



# SEAMEO RIHED BULLETIN

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Excellent! Keep up with the good work  
in the service of the peoples of SEAMEO  
Member countries.



*Handwritten signature and text:*  
25/5/2004  
President SGHEO  
and  
Minister of Education  
Brunei Darussalam.

## SEAMEO Council President visits SEAMEO RIHED 25 May 2004

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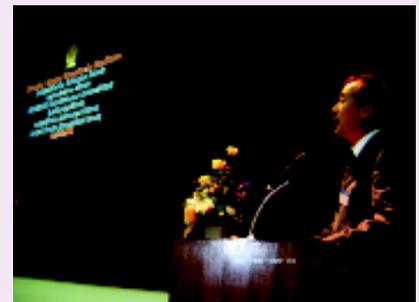
## International Seminar on University Admissions: Insights and Issues 24 - 25 May 2004, at the Miracle Grand Convention Hotel, Bangkok, Thailand



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## Policy Forum on Institutional Restructuring of Higher Education in Asia

23 - 24 August 2004, at Hue University, Hue City, Vietnam



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## Managing Teacher Education for Excellence 11 - 14 July 2004, at Faculty of Education, Chulalongkorn University, Bangkok, Thailand



Visit by representatives from UN Habitat on 26 May 2004 to discuss potential linkages.



Visit by representatives from Synovate Ltd. on 6 June 2004 for interview meeting about higher education linkages.



Visit by Mr. Fumihiko Shinohara, Programme Specialist in Higher Education and ICT for Education and his colleague from UNESCO Bangkok on 7 July 2004 to exchange ideas on the future of higher education in the region.

## SEAMEO Centre Directors Meeting

21 – 23 July 2004, at the Montien Hotel, Bangkok, Thailand



The 2004 SEAMEO Centre Directors Meeting (CDM), chaired by Dr. Arief Sadiman, Director of SEAMEO Secretariat, joined together a total of 48 participants. Event attendees hailed from all 15 SEAMEO Centres, SEAMES and the Associate Member Countries of Canada and France, and included SEAMEO Centre Directors and staff, consultants, embassy representatives, and Canadian interns. Over the 3-day event, participants followed up on specific agreements and resolutions established during the 2003 CDM and the 39<sup>th</sup> SEAMEO Council Conference respectively. Progress reports on the assistance of Associate Member and Donor Countries were presented as well as key financial matters. A main section of the meeting was devoted to discussing the progress of on-going SEAMEO plans, programmes, and projects. Before concluding with an overview of the proceedings, a summary of the agreements, new initiatives, and partnerships were highlighted.

# SEAMEO-UNESCO Education Congress and Expo: Adapting to Changing Times and Needs

27 – 29 May 2004, at Queen Sirikit National Convention Centre, Bangkok, Thailand



Hailing from 41 countries across the world, 900 distinguished thinkers, leaders, and educators gathered in Bangkok for this international event in pursuit of a shared goal: education reform in a climate of changing times and needs. A notable highlight of the

programme was the presence of Her Royal Highness Princess Maha Chakri Sirindhorn who presided over the Opening Ceremony and delivered the opening address. During the keynote address, Her Royal Highness emphasized the importance of “Education for All” – a commitment that must underscore the national development of every country in the world. Despite rapidly changing times, the Princess encouraged educators to continue being moral guardians. Education must teach the younger generations “values like honesty, sharing, being considerate, and having compassion towards others,” Her Royal Highness reaffirmed.

Over the 3-day event, a series of plenaries featured keynote addresses on different sub-themes. Additionally, 18 parallel and 22 satellite sessions examined a wide array of crucial issues. Topics ranged from pedagogy in the classroom to policy in education systems and creating linkages within society at large. Sessions enabled the 183 presenters and congress participants of 49 nationalities the opportunity to share best practices and exchange new ideas and approaches to education reform. Among the organisers and participants alike, it was agreed that the event made valuable contributions to educational development in the region.

## SEAMEO Council President Visits SEAMEO RIHED

25 May 2004

H. E. Pehin Dato Haji Abdul Aziz Umar of Brunei Darussalam, Minister of Education and concurrent SEAMEO Council President, spent a week visiting the SEAMEO Secretariat and all SEAMEO Centres located in Bangkok, namely SEAMEO SPAFA, SEAMEO TROPMED, and SEAMEO RIHED. After a warm welcome, the SEAMEO RIHED Director and staff hosted His Excellency and 6 delegates from Brunei Darussalam on 25 May 2004. The distinguished guests were updated on the progress of regional projects and international collaborations in which the Centre was currently involved. To the delight of everyone at SEAMEO RIHED His Excellency remarked that the Centre was doing excellent work. His Excellency wrote:

**“Excellent! Keep up with the good work in the service of the peoples of SEAMEO Member Countries.”**

His message was most inspirational and the perfect end to this memorable visit.

*Excellent! Keep up with the good work  
in the service of the peoples of SEAMEO  
Member Countries.*

*NRH  
President SEAMEO  
25/5/2004  
Minister of Education  
Brunei Darussalam.*



# The 13<sup>th</sup> Training Course on Thai University Administrators Development

The Twin Towers Hotel, Bangkok, Thailand  
19 April – 21 May 2004



At the Opening Ceremony, Prof. Dr. Voradej Chandarasorn, Post Secretary General of Commission on Higher Education (CHE) delivered his opening address.



In the Training Room

Fifty Thai high-level university administrators partook in this training course that featured a series of lectures, presentations, and study visits. These trainees had the opportunity to observe European institutions and their facilities in Austria and Germany. Orientation lectures were given on the particular mandates, goals, resources, and future direction of the respective institutions. In particular, course participants observed Rosenheim University, internationally recognized for its Wood Working Technology Department and Innsbruck University in Austria. Additionally, they visited the German higher education institution, Wuerzburg University. Their study visits were enriched with guided tours of industry sites such as the Mercedes Benz and Festo Factories in Esslingen, Germany. In order to make the link between higher education and industry, participants were explained how German university graduates applied the knowledge and skills acquired during their post secondary courses to their careers in German industry. The underlying goal of the study visits was this: by observing and reflecting upon the progress of graduates in industry, higher education institutions can revise their programmes and curricula accordingly.



At the Closing Ceremony, Assoc. Prof. Dr. Pavich Tongroach, Present Secretary General of CHE delivers his closing address.



Group photo in Germany



Their study visit of industry sites for Vocational Education at Frisco Factory, Germany

# International Seminar on University Admissions: Insights and Issues

Miracle Grand Convention Hotel, Bangkok, Thailand  
24 - 25 May 2004

A commendable university admission system in any country must be fair, transparent, and acceptable to all concerned. Relatedly, the system should employ a selection process that is capable of identifying the students with the suitable ability, interest, and attitude to excel in their chosen discipline. In consequence, a valuable university admission system would select the students with desirable competencies who, upon graduation, will readily contribute to the development of the nation.

In response to these issues, the objectives of this seminar were:

- (1) to share knowledge and experience concerning university admissions in Southeast Asian countries, Australia, and the United States of America;
- (2) to gain insights into the university admission systems and the issues concerned; and
- (3) to discuss how to effectively use Grade Point Average (GPA) and national tests as admission criteria

The international event showcased 10 presentations of the admission systems in Southeast Asian countries as well as those used in Australia and the United States of America. Over the course of the seminar sessions, 68 participants shared their insights and debated the state of the admissions system in their respective countries. Notably, two key issues were highlighted: Grade Point



Mr. Pongprapan Klannabha, President of Thai-Australian Technological Services Center presents a souvenir to Prof. Dr. Mohd. Zahedi Daud from Malaysia

Average (GPA) and national tests. These criteria served as the focal points of the open forums. Through reflecting upon practices and experiences, participants identified the existing issues facing their current systems and engaged in brainstorming on how to improve their particular university admission systems.



At the Opening Ceremony, Assoc. Prof. Dr. Pavich Tongroach, Secretary General of CHE delivers his opening address.



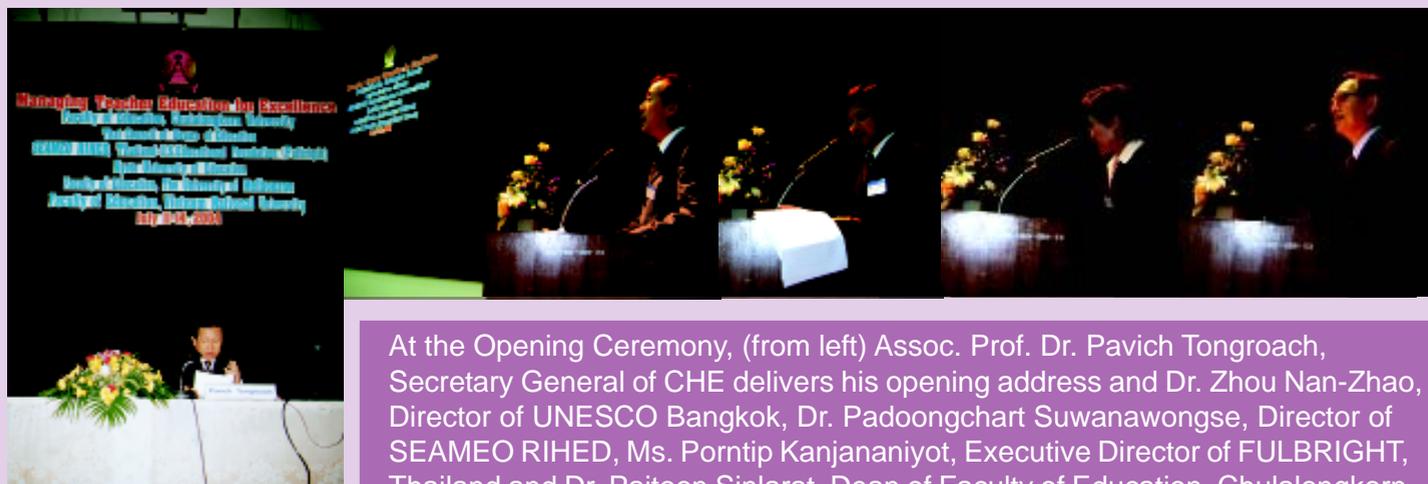
(from left) Dr. Ian Allen, Former Deputy Secretary, Dept. of Education, Australia and Mr. Robert Noakes, Counsellor (Education, Science & Training) Australian Embassy, Bangkok



Prof. Goh Kim Chuan from National Institute of Education, Nanyang Technological University, Singapore presents his paper

# International Conference on Managing Teacher Education for Excellence

Faculty of Education, Chulalongkorn University, Bangkok, Thailand  
11 – 14 July 2004



At the Opening Ceremony, (from left) Assoc. Prof. Dr. Pavich Tongroach, Secretary General of CHE delivers his opening address and Dr. Zhou Nan-Zhao, Director of UNESCO Bangkok, Dr. Padoongchart Suwanawongse, Director of SEAMEO RIHED, Ms. Porntip Kanjananiyot, Executive Director of FULBRIGHT, Thailand and Dr. Paitoon Sinlarat, Dean of Faculty of Education, Chulalongkorn University deliver their welcome addresses.



Mr. Peter Upton, Director of British Council, Thailand presents his Keynote Address: Speech in Honor of Thanpuying Poonsapaya Nopawongs Na Ayudhaya "Transformation Leadership in Teacher Education".

In celebration of the 47<sup>th</sup> anniversary of the establishment of the Faculty of Education of Chulalongkorn University, this international conference was organised to deliberate the current state of teacher education with the hope of gaining insight into the necessary planning and reforms required for the future. Participants agreed that the efficient and effective management of teacher education would ensure the production of qualified teachers who can keep pace with new knowledge and challenges.



Director of SEAMEO RIHED (sitting) as a Moderator on Panel Discussion II: Borderless Management in Teacher Education.

Panel discussions and presentations gave participants the chance to share their experiences as educators and administrators in Thailand and abroad. They also took an educational institution visit to see, firsthand, the application of educational policy, practice, and reform. The diversity of conference events and the insights shared enabled seminar participants to envision innovations and improvements to the management of teacher education, where educational equity, quality, and excellence were emphasised. As articulated by Dr. Padoongchart Suwanawongse, SEAMEO RIHED Director, reform requires cooperation:

As we embark on envisioning and then implementing more effective and efficient systems for managing teacher education, I urge us all to forge onward with determination and optimism. We must evaluate the various loopholes and problems that afflict our current systems while reflecting upon how they affect our respective cultures and nations uniquely. Teacher education management requires strong leadership not to mention the cooperation of all parties concerned, from the education ministries to the individual schools themselves.

# Policy Forum on Institutional Restructuring of Higher Education in Asia

23 – 24 August 2004  
Hue University, Hue City, Vietnam

SEAMEO RIHED, International Institute for Educational Planning (IIEP) and Hue University, Vietnam organised this policy forum. The main objectives of the forum were:

1. to share experiences in implementing reform measures in each of the 5 countries; and
2. to foresee implications for the higher education sector in the long term.

Notably, this forum provided a platform for researchers upon which they presented the draft reports on the research on institutional restructuring in respective countries: Indonesia, Malaysia, Mongolia, Thailand and Vietnam. The research reports were discussed with the intention of sharing findings among research teams, policymakers, and professionals. In addition, policymakers drew specific policy implications related to each country examined. During the two-day event, 35 participants engaged in experience sharing and deliberation where regional perspectives were emphasised.



At the Opening Ceremony, (from left) Dr. N.V. Varghese, IIEP, Paris; Mr. Nguyen Ngoc Hung, Ministry of Education and Training, Vietnam; Prof. Dr. Nguyen Vien Tho, Hue University; and Dr. Padoongchart Suwanawongse, SEAMEO RIHED



Presentation of the theme paper by Dr. N.V. Varghese



Some participants at the discussion



Group Photo



Dr. Molly N.N. Lee from UNESCO Bangkok as a Discussant



# Higher Education in Canada at a Glance

By Annalea Sordi



Across a 9,984,670 km. area, inhabiting close to 32 million people, the nation of Canada has built a higher education system that caters to its unique society. At present 108 institutions exist, a diverse selection of universities, colleges, fine art and technical institutes that offer over 10,000 undergraduate, graduate, professional degree and certificate programmes. As Canada is a bilingual nation, programmes are taught in both official languages – French and English. Also, post-degree programmes encourage Canadians to pursue “lifelong learning” and skill development throughout their lives. All Canadian degrees are internationally accredited and considered equivalent in quality to degrees from other Commonwealth nations and the United States of America.

Education is the responsibility of the provinces and thus under provincial jurisdiction. The provincial Ministry of Learning, a governing body similar to Thailand’s Ministry of Education, in combination with the Association of Universities and Colleges of Canada (AUCC) serve as the policy-making apparatus. Public funds are invested in the operation of Canadian higher education institutions. However, it should be emphasised that these institutions are all autonomous.

As an integral part of Canadian communities, institutions of higher learning have a key “service role.” They must respond to specific local, provincial, and national needs in ways that facilitate the sustainable development of our globalised world. Current globalisation and rapid advancements in technology have resulted in notable reforms to Canada’s higher education system.

Now students can internationalise their degree and/or gain practical experience in their chosen field by partaking in distance learning, exchange programmes, co-operative education, and internships. Also, they can enrol in new programmes that incorporate the implications of globalisation, such as Non-Governmental Organisation (NGO) Management, International Development Studies, and International Business and Administration. In fostering linkages with institutions abroad Canadian institutions offer international students the opportunity to study in Canada.

Not only has technological progress involved the updating of resources. Rather, institutions have integrated technology into their services. For instance, students can apply and register for courses, request student transcripts and submit projects online. Programmes in Information Communication Technology, Biotechnology, Visual Communication, Graphic Design, and Digital Photography have expanded higher education curriculum premised upon technological advancements. Furthermore, courses in the social sciences now assess the social implications of these new technologies.

“As we approach the millennium, Canadians expect higher education:

- to be of the highest quality and to be affordable and accessible to Canadians throughout their lives;
- to graduate young people who are independent, knowledgeable, versatile, and creative — in other words, able to take up the many challenges and opportunities that the 21st century will present; and
- to prepare graduates for good jobs.”<sup>1</sup>

If such great expectations guide the future of higher education in Canada, the respective institutions have a challenging road ahead.

<sup>1</sup> Council of Ministers of Education, Canada (CMEC). “CMEC and Postsecondary Education.” <http://www.cmec.ca/postsec/indexe.asp>, 2004.

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