ANNUAL FACULTY SEMINAR

May 24-25, 2005
Theme
ICT in Education for Higher Learning
Excerpts from Programme

May 24, 2005
08:30-09:50
“The Challenges and Our Future” By Rev. Bro. Bancha Saengthian, President
10:10-11:30
“Compensation Scheme” By Rev. Bro. Prathip M. Komolmas, President Emeritus
12:50-14:50
“Using IC Technologies to Improve Education” By Representative from Pearson Education
15:10-16:40
“Management in the Era of FTA” By Rev. Bro. Visith Srividhakarn, Vice President for Academic Affairs

May 25, 2005
08:30-10:00
“University Facilities Supporting Interactive Learning” By Prof. Dr. Srisakdi Charnmoon, Vice President for Information Technology
10:30-12:00
“Introduction to Moodles: The Key to Interactive Classroom” By A. Sudsung Yutdhana, Naresuan University
13:00-14:30
Faculty Meeting I: Creating Interactive Contents
15:00-16:30
Faculty Meeting II: Creating Interactive Contents (Cont.)

The Challenges and Our Future
“ICT in teaching & learning at the level of higher education”
By Dr. Bancha Saengthian, President

Work environments of the 21st century place people in an information-rich world. New technologies and new information come to people everyday. People need to deal with the changing environment in order to live well in the world.

The traditional division of a lifetime is not appropriate for the current and the future education of people.
The Challenges and Our Future.

The current education units still are lecture-dominated and curriculum-dominated. They do not facilitate cultivating the students to learn the learning skill in their future lives.

In the information age, the knowledge and competencies are becoming major components of competition between countries, business companies, and individuals.

- Before we start discussing about information and communication technology in education, I want to lay some groundwork concerning the challenges we are facing at three levels, namely, global, national, and at the level of higher education.
- At the global level, ....
- At the national level, .... and ....
- At the level of higher education, ....

In 1995, the European Commission catalogues three "factors of upheaval" that are destabilizing society:
- the impact of information society,
- the impact of industrialization, and
- the impact of the scientific and technical world.

In reality ............

What are the forces that drive change in our society and our world?
1. the globalization of commerce and culture,
2. the lifelong educational needs of citizens in a knowledge-driven, and global economy ....
3. increasing diversity of our population and the growing needs of under-served communities,
4. the exponential growth of new knowledge and new disciplines,
5. the compressed timescales and nonlinear nature of the transfer of knowledge from campus laboratories into commercial products.
6. And the rapid evolution of information and communication technologies which obliterate conventional constraints of space, time, and monoply and drive rapid, profound, and unpredictable change in our world.

Changes

The good times before 1997 made everyone rest as if the peaceful world and a prosperous economy would remain forever.

Out over the horizon, these could well be a tsunami of economic, political, technological, and market forces building to heights that could sweep over higher education before we had a chance to respond.

Like every other social institution, education has undergone many changes over the past few years: globalization, the emergence of the knowledge economy, and lifelong learning have been among them."

Understanding these changes and some of the forces that have generated them is important to everyone involved in education and human resource development.

The focus on change

It is commonplace nowadays to say we live in changing times. This is most obvious in science and technology - information technology in particular. But we cannot really separate technical from social change and the political, economic and cultural changes that accompany it. New technology brings changes in the nature of work, communication, family, community, and especially lifestyles.

Characteristics of modern societies

- "modern" period usually refers to the period beginning with the "Enlightenment" in 18th century Europe, through Industrial Revolution and the beginnings of the nation-state until nearly the end of the 20th century.
- societies were characterized by order, stability, a belief in sciences and progress, shared values and cultural styles, and so on.
- Modern education systems originated in societies based on the application of science and technology.
- What kinds of developments are replacing the old social order of stability, confidence and progress with a world of risk, illusion and ambiguity - and bringing a post modern society into existence.

The new conditions call for replacing education with new and different concepts of learning.
- Although the structure of education remains, the social conditions we have described as modern are changing beyond recognition. Among the most important changes are:
1. **Globalization.** Change may occur at different rates, but its effects are global. E.g. Tsunami, bird flu.

2. **Demography.**
   - The structure of the population is changing. It is ageing. The birth rate is declining. There is more divorce and more people live alone, less marriage, and people are living longer.

3. **Work and the economy.**
   - Material goods are no longer mass-produced in industrial factories.
   - "Service" industries now form the most important economic sector.
   - The job-for-life has all but disappeared.
   - The emphasis is on the need for continually-developing skills in new technologies.
   - The idea of the workplace is changing.

4. **Privatization.**
   - The role of many areas of our lives is decreasing as the market in goods and services grows more important.
   - The state is being replaced by "Civil society" which reflects more voluntary and community-based patterns of association.

5. **Individualization.**
   - There is less and less pressure on people to conform to externally imposed values, beliefs or lifestyles.
   - Culture and value systems are more and more fragmented, as consensus breaks down and individuals become free. They are expected to take responsibility for their own lifestyles.

6. **Commoditization.**
   - Individualism and market forces mean that style itself is increasingly seen as a commodity. Their value depends on what they appear to be bought and sold for in the market place.
   - The media and other forms of communication are replacing production as the basis of social life.

7. **Policy in practice.**
   - One of the most significant changes has been in the striking emphasis on lifelong learning policy - which has featured for establishing a learning society.

**Changes in HE**

It seems appropriate to begin this discussion of the challenges and opportunities facing higher education in the new century by reviewing with you several of the issues that are of particular concern to AU.

1. **The changing nature of the need for HE.**
   - Today, a college degree has become a necessity for most careers, and graduate education desirable for an increasing number.
   - A growing population will necessitate some growth in HE to accommodate the projected increases in the number of traditional college age students, roughly 40% across Thailand in the next decade.
   - Moreover, both young, digital-media students and adult learners will likely demand........
   - A major shift in educational methods, away from passive classroom courses.

2. **Diversity**
   - The increasing diversity of work force with respect to race, ethnicity, gender and nationality presents a similar challenge.

3. **Technology**
   - To understand better the implications of information technology for the future, three key conclusions must be drawn.
   - (i) The extraordinary evolutionary pace of information technology will not only continue for the foreseeable future, but it could well accelerate on a superexponential slope.
   - Digital technology is characterized by an exponential pace of evolution.
   - E.g. in which characteristics such computing speed, memory, and network transmission speed for a given price increase by a factor of 100 to 1000 every decade.
   - The next decade, we will evolve from "giga" technology (in terms of computer operations per second, storage, or data transmission rates) to "tera" and then to "peta" technology (one million-billion or 10^15).
   - By the year 2020, the thousand-dollar notebook computer will have a data processing speed and memory capacity roughly comparable to the human brain.
   - We will evolve from "e-commerce" and "e-gov't" and "e-learning" to "e-everything".
(ii) The impact of information technology on the university will likely be profound, rapid, and discontinuous.

- Information and communications technology will affect the activities of the university (teaching, research, outreach), its organization (academic structure, faculty culture, financing and management), and the broader higher education enterprise.
- Universities must anticipate these forces, develop appropriate strategies, and make adequate investments if they are to prosper during the period.
- Universities should begin the development of their strategies for technology-driven change with a firm understanding of those key values, missions, and roles that should be protected and preserved during a time of transformation.

4. Markets
a) The growing and changing nature of higher education needs will trigger strong economic forces.

b) The imbalance between demand and available resources is aggregated by the increasing costs of HE.

c) The weakening influence of traditional regulations and the emergence of new competitive forces, driven by changing societal needs, economic realities, and technology, are likely to drive a massive restructuring of the HE enterprise.

5. The Skills Race
Education and workforce training are the priorities. The driving force behind the 21st Century economy, knowledge, and developing human capital, is the best way to ensure prosperity.

a) The signs of the knowledge economy are numerous. The pay gap between high school and college graduates continue to widen, gap between baccalaureate degree holders and those with graduate degrees.

b) In the knowledge economy, the key asset driving corporate value is no longer physical capital or unskilled labor. Instead it is intellectual and human capital.

c) AU must provide our students with the learning opportunities needed for a 21st Century knowledge economy.

d) The government must develop a plan for the education journey of all students.

e) The skills race of the 21st Century will value instead the skills and knowledge of our entire workforce as a key to economic prosperity, national security, and social well-being.

f) Education is becoming a powerful political force.

6. A New Social Contract
a) As we enter the new millennium, there is an increasing sense that social contracts between the university and our society may need to be reconsidered.

b) Educated people and knowledge they produce and use have become the keys to the economic prosperity and social well-being.

c) Moreover, education, knowledge, and skills have become primary determinants of one's personal standard of living.

d) It has become the responsibility of democratic societies to provide citizens with education and training they need, throughout their lives, whenever, wherever, and however they desire it, at high quality and at an affordable cost.

We now will need new types of university with new characteristics:

a) University must become more focused on those we serve. We have to transform ourselves from faculty-centered to learner-centered institutions — responsive to what our students need to learn rather than simply what our faculties wish to teach.

b) Universities must be more affordable, providing educational opportunities within the resources of all citizens.

c) In an age of knowledge, both a willingness to continue to learn throughout life and a commitment on the part of our institutions to provide opportunities for lifelong learning...

d) Our partitioned system of education will blend into a seamless web (from pre-schooling to professional education).

e) New forms of pedagogy with...

(i) learning that utilizes emerging information technology.

f) The great diversity characterizing HE will continue to serve diverse population.

7. Challenge particular to Research University
Research university will remain an asset of great value insofar as it remains relevant to the rest of the enterprise.
8. Commercialization
The soaring commercial value of the intellectual property created by research and instructional activities create many opportunities and challenges for higher education.

9. Competition
a) Competition among colleges and universities for students, faculty, resources, and reputation intensifies.
b) Wealthy elite universities have become predators feeding on the faculties of their less well-endowed prey (Darwinian ecosystem)

10. The Imperative of Change
a) The university is attempting to respond to the challenges and opportunities presented by a changing world.
b) They are evolving to serve a new age.

- But most are evolving within traditional paradigms, changing at the pragmatic level, no transformations in mission and character that may be required by our changing world.
- Change is particular challenge to the university, surrounded as it is by powerful political forces and public pressures that tend to be conservative and reactionary.

** Typical discussions of change in HE begin with issues such as:

- Financing public HE
- Managing colleges and universities
- Developing strategies and tactics

** What should be considered are:
1. Values
   a) The key roles and values that should be protected and preserved during a period of transformation.
   b) What are the most important values to protect?
2. A commitment to excellence, but in an increasingly diverse way.
   a) Of course, we all aspire to excellence, but just how do we set our goals.
   b) All types of colleges and universities look at elite research universities as the gold standard (Harvardization).
   c) Rather the premium will be on the development of unique missions for each of our institutions, missions that reflect not only their tradition and their unique roles in serving society, but as well their core competency - to focus on what you can do best.
   d) Develop a unique vision and prepare to focus resources to achieve it - prepare to shift resources when necessary.

11. Engaging the stakeholders
a) Endeavor to listen carefully to society, learning and understanding its varied and ever changing needs.

12. Subsidiary and autonomy
   a) Learn the principle of subsidiarity, that all decisions should be made at the lowest possible level.
   b) Decentralize both authority and responsibility to the lowest possible level.

13. Alliances
   a) Place emphasis on building alliances with other institutions to allow them to focus on competencies while relying on alliances to address the broader and diverse needs of society.
   b) Alliances should be considered not only among institutions of HE but also between HE and the private sector.

14. Experimentation
   a) Planning in the face of such uncertainty requires a more experimental approach to university transformation.

Conclusion
- The change in the university must not only be reactive but must be strategic.
- The most critical challenge facing us will be to develop the capacity for change.
- Understand the important tradition of the past, the challenges of the present, and the possibilities for the future.
- The university must be capable of transforming itself to respond to the needs of society.
- For a thousand years, the university has benefited our civilization as a learning community where both young and the experienced could acquire not only knowledge and skills but the values and discipline of the educated mind.

Quote:

One cool judgment is worth a thousand hasty councils. The thing to do is to supply light and not heat.

Woodrow Wilson.
SECOND ANNIVERSARY OF
CHAPEL OF ST. LOUIS
MARIE DE MONTFORT
CELEBRATED.

Arriving at the Bang Na campus of Assumption University on April 29, 2005 was the Rev. Fr. Chamanin Kitcharoen, Vicar General of Thailand, to say the holy mass in honor of St. Louis Marie de Montfort. Concelebrating with him were the two Assumption University student priests, Fr. Prayoon and Fr. Jaison.

The holy mass was solemnly observed in the ornate Chapel of St. Louis Marie de Montfort, attended by the university’s top administrators, faculty, staff, and students. Among the guests were Rev. Sakda Kitcharoen, the Gabrielite Provincial Superior and a few of the faithful who usually attend Sunday masses at the Chapel of the Annunciation, Hua Mak Campus. In his homily to the congregation, His Grace reminded the faithful about the special mission of St. Montfort, to bring education to the poor and the down trodden. The University Choir under the baton of the Chaplain, Rev. Sister Boonruen Mansap, lent a special aura to the solemnities and the choristers were ebullient in their rendering of the Song to St. Montfort, “Glory to thee, Montfort, our loving founder”.

Following the Holy Mass the university hosted a sumptuous cocktail reception at the concourse of the John XXIII International Conference Center, just across the street from the Chapel.

Reported by
Glen V. Chatelier

Quote:
Religion in its humility restores man to his only dignity, the courage to live by grace.

George Santayana
DR. NARONG RECEIVES AGRICULTURAL GENETICS AWARD.

Dr. Narong Chomchalow, Editor of the AU Journal of Technology and AU TechNote received an Award of Distinction from the Genetics Society of Thailand for his highly valuable contributions to the research and development of agricultural genetics in Thailand. The Award was graciously presented to him by Her Royal Highness Princess Maha Chakri Sirindhorn, who presided as the Chairperson of the Opening Ceremony of the 14th National Conference on Genetics, organized by Sri Nakharinthinwiro University and the Genetics Society of Thailand. The ceremony was held at the Miracle Grand Hotel on 11-13 March 2005 at which Dr. Narong was also invited to deliver a keynote address entitled, the “Conservation and Enhancement of Landraces of Cultivated Crops of Thailand”. He put forward the idea that our native crops are now under the threat of extinction as they are replaced by new high-yielding varieties while their habitats are destroyed every single day as the result of forest destruction and clearing of land for development. They are valuable resources for future development and should be conserved and made use of.

In this connection, the Thai Network for the Conservation and Enhancement of Landraces of Cultivated Crops (TNCEL), which Dr. Narong has established and where he acts as its Chairman, had put up the exhibition consisting of samples of varieties of native crops such as banana, coconut, pineapple, etc., together with 15 posters featuring various aspects of native varieties of cultivated crops of Thailand. Copies of all issues of the Journal of Native Cultivated Plants of Thailand published by TNCEL were also distributed to every participant attending the Conference.

Reported by
Dr. Narong Chomchalow
ACTIVITIES ON AND OFF CAMPUS.

Rector Dr. Bancha Saenghiran & Privy Councilor H.E. Pijit Kulwanich at the opening ceremony of Middle East Studies Program: Iraq & Jordan organised at Wiset Si Samut on March 28.

President Emeritus Dr. P. Martin Komolmas & V.P. Professor Dr. Srisakdi Charmmonan presenting certificates to trainees of Basic Knowledge of Computer & Internet program on March 20.

H.E. Pijit Kulwanich being welcomed by the Rector Bro. Bancha Saenghiran, Dr. Cherdpong Subrunuang and Pol. Capt. Dr. Nitipoom Navapan at the King’s room on March 28.

President Emeritus Dr. P. Martin Komolmas & Dr. Srisakdi V.P. for Information Technology in a commemorative photo with trainees of Basic Knowledge of Computer & Internet on March 20.

President Emeritus Dr. P. Martin Komolmas & V.P. Professor Dr. Srisakdi Charmmonan presiding over the closing ceremony of Training on Basic Knowledge of Computer & Internet on March 20.

Rev. Bro. Jude Butcher, Associate Professor, Catholic University of Australia presents documents to Dean of Arts Dr. Pimpon Chande at VIP Lounge, Hua Mak campus on March 15.
ACTIVITIES ON AND OFF CAMPUSES.

President Emeritus Dr. Komolmas, VPs Bro. Anupat P. Yuthchai, Dr. Srisakdi Chamonnan, Dr. Chavalit Meenuch seen with staff members in front of the Prathipalai Pavilion on Songkran Day.

President Bro. Bancha Saenghiran & officials enjoying a badminton competition at Adidas Abac Open #9 held at John Paul II Sports Centre, Bang Na on April 8, 2005.

VP (Admin.) Dr. Chavalit Meenuch paying respects by pouring water into the palms of the President Emeritus during Songkran festival on April 12, 2005.

President Bro. Bancha Saenghiran in a commemorative photo with badminton players who won prizes at Adidas Abac Open #9 on April 8, 2005.

Lecturers, staff & students performing a classical Thai dance to mark the arrival of Songkran in front of the Prathipalai Pavilion on April 12, 2005.

President Rev. Bro. Bancha Saenghiran and sports officials in a commemorative photo with badminton athletes after presenting prizes of Adidas Abac Open on April 8.
President Dr. Bancha Saenghiran's Trip to 73rd Administrative Council Meeting of International Federation of Catholic Universities (IFCU), at Radboud University, Nijmegen, the Netherlands, from April 13-15, 2005.

The meeting was held at the Study Centre, Soeterbeeck, Radboud University, Nijmegen.

Soeterbeeck:

In 1732, the nuns of St. Augustine of Windasheim had to leave their former convent due to national policies hostile to monasteries. In search for a new home, they bought a piece of land in Ravenstein where they started building a new convent. 265 years later, the nuns had to leave their religious home again, now due to an aging population and decreasing numbers. In 1997, they handed over the historical buildings in Ravenstein to the Radboud University Nijmegen.

The university converted the convent into a study and conference centre with modern facilities, including catering facilities. Soeterbeeck opened its doors in the summer of 2001. Since then, over 16,000 staff and students of the university and from other educational institutions have made use of the centre for meetings, seminars, small conferences, and days of retreat.

It used to be a place of Augustinian spirituality for the nuns, it is now an inspiring environment for university staff and students who wish to reflect on issues related to religion, society and science, or on their own spiritual and religious past, present and future.

Radboud University Nijmegen:

It is one of the leading academic communities in the Netherlands. Renowned for its green campus, modern buildings and state-of-the-art equipment, it has eight faculties and enrolls over 16,000 students in approximately 90 study programmes (about 40 Bachelor's and more than 50 Master's programmes).

It is situated in Nijmegen, the oldest Dutch city. It has more than 22 research-based centres of learning that covers the full range of academic disciplines. The high quality of the university's postgraduate schools and research institutes has received national and international recognition, especially in the fields of cognition research and information technology, chemistry, physics and research into language behavior.

Its Medical Centre at St. Radboud seems to be outstanding.

As from September 1, 2004, the university will be called Radboud University Nijmegen. The new name is meant to underscore the close connection in teaching and research between the university and the St. Radboud UMC (University Medical Centre).

The name of Radboud University Nijmegen is a reference to the founding fathers of the St. Radboud Foundation, who were commissioned by the Dutch bishops to organise the establishment of a Catholic university in the Netherlands between 1905 and 1923.

Naming the university after the scholarly 10th century bishop of Utrecht (bishop Radboud).

Present Rector of Radboud University Nijmegen: Prof. Dr. C.W.P.M. Blok

1. Finance:
   1. Secretariat
   2. Coordination of
   3. Research (autonomous)
      (i) Membership due → fixed 1991
      (ii) Membership charged according to the size of students.
      (iii) Amount due → Euros instead of dollars.

Membership fee charged on size,

Continent

Asia
Europe
North America
South America
Australia
GRADUATE SCHOOL OF PSYCHOLOGY.
Approach to Counseling those Affected by the Tsunami.

On 26 December 2004, an earthquake measuring 9.8 on the Richter scale triggered a massive Tsunami that quickly destroyed cities, communities and seaside resorts in its path, killing and maiming thousands and changing, and disrupting lives forever.

On 14 May 2005, I attended a seminar entitled "New Approach to Counseling those Affected by the Tsunami Survivors" which was presented as part of an ongoing series of lectures organised by the Graduate School of Counseling Psychology at Assumption University. This seminar was given by trained psychiatrist and clinical psychologist, Dr. C. Gigante MacBaine who began by briefly discussing the conference, which he had recently attended, held by the World Health Organization (WHO) during 4-6 May 2005 in response to the consequences of the Tsunami. He remarked that it was very obvious that all participants at the conference were deeply affected by the human suffering and devastation and there was a distinct sense of urgency to rapidly disseminate information and provide relief.

One of the conclusions drawn from the conference was that nearly all the people affected by the Tsunami would suffer some form of psychosocial trauma and that this situation would be further complicated by a shortage of trained mental health care workers and counselors. In addition, Dr. MacBaine introduced his own diagnosis of the mental distress caused by the Tsunami and termed it as "Post Tsunami Syndrome - Multiple Disorders" (PTS - MD), which refers to a syndrome of multiple psychosocial associative, affective disorders where the signs and symptoms can occur in the very early stages before specific mental health signs and symptoms become apparent.

Dr. MacBaine explained that the mental health intervention employed in the aftermath of the Tsunami to help individuals cope with their trauma was single-session psychological debriefing and cognitive behavioral therapy (CBT), a form of psychotherapy where the emphasis is placed on the role of thinking as directly affecting the way we feel and act. Single-session debriefing consists of promoting some type of emotional processing or purging, by encouraging recollection, questioning, and reworking of the traumatic event in a single session very shortly after the trauma occurs. It has been noted that relief agencies nowadays actively seek to deliver this type of intervention to the entire surviving population in trauma-affected communities.

Unfortunately, both the single-session psychological debriefing and CBT were found to be ineffective as early intervention techniques after trauma. Evidence has shown that debriefing can actually be counterproductive to natural recovery, since it relies on asking the survivor to recollect traumatic events very shortly after the trauma, in essence, making the survivor relive the experience too soon after it occurs and the questioning is considered as intrusive. CBT was deemed to be inappropriate since certain characteristics of this type of therapy cannot be applied in a practical manner in such a traumatic event where survivors first concerns do not focus on mental anguish, but on loss of property, other deprivation of assets and amenities.

We learned that the Department of Mental Health organized mobile teams of trained personnel to help assist, evaluate and monitor Tsunami survivors' mental health status in all six provinces of Thailand. A total of 4,710 people were evaluated. The majority of people came from the provinces of Phang-Nga and Krabi. The largest age group was between 20-40 years, followed by 41-59 bracket. It was shown that children from 1-5 years of age became more attached, and needed more attention from parents, caregivers, and teachers, as well as experiencing difficulties in concentrating during studies. The 11-15 years age group, displayed difficulty sleeping, increased anxiety, and frustration.

Dr. MacBaine explained that as a direct result of the counterproductive effects of single-session psychological debriefing and CBT, as determined by the WHO, the Department of Mental Health, Ministry of Public Health in Bangkok, has forbidden foreign relief agencies from providing mental health assistance to Tsunami survivors without first submitting proposals and
obtaining special permission from the authorities.

According to the data gathered and presented in this seminar, in cases where single-session psychological debriefing and CBT is not recommended, some of the principles providing better solutions for psychosocial intervention outlined were:

1. Meet the basic survival needs of both children and adults and restore safety and security as soon as possible, i.e. social, cultural, family, and community setting.

2. Do not provide trauma counseling unless certified professionals trained in carrying out trauma-related counseling can guarantee follow-ups.

3. Prepare to deal with mental health issues such as difficulty sleeping, and provide the appropriate medications as deemed necessary.

4. Ensure that the psychosocial wellbeing of parents and caregivers is addressed.

5. Listen to and seek direct involvement from both children and adults in decision-making.

6. Before implementing any interventions, consult with the affected communities.

7. Respect the culture and religion of the affected population, and provide both material and other kinds of support, appropriate to grieving, mourning and burial practices and rituals.

8. Help provide information and support to those affected to help find each other.

9. Find people in neighboring communities or of similar cultural backgrounds who understand the cultural norms to provide help and support.

10. Determine the needs for adults in providing care for children and provide them with the required support, and make training available.

From this seminar it was learned that Thailand's rapid response played a significant factor in helping the affected population return to a sense of normalcy. There was no significant outbreak of any infections or diseases, and of the 10,000 people surveyed in the mental health area, no major significant mental diseases were noted. Dr. MacBaine further reminded that it is important to keep in mind, especially concerning children, not to overexpose them to information that can be emotionally difficult to handle. Recalling the 9/11 attacks in USA it was noted that the worst affected were those who watched footage of the incidents over and over.

I learned from this seminar that the effects of a disaster such as a Tsunami, carry a very significant mental health impact on those directly involved, as well as those indirectly involved. All care must be taken to ensure that the victims receive timely and appropriate long-term support as necessary, and the distress felt by those indirectly affected is minimized and eventually alleviated.

Reported by Sitare Ertuna
Graduate School of Psychology.
INTERNATIONAL CONFERENCE HELD AT THE VATICAN.

"The Call to Justice: The Legacy of Gaudium et spes 40 Years Later"

This historic conference, sponsored by a group of universities, institutions and centers in USA and Europe under the auspices of the Pontifical Council for Justice and Peace, was held in Vatican City on March 16-18, 2005 with more than 250 participants from 35 countries. Thailand was represented by Bro. Dr. Prathip M. Komolmas, President Emeritus, Dr. Bancha Saenghiran, President, Dr. Vichit Srivichai-Sivaratana, V.P. (Academia) and Dr. Warayuth Sirwarakiet, Dean of the Graduate School of Philosophy and Religion.

The timing of the conference was made to coincide with the 40th anniversary of the Pastoral Constitution on the Church in the Modern World or Gaudium et spes ("Joy and Hope"). A principal question for the conference: How does the social teaching of Vatican II throw light on the connection between justice and the vocation to be a fully human being? "In the economic and the social realms...the dignity and complete vocation of the human person and the welfare of society as a whole are to be respected and promoted. For the person is the source, the center, and the purpose of all economic and social life.

On March 16, 2005 the first activity scheduled was the Papal Audience which unfortunately had to be cancelled due to the illness of the Holy Father. His Eminence Cardinal Renato R. Martino, President of the Pontifical Council for Justice and Peace greeted and welcomed the participants. This was followed by the Opening and the Inaugural Plenary Addresses by His Eminence Cardinal Angelo Sodano, Secretary of State and His Eminence Cardinal Claudio Hummes, Archbishop of Sao Paulo, respectively. The first day’s program ended with the tour of Vatican Museums.

On March 17, Andrea Riccardi, Founder of the Community of St. Egidio, spoke on "An Historical Perspective and Gaudium et spes." After break the participants were seperated into groups and given option to attend different parallel seminar sessions according to their interests. Then after lunch, Rubens Ricupero, Former Director of the United Nations Conference on Trade and Development (UNCTAD), presented his paper on "Gaudium et spes: The Call to Justice in the Political Order." His presentation drew great interest and at one moment he said, "If I had to sum up what is for me the essence of Gaudium et spes, I would say that it is the exhortation to provide hope to the hopeless. Shortly before the dawn of the new century and millennium, I thought about how the French wrote "cahiers de doléances," or "books of complaints," as they were electing their deputies to the National Assembly that would mark the first opening act of the French Revolution. Instead of cahiers de doléances, I reflected, we should write cahiers d'esperances, or "books of hopes." What I intended was that we should list not vague, fanciful, utopian wishes but tangible, feasible, solid reasons that justify hope in the future." At another moment he continued, "What does it mean to go to the roots of things in the political order? It is to understand, first of all, that the highest goal in the political sphere — power — will find its ultimate legitimacy not only in its origin — the consent of the majority — but in its subordination to an ever higher value. That supreme value is the service of others, as Christ makes it clear in several passages from the Gospel devoted to what should be called his political thinking." He mentioned the US as the cases of the "extremely unfair and imbalanced behavior" on the problem of nuclear arms. He said, "...the US sees no contradiction in denouncing other countries' interest in nuclear matters while Washington announces its intention to develop a new, superfluous and even more lethal generation of nuclear weapons."

On March 18, Mass was celebrated by His Eminence Cardinal Joseph Ratzinger, Prefect of the
Congregation for the Doctrine of the Faith, in St. Peter's Basilica at Altar of the Chair. While the Mass was in Italian, Cardinal Ratzinger gave his homily in English. At one point of his homily he said, "It is a joy for me to celebrate this Mass for you, as part of your conference on the ‘Call to Justice,’ the legacy of the Pastoral Constitution Gaudium et spes, forty years after its promulgation. In a certain sense, our Gospel today (Jesus' claim to be the Son of God, John 10: 31-42) which brings us to the very threshold of Holy Week, is providentially structured as a meditation on the problem which Gaudium et spes sought to address: that is, the significance of the Christian contribution to the improvement of human welfare, through works of mercy and justice, within the overall mission of the Church. The fact that your conference has chosen the theme of "the call to justice" is very appropriate. Classical theology, as we know, understands the virtue of justice as composed of two elements which for Christians cannot be separated: justice is the firm will to render to God what is owed to God, and to our neighbor what is owed to him; indeed, justice toward God is what we call the "virtue of religion": justice toward other human beings is the fundamental attitude that respects the order as a person created by God." He also exclaimed, "As Christians we must constantly be reminded that the call of justice is not something which can be reduced to the categories of this world. And this is the beauty of the Pastoral Constitution Gaudium et spes, evident in the very structure of the Council's text: only when we Christians grasp our vocation, as having been created in the image of God and believing that the form of this world is passing away... (and) that God is preparing a new dwelling and a new earth, in which justice dwells (GS n. 39), can we address the urgent social problems of our time from a truly Christian perspective. For from diminishing our concern to develop this earth, the expectation of a new earth should spur us on, for it is here that the body of a new human family grows, prefiguring in some way the world that is to come (GS n. 39)."

After the homily by Cardinal Ratzinger, one presentation that we would like to mention here is Dr. Robert Ouimet's How Spirituality in Management Works to Reconcile Human Well Being with Productivity and Profits. Dr. Ouimet is a successful businessman who came to share his ideas and experiences with the participants. He believes that the reconciliation of human well-being with productivity and profits is possible only with a very new and innovative ISMA. What he means by ISMA is Integrated System of Management Activities. He said that in the Western world all the well-known management schools have developed integrated systems of economic management tools, ISMA (E), in order to increase the efficiency of every organization, not operating in the market economy, along with the competitive profitability of those operating in the market economy. The main stages of these ISMA (E) include planning, organization, prioritization and control. If these stages are thoroughly followed, then the probability of long-term growth of efficiency and profitability for a company will enormously increase. Dr. Ouimet said his company has turned to adopt the new ISMA (H) as their new paradigm. They have described the new ISMA (H) as being a human management system to differentiate it from an economic management system. The human management system, ISMA (H), does not replace but plays a complementary role to the ISMA (E). The foundation of the new ISMA (H) is composed of "all the values related to the primacy of the human dignity of every person working in the company or organization as well as those values related to the primacy of people's inner development at work. Therefore, every company and organization needs the twofold, integrated system of management: the economic side and the non-economic side." When people develop at work, two basic things will happen: (1) Inner
INTERNATIONAL AGENCY RANKS THAILAND 27th IN WORLD COMPETITIVENESS!

In the World Competitiveness Yearbook 2005 issued recently by the Switzerland-based Institute for Management Development, Thailand was ranked 27th in the world and the position of some selected countries is listed below.

<table>
<thead>
<tr>
<th>Country</th>
<th>Rank</th>
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<tbody>
<tr>
<td>USA</td>
<td>1</td>
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<tr>
<td>Hong Kong</td>
<td>2</td>
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<tr>
<td>Singapore</td>
<td>3</td>
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<tr>
<td>Iceland</td>
<td>4</td>
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<tr>
<td>Canada</td>
<td>5</td>
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<tr>
<td>Finland</td>
<td>6</td>
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<tr>
<td>Denmark</td>
<td>7</td>
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<tr>
<td>Switzerland</td>
<td>8</td>
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<tr>
<td>Australia</td>
<td>9</td>
</tr>
<tr>
<td>Luxembourg</td>
<td>10</td>
</tr>
<tr>
<td>Malaysia</td>
<td>28</td>
</tr>
<tr>
<td>China</td>
<td>31</td>
</tr>
</tbody>
</table>

Thailand’s competitiveness picture was given as follows.

2005 ranking by the IMD

<table>
<thead>
<tr>
<th>Year</th>
<th>Overall rank</th>
<th>Economic performance</th>
<th>Government efficiency</th>
<th>Business efficiency</th>
<th>Infrastructure</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>34</td>
<td>17</td>
<td>27</td>
<td>39</td>
<td>46</td>
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<tr>
<td>2002</td>
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<td>2004</td>
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<td>20</td>
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<td>50</td>
</tr>
<tr>
<td>2005</td>
<td>27</td>
<td>7</td>
<td>14</td>
<td>28</td>
<td>47</td>
</tr>
</tbody>
</table>

Strengths
- Low consumption taxes
- Low internet costs
- Low unemployment
- Ecological footprint (area of productive space per person)
- Labour force growth
- Youth unemployment
- Employment growth
- Working hours
- Employment (% of population)
- Tourism receipts (% of GDP)

Weaknesses
- Stock market
- Medical assistance (population per physician/nurse)
- Total health expenditure (% of GDP)
- Fixed telephone lines
- Overall productivity (GDP per person employed)
- Internet users (# of users per 1,000)
- R&D spending
- Computers per capita
- International fixed telephone costs
- R&D personnel in business

Note: Propagandist beaureaucrats and politicians are sometimes tempted to make exaggerated claims about their accomplishments but statistics published by international institutions such as IMD are highly accurate and mostly indisputable.

Quote:

The liar's punishment is not in the least that he is not believed, but that he cannot believe anyone else.

G.B. Shaw.
H.E. PROFESSOR DR. SOSSA OF REPUBLIC OF BENIN AT BANG NA.

Having introduced African Studies among programs taught at Assumption University sometime ago it was only natural that we had better access and communication with leaders of countries on the African Continent. When Dr. Nippon Navaratna, the Course Director learned that H.E. Dorothe Sossa, Minister of Justice, Legislative Affairs and Human Rights was in Bangkok recently he invited the learned professor to make a familiarization trip to our Bang Na campus on April 26, 2005. Herewith memorable pictures of the dignitary’s visit and how happy and cordial relationships were established with possibilities for cooperation and consultations in the future.

President Emeritus Dr. Prasop Martin Komolmas and senior administrators conducting H.E. Dr. Dorothe Sossa & entourage around Bang Na campus in a special coach on April 26, 2005.

H.E. Dorothe Sossa poses for a group photo with President Dr. Bancha Saenghiran, vice presidents and senior officials in the VIP Reception Room of St. Raphael’s Hall on April 26.

President Dr. Bancha Saenghiran presents a special souvenir to H.E. Professor Dorothe Sossa at the end of the latter’s visit to Bang Na Campus on April 26, 2005.

President Dr. Bancha Saenghiran, President Emeritus, Vice Presidents, and senior officials listening to H.E. Dorothe Sossa’s speech at Grand Salon, Bang Na campus on April 26.