

Education Transformation Framework & Educational & HRM Hacking is a must Case from Kimchi to Green Curry

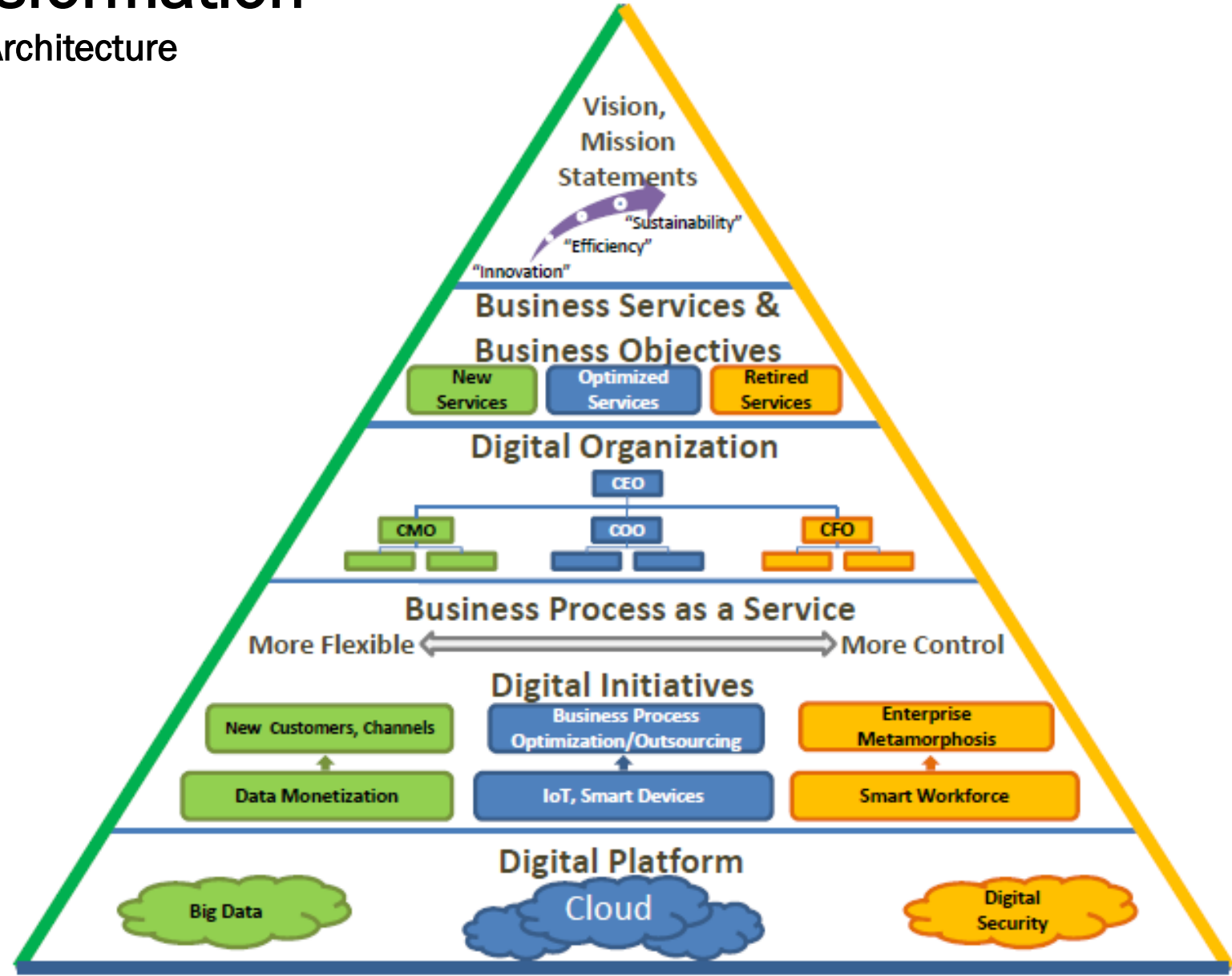
PART 2: Revitalizing Education: Rethinking a Challenging Education Transformation Framework Illustrated by Thailand's Educational Journey



Paramintara Yaoyuenyong
P3Y Academy

Digital Transformation

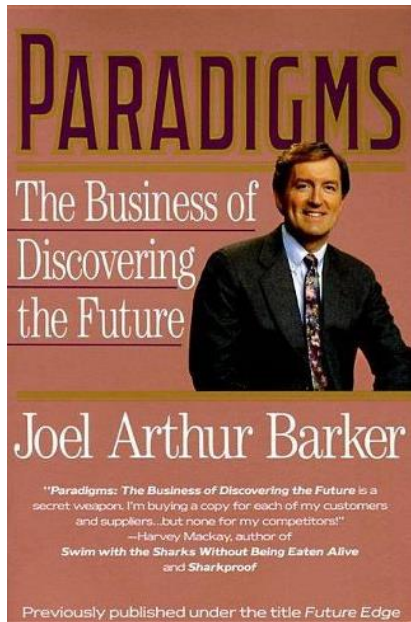
Next >> Enterprise Architecture



Danairat T.

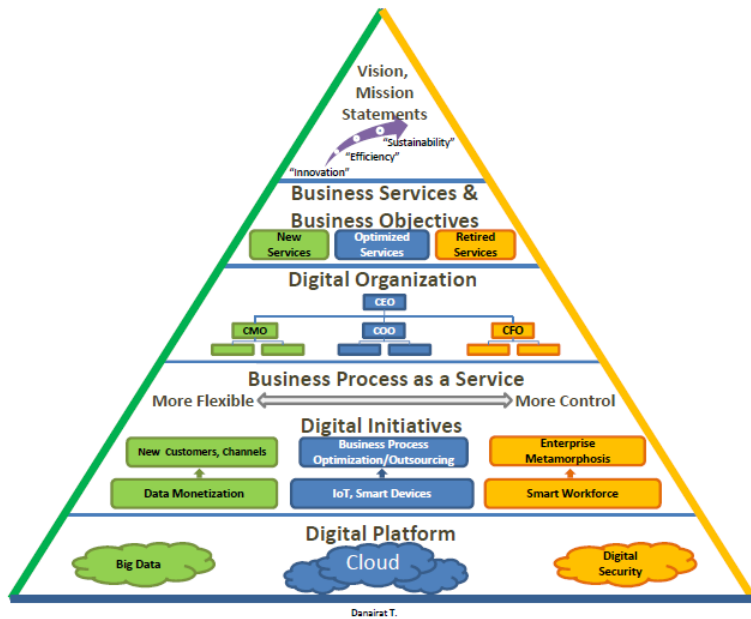


Mr. Danairat
Thanabodithammachari

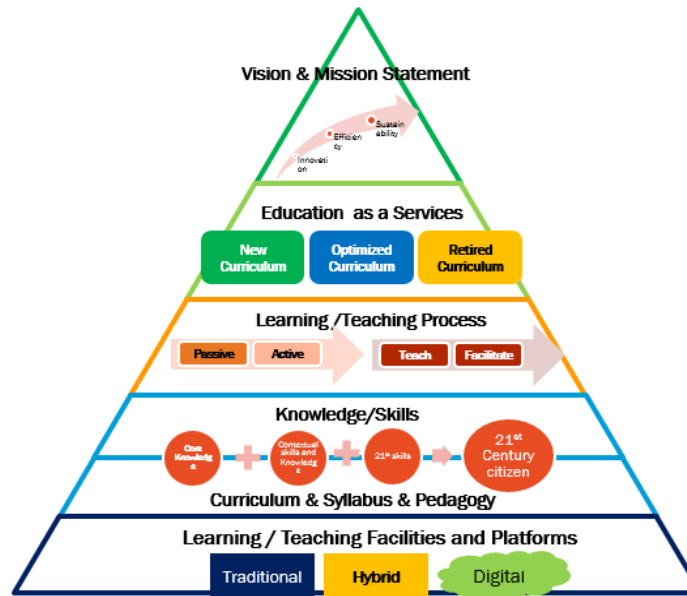


Vision without action is merely a dream.
Action without Vision just passes the time.
Vision with action can change the world.
Joel A. Barker

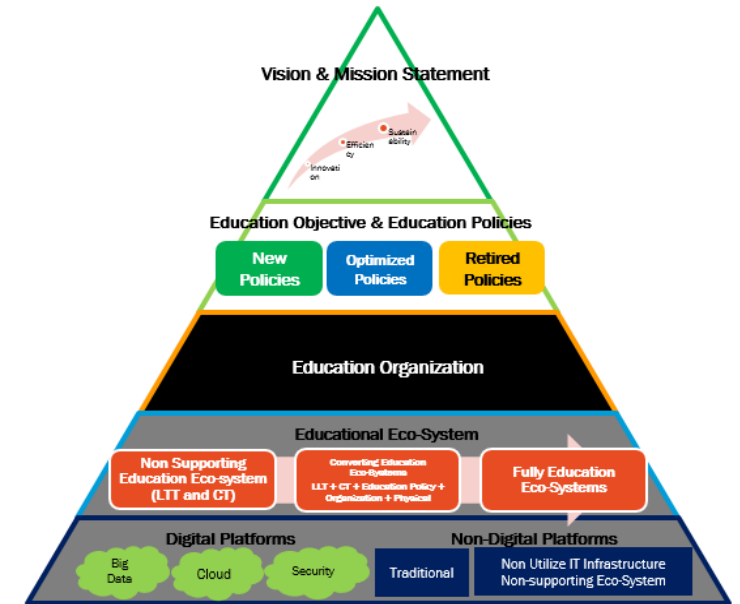
DT2ET; Digital Transformation to Education Transformation



Digital Transformation

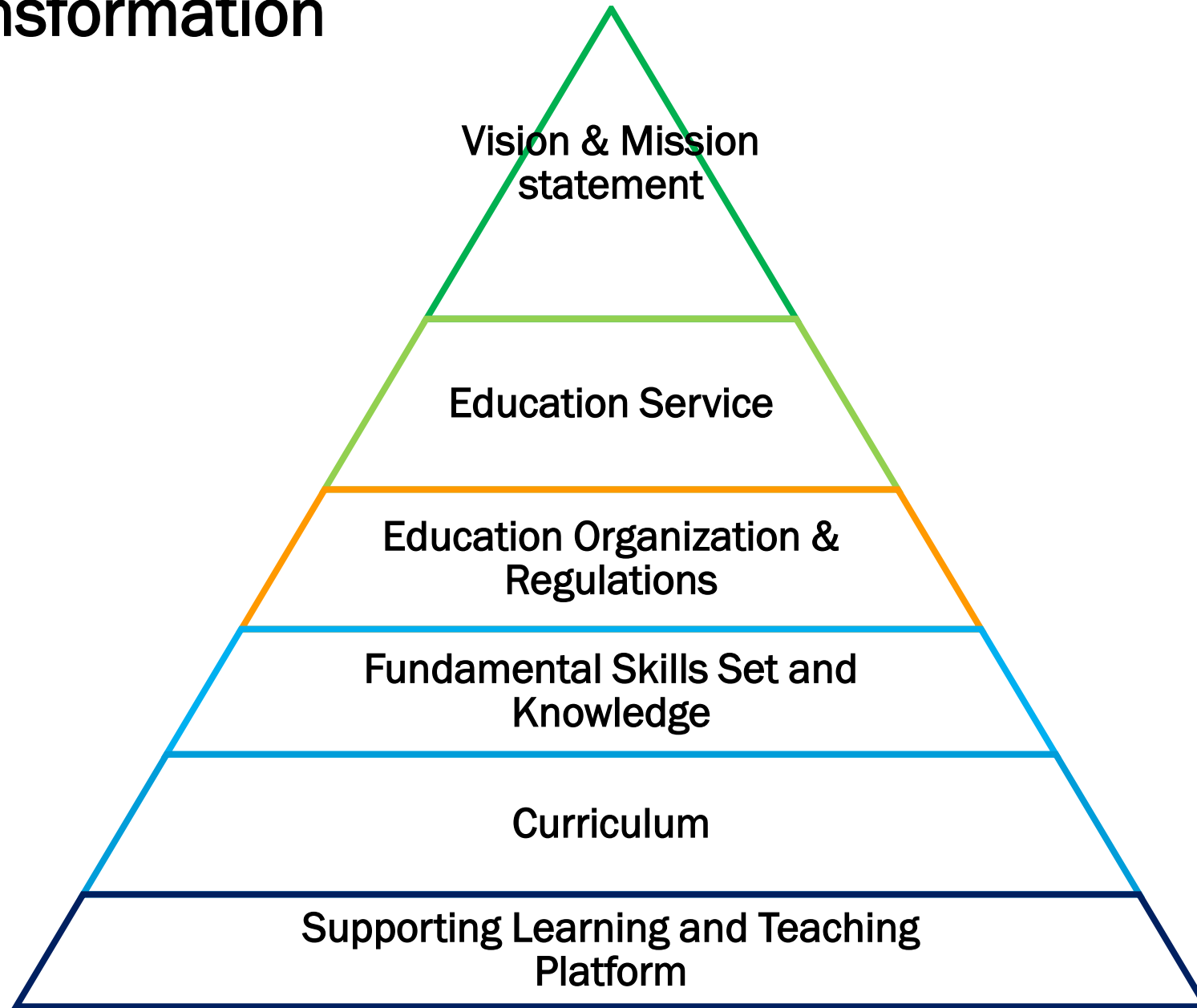


Education Transformation Phase 1-2



Education Transformation Phase 3-4

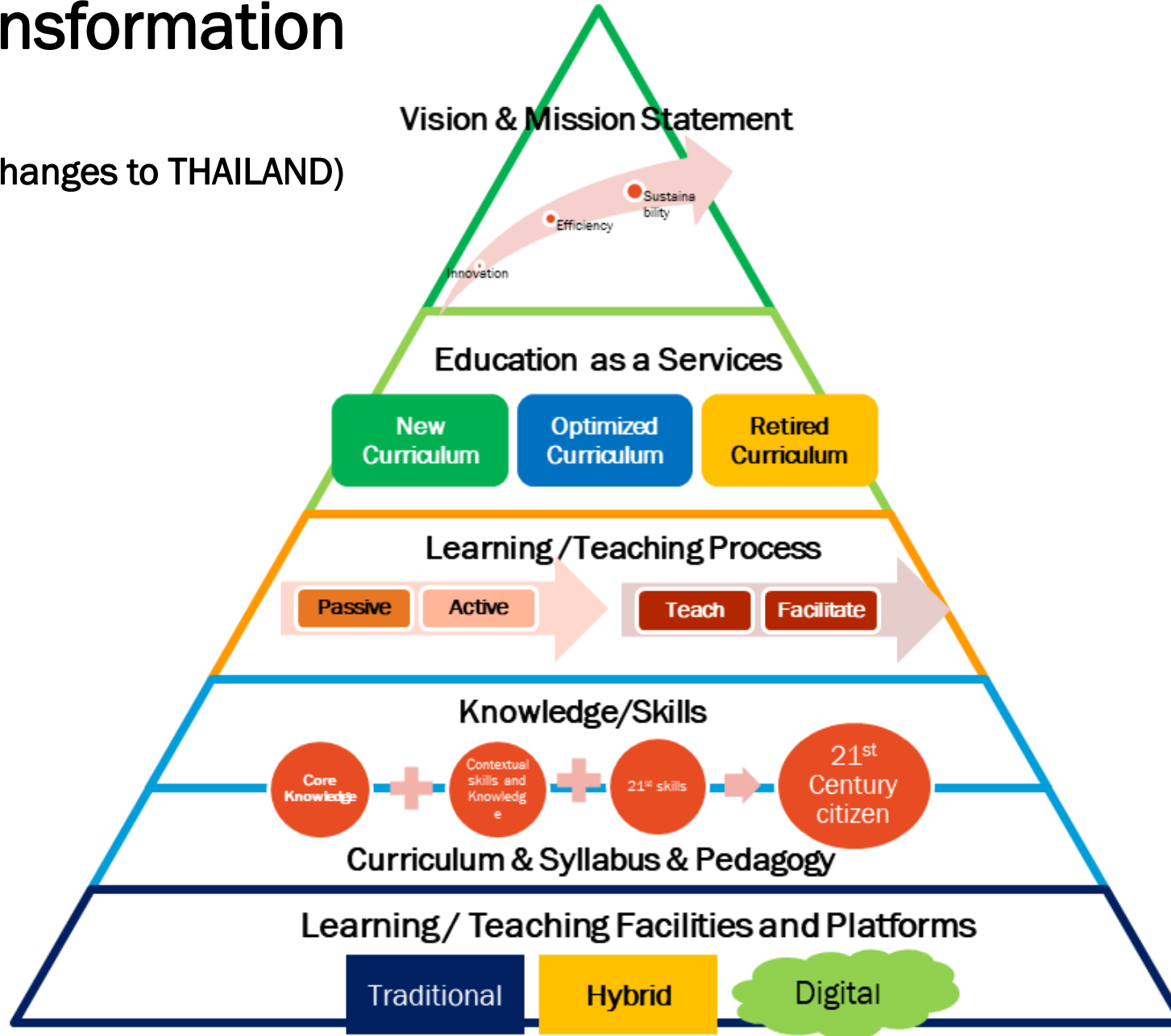
Education Transformation Framework



Paramintara Yaoyuenyong
P3Y Academy

Education Transformation Phase 1-2

(Good enough to make changes to THAILAND)

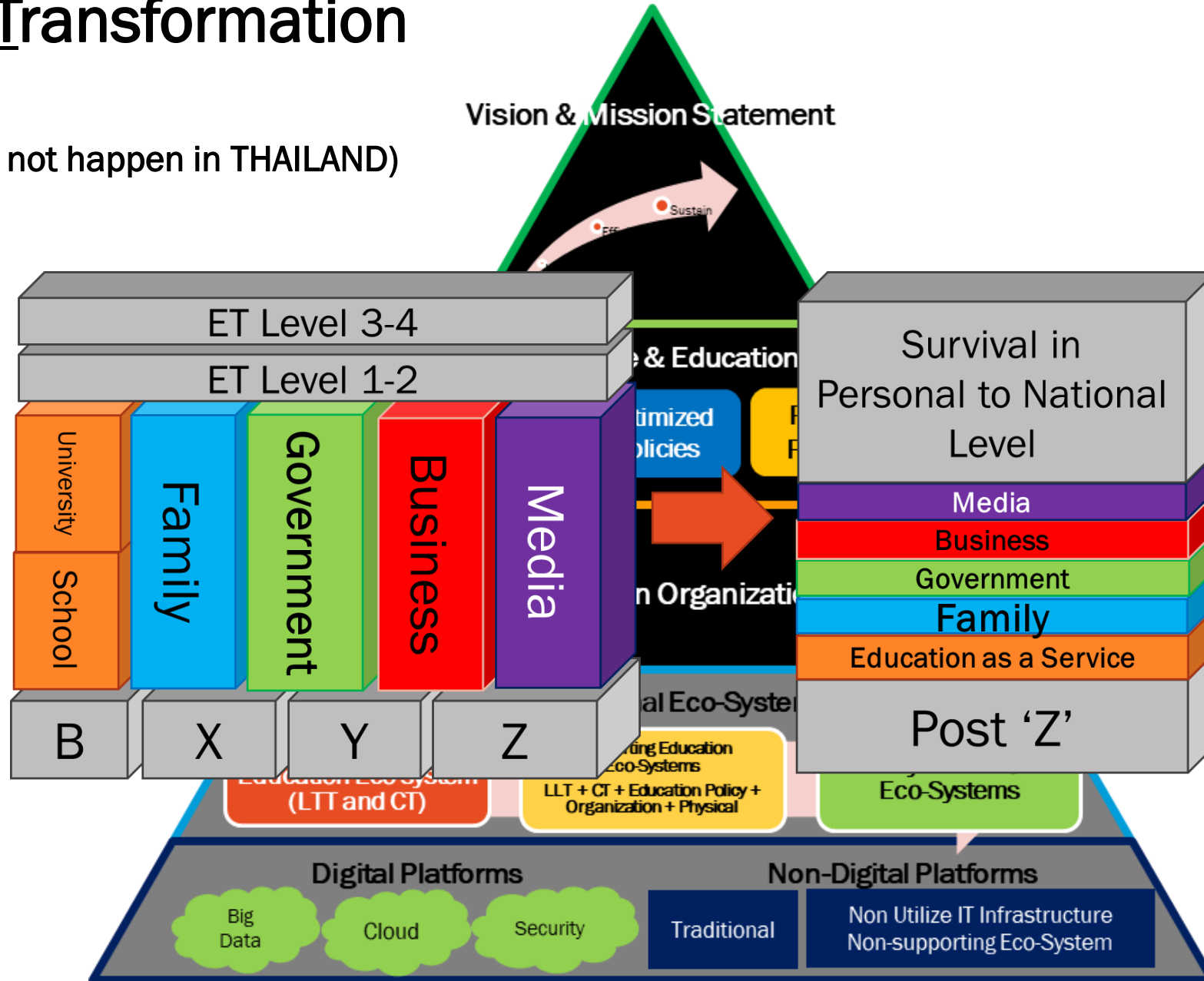


Paramintara Yaoyuenyong
P3Y Academy

Education Transformation

Phase 3-4

(Utopia version, will not happen in THAILAND)



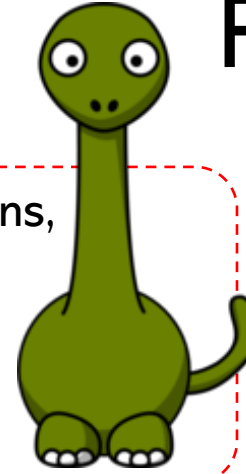
Paramintara Yaoyuenyong
P3Y Academy

TH Education Transformation

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Phasing

- **Most difficult step** to fight with out-of-date rules and regulations, Waiting **'Hero'** to unlock this barrier.
- Do not waste the time to wait
- Will become **disruptive factors** to Thai-Education system
- **USE Education Transformation Model as Guideline**



4

Fully Education Transformation

- **Hopefully will have some kick off's impact ASAP**
- **USE Education Transformation Model as Guideline**



3

Semi-Education Transformation

- **Easier to do** with Division/Faculty's autonomy this steps can be done ASAP

- **Can suddenly do** without changing in what teacher could not control = Teacher have fully autonomy in their class

2

Curriculum Transformation (CT)

1

Learning / Teaching Transformation (LTT)

From LTT → CT → ET



- Initial LTT in Specific Class
- Extended LTT to more Classes
- Extended LTT to more Facilitators
- Expanding LTT to Entire Classes
- Expanding LTT to all Academy
- LTT becomes common practice in most classes
- LTT >> LFT; Learning and Facilitating Transformation

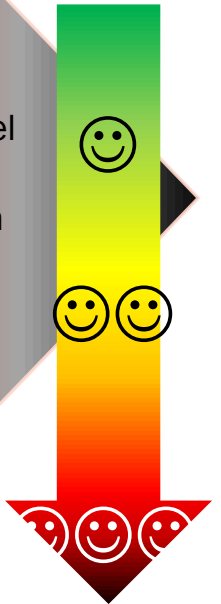


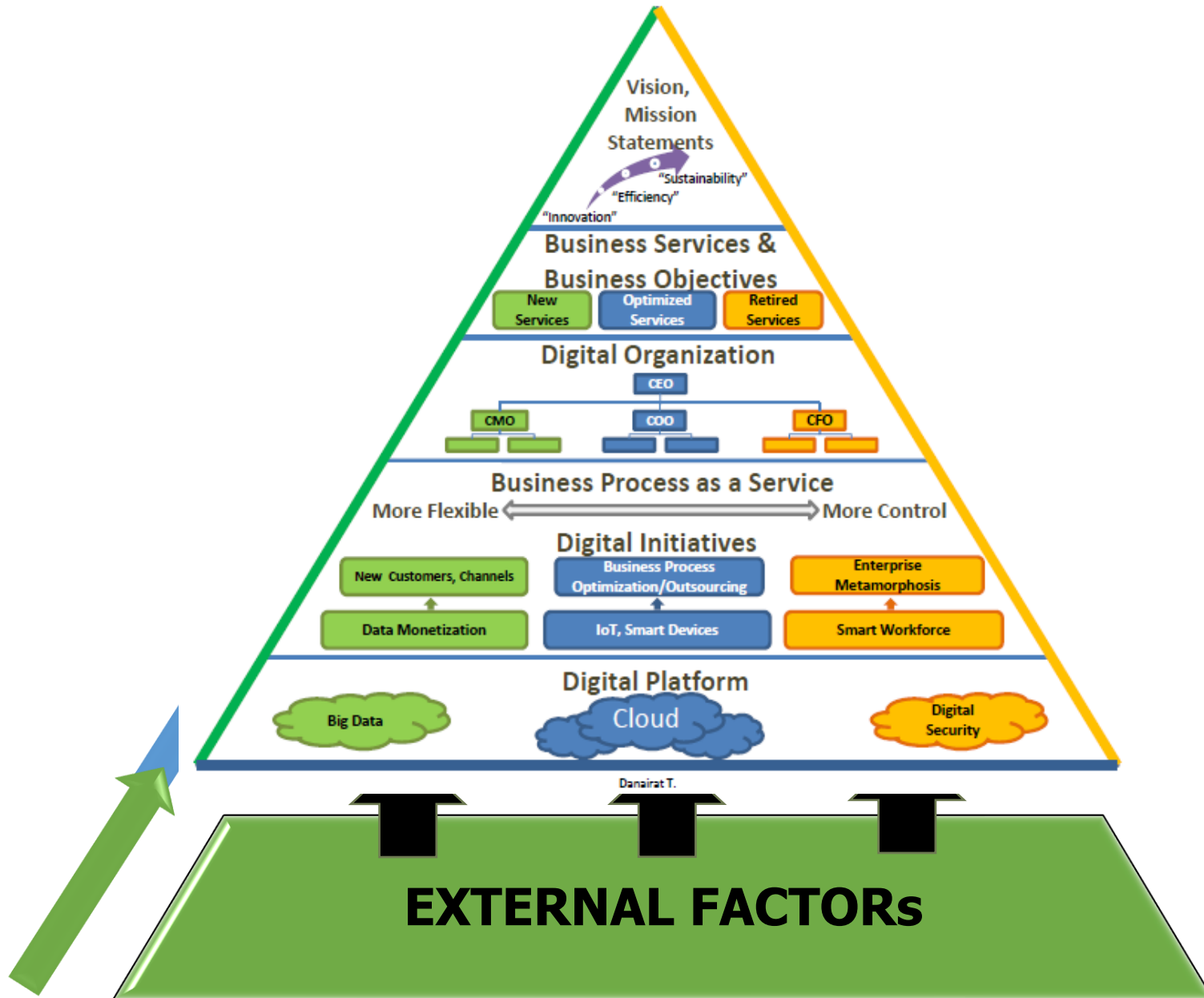
- Gradually bring the resulted of LTT and convert innovative Curriculum
- Extended to more curriculum
- Expanding to all curriculum in Academy
- All curriculum is LFT

Paramintara Y. (P3Y)



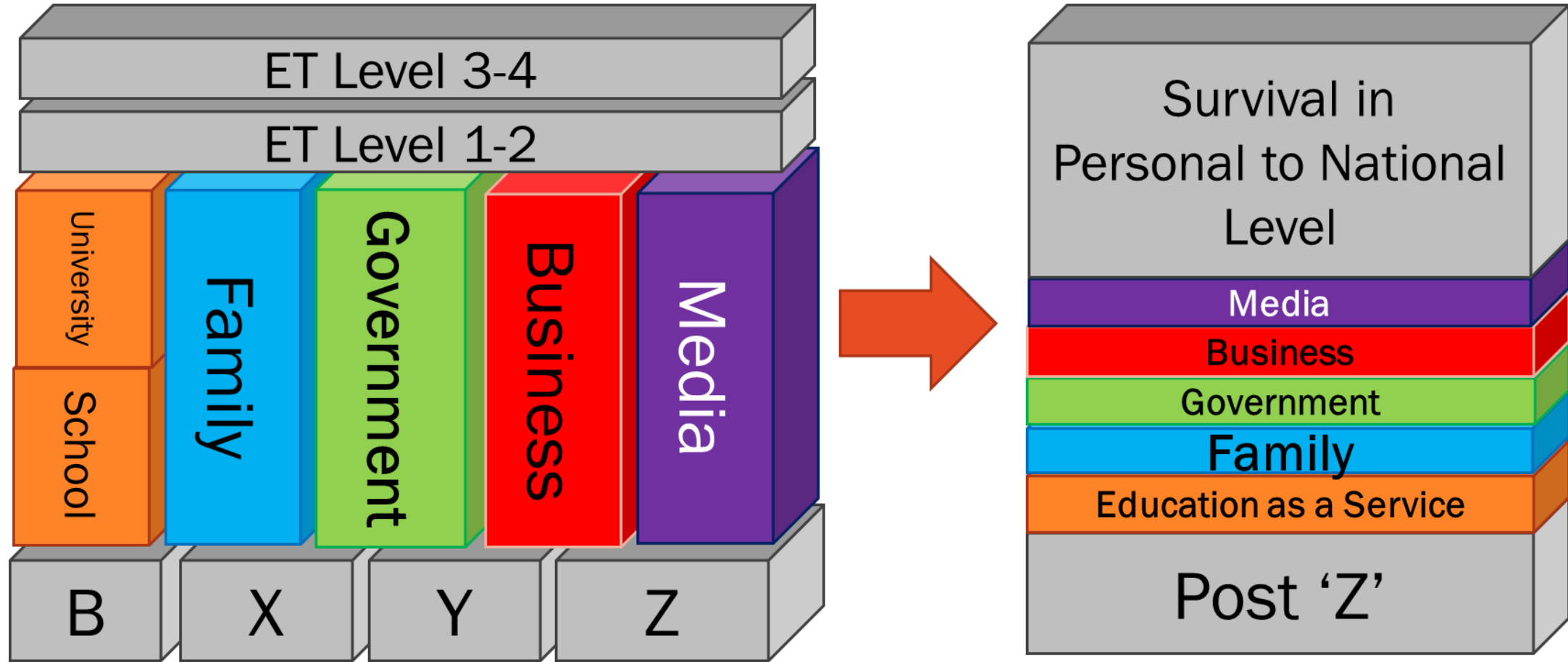
- Applied to some Academy in some Educational Level
- Applied to all Education Level with significant number All Educational Organization and related bureaus with entire social agreement in Education Transformation
- Transformed into fully transformation

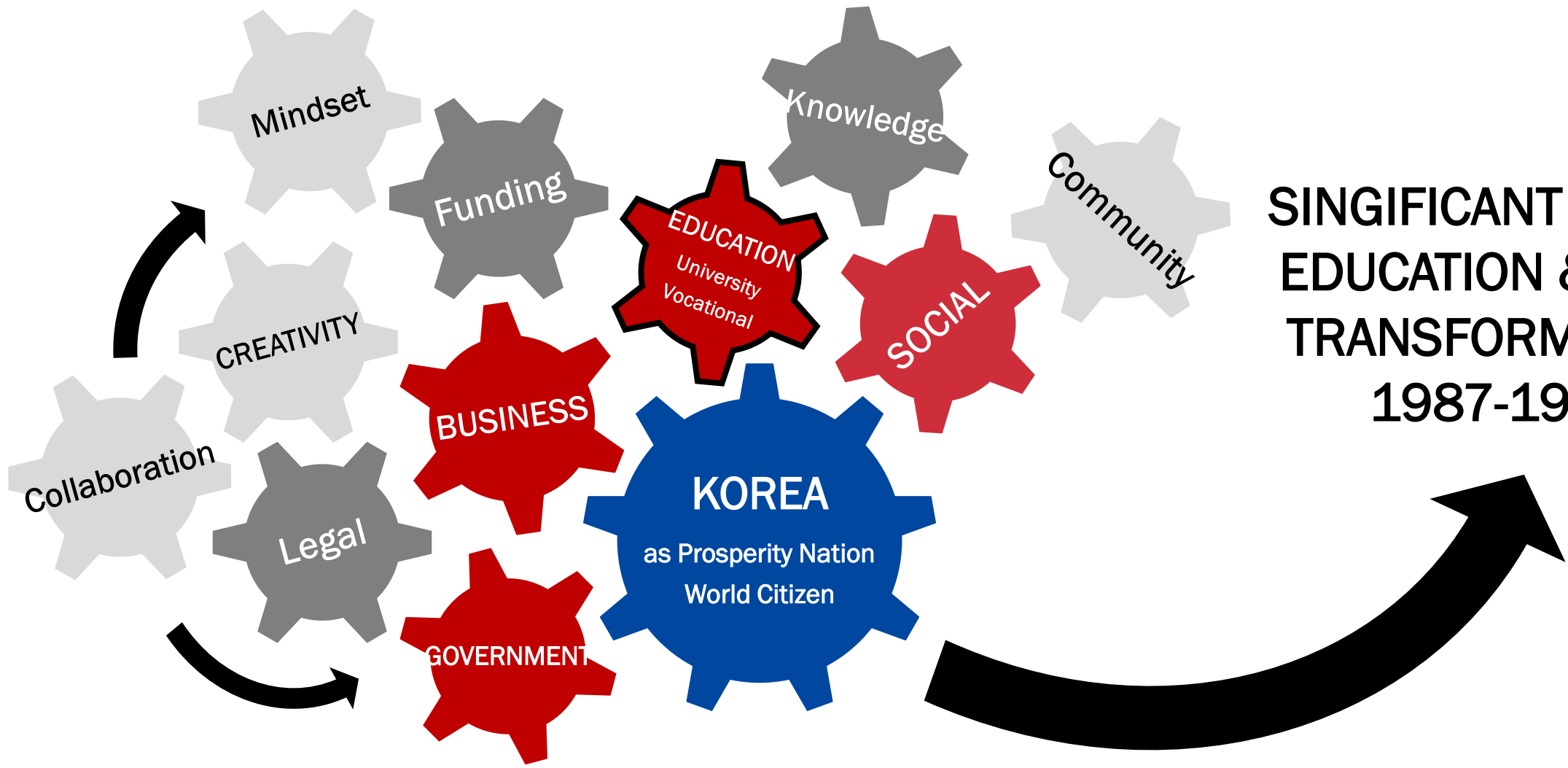




Education Transformation to Education As a Services; EDaaS

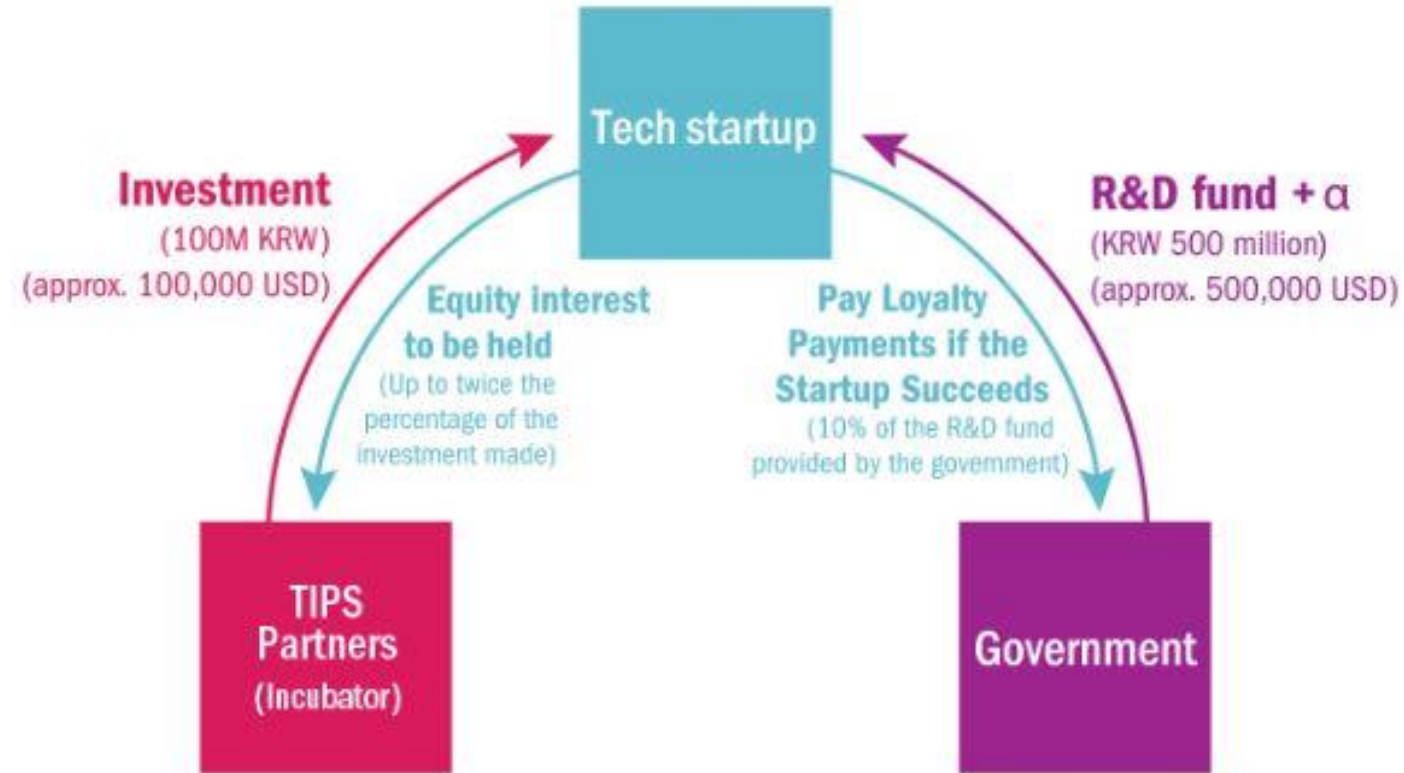
(Utopia version, will not happen in THAILAND)





SINGIFICANT KOREA EDUCATION & HRD TRANSFORMATION 1987-1996

- Start a business that incorporates technology and ideas with a low risk of failure
- At least 60% equity interest to be held by the tech startup



- Obtain meaningful equity interest in the startup business with minimal investments
- Develop and secure a portfolio for follow-up investments

- Share the risk of business failure with the tech startups and investors
- Promote tech startups and create jobs

Total Budget

Classification	Incubation Period	Initial Funding	Technical Development Funding (R&D)			Additional Financial Assistance
		Angel Investment (Accelerator)	Government Fund	Private Spending (out-of-pocket)		
				Cash	In Kind	
Tech startup	2-3 Years	100MKRW (Minimum 20% is Government Funding)	Up to 500M KRW	Greater Than 50% of The Private Spending	Required Amount	100M KRW in Startup Funding, 200M KRW in Matching Angel Funds, 100M KRW in Overseas Marketing Assistance
			Less Than 80% of The R&D Fund	Greater Than 20% of The R&D Fund		





EXTERNAL FACTORS

External Factors Impacts to Education



Are you ready for these challenges?

Disaster

Political

Economic

Technology

Environment

C

D

P

P

H

E

S

T

L

E

Competitors
Customers
Connection

Pandemic

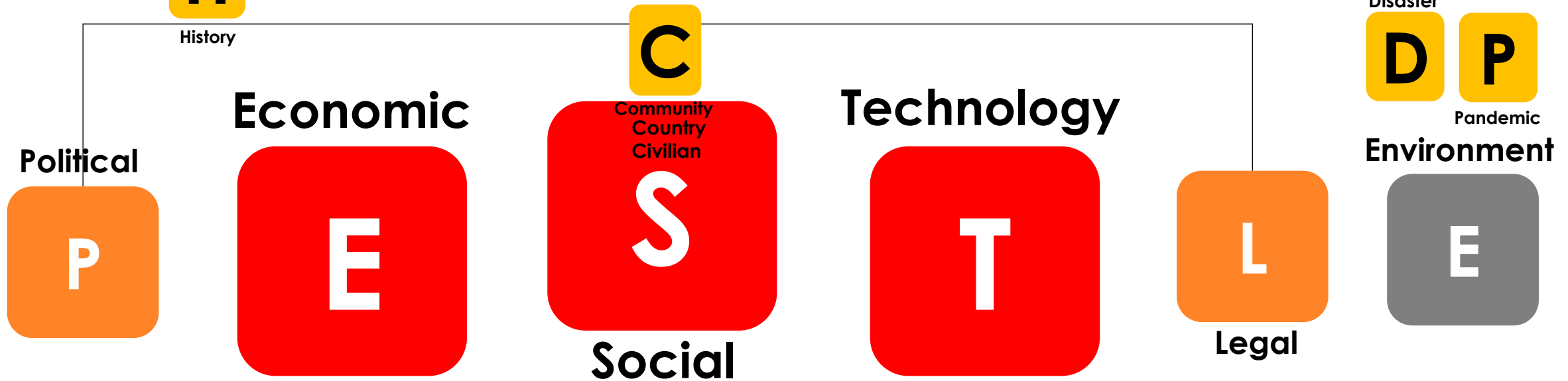
History

Social

Legal

External factors affect Education in next 7 years

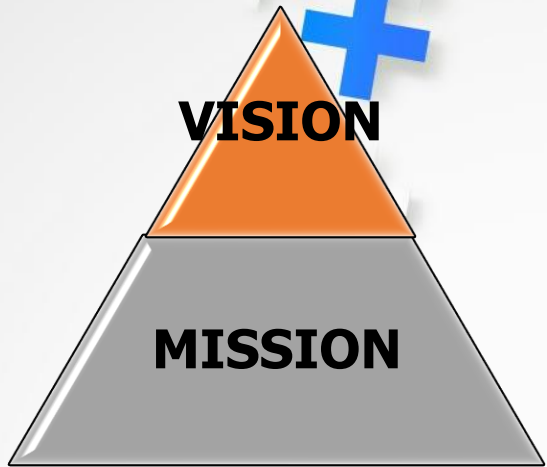
H GEO-POLITIC = Conflict & Limitation = War



- Recession + Inflation → Reduction of Educational budget & Investment
- Family poverty → Individual Education cost

- Wider Gap in Education Assessment, Education Quality based on Economy
- Generation Gaps,
- Social Behavior

- Unbeatable AI
- New generation rely on Technology with higher cost → Thinks lesser or illogical thought



EDUCATION VISION & MISSION

<https://www.jstor.org/stable/23719011>

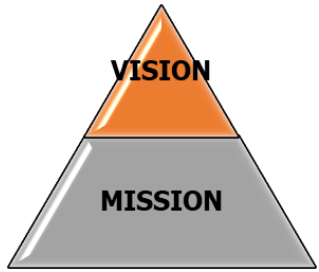


As one of the few developing nations that have joined the ranks of the world's industrial powers, South Korea has been the subject of a large body of research. Most scholars regard it as possessing a strong, authoritarian state that has directed the nation's social and economic development. The general interpretation is that South Korea inherited a powerful centralized bureaucracy and national police from the Japanese colonial administration, and that the security-minded American military occupation (1945–1948) and Syngman Rhee (Yi Süngman) regime (1948–1960) that followed made use of these instruments to suppress leftist dissent and maintain internal security. After 1961, the military rulers further centralized authority and directed the state toward economic development.¹

The government of Park Chung Hee (Pak Chŏnghŭi), who came to power in the military coup of 1961, adhered to the model of the “developmental state.”

- “Once the Korean War (1950-53) ended, Koreans embarked on a major recovery. The explosive expansion of Korean education at all levels in less than 50 years produced drastic changes in both the quantity and the quality of education. Whereas once the goal was to make education available to everyone, now the aspiration is to produce enlightened and efficient future citizens who will contribute to national welfare and reconstruction.”

https://factsanddetails.com/korea/South_Korea/Education_Health_Transportation_Infrastructure/entry-7375.html



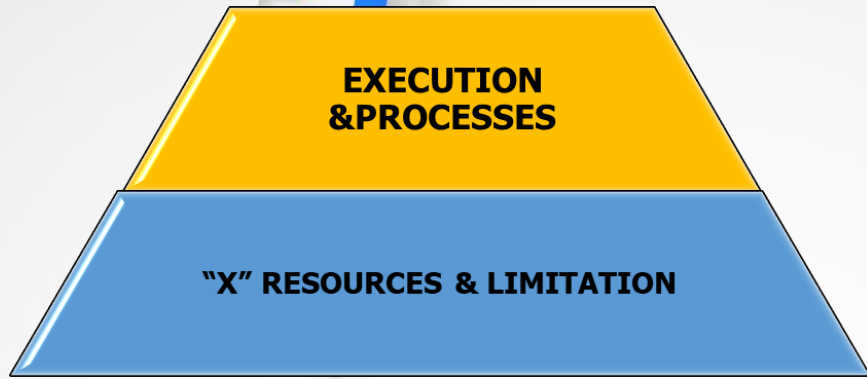
In 1985 the Presidential Commission for Educational Reform (PCER) was created to study and develop educational reform proposal for the education in 21st century. PCER was the Korean version of "The Nation at Risk" in United States and National Commission on education in Japan for educational reform.

Establishment of Korean Education Ideology, Goals and Directions of Education Reform

- General Goals and Aims of Education Reform
- Directions and Strategies for the Reform of Primary, Secondary, and Higher Education
- Non-Formal Education

Selected Policies for Education Reform

- Modification of the Basic School System
- Reform of the Entrance Examination System
- Increasing Autonomy of Education Administration
- Development of Gifted and Talented Students
- Innovation of Science and Technology Education
- Strengthening Computer Education in Schools
- Feasibility of an Education Broadcasting System
- Development of Career Education
- Development of Education Programs for the Information Society
- Establishment of a Life-long Education System



EDUCATION

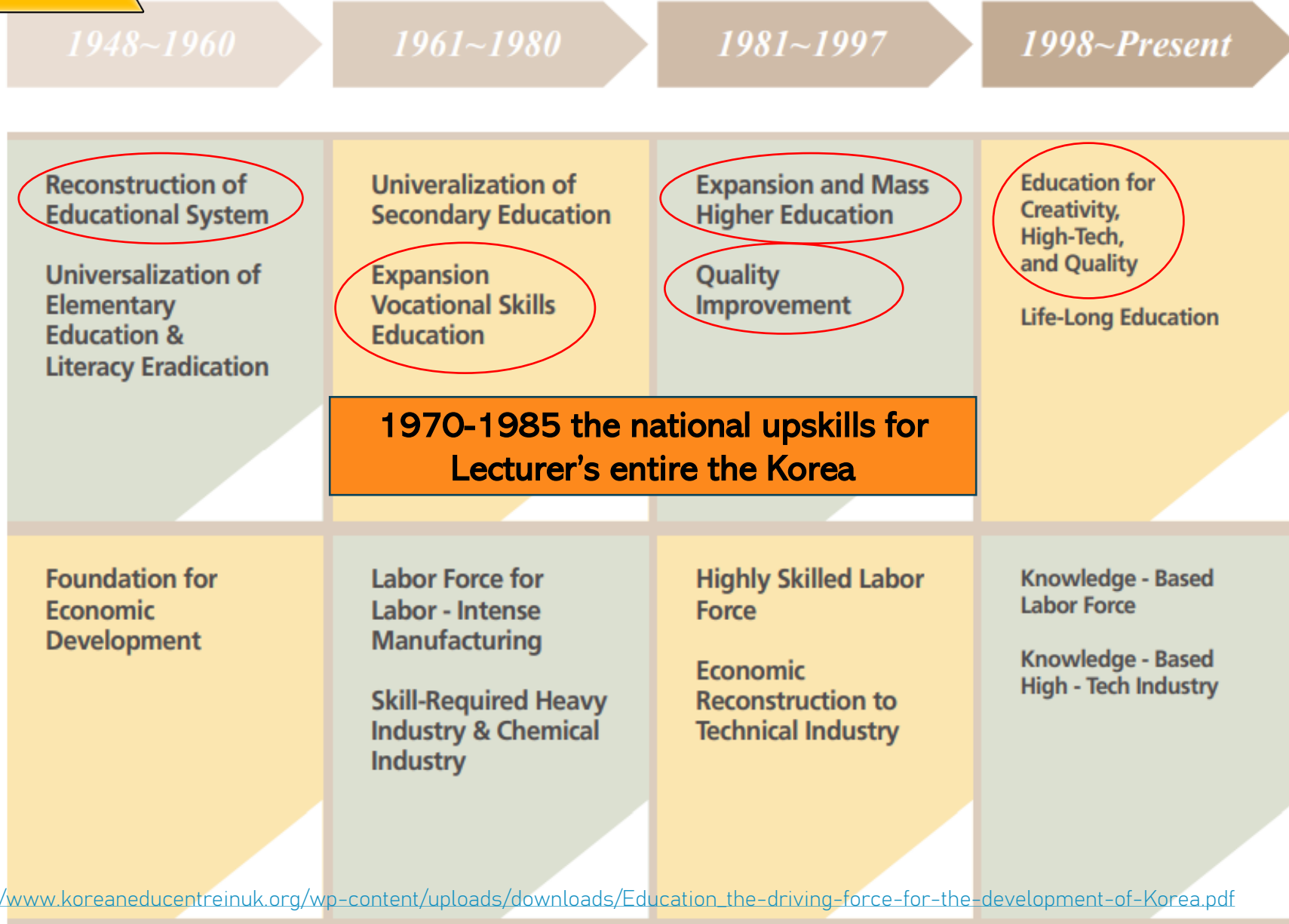
Execution & Processes

Resources & Limitation

After the Military *Coup d'etat* in 1961, the Korean government strongly recognized the necessity for educational reform in order to industrialize the country as well as to build national identity. In answer to the strong need for educational reform, the government strengthened legal and administrative systems of higher education under its uniform control (H. Lee, 1999, pp. 14-15). On the other hand, the government upgraded teacher education: normal high schools to teachers junior colleges in 1962 and institutions training secondary school teachers to four-year colleges of education in the same year ([MOE, 1998a, pp. 30-32). On December 5, 1968, the Charter of National Education was promulgated to recover the national spirit and educational reform (MOE, 1998a, p. 31). In the 1970s, the Korean government attempted to reform tertiary education to innovate academic management and structure. Consequently, the national policy for higher education was diversified to meet the rapid process of socioeconomic change. As a result of the government policy for educational reform, the Air and Correspondence College was opened to promote adult education in 1972, and two to three year junior colleges began to take a large share of higher education during this decade, fitting the manpower demand for the national economic development (MOE, 1998a, pp. 32-34).

EXECUTION & PROCESSES

Education & Economic development





My LTT; Learning and Teaching Transformation

Learning

Passive

Active



Teaching

Teach

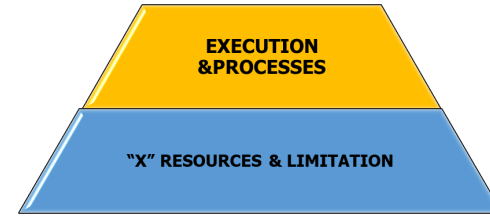
Facilitate

EXECUTION
& PROCESSES

"X" RESOURCES & LIMITATION



My LTT; Learning and Teaching Transformation



Learning

Passive Student

Active Student

Hybrid Learner

Active Learner

Force to change

Aware to change and identify benefits of changing

Prefer changing to better outcomes

Choose to change

Willing to change

Simplified change

Natural adaptive and developing

Paramintara Y.

1970-1985 the national upskills for Lecturer's entire the Korea

Teacher

Hybrid Teacher

Hybrid Facilitator

Facilitator

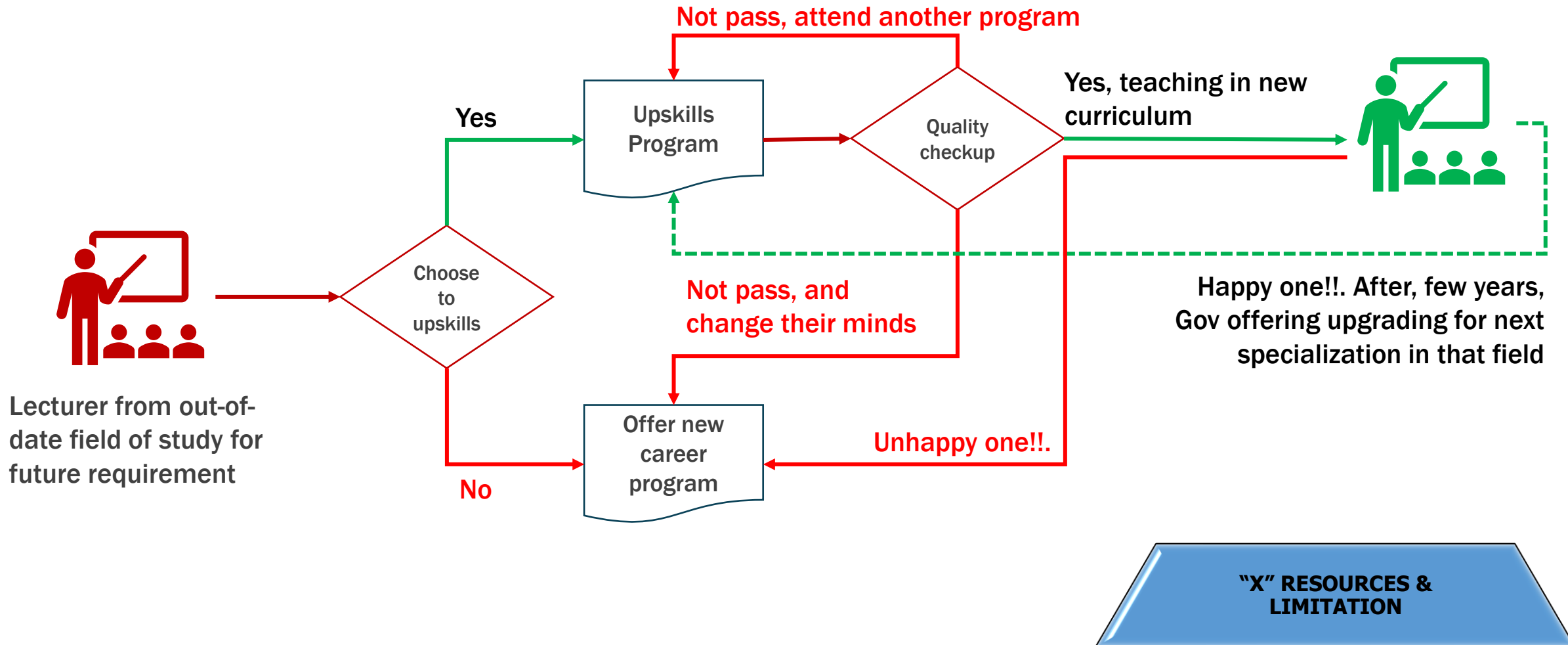
Next Generation Facilitator

Linking

Teaching

K-ED Transformation; National Upskill and Reskill for next generation (1970-198X) applied nation wide for Higher Education Lecturers

Chart by Paramintara Yaoyuenyong



"X" RESOURCES & LIMITATION

Increase of Higher Education Attainment in South Korea

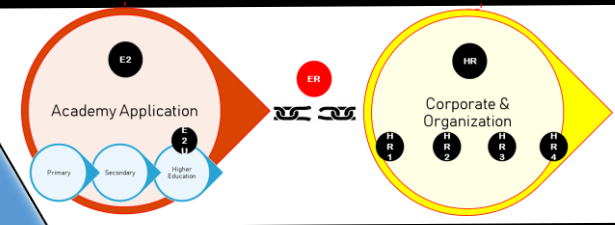
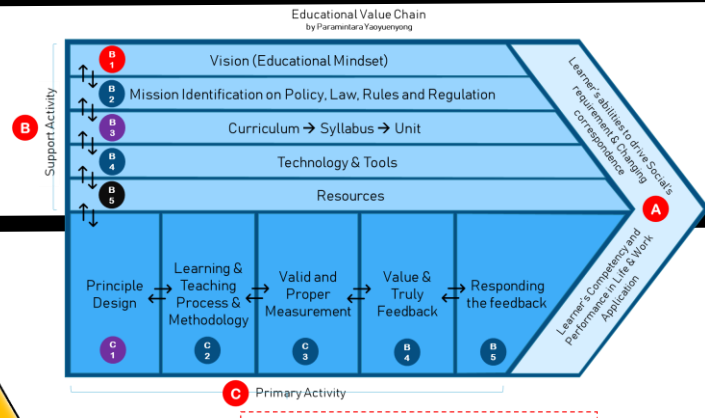
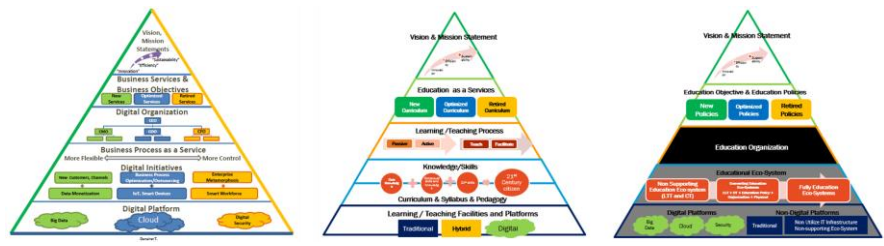
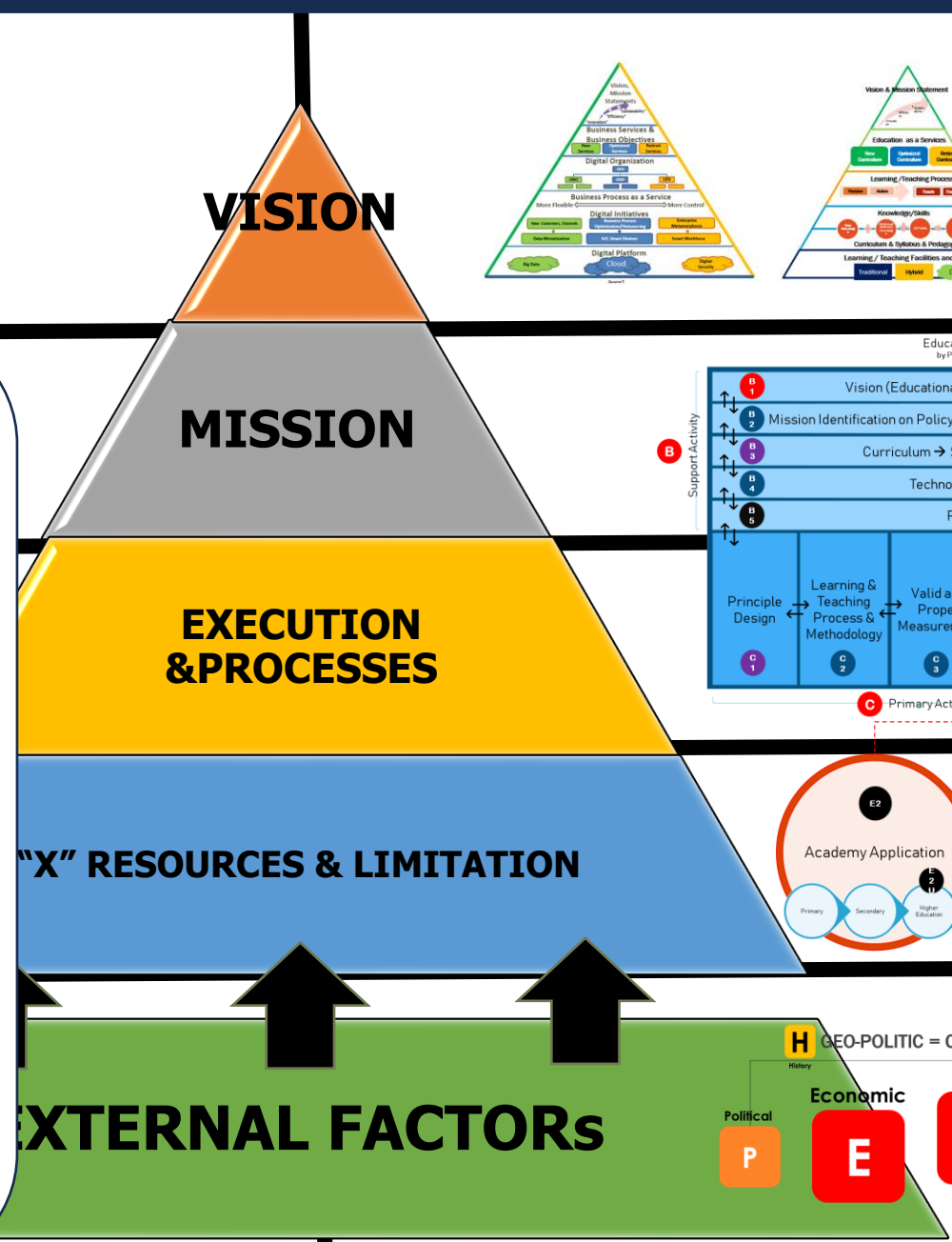
- Young-Key Kim-Renaud wrote in the "World Education Encyclopedia": "The transition rate from high school to higher education has also been increasing. Until the late 1980s, however, the government, while trying to make universal education available to precollege students, strongly controlled the expansion of higher education for fear of creating an oversupply of college graduates for available jobs. Following the government's relaxation of such control beginning in the 1990s, the transition rate from high school to higher education reached 79 percent in 1996. As of 2000, upon birth, a child has a 77 percent probability of receiving a higher education. Though the rate of high school graduates advancing to college has been increasing for both men and women, 92 percent of male high school graduates ages 18 to 21 went on to colleges in 1998, whereas the share for women was just 55.5 percent. Some scholars point out that concentration of male and female students in specific areas of study leads to gender discrimination and employment inequality (Shim). [Source: Young-Key Kim-Renaud, "World Education Encyclopedia", The Gale Group Inc., 2001]
- "Almost all high school graduates would be attending an institution of higher education were the quota increased and financing available. The overwhelming majority of Korean parents want nothing less than a college degree for their children. For example, in 1993, about 86.5 percent of the Korean parents expected their sons to get a college or university degree and 79.4 percent, their daughters (KEDI 1994, 33). Many who cannot pass their preferred institution's examination study abroad.

SUMMARY

DT2ET, How South Korea did from the pass to their educational history



- Do Phase 1-2 in your territory, if you are lucky Phase 3-4 as ecosystem will exist.
- Changes the way you teach, will change the result of education
- Create SAK & ASK instead of KSA
- Extend to those educational professional in stead of by career as lecturers





MY VERSION for 2030



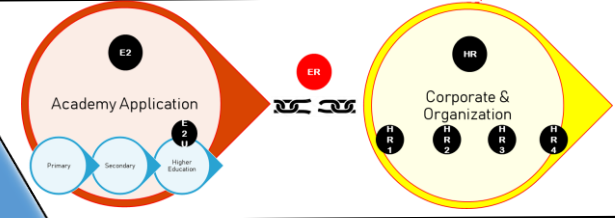
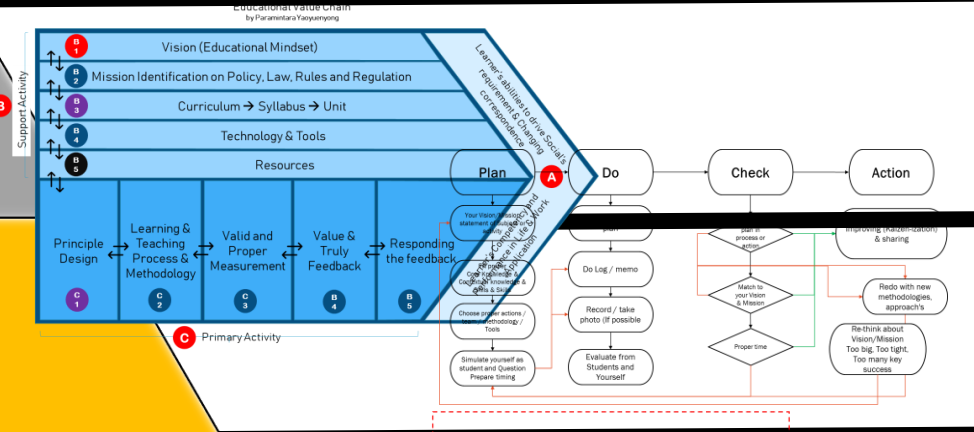
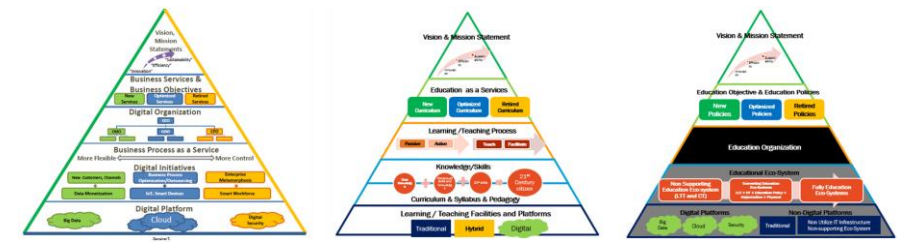
Based on what you want your student will be in future life?

Design your syllabus and action in your class match to Vision, **SAK/ASK**

Plan and Do, re-learn and make change. Do not care those who do not understand

Overcome the Limitation, **Collect and ask supporting for resources**

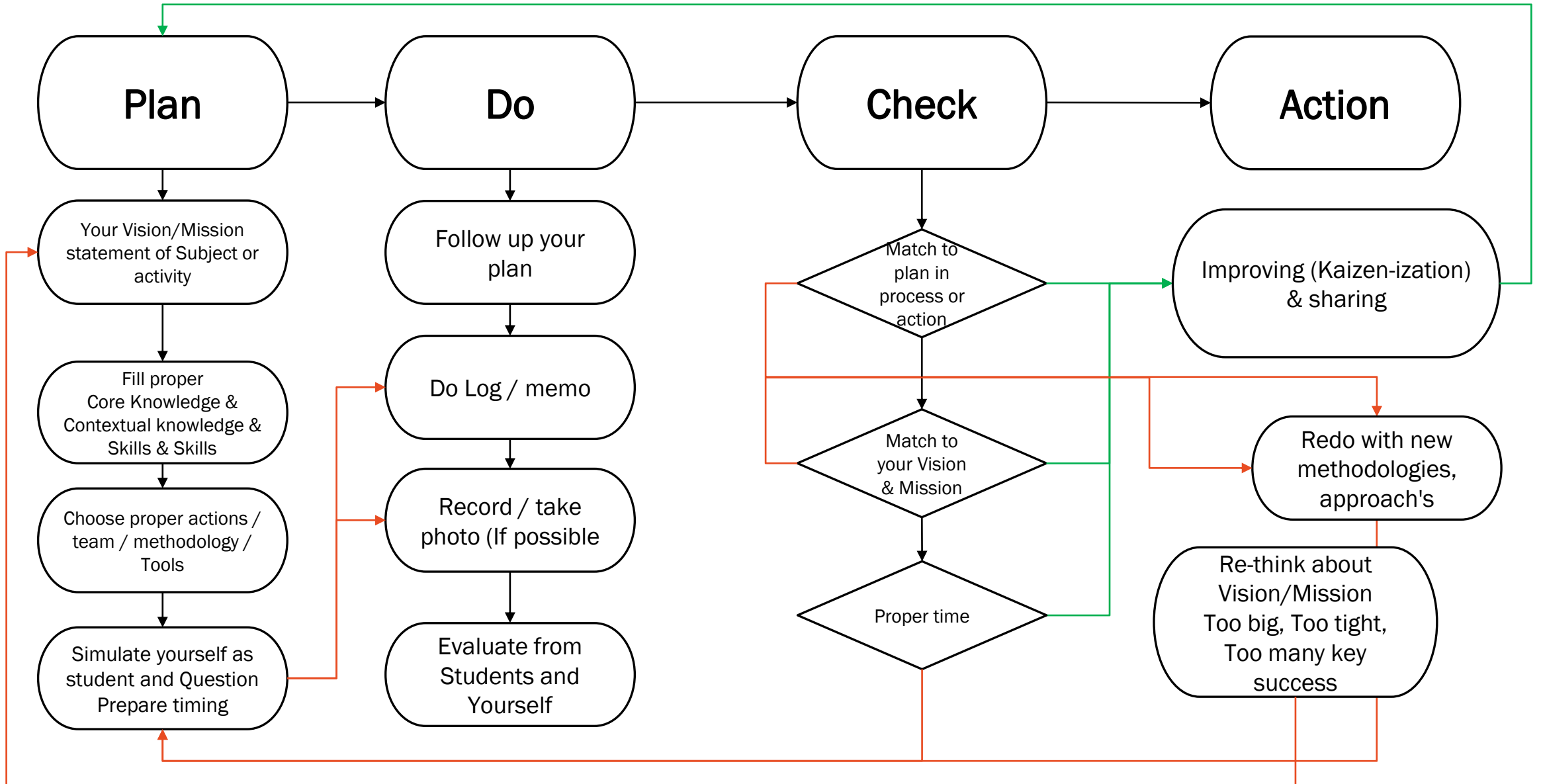
External is not our control, But we changes based on new Incoming factors. **Adaptive is a key, Mindset is torches light**

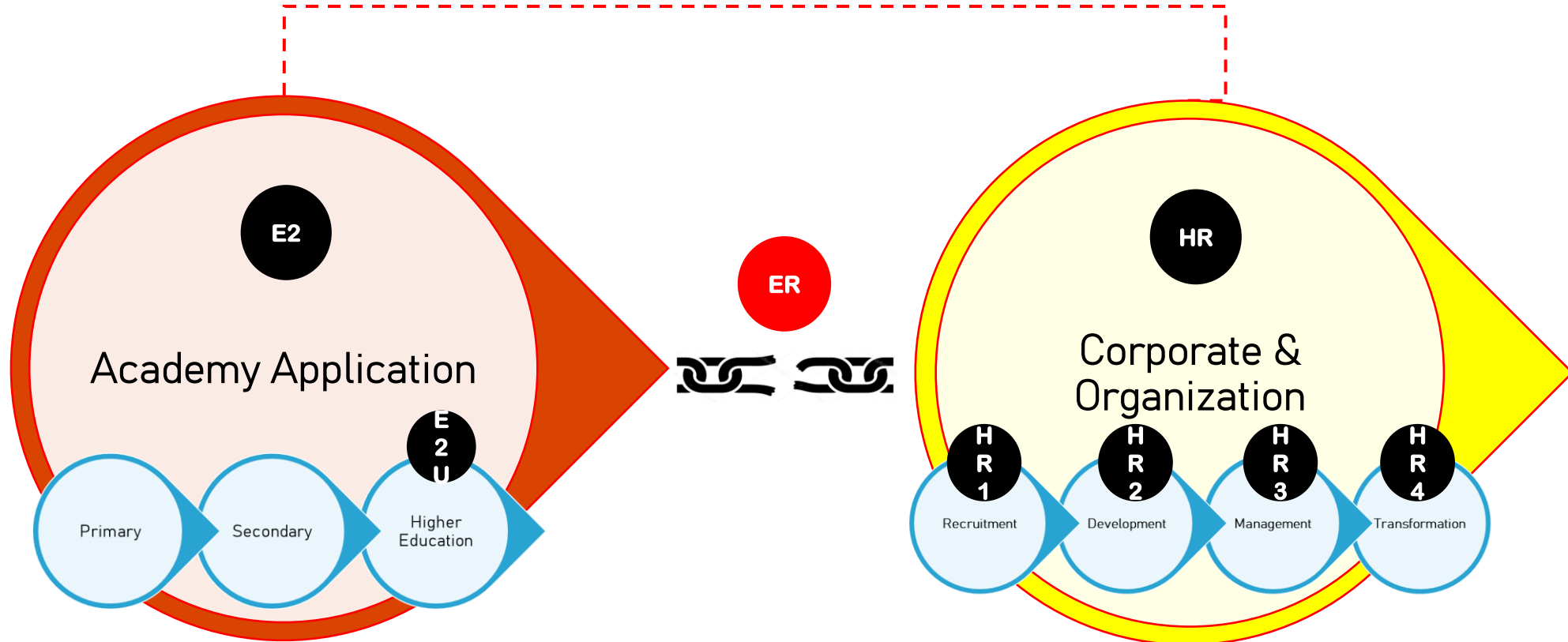


HOW TO

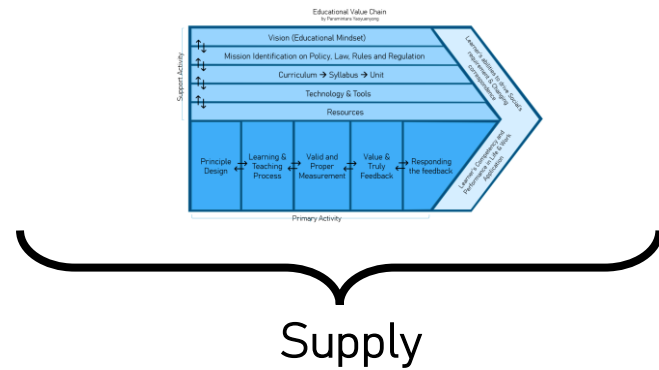
PDCA your Syllabus and Related activities

last updated 25 JUN 2017 (Paramintara Yaoyuenyong)



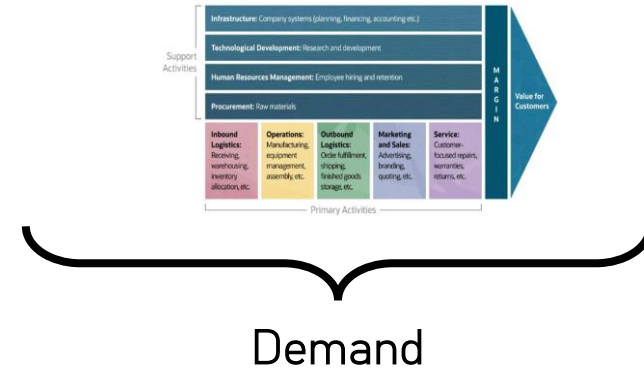


>> Educational Implementation



<< Educational Supply Chain Turbulence >>

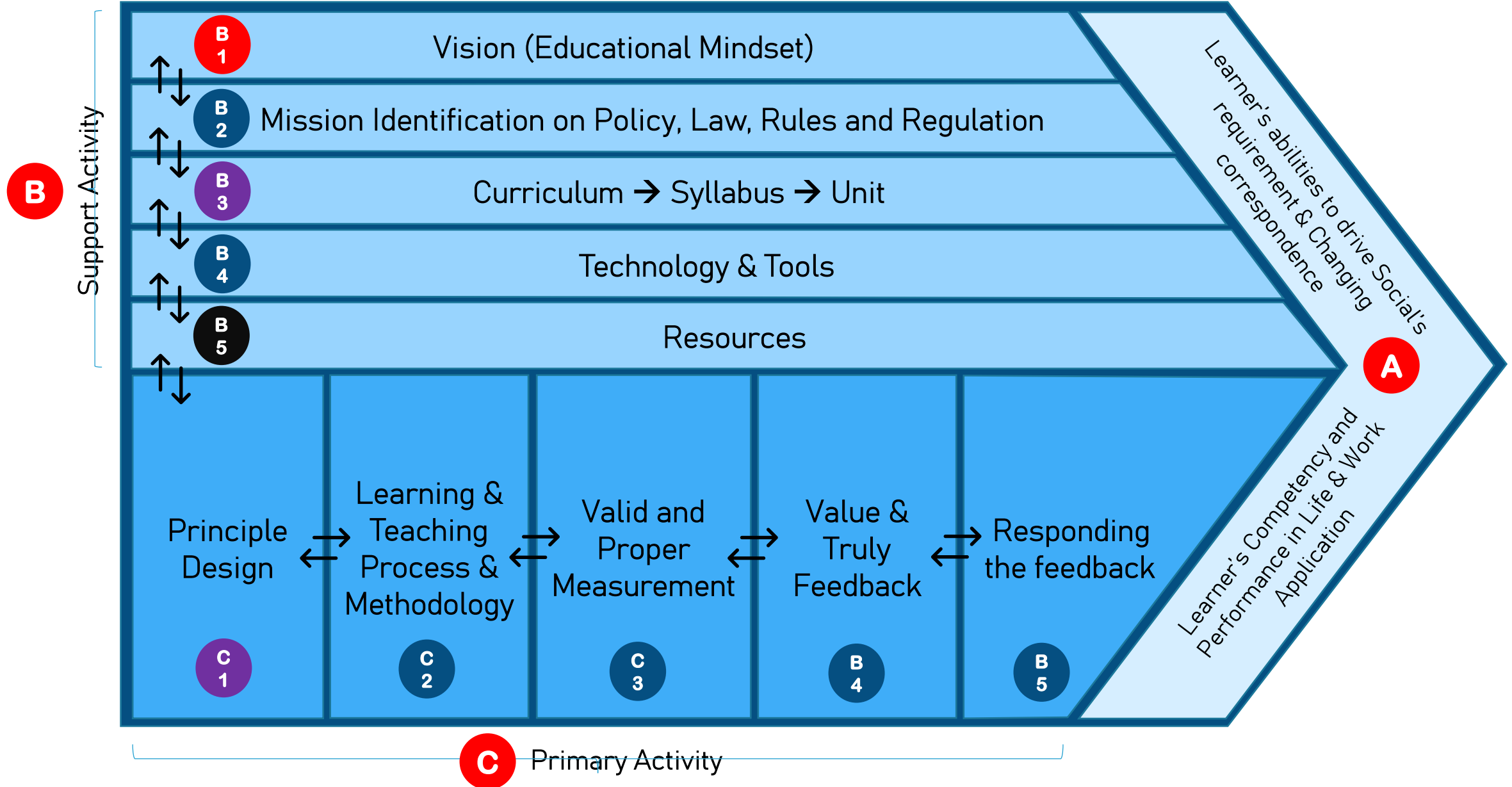
>> Post Graduation



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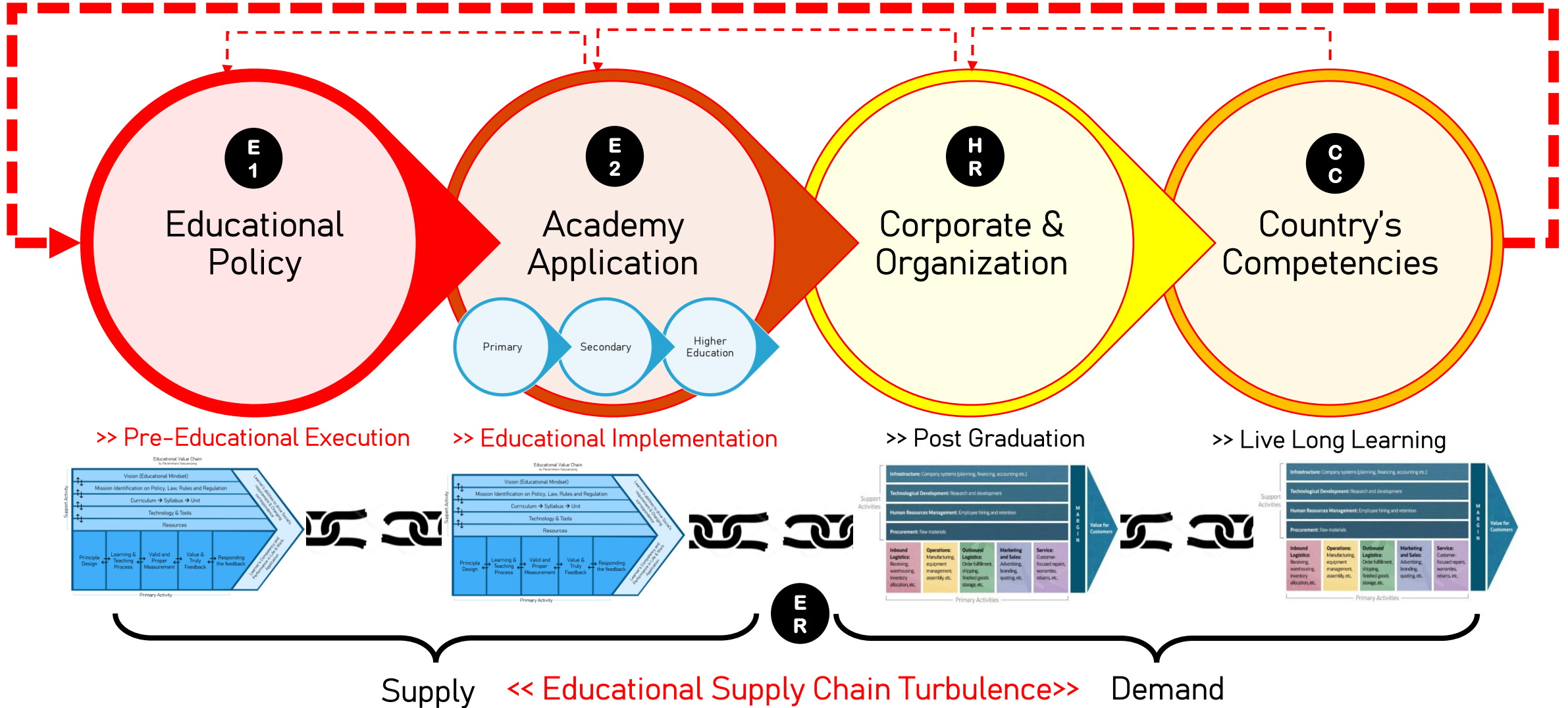
Educational Value Chain

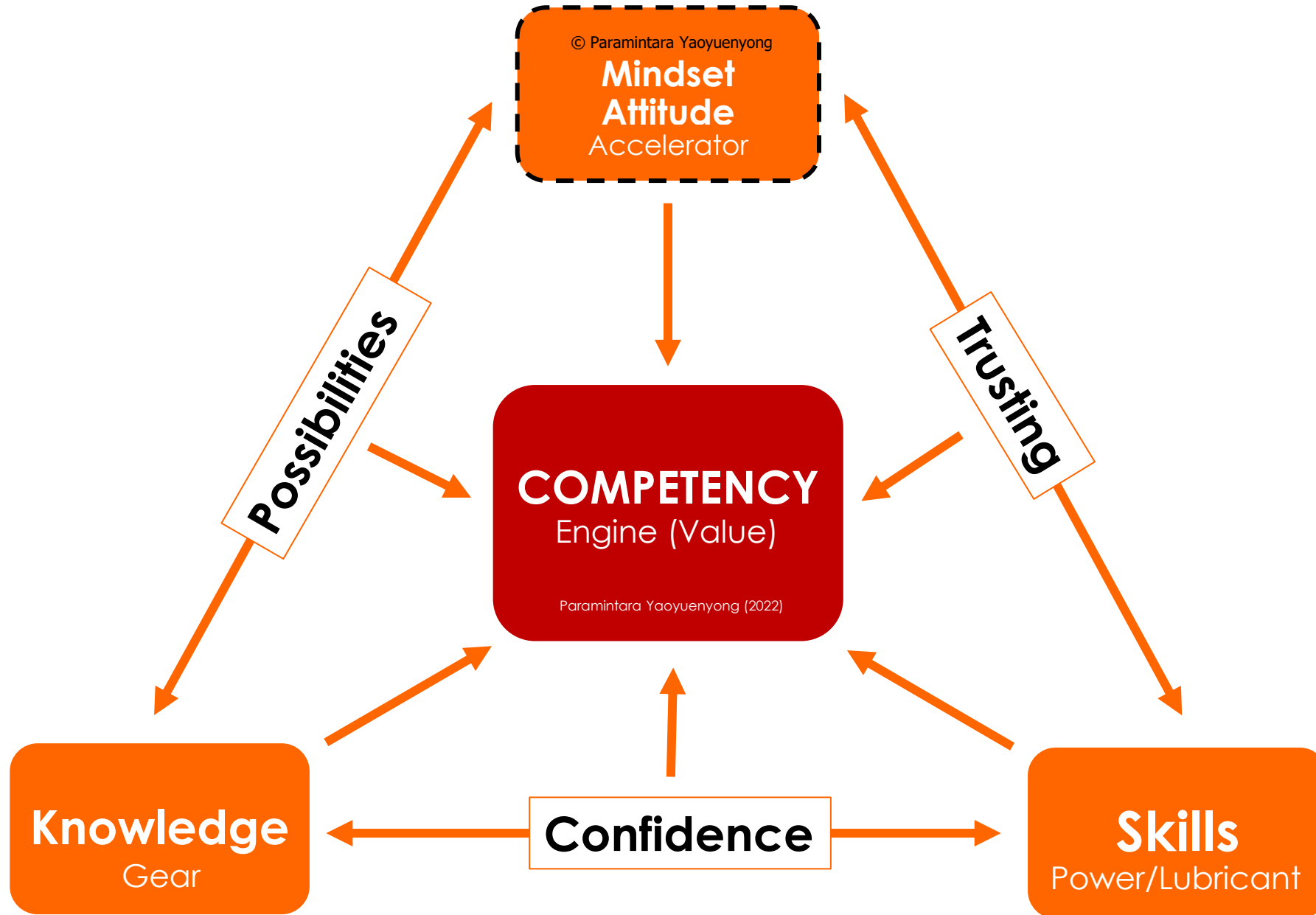
by Paramintara Yaoyuenyong



Education's Value Chain overlaid in Education's Supply Chain

by Paramintara Yaoyuenyong







Thank you
“Kob-Khun-Krup”