
Education Reform in Thailand 4.0: a True Story or a Soap Opera

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Introduction

Discussing current Thai education, the issues that are in the public interest both in the fields of education, economics including politics and culture, it would be a matter of education reform. This was once the case when the National Education Act was enacted as what is the National Education Act? Whether or not we need to understand how important it is? How the National Education Act relate to education reform? And what impact will it have on Thai people? In fact, the problem of economic crisis in Thai society relates to educational problems. This is because if education management can bring the knowledge and technology into the industrial production process effectively.(Simon, S.O. (1999)If education can improve the skills, knowledge and expertise of Thai workers in line with the modern technology and if education can create a new generation of leaders to build a democratic basis for most people, we would have political leaders who have the knowledge to manage the country effectively and have a wide-vision and might not suffer from economic problems as we are now experiencing. Although this suffering will be a natural consequence of the economic cycle, it is not a coma as it is. The crisis in Thai society is an economic crisis and a result of the chronic system of politics and the disability education system. To solve long-term economic problems, it is necessary to operate an education system. According to the World Economic Forum (WEF), the Global Information Technology Report (2013) has ranked the quality of education in ASEAN countries. Thailand was ranked in the final 8th. Although the WEF (World Economic Forum) will reveal Thailand's competitiveness in 2017, it ranked 32nd out of 34th last year (2016). Thailand is ranked 3rd in ASEAN. This may be considered better, but to reform the political system according to the intent of the current constitution will need to reform education together. Education reform therefore is the main goal of this draft Education Act. In fact and directly, many leading countries have educational problems and need to reform. The country we think is great, like the United States, has a problem. The country of a thought leader, a scientist and world-class inventors like England also has problems. These countries have the concept of education reform urgently and enormously. The United States began to discuss education reform in the 1980s while Britain began to reform during the time Margaret Thatcher as prime minister in the 1980s. Similarly, Thailand discussed about the education reforms after the civil event on October 14, 1973 , but it has been exhausted since 1978 and has just begun to emerge again during the preparation of the 8th Education Development Plan around 1993-94. The movement also influenced the drafting of the 1997 Constitution in relation to education. In particular, the provision of state education for up to 12 years to the public free of charge (Section 43) and the provision of educational law and guidelines for the management of education in Section 81. Therefore, the drafting of the Education Act is a law Article 81 of the Constitution should be considered the guideline for the education reform as principle on the issues as follows: What is the meaning of education reform? Why reform education? How does education reform affect Thai people? How does the Education Act play a role in educational reform? The meaning of education reform is a profoundly complex progress. If the change is normal, we do not call that change as "reform". By contrast, if the change is violent and done by force, we call that change "revolution". "Reform" is thus a relatively large change. It's a whole system change step by step, no violence or harm in the least. It is suitable for democratic societies that adopt the principles of change without the use of force and violenceThe question that must be asked in the beginning is Why should reform education? and What is to reformed? The first answer is that the problem of education is long overdue that cannot solve with the normal way. It is needed to change the system and the vision of the practitioners and educational leaders in line with the right ideas. There may be several important issues that need to be addressed in education, but it is important to mention the following:

1. Quality problem: Quality issues are broad that the discussion may be endless.

In the period of Ronald Reagan as the President of United State of American, there was an education report as“*A Nation at Risk*” published in the National Academy of Sciences to give examples of backwardness in science and mathematics instructional standards at the upper secondary level. So when the President Reagan initiated the goal of educational reform, the goal was therefore to raise the standard and quality of instruction, especially in the field of science and technology to compete with countries

around the world. Similarly to Thai society, when talking about the quality of education, it may mean the quality and standards of academic instruction at all levels, and there is a reference to the results of the international assessment of how much the standard of teaching in science in mathematics is ranked. The results of the Mathematics Achievement Assessment of first year elementary school students in the TIMSS Program of the International Association Evaluation of Educational Thailand was ranked at 18th, while Singapore, South Korea and Japan were at 1, 2 and 3, respectively. Where is the weak point? The answer is that teaching is not focused on thinking independently of the learner but is taught in the framework of the literal knowledge of the texts. The original of the framework is not mentioned and even taught. Likewise, the principle of truth is taken as the basis of the conclusion of "Quality and standard" mentioned above is the standard of academic excellence but there are also different quality concepts, for example, the concept of adaptation of teaching and learning to the problem of real life. In this way, there is much talk about the distribution of role and authority to adapt the curriculum to local schools and the lower level authorities. Moreover, it also has the concept of quality education that must look at all human beings as a quality educational product to focus such as Did you graduate from a college or university and help yourself and be socially responsible? Are you a good leader? Are you a quality citizen? In summary, when discussing quality and standards of education, the meaning covers many dimension of quality to define philosophy. The instructional programs at various levels must consider the dimensions of the quality of the concern in the society. (PT Lim. (2004).

2. Problem of the consistency with economic development

The major problem that appears in every education development plan is the problem of human resource development in line with the problems and development of the modern economy. Whether we like it or not, Thai society has become a part of a global society that lacks new rules for economic and political organization. It is too late and impossible for Thai society to back to solitary that we have to admit and find the way to live personally in this world. No matter what our economic development theory is, we cannot deny the fact that we have to develop science and technology and the specific staff enough to adjust our production system to modernize to be able to compete with other countries by considering our potential for our natural resources and culture. Therefore, the education of Thai people in order to build up their knowledge and skills in the new society is important in the beginning. The dedication to research and development in manufacturing technology for every career is very important. However, long time ago until now, we still lack scientists and technologists, science and teacher, research results linked to industrial production, a systems of vocational training, a connection to the labor market and practice. Therefore, it is needed to adjust the whole system to make changes and to plan for higher education or post-secondary education, the basic education system should be linked to the business sector, industry and agriculture, and the science and technology should be promoted and linked to the economy section as well.

3. The problem of distribution of opportunity and equality of educational opportunities: This issue is a matter of social righteousness at the mechanism of the free economic system that always helps the stronger to be advantage the weaker. It allows people with a better economic and social status to gain a competitive advantage in education and other areas than the underprivileged and lack financial resources. However, The rich society clusters on some people and causes the large gap between the rich and the poor is generally a society with political instability that lack basic fellowship and always lead to disharmony and disarray. Therefore, in the policy of averaging income, reducing the gap between the various classes is not only to average well-being and peacefulness to the people as a political righteousness, it is also the main policy of political stability and the unity of the nation. This measure of revenue is not as effective as the distribution of educational opportunities to those who have economic difficulties. Equal Opportunity Policy for rural poor from the agricultural and labor sectors, the disabled, etc., is important that the developing countries rank first. Successful implementation of this policy requires planning and allocating budgets by targeting areas and target groups, such as the need to prepare a budget for very poor areas. The education system must have many options and coherent to make a chance for those who have missed the opportunity to take a lifetime. It is important to give everyone an opportunity to actually study 12 years of basic education to upper secondary education for all people in Thai society. Secondary education is the basis for further study in higher education and high level vocational education as the basis of lifelong learning.

4. The problem of system efficiency and management processes of the study of the effectiveness of management systems is a long-standing issue. If the management system is effective, the other issues

mentioned above will be resolved to a certain extent but because the management system has a problem for years. However, since such management and resolution have been poles for ages, therefore, it is need to sort out the whole system as follows.

4.1 The first thing to consider initially is the difference between educational administration and public administration. Although there are similar parts in the system as a departmental department in the upper management, there should be the difference in the relationship with the school should because the administration of education institutes (schools, colleges and universities) requires these elements.

a) Flat organization in education institute management, except the headmaster should have a minimum of supervisors. All teachers must participate in democratic participation.

b) Standardized and quality control systems emphasize productivity that students do not follow the rules, rules and procedures of the bureaucratic process.

c) The responsibility system for the community is greater than the responsibility for the higher education institutions: Social institution must be close to the community and the feeling of ownership from parents and alumni. The errors in the past are that the assumption that teachers are civil servants who must follow the rules and regulations of civil servants. Even the gratitude is based on the same principle. The administration system of 1980 has been adapted to separate the teacher-teacher considerations from the civilian. However, there are also obligations that must be attached to the civil service's C system. The adjustment of the school administration system and teacher civil servants should take into account the necessity of the difference as mentioned above

4.2 The Administration Management in Ministry Level is not appropriate. Currently, most departments are self-contained from planning, budgeting, overseeing, evaluating, managing to constructing. To mention roughly, each department is a compact ministry. The ministry itself is not a ministry as it is legally stated but it is a gathering of small ministries. This is a problem that needs to be addressed by determining the mission of each new department to cause the proper political unity and budget allocation

4.3 The confusing management system between the role of policymakers of budget plans and directed a stage called "Steering" The rider who picks up the rudder with the role of the action called "Rowing" or the golfer. The current rowdy we do not know who the reins are and who the operator is because the practitioners and the reins are the same person. Each of the two central government departments is responsible for designing their own policy and implementing the policy. The result is that they cannot know whether they succeeded or failed. Moreover, since the practice is full-operated, the problem is then collected at the department. All problems must be returned to the department and cannot be excluded though there will have some power distributed to the future. It therefore should be the central task of the policy. The budget for standardization is called "Steering". In the case of the province, the mission is to carry out the policy of the ministry. If there are administrative problems, it should be completed in the province.

4.4 The lack of unity in the administration of higher education and the link between basic education and higher education. The current problem is that there are 2 main agencies responsible for higher education namely Ministry of University Affairs and the Ministry of Education. The way combining the 2 ministries together without adjusting the administration of the ministry did not benefit much. However, if it is adjusted according to Article 4.3 and frees universities to become independent, the role of the Ministry in regulating higher education institutions will change. Therefore, it should consider the creation of a unified organization of policies and directing higher education under the supervision of the same ministry that all four are the main problems of the current administration of education which require a reformation. (Disability Portal. 2007)

In summary, this problem is a major problem in the system yet there are other related problems remain, for example, a problem of teacher training, teacher development, and teacher performance. This is related to the quality of education. the problem of private education involving the administration and mobilization of the private sector and Ecclesiastical issues related to informal education. The strategy of reform education reform is to change the whole system or at least is to change the system. To ask whether the education system mentioned should change the whole system or not? You may continue to ask what the whole system mean? The simple answer is that it is at the understanding of the individual as what should the system include? If we keep issuing, it will never end. Therefore, you should ask the question in your mind that as you are aware or have experienced something good already as "what is not good and should be eliminated in the education system" You will answer this question in your experience. Nevertheless, as

far as the author has brought the problem to clarify, it is predictable that things should change is the problem mentioned above.(Andrew, Andrew J. and Milson, 2002.)The main idea in the practice is how the strategies of change made effective and cause the least negative impact. This is because the change will always have negative result like over-the-counter medications have side effects so surgical instruments must be designed to match the level of disease. Similarly, the strategy or method of change requires the least resources to perform. From such thinking, there are proposals for reform as follows:

1. Reform the teaching and evaluation system: This strategy is a strategy of total reform since the change at this point will affect the quality of education standards and can solve the problem of compliance with economic development including preparing people for lifelong education as well. This reform requires the adjustment of the overall administration and management so the correction in this point is the principle of the whole reform movement. The issue to mention and consider is which variables that will make the teaching system desirable. However, at this point, we will not talk about the definition of "Desirable teaching system", but let's assume that academic scholars have a degree of understanding. Thus, the author would like to mention the 6 variables that lead to the desirable teaching system based on the research and study of the author as follows:

1. The adjusting of curriculum and defining of philosophy of good teaching and learning process. The details should be considered among the academics, teachers and administrators. There is still no time to consider this.
2. Teacher training and development consistent to the first article
3. A good leadership of school principal and director
4. The sufficient teaching and learning materials for the school.
5. An evaluation system that is consistent with the purpose and philosophy of the 1st article of course
6. Community support

For all these 6 articles, any of these can be cited in the law should be done. Any should be the method that can be defined as a policy and practice later should be open. In countries such as the United States and England, there are no national organizations that define curricula and standards. The proposal of reform in England thus proposed the establishment of a national board or council.(Anderson, O. and Roger, et al. 2001)For Thailand that has this departmental level organization to responsible, it may also be offered as a focus for teacher training and teacher development cited in the 12th National Development Plan has been reformed in this regard. If there any key principles of this policy consistent with the new concept of teaching and learning, they are needed to arrange the school administration system in order for school leaders and well-trained teachers to fully utilize their abilities without limit. As a sequence, there must be a proposal to adjust the school administration system to be independent yet must be involved by the community. For the success of the new administration system, teachers and administrators need to develop to the standard. Because the new system does not use the old controls but will look at the success as the quality of students, the evaluation system therefore must be manage with the method of Summative evaluation at final year of each level of education together with an internal assessment called "Formative Evaluation" at each level.The evaluation system and the new school management system may also be defined in the Education Act. It can see that strategic reform of the teaching system can lead to other strategic developments include:

- a) Teacher Training Reform and Teacher Development
- b) The Adjustment of school management system to be more independent in operation.
- c) The evaluation system has the "Formative Evaluation" system to monitor and develop students including the external summation is summed up as Summative Evaluation.

2. The Reform of Educational Administration System: The Reform of education management system is another important strategy. The reform of the educational administration system in this concept has five aims.

1. The aim is to unite the policy at all levels of education especially the higher education, as well as consistency in policy implementation between educational levels.
2. The aim is to achieve a clear separation of tasks between the central government in monitoring and evaluation of the supervision and division of provinces and schools or higher education institutions to manage and administrate.
3. The aim is to distribute more local power to local communities and organizations to co-ordinate more with each locality.

4. To achieve the effectiveness of management.

5. To aim for the distribution of educational opportunities. If successful in this respect, there should be an effect on the solution of the main problem about education management that is not consistent with economic development.

Article 3: Equality of opportunity and opportunity distribution in brief: Administrative reform means that there should be a single ministry acting to lay down policies and allocate all educational budgets and delegate power of duty to the province to act as a representative of the ministry in the province to supervise school and personnel providing basic education to be more independent. The higher education institutions are all juristic persons and may be out of bureaucracy. There is a method of allocating a "block grant" to a university. Local governments should be involved in the administration of education in the province. And if any local government It may also be responsible for the management of education in their own jurisdiction. In addition, measures that will change this approach should be included in the Education Act. (Oliver, R. (1998)

3. The Adjustment of education system in accordance with the modern age: The adjusting the education system to the needs of the modern age means that people must be prepared to study for the rest of their lives. In this preparation, 12 years of basic education will be provided to the majority of the people according to the Constitution that every citizen is entitled to 12 years of basic education. The 12-year-old foundation will affect the ability of people to study all their lives since this level is linked to higher education. If all people finish at this level, this means that the public is ready to study at a higher level. In addition, at the post-primary level, the higher education system should be flexible and diversified that the path to study in many directions, but to be linked in the end. Establishing a community college to link to a university is one last way in this new educational system, the role of informal education is enhanced. In this regard, there should be measures to promote informal and informal education, and in this regard should be mobilized in order to help with education in accordance with the principle of the Jomtien declaration that "All for Education". In conclusion, Principles and policies Include measures to provide a 12-year basic education and lifelong education promotion. It is an important principle that must be defined in the Education Act.

Conclude

Does the education reform really come to the point?

For the issue of whether or not the education reform is really come to the point, the author would like to raises issues which are a big and talk of the town that The Board of Higher Education or the Board of Directors has resolved to announce the list of courses that have not been conducted in accordance with the criteria of the curriculum, based on the results of the IQA assessment in the 1st element for 2 years between 2015 and 2016, which results in more than 40 institutions and over 182 non-standard courses. The reason why these courses are not standardized is because they do not meet the criteria set by the department. However, the issue is not just a matter of non-standard course solely but the announcement affects students who are studying in the course since they are also assumed as non-standard. In fact, if we look at some of the courses, just only the instructor of faculty does not get the direct degree to the course but the connection. In other hand, the instructors have no academic works or research papers in accordance with the criteria. Is it sound reasonable that The curriculum therefore is not up to standard and students in the course are also not standardized as well? It is a question that the author has in mind that in practical, education reform should be systematic and point-based, as quality assurance reviews and course judgments are only documented, not just the knowledge of the knowledge to the disciples. So the real principle of reform should be the main goal of education reform, to raise the standard of higher education, to alleviate the problem and to reduce the gap between the rich and the poor so the learners and instructors are happy with the application of principle and guideline as 1) school and education institute reform; 2) reform of educational personnel; 3) curriculum reform and 4) Reform of educational administration system. If education reform covers the issue, then the author considers it a legitimate and effective reform of education. It's not just a luxury policy or a soap opera.

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