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Enhancing ASEAN Community educational cooperation in Thailand through a school partnership program with Indonesia: Policy performance, choices, and recommendations

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Article Info

Abstract

The educational policy in Thailand supporting the Association of Southeast Asian Nations (ASEAN) Community has inspired a school partnership program between Thailand and Indonesia. This research study analyzed the program's performance over the decade since it began and proposes policy choices and practices by integrating policy concepts, principles, and output. Multi-method qualitative research was done, with data collected by document analysis, in-depth interviews, school visits, and performance self-assessment by practitioners. Samples, policy implementers and related stakeholders at both the central level and at local schools were chosen by purposive sampling. The study found that operating policy and program challenges appeared during implementation, including resource allocation, practitioner knowledge and skills, communication by policy level, tri-party agreements among Thailand, the Southeast Asian Ministers of Education Organization (SEAMEO) Regional Open Learning Centre (SEAMOLEC) and Indonesia, lack of coordination between the center and teachers, and external situations, especially the COVID-19 pandemic. Recommendations included the following: (1) alternatives for policy decision-making that may occur under three conditions: policy revision, change, and termination; and (2) strategic mapping for practical inference by incorporating between the context, input, process, product (CIPP) model of educational program evaluation and the Honig model to create a concept of effective educational policy implementation including policy design, implementer development, and operation unit preparation.

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Introduction

The Thai government has emphasized promoting education to build a sustainable future for the ASEAN Community 2015 (Department of ASEAN Affairs, Ministry of Foreign Affairs, 2011). This is in accordance with its obligation as a member state by having a policy to drive education forward into the ASEAN Community, which has the aim of developing cooperation with member countries across all dimensions and levels (Policy Statement of the Council of Ministers, 2011). In 2009, the Thai Ministry of Education, through the Office of the Basic Education Commission (OBEC), carried out plans to develop Thailand to be the center of regional education, called the "Education Hub", and to develop schools in the ASEAN Community called the "Spirit of ASEAN" by preparing its readiness and potential in learning management about the ASEAN Community. Pilot schools from throughout the country participated in the projects. Subsequently, in 2011, a Thailand-Indonesia school partnership program was initiated that promoted 23 Thai pilot schools to participate with Indonesian schools. The prominent point of this program was the cooperation with the SEAMEO Regional Open Learning Centre (SEAMOLEC) and Indonesia's Ministry of Education, which focused on exchanging knowledge, culture, and values by using e-learning and encouraging education on important global issues (Office of the Basic Education Commission [OBEC], 2012a). The present research project thus focuses on examining this policy and program implementation and its performance under the conceptual framework of integrating educational policy analysis, such as the CIPP evaluation model and Honig model of contemporary education policy. The outcomes will be useful for highlighting factors of the success and failure of the program's implementation, which can be used for policy decision-making and recommendations for schools in the future. Moreover, lessons based on this study might be allowed further analysis of the success and failure of implementation. The results of that analysis can be a guideline to improve policy formulation and implementation in education cooperation according to the expectations of Thailand and the goals of the ASEAN Community in the future.

Literature Review

Thailand's Policy Driving Educational Cooperation towards the ASEAN Community and a School Partnership Program between Thailand and Indonesia

Since 2009, the Thai government has driven the development of education in entering the ASEAN Community 2015 through activities that build knowledge and awareness for teachers, students, parents, and people in general. To drive schools forward into the ASEAN Community, OBEC has carried out various projects, namely, the Spirit of ASEAN, which contains three projects: 30 Sister Schools, 24 Buffer Schools, and 14 ASEAN Focus Schools. Other projects are 163 ASEAN Learning Schools, and 14 Education Hub Schools. Subsequently, a partnership program between Thailand and Indonesia of 23 schools was initiated (OBEC, 2012a).

The School Partnership Program between Thailand and Indonesia developed the project design based on two key ideas. The first is an initiative to cooperate with international agencies – SEAMOLEC and the Indonesian Ministry of Education – to mutually formulate the policy and design the project, which is different from previous projects that were unilaterally undertaken by OBEC. In particular, SEAMOLEC's mission is consistent with the policy guidelines on supporting the use of ICT in teaching and learning. Also, by having an office in Indonesia, SEAMOLEC can fulfill its goal of providing education with emphasis on English and ASEAN languages, which is an opportunity for Thai teachers and students to practice communicating in English and Indonesian. The second key idea the project has embarked on is providing education in addition to the topic of learning the languages and cultures of member countries according to school context. This project has been designed to address broader issues in response to ASEAN and global citizenship. Adaptation in the 21st century and the global context was therefore taken into consideration. The main contents were the following. (1) Organizing learning activities to integrate the content of Human Values-Based Water, Sanitation, and Hygiene Education (HVWSHE); and climate change, such as global warming, species loss, water scarcity, and population growth developed by SEAMEO, SEAMOLEC and UN Habitat; (2) Conducting learning activities on common values and gender sensitivity to prepare youth to become good members of the ASEAN Community; and (3) providing Indonesian-Thai language study through

the SEAMOLEC's SEA EduNet System, which is a data transmission system using a satellite and multicast method for distance learning. SEA EduNet can also be referred to as E–Learning (Office of the Basic Education Commission [OBEC], 2012b).

CIPP Evaluation Model

The CIPP model (context, input, process, and product) was developed by Stufflebeam and Shinkfield in the late 1960s initially to improve accountability for federally-funded public school projects in the United States. This model begins with context, which assesses needs, problems, assets, and opportunities, plus relevant contextual conditions and dynamics. Input undertakes to identify and choose among competing plans, writing funding proposals, allocating resources, assigning staff, scheduling work, and ultimately judging plans and budgets. Process covers monitoring, documenting, assessing, and reporting on the implementation of program plans designed to provide staff and managers with feedback about the planned activities and to guide them to improve the procedural and budgetary plans appropriately. Finally, product identifies and assesses the project costs and outcomes. In terms of strength, the CIPP model is not formulated for any specific program or solution; therefore, it is widely adaptable (Stufflebeam & Coryn, 2014). However, a limitation has emerged from its thoroughness; in practice, there are a number of situations that do not allow for smooth evaluation. Engaging with stakeholder groups may cause slow, costly, and complex evaluations. The CIPP is also a top-down managerial model relying on rational decisions made at the management level (Tan et al., 2010).

The CIPP model is widely applied in educational settings, especially in Asia. Sopha and Nanni (2004) have applied it in the field of language education and have found it to be useful for professionals teaching English to speakers of other languages (TESOL) in improving their professional practice, curriculum design, and program evaluation. This model has even been applicable during the COVID-19 pandemic, as Purwaningsih and Dardjito (2021) evaluated English online learning in a private middle school in Yogyakarta, Indonesia. Additionally, Prayogo et al. (2021) analyzed the implementation of distance learning at the Semarang Merchant Marine Polytechnic based on the CIPP model. The evaluation classified all aspects as "good". In Pakistan, Aziz et al. (2018) applied the CIPP model to evaluate educational quality at the school level. It was found that the welfare school system struggled to maintain quality and took

further steps for improvement. In Saudi Arabia, Al-Shanawani (2019) applied the CIPP model to evaluate the self-learning curricula of a kindergarten and revealed that all aspects were classified as "moderate". In Malaysia, Sankaran and Saad (2022) found that the universities should improve the quality of the bachelor's degree education program offered and increase the performance and awareness of the trainers.

The Honig Model forEducational Policy Implementation to Confront Complexity

Honig (2006) introduced contemporary education policy implementation that differs from those of past decades in terms of basic design, and that pays more attention to how policy, people, and places interact to shape implementation. For Honig, education policy implementation remains the result of the interaction among policies, the actors that implement policy, and the site where the policy was implemented. In essence, this framework concludes that policy designs are influenced by goals, targets, and tools. Moreover, Policy implementation also affects people who are formal targets, those not formally named as targets, subgroups within formal and professional categories, and communities and other associations and policymakers as key implementers. Finally, the places where policy is implemented vary according to the focal organization, agency or jurisdiction, historical or institutional context, and cross-system interdependencies. Honig's model has been adopted by Subedi (2020), for example, to examine the extent and combination of factors affecting the implementation a national basic education reform in Nepal known as the School Sector Reform Plan (SSRP). A finding shows that the SSRP's implementation was affected by environmental, organizational, and individual factors. Liu et al. (2017) also used Honig's model to explore the outcomes of the implementation of migrant children's education policies. Their work shows that the outcomes of these policies are a product of the interaction among policy design, participants, and implementation context.

Public Policy Decision-Making and Choices

Policy includes the sequencing processes of identification, information gathering, decision-making, implementation, evaluation, and termination and renewal. It begins with identifying issues, information needed, key actors, and available policy options. Then, relevant information is gathered, reviewed, and initially analyzed.

Policy measures will later be decided and considered based mainly on the effectiveness of available options, the costs and benefits of taking action, and its political implications. During the implementation, guidance or rules will be developed and decisions on responsibilities will be made. Then, the effectiveness, the dependability, the cost, the intended and unintended consequences, and other relevant features of the policy measure will be evaluated. Finally, the policy measures may be terminated because they may not be relevant or not be implemented. However, these terminated policy measures can reappear in another form (Sullivan et al., 2014). Theodoulou and Kofinis (2004) suggest that policy evaluation may bring about three possible options. First, the policy remains implemented as planned if it is successful. Second, if the policy is partially successful or even if it fails, it may be adjusted to a certain extent and changed. Finally, the policy may reach total or partial termination if it shows total failure. They further suggest that policy can be changed or terminated mainly because of interest group mobilization, target group complaints, and changes or a decrease in funding and legal challenges. Changing policy may be done in linear or non-linear patterns, as consolidation, and as split changes. Meanwhile, policy termination can be functional or organizational in form. This can result in quick or slow termination. They conclude that policy termination is very rare and there are few examples in reality. In the meantime, policy change is more easily compared with terminating policy. However, the former has high political and economic costs. Integrating concepts and principles to be the framework of the study is as summarized in Figure 1.

Methodology

This research involved a 3-stage methodology:

Step 1: In-depth interviews were conducted with 17 people in charge of the program from the central authority (OBEC) and related parties. The aim was to explore the program's condition, policy practice, and success. The in-depth interviews, at this stage, constitute a part of the referenced selection of targeted schools for school visits. Relevant policy stakeholders from the three parties, the central authorities of Thailand, and school practitioners from both the Thai and Indonesian schools were selected using purposive sampling. As Dunn (2004) suggested, in public policy analysis, it would be between 10 and 30 people depending on the complexity of policy problems and the nature of the issue.

The criteria for selecting informants were the following: (1) being responsible for the program at the central policy level or at the school practice level for at least 3 years; (2) being involved in organizing at least one project in this program; and (3) being stakeholders in the program, or being other educational personnel involved in the implementation of a particular project with at least 3 years of experience in the program, or having participated in at least one project.

Step 2: School visits by selecting a target group area using purposive sampling to obtain details of policy implementation, as well as problems and obstacles in the implementation of the program in 7 schools in the southern region. The selection criteria were as follows: (1) the school must have continued to implement the program in concrete form; (2) the school had evidence and good performance based on the program report; (3) the school participated with the central authorities in the initial stage; and (4) the school consented and cooperated in the observation and interviews and allowed access to in-depth information.

The research tools in Steps 1 and 2 employed semi-structured interviews, which offered flexibility in the questionnaire and data collection, and observation. This research study used content analysis and document analysis.
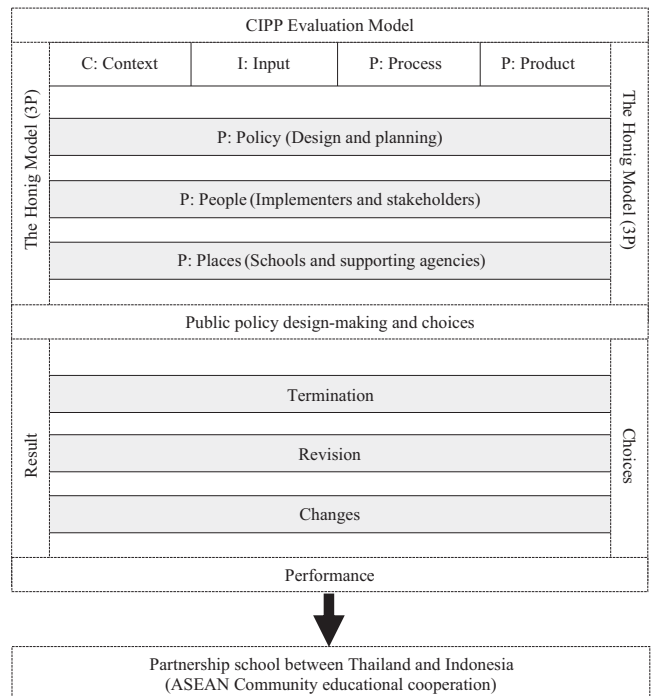

Figure 1 Conceptual framework

Step 3: Self-assessment used the practitioner's self-assessment of policy and program performance, developed according to the CIPP evaluation framework as a 5-point rating scale of 50 items. Then, the questionnaire was verified for content validity by using the index of item objective congruence (IOC) from 3 experts. The results of the analysis suggested that the IOC values were between 0.80 and 1.00, which was qualified in terms of content validity and quality according to the specified criteria over 0.50 (Drost, 2011). A total of 23 schools were given self-assessment forms by the persons in charge of the program of each school, 1–3 copies each. Data in this step were analyzed using descriptive statistical analysis, identifying the frequency, percentage, mean, and standard deviation to identify the success level of the overall program execution. The process is shown in Figure 2.

Results and Discussion

Data analysis based on in-depth interviews and school visits demonstrated several challenges while promoting policy and program implementation. This can be seen on both a macro and micro level. Challenges appeared in terms of international cooperation, program management by Thailand as well as problems during joint activities between the Thai and Indonesian schools, as summarized in Table 1.

Data from practitioners' self-assessment indicated that the Thai pilot schools overall had a moderate level of practice. Context was at a high level, while process, input, and product were at moderate levels, as shown in Table 2. Remarkably, it was revealed that the *context* was at a high level in almost every aspect. Input was mostly at a moderate level, except for installing free mobile dictionaries in Indonesian-Thai languages in mobile phones to be used as a medium for language learning (low level). Process was revealed to be at high and moderate levels, yet the e-learning activities and supervision and follow-up showed low performance. Finally, the product aspect was mostly at a moderate level, but the teachers' and students' exchange, as well as the students' credit transfer between partner schools, were at a low level.

As seen in data analysis, both performance and challenges are reflected in all aspects of the CIPP model and of level of cooperation. The starting shortcomings from context reflected the top-down policy design, which is conducive for the long-term and sustainable existence of the policy. All practitioners said they did not "participate" in setting strategic plans, and they just "followed" the centralized guidelines. Significantly, factors such as resources, facilities, and especially budgets are needed for schools to run effective projects and international cooperation activities, Signe (2017) suggesting that access to funding and resources is one of the prerequisites for successful policy implementation. In the process of practice, practitioner capacity and active cooperation have a bearing on the success of implementation. Yet, teachers' knowledge and skills, especially in English and the use of ICT in their communication and learning management, are still very problematic. Moreover, teachers have reacted by pointing to the central authorities' "lack of policy support and coordination", "inadequate training workshops", and "discontinuity of monitoring and evaluation". Hence, this program merely reached the basic products, the end products are still far from reality.
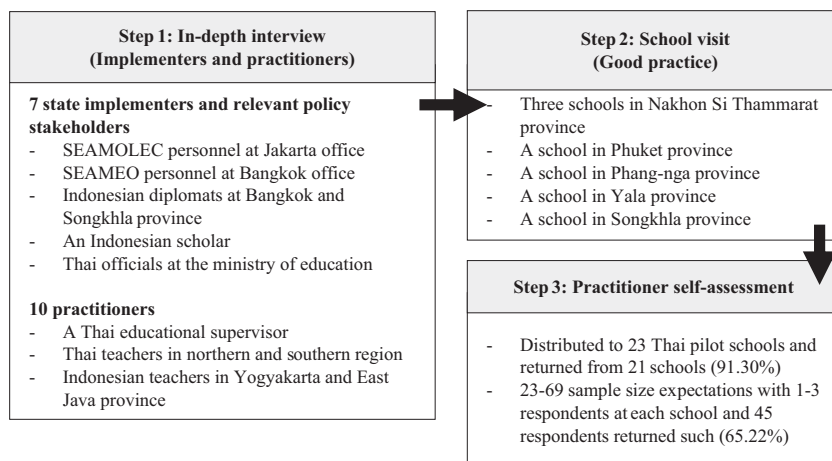

Figure 2 Process of collecting data and list of participants

Table 1 Content analysis and themes obtained by qualitative data.

Theme	Challenges		
	Trilateral cooperation	Thailand management (Central authority)	Pilot schools
Context	- Unequal cooperation among Thailand, SEAMOLEC, and Indonesia.	- Top-down policy design. - Influences from external situations causing ASEAN Community activities to be frozen; government changes and the COVID-19 pandemic.	- A mismatch of learning schedules and semester arrangements between Thai and Indonesian schools.
Input	- Cooperation from Indonesia was merely in the form of dissemination and facilitation for Indonesian schools to participate in activities with Thai schools.	- Insufficient budget allocation. - Lack of coordination between central authorities and schools, and consulting coordination between Thai and Indonesian schools.	- Inadequate practitioner knowledge and understanding of policy implementation and skills required for practices (international cooperation outlook, English language, and ICT use).
Process	- Lack of continuity in support from both international and national authorities and changes in promoting educational policy.	- Lack of consistency in monitoring and evaluation. - Rules and regulations were conducive to arranging certain activities.	- Absence of operational continuity after practitioners were transferred between schools and the retirement or death of personnel. - Different requirements between partner schools.
Product	- SEAMEO and SEAMOLEC achieved goals and planned activities, which has an annual performance evaluation, and has been successful as an operating partner. The cooperation was then extended for a period of 5 years (2011–2015).	- Thailand as a policymaker and host of implementation was initially very successful, but the program's popularity continued to decline from the middle period to the present (2019). And after the outbreak of COVID-19, all international cooperation activities were interrupted.	- Schools achieved basic goals, such as exchange of knowledge, language and culture, formal visits, and study trips between each other, use of ICT to communicate and organize activities between schools. - Yet, the ultimate goals have not been achieved: teachers and students exchanging, and the credit transfer between partner schools.

Table 2 Practitioners' self-assessment of program performance

Dimension of evaluation	Frequency and Percentage (%)					Descriptive statistics		
	Very good	Good	Fair	Poor	Very poor	$\bar{x}$	SD	Interpretation
Context	74 21.0	189 53.7	78 22.2	11 3.1	0	3.93	0.70	Good
Input	93 12.4	275 36.8	220 29.4	108 14.4	52 7.0	3.28	1.05	Fair
Process	53 13.4	154 38.9	125 31.6	41 10.3	23 5.8	3.44	1.02	Fair
Product	77 10.9	194 27.6	251 35.7	100 13.6	81 12.3	3.12	1.06	Fair
Overall	297 14.4	812 39.3	674 29.7	260 10.4	156 6.3	3.44	0.96	Fair

Note: Interpretation of mean score and performance level; 4.51–5.00 = Very good, 3.51–4.50 = Good, 2.51–3.50 = Fair, 1.51–2.50 = Poor, and 0.01–1.50 = Very poor.

Moreover, the school partnership program has faced several external challenges which, out of control, have hindered its continuity, especially the 2011 Thailand floods, the 2014 change in the Thai government, which altered the impetus of educational policy, and the COVID-19 pandemic, which lead to the suspension of ASEAN Community activities. Also, other projects under the policy driving schools toward the ASEAN Community of the former government have become less important. Central support began to decline, and so did enthusiasm. The new government has instead supported other policies and some measures are a departure from the idea of being an ASEAN Community that encourages people to accept different societies and cultures (ASEAN Secretariat, 2008). The Buffer Schools between Thailand and Cambodia, for example, were no longer a priority (Kaewkumkong & Sen, 2019).

Importantly, the previous educational plan came to an end and a new one was about to be in effect, in which a policy to drive educational cooperation toward the ASEAN Community is not included. The discontinuity of the implementation of projects has affected the outcome of the policy tremendously. Meter and Horn (1975) have suggested the correlation among external factors regarding economic, social, political conditions, and policy implementation, while Jan (2017) found that the key interests of ASEAN countries were centered on improving economic efficiency through strengthening the education sector. It can then be concluded that the main factor behind the educational cooperation process in ASEAN is the economy.

Recommendations

Policy Decision-Making and Choices

Table 3 shows the policy outcomes that can lead to decision-making based on the research results, which may occur under the following three conditions.

Table 3 Policy decision-making and choices

Derivation	Option I Policy termination	Option II Policy revision	Option III Policy changes
Results based on the in-depth interviews and school visits.	- The teachers' English skills remained a weakness that made them lack confidence in communicating and organizing joint activities with partner schools. This reflects the idea that the program's core skill tends to hinder international cooperative work. - Budget allocation is one of the biggest problems for schools discouraging policy movement, causing the program's continued popularity to decline. The program also has no risk management or phasing-out plan. - The year 2019 was the end of the previous strategic plan, and the new one does not mention any policy to drive schools into the ASEAN community. - SEAMOLEC support was merely for five years (2011-2015), according to the work plan, making the policy seem less important.	- Policy implementers, practitioners, and stakeholders all agreed on the benefits of the policy and program and expressed a need for the program to be continued and revived based on lessons learned. - The teachers reflected on the great benefits of the program and perceived the opportunity to develop better performance where they have more skills in organizing online activities, and a greater variety of options of online activities, including being easier to access and greater use ICT than in the past. - The central authorities did not want policy investments to be wasted. - Using ICT as a learning tool is suitable for the current context. - Thai pilot schools exhibited good practice in environmental learning activities, which is one of the program's key issues and which corresponds with the global agenda and the ASEAN Community. - The program also adhered to Thailand's leading promotion and coordination of environmental sustainability in the ASEAN Integration Work Plan (2021–2025).	- Most students in the Thai schools were unsuccessful in learning the Indonesian language, and only 1-2 schools are still performing at a very good level, while Indonesian schools do not prioritize learning the Thai language. This reflects a restriction of the program in terms of both country and content. - This partnership is unequal in terms of cooperation, with Thailand being a unilateral policymaker while Indonesia has its own policy; as a result, the sense of belonging was unequal. Having a new policy together from the beginning is an option for feasibility study. - Thai education agencies and SEAMEO share the similar key mission of international cooperation, especially in terms of collaboration within ASEAN countries, as benefits for promoting Thailand educational cooperation.

Table 3 Continued

Derivation	Option I Policy termination	Option II Policy revision	Option III Policy changes
Performance based on the practitioners' self-assessment.	- The mean score of the product aspect was the lowest. Although the performance was at a moderate level, many items had low scores, especially the students' exchange and the students' credit transfer between partner schools. This reflects how the program's goal attainment is still far from the actual practice in schools. - The data from the open-ended questionnaire reflected numerous difficulties in collaborating activities with Indonesian schools, such as English communication, budget allocation, and differences in the learning schedule and semester arrangement.	- The mean score of the context aspect was the highest and exhibited a high level of performance. This reflects that the policy design and program planning have been accepted by school practitioners. - The mean scores of process aspect and input were at moderate levels, which tend to develop efficiency and increase productivity by preparing inputs and improving operational processes. - The data from the open-ended questionnaires encouraged the program to be revived and continued.	- The mean score for all 50 items has shown that the main activities and the program goals were rated low. This reflects that the program has achieved merely the initial phase but is still far from the original policy intent. The policy and plans may be modified by retaining essential issues such as: - Learning Indonesian language and culture by using ICT. - Workshops for teachers on topics relevant to policies and programs. - Scenarios of Thai and Indonesian schools for long-term cooperation and existence. - The data from the open-ended questionnaires suggested dismantling certain regulations that impede operations.
Choices by integrating the concepts of public policy and decisions.	- Failure to achieve the program's ultimate goal and weighty challenges in practice, including teachers' English skills, combined with a new educational strategic plan (after 2019) that does not mention any policy to drive schools forward into the ASEAN Community. Importantly, since the end of 2019, cooperative activities were interrupted by the COVID-19 pandemic.	- Improvement and maintenance of policy by preparing input factors and supporting the implementation process, especially providing sufficient policy tools and resources, specific training for teachers, and promoting cooperation from all sectors. - Preparing for external countermeasures that are experienced and challenges to policy, such as floods, political changes, and pandemics.	- Creating new alternatives by reviewing the limitations of implementation. Yet, issues and activities should reflect global dynamics and the ASEAN Community. - Preserving the education cooperation concept needs to take place in accordance with Thailand's educational strategy and the obligation of international education units to be policy partners in the future.

Recommendations from Policy to practice and For Driving Schools toward the ASEAN Community

This study proposed strategic mapping for practical inference by incorporating the CIPP model of educational program evaluation and the Honig model to create a concept of effective educational policy implementation, including the recommendation of design policy, the development of implementers, and the preparation of operating units. Lessons are also recommended from the Thai-Indonesian school partnership program implementation to achieve better outcomes, which can be seen in Table 4.

Conclusions

The Thai-Indonesian school partnership was a program in response to Thailand's policy of driving schools forward into the ASEAN Community by focusing on educational cooperation with Thailand as a policymaker and as a host of implementation. Typically, there was cooperation with SEAMOLEC in the process of policy design and practice, and cooperation with Indonesia through dissemination and facilitation for Indonesian schools, so that the schools could conveniently coordinate their activities with those in Thailand. This program faced limitations and challenges during its implementation for more than ten years. The program poses challenges unique to tri-party cooperation among Thailand, SEAMOLEC, and Indonesia, and the hardships in maintaining long-term continuity and the sustainable existence of the policy are obvious. Although the perceptions of past operations have not been ideal, practitioners have proposed revitalizing the program and have encouraged continued action in line with central authorities that have sought policy investment utilization.

Table 4 Strategic mapping for practical inference

CIPP model	Honig model		
	Policy (Design and planning)	People (Implementers and stakeholders)	Places (Schools and supporting agencies)
Context	- Encouraging school participation in policy design to bridge the gap between policy and actual practice.	- Policymakers and state implementers need to communicate and clarify policies and plans for the practitioners for mutual understanding. - Focusing on the benefits of students and teachers in terms of political interests.	- Seeking partners/networks from all sectors according to international educational cooperation concepts and guidelines.
Input	- Determining a clear goal in the short, medium, and long term, while considering how to deal with phasing out. - Allocating an adequate and continuous budget.	- Preparing personnel in both quality and quantity. - Developing specific competency and capacity building and skills for teachers through organizing workshops.	- Assigning central operating units that match their mission. - Selecting schools consistent with the local context and if the ideas and design are practical. - Matching school consistency requirements.
Process	- Developing ICT infrastructure in both hardware and software to support national and international implementation.	- Monitoring and motivating incentives for teachers. - Supporting teachers' freedom, flexibility, creativity, and practice	- Preparing schools for program implementation. - Encouraging schools to work in a cluster-style for interdependence
Products	- Setting practical standards and goals consistent with budget allocation. - Regularly reviewing the conditions hindering the joint activities between Thai and Indonesian schools.	- Transferring program tasks to be teachers' routine work. - Conducting ongoing evaluation research. - Developing a policy-program knowledge management system.	- Examining and revising policy compliance to adjust the pattern to be up- to-date, to respond to global changes, and to meet the needs of students and teachers.

As a final note, Stufflebeam's CIPP model, as a framework of this study, received the highest rating reflecting the best approach for 21st century evaluations. CIPP is also a dynamic model used to support decision-making about what to assess, whether it be a policy, project, or activity. It assesses not only whether objectives are achieved but also other aspects that affect decision-making, especially the assessment of progress, the pros and cons, in addition to the project's achievement or the overview when the project is completed. This principle therefore corresponds with the proof and improvement that can be useful for application in other educational programs.

Conflict of Interest

The authors declare that there is no conflict of interest.

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