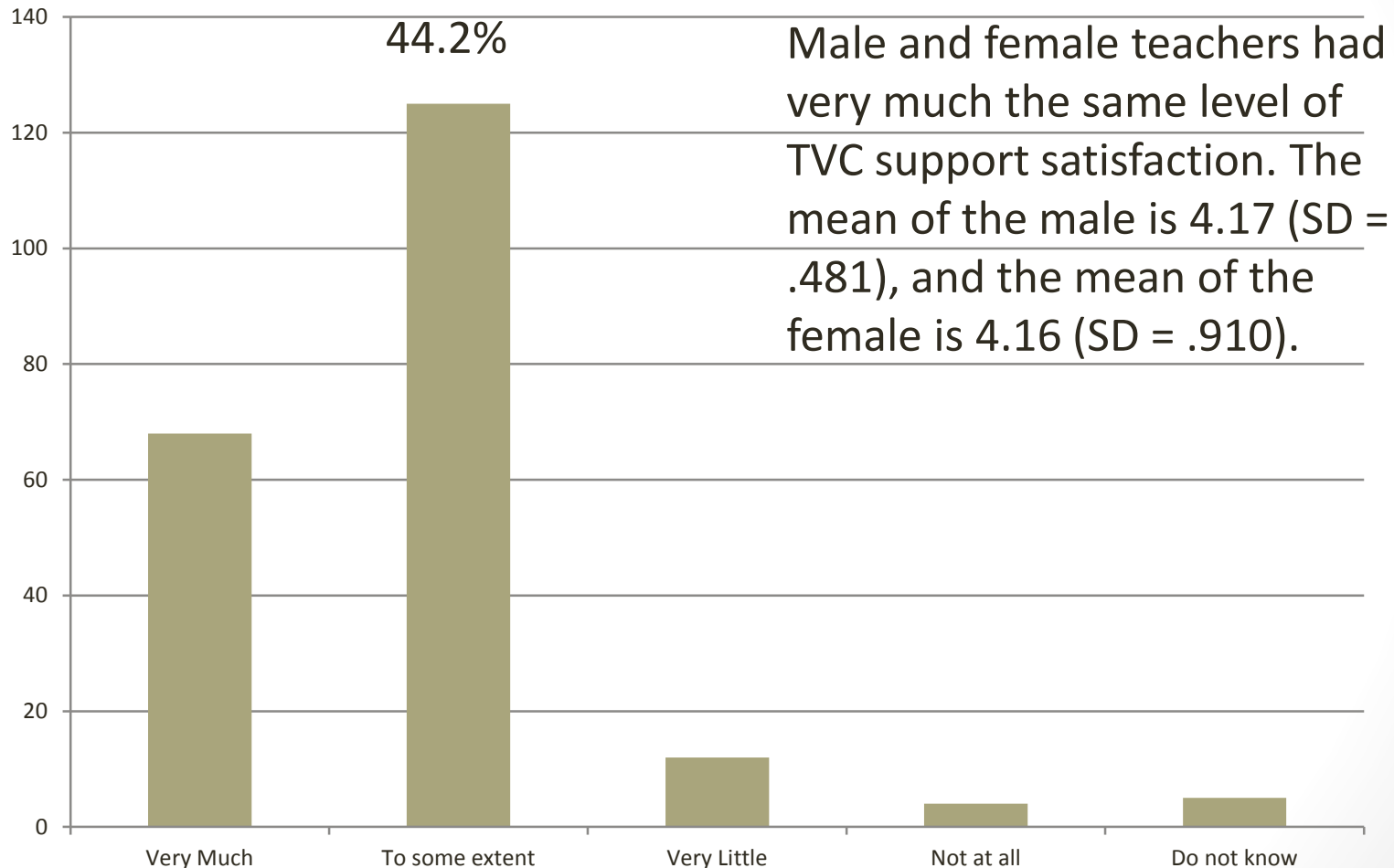
# Previous **TVC-related** Teacher Training Experience

	Dimension	Very Much	To some extent	Very Little	Not at all	Do not know	Total
1	Teaching Practice	126 (44.5%)	135 (47.7%)	15 (5.3%)	1 (0.4%)	0	279 (98.6%)
2	Coursework	106 (37.5%)	158 (55.8%)	10 (3.5%)	1 (0.4%)	2 (0.7%)	279 (98.6%)
3	Induction program	123 (43.5%)	132 (46.6%)	21 (7.4%)	2 (0.7%)	1 (0.4%)	279 (98.6%)

# Teachers' Perception of TVC instruction

Statements	Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1 Students understand the importance of TVCs	37 (13.1%)	112 (39.6%)	117 (41.3%)	10 (3.5%)	2 (0.7%)
2 Parents understand the importance of TVCs	29 (10.2%)	89 (31.4%)	139 (49.1%)	18 (6.4%)	4 (1.4%)
3 Ensuring acquisition of TVCs among students is time consuming	103 (36.4%)	159 (56.2%)	17 (6.0%)	1 (0.4%)	0
4 Ensuring acquisition of TVCs among students requires additional preparation	87 (30.7%)	146 (51.6%)	40 (14.1%)	7 (2.5%)	0
5 My effort to facilitate students' TVC learning is well understood and supported by my supervisors	85 (30%)	158 (55.8%)	30 (10.6%)	6 (2.1%)	0
6 My achievements to facilitate students' TVC learning are reflected in my appraisal	82 (29%)	163 (57.6%)	31 (11%)	3 (1.1%)	0

# Satisfaction of TVC Facilitation Support



# Positions of professional development

Professional Development	No.	Percent
<b>A</b> Clearly mentioned in the school documents and is organized by the school.	153	54.1
<b>B</b> Not clearly mentioned in the school documents but organized by teachers.	87	30.7
<b>C</b> Not clearly mentioned in the school documents but conducted by individual teacher.	31	11

# Methods of professional development goal settings for teachers

Methods of professional development goal setting for teachers		No.	%
1	I set my goal in collaboration or consultation with the school management e.g. school director or direct supervisor.	56	19.8
2	I set my goal in collaboration or consultation with expert teachers or head of subject cluster.	<b>173</b>	<b>61.1</b>
3	I set my own goal on my own.	37	13.1
4	I do not set my goal.	8	2.8

## Types of Professional Development Available

		YES	No
1	Lectures	232 (82%)	48 (17.0%)
2	Lesson study	132 (46.6%)	148 (52.3%)
3	Peer Coaching	186 (65.7%)	94 (33.2%)
4	Exchanging ideas/consultation with colleagues and specialists within or outside the school	202 (71.4%)	78 (27.6%)
5	Participating in leadership roles (coach, data analysts, curriculum specialists, trainer, etc) other than teaching	117 (41.3%)	163 (57.6%)
6	Visiting other schools to observe and learn	162 (57.2%)	118 (41.7%)
7	Self-directed professional development	135 (47.7%)	145 (51.2%)
8	Opportunity and funding assistance to enroll in university to earn units/degree	43 (15.2%)	237 (83.7%)
9	No professional development opportunity is available	16 (5.7%)	264 (93.3%)

# Professional development opportunities for teachers

	Frequency of Professional Development	No.	%
1	More than once a week	12	4.2
2	Once or twice per month	82	29.0
3	Once or twice per semester	<b>154</b>	<b>54.4</b>
4	Once per academic year	24	8.5
5	Did not participate in training at all last year	1	0.4

# Professional development topics for teachers

	Topics	YES	No
1	Current trends in education	179 (63.3%)	101 (35.7%)
2	Subject knowledge/content	<b>108 (38.2%)</b>	172 (60.8%)
3	Teaching methods	178 (62.9%)	102 (36.0%)
4	Classroom and behavior management	<b>114 (40.3%)</b>	166 (58.7%)
5	Instructional materials preparation	138 (48.8%)	142 (50.2%)
6	Career counseling	<b>73 (25.8%)</b>	207 (73.1%)
7	Use and application of ICT in teaching	168 (59.4%)	112 (39.6%)



# Manner of TVC development activities for teachers

	Statement	Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1	Clearly indicated in the school plan	69 (24.4%)	157 (55.5%)	<b>41</b> <b>(14.5%)</b>	<b>4</b> <b>(1.4%)</b>	<b>1</b> <b>(0.4%)</b>
2	Based on my needs	47 (16.6%)	135 (47.7%)	<b>56</b> <b>(19.8%)</b>	<b>27</b> <b>(9.5%)</b>	<b>5</b> <b>(1.8%)</b>
3	Provided regularly	44 (15.5%)	153 (54.1%)	<b>58</b> <b>(20.5%)</b>	<b>12</b> <b>(4.2%)</b>	<b>2</b> <b>(0.7%)</b>
4	Conducted free of charge	96 (33.9%)	108 (38.2%)	52 (18.4%)	14 (4.9%)	2 (0.7%)
5	Supported by school head and parents	108 (38.2%)	121 (42.8%)	36 (12.7%)	5 (1.8%)	3 (1.1%)
6	Considered as incentive (use for promotion and salary increase)	58 (20.5%)	111 (39.2%)	<b>67</b> <b>(23.7%)</b>	<b>27</b> <b>(9.5%)</b>	<b>8</b> <b>(2.8%)</b>
7	Helpful in improving myself (knowledge, skills, values, attitudes)	<b>162</b> <b>(57.2%)</b>	<b>96</b> <b>(33.9%)</b>	16 (5.7%)	0	1 (0.4%)
8	Application in the classroom is monitored by school head (technical assistance was provided)	111 (39.2%)	132 (46.6%)	26 (9.2%)	3 (1.1%)	1 (0.4%)
9	Necessary to improve student learning and acquisition of transversal competencies	122 (43.1%)	128 (45.2%)	23 (8.1%)	2 (0.7%)	1 (0.4%)
10	Compulsory and part of school policy	77	155	38	3	1

# Self-directed professional development for teachers

	Statement	Very often	Sometimes	Not much	Not at all	Do not know
1	Initiating school-level study group such as lesson study	21 (7.4%)	107 (37.8%)	<b>91</b> <b>(32.2%)</b>	<b>47</b> <b>(16.6%)</b>	3 (1.1%)
2	Participating in training, seminar and academic conferences outside of school	88 (31.1%)	145 (51.6%)	42 (14.8%)	1 (0.4%)	1 (0.4%)
3	Reading related magazines and books	115 (40.6%)	134 (47.3%)	24 (8.5%)	2 (0.7%)	1 (0.4%)
4	Using information through internet and other media to update oneself of current trends and researches in education	<b>160</b> <b>(56.7%)</b>	<b>104</b> <b>(36.7%)</b>	11 (3.9%)	2 (0.7%)	1 (0.4%)
5	Seeking advice from senior teachers and colleagues	70 (24.7%)	160 (56.5%)	41 (14.5%)	3 (1.1%)	1 (0.4%)
6	Seeking advice from managements (school head)	147 (51.9%)	49 (17.3%)	49 (17.3%)	12 (4.2%)	2 (0.7%)
7	Exchanging information with teachers in other schools	83 (29.3%)	135 (47.7%)	51 (18.0%)	7 (2.5%)	1 (0.4%)
8	Enrolling in universities to earn units/degree	<b>45</b> <b>(15.9%)</b>	<b>90</b> <b>(31.8%)</b>	<b>76</b> <b>(26.9%)</b>	<b>57</b> <b>(20.1%)</b>	<b>1</b> <b>(0.4%)</b>
9	Learning from the community e.g. local scholars	42 (14.8%)	131 (46.3%)	90 (31.9%)	11 (3.9%)	1 (0.4%)
10	Study trips to other schools e.g. model schools	41 (14.5%)	150 (53.0)	77 (27.2%)	6 (2.1%)	2 (0.7%)

# TVCs and Globalization and ASEAN Integration



# **TVCs and Globalization**

# Availability at the school level of plans and strategies that respond to globalization

	Yes	No	Total
Does your school have a plan, policy, or strategy specifically designed for response to the challenges of globalization in the 21 <sup>st</sup> century?	230 (81.3%)	38 (13.4%)	268 (94.7%)

# Understanding of the goals of the plans and strategies

	Very high	Moderate	Low	Very Low	Do not know
Level of Understanding	62 (21.9%)	147 (52.7%)	26 (9.2%)	6 (2.1%)	7 (2.5%)

# Essential skills and abilities for TVC integration

No.	Critical and Innovative thinking Domain	Yes	No	Total
1	Creativity	262 (92.3%)	17 (6.0%)	279 (98.6%)
2	<b>Entrepreneurship</b>	155 (54.8%)	<b>124</b> (43.8%)	279 (98.6%)
3	Resourcefulness	246 (86.9%)	33 (11.7%)	279 (98.6%)
4	Application skills	250 (88.3%)	29 (10.2%)	279 (98.6%)
5	Reflective thinking	206 (72.8%)	<b>73</b> <b>(25.8%)</b>	279 (98.6%)
6	Reasoned decision-making	252 (89.0%)	27 (9.5%)	279 (98.6%)

# Essential skills and abilities for TVC integration

No.	Interpersonal Skills Domain	Yes	No	Total
1	Communication skills	257 (90.8%)	22 (7.8%)	279 (98.6%)
2	Organizational skills	220 (77.7%)	<b>59</b> <b>(20.8%)</b>	279 (98.6%)
3	Teamwork	247 (87.3%)	32 (11.3%)	279 (98.6%)
4	Collaboration	253 (89.4%)	26 (9.2%)	279 (98.6%)
5	Sociability	240 (84.8%)	39 (13.8%)	279 (98.6%)
6	Collegiality	236 (83.4%)	43 (15.2%)	279 (98.6%)
7	Empathy	230 (81.3%)	49 (17.3%)	279 (98.6%)
8	Compassion	230 (81.3%)	49 (17.3%)	279 (98.6%)



# Essential skills and abilities for TVC integration

No.	Media and Information Literacy Domain	Yes	No	Total
1	Ability to obtain and analyse information through ICT	254 (89.8%)	25 (8.8%)	279 (98.6%)
2	Ability to critically evaluate information and media content	224 (79.2%)	55 (19.4%)	279 (98.6%)
3	Ethical use of ICT	236 (83.4%)	43 (15.2%)	279 (98.6%)

# Others

Q 278: “How to live together in the society and how to live happily with one another”.

# Teacher role changes due to globalization

Very Much	To some extent	Little	Very Little	Do not Know	Total
146 (51.6%)	116 (41.0%)	12 (4.2%)	1 (0.4%)	0	275 (97.2%)

# Teacher Awareness of TVC Policies and Strategies

Very Much	To some extent	Little	Very Little	Do not Know	Total
143 (50.5%)	120 (42.4)	13 (4.6%)	1 (0.4%)	0	277 (97.9%)

# Effects of globalization on school activities and students

Very Much	To some extent	Very Little	Not at all	Do not Know	Total
147 (51.9%)	98 (34.6%)	22 (7.8%)	9 (3.2%)	1 (0.4%)	277 (97.9%)

*School policies give importance to the preparation of the students for challenges of globalization*

Very Much	To some extent	Very Little	Not at all	Do not Know	Total
122 (43.1%)	133 (47.0%)	16 (5.7%)	5 (1.8%)	1 (0.4%)	277 (97.9%)

# *Importance of TVCs through School Activities*

Very Much	To some extent	Very Little	Not at all	Do not Know	Total
158 (55.8%)	108 (38.2%)	8 (2.8%)	0	2 (0.7%)	276 (97.5%)

# *Availability of Good Practice in TVCs*

Yes	No	Total
<b>158</b> <b>(55.8%)</b>	109 (38.5%)	267 (94.3%)





## *Availability of ASEAN Integration-Oriented Activities or Projects*

No.	Activity	Yes	No
1	Teaching ASEAN language courses	168 (59.4%)	109 (38.5%)
2	Integrating ASEAN contents in the existing subjects	245 (86.6%)	34 (12.6%)
3	Adopting the Sufficiency Philosophy in education	262 (92.6%)	17 (6.0%)
4	Direct teaching of ASEAN subjects/contents	170 (60.1%)	109 (38.5%)
5	Provision of ASEAN corners or ASEAN learning centers	228 (80.6%)	51 (18.0%)
6	Exhibition boards, posters, and other ASEAN decoration such ASEAN flags	249 (88%)	30 (10.6%)
7	ASEAN exchange programs for teachers as well as students	83 (29.3%)	196 (69.3%)
8	Visiting other schools in ASEAN (ASEAN countries)	87 (30.7%)	192 (67.8%)
9	Competitions or other extra-curricular activities concerning ASEAN	192 (67.8%)	87 (30.7%)
10	Provision of ASEAN related instructional materials	224 (79.2%)	55 (19.4%)
11	More emphasis on developing the students' English skills	159 (56.2%)	120 (42.4%)
12	Development of local curriculums	151 (53.4%)	128 (45.2%)

Most schools under the study have had **at least five projects or activities in place** to prepare their students for the regional integration.

It is worth noting here that the intensity of the activities and preparation as well as the awareness is partly the direct result of the clear and consistent policy from the government and the Ministry of Education.

# *Level of ASEAN Capacity Activities Involvement*

	Very High	High	Moderate	Low	Very Low
The level of involvement/participation in preparing students for the Asean community identified by the teachers.	61 (21.6%)	120 (42.4%)	59 (20.8%)	9 (3.2%)	11 (3.9%)

# TVCs for ASEAN integration

Critical and Innovative thinking Domain				
		Yes	No	Total
1	Creativity	250 (88.3%)	26 (9.2%)	276 (97.5%)
2	Entrepreneurship	176 (62.2%)	100 <b>(35.3%)</b>	276 (97.5%)
3	Resourcefulness	243 (85.9%)	33 (11.7%)	276 (97.5%)
4	Application skills	258 (91.2)	18 (6.4%)	276 (97.5%)
5	Reflective thinking	218 (77.0%)	58 (20.5%)	276 (97.5%)
6	Reasoned decision-making	213 (75.3%)	63 (22.8%)	276 (97.5%)

## Interpersonal Skills Domain

		Yes	No	Total
7	Communication skills	258 (91.2%)	18 (6.4%)	276 (97.5%)
8	Organizational skills	219 (77.4%)	57 (20.1%)	276 (97.5%)
9	Teamwork	237 (83.7%)	38 (13.4%)	275 (97.2%)
10	Collaboration	247(87.3%)	29 (10.2%)	276 (97.5%)
11	Sociability	253(89.4%)	23 (8.1%)	276 (97.5%)
12	Collegiality	243 (85.9%)	33 (11.7%)	276 (97.5%)
13	Empathy	238 (84.1%)	38 (13.4%)	276 (97.5%)
14	Compassion	220 (77.7%)	56 (19.8%)	276 (97.5%)

## Media and Information Literacy Domain

		Yes	No	Total
15	Ability to obtain and analyze information through ICT	256 (90.5%)	20 (7.1%)	276 (97.5%)
16	Ability to critically evaluate information and media content	252 (89.0%)	24 (8.5%)	276 (97.5%)
17	Ethical use of ICT	247 (87.3%)	29 (10.2%)	276 (97.5%)

# Level of preparedness for the development of TVCs for the students

Very High	High	Moderate	Low	Very Low	Total
26 (9.2%)	134 (47.3%)	98 (34.6%)	3 (1.1%)	1 (0.4%)	262 (92.6%)



# *Effects of ASEAN integration on School policies and Curriculums*

Magnitude of the Effects					
Very High	High	Moderate	Low	Very Low	Total
<b>37</b> <b>(13.1%)</b>	149 (52.7%)	70 (24.7%)	7 (2.5%)	1 (0.4%)	264 (93.3%)

# Others (Teachers' Voices)

- Q3: The policy on education of each government has little continuity, so when the new government comes, the role of the teachers also changes. In preparing for Asean, foreign language learning is more important.  
Q73: There have been greater emphasis on English and other ASEAN languages.
- Q120: Teachers are the change leaders.
- Q 283: “I have to seek more knowledge and ideas to organize activities about ASEAN. Moreover, I have to integrate ASEAN elements into various lessons and subjects.”
- Q249: “I’ve been developing myself for it.”
- Q219: “ We have integrated ASEAN contents into our existing subjects.”
- Q 15: “New leaders; new policies.

# *Ability of Thai School policies and Curriculums to Cope with the Challenges of ASEAN integration*

Level of Capability of Thai School Curriculums, Plans, and Strategies					
Very High	High	Moderate	Low	Very Low	Total
26 (9.2%)	123 (43.5%)	102 (36.0%)	11 (3.9%)	0	262 (92.6%)

# TVC Significance for ASEAN integration

Level of TVC Significance					
Very high	High	Moderate	Low	Very Low	Total
68 (24%)	133 (47.0%)	56 (19.8%)	5 (1.8%)	1 0.4%	263 (92.9%)

# Teachers' Voices

Q73: “ TVCs are not only necessary for successful ASEAN integration; they are necessary for living and working successfully in the globalized world. I believe TVCs would make a world more developed and peaceful.”

Q32: Teachers and educational personnel must have knowledge, abilities, and life skills to live and work in the 21<sup>st</sup> century, globalization, and the ASEAN integration.

Q268: TVCs are important as we are required to implement the policy of the government in getting ready for 2016, the official kick off of Asean.

Q34: TVCs are very important, but the implementation still lacks preparedness and teachers still do not understand the ways or how to do it.

# Discussions



# Policies and Curriculums

National Policies - School Policies

School curriculums

Local contents and subjects

# Teachers' Conceptions of Transversal Competencies

- All of the competencies listed were identified by the teachers as being relevant to the domain of TVCs.
- Their realization is evidenced in the sections on TVCs and globalization and Aseanization.
- However, we noted that their understanding and conception of the concept of 'entrepreneurship' in the realm of public education is unique.
- This is evidenced by the high number of teachers not selecting this component as high as others. This may suggest that in the Thai education context, 'business' and 'education' may be perceived as being different areas, and may not mix well. We also note that most Thai teachers regard themselves as those who real passion for teaching.



# Teachers and their TVC Self-Assessments

They love and enjoy teaching.

They need more training on facilitating skills, critical thinking skills, curricula and lesson planning skills, and conflict – resolution skills, among other TVCs.

Half of them were only moderately confident about the ability to teach TVCs.

# Education and Training of TVCs in Thai Teacher Education Context

Most teachers stated that the pre-service education was equipped with TVC elements.

The contents of the courses as well as the induction process also covered the TVC elements at the moderate level.

TVC elements are present, but here and there. Thailand needs to conceptualize its own version of TVCs, and may need to operationalize (localize) its instruction and administration.

# Teachers' Conceptions and Beliefs of TVC Instruction and Development

- Most teachers believe that TVC development takes time (They were not sure if the parents understood the importance of TVCs.
- They realized that TVC development requires extra time and efforts for teachers.
- They were not sure if the students (and their parents) understood and realized that TVCs were important for them.
- We note that the teachers are positive when it comes to the support from the administrators and the reward systems.

# Perception of TVC Support

According to the sampled teachers, TVC support was mostly at the moderate level.

We consider this a positive gesture and perception by Thai teachers.

However, we argue that support in terms of training opportunities is far from adequate. The policies and directions from the central authorities need to be consistent and clear and should be well-accepted and shared by Thai school teachers and administrators alike.

# Professional Development

# Suggested areas of TVC development

Facilitating skills, classroom management, conflict resolution skills, critical thinking skills, curricula and lesson planning skills

# TVCs and Globalization

## 4.10 TVCs and ASEAN Integration

TVC elements -- necessary for the development of Thai students for successful ASEAN integration.

TVCs --- essential for preparing Thai citizens for the strong and sustainable ASEAN.

Even though the teachers were aware of the significance of preparing their students TVCs, **their confidence and preparedness were less strong**. It was found that 98 of them (34.6%) said they were **moderately ready** to develop their students' TVCs for the ASEAN integration.



# Impact of National Policies on School Practices

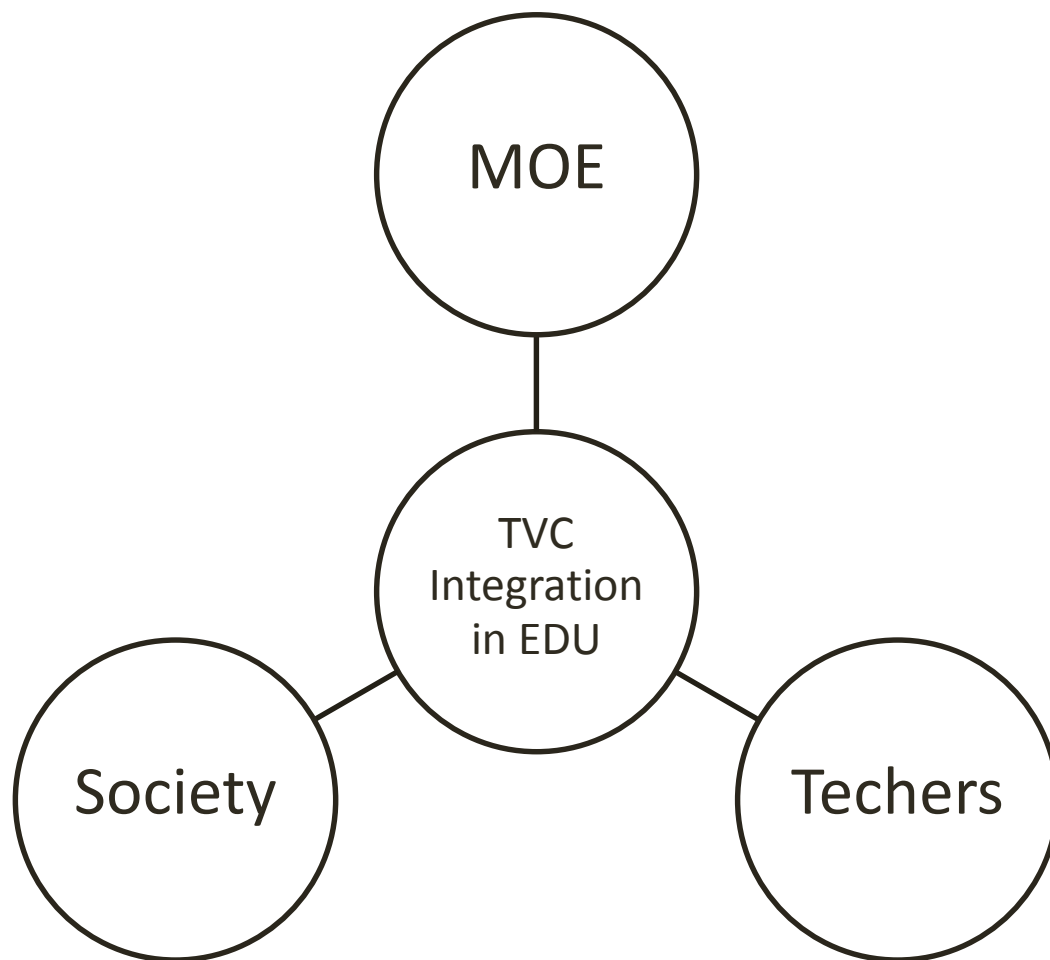
When there was an administrative change, especially at the national level, i.e. in the Ministry of Education, school policies would be affected.

This realization was noted by the school directors, too. D7, in particular, said that “the policy from the central authority is not consistent and systematic”.

Several teachers voiced similar concerns regarding the consistency and coherent policy from the government.

In Phase II, our observations and interviews of school administrators reflected similar findings.

# Three Factors Driving TVC Development/Movement



# Summary

Policy – element of TVCs

TVCs are important.

Teaching training – standards

Training opportunities

# Recommendations

Policy makers and administrators should:

- Seek ways to make the teachers become aware of the significance of TVC, e.g. through seminars or conferences.
- Publish and distribute practical as well as theoretical handbooks on how to implement TVCs, including activities and assessment.
- Recognize the success of the teachers and administrators, or schools and use them as 'good examples' for other schools. This includes setting up networks of schools or teachers who are practicing TVCs.

# Recommendations

- Reward teachers/administrators with prizes and other incentives, especially those teachers who have successfully implemented/integrated TVCs in their instruction/school. For example, giving them opportunities to go overseas or further their education abroad.
- If feasible, embed the practice of TVCs as a part of the formal academic promotion system.

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