Uncorrupted Thai Graduates from Transparent Universities

มหาวิทยาลัยโปร่งใส บัณฑิตไทยไม่โกง

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Abstract

This article is a brief outline of a project proposed by the Office of the Higher Education Commission (OHEC), Thailand . It was conducted over a period of 4 Years involving 45 Higher Education Institutes of Education in the North Central Area in Thailand, being actively involved with Chulalongkorn University the head/ center of the network. The aim of the project was to propose strategies toward the enhancement of the development of loyalty, responsibility, morality, ethics and good governance. The project was titled "Uncorrupted Thai Graduates" In this regards, higher education institutes in the network was provided with an opportunity to collaboratively arrange the student development projects with an emphasis on the provision of knowledge and continued practice activities. The developmental activities for lecturers were organized to enable them to developmental strategies for enhancing the values of sufficiency and responsibility, which are the cornerstones of Loyalty and Honesty. It was found that the collaborative learning network at the lecturer and student levels were integral to the achievement of success in developing the students' morality and loyalty. It contributes to the creation of a wide range of innovations and sustainable imbuement of morality, loyalty and responsibility in Thai Graduates' conscience.

Keywords: 1. Morality 2. Loyalty 3. Responsibility 4. Higher Education Development Network (Upper Central Region, Thailand)

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บทคัดย่อ

บทความนี้นำเสนอหลักคิดและแนวปฏิบัติในการพัฒนาคุณธรรม ความซื่อสัตย์ ความรับผิดชอบ เพื่อเสริมสร้างคุณธรรม จริยธรรม และธรรมาภิบาล “บัณฑิตไทยไม่โกง” ของเครือข่ายเพื่อการพัฒนาอุดมศึกษาภาคกลางตอนบน อันประกอบไปด้วย สถาบันอุดมศึกษา จำนวน 45 แห่ง โดยมีจุฬาลงกรณ์มหาวิทยาลัยเป็นสถาบันแม่ข่ายเครือข่ายฯ ตามนโยบายของสำนักงานคณะกรรมการการอุดมศึกษา เปิดโอกาสให้สถาบันอุดมศึกษาภายในเครือข่ายฯ ร่วมกันจัดทำโครงการพัฒนานิสิตนักศึกษาที่เน้นทั้งการให้ความรู้ควบคู่ไปกับการปฏิบัติกิจกรรมอย่างต่อเนื่อง รวมทั้งมีการจัดกิจกรรมพัฒนาอาจารย์ให้สามารถพัฒนาวิธีการเรียนการสอนที่เสริมสร้างค่านิยมในเรื่องความพอเพียง ความรับผิดชอบ ซึ่งเป็นต้นทางสำคัญในการพัฒนาความซื่อสัตย์ซื่อตรงต่อหน้าที่ พบว่า หากต้องการพัฒนานิสิตนักศึกษาด้านคุณธรรม ความซื่อสัตย์ให้ได้ผลในวงกว้าง จะต้องร่วมมือกันในลักษณะเครือข่ายแห่งการเรียนรู้ ทั้งในระดับอาจารย์และนิสิตนักศึกษา ซึ่งจะก่อให้เกิดนวัตกรรมที่หลากหลาย และทำให้คุณธรรม ความซื่อสัตย์และความรับผิดชอบ ฝังลึกในจิตสำนึกของบัณฑิตไทยอย่างยั่งยืน

คำสำคัญ: คุณธรรม ความซื่อสัตย์ ความรับผิดชอบ เครือข่ายเพื่อการพัฒนาอุดมศึกษา ภาคกลางตอนบน

Introduction

“The loyalty and honesty are the foundation of all kinds of goodness, therefore, adolescents must be trained in order to imbue them with these characteristics. They will grow into the good and worthwhile men (citizens) enjoying the unspoiled and prosperous life..” A quote from the speech of His Majesty the late King Bhumibol Adulyadej, graciously granted to be printed in the Children’s Day Commemorative Book B.E. 2531 (1988) (Chulalongkorn University’s Network Host, 2016).

The above Royal Speech reflect the importance of a training program as a duty of the relevant authorities to be aware of and appreciate the necessity of developing and imbuing the adolescents with loyalty and honesty. As loyalty and responsibility are the fundamentals of morality for a successful life and a sustainable pace of work, the responsibility enables individuals to draw on their potential for life and work enhancement, with full capacity, towards the achievement of their expected goals. Moreover, with loyalty and honesty in designated tasks, it will not only promote the reliability and acceptance amongst the citizens, but also facilitate collaboration in being involved in activities leading to success. This will eventually contribute to an independent life based on the individuals own standpoint, without being influenced by others.

In addition, the principles of thought and practices for the enhancement of morality, loyalty and responsibility to promote the exchange of diverse, useful and model direction of learning towards the development of, and appreciation of values in “Uncorrupted Thai

Graduates". These guidelines can be disseminated freely and to public. Besides the work in collaboration with the Higher Education Development Network, should be supported and awareness of their value, as well as their importance, be promoted throughout the region. Furthermore in monitoring the project, the creation of opportunities for the Representatives of Higher Education Institutions involved in the projects will provide opportunities for learning through these exchanges of methods employed, actions taken and discussions of problem with possible solutions. It focuses on a number of aspects, with the expectation that students, faculty members and personnel involved, are motivated and become the key persons for anti-corruption promotion in the society. They should have knowledge of and understand, as well as becoming aware of problems and any adverse impact of any form of corruption which affects the international reliability and credibility status of the Country.

Stating Problems

The following is an excerpt from an address delivered by H.E.General Prem Tinsulanonda, to delegates at a seminar organized by the Higher Education Development Network (Upper Central Region, Thailand) . According to Transparency International, Thailand is ranked 88th of 176 countries worldwide, with a transparency score of 37 out of 100 points and is ranked 4th amongst the Asean Countries after Singapore, Brunei and Malaysia. These scores are a reflection of the values held by Thai Society.

A seminar was organized in 2013 by the Higher Education Development Network with the primary aim of planning the road forward for enhancing morality, ethics and good governance. This seminar was supported by the Office of the Higher Education Commission (OHEC). During the years 2013 – 2016 these annual seminars were held and Chulalongkorn University, as the network host, has enjoyed the opportunities to collaborate with the Higher Education Institutions to pursue this important mission leading to the introduction of a wide range of principles of thought (ideas) and practices, directions, examples, case studies, lessons and practical activities, all aimed at the exchange of learning strategies to enhance the learning experiences for students, faculty staff and personnel. These tended to be institution specific yet generic in nature. A foundation for the next generation of students, lecturers, researchers and other interested individuals, was laid, promoting the concept of Lifelong Learning. Universities organized various relevant projects, activities and projects, approaching the Ministry for funding.

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Target population

Primarily geared for the development of the Students, Faculty Members, Administrators and personnel of 45 Higher Education Institutions in the network.

Projects/Activities to be Pursued

1. The instruction process and student activities and activities are to be arranged for the enhancement of learning and understanding the definitions, values, and importance of morality, sufficiency, loyalty, honesty and responsibility. An awareness to be created is that of self-development which will result in motivating adolescents to reject all forms of corruption.

2. Guidelines should be composed to promote the awareness and of placing emphasis be placed on the importance and necessity of attention to be given to the aspects of morality, loyalty, honesty and responsibility, which is part of the learning process under the Thai Qualifications Framework for Higher Education (TQF). Instructional methods to be developed as a model for students to develop their morality within the status as an individual and a citizen of the society.

3. Seminars and meetings are to be held at regular intervals to facilitate the exchange of learning amongst faculty members, personnel and students.

4. The project derives from the integration of different activities in collaboration with network members. The participants should be drawn from the administrators, faculty personnel and student from at least 5 higher education institutions in the network.

5. Annual reports to be compiled to highlight the type of projects which were started or completed, assessed, evaluated and/or reviewed with a view to promoting the goals of the project.

Projects/Activities Based on Principles of Thought and Practices

An overview of all projects/activities from the small to large scale, from inside to outside, from the institution to community. The process analysis found that the activities were mainly a short introduction about the contents before letting participants do the activities depending on the objectives of particular projects/activities.

The anticipated outcomes of the projects/activities are fostering the no-cheating values and anti-corruption attitude through the hands-on activities. Speakers were monks, scholars, business persons and experts from many public and private organizations including instructors and lecturers from educational institutions. Contents were about dharma, law, regulations, case study, problems, facts, impacts towards economic, society and nation,

guidelines of self development and good citizenship for example, Anti-Corruption Act, An Introduction of Anti-Corruption Organization, Situations and Problems of Corruption in Thailand and their Impacts towards Economic and Society, An Introduction of Anti-Corruption Activities and Procurement University Clubs by United Nations Development Programme (UNDP).

There were various activities in groups for example, community service, creating media contest, using social media to promote campaigns, role play, sports activity, freshman welcoming activity, brain storm activity, group activity, exhibitions and praising model person in moral.

In summary, activities were designed based on several principles and approaches. Products in all media e.g. resources and speakers from many organizations, academic forum, manual and guideline for camping, individual learning log and short film contest can be applied and utilized in other Anti-Corruption projects in the future. Learning Network in both instructors and undergraduates levels in Higher Education Institutes of Education in the North Central Area in Thailand on Facebook for Anti-Corruption campaign using social network for membership in closed group named “Chula Anti Corruption”. Cooperation Network among Higher Education Institutes of Education in the North Central Area in Thailand has been build up to emphasize on uncorrupted value. Participants would like to extend the period of seminars and meetings to share their ideas, opinions and lesson learnt to Network.

The important conclusions are as follows:

PROJECT 1 : To uphold the philosophy of Sufficiency Economy : the Foundation towards Transparent Universities and Uncorrupted Thai Graduates.

Project : the “Reforestation and water Resource Development for Sustainable Careers.” Field Camp – aims to learn and uphold the Royally-Initiated Projects of His Majesty the late King Bhumibol Adulyadej in Phetchaburi Province. It was attended by 43 students, 11 Lecturers and Personnel from 7 Higher Education Institutions in the network. The major target of this field camp was to allow students to experience at grass roots level and to learn from the Royally-Initiated Projects as a solution for living related problems. The locality and products is reflected in the records of what has been learned in relation to various issues, such as knowledge, thoughts(ideas) experiences, feelings impressions or gained benefits, application directions and methods upholding the principles inherent in the Philosophy of Sufficiency Economy.

PROJECT 2 : TRANSPARENT INSTITUTIONAL PRACTICES – UNCORRUPTED THAI GRADUATES.

Project : To create the awareness of and the practice for students' repayment of education loans. This workshop was attended by 120 students and 37 lecturers from 22 Higher Education Institutions in the network. The Aim of the workshop was to exchange information and the identification and acknowledgement of Education Loan Repayment problems. In addition to initiate joint strategies and awareness campaigns to raise awareness of Education Loans and the repayment thereof. It was pursued through the project searching for a slogan to sensitize the public and students' production of video clips. These to be distributed widely amongst communities.

PROJECT 3 : LESSON PRODUCTION FOR SELF-LEARNING.

Project : Institution of Higher Education in the network were tasked to create self-learning material for the enhancement of morality, loyalty and sufficiency with the aim of sustainable and extensive implementation. The outcome was 6 long-distance lessons were developed. These are freely available on the networks, website. Lessons ; 1. The philosophy of sufficiency economy : the foundation of transparent Universities. 2.Loyalty and honesty within designated practical tasks 3. Responsibility towards oneself, family and community. 4. Social responsibilities and obligations. 5. Defining and outlining the scope and importance of Transparent Universities 6. Transparent and objective assessments of Learning Performance.

PROJECT 4 : STUDENT ACTIVITY ON RAISING STUDENTS' AWARENESS AND THE AIM OF CREATING A STUDENT LEADER NETWORK .

Project : To create a student leader network within the Higher Education Department Network (Upper Central Region) with the aim of continuing anti-corruption activities and goal achievement. The approach to take place at 2. levels. Level 1 : at institution level. Level 2 : Institution level.

Level 1. At institute –level an awareness raising activity where 5633 students from 33 Higher Education Institutions, which included 78 lecturers participated. At each institution the students were tasked to watch 6 episodes of selected short videos title "Corruption Stories. followed by each one writing a critique on a worksheet, expressing their opinion and feelings about the content. The most objective responses were selected and those students were then nominated as representatives at the Level 2 activities.

Level 2 refers to the inter-institution activities organized to raise the awareness of loyalty, honesty and transparent university values. Meetings and seminars were organized with speakers with expertise in the field. In addition a 3-station walk-in rally was organized.

Station 1 : "Who is guilty?" The students had to analyze, categorize and discuss the behaviors observed in each case.

Station 2 : Morality Force. The students were challenged to express their understanding of moral and ethical behaviors for identification as transparency promotion as well as those for an anti-corruption campaign. This is necessary to enable them to identify the behaviors that relate to each aspect of morality.

Station.3 : The students were honored by the opportunity to exchange their perception and to brain-storm with colleagues from other Higher Education Institutions, on people's duties and responsibilities to wards Society. This reflected the transparency concept and enhanced the understanding of the characteristics of a Transparent Society.

According to the overall results of the Project for the Enhancement of Morality, Ethics and Good Governance: Transparent Universities and Uncorrupted Thai Graduates, at least participants willingly attending the activities had learnt and been instilled uncorrupted attitude. Developing ones' conscious, only talking, telling and explaining are not enough. Creating their awareness is the important process. Thinking, analyzing, and practicing are needed to foster morality and ethics as in Bloom's taxonomy affective domain (Wallapa Devahastin Na Ayudhya, 2000). There are five levels in the affective domain moving through the lowest-order processes to the highest:

Receiving

The lowest level; the student passively pays attention. Without this level, no learning can occur. Receiving is about the student's memory and recognition as well.

Responding

The student actively participates in the learning process, not only attends to a stimulus; the student also reacts in some way.

Valuing

The student attaches a value to an object, phenomenon, or piece of information. The student associates a value or some values to the knowledge they acquired.

Organizing

The student can put together different values, information, and ideas, and can accommodate them within his/her own schema; the student is comparing, relating and elaborating on what has been learned.

Characterizing

The student at this level tries to build abstract knowledge.

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Moreover, our activities were not rigidly sequential based on theory of Chickering's Seven Vector (Chickering, 1969).

1. Developing competence

Although intellectual competence is of primary importance in college, this vector includes physical and interpersonal competence as well. The student who attends college seeking only credentials for entry into the work world is sometimes surprised to find that his or her intellectual interests and valued friendships change as a result of his or her personal development through the college years.

2. Managing Emotions

Moving from adolescence to adulthood means learning how to manage emotions like anger and sexual desire. The young person who attempts to control these emotions by "stuffing" them finds they can emerge with more force at a later time.

3. Developing Autonomy

Being able to take care of oneself, both emotionally and practically, is critically important to growing up and becoming independent from one's family of origin.

4. Establishing Identity

The age-old question — who am I? — is asked and answered many times during a lifetime. Yet, that question has exquisite urgency and poignancy during the college years. This vector is especially problematic for women and ethnic minorities who may feel invisible in our society or have multiple roles to play in different situations.

5. Freeing Interpersonal Relationships

First, one moves from valuing relationships based on need (dependence) to valuing individual differences in people. Next, the person learns how to negotiate those differences in relationships. Finally, the young person begins to understand the need for inter-dependence and seeks mutual benefit from relationships.

6. Developing Purpose

The young person identifies her or his career and life goals and, hopefully, makes appropriate choices to achieve those goals.

7. Establishing Integrity

This level of maturity does not come easily. Once achieved, however, the young adult is able to live with those uncertainties that exist in the adult world. In addition, he or she adapts society's rules so they become personally meaningful.

According to Moral/Ethical Development, Kohlberg (1976) agreed with Piaget's (1977) theory of moral development in principle and build up his ideas further. Kohlberg posited three levels of moral reasoning: preconvention, conventional, and postconventional. He argued that each level of this model represented a qualitatively different orientation toward the self and society. Essentially, the theory describes a shift from and inward, individual perspective towards a more external, universal stance.

The student activity in higher education institutions can apply the theory of Bloom's taxonomy, Chickering's Seven Vector and Kohlberg's Stages of Moral Development to promote uncorrupted value in students' mind especially through activities.

However, from gathering working group's opinions, the Project is a great opportunity for undergraduates to participate, share their ideas and discuss about corruption in Thailand. It is beneficial for university instructors and administrators to design the curriculum and teaching methods to systematically strengthen Thai graduates the morality to be truly uncorrupted.



Figure 1-2 : *Undergraduate students participating in the project " Studying and Continuing King Rama IX Royal Projects" at Kasornkasiwit School, Sa Kaeo Province learnt the basic agricultural steps, characteristics of herbs and how to make fertilizer which can be adapted in their daily life especially in Sufficiency Economy Way. In addition, participants would be able to analyze and link the essential virtues that help bringing success in life.*



Figure 3 : *The song "Declaration with Honest Hearts" sang by undergraduate students from Higher Education Institutions Network in the Conference and Project Presentation Opening Ceremony.*



Figure 4 : *Undergraduate students participating in the project "Studying and Continuing King Rama IX Royal Projects" at Khao Hin Son, Chachoengsao Province learnt the way of life based on Sufficiency Economy theory and New theory Agriculture and presented their understanding using Mind Map.*

(All Pictures from Report of the Performance of the Project for the Enhancement of Morality, Ethics and Good Governance: "Transparent Universities and Uncorrupted Thai Graduates" – Fiscal Year 2013-2016)

Suggestions

Experience in project management in the past, the author found that it is hard to foster the uncorrupted value, ideology or any consciousness alone or a few people. Network and continuity are needed to make this as a routine activity in the institutions. The Anti-Corruption campaigns should be designed and match with each institution's working culture. Moreover, all process and outcome done in each institution should be share to the Network as the lesson learnt.

Conclusion

The above article allows readers to learn from role and activities of the author in the light of the network's thoughts and practices in moral behavior, ethics and transparent governance in the development of "Uncorrupted Thai Graduates".

This article is based on thoughts and methods to enable planning and practices to be implemented through a comprehensive approach. Higher Education Institution in the Upper Central Region (Thailand) have jointly formed the learning network in an effort to develop the courageous adherence of Graduates and Higher Education Institution Personnel to the

principles of thought (ideas) and practices based on the morality, loyalty and honesty together with the designated tasks and responsibilities. All these are key to the achievement of true and sustainable success, happiness and independence in every aspect of life leading to the prosperity and security of oneself, Society and Country

Another important issue concerns the sustainable and uninterrupted implementation of these strategies with the younger generation. The activity attendees' works may be assessed and monitored on how and whether these actions can be continued eg. The rectification and establishment of a club, society, etc. It is envisioned that students promotion and developmental activities comprise of the following 3 directions. 1. The student leader development camp to fight corruption, which requires a certain period of time to imbue non-corrupt values. 2. Student activities at society level in a wider area aim at campaigns end activities of enhancement of loyalty, honesty, responsibility and sufficiency. 3.Those workshops on instructional development are held regularly to enhance the morality, responsibility and sufficiency towards "Uncorrupted Thai Graduates". For the sustainability of these actions, they are translated into actual implementation by means of instruction and monitoring, since this is a routine activity used by instructors to imbue morality and values in students of future generations, leading to an uninterrupted enhancement of morality and values.

Discussion

This article may give you a chance to share experiences with the author about principles and practices in developing moral, honesty and responsibility to strengthen virtue, ethics and good governance "Uncorrupted Thai Graduates" Project of Higher Education Institution Network in the Upper Central Region (Thailand). The approaches using in this Project were initiated from Higher Education Institution Network which executives, staff and students worked and created activities together to promote and emphasise that learning network based on ethics, honesty, and responsibility was the key to success in every aspect of people's life, society and country.

Although, the results of Project and activities showed that staff who participated in these activities have been aware of effect and damage of any kinds of corruption. According to Thailand corruption rank, this Project was a beginning and there was long way to the goal. The collaboration among Higher Education Institutions are undeniable to work and campaign continuously and sustainably for effective concrete outcome related to the message from Mr. Banyong Pongpanich when he gave a special speech titled, "Ethics and Thailand's Survival

:Problems and Solutions" in 12th year anniversary of Office of the Ombudsman Thailand. He stated that the correct knowledge and understanding in damage and loss from corruption were still necessary and should be the important mission for Higher Education Institutions to foster their students with moral and ethics and ready for society and nation.

"...There is no country in this world that can overwhelm "Developing Trap" whether "Corruption Perceptions Index: ICP" cannot be improved more than 5.0. We are now at 3.4... For Thailand, if we keep developing in this rate, it would take around 50 years or after 2600 B.E. to hit the target and named Thailand as the development country."

"...almost everyone knows that corruption is a social crime.... in both ethical and moral but the way we nurture these values through culture and religion seems not effective. People believe that there are huge benefit and the Karma can be fixed by donating some to temples or giving to charity.

"...corruption is not only wasting resources but also impact financial policy and decision making. All the resources are allocated inefficiently and may cause the severe crisis in the future. ...downgrade basic service (low quality and quantity) with high cost. Economic system does not run efficiently in competition... Even true factors are not improved, there are many ways to get advantage or barrier in competition. These can be causes of lacking of stress and need to develop goods and service including inventing new innovations... So, workers are forced to reduce salary and agricultural product prices which affect the majority people in the nationwide...."

However, the main factor that lead the the success of this Project was the collaboration among stakeholders - executives, staff, students and network in running all activities, especially the students who are young adults and will become the vital human resource for country in the future. The Learning by Doing experience gave them a chance to practice and build the good discipline. They were encouraged to think, consider and review their own actions whether they were right or not. This approach was suitable to help participants learning and changing their behaviours.

Last but not least, the author would like to thank Office of the Higher Education Commission, Chulalongkorn University and Higher Education Institutions in the Upper Central Region that gave the author an opportunity to get valuable experience and share the findings, principles and practices which can be applied to students, faculty staff and other stakeholders through this article.

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