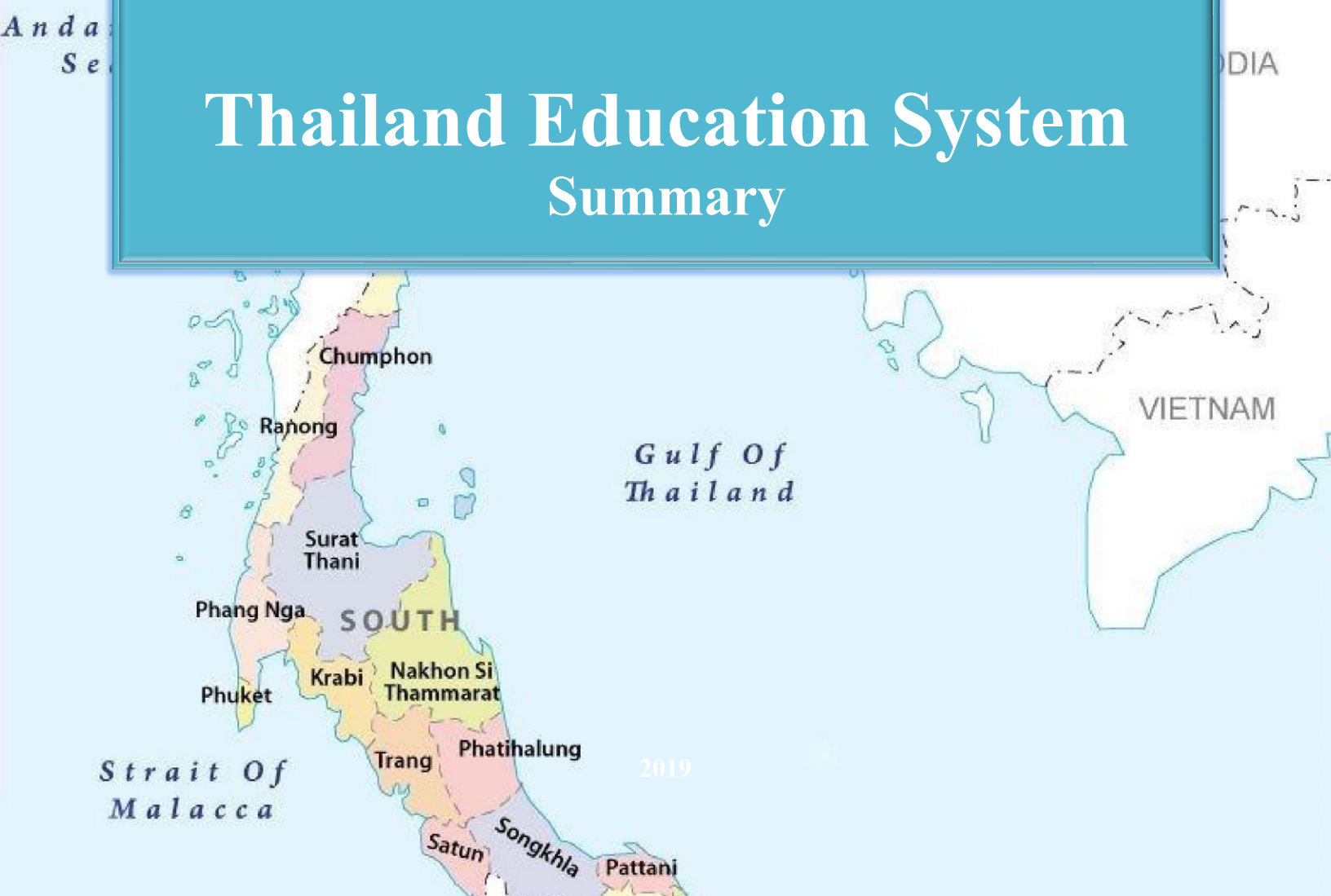




ALEC, Ltd.

Educational Solutions for a Global Marketplace

Thailand Education System Summary





America's Leading Entrepreneur Consultants

ALEC, LTD.

EDUCATIONAL SOLUTIONS FOR A GLOBAL MARKETPLACE

GREETINGS!

As you most likely already know, *ALEC* specializes in providing comprehensive solutions for institutions desiring to deliver leading-edge instruction and learning regardless of where they are located in the world. Whether in need of facilitating *Initial Start-Up*, desiring to expand enrollment capacity through *External Studies* offerings, *Acquisition* of additional locations, *Ameliorate* of existing operations, or *Global Expansion*, or simply converting current curriculum into *Workbook*, *Multimedia*, or *Internet based formats*, *ALEC* is able to provide the solutions required.

In today's technologically advanced world, people who were once separated by distance and circumstances are now connected by information sharing, creating an interconnected world. It is within this interconnected and globally competitive environment that education providers must adapt and grow if they hope to thrive in the future. The process of adapting from a once very straightforward geographically focused development plan, to the seemingly un-chartered waters of global expansion can be difficult and extremely frightening to navigate. So much so that many longstanding institutions of higher learning will cease to exist in the future due to attrition caused by a failure to expand beyond their preset geographical borders.

While most institutions of higher learning have come to recognize the need for a global component to remain competitive, the successful institutions of tomorrow will also recognize that this "global component" means far more than offering Online courses to foreign students, or importing foreign students to attend their institutions. Going "global" means to establish a real, tangible presence in foreign markets. It means exporting courses and programs from the main campus and offering them on a "local" basis in countries around the globe. It means creating a system where students learn the exact same materials and are prepared at the same levels regardless of where in the world they attend classes. It means affording students the ability to transfer seamlessly from one campus to another without concern for loss of earned credit hours. Ultimately, a global presence means creating an education system that is respected as a global provider of outstanding education, while being viewed as a "local" institution by those who attend, regardless of where in the world their respective institution is located.

To create this globally competitive and socially responsible education system, while ensuring academic excellence, affordability, and long-term sustainability, as well as profitability, I offer the following attached information and proposed solutions.

Sincerely,

Prof. Konstantine Onapolous, Ph.D.

President—ALEC, Ltd

Email: DrO@ALECOnline.org



America's Leading Entrepreneur Consultants

ALEC, LTD.

EDUCATIONAL SOLUTIONS FOR A GLOBAL MARKETPLACE

Background —

It is a well-established fact that the increase in graduation rates and levels of educational attainment fail to improve an institutions academic offerings and global standings if the ultimate shareholders (the students) do not actually receive an education that holds lasting value.

The mistake many educators and more specifically governing bodies make is the primary concentration on graduation rates and attainment levels. This narrow approach by policy makers serves to ignore the ever-present danger signs that students have actually (as a general rule) learned less over the past few decades than in previous academic years, with the attrition rate continuing for years to come. Some of the problematic and underlying reasons are:

- ✦ Students today spend much less time on their course work than their predecessors did, and empirical evidence based upon measuring current graduates' abilities supports the position that today's students continue to learn less than students preceding them.
- ✦ A review of assessments provided by employers of recently graduated students noted the primary complaint they have regarding graduating students they hire is "deficiency in basic skills such as writing, problem solving and critical thinking." Interesting, these are the same skills university administrations and their faculties consider to be ranked among the most important goals of an undergraduate education.
- ✦ A more recent trend has evidenced that most of the students arriving at university are deficiently prepared for college/university level work. Given the necessity to enroll these underprepared students in order to maintain, let alone increase the educational attainment levels, will result in colleges/universities lowering academic standards (instead of exploring more effective methodologies to educate) in order to maintain graduation rates.
- ✦ Although, universities provide an array of courses, majors and extracurricular opportunities, research indicates that many undergraduate students do not feel that the material covered in their readings and lectures has much relevance to their lives. This claim suggests either that the courses do not in fact contribute to the ultimate goals that colleges claim to value as previously believed or that the materials utilized in the course fail to sufficiently provide the requisite larger aims of the courses.
- ✦ Studies evidence that many instructors fail to teach their courses in ways best calculated to achieve the ends that faculties themselves consider important. For example, according to one study the researcher reviewed samples of the examinations given at elite liberal arts colleges and research universities. Although 99 percent of professors consider critical thinking an "essential" or "very

important” goal of a university education, fewer than 20 percent of the exam questions actually tested for this skill.

- ✦ In recent years governments have made substantial cuts in support per student for colleges/universities, realizing that increased appropriations to keep pace with enrollment growth does not improve outcomes based upon the current academia models.
- ✦ While some university leaders are taking meaningful efforts to improve the quality of education, far more often university leaders and their respective faculties remain content with the status-quo. This is not to imply that they fail to recognize the existence of deficiencies in current methodologies affecting higher education. However, most would argue that these issues do not exist on their own campus, or more often, that these issues are largely attributed to the poor preparation of students, both in equipping them before enrollment and in the student’s dedication to the subject matter at hand.

Substantial Reforms

- **Improving graduate education.** Universities need to reconfigure graduate programs to better prepare instructors and professors for teaching.

Instructors need to keep abreast of developments within academe in order to teach effectively. A large and increasing body of useful knowledge has accumulated about learning and pedagogy, as well as the design and effectiveness of alternative methods of instruction. Moreover, the advent of new technologies has given rise to methods of teaching that require special training.

Although many universities have already begun to prepare graduate students to teach by giving them opportunities to assist professors in large lecture courses and by creating centers where they can get help to become better instructors, simply allowing grad students to serve as largely unsupervised teaching assistants, or creating centers where they can receive a brief orientation or a few voluntary sessions on teaching, fails to adequately equip them for a career in the classroom.

- **Creating a teaching faculty.** The seeds of such a change already exist through the proliferation of instructors who are not on the tenure track but are hired on a year-to-year basis or a somewhat longer term to teach basic undergraduate courses. The multiplication of such instructors has largely been an ad hoc response to the need to cut costs in order to cope with severe financial pressures resulting from reductions in government support. However, researchers have discovered that relying on casually hired, part-time teachers can have adverse effects on graduation rates and the quality of instruction. This adverse outcome warrants an adjustment in the current direction.

One plausible outcome would be to create a carefully selected, full-time teaching faculty, the members of which would lack tenure but receive appointments for a significant term of years with enforceable guarantees of academic freedom and adequate notice if their contracts are not renewed. Such instructors would receive opportunities for professional development to become more knowledgeable and proficient as teachers, and they would teach more hours per week than the tenured faculty. In return, they would receive adequate salaries, benefits and facilities and would share in deliberations over educational policy, though not in matters involving research and the appointment and promotion of tenure-track professors.

These faculty members would be better trained in teaching and learning than the current research-oriented faculty, although tenured professors who wish to teach introductory or general education courses would, of course, be welcome to do so. Being chiefly engaged in teaching, they might also be more inclined to experiment with new and better methods of instruction if they were encouraged to do so.

A reform of this sort would undoubtedly cost more than most universities currently pay their non-tenure-track instructors (though less than having tenured faculty teach the lower-level courses). Nevertheless, the increased cost on one hand and the decreased cost on the other compounded with the unequivocal increase in education outcomes argues for its success.

- **Rethinking the undergraduate curriculum.** The familiar division into fields of concentration, electives and general education leaves too little room for students to pursue all of the objectives that professors themselves deem important for a well-rounded college education. This tripartite structure, with its emphasis on the major and its embrace of distribution requirements and extensive electives, was introduced by research universities and designed more to satisfy the interests of a tenured, research-oriented faculty than to achieve the various aims of a good undergraduate education. The existing structure is unlikely to change so long as decisions about the curriculum remain under the exclusive control of the tenure-track professors who benefit from the status quo.
- **How can remedial education be improved?** At present, low rates of successful completion of courses are a major impediment to raising levels of educational attainment. The use of computer-aided instruction provides one example of the type of improvement that yields substantial benefits.
 - Existing research suggests that better advising and other forms of student support may substantially aid in boosting the numbers of students who complete their studies.

- The need for universities to utilize better ways to measure student learning, not only for critical thinking and writing but also for other purposes of undergraduate education is critical. The importance of this last point can scarcely be overestimated. Without reliable measures of learning, competition for students can do little to improve the quality of instruction, since applicants have no way of knowing which college offers them the best teaching. Provosts, deans and departments will have difficulty identifying weaknesses in their academic programs in need of corrective action. Academic leaders will be handicapped in trying to persuade their professors to change the way they teach if they cannot offer convincing evidence that alternative methods will bring improved results. Faculty members will do less to improve their teaching if they continue to lack adequate ways to discover how much their students are learning.

With this background in mind, the follow overview of solutions by *ALEC* is proposed—

Overall Objective—



With the key objective of this Proposal being the *Ameliorate* of the Thailand postsecondary education system into a sustainable global leading provider of quality, highly-sought-after, and affordable university education, the focus must be on the establishment of an education system that serves the needs of students by equipping them with the knowledge and skills demanded in today's and tomorrow's technologically advanced and globally interconnected markets.

Moreover, it is imperative that this education system be part of a ***Global Education System***. A ***Global Education System*** consisting of a single ***Main Campus*** to serve as the education and administrative hub of the entire system; Branch Campuses (*located in highly populated cities around the globe*); Group Study Centers (*located in less populated cities, towns, and regions around the globe*); and Seminars & Workshops Programs, and Corporate Training Programs (*mobile in locations to create affinity and recruitment opportunities*).



Through the Amelioration of the Thailand education system and amalgamation thereof with this **Global Education System**, students are afforded the ability to enroll and attend classes in their own respective home countries (*providing the familiarity and comforts of home as they embark on adulthood*), while assuring that their credentials will be recognized in any number of other countries where they may later seek employment. Likewise, students who desire to attend school overseas are assured that their credentials will be readily recognized when they return home to make use of them. Further, through the **Global Education System**, students are afforded the ability to transfer from one location to another (*e.g., initially enrolls and attends classes at any of the Thailand campuses for two semesters, transfers to the campus in Sydney, Australia for another two semesters, followed by two semesters in London, England, and finally two semesters in Lima, Peru*) while completing their degree programs, without concern over the transfer of earned credit hours from one school to another.¹

Through **ALEC's** expertise and **Global Education System** solutions, the Thailand education system can readily be established and sustained as an education system that is second to none, meets the needs of today's and tomorrow's students, and is both affordable and sustainable long-term.

The Approach—

In order to achieve optimum results for the Thailand Ministry of Education, and more specifically the Thailand postsecondary education system, a uniform global approach is highly recommended. Therefore, a strategic plan must be executed. This plan is achieved through the use of the following modes:



A. Integrated Services

¹ Under the existing higher education scheme, students transferring from one school to another have some or all of their previously earned credits rejected by the new school 67 percent of the time. (*National Center for Education Statistics*)

EDUCATIONAL SOLUTIONS FOR A GLOBAL MARKETPLACE



Over the last two decades, vast changes have taken place within education. Specifically, the methodologies employed in its delivery. While almost all delivery systems being used today incorporate the “*traditional*” Classroom Lecture, Correspondence Courses, and Online Learning methods, far too few make use of the available technology, let alone take into account the advances in technology to come. Admittedly, there are a small number of education delivery platforms on the market that take advantage of portions of the latest technology, however, none of the current platforms utilize the available technology to its fullest.

ALEC, utilizing proprietary systems, affords the ability to take full advantage of all of the traditional delivery methods (*i.e., Classroom Lecture, Print Text, Audio Recordings, Video Recordings, Television Broadcasts, Videoconferencing, CDs, DVDs, Multimedia, and Internet*), as well as incorporates the latest in both educational and technological developments; thus, providing the very best solutions possible. The integrated Services included are:

Static & Dynamic Instruction Capabilities: Although educators worldwide recognize that “*dynamic*” instruction (*i.e., mix of lessons and assignments, practice sessions, multimedia, learning games, and interactive projects*) focuses more on the learner and the learning outcomes, and less on the instructor and the “*transmission*” of the information, approximately 80% of all undergraduate programs being offered still utilize the “*static*” instruction method (*i.e., fixed, one-dimensional lessons*). **ALEC** can design solutions that incorporate “*static*” and “*dynamic*” instruction, as defined by educational objectives.



Asynchronous Delivery Solutions: “*Asynchronous*” (*i.e., not occurring in real time, not occurring at the same time*) delivery has been around since shortly after the creation of man. Whether in the form of instruction delivered at some time in the past and then handed down throughout history, an *epistle* (*letter of instruction*) written by the Apostle Paul, and then sent around to the various Christian communities, a recorded lecture being listened to by students at a later date, or a threaded discussion, email, or electronic bulletin board, all are forms of “*asynchronous*” delivery.



Regardless of the asynchronous requirements, *ALEC* can design an asynchronous solution to satisfy any delivery needs. Some of the ways in which *ALEC* utilizes asynchronous delivery are *Workbook-Based Curriculum*, *Multimedia-Based Curriculum*, *Threaded Discussion Forums*, and *Internet-Based archived lectures*.

Synchronous Delivery Solutions: “Synchronous” (i.e., occurring in real time, occurring at



the same time) delivery outside of the actual classroom is a relatively new delivery method. In its conception stages, synchronous delivery of education was used to hold Classroom Lectures in one classroom (where the instructor was located), while broadcasting the lecture to students located in a satellite classroom. The immediate benefit was obvious—students taking classes at a satellite campus were able to take courses offered only

at the main campus without having the burden of commuting to the main campus just to take that one course. Today, with the vast development in both software and hardware, synchronous learning delivery includes online interaction in the form of “live” Chat Rooms, Instant Messaging, and global synchronous broadcasting of Classroom Lectures.

ALEC provides delivery systems that incorporate the best of both “asynchronous” and “synchronous” delivery methods. Whether there is a need for a standard asynchronous delivery system, which includes lecture materials (e.g., *PowerPoint presentations, text-laden web pages, et cetera*), or an advanced delivery system incorporating both asynchronous and synchronous delivery methods (e.g., *online audio, video streaming, reading assignments, study guides, daily/weekly running commentaries, online research. Live chat rooms, threaded discussions, email, videoconferencing, et cetera*), *ALEC* can design, implement, and manage the system.

Workbook-Based Curriculum Delivery: Workbook-Based Curriculum uses consumable



workbooks that incorporate the necessary text and assignments into one workbook. Through the Workbook-based Curriculum delivery method, students read the textual materials, perform the assigned activities, and then successfully complete the required exams before moving on to the next workbook. The Workbook-Based Curriculum delivery method uses the time tested and proven principle of “*Mastery Learning*.” Mastery Learning is the process by which a student

“masters” pre-defined content and skills before moving on to the next level. The Workbook-Based Curriculum delivery method is designed to be self-paced, allowing students to progress at their individual learning speeds. The sense of accomplishment experienced by the student after “mastering” a workbook motivates them to actively master the next workbook. Each workbook contains lessons, activities, lab activities, independent hands-on projects, review

questions, and written exams. The labs and independent hands-on activities enhance creativity and tangibly reinforce learning. The incorporated diagnostic tools, e.g., self-tests and check points afford the ability to measure the progress of the student in learning the required curriculum.

Multimedia-Based Curriculum Delivery: Multimedia-Based Curriculum, also called



“Computerized” curriculum, refers to curriculum that is delivered via CD-ROM and requires the use of a personal computer (but does not require access to the Internet). Like Workbook-Based Curriculum, Multimedia-Based Curriculum is designed to be self-paced, allowing students to progress at their individual learning speeds. All of the textual materials, assigned activities, independent hands-on projects, review questions, and exams are

incorporated into the Multimedia-Based Curriculum. However, because the Multimedia-Based Curriculum is delivered via CD-ROM, all courses incorporate graphic-rich multimedia (e.g., movies, maps, timelines, learning games, et cetera), and interactive projects to captivate students’ interest and increase learning. Unlike the Workbook-Based Curriculum design, the Multimedia-Based Curriculum utilizes multimedia content to engage students to learn while reinforcing the skills needed within today’s highly technological society.

Internet-Based Curriculum Delivery: Internet-Based Curriculum delivery is similar to



Multimedia-Based Curriculum delivery, in that Internet-Based Curriculum delivery affords the provider of education the ability to offer graphic-rich multimedia into their courses. However, just as Multimedia-Based Curriculum takes Workbook-Based Curriculum to the next level, Internet-Based Curriculum takes Multimedia-Based Curriculum to a more advanced level. Unlike Workbook-Based Curriculum and Multimedia-Based

Curriculum, which are both asynchronous delivery methods, Internet-Based Curriculum affords the education provider the ability to incorporate synchronous instruction into the learning experience.

Postsecondary Level Curriculum: *ALEC* maintains a repository of postsecondary level



courses that can be adopted for use as ready-made course offerings. Additionally, *ALEC* can provide the conversion of current courses and programs into Workbook-Based, Multimedia-Based, and Internet-Based curriculum for delivery via Classroom Lectures, Video, Online (*asynchronously and synchronously*), Correspondence Courses, Group

Study Centers, Seminars & Workshops, and even Corporate Training Programs.

B. Establishment of “External Studies” Offerings



In addition to the requisite actual presence, there must be an established External Studies Offering presence. This external or extended presence serves to farther solidify the “global presence” of the Thailand postsecondary education system by reaching otherwise un-served and under-served students, as well as affording students an alternative or complementary venue (*flexible learning*) to successfully realize their academic goals.

The External Studies Offerings modes consist of—

Traditional External Studies Offerings: External Studies Offerings affords the Thailand



education system to increase student enrollment without reaching maximum student enrollment capacity. Given the fact that the External Studies student enrollment is limited by the “*type*” of external education employed (e.g., *Correspondence Courses, Television Broadcasts, Online, et cetera*), and the “*type*” of media employed (e.g., *Printed Text, Audio Recordings, Video Recordings, CD-ROM, DVD, Television Broadcast, Videoconferencing, Email, et cetera*) to bring the education to the student, not by the amount of

classroom space, student enrollment becomes virtually unlimited.

Corporate Training:



Corporate Training will affiliate the Thailand education system with education providers that specialize in providing training to businesses. Through this affiliation, the Corporate Training providers offer various education programs either that are offered by the university system, or which are “*underwritten*” by the university system. Through this affiliation, the Thailand education system benefits from a “*per student*” fee paid by the Corporate Training provider, as well as from the direct recruitment and enrollment of

students participating in the Corporate Training programs.

Seminars & Workshops:



Seminars & Workshops will affiliate the Thailand education system with education providers that specialize in providing education through Seminars & Workshops. Through this affiliation, the Seminars & Workshops providers offer various education programs either that are offered by the university system, or which are “underwritten” by the university system. Through this affiliation, the Thailand education system benefits from a “per student” fee paid by Seminars & Workshops provider, as well as

from the direct recruitment and enrollment of students participating in the Seminars & Workshops programs.

Unlimited Student Enrollment:



One of the primary solutions offered by **ALEC** to achieve increase in student enrollment without reaching maximum student enrollment capacity is External Studies Offerings. As External Studies Student Enrollment is limited by the type of external education employed (e.g., *Correspondence Courses, Television Broadcasts, Online, Satellite Locations, Group Study Centers, Seminars & Workshops, Corporate Training, et cetera*), and the type of media employed (e.g., *Printed Text, Audio/Video*

Recordings, Multimedia, Television Broadcasting, Videoconferencing, et cetera) to bring the education to the student, and not by the size of the classroom, number of instructors, et cetera., Student Enrollment becomes virtually unlimited.

Global Expansion Availability:



With a network of education providers around the globe through **ALEC's Global Education System**, expansion can be realized expeditiously through Cooperative Agreement and/or Acquisition, as well as secondary location development by **ALEC**.

On-Site and Remote Solutions:



When it comes time for expansion, whether through External Studies Offerings or Acquisition of Additional locations, a major consideration is whether to manage the project internally (*On-Site*) or to seek an external management team to handle the expansion (*Remote, i.e., Off-Site*). Regardless of the decision, **ALEC** will provide the necessary solutions.

All Solutions “GAAP” Compliant: As “GAAP” (*i.e., Generally Accepted Accreditation Principles*) is the criteria by which all countries evaluate the acceptability and legitimacy of education and degrees, all course materials, program offerings, and delivery methods provided by *ALEC* shall meet and/or exceed “GAAP” requirements.



C. Establishment of Additional Traditional Offerings

Acquisition of Existing Schools: Immediate additional growth can be achieved through the Acquisition of Existing Schools. *ALEC* will provide the following services in the Acquisition of Existing School:



- **Determine Overall Objectives and Goals**
- **Determine Expansion Goals and Needs**
- **Determine Desired Locations**
- **Determine Acquisition Type**
- **Prequalify Existing Schools**
- **Establish Synergy Between Staff**
- **Assist in Accreditation Agency’s Ownership Transfer Approval**
- **Define, Design, and Implement Common Image**
- **Define, Select, and Implement Public Awareness Campaign**
- **Establish and Implement Centralized Administration**
- **Commence Student Enrollment Programs**
- **Define and Implement Ongoing Staff & Faculty Training**

Opening Additional Schools: Opening of Additional Schools affords the luxury of focusing on education while *ALEC* locates the ideal location,



for the additional school(s).

negotiates lease terms (*in the event of leasing new location*), oversees the construction (*in the event of construction of new location*), recruits and trains additional staff and faculty, works with Accreditation agencies for approval, defines, designs, and implements a “*Common Image*,” and defines, selects, and implements the “*Public Awareness Campaign*”

Branch Campus Consortium: Branch Campus Consortium consists of affiliating one or



revenue through a “*per student*” fee paid by the affiliates. All overhead and day-to-day operation costs are borne by the affiliates.

more non-related education providers that desire to be directly affiliated with the Main Campus. Depending on the level of the affiliation, the nonrelated education providers may represent the Main Campus in name, academic offerings, as well as day-to-day practices. In addition to the physical expansion, the Main Campus achieves an increase in

Group Study Centers: The Group Study Centers solution is one that has been proven to be very successful for several hundred years throughout much of the world. The Group



Study Centers can be wholly owned, or they can be owned by affiliating education providers. While Group Study Centers do provide face-to-face interaction with students, Group Study Centers do not provide lecture-based classes. Thus, they are ideal for providing remotely located students with the ability to study the same courses and programs as those studying at the main campus and Branch Campuses, without the overhead of physical campuses. Moreover, Group Study Centers, although not traditional campuses, do provide interaction, tutorial, and guidance not normally included within correspondence courses and online delivery programs.

Study Centers do not provide lecture-based classes. Thus, they are ideal for providing remotely located students with the ability to study the same courses and programs as those studying at the main

campus and Branch Campuses, without the overhead of physical campuses. Moreover, Group Study Centers, although not traditional campuses, do provide interaction, tutorial, and guidance not normally included within correspondence courses and online delivery programs.

Additionally, Group Study Centers will afford a tangible presence in locations that would otherwise not support Branch Campuses. Moreover, due to the intrinsic nature of Group Study Centers, adaptation of readily available space for operations is expeditiously and affordable achieved.



A.L.E.C.

America's Leading Entrepreneur Consultants

ALEC, LTD.

EDUCATIONAL SOLUTIONS FOR A GLOBAL MARKETPLACE



A.L.E.C.

America's Leading Entrepreneur Consultants

www.ALEOnline.org