

A COMPARATIVE STUDY OF EDUCATIONAL COOPERATION BETWEEN THAILAND AND NEIGHBORING COUNTRIES: LAO PDR AND CAMBODIA

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Abstract: The objectives of this research were 1) to compare the educational cooperation between Thailand and Cambodia, and Laos PDR; 2) to compare the outcomes of educational cooperation on human development and international understanding; and 3) to provide policy recommendations for the future prospects of educational cooperation. Documentary and survey research were applied. The participants were 503 key Thai, Cambodian, and Laotian informants. The research results showed that since 1992 to 2010, Thailand had educational cooperation time with Lao PDR longer than Cambodia, which started in 2000, and had 4 main educational cooperation projects more than 3 of Cambodia. Focusing on the participants, 30,612 Laotian and 14,752 Cambodians were educated; most of the Laotians had completed Grade 12 with professional skills training while most of Cambodians had completed professional skills training. Between and after participation with the projects, the highest increasing element among Cambodian coordinators was 'the value of peace and international interests' (PNI 1.26) while that of the Laotian coordinators was 'recognizing and appreciating diversity among the two countries' and 'recognizing interdependence and connections among them' (PNI 0.74). The highest increasing element among Cambodian and Laotian beneficiaries was 'developing personal knowledge to live across cultures' (PNI 1.05 and 0.83, respectively).

Keywords: Educational Cooperation, International Understanding, Human Development, Thailand and Neighboring Countries, Cambodia, Lao PDR, ASEAN, Comparative Study

Introduction

The use of the word international in connection with education generally call to mind years of worthy efforts by many organizations, UNESCO, in the meeting in Paris on 1974, at its eighteenth session, recommended education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote

understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. The use of educational action for promoting the concept of peace concerns the content of education and training, educational resources and material, school and university life, initial and ongoing training for teachers, research, and ongoing training for young people and adults (Miel, 1968; EI.; UNESCO, 1974)

Response to the globalization and the regional economic and political development, Thailand have educational cooperation policy on create unity and promote cooperation among ASEAN countries in order to realize the goal of creating an ASEAN Community, as well as promote cooperation with other countries in Asia through various cooperative frameworks, and prepare all sectors for the move towards becoming an ASEAN Community by 2015 in the economic, socio-cultural and security areas. Thailand had educational cooperation with neighboring country under the framework of both bilateral and multilateral cooperation since 1991 BE, with Lao PDR, and Cambodia by MOU since 2000 (Ministry of Education, 2008). The international cooperation strategies in education at the macro level aim at strengthening and increasing the efficacy of Thai to become a hub of education at the regional level, especially Thailand would become a regional higher education hub in the Association of South-East Asian Nations (ASEAN) within the next 20 years (2007-2026) and would be able to earn 8,000 million baht from the higher education business within the next 20 years (2006). (Hatsukano, 2003). Thailand provided the cooperation in curriculum development in pre-school, primary school, Lower and Upper secondary school, exchange students, teachers and researcher every year under the program of exchange the human resources and students for Lao PDR; and supporting scholarship, training, study trips and experts for Cambodia. Education implies the entire process of social life by means of which individuals and social groups learn to develop consciously within, and for the benefit of, the national and international communities, the whole of theirs personal capacities, attitudes, aptitudes and knowledge. (Ministry of Education, 2008; Chanthabouly, 2009) International education cooperation should further the appropriate intellectual and emotional development of the individual. (UNESCO, 1974)

According to education cooperation between Thailand and Cambodia, and Lao PDR. The survey from 1994 to 2004, Cambodian and Laotian beneficiaries had got the useful knowledge, were pleased and proud to be educated; got promotion in work; being appointed to be

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either leader or administrator of the organization. However, some beneficiaries had got feelings that Thais had negative attitudes towards them. Therefore, this research would like to investigate the difference between 7 elements of international understanding among the Cambodia and Lao PDR, participating in the international education cooperation projects at bilateral or multilateral level which were set up the minimum period of 3 years cooperation (the project beginning were not later than 2008), to promoting further international understanding between Thailand and other neighboring countries.

Objectives

There are three objectives:

1. To compare the educational cooperation projects between Thailand and Cambodia, and Laos PDR.
2. To compare the outcomes on educational cooperation on human development and international understanding.
3. To propose the policy recommendation for the future prospect of educational cooperation and outcomes.

Literature Review

Most literature sources also emphasize the importance of the education on international understanding. Education is uniquely placed to provide lasting solutions to the major problems facing world society, through the development of better world citizens (Gellar, 1996; Peterson, 1987; Mattern, 1991; IBO, 1996; Paris, 2003; UWC, 2005, cited in James, 2007) Such individuals would have particular attitudes and values such as ‘international understanding’ (Mayor, in Peel, 1998; McKenzie, 1998; Hill, 2003; Schwindt, 2003; ISA, 2004, cited in James, 2007), tolerance, acceptance, respect and cooperation. (Mayor, in Peel, 1998; McKenzie, 1998; Norberg, 2000, Hansen, 2002; Lam and Selmer, 2004, cited in James, 2007) Prior to studying of ‘international understanding’, Hinrichs (2003) found it involved knowledge of different cultures, customs, political systems, and religions around the world. It’s important to understand economic and technological system and advances in different countries and also how they related to others. While Hill referenced interpersonal relationships as a key indicator of international understanding (Hinrichs, 2003). Education for international understanding focuses most heavily on positive peace and armed conflict, that is, on understanding the causes and consequences of armed conflict and analyzing issues which affect the entire world. Study of these needs to be linked to the multiple ways that peacebuilding is possible in and among peoples. Education for international understanding also highlights the importance of the international legal system, including international public law, international human rights law, and International Humanitarian Law, the foundations of international relations. It emphasizes the importance of international players such as the United Nations, the chief arbiter of peaceful and violent relations in the world. In terms of relations among peoples, global

education attempts to understand why dominant groups construct deformed enemy images and what can be done to deconstruct them. (Escola de Cultura de Pau, 2014) Education can help rural people’s capacity to diversify assets and activities, increase productivity and income, foster resilience and competitiveness, access information on health and sanitation, strengthen social cohesion and participation. (Muro & Burchi, 2007) A wave of work on poverty followed the publication of the World Development Report 1990: Poverty (World Bank 1990), including a large number of poverty assessments and poverty reduction strategies. From the late 1970s donors and governments broadened their understanding of rural problems. The solution was seen to lie in a multipronged approach to interlocking problems: although approaches varied widely, most attempted to combine interventions to raise agricultural productivity (inputs, irrigation and advice) with improvements in health care, education and access to credit (Kleemeier 1988 cited in Muro & Burchi, 2007). To begin, it is worth noting that planning means different things, depending on context. It can refer broadly to any willed intervention in which planners define goals, specify inputs, and present a model of causality linking activities to goals. Since the late 1970s the underlying global trend has been away from directive planning toward enabling planning (World Bank 1996a). While planning failures occur in rich as well as poor states, failures are more likely, and their effects more serious, in the developing world, where the state typically has more limited analytical capacity, and so faces greater problems in identifying best choice solutions to complex problems, displays more rigid demarcation between planning functions, less subject to checks (either by regulatory state bodies or by civil society) on misguided or self-serving planning, and more dependent on coercive rather than institutional means of enforcing its will in the face of opposition to planning decisions. The new approach to rural development planning, styled “process approaches” in contrast to earlier “blueprint” models. Chambers has summarized the differences between blueprint and process approaches. Blueprint planning uses technical specialists to devise a scientific plan in the capital city, which is then implemented according to a rigid timetable; process planning, by contrast, is bottom-up in nature, organic, flexible, and action oriented. (Maxwel & Conway, 2000)

Conceptual Framework

In 2003, Hunrichs studied on the development of international understanding and found 7 categories definition: 1) developing personal knowledge, communication skills, attitudes, ethical reasoning, and responsibility necessary to live effectively across cultures; 2) recognizing and appreciating ethnic diversity, cultural pluralism, and diverse values and beliefs; 3) recognizing interdependence and connections among cultures and nations; 4) understanding contemporary and historical global issues, their causes, and their effects; 5) valuing

peace and international interests over nationalism and cultural identity; 6) understanding how domestic policies affect the world; 7) respecting democracy and basic human rights.

In 1988 Chambers put forward five interdependent prerequisites for sustainable projects in the developing world. These principles have come to inform much rural development research and practice in areas within and beyond agriculture. However, further experience is suggesting that the challenges of sustainable rural development often lie in the relation between levels of action such as how local rural people's organizations articulate with donor organizations and state institutions. (Bebbington, 2004 cited in Elliott, 2006) Since the 1990s, many methods have been developed to explore local issues and realities and to give greater voice to a wider set of local interests. (Elliott, 2006) Participatory Learning and Action (PLA) is an approach for learning about and engaging with communities. In direct contrast to the packages, blueprint approach, a 'Farmer-First' one (Chambers et al., 1989 cited in Elliott, 2006) to agricultural development is based on a 'learning-process approach' where projects are continually modified rather than being held to a rigid set of aims and procedures. Changes are made in response to dialogue between all interested parties and the experience gained during the course of the operation of the project. A learning-process approach has widespread implications for how projects are defined, the value of particular kinds of 'expertise' and the systems of communication, for example. The key features and contrasts of the two approaches are identified in Table 1.

Key informant

There were 2 major groups of key informant. The project coordinators composed of 18 Thais, 7 Cambodians, and 33 Laotians. The project beneficiaries composed of 311 Cambodians, and 124 Laotians.

Data Collection

This research had two phases. The first phase was conducted in Thailand by documentary analysis to compare the differences among the educational cooperation projects between Thailand and Cambodia, and Laos PDR. The second phase approached by survey research in Thailand, Cambodia, and Laos PDR. This phase consisted of investigation and comparative analyses of human development, and international understanding outcome between Cambodian, and Laotian coordinators and beneficiaries. Priority Needs Index (PNI) was using to analyze and compare the difference of international understanding before, during/after participation between each group: coordinators and beneficiaries; Cambodian and Laotian. The two questionnaires were developed for data collecting among project coordinators and beneficiaries. First, self-evaluation based on the study of Judy Hinrichs (2003) was used to investigate international understanding outcome. The international understanding of Hinrichs was consisted of 7 elements: 1) knowledge and understanding in a different cultural life; 2) acceptance and value realization which were differences among countries; 3) acceptance of being interdependent and relationship among countries; 4) understanding the contemporary issues and world issues; 5) valuing peace and benefit among countries; 6) understanding effects of

Table 1: The Contrasting 'Blueprint' and 'Learning-Process' Approaches to Rural Development

	Blueprint	Learning-process
Idea originated in	Capital city	Village
First steps	Data collection and plan	Awareness and action
Design	Static, by experts	Evolving, people involved
Supporting organization	Existing, or built top-down	Built bottom-up, with lateral spread
Main resources	Central funds and technicians	Local people and their assets
Staff training and development	Classroom, didactic	Field-based learning through action
Implementation	Rapid, widespread	Gradual, local, at people's pace
Management focus	Spending budgets, completing projects on time	Sustained improvement and performance
Content of action	Standardized	Diverse
Communication	Vertical: orders down, reports up	Lateral: mutual learning and sharing experience
Leadership	Positional, changing	Personal, sustained
Evaluation	External, intermittent	Internal, continuous
Error	Buried	Embraced
Effects	Dependency creating	Empowering
Associated with	Normal professionalism	New professionalism

Source: Chambers (1993 cited in Elliott, 2006)

Procedure

The mixed method both descriptive qualitative and qualitative was conducted in 3 countries: Thailand, Cambodia, and Lao PDR, using documentary research and survey research.

in-country policy to the world; and 7) respect for democracy and human basic rights. Second, self-reported questionnaire on educational cooperation prospect based on the concept of learning process of plan (Chambers, 1993 cited in Elliott, 2006). There were 15 factors in 3 dimensions: 1) planning cooperation, 2) implementation,

and 3) evaluation. The reliability by Cronbach's Alpha Coefficient were between 0.89 – 0.96.

Findings

1. The educational cooperation projects between Thailand and Cambodia, and Laos PDR.

Thailand signed a *Memorandum of Understanding* on educational cooperation with Lao PDR since 1992 before

education and higher education level. The second were educational cooperation projects under the ecological cooperation strategy of ACMECS: Vocational Education Development, International Master Program Development, Development of Personnel in National University of LAO, and The Project by MOU between Suphanuwong University and Chiang Mai University. (See Table 2)

Table 2: The Educational Cooperation Projects at Bilateral Level and Multilateral Level between Thailand, Cambodia, and Laos PDR

Cooperation level/ Country Educational cooperation project/ sub-project	Bilateral level			Multi-lateral level
	Thailand	Cambodia	Lao	
1. Her Royal Highness Princess Maha Chakri Sirindhorn initiated.				
1.1 Kampong Chheuteal High School College	✓	✓		
1.2 Vocational educational scholarships	✓	✓		
1.3 Higher educational scholarships	✓	✓		
1.4 The Cultural Orphanage School (67 Kms), Muang Pone Hoang township, Vientiane	✓		✓	
1.5 Project on Agricultural Potential Development, Champasak University	✓		✓	
2. The neighboring relation project provided by Office of the Permanent Secretary, <i>Ministry of Education</i> .	✓	✓	✓	
3. Development of electronic media for secondary education.	✓		✓	
4. Technical Cooperation Projects provided by Thailand International Development Cooperation Agency (TICA)				
4.1 Thai language Department in Royal University of Phnom Penh (RUPP)	✓	✓		
4.2 Cambodian-Thai Skill Development Center (CTSDC) in Phnom Penh	✓	✓		
5. projects under the ecological cooperation strategy of ACMECS				
5.1 Vocational Education Development	✓		✓	
5.2 International Master Program Development	✓		✓	
5.3 Development of Personnel in National University of LAO	✓		✓	
5.4 The Project by MOU between Suphanuwong University and Chiang Mai University	✓		✓	
6. Staff and <i>Student Exchange</i> Program between Thailand and Greater Mekong Sub-region (GMS) provided by Office of Higher Education Commission (OHEC).				✓

Cambodia on 2000. Since starting the MOU in 2010, Lao PDR had educational cooperation projects with Thailand more than Cambodia. Thailand had 4 main educational cooperation projects with 8 subprojects at bilateral level with Laos PDR; and had 3 main educational cooperation projects with 6 subprojects at bilateral level with Cambodia. And 1 project at multilateral level. Most of the educational cooperation projects were initiated by Her Royal Highness Princess Maha Chakri Sirindhorn which consisted of 3 sub-projects in Cambodia and 2 sub-projects in Lao PDR. Nevertheless, Thailand and Cambodia, and Laos PDR had 1 multilevel educational cooperation project.

Assessment the projects detail, the project initiated by Her Royal Highness Princess Maha Chakri Sirindhorn had wide-range in basic education through vocational

2. The outcomes on human development

The investigation of educational cooperation outcome on human development showed that 45,235 of Cambodians and Laotians were developed by educational cooperation projects. About 30,000 poor Laotians children had completed Basic Educational Level with professional skills training while 2,131 poor Cambodians students had completed Grade 9 and 12 couple with professional skills development, and 11,600 poor Cambodians people had completed professional skills training only. Moreover, Cambodians had achieved educational scholarship many more than Laotians (424 and 171 respectively). (See Table3)

(See Table 3 on the next page)

Table 3: Number of Cambodians and Laotians Developed by Educational Cooperation Projects

Human development outcome	Cambodian	Laotian	Total
Professional skills training	11,600	30,000*	41,600*
Short course training	468	300	768
Basic education	2,131	30,000*	32,131*
Vocational education	468	n.a.	468
Educational scholarship	424	171	595
Exchange program	-	141	141
Total	14,623	30,612	45,235

Note: * Referred to the same group of Laotian participants.

3. The outcomes on international understanding

The international understanding outcomes were derived by two groups of coordinators and beneficiaries by the period of participation: before and during / after participated with educational cooperation project.

3.1 international understanding among project coordinators:

When focused on Cambodian and Laotian coordinators before participated with the project, the research result showed Laotian coordinators had international understanding in the higher level than Cambodian coordinators (3.29 and 2.47, respectively), all of them were at moderate level (2.20 – 2.79). The highest element among Cambodian coordinators was ‘Understanding how domestic policies affect the world’; the lowest was ‘Valuing peace and international interests over nationalism and cultural identity.’ Laotian coordinators had the same highest element of international understanding, but the lowest was ‘Respecting democracy and basic human rights.’

During & after participated with the project, Cambodian coordinators still had the same highest element of international understanding, but the lowest was

‘Understanding how domestic policies affect the world.’ The Laotian coordinators had the highest at ‘Recognizing interdependence and connections among cultures and nations’ and had the lowest at ‘Understanding how domestic policies affect the world’ the same as Cambodians.

If focused on PNI of international understanding, it found that the highest PNI among the Cambodians was ‘Valuing peace and international interests over nationalism and cultural identity’ while among the Laotians there were 3 elements: ‘Developing personal knowledge, communication skills, attitudes, ethical reasoning, and responsibility necessary to live effectively across cultures’; ‘Recognizing and appreciating ethnic diversity, cultural pluralism, and diverse values and beliefs’; and ‘Understanding contemporary and historical global issues, their causes, and their effects.’

When compared the difference of PNI between Cambodian and Laotian coordinators it revealed that the highest difference of PNI was at the element of ‘Valuing peace and international interests over nationalism and cultural identity.’ (See Table 4)

Table 4: Mean, And PNI of International Understanding among Cambodian and Laotian Coordinators by the Period of Participation

International Understanding Elements	Before		During & After		PNI of IU	
	Cambodians	Laotians	Cambodians	Laotians	Cambodians	Laotians
1. Developing personal knowledge, communication skills, attitudes, ethical reasoning, and responsibility necessary to live effectively across cultures.	2.36	3.31	3.50	4.03	0.33	0.18 ^l
2. Recognizing and appreciating ethnic diversity, cultural pluralism, and diverse values and beliefs.	2.57	3.37 ²	3.44	4.11 ²	0.25	0.18 ^l
3. Recognizing interdependence and connections among cultures and nations.	2.56	3.55	3.44	4.29 ^l	0.26	0.17
4. Understanding contemporary and historical global issues, their causes, and their effects.	2.42	2.95	3.43	3.59	0.29	0.18 ^l
5. Valuing peace and international interests over nationalism and cultural identity. ^l	2.20	3.42	3.46	3.89	0.36 ^l	0.12
6. Understanding how domestic policies affect the world.	2.79 ^l	3.16	3.67 ^l	3.56	0.24	0.11
7. Respecting democracy and basic human rights.	2.64 ²	3.45 ^l	3.36	3.97	0.21	0.13
Total	2.47	3.29	3.47	3.91	0.29	0.16

Note: mean 1.00 – 2.33 = low level of the international understanding
 mean 2.34 – 3.66 = moderate level of international understanding
 mean 3.67 – 5.00 = high level of international understanding

3.2 international understanding among project beneficiary:

Examination on international understanding among Cambodian and Laotian beneficiaries found that before participated with the project, the research result showed Laotian beneficiaries had international understanding in the higher level than Cambodian coordinators (3.59 and 2.81, respectively), all of them were at moderate level (2.56 – 3.22). The highest element among Cambodian beneficiaries was ‘Valuing peace and international interests over nationalism and cultural identity.’ the

‘Recognizing and appreciating ethnic diversity, cultural pluralism, and diverse values and beliefs’; and ‘Understanding contemporary and historical global issues, their causes, and their effects.’

When compared the difference of PNI between Cambodian and Laotian beneficiaries it revealed that the highest difference of PNI was at the element of ‘Developing personal knowledge, communication skills, attitudes, ethical reasoning, and responsibility necessary to live effectively across cultures.’ (See Table 5)

Table 5: Mean, and PNI of International Understanding among Cambodians and Laotians Beneficiaries by the Period of Participation

Period of participation International Understanding Elements	Before		During & After		PNI of IU	
	Cambodians	Laotians	Cambodians	Laotians	Cambodians	Laotians
1. Developing personal knowledge, communication skills, attitudes, ethical reasoning, and responsibility necessary to live effectively across cultures. ¹	2.58	3.42	3.63	4.09	0.29 ¹	0.16 ²
2. Recognizing and appreciating ethnic diversity, cultural pluralism, and diverse values and beliefs. ²	2.66	3.26	3.53	3.92	0.25 ²	0.17 ¹
3. Recognizing interdependence and connections among cultures and nations.	3.22	3.54	3.99	4.09	0.19	0.13
4. Understanding contemporary and historical global issues, their causes, and their effects. ⁷	2.81	3.25	3.54	3.92	0.21	0.17 ¹
5. Valuing peace and international interests over nationalism and cultural identity.	3.22	3.56	4.03	4.08	0.20	0.13
6. Understanding how domestic policies affect the world. ²	2.56	3.33	3.27	3.90	0.22	0.15
7. Respecting democracy and basic human rights.	2.88	3.47	3.65	4.01	0.21	0.13
Total	2.81	3.40	3.59	4.01	0.22	0.15

Note: mean 1.00 – 2.33 = low level of the international understanding
 mean 2.34 – 3.66 = moderate level of international understanding
 mean 3.67 – 5.00 = high level of international understanding

lowest was ‘Understanding contemporary and historical global issues, their causes, and their effects.’

During & after participated with the project, Cambodian beneficiaries had the highest element of international understanding at ‘Valuing peace and international interests over nationalism and cultural identity’, the lowest was at ‘Understanding how domestic policies affect the world.’ The Laotian beneficiaries had the highest level at ‘Developing personal knowledge, communication skills, attitudes, ethical reasoning, and responsibility necessary to live effectively across cultures’ and ‘Recognizing interdependence and connections among cultures and nations’ while had the lowest at ‘Understanding how domestic policies affect the world’.

If focus on PNI of international understanding, it found that the highest PNI among the Cambodian beneficiaries was ‘Developing personal knowledge, communication skills, attitudes, ethical reasoning, and responsibility necessary to live effectively across cultures’ while among the Laotians there were 2 elements:

4. Future prospects

4.1 The coordinators view on future prospects

The educational cooperation prospect outcomes were derived by two groups of participants. The results revealed that Cambodian coordinators believed educational cooperation opportunity and prospect were at moderate level (\bar{x} = 2.38 and 3.36, respectively). When focus on Laotian coordinators, they believed educational cooperation opportunity was at moderate level (\bar{x} = 2.62) while believed educational cooperation prospect was at high level (\bar{x} = 2.78).

The PNI of educational cooperation prospect outcomes among Cambodian coordinators was higher than Laotian coordinators (PNI = 0.34 and 0.11 respectively), especially on implementation (PNI = 0.94 and 0.11 respectively) (See Table 6)

Table 6: Mean, and PNI of International Understanding among Cambodians and Laotians Coordinators on Educational Cooperation Prospect

Educational cooperation prospect	Participations		Opportunity		Prospect		PNI of FP	
	Cambodians	Laotians	Cambodians	Laotians	Cambodians	Laotians	Cambodians	Laotians
Planning cooperation			2.36	3.24	3.39	3.69	0.30	0.12
Implementation			2.33	3.55	3.83	3.97	0.39	0.11
Evaluation			2.46	3.34	3.71	3.70	0.34	0.10
Total			2.38	3.36	3.62	3.78	0.34	0.11

*Note: mean 1.00 – 2.33 = low level of the international understanding
 mean 2.34 – 3.66 = moderate level of international understanding
 mean 3.67 – 5.00 = high level of international understanding*

4.2 The beneficiaries view on future prospects

The educational cooperation prospect outcomes were derived by two groups of participants. The results revealed that Cambodian beneficiaries believed educational cooperation opportunity at moderate level ($\bar{x} = 3.14$) while believed educational cooperation prospect was at high level ($\bar{x} = 3.87$). When focus on Laotian beneficiaries, they believed educational cooperation opportunity was at moderate level ($\bar{x} = 3.62$) while believed educational cooperation prospect was at high level ($\bar{x} = 4.07$).

The PNI of educational cooperation prospect outcomes among Cambodian beneficiaries was higher than Laotian beneficiaries (PNI = 0.19 and 0.11 respectively), especially on planning cooperation and implementation (PNI = 0.08) (See Table 7)

5.2 Promoting educational cooperation to be the effective tools that increase valuing peace and international interests among Cambodia and Thai.

After participating with the educational cooperation project Cambodian coordinators had highest PNI at 'Valuing peace and international interests over nationalism and cultural identity', and Cambodian beneficiaries had highest PNI at 'Developing personal knowledge, communication skills, attitudes, ethical reasoning, and responsibility necessary to live effectively across cultures' and 'Recognizing and appreciating ethnic diversity, cultural pluralism, and diverse values and beliefs.' It confirmed that educational cooperation projects could increase international understanding among Cambodian participants especially in valuing peace and international interests. In addition, educational

Table 7: Mean, and PNI of International Understanding Among Cambodians and Laotians Beneficiaries on Educational Cooperation Prospect

Educational cooperation prospect	Participations		Opportunity		Prospect		PNI of FP	
	Cambodians	Laotians	Cambodians	Laotians	Cambodians	Laotians	Cambodians	Laotians
Planning cooperation			3.04	3.58	3.80	4.06	0.20	0.12
Implementation			3.20	3.67	3.91	4.09	0.18	0.10
Evaluation			3.21	3.60	3.92	4.05	0.18	0.11
Total			3.14	3.62	3.87	4.07	0.19	0.11

*Note: mean 1.00 – 2.33 = low level of the international understanding
 mean 2.34 – 3.66 = moderate level of international understanding
 mean 3.67 – 5.00 = high level of international understanding*

5. The policy recommendation for the future prospect of educational cooperation and outcomes on human development and international understanding.

5.1 The short course professional skills training should be provided to increase poor Cambodian and Laotian quality of life.

The human development outcome by the projects Her Royal Highness Princess Maha Chakri Sirindhorn initiated could significantly help a large number of poor Laotian children achieved their basic education and occupation the same as a large number of poor people in Cambodia. Furthermore, these educational cooperation projects could increase their quality of life. In addition, the short course professional skills training should be provided, responding to help a large number of people in a short period of educational cooperation project.

cooperation should be promoted to be the effective tools to increase valuing peace and international interests among Cambodia and Thai.

5.3 Promoting educational cooperation to be the effective tools that increase international understanding among Thai and Cambodia, and Lao PDR.

After participating with the educational cooperation project Laotian beneficiaries had first highest PNI at the element of 'Recognizing and appreciating ethnic diversity, cultural pluralism, and diverse values and beliefs' while it was at a second level among Cambodian beneficiaries. It showed the needed of educational cooperation projects to increase their recognizing and appreciating ethnic diversity, cultural pluralism, and diverse values and beliefs; the more promoting educational cooperation, the more increasing of international understanding.

Discussion

This research indicated that since 1992, the education cooperation project between Thailand and Lao PDR could educate poor Laotian children more than 30,000 to achieve their career, the same as 11,600 poor Cambodia people. No matter whom they are or where they are. The education cooperation can help poverty declined, increasing their quality of life, and their nations. The educators of the world may make substantial progress on an important item on the world's agenda, Article 26 of the Universal Declaration of Human Rights. This article states that "Education shall be directed to the full development of the human personality." Full development of human resources is necessary in order that individuals may lead rewarding lives and that their nation may mature socially, politically, and economically. No people can enjoy peace of mind or the security essential for creative individual and societal growth while a great many human beings in their own or other nations are "undeveloped." (Miel, 2003)

Before participating with the projects, all participants had international understanding at low to moderate level especially in Cambodian coordinators. During and after participating with the projects, all of them increased their international understanding to moderate and high level. When focus on each element of PNI, it found that Cambodian coordinators had high PNI at 'Recognizing interdependence and connections among cultures and nations.'; Cambodian beneficiaries had highest at 'Valuing peace and international interests over nationalism and cultural identity.'; and Laotian beneficiaries had highest at 'Developing personal knowledge, communication skills, attitudes, ethical reasoning, and responsibility necessary to live effectively across cultures.' and 'Recognizing interdependence and connections among cultures and nations.' These participants had changed their attitudes and values by the participating period. As rewrite by Kieran James (James, 2007), 'education is uniquely placed to provide lasting solutions to the major problems facing world society', education was hoped to change attitudes of national and promoting world peace through the development of better 'world citizens', such individuals would have particular attitudes and values such as 'international understanding', tolerance, acceptance, respect and cooperation; to prepare young people for life in an increasingly interdependent world, and to solve global and international problems; in short, to create a better world (Peterson, 1987; Mattern, 1991; Hayden and Thompson, 1995b; IBO, 1996, 2004; Thomas, 1996, 1998; Mayor, in Peel, 1998; McKenzie, 1998; Pasternak, 1998; Norberg, 2000; Hansen, 2002; Hill, 2003; Paris, 2003; Schwindt, 2003; ISA, 2004; Lam and Selmer, 2004; UWC, 2005 cited in James, 2007).

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