Contract for Local Subsidies

Contract number: 83109546
Processing number (12 digits): 10.2147.6-001.00
Project: Regional Co-operation Platform on Vocational Teachers' Training and Education in Asia (RCP)
DV54500/01/00
Country: Thailand
Location: Bangkok

The
Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, Eschborn, Germany represented by
Helmut Schönleber, Officer responsible for the contract hereinafter referred to as "GIZ"

and the
Rajamangala University of Technology Thanyaburi
Thailand
Rangsit-Nakhornnayok
Pathumthani 12110

Tel: +66 2 549 3012
Fax: +66 2 577 5045
Mobile phone of Dr. Sirilak: +66 83 077 6007

represented by

Assoc. Prof. Dr. Numyoot Songthanapitak,
President, Rajamangala University of Technology Thanyaburi
Prathumthani province, Thailand
Here in after referred to as "the Recipient"
hereewith agree on the following to govern the granting of a local subsidy from GIZ project funds as part of the contributions of the Federal Republic of Germany for the above-mentioned project and for the promotion period from 01.01.2012-31.12.2012, on the basis of the Exchange of Notes/Project Agreement and/or the Implementation Agreement between the Government of the Federal Republic of Germany and the Government of the Kingdom of Thailand:

1. Amount and Use of the Local Subsidy

1.1 GIZ shall grant a subsidy of up to EUR 29,756.00 which equivalent up to THB 1,207,200.00 (in words: THB : One million two hundred seven thousand two hundred only).

*Remark: GIZ intranet rate as of March 2012, 1 EUR = 40.57009 THB.*

**Budget plan in accordance with Budget plan sheet and RMUTT Proposal.**

- P1: Curriculum development of vocational teacher education within the context of ASEAN integration processes up to THB 375,000.00
- RP3: VTE Teching Professional Reform in Thailand up to THB 721,700.00
- P7 and CB2 Travel expenses (RMUTT as a partner) up to THB 110,200.00
- **Total** up to - THB 1,207,200.00


1.2 This subsidy is intended exclusively for the payment of activities according to the content of the RCP Plan of Operation (Stand 1.10.2011), RMUTT Work Plan and Budget Plan. Any remaining amount must be repaid to GIZ. Additional costs shall be borne by the Recipient itself. If during the process of the project, more working packages are carried out by RMUTT, the corresponding adjustment will be adopted.

1.3 The Recipient shall be advised in implementing the measures specified in Article 1.2 by the RCP-Secretariat and shall comply with their recommendations.
2. Disbursement of the Local Subsidy

2.1 The Recipient must meet the following conditions before the local subsidy is disbursed:

2.1.1 Conduction of studies, research jobs (i.e. Products referred as “P”, and Reform Proposals as “RP”)

2.1.1.1 Submission of research proposals or reform concepts and acceptance by the RCP Secretariat or by a consultant appointed by RCP-Secretariat

2.1.1.2 Submission of the first draft of the study, the research plan, or the reform proposal and acceptance by the RCP-Secretariat or by a consultant appointed by RCP-Secretariat

2.1.1.3 Submission of the completed study, the research plan or the reform proposals and acceptance by the RCP-Secretariat or by a consultant appointed by RCP-Secretariat

2.1.1.4 Provision of own contribution by the recipient, consisting of using the university research facilities, university working media and materials as well as personnel costs

2.1.2 Conduction of Capacity Building Measures (CB) and Conferences (C)

2.1.2.1 Submission of the conception, the program as well as the cost planning and acceptance by the RCP Secretariat or by a consultant appointed by RCP-Secretariat

2.1.2.2 Conduction of the activity and submission of the evaluation forms filled by the participants

2.1.2.3 Submission of the final report by the conducting institution and acceptance by the RCP Secretariat or by a consultant appointed by RCP-Secretariat

2.1.2.4 Provision of the own contribution by the recipient, consisting of using the university research facilities, university working media and materials as well as personnel costs
2.2 Payment schedule shall be as follows:

2.2.1 Advance payment 20% in the amount of THB 241,440.00 shall be paid upon signing of the contract and submission of Request for advance payment. (form see annex 3)

2.2.2 2nd payment 50% in the amount of THB 603,600.00 shall be paid upon fulfilling activities P1 or RP 3 against List of Expenditures and request for payment (form see annex 1)

2.2.3 Final payment 30% in amount of THB 362,160.00 shall be paid upon activities such as P1, RP3, P7 and CB2 are fulfilled against List of Expenditures, request for payment and final report (form see annex 1)

Payment details:

The payment shall be made to the recipient's bank account identified as follow:

**Bank Account of the University**

Name of Account: มหาวิทยาลัยมหิดล

(Academic Cooperation between RCP and RMUTT)

Bank name: Bank of Ayudhaya

Office branch: Rajamangala University of Technology Thanyaburi

Account No. 453 1 368 908

Savings Deposit Passbook

The Recipient shall ensure that the persons it has charged with the preparation and implementation of the measures specified in Section 1.2 and the awarding of contracts for the supplies and services to be financed do not demand, accept, perform, grant, pledge or have pledged to them any illegal payments or other advantages in connection with these tasks.

2.3 Upon receipt of payment of a subsidy, the Recipient shall provide GIZ with a properly signed receipt specifying the purpose for which the subsidy is to be used.
For bank transfers, the Recipient shall submit with the statement of account the voucher specifying that the funds have been received (bank statement).

3. Accounting Procedure for the Local Subsidy and Reporting

3.1 Together with the documents required to verify the utilisation of funds specified below, the Recipient shall complete, sign, and submit the List of Expenditures attached as Annex 1.

3.2 The Recipient shall provide evidence that the funds provided have been used for the stipulated purpose. As evidence of this, the Recipient shall submit to GIZ, as originals in each case, duly receipted commercial invoices, along with proof that services have been performed and payments made and/or receivables record sheets, which the Recipient has checked and signed as factually correct within maximum 6 weeks after the corresponding disbursement date.

3.3 For cash disbursements in foreign currency, the Recipient shall submit original currency exchange vouchers.

3.4 Without affecting its rights pursuant to Section 5, GIZ is entitled to request that the Recipient submit with the settlement of project accounts a brief written description of the course of implementation and success of the financed measure.

4. Order Placement Procedure

When placing orders for supplies and contracting services to be financed from this subsidy, the Recipient shall observe the regulations laid down in The Kingdom of Thailand and the provisions specified in Annex 2 (Placement of Orders for Supplies and Services), which constitutes a component of this contract. The documents specified there are to be submitted with the corresponding vouchers. All procurements shall be made in close consultation with the GIZ Principal Advisor or the GIZ Office.
5. Repayment of the Local Subsidy

GIZ shall be entitled to request the immediate repayment of the amounts disbursed if the Recipient does not provide evidence of the proper use of funds for the items/measure specified in Article 1.2 within 2 weeks from receipt of the subsidy payments, or if the Recipient violates another contractual obligation.

6. Project Audit

The Recipient shall enable GIZ and its representatives to examine the books and documents kept for the financed measures at any time, and to inspect the procured items or results of work, and shall provide all requested information.

7. Reporting

A brief final report is to be submitted within 2 weeks after the end of the activity.

8. Applicable Law

This contract shall be governed by the law of the Federal Republic of Germany.

In two originals, one for the Recipient and one for GIZ.

For GIZ

[Signature]
David Oberhuber
Country Director

[Signature]
Petchada Usanapong
Deputy Director

For the Recipient

[Signature]
Assoc. Prof. Dr. Numyoot Songthanapitak
President, Rajamangala University of Technology Thanyaburi
The Research proposal on

**P1: Curriculum development of vocational teacher education within the context of ASEAN integration processes**

**Name of Research Team Members:**

Head of Research Team:  Associate Professor Dr. Chalong Tuberee  
Burapha University

Co-lead:  RMUTT  
Partner:  IBB  
NUoL  
GIZ

Coordinator for RCP-Affairs:  Assoc.Prof. Dr. Wimonrat Chaturanon (BUU)  
Asst. Prof. Dr. Sirilak Hanvatananukul (RMUTT)

**BUU Research team:**  Associate professor Dr. Montree Yamkasikorn  
Dr. Kreingsak Boonya  
Dr. Dusit Khaoaleung

**RMUTT Research team:**  Asst.Prof.Dr. Suthiporn Boonsong(RMUTT)  
Asst.Prof.Dr. Wichit Suthiporn (RMUTI) (Continue to Page 2)

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Assoc.Prof.Dr. Numyoot Scngthanapitak  
President, Rajamangala University of Technology Thanyaburi

.............. April 2012
Activities of partner institutions:

IBB and NUoL: 4 IBB and NUoL’s delegates will be participated in evaluation workshop in BUU, Chonburi Thailand

GIZ: Consultant/s to P1 Project will be considered and provided by RCP

Research topic:
Curriculum Development of Vocational Teacher Education within the Context of ASEAN Integration

Background of research project:
The Association of South East Asian Nations (ASEAN) announced the establishment of an ASEAN Community at Ninth Summit in October 2003 which based upon three pillars: ASEAN Security Community (ASC), ASEAN Economic Community (AEC) and ASEAN Socio-Cultural Community (ASCC).

The ASC is expected to maintain and strengthen peace, security and stability and enhance ASEAN’s capacity for self-management of regional security, maritime cooperation and fight against terrorism.
The mission of the AEC is to develop a single market and production base that is stable, prosperous, highly competitive and economically integrated with effective facilitation for trade and investment in which there is free flow of goods, services investment, skilled labors, and freer flow of capital. But it will not adopt a common currency like the European Union.

The ASCC is for a Southeast Asia bonded together in partnership as “a community of caring and sharing societies”. The ASCC Plan of Action contains four core elements: Building a community of caring societies, Managing the social impact of economic integration, Enhancing environmental sustainability, and Strengthening the foundations of regional social cohesion towards an ASEAN Community. (Wikipedia, 2011)

So “One Vision, One Identity, One Community” was declared by the ASEAN Secretariat (2009) as expected goal with strategic plan to reach achievement of ASEAN Community in 2015.

Academic networking and collaboration is one of the best mean to deal with effected context from ASEAN community. The Regional Cooperation Platform (RCP) is a network which mainly focuses on developing quality of VET teacher education in changed context of ASEAN community.

This research results will be a curriculum development of vocational teacher education within the context of ASEAN integration processes which will be well designed and assessed among RCP institute members for empowering potential of VET teacher students in terms of knowledge and technology. This research’s result will be one of progressive steps to increase RCP country members’ competitiveness.

**Purposes of the research project**

The main purpose of this research was to develop a curriculum, training package and action plan on vocational teacher education within the context of ASEAN integration processes, which was identified as following objectives;

1. To identify needs of “ASEAN” for accelerating of particular growth
2. To identify strengths and weaknesses of ASEAN country members affected VET Teacher education
3. To identify needs of ASEAN on VET Teacher education and training
4. To design curriculum and program management and collaboration among RCP members
5. To evaluate the curriculum draft
6. To conduct a training for the interested institutes

**Expected main outputs and outcomes**

1. Report on macro perspective, both factors and issues affected VET teacher education
2. Report of comparative significant strengths and weaknesses classified by ASEAN member country
3. Curriculum, Training package and action plan on vocational teacher education within the context of ASEAN integration processes
This research was applied "Ten-Step Curriculum Planning Model" a systematic-model approach from Systems and Models in Curriculum Development(VSU,2011) which was considered to be suitable for this research in terms of new ASEAN's demand, RCP institute members' resources and restraints, RCP taskforce for example.

This model first appeared in the NASSP Bulletin in 1984 in an article by Zenger and Zenger. It is an inclusive, organized approach that certainly meets the definition of "systematic model."

When using the "Ten-Step" Model, shown as Figure1, the process may or may not include all steps, may begin or end at any of the steps, steps may be repeated as necessary and evaluation is a critical component of all steps.

Figure1: Ten-Step Curriculum Planning Model

Research activities/fields

Based on the objectives and approaches mentioned above, the research activities will be identified as indicated in Table1 which comprised of 3 main activities as follows.

1. Analysis of macro perspective, both factors and issues affected VET teacher education
2. Comparative study of significant strengths and weaknesses as described by the members of research team in three countries, namely: Thailand, China and Laos.
3. Design and evaluation of curriculum, Training package and action plan on vocational teacher education within the context of ASEAN integration.

Table1. Detailed schedule for implementation (1st March-31st December, 2012)

<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
<th>Expected outcomes</th>
<th>Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2012-</td>
<td>1. 2 two days workshops on</td>
<td>Report of macro perspective</td>
<td>BUU</td>
</tr>
<tr>
<td>Date</td>
<td>Task</td>
<td>Expected outcomes</td>
<td>Responsible</td>
</tr>
<tr>
<td>------------</td>
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</tr>
</tbody>
</table>
| 4.2012     | analysis of macro perspective, on both factors and issues affected VET teacher education, strengths and weaknesses of TVET in the country of the team members  
Task: Conducting a qualitative /quantitative analysis through document analysis, interview or questionnaires on factors and issue affecting VET teacher education and strengths and weaknesses of TVET in each country (20 researchers) | on TVET teacher education in ASEAN                                                | RMUTT       |
| 3.2012-4.2012 | 2. 2 two days workshops of comparative and conclusive study of significant strengths and weaknesses classified by ASEAN member country(20 researchers)          | Report of significant strengths and weaknesses classified by ASEAN member country | BUU RMUTT   |
| 5.2012-8.2012 | 3. 2 two days workshops of design and draft of curriculum, Training package and action plan on vocational teacher education within the context of ASEAN integration processes(20 researchers) | Drafts of curriculum, Training package and action plan on vocational teacher education within the context of ASEAN integration. | RMUTT BUU   |
| 8.2012-9.2012 | 4. 1 two days workshop valuation of curriculum, Training package and action plan on vocational teacher education within the context of ASEAN integration processes(20 BUU and RMUTT, 4 of IBB and NUoL and 6 experts) | -Evaluation report  
-Curriculum, Training package and action plan on vocational teacher education within the context of ASEAN integration. | RMUTT BUU IBB NUoL |
<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
<th>Expected outcomes</th>
<th>Responsible</th>
</tr>
</thead>
</table>

**Table 2: Financial support to institutions**

<table>
<thead>
<tr>
<th>Financial support</th>
<th>Cost (Euros)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUU</td>
<td>9,250</td>
</tr>
<tr>
<td>RMUTT</td>
<td>9,250</td>
</tr>
<tr>
<td>IIB</td>
<td>550</td>
</tr>
<tr>
<td>NUoL</td>
<td>275</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19,325</strong></td>
</tr>
</tbody>
</table>

Note: Cost details shown as Annex 1

**References**


The Research proposal on
RP3 : VTE Teaching Professional Reform in Thailand

Name of Research Team Members:

Head of Research Team: Assoc.Prof. Dr.Numyoot Songthanapitak
Rajamangala University of Technology Thanyaburi (RMUTT)

Partner: Dr.Kriengsak Boonya (BUU)
NYP

Coordinator for RCP-Affairs: Asst.Prof.Dr.Sirilak Hanvatananukul (RMUTT)

RMUTT Members: √ Asst.Prof.Dr.Sirilak Hanvatananukul
Dr. Paiboon Saiyawong
Asst.Prof.Dr.Rojana Suntharanont
√ Dr. Aramsri Apa-adul
Asst.Prof.Dr. Pipatana Amatachay
Mr. Kajornsak Pongthana

Scientific Supervisor: as RCP’s consideration

Addresses and responsible persons of involved co-operating partner institutions:

Singapore : Nan Yang Polytechnic (NYP)

Thailand : Rajamangala University of Technology Thanyaburi(RMUTT)
Asst.Prof.Dr.Sirilak Hanvatananukul (RMUTT)
Burapa University (BUU)
Assoc.Prof.Dr. Wimonrat Jaturanon(BUU)

GIZ :

Research topic:

RP3 : VTE Teaching Professional Reform in Thailand

Background of research project

Vocational Education in Thailand aims to enable learners to develop Vocational knowledge, skills also built in demanded attributes and work ethics for performing both as entrepreneurs
and employees.

Among many complicated problems in Thai context, main significant issues considered as direct related to VET teacher education’s reform in terms of quantity and quality of VET teacher students, which were shortage of vocational students and unbalancing quantity of vocational students by comparing Sciences & Technology (S&T) and Social sciences fields.

As shortage of vocational students, Bureau of Information and Communication Technology, 2011:32) showed that students of Vocational Education both from public and private institutes were 36.23% comparing with 53.77% of students studying in universities. And most of Vocational students at 64.40% were educated by the Office of Vocational Education Commission (OVEC), Ministry of Education.

The other issue was number of vocational students studied in S&T programs was 47.40% with 52.60% of Social Sciences programs.

A official document “Improving Teacher Effectiveness Through Certification: A Case of Thailand’ informed that teaching is the only profession so specified in Constitution of the Kingdom of Thailand by stating "to develop the teaching profession".

Policies focusing on “teacher and teaching profession” were stated at governmental, ministerial, Vocational commissioner, even as institutional level. Many Thai government’ policy have focused on “teaching profession” for two decades such as the present governmental policy, “Reforming Teacher Education on international standard by those six important strategies as (3.1) to arrange incentives for talented and qualified learners to be inputs of the system, (3.2) to improve salary and compensation system, (3.3) to develop career path system by applying competency-based evaluation, (3.4) to enforce effective pre-service and in-service training system, (3.5) to refinance teachers’ debt as government’s policy as well as (3.6) to develop Geographic Information System (GIS) for locating teachers, particularly in Mathematics, Sciences and languages which could solve shortage of teachers.

Effective policy and strategy are key factors to achieve VTE teacher education as a whole. So this research aimed to analyze problems related to VTE teacher education and propose the reliable scenario and innovative suggestion as crucial strategy on VET teacher education reform from experts’ point of views.

**Delphi Technique**
Purposes of the research project

1. To analyze problems related and causes of VTE teaching professional reform in Thailand
2. To identify significant reformed issues, challenges and innovative suggestions on VTE teaching professional
3. To synthesize a scenario of VTE teaching professional
4. To suggest VET teaching professional reform from Singapore and Thailand point of views
5. To propose policy suggestions on VET teaching professional reform in Thailand

Expected main outputs and outcomes

1. Problem chart and report of problem analysis
2. Consensus views on significant reformed issues and challenges and innovative suggestion by experts’ point of views
3. Report on scenario and innovative suggestion on VET teacher education reform by experts’ point of views
4. Suggestions of VET teaching professional reform from Singapore and Thailand point of views
5. Policy suggestions on VET teaching professional reform in Thailand

Major approaches of the project

Problem Analysis
Cause & Effect Analysis and BPR 20 questions are two techniques using for problem analysis

A reliable scenario on VTE teaching professional
Delphi Technique is reliable process to identify policy determination, planning, needs assessment to develop a full range of alternatives and synthesize a reliable scenario and suggestions based on underlying assumptions from experts’ points of views.
Research activities/fields

Based on the objectives and approaches mentioned above, the research activities will be identified as **Table 1: Research framework on VTE teaching professional reform in Thailand**, which was designed as 3 main activities as follows.

1. Problem analysis and causes of VTE teaching professional reform in Thailand by documentary research, Cause & Effect Analysis and BPR 20 questions
2. Identification and review on significant reformed issues on VTE teaching professional and challenges and innovative suggestions on VTE teaching professional by Documentary Research and Delphi Technique
3. Forecasting a scenario of VTE teaching professional and innovative suggestions by Delphi Technique
4. Recommending Suggestions of VET teaching professional reform from Singapore and Thailand point of views
5. Purposing the policy suggestion on VET teaching professional reform in Thailand