

A DEVELOPMENT OF EDUCATIONAL ASSEMBLY MODEL TO PROMOTE PEOPLE PARTICIPATION

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Abstract: The objectives of this research were 1) to design and develop the educational assembly model 2) to test and improve the designed educational assembly model and 3) to propose policy implication for implementing the educational assembly model to promote people participation in educational provision. The designed educational assembly model was examined by experts and stakeholders and tested at the provincial level in eight provinces. The findings revealed that the “Triple Three Educational Assembly Model: 333 Model” was an essential add appropriate tool to promote people participation in education. The first “Three” refers to three levels of educational assembly comprise of the provincial level, the provincial cluster level, and the national level. The second “Three” refers to three components of educational assembly comprise of knowledge sector, people sector, and government sector. The third “Three” refers to three key activities comprise of knowledge research and development, assembly meeting, and monitoring of meeting resolutions. The research suggested that the Office of Education Council should set up a task force for the implementation of the educational assembly to promote people participation in educational provision

Keywords: Educational Assembly, People Participation, Model Promote, Research and Development.

Introduction

Public participation is a political principle or practice, and may also be recognized as a right, is sometimes used interchangeably with the concept or practice of stakeholder engagement and/or popular participation. Generally, public participation seeks and facilitates the involvement of those potentially affected by or interested in a decision. This can be in relation to individuals, governments, institutions, companies or any other entities that affect public interests.

The principle of public participation holds that those who are affected by a decision have a right to be involved in the decision-making process. Public participation implies that the public’s contribution will influence the decision (IAP2, 2012). Public participation may be regarded as a way of empowerment and as vital part of democratic governance.

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In the context of knowledge management the establishment of ongoing participatory process is seen by some in the facilitator of collective intelligence and inclusiveness, shaped by the desire for the participation of the whole community or society (Co-Intelligence, 2012).

Public participation is part of “people centered” or “human centric” principles, which have emerged in western culture over the last thirty years, and has had some bearings of education, business, public policy and international relief and development programs.

Public participation is advanced by the humanist movements as part of a “people first” paradigm shift. In this respect public participation may challenge the concept that “big is better” and the logic of centralized hierarchies, advancing alternative concept of “more heads are better than one” and arguing that public participation can sustain productive and durable change (Co-Intelligence, 2012).

Since one of the main goals of Thai national education reform in the second decade was to promote the participation of all social sectors in educational provision and management. Therefore, it is very crucial for the Ministry of Education to have an appropriate tool to achieve the challenging goal.

Objectives

The research objectives were as follows:

1. To design and develop the educational assembly model for promoting people participation in educational provision.
2. To test and improve the designed educational assembly model.
3. To propose policy implication for implementing the educational assembly model for promoting people participation in educational provision

Literature Review

The Benefits of Public Participation

There are enormous benefits that accrue from public participation. (TISA, 2015). They include:

1. Public participation leads to better decision.
2. Public participation helps in setting priorities.
3. Public participation reduces conflict.

Principles of Public Participation

According to TISA (2015), the principles that guide public participation have been captured well by the International Association for Public Participation through its core values. The purpose of these core values is to help make better decisions, which reflect the interests and concerns of potentially affected people and entities. The core value are:

1. Public participation is based on the belief that those who are affected by a decision have a right to be involved in the decision-making process.
2. Public participation includes the promise that the public’s contribution will influence the decision.

3. Public participation promote sustainable decisions by recognizing and communicating the needs and interests of all participants, including decision makers.
4. Public participation seek out and facilitates the involvement of those potentially affected by or interested in a decision.
5. Public participation seeks input from participants in designing how they participate.
6. Public participation provides participants with the information they need to participate in a meaningful way.
7. Public participation communicates to participants how their input affected the decisions.

World Health Assembly

The World Health Assembly (WHA) is the forum through which the World Health Organization (WHO) is governed by its 194 member states. It is the world's highest health policy setting body and is composed of health ministers from member states. The members of the World Health Assembly generally meet every year in May in Geneva. The main tasks are to decide major policy questions, as well as to approve the WHO world programme and budget and elect its Director General. (en.m.wikipedia.org)

Health Assembly in Thailand

The establishment of the national health assembly is still new to several countries. In Thailand, the Act states that the national health assembly is designed as an instrument as well as a learning process to develop participatory public policies on health and pushing for practicability. No matter the states agencies nor civil societies implement the state public policies, the benefit dwells in people. The health assemblies comprise of three categories as follows:

1. The area-based health assembly
2. The issue-based health assembly
3. The national health assembly

Public-Private Participation in Education

The main rationale for developing public-private partnership (PPPs) in education is to maximize the potential for expanding equitable access to schooling and for improving education outcome, especially for marginalized groups. (Patrinos, 2009). The World Development Report 2004 (World Bank 2003) concluded that services can be provided to poor people most successfully when citizens, service providers, and governments are accountable to each other. The analysis considers contracting as a distinct instrument from any other education accountability mechanisms. We define contracting as the process whereby a government procures education or education-related services of a defined quantity and quality at an agreed price from a specific provider. The agreement between the funder and the service provider is recorded in a contract and is valid for a specified period of time (Tylor, 2003)

Conceptual Framework

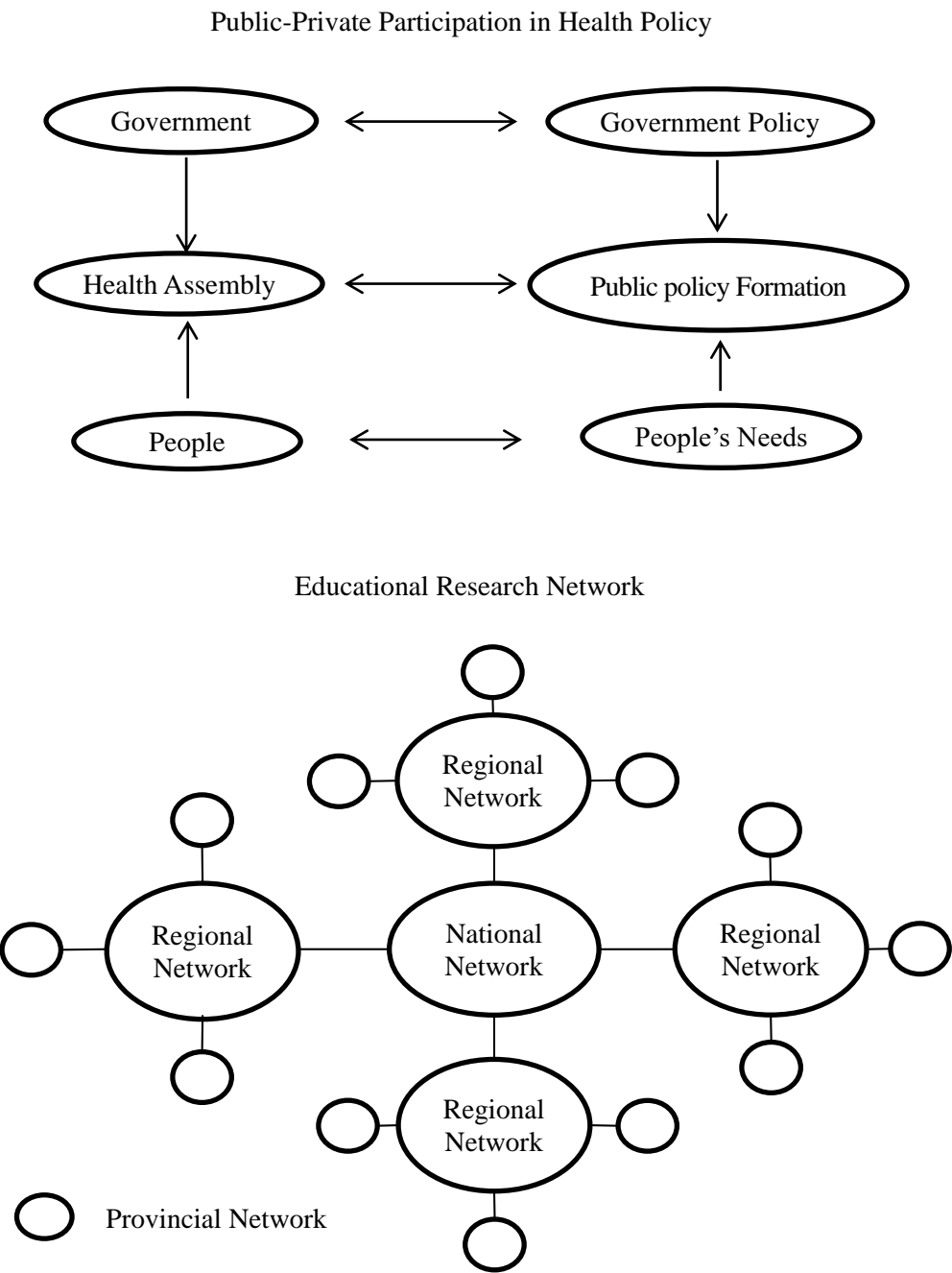


Figure 1: Conceptual Framework of The Study

Method/Procedure

The research procedure was four phases of R&D as follows:

The first phase: R_1 & D_1

As this phase the researchers used the conceptual and theoretical analysis (R_1) to design the educational assembly model (D_1)

The second phase: R_2 D_2

The researchers conducted focus group discussion comprise of thirty-two experts and stakeholders in health and educational assemblies (R_2). Then develop the guidelines of the designed educational assembly according to their comments (D_2).

The third phase: R_3 D_3

The researchers conducted the meetings of the designed educational assembly at the provincial level in four provinces (R_3), then improved the model and guideline (D_3).

The fourth phase: R_4 D_4

The researchers conducted the meetings of the designed educational assembly at the provincial level in another four provinces (R_4), then improved the model and guideline (D_4).

Findings/Results

1. The designed educational assembly model was “Triple Three Model”

1.1 The first “three” means three levels of assembly comprise of (1) provincial educational assembly, (2) provincial cluster educational assembly, and (3) national educational assembly.

1.2 The second “three” means three components of assembly comprise of (1) knowledge, (2) people, and (3) government agencies.

1.3 The third “three” means three main activities of assembly comprise of (1) knowledge research and development, (2) the meeting of educational assemblies, and (3) the monitoring of meeting solutions.

2. The attribute of the designed educational assemblies are both mechanism and process.

2.1 The assemblies are mechanisms for the alignment of education sector and other sectors especially social, economic and political sectors for the sustainable development of the nation.

2.2 The assemblies are processes for the cooperation and collaboration among stakeholders in education.

3. The objectives of designed educational assemblies are as follows:

3.1 To enhance the participation of people in the access of information concerning educational performance indicators (EPI) and human achievement index (HAI) at the provincial, provincial cluster, and national levels.

3.2 To enhance the participation of people in the presentation and sharing of the progress in education and human development at the provincial, provincial cluster, and national levels.

3.3 To enhance the participation of people in proposing strategies and policies for educational and human development at the provincial, provincial cluster, and national levels.

4. *Management of the designed educational assemblies comprise of three levels of assembly executive board as follows:*

4.1 Provincial executive board

4.2 Provincial cluster executive board

4.3 National executive board

The members of the executive board must comprise of three sectors: academic, people and government.

5. *Meeting of the educational assemblies must start at the provincial level, then provincial cluster and national level consecutively.*

6. *Member of the educational assembly meeting must come from three sectors: (1) academic sector, (2) people sector, and (3) government sector.*

Discussion

An interesting finding is that both parents and industries at the provinces express a strong concern that the designed educational assembly is very crucial for education reform. Their concern was the matter of hours to make it happen in reality especially at the provincial level. Many participants mentioned at the educational assembly meetings conducted (in eight provinces) that the assembly at this level is the most important. The stakeholders at the each province should set up and keep up its own educational assembly in the long run. The provincial educational assembly will be strong based for the next level provincial cluster, and national educational assembly.

Recommendations

The Office of Education Council should set up the task force responsible for the implementation of educational assembly.

Since this research conducted only the meetings of educational assembly at the provincial level. The Office of Education Council should proceed the meetings at the provincial cluster level and the national level. Then use the lesson learned to develop the educational assembly and guideline for future implementation.

The Ministry of Education should assign the university especially the faculty of education to fully take part in running the educational assemblies at all levels.

Since this study showed that the knowledge and academic sector is an essential component of the educational assemblies. Researches and development of information and fact about the educational performance and human development is needed.

The Ministry of Education should encourage the business and industrial sectors to join the educational assemblies at all levels.

Since this study found that private business and industrial sectors are powerful partners both in providing educational services and career opportunities for graduates. The participation of private business and industries will help our education to match future manpower demands.

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