### CHAPTER 2
THEORETICAL ORIENTATION

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CHAPTER 2
THEORETICAL ORIENTATION

2.0. INTRODUCTION

The demand for an educational reformation of Thailand reoccurred as from 1995 onwards. This impelled the Constitutional Draft of the Thai Kingdom, issue 16, (2001); and this, finally, was also the cause for the National Education Draft in 1999. It had been anticipated that there would be a big educational reformation for the third time in Thailand.

However in 1999, the Ministry of Education, as the core unit accountable for the national education, engineered the educational reformation operation. Although the outcome of this reformation had not turned up because the time was only one year, as there was a change of superior administrators. However, alertness has been aroused. One point that should be observed was that the educational reformation process was the policy directly designated by the Minister to the performer, but was without any participation from the demos in the educational administration. Therefore the actuation of the educational reformation policy, occurred only within the precinct of the Ministry of Education, as stipulated by the Minister. The essence of this reformation stressed on four phases, i.e. educational physical plant and contraption reformation; the educational process reformation; the educational personnel reformation; and the education administration reformation. Hence the reformation had not been inclusive of the whole educational substance (Chantana Srivaranon. 2001:135 – 140). There had also been a change of the government and the Minister of Education at the later stage, which compelled the educational reformation to adapt itself in 2001 – 2006. The tendency of the reformation at this stage relied on the mechanic and the substantial point from the National Education Act as the principle in the operation.

The researcher thereby analyzed and proposed a way for the National Education Reformation of Thailand for 1999 – 2006, through the following concept:

1. The indispensability for the educational reformation.
2. The educational reformation process.
3. The essence of the educational reformation.
4. The accomplishment of the educational reformation.

2.1 THE INDISPENSABILITY FOR THE EDUCATIONAL REFORMATION

The indispensability for the educational reformation of Thailand in 1999 – 2006 is due from the following reasons. (Chantana Srivaranon. 2001: 135 – 136)

1) The Thai society is progressing, while the economic development went much faster than other phases, causing an unequanimity and the impediment to the sustainable development.

2) The technological and scientific advancement calls for the creation of an equanimity between the lives of men and the ambience, as well as the creation of human resources who are well balanced, physically, mentally, socially, and intellectually.

3) Thailand made an access to the universality since the reign of King Rama V, thereby the education will now have to be adapted to the universal standard.

4) The system of the compulsory education still remains in the primary education, causing lots of disadvantage persons in their education.

5) The society approached the information era, whereby the overflow of the information cannot be intercepted, therefore, there needs to be a development on the educational information.

2.2 THE PROCESS OF EDUCATIONAL REFORMATION

The process compelling the swift and effective Thai educational reformation should be as follows:

Starting from the govern leader, especially the Prime Minister and the Cabinet who should try to subserve education reformation, and should deem that this is the resolution of the Cabinet, by stipulated an explicit reformation principle. These are:

1) To decentralize the administrative decision to the education institutions, in the phases of the functional planning, personnel administration, and physical administration;

2) The partaking of the local administrators and the demos, and the diminution of
the duplicative work in the educational administration of each unit. However there must be a unity in the educational administration.

There must be a juristic process in the drafting of the practical standard for the education. A committee must be designated to study the educational reformation procedure, and to give recommendations to the Prime Minister and the cabinet pertaining to the educational reformation. This is to be in accordance with the National Educational Act, 1999 that a committee be responsible for the educational reformation. This committee is considered as a public sector, and a specific unit, to accomplish this task within 3 years, (2000 – 2002); then it is to be dissolved. (Ministry of Education. 2002:15)⁴

The educational reformation policy must be included in the National Social and Economic Development Plan, (2002 – 2006), so that this policy would be continued even with the government changes. (Ministry of Education. 2002:15)⁵

In the National Educational Act, 1999 a number of transitory provisions have been stipulated, especially in the first three years after the enforcement of this law. Thereby the reformation task must be determined in two periods i.e. the immediate or the preparatory period of 1999 – 2002, and the serious educational reformation period. (This should be around 2002 – 2006 at the time of the National Social and Economic Plan, Issue 3⁶)

The tasks to be prepared or to be executed in the initiatory period of the reformation during 1999 – 2002 are:

1. The administration in the basic education of 12 years and the compulsory education of 9 years, which will be enforced upon the execution of the provision through the mandate to issue the ministerial regulation within 1 year.
2. The external assessment according to the educational quality guarantee system, which must start assessing in 1999 through 2005.
3. The accounted tasks of the Education Reformation Committee must be executed immediately. These tasks are: the amendment of various contrarians rules and regulations with the National Education Act; the improvement to the structure and the administrative management system to integrate the educational units to remain only one Ministry;
rectification of the Teacher Act, and the Teachers' Civil Service Regulation; and the reformation in the budget allotment and in the educational investment.

The time in executing the educational reforming must conform with the essence in the National Education Act, enabling the full operation at the time of the National Social and Economic Plan, Issue 9th (2002 – 2006). The educational reformation is to be executed for every level of the education and for every unit of the government and private sectors, as the lifetime learning mechanic, which is in accordance with the role stipulated by the law. Whereby the educational objective must be designated; and this is the same to the substance or the point of the educational reformation. Whereby the new educational role for every party concerned must be redesigned, right from the pupils, students, and teachers, parents, including the resources and the educational investment and partaking of the demos.

2.3 THE ESSENCE OF THE EDUCATIONAL REFORMATION

2.3.1 Reformation in principle/philosophy/policy of the educational administration
2.3.2 Reformation in Educational Duties and Rights
2.3.3 Reformation in Fundamental Education
2.3.4 Vocational Education Reformation
2.3.5 Non-Formal and Preferential Education Reformation
2.3.6 Private Education Reformation
2.3.7 Educational Quality Reformation
2.3.8 Reformation in Educational Administration Management System
2.3.9 Reformation in Educational Budget and Resources
2.3.10 Reformation of Teachers

2.3.1 REFORMATION IN PRINCIPLE/PHILOSOPHY/POLICY OF THE EDUCATIONAL ADMINISTRATION

In this education reformation of Thailand it can be deemed that this is a great change, and will have to be done at every phase. Whereby, this education reformation may be designed from the procedure which appeared in the provisions of the National
Education Act 1999.

The international committee on the twenty-first century of the education reported to the UNESCO (the Office of the National Education Commission 1997:43 – 44)
8, on the procedure of the designation on the principle, or the philosophy, or the policy of the educational policy, which can be used in the case of Thailand as follows:

- The educational policy must be diversified, and must not become the cause of the social segregation.
- The educational system must amalgamate the engenderment of the social stability with the reinforcement of the culture in order to concur with the liberal rights and the personal development.
- The school should play the role in assisting the community, so that the schools will become the leaders and consist in the community with respect.
- The education should instill the citizenry duty and right, starting from school.
- The mass media should play a part in instigating the participation of the social members, whereby the school should cooperate and coordinate with the media and the community.

From the above proposition the educational principle of Thailand may be abridged as follows:

(1) The education is a right in the basic education that every person should receive; and it should be used as a basis for the lifetime development. The lifetime education has four main principles, i.e.

- the learning to perceive;
- the learning for actual operation;
- the learning for a good concomitance; and
- the learning to attain a life with quality and potentiality.

(2) This is the educational administration which gives the opportunity for the people to partake in every level, such as to join in the educational institution committee, the partaking in the educational policy and planning stipulation, the principle development, the
quality inspection, and the cooperation in the investment mobilization for the educational.

(3) The education develops a person to become a learned person, and enabled them to persist in the academia. A learned person refers to a person who has been trained to acquire an ideal of life, i.e.

1) Learn to acquire the educational philosophy;
2) Learn to become a platitudinous person;
3) Learn for the self-development;
4) Learn to create the right goodwill; and
5) Learn to make worthwhile use of the time.

Kriengsak Intrathon. (2002:181–217)\(^9\) state that an education engendering an academia refers to:

1) Encouragement for a person to become public-spirited and to join in social groups;
2) The learning to enable the community to be self-dependence;
3) The engenderment of a creative community, which is able to apply the cottage know-how; and
4) The becoming of a social that is able to adapt to the changes.

(4) The reformation will be executed in: the system, the philosophy, the trend of thought, the curriculum administration management, the learning teaching process, the evaluation, the educational personnel, the resources, and the educational investment. All these will be done through the current administrative principle, emphasizing on the accomplished tasks of the students. (Result Based Management System.)

2.3.2 THE REFORMATION IN EDUCATIONAL DUTIES AND RIGHTS

To render the educational right for the basic education of not less than 12 years to every Thai citizen is the most important and the best essence in the educational reformation. It will be an equal opportunity to every citizen of the country. Many countries managed the free educational administration for their people, such as France, Australia and
New Zealand. However the educational right for the disabled, the disadvantage, and the genius should have a different characteristic, due to the different needs and capacities.

The educational administration procedure for the disabled of the Minister of Education, declared that the year 1999 is to be the "Educational Epoch for the Disabled", with following reformation procedure:

1) The disabled must be developed to a sustainable development, so that they can be self-dependable; hence they would not be burdensome for others. In this case they will receive their educational opportunities right from birth, or from the first time that their disability has been cognized.

2) Educational institutes are to increase their enrolments for all the disabled pupils who wish to get their education. A variety of education will be administered right from the specific disabled schools, the co-educational schools, as well as for the disabled children who need to have special tuition outside the schools.

As for the disadvantaged children from poverty, or from the isolated rural areas or those who encountered problems such as children illegitimate pregnancy, addicted children, children in the remand homes, etc., all these children must be ministered in a special manner for their education.

1) To set up the Juvenile Educational Protection and Assistance Center, in order to become the protection and assistance unit for the fundamental right of the children, especially for the educational right, by procuring places for them to study, as well as their educational fund.

2) To give an opportunity for children without any birth certificates, house registrations, or other important evidenced which become their limitation in getting the education. There will be an exemption and assistance for these disadvantage children to get an access to the educational process.

As for the genius children, and those with virtuosity, should they be admitted in schools of their specific virtuosity, such as the specific schools on science, or dancing, or sports, then this will be a condign support for them.
As for the rights to become an educational administrator, the National Education Act gave a wide opportunity for every party to participate in the educational administration. These participating members include the parents, the community, private sectors, government sectors, local administrators. Whereby, the units other than those in the Ministry of Education and the Office of the University Affairs should be able to operate classes of specific meatier.

2.3.3 REFORMATION IN FUNDAMENTAL EDUCATION

After analyzing the notion of the people on the basic education quality from the foreign trend on the reformation and from the essence in the National Education Act, following are the recommendations on the Thai fundamental education reformation:

(1) Curriculum Reformation: The educational institutes are to be quite dependent in developing their curriculum in accordance with the indigenous requirements, within the concept from the national curriculum frame. Such curriculum should be incessant in the objective and should be integrated to focus on the problem solving. The emphasis must be done on the skillfulness of science, mathematics, linguistics, and technologies. The enrollment examinations to enter the under-graduate level must be impartial, using the accumulated grades of the upper secondary level as a criterion for the consideration. Moreover the treatise approval system must also be improved, to become more liberalized, and also for the reason of qualitative competition.

(2) The Educational Reformation of the Learners: The learning-teaching system must be adapted to centralize the pupils in the learning process. The teaching method of the teachers should change from the atmosphere of the unilateral precept, to the problem-solving learning (progressive education), the practical learning, and abutment for the self-education of the pupils. Whereby, there must be a development of the libraries and the learning network for the self-learning of the pupils. In this case, the teaching behavior of the teachers must be developed every year, so that teachers are able to adapt themselves to the globalization trend.
(3) The moral principles should be developed along with the basic vocational training skill. The objective of the fundamental education is to prepare for the knowledge as well as the moral principles and the ethics. The aim is to acquire the civism of the pupils who finished their incipient education of 12 years. These people should also gain the basic vocational skill which enables them to be self-dependable. They should also be selfless, altruistic, and participate in the social and community development. The system of the moral principles and the vocational skill should be adapted to cohere with the Thai culture and the Thai way of living.

(4) The Educational Institute Reformation: Schools are to make self-adaptation all around:

1) To acquire a flexible school executives who are able to communicate independently with all concerned in bring the school to the excellent perspective.

2) The objectives of the school should be potent, with ardency, and should be equipped with a development evaluation system to those objectives.

3) Teachers should be versed in their profession, and should be encouraged to use the various media and advance technologies.

4) The students and the students should be come performers, initiators, and should also be industrious.

5) The groups of parents should play an explicit role in the cooperation of the school development with earnest determination.

2.3.4 THE VOCATIONAL EDUCATION REFORMATION

The vocational education institute in the sense of Thailand refers to the furthering of the education after the upper secondary education, in pursuing an academic knowledge and a higher vocational knowledge in various vocational institutes in the private and government sectors. Vocational colleges under the Ministry of Education are comprised of 36 Rajabhat Universities, 17 physical colleges, 47 Rajamangala Institutes of Technology, 275 colleges under the Department of Vocational Education, 2 Sangha Colleges (for the priests), 14 Colleges under the Department of Fine Arts, and 301 private vocational schools.
Kasem Chanchaison. (2002 : 28 - 38) made an interesting inference on the status of Thailand's vocational education as follows:

(1) The increment in the number of the students in the vocational education pressed the vocational education development, quantitatively and qualitatively, to meet the requirement.

(2) The extension in the phases of economic, commercial, industries, and the international investment necessitated the institutes of vocational education to accelerate their production of the graduates.

(3) The tendency on the information society necessitated the personnel development on the branches of computer and communication.

(4) The environment system is in a critical status. The institutes of vocational education begins to recognize the trend of the sustainable development by adapting the role of the institutes of vocational education to participate in developing the sustainable country.

(5) The institutes of vocational education are apt to adapt to make a self-adaptation to the materialized society, making an access to the international countries, with a necessity to conserve the characteristic of the national culture.

(6) There exists the problem of attaining senior executives of the colleges, which is the operational impediment.

(7) There is a lack of a good performance evaluation for the lecturers, especially in the effective functioning of the instruction and the research.

(8) The vocational institutes are still dependent in their administration; while the present budget allotment is not propitious for the universities to be come preeminent.

(9) There is a need for a practical standard for the development, as well as an efficacy in the organizational administration structure.

(10) There is still a requirement for a competent lecturer, and the physical plants, and the equipment for the learning and teaching have not been utilized to the best of use.

The Thai vocational education reformation procedure will have to be adjusted for the future role and direction, as proposed by the International Education Committee. (2003:
on the trend of the international higher education as follows:

(1) The institutes of vocational education must be diversified to meet the requirements of the learners, with the preeminence in the academic education and the specific occupational education. The juveniles must not be blocked by the selective examination, leaving them in despair of no certificates nor suitable training for the working market.

(2) The rules and regulations which had been an impediment in the execution must be loosening. If possible, the institute should develop their caliber to become free from the bureaucracy, and become universities under the surveillance of the government.

(3) To create an inducement, and the independence for the flexible performance, enable them to compete with the private sectors.

(4) Small vocational education institutes must develop their potentiality to eventually become repressive institutes. This should be emphasized in extending the vocational educational institutes outside Bangkok.

(5) The government must have a conspicuous policy in devising the development strategy, so that people would be more interested in the science and technology.

(6) The learners in the governmental higher education institutes should also participate in the burden of the true expenses in the educational administration of each branch of subject, with the educational fund criterion, educational credit fund, and other financial assistance for the social and economic inferiors.

2.3.5 NON-FORMAL AND PREFERENTIAL EDUCATION REFORMATION

One of the vital problems of the Thai education is that it is too conservative with the bureaucracy and the school system. Moreover, there is too much emphasis on the academic knowledge. Therefore, the education reformation has to stress on the creation of the “Learning-Friendly Society” and the continuing education or the lifetime education, as follows:

(1) To incite the demos in the self-development, by building a network servicing the non-formal education and the preferential education, such as libraries, internet services,
education series through the television, giving short occupational courses through the long-
distant teaching, and to set the community center as the local learning center.

(2) To exhort the discourse, lectures, and the public stage, so that people may interchage their knowledge, and especially for the activities of the local community centers.

(3) To publicize various information and knowledge, that in a language that is easy for people to read.

(4) To adapt the goodwill of the people, and let them realize that the actual education is for everyone of all ages to acquire, notwithstanding their qualifications, nor their economic status. In this case, every one can enter the education at any place, and in any time. People can even study while working, and can choose to learn the subjects to their interest, and at their will. The learners must be measured from all factors, and not just on the consideration of the institute that they finished their learning. Moreover all those who missed their educational chances will get a chance to learn according to their dexterity, in an appropriate way.

2.3.6 THE PRIVATE EDUCATION REFORMATION

The conditions of private schools in Thailand have to meet many problems in many facets, such as:

(1) There are much difference in the qualities of the private schools, which depends upon the aging, the size, the potentiality of the administrator, the attention of the teachers, and the learning and teaching system, causing the difference in the acceptance of the teachers and parents to the schools.

(2) There is such a variety of schools that it cannot be observed as which groups of people these Thai private schools are for. Many countries will stipulate the schools for the bourgeoisie, and for those with good status. But in Thailand, there are schools for merits, schools for the disable, and private schools for people with good status. This makes the school characteristic indistinct.

(3) According to the people, the image of the private schools still have to be
improved in many factors, such as in the remuneration, high school fees, the fact that teachers are not fully paid according to their qualifications, etc.

(4) The ratio of the number of the private school pupils to the government school pupils, decreased during the period of 30 years, especially in the level of private secondary schools, with a rather low number of the pupils.

(5) The government control on the regulation is still not flexible. Moreover, there is a stipulated limitation on the school fees, the inflexibility of the curriculum, etc.

(6) The dignity and the professional development of the teachers are low. Teachers have lots of debts. The original teaching is just for the pupils to learn by heart. Private school teachers rather try to sit in examinations to be allocated as government school teachers.

The private education reformation is being necessitated, so that the private education would support educational administration of the government schools. The procedure of the private education should coordinate with many parties, right from the government, the Ministry of Education, and the private schools.

(1) The government must designate an explicit policy that the private sector should partake in the educational administration. The aim of government emphasizes on the education for the disadvantage, at places that are out-of-the-way for private schools, or in the required branches that need a high investment. Whereby, the government would not constitute schools in places where private schools are available, (within the radius of 3 kilometers).

(2) Make a partial subsidizing for the private school institutes; such as the educational support as a part of the school fees in the basic education. In this case, the school may collect other fees such as the fees for the school bus, lunch, and field trip activities.

(3) The private sector must be encouraged to develop their standard qualities to be equal or superior to the government educational institute.

(4) The regulations must be amended so that private education may administer with agility.
(5) There must be a system of quality assurance and accreditation with the same standard as the governmental accreditation.

(6) The governmental educational administration must cooperate with the private education in designating the policy, as well as the procedure in implementing the policy, in order to cooperate in solving the outstanding problems. The functions must be put in seriating, with determination, and continuity.

(7) The Office of the Private Schools Commission would increase the role of the Board of Education Investment.

(8) The control on the school fees must be exempted, and the school fees are to be floated in accordance with the actual cost.

(9) The democracy must be developed in the private schools. The pupils and students must be trained to know their rights and their sense of responsibilities along with the conceptual practice, to become qualitative citizens. In this way we may replenish the image of the private schools, with an emphasis on the quality.

2.3.7 EDUCATIONAL QUALITY REFORMATION

Somsak Rungsuwan. (2003 : 8 - 9) explained about the origin of the educational quality assurance that it developed from the industries. The quality refers to "The output or the product that concurs with the standard". Later the trend developed to "the production that meets the requirement of the consumer". Therefore, the quality assurance refers to the assurance of the functional process on its standardized system of the planning and operation. Later, this trend developed to the International Standard of ISO 9000. England adapted the International Standard to the educational institutes. Thereby, the educational quality refers to the educational administration that meets the requirements of the consumers. Therefore the educational quality assurance refers to the quality assurance of the administrative process in the educational institute on its systematic activities and executive planning, for the qualitative output of the school in accordance with the educational standards and meeting the requirements of the consumer.
The educational quality assurance system is comprised with following subsystems i.e.

1) Quality Control;
2) Quality Audit; and
3) Quality Assessment.

These systems can ascertain the qualitative educational administration in accordance with the educational reformation policy.

In Thailand, the quality assurance system has been brought into use by a number of institutes, such as the international schools in the surveillance of Private Education Commission, applying the American and English quality assurance system. The higher education institutes, under the surveillance of the Office of the University Affairs, developed three systems:

(1) Internal Audit Control: Ten configurationally factors effecting the quality has been designated; these are:

1) The Aim and the Philosophy;
2) Educational Curriculum;
3) The Teachers, Media, and the Instructional Techniques;
4) The Libraries and the Learning Resources;
5) Educational Equipment;
6) The Environment;
7) The Activities;
8) The Measurement;
9) The Analysis; and
10) The Budget and the Administrative Resources.

(2) Quality Auditing: A Standard Sub-Committee is accountable in for the quality inspection.

(3) Quality Assessment: This is the efficacy evaluation of the internal control within the higher education institutes.

Additionally, the Rajabhat Universities initiated the designation on the factors
effecting the educational quality, in 13 phases, i.e. philosophy, curricula, lecturers, students, learning/teaching, students' activities, learning resources, fiscal budget, personnel, location, researches, and the assessment follow-up report.

In the educational quality assessment system development in accordance with the National Education Act, every level of the educational institutes is designated to arrange the internal and external assurance system. As for the internal quality assurance, the original affiliation and the education institute is to designate the procedure and the operation mechanics; and to make an annual report to the public. While the external quality assurance has to be done at every quinquennium, with an inspection from an independent organization. Whereby, the Educational Quality Assessment and Accreditation office, which is the public organization, is to make an external inspection. The designation of the quality standard is to be classified at different levels, with a participation from the educational area offices in the designation.

In participating the curriculum of the Public Sector Reform, Group V, in New Zealand, between 24th May – 4th June, 1999, the researcher studied the education reformation of New Zealand, where the quality development and assurance has been well applied, and should become a good exemplar. Whereby, the New Zealand's Ministry of Education would designate the educational policy, and stipulate a law to administer the education, to subsidize, to set a curriculum frames, and to set the scope for the school charter; with following substance:

1) The vision and the task of the schools in the next four years;
2) The details of the schools, right from the type of the school, the number of the pupils, the classroom, and the school philosophy;
3) The details of the community on which the school locates;
4) Details of the curriculum used, with an adherence to the central curriculum;
5) Details of the school educational administration procedure;
6) The participation of the demos and the community; and
7) Details of the Minutes of the Meeting of the School Committee.
Additionally, schools must provide a manual for the personnel of various sections, right from the School Committee, the teachers, the parents, and the pupils, so that they would get the same idea. The school is to arrange an annual quality assurance, by publishing a report to the school committee, the community, and the parents, with an assessment from the Education Review Office, which is a public organization at every four to five years. The external assessment method is done by 3 – 5 members of the committee, using 5 – 7 days. There will be a prior agreement as to the facet to be assessed, and a conclusion will be made on the observation of the school achievement, and phase to be observed, as well as the way of improvement. Should there be a need for the improvement this committee will return in another six months for another assessment. There will be no declaration whether this school passed or failed; there would also be no classification of the schools according to the outcome of this assessment.

Therefore, this procedure in the educational quality assurance to be used with every level of the educational institute is anticipated to be an important mechanic in meliorating the difference between the standards of the educational institutes.

2.3.8 REFORMATION IN THE EDUCATIONAL ADMINISTRATION MANAGEMENT SYSTEM

From the seminar in the contemplation of the procedure for the reformation on the educational administration management system, of the Minister of Education on Marcy 7 – 8, 1999 at the Rose Garden Hotel of Nakon Pathom Province (1999 : 1 – 10)13, six factors from the proposition of Dr. Vichi Srisa-am as been concluded as the procedure for the reformation of the educational administration management system as follows:

(1) The reformation of the educational administration management system must be unified with efficiency and proficiency, conforming with the new constitution, with a decentralization to the local administrations; while the community and the demos should also partake in the reformation.

(2) The Amendment and the Status of the Problem: The responsibilities in the education administration must be shared by the private sectors, the families, the
communication, the religious institutes, and vocational organizations.

(3) The principle and procedure for the reformation administrative authority and the educational administration must be decentralized to the local administration organizations, the educational zones, and the educational institutes; taking in mind principle in the unity on the policy, the quality, the standard, and the partaking of the demos. The educational institutes are to be mostly responsible for the educational administration, under the director of the Education Institute Committee of each location.

(4) The stipulation of the educational zones and the arrangement for the educational administration organization should abide to the number of the citizens, the omnifariousness on the educational levels, and the attached area according to the geographical landscape; this is in order that the people with the same tradition would inhabit in the same zone.

(5) The central organization should be divided into two levels, i.e. the level of the Ministry, and the level of the educational zones. Whereby, the Ministry of Education, Religion, and Culture is to be accountable in directing every level and every type of the education.

(6) On the execution of the above proposals, details of the organizational structure must be prepared within one year (about 2000). Whereby, the Draft and the Amendment to the law which is in accordance with the new structure must be done within the second year (2001). The mandating of the law to set up or to amalgamate some units, will have to be accomplished within the third year (2002).

2.3.9 REFORMATION IN EDUCATIONAL BUDGET AND RESOURCES

The past budget and resources administration for the educational administration met considerable problems due to:

1) The concentric resources should be for the responsibility departmental officials, rather than for the local budget, otherwise the budget would not be allotted according to the requirement.

2) There is a lack of incentive for private enterprises make educational donation.
There is also a lack of the educational fund mobilization, for the sake of luculent administrative management.

3) There is a lack of cooperation and coordination of the social network in using the resources together.

Hence, modern procedure of the resources and the budget administration from the proposal of Anant Pongbancha (2000: 1 - 15, 47 - 65)\textsuperscript{14} ought be taken into consideration:

(1) The educational resources should be classified into two systems:

1) The basic education emphasizes on the quantity and the equity, with a main budget from the government; the expenses of which are calculated per head for each student, to subsidize the administrator, with the government and the private sectors getting the same ratio.

2) The private sector should assist on the educational onus, through the mobilization of the resources and technologies, such as radio wave, the televisions, and the satellite transmittal. Emphasize should be placed on the non-formal education and the preferential education. This manner of allotment should be piloted in the provincial schools. These schools are to be chosen from places where teachers, parents and pupils are interested to partake in the modernized school.

(2) The budgeting should be revised. In stead of allotting the budget to departments, the budget should be allotted directly to the educational zones. In this case, the educational budget would be divided into two parts, i.e. the central educational budget, and the educational zone budget. The local treasury should be reformed to get more income, and the Educational Institute Administrative Committee is to be initiative and acquire more independence in the self administration.

(3) The educational role of the temples and the public charity organizations must be revived. However, there should be a permanent fund with lucrative interest for the use of continuous educational development. This fund should be administered duly to this objective, and it should be overt and verifiable.
(4) The school fee subsidizing system should be adapted in the government higher education institutes, whereby the learners should take more burden of the educational expenses, in the righteous way.

(5) An incentive standard should be contrived for educational donations from the private enterprises, through tax lowering or exemptions. Hence the education may carry on in a modernized way, with the partaking of the private sector.

(6) The reformation on the educational resource administration needs a funding for the research, and for the development of the teachers and the educational personnel. The research should be emphasized on the multidiscipline of the interdisciplinary activity, to get an overall perception of the society. Hereupon, the research can help to solve this problem and to make a better development of the country.

In this reformation of the resource and budget allotment, Vittaya Vitthayangkul (2000 : 115) pointed out the fact of the problem on the educational development, that the government did not only allot too little budget, but this budget is usually not omnifarious, and the citizens get too little chance in the sharing of the educational responsibilities. Moreover, the education budget is not being utilized as effective as it should be. In addition, Thailand still invests too meagerly on the research and development.

2.3.10 THE REFORMATION OF THE TEACHERS

Jumpol Pattaporn. (2001: 95 – 111) made an analysis on the status of the production, the application, and the development of the teachers during 1991 – 1998, and found that:

1) There is a need of explicitness in the production of teachers, on the production amount, the objective, the method, and the substance.

2) It is still hard to get intelligent students to enroll in the Teachers College.

3) There is a lack of incentive for proficient personnel to become a teacher.

4) The teaching process rather emphasizes on co-centering the teachers than the learners.
5) The instruction in the apprentice institutes still needs the continuous academic knowledge development. The lecturers have to teach in the normal learning as well as the twilight.

6) The questing for a good prototypic teacher to become an exemplar.

7) There is a need for a production of the teachers for science, and mathematics.

8) The research is too meager.

9) There is a lack of coordinate production.

10) The recruitment process for the teachers has no assurance for a suitable persons to become teachers.

11) There is a problem in the teachers’ moral and integrity both to the children, and to the to the teacher themselves as well as to their profession. Teachers rather work for hire than to be idealistic.

Therefore, there should be a way in producing and developing the teachers. Following are some proposals:

1) To emphasize on the research;

2) To emphasize on the selection of students to the Teachers College;

3) To emphasize on the moral and integrity of the teacher;

4) To emphasize on the teaching for children to use their initiations;

5) To make development on the teachers through a selective process:

6) There must be an issuance of a Professional Teacher Certificate to keep the national standard of the teachers, with a specific criterion.

Kamol Supprasert. (2000: 12) proposed an interesting vision and a procedure in the reformation of the pedagogies, with implicit possibilities.

The vision in developing the pedagogic: “In 2002, National Teacher Assembly will enter the ‘Professional Skill Development Scheme’ continuously. Whereby, all teachers will be able to acquire the required skill and knowledge for the learning and teaching at this millenium.”
THE PROCEDURE IN THE REFORMATION OF THE PEDAGOGIC

(1) To arrange the teaching quality assurance mechanics for the teachers; whereby teachers must have an aim that a teacher operates a high profession. There should be a report on the progress of the pupils. There must also be a development on: the functional skill in accordance with the standard of the essence subject; the pupils' operating standard; and the standard of the chance to enter the school education.

(2) Every teacher must be trained prior to being commissioned. Whereby, the training must be done continuously, as long as the person is still in this profession. This is for the reason of the development in the challenging professional skill. In this case there must be a cooperation from the parents, the private organizations, and various vocational associations in developing the teachers.

2.4 THE ACHIEVEMENT OF THE EDUCATIONAL REFORMATION IN THAILAND

David Oldroyd, an educational adviser of a private unit which is an independent unit, gave an educational recommendation in the educational administrative seminar of the Department of General Education, on the 'Educational Vision' at the Windsor Hotel on March 2 – 3, 1999. He gave a good reflection on the educational reformation of Thailand, with following abridgement (Educational Reformation Review, Issue 13, 2002 :4 – 5)\(^1\).

(1) Focus on the Principle of Thailand's Educational Reformation: There must be a revision instead of the up-line instruction of the ministerial level and switch to the local level. Thereby, there must be a development on the educational leader, so that schools may reform themselves. A cooperative learning/teaching team should be formed. There needs to be a cooperation in improving the curriculum and in adapting the learning method from the old teaching method to a teaching of student centers in the learning process.

(2) The Human Quality is to be Developed: The quality of the school and the educational system are both vital for Thailand, and must be invested in every citizen. The main strategy is: to understand the requirements of the learners and of the parents; the academic requirement that teachers need for teaching in class; and the requirement as a
leader that directs the teacher. All parties concerned have to work in team for the creative problem solving.

Vocational education is provided in educational institutions belonging to State or the private sector. In this education reformation vocational education also deemed that this is a great change, and will have to be done. With regard to the recent education systems, there has been a favorable success to some extent both in quantity and quality under the circumstances. However, in the current globalization, the recent education cannot further support the situation; hence, the education system must be improved it was felt by educational reforms which will bring the education to a systematic change. Consequently, the government, by the Ministry of education, decided to implement the education reform in 1997. The cabinet was informed of this implementation in 1999 for the purposes of the rise in the education quality to a higher standard with emphasis on the reform.

To reform the education in consistency with the technology, economy, politics and government in Thailand, by means of selection, maintenance, change, or addition to the usual past methods, the educational reforms are arrange in the following aspects.

1) Reforms in building and environment
2) Reform in personnel development
3) Reform in curriculum and instruction
4) Reform in system of educational administration

STAGE OF EDUCATIONAL REFORMS

Thai society is stepping towards the educational reform. Each time it seems pushing power / reason was different. The first being the reign of Phra Chula Chom Klao Chao Yoo Hua (5th king of Chakri Dynasty) about 100 years ago. At that period, Thailand had a strong impact from outside the country by colony-hunter. The fifth King had to push and implement the reform in every aspect of Thai society to a modern one in order to survive. The important thing being politics and administration had to be centralized in power and manage the school education on a modern guideline in the light of western
pattern. Hence from that time onwards Thailand has become stable and independent till today. Second time the change in Thai society was generated by the resistance against the autocratic power and conservatism, as the society itself was changing but it could not improve the system of education in the light of ever-growing demand of democratic power and in the light of report of 1974 guidelines. Thus educational reforms at national level were aimed twice in past and as such, some improvement in the educational systems, of course was observed.

Now, in the present time the rapid change is taking place all over the world. It is demanded that an industrial ability should developed to contribute in the total development of the nation with an aim to live a good life. For this, education is to be felt as an important value for the better of life in Thailand. Therefore, community and various societies have turned to development of people and reform of education.

The world has developed, it is said, for over 4,600,000,000 years. Human-beings learnt from nature, that they are able to learn. They developed in due course science and other subjects, to satisfy and respond to the needs of individual and society in general.

Thai society by nature is an open society. People live together closely in an independent and peaceful way for the last more than 700 years. This society has learnt to adjust itself to live together in this world throughout the time. It ought to have ability to adjust itself to have capability in competition an in co-operation and ought to like do something useful to friends in the world by exchanging suggestions and knowledge of Thai ways of life, exchanging experience and various subjects with friends in the world by having important condition. Now, when Thai people as a whole will have to learn throughout their lifetime to adjust themselves, in order to keep pace with the world. For this smart and good people to lead the community, be a teacher and be a national leader, unit together in order to jointly develop, by philosophy which we have to always be aware of that Thai people and the world's people have to live together peacefully and be peaceful with nature so that we can develop long lastingly in this world.

The most important thing is to develop vision of human beings, families, communities and society by reforming education. Thai society cannot anymore survive only
on the basis of it's past. Thai society will have to demolish and adjust the systems of education process and adjust the structure to correspond with by aiming target in developing potentiality of human beings, potentiality of communities and a man power of Thai society to unite together and let everybody be the winner. Let the people, communities and societies depend on themselves, with a developed self-confidence, proud of being a useful member who can compete, can co-operate and contribute benefit to the world population.

In setting target of this development, one has to aim at future keeping in mind direction that the world will change towards. How is desirable Thai society, and how will people unite in laying educational philosophy, how will they manage with education and how will the strategy be laid in order to lead the Thai society to develop to a progressive one and to have national security in future by knowing the world.

VISION OF FUTURE WORLD

The world which used to have relationship and conflicts in political idealism which created competition and expecting to win in military aspect and psychological society, have accumulated ammunitions and spread influence and assistance to the third world., that their socio-economic condition cannot accept this power base, will gradually change to competing in economy and trade. According to this suggesting, the world with two-sided political power has changed to one side pole of free world democracy which aims at economy and trade as a principle point. But this one side pole of the world will not cause stable peace because group of countries that have high challenging power in economy still spread power in economy and trade.

Condition of the world has changed, part of it occur form development of economy and industry until there is a great difference between wealthiness and poverty. At the same time, there is a progress in telecommunication and progressiveness in computerized technology. These two aspects of technology have co-ordinate and called IT (Information Technology) which creates rapid communication and distribution to exorbitant number of
people at the same instance, thus, reducing cost price of production, enabling efficient preparation of the programme whether it be by one person or many people.

Apart from the influence of pushing power of Information Technology from political geography world into economic world way of living of human beings in different angles will change exorbitantly because this new technology will make countries throughout the world of globalization. Countries within the world will be able to communicate swiftly and will distribute to the entire people world wide. The world is under globalization which will impact on every country in the world to reengineer their socio-economic, political aspects in new characteristics, at world level, country level as well as at small social level wherein Thailand will receive this impact in its different aspects as follow.

Business aspect: It will enable modern management, to reduce production cost, producers and consumers can communicate directly without having to pass through middle man.

Mass media aspect: New technology will create a variety in searching for information and can distribute news widely at the same time.

Educational aspect: There will be network of data/knowledge which everyone can have direct accessibility. There will be self-study to insert in school system more increasingly, or one can have self-study in the office or at home.

Structure aspect: There will be an increasing liaison between people and organization. Communities will be stronger and the society will have more bargaining power. Power of the centralize government will reduce.

Cultural aspect: There will be an increasing distribution of other location's culture and culture from various societies in the world. There will be international culture which will spread the influence to local culture. One has to conserve the local areas more increasing in order to protect globalization current which has good and bad things mixed. Thai culture will have to select and prevent bad things which may be a challenging disaster and have measures to prevent a problem to happen.

Good points of the visions: There will be an inducement to co-operate between countries in various economic aspects, i.e. establishing World Trade Organization and
Regional Trade Group to balance power which is expected to create stability and justice in economy. Globalization will create a pushing force on international value, i.e. democratic value, human rights and environmental value, etc.

Bad points of the visions: At the same time, globalization will create a strong competition. There will be a defeater in world society. In this case, it will not be able to remedy poverty problem, hunger problem and illness in developing countries. Globalization will create extension of economic influence, squash small countries which has less bargaining power. There will be craziness in race. There will be conflict in culture which wills disaster which threatens peace in various groups of people. Overseas entertainment business will create materialism, consumption as well as extravagances. There will be cultural domination.

VISION OF THAI SOCIETY

As Thai society being an open society, globalization is bound to influence in a good as well as bad way. As results of this the great influence on economy, trade, finance, politics and social/culture, are found and Thai society has to select and bring good thing to promote/support Thai society. At the same time, prevent and avoid threatening disasters. It has to select opportunity which has strong base to remedy the weak point, reduce the risk and avoid threatening disasters.

Thai society is based on some strong points of society in many aspects. The important ones are being:-

- Stability of state, nation and society in general which has been independent for more than 700 years with the king as central power.
- Thai society is an open society. The characteristics in total are friendly.
- 60 millions populations are to some extend a suitable size in the world of agriculture, industry and service.
- Thai language is native and national language. Growth rate of population is 1.3% per year which is higher and the increase in population should be reducing to 0.5%.
- Economy has good stability at macro point of view. Economic growth is good, but there are some problems on distribution.

- Religion point of view. Buddhism is a national religion and other religions are not conserved extremely.

- Science and technology, although inferior, but they can be developed further.

Some weak points in the society are observed, especially during the past three decades.

- Social condition in general needs to be improved, especially family institution and weaker sections of the community.

- Environment is dilapidated, but it is in the condition that can be improved and revived. If there is a measure, it can be improved within 2-3 decades.

- Distribution of economy needs grate improvement. There are poor people in the rural areas and town communities are densely populated.

- Manpower in science and technology is minimal which is insufficient to cover economic growth.

- Education of people on the whole is still low. Development in knowledge, research and technology is still weak.

- Culture, religion and regulations need a lot of improvement.

If it aims at developing the strong points and remedy the causes of problem or weak points aim at policy guideline in an attack manner in the light of new opportunities being created in the area of new technology and distribute its use widely, it may develop in an expected way. The new opportunities are:-

- To extend business to international trade level increasingly, by using advantage in geography which Thailand has in this world as centre of density of population in South-East Asia, economic and financial stability, i.e. industry which integrates production, service, air transport and other routes. Thailand also has labour force which is ready to learn and can be trained.
- The state of being centre of South-East Asia, Indo China, Southern China and Myanmar.
- Increase capability in competition and co-operate with other countries because Thailand has a base and has strong private sector.
- Raise the level of ability in education, science and technology.
- Raise the level of rural status and communities to a strong one, raise the development of rural areas and cities both physically and culturally, raise the knowledge/local intelligence and science, i.e. create ability from resources, conserve animals and crops as well as other living things.
- Being centre of idealism, maintaining sufficiency between socio-economy and environment by depending on Buddhism and Eastern philosophy as a main point, blending together between human and human and human and environment.

According to this idealism and in the context of future which one visualizes, vision of Thai society is desirable in the future ought to have characteristics in such way that it is a society of knowing the world, knows how to complete and knows how to co-operate. It is a capable society having rules and regulation, having morale on religious philosophy, having freedom, justice, kindness, people are happy, warm families, strong communities, the society is peaceful, economy is well-balanced, the environment is long-standing, people respect the human rights, the country is stable and peaceful with neighboring countries and world friends and have peaceful harmony with nature.

If looking from principle context in socio-economy, culture, environment, political administration, science and technology, Thai society ought to develop in 4 integrated directions which may be summarized as follows:-

1) Economy aspect: aims at maintaining stability and at the same time distribution of economic achievement throughout the country. Create opportunity of advantage by competing. Learn how to complete and know how to co-operate. It should open the gate towards trading with Indo China, Southern China and ASEAN group, extend and open market in the Region. Develop basic structure in order to develop into centre of
developments, i.e. agriculture, industry, agro-industry, trade, finance, telecommunication, tourism, education, culture, conference/convention, public health, etc.

2) Society, culture and environment: These three aspects are to be developed together with economic development. The aims should be to make society self-dependent in the areas of conservation of natural resources and environment and preservation of its cultural heritage and religion. The main characteristic of Thai culture is their family structures which know require to be developed. It has to learn how to accept adjust and apply the new cultural traits coming from other societies. Thai society will have to adjust with the modern one, for its benefit and become a learning society. There is network to raise different parts of society, develop conscience, take care of benefit of the whole, follow rules and regulation, accept in reason, maintain the criteria of society, and have morale in working as a team.

3) Politics and administration: receives to be reformed and adhere to benefit of majority e.g. helping in supporting capable and good people to act as representatives. It should select leaders who are far-sighted to lead the country in competition and to cooperate at an international level, economy and trade and have to develop mechanism of government system to a small, handy and efficient one for decentralize government power to the local government. Let the local communities decide in order that they could depend on themselves more increasingly. So that it can create strong-ness in order to develop potentiality.

4) Science and technology: Thai society must have science as a base in creating and utilizing technology, must know how to select and apply technology to correspond with culture and make it suitable with environment. So that it can create and develop technology to respond to the development of town and rural areas to rise with one another which will lead towards self-dependence of the country. It must produce and develop manpower. It should promote and support research, support intellectuals in order to develop knowledge which raise skills and international knowledge so as to use as base for developing the country.
VISION IN EDUCATION

According to the context of future which has already been summarized, human beings are the heart of development because human are the people who indicate direction and implement the development and is the one who gets direct results from being developed. At the same time, it is impossible to separate the person from family, community, country level society, world level society and nature. Moreover, a person cannot be separated from economic system, society, politics, culture, science and technology as well as environment.

In total picture of development, one has to consider about vision with various angles of every part of component which human has to learn. But in this text, emphasis has been specifically, on the human and education.

Education must aim at developing potentiality of learning, at both physical and mental health levels, must aim at developing family to have love and warmth, aim at creating strength of community, uniting manpower to become self-dependent and developing economic, social, cultural and environmental aspects in the Thai society.

Arrangement should be made to study a variety of subjects in a continuous way. Let each one learn throughout lifetime. Must support mass media jointly to promote stability and progress of the country must be education which is "moderate enough" in integrating various characteristics coupled with human resource suitably, that is, sufficiently between:

- The state of being leader and follower.
- Ability to work as a group and work as an individual.
- Ability to compete and learn how to be "self-sufficient" and provide cooperation.
- Importance of modern technology and the related skills.
- Ability to select traits of foreign culture with a connection to conserve and develop the uniqueness of Thai culture.
- Learning in order to develop states of work culture learning in order to feel 'proud-ness of learning'.
- Learning intensively and 'knowing extensively'.
- Learning through media or "equipment" and learning about 'how to get in touch with human as humanities' and 'gets in touch with nature'.
- Learning about internal and external control is related with the awareness.

Strategy: From this attitude, the total system of education will have to be reformed by mobilizing manpower from every part of the society to support education and learning by people by aiming at 4 principles of strategy:-

1) Accelerate the extension of basic education in a qualitative way so that people can have accessibility and have the chance of developing in potentiality: Aim at creating basic quality of the people throughout lifetime.

Inspire of the fact, as the statistic of 1994 A.D. shows that the government could manage to get 97% of the children enrolled at primary level, out of which 83% could continued up to grade six and entered into grade seven, but the number of children who either could not been enrolled, or dropped out during the process was found as high as 400,000. Figures must be accumulated. These children will not natural be able to get good occupation. In addition, nearly one hundred thousand pre-primary children could not been put in a daycare centre to prepare themselves for schooling. If they have not been put in daycare centre to get ready for schooling, naturally they would not be socialized. Those who are in labour force or Thailand at present has only 3.9 years of education as compared to neighbouring country about 5 years and developed countries about 10 years. Under the circumstances, it can be said that Thailand will not be able to keep pace with the world. The quality of education is also not that high standard which can correspond with raising standard of the communities. Entrance examination systems of Thailand allow very small number of pupils to be able to continue their study.

Principle strategy, therefore is, that the government will have to accelerate every part of society to unite power and prepare for education, beginning from father, mother, family must train children. The government must support private sector, to help for preparation for education to the handicapped at various levels. The government and schools including universities should reform entrance examination to study in many
branches. Curriculum will have to open wide. Give opportunity for the communities to participate in preparing curriculum and help to direct the curriculum to correspond with the way of living in each local area. The government will have to reform teachers' earnestly, aiming at creating incentive, in order that the teachers might be able to adjust their roles to face with the condition of future world. Teachers and administrators of education will have to co-ordinate suggestions on curriculum from the local areas, so that each person can study. Mass media is an important source to assist and promote learning throughout lifetime.

2) Increase capability of Thai society to competing and co-operate with neighbouring countries, aiming regional at stability and progress of Thai economy in world perspective.

According to present condition manpower in science and technology of Thailand is insufficient and the quality is weak. Majority of Thai labour force still lacks in skills of high and medium level. Production structure of the country changes from agriculture to industry increasingly. Business service has grown but still lacks manpower in volume and quality. Research work and development in the country still has not been supported sufficiently, therefore, the country has to import technology and 'capital goods' of high technology costing more than 300,000 million Baht a year.

Both government and private sector will have to accelerate in producing science and technology aspects of manpower as well as necessary aspect for extending service sector. At the same time, one must not forget necessary sector, which is, knowledge in Thai basic culture. As for private business, current labour force has to be trained in higher skills. The government and private sector must help in promoting research and development increasingly by emphasizing in reducing production cost, take care and maintain environmental quality, learn about one's own-self and about other people, learn about fellow traders and competitors. For this an important in quality of science Math teachers at junior and senior high school level is needed. Preparing curriculum of teaching English and foreign language are must, making provision for students at secondary level to learn to use
computer, and Internet. Study at Master's degree level and Ph.D. level in different branches must be accumulated.

3) Promotion and development of family role: strong-ness of community, religious institutions, social institution, all aim at creations of intellectual and balanced development.

Development of body economic of the country during the past three decades in macro point of view is satisfactory, but lot of social and environmental problems seen as a result of that developed migration is one of them. Parents have to migrate into the city for employment, leaving their children with grand parents in the rural areas. Unity of community thus had decreased. The community in the other hand is unable to look after the environment.

Mass media can help to train parents, children and youngsters. Government may increase opportunities of employment in the rural areas. Support strong-ness of community. There are a lot of community leaders who help and support learning, raise standard of living of communities. The government, private business, technological circle and private organizations, public must joint hands together to create strong self-dependent community. Help to look after resources and environment. Strong-ness of community and education does relate. Every part of society including religious organization will have to join together and help to create strong-ness of community, joint strength to create education, teachers and administrators. One must help to co-ordinate in order to create joint study both in educational circle and community.

Reform of administrative system and management in education

The reforms aim at efficiency and effectiveness of management with education.

The important problem of Thai education is that of lack of inefficient administrative and management system. The power is with central government. Decision does not correspond with variety of things in the local area and decisions are normally not taken in time. Also, future education by nature includes the whole life aspects. In addition, education has a broad meaning father, mother, family, temple, social institute, mass media and Internet all can impart education. School is not the only agency of education. The only
broad system throughout the country cannot respond to the need. If administration and management are inefficient in nature only it may not become effective.

Government must decentralize power in education to the local community. Provide suggestions for curriculum and to care about its implementation in the schools, of various parts of the society, education, and training. Private sector can prepare education and in many cases, can arrange more efficiently than the government. Therefore, the government must provide opportunity for private sector to shape education, modify the control, the rules and regulations. The government merely takes care about the standard of education and specifies proportion as principle axle for producing teachers. At the same time, every part of society also has to help in shaping education, by not only establishing private school, but by providing fund education, sparing certain parts of business for training, arranging exhibition of education and study, etc. Mass media also has very important role in shaping education.

2.5 EDUCATIONAL REFORMS IN PAST

Education reform in king Rama 5's reign

The reign of King Rama 5 is called the age of reform or the age of modernization, since many reform tasks, such as the liberation of slaves, establishment of Privy Council, council of state, and reform or arrangement of modern education took place during that period.

The factors that determined the reform of education are as follows:

1) Western Colonization

Following industrial revolution in Europe, there was an increase in colonization for the purposes of raw materials and readymade product sources. The western colonization in South-East Asia began in the reign of King Rama 3 and King Rama 4, and was more apparent in the reign of King Rama 5. This Western colonization was a great damage to Thailand. Therefore, Kings Rama 4 and 5 implemented many changes to modernize the country. King Rama 5 saw the essence of education as set it as the first priority so as to reform it.
2) Intellectual and Western Ideas

European merchants, adventurers and missionaries in Thailand spread western ideas and knowledge, such as medicine, science, universities, publishing houses, newspapers, etc. This brought some impacts and changes in Thailand. There were the establishment of publishing house, newspapers, and distribution and publication of Thai books. There were also talks about university plans and establishment in Bangkok in order to educate Thai youths. These changes reflected the influence from both western ideas and their people.

3) Overseas Experience of King Rama 5

From King Rama 5's overseas experience, came a diversity of changes in the country. Education, especially, always arose to the better: for example, there were establishment of school for the study of language and western technology, the study abroad, the study and analysis of education arrangements in various countries for Thailand in 1898, the expression of opinions about Thai education arrangements such as the arrangement of Siam student's education, provincial and regional education, and special meetings on national education arrangement. All of these ideas resulted from King Rama 5's overseas experience.

4) Liberation of Slaves

King Rama 5 was aware of the abolition of slavery, and with his great wisdom the liberation of slaves was accomplished in equality and competency. However, he viewed farther that the slaves must have something important for making their living, i.e. the education. He therefore developed the schools for them, enabling them to have ways to make a living and to be recruited in public sectors.

5) Desire for Civil Service Enrollment

This factor was a result from the age of adaptability and changes in Thailand. Civil services needed knowledgeable people for their extended branches, especially in the reign of King Rama 5. Therefore, he established schools for civil services, both general and specialized schools, e.g. schools of atlas (map), agriculture and law.
EDUCATIONAL REFORMS STRATEGY

System Reform Strategy

1) Specific sections for educations arrangements were established by means of the establishment of Education Department in 1887 and by transferring schools at that time to this department, thus creating the system of education form then on. In 1889, the Education Ministry was established.

2) The education was extended too many provinces, thus decentralizing the powers and responsibilities to localities. Many supportive ideas for such extension are as follows:

- To adapt the education to the existing situations,
- To provide the education in monasteries, assigning the monk a role of teaching arrangements though four aspects of knowledge, i.e. literacy, figures, occupations and morals,
- To set step-by-step process of education, by aiming at the big city first and setting up royal schools to be the models for other monastery schools or general schools in the city,
- To let the city governors support and closely supervise the education in big cities, taking care of teacher’s attention and advising citizens to send their children to schools,
- To let district and village chiefs advice citizen to send their children to schools and
- To encourage monastery schools to operate further by means of the adequate funds, indirectly by the supply of study material in nominal fees, and by regularly examining student’s achievement.

3) The parents were assigned responsibility for their children’s education, school search and tuition fees.

4) Primary school fees were charged so as to relieve the government’s burden and to extend the education.

5) Education in the country was enhanced to have good standards and broader
extension, self-help and reduction of outflow of students to Europe since there was still some defects of such outflow.

6) National education for all Thais was attempted to provide the equal opportunity of education by setting up all classes from primary to university levels, creating equal opportunity for both males and females.

7) Educational plans were arranged as guidance. Two categories were set up: general education-for general people to be good citizens and special or technical education-for those who wanted to get specific job including civil services.

**Course and Teaching Reform**

Course and teaching reform was carried out by the following means:

1) Modifying the course, by having some courses in common in order to guide the study in the same pattern,

2) Adding some new subjects in primary courses, Instead of only the study of reading, writing and mathematics, the moral study was added along with geography, history, science, arts, music and language. These new courses were very flexible since they depended on teacher's abilities to teach whichever subjects they could. More so for that teachers must perform a good role model for their students,

3) Modifying textbooks,

4) Translating into Thai or creating in Thai the texts so that the learners could easily and comfortably study, thus more broadly extending the education and saving the study costs.

**Teacher Reform**

Teachers were reform through these means:

1) Method of teaching

2) Spirit of education

3) Decentralization of educational responsibility
Education Reform after the 14 October 1973 Change

Educational Equity

1) The government must conduct compulsory education, giving everyone the equal opportunity of education, regardless of sex, race, religion, economic status, and location.

2) The government must set up educational funds for the poor.

3) The government must support both urban and rural education.

Education System Arrangement

1) Setting the system of school entrance and school leaving, for further educational experience outside or for necessary and comfortable occupation of the learners.

2) Providing the 4 levels of education: compulsory preschool education, compulsory primary education, secondary education and university education.

3) Making a 6 years primary education programme, 6 years secondary education programme divided into two 3 year periods. The length of programmes can be flexible as necessary and according to each learner's ability.

4) Changing the school system pattern from 4+3+3+2(3) to 6+3+3 attempting to finish in 6 years from 1978 to 1983 and spending 3 years in the first period from 1975 to 1977, which was the period of course and text transformation.

5) Providing and promoting extracurricular education to a broader extent in various aspects corresponding with the interests, necessities and needs of the public majority outside school, by not being restricted to the school system.

6) Other than the school systems both inside and outside school, special education including welfare education and specialization was also provided.

Content and Learning Process

The content and learning process were arranged in order to respond to the educational objectives of each level and type by going together with the favorable ways to the educational aims, abiding by the following 3 principles:

1) For the arrangement of courses, contents learning process, and main study
texts, the municipality would arrange the structures and main contents and the locality would be free on plotting the details and adapting the texts to local conditions.

2) Setting of the steps of contents, learning process and texts ought to rely on age, experience, real-life needs, and modern technology comprehensiveness in primary education.

3) The leaning process must encourage to find their own abilities, self-confidence, thoughts, deeds and job experience consistent with real social conditions, so as to bring their learned knowledge to improve their job performance.

Teacher's roles and status
Teacher's roles and status were reformed through the following means:

1) Improvement of teacher systems to the desirable quality and amount of work.

2) Increase in training of regular teachers to meet the education reform guidelines.

3) Fade-out of evening class teachers and course series examinations, and fade-in of regular teacher training, to make teachers improve their work.

4) Production of experienced local teachers with favorable habits and characteristics.

5) Short-period training for specialized teachers to help to teach in secondary classes.

6) Motivation for becoming a teacher in remote areas.

Private Education
In long-term, the private education arrangement was the responsibility of the government, in order to make a complete compulsory education system the constitution as provision. Private sectors were invited to join the arrangement, but they had to do with the non-compulsory, non profit education under governmental supervision.

Education Management System
Policy along with local and central authority solidarity and decentralization were promoted, abiding by the principles of people participation for the purposes of job characteristics and effective management consistency.
Educational Resources and Investments

Various resources from the government, private organization, and educated people were utilized and arranged to increase the educational effectiveness.

Education Laws

Consistent and unique structures of education laws were created with the context that contributed to the success of education reform.

Reform of other systems and structures

Several systems and structures were reformed to make the desirable social bearings and the success of the reform, as described in the following details:

1) Improving economic system by encouraging agricultural development, redistributing incomes to localities, promoting cooperatives and applying industrial development to agricultural development.

2) Promoting democratic government, especially the local government, to give local people the autonomy to operate in their areas.

3) Promoting bureaucratic reform, to satisfy social and public needs.

4) Clearly defining environmental policy.

5) Promoting and supporting public policy.

6) Clearly defining policy of educational mass media.

7) Clearly defining policy of people of different cultures.

2.6 GLOBAL EDUCATIONAL REFORMS

Necessity and Rationale

Education is an essential process to develop people to their full potential in many respects, such as wisdom, physical and mental conditions and emotions, from the first development of childhood until maturity, which helps produce occupations and incomes, which make a good living for each individual, family, community and society. This leads to the peaceful innovation and development of society and country as a whole for all their life. Hence, education is an important tool for laying the social foundation, innovating,
progressing, thriving and solving a wide range of social problems, from individuals to their families, countries and the world.

For the present circumstances, Thailand has become a member of globalization like many other countries; the forces of globalization drive many changes to Thailand inevitably, especially resulting from high technologies of communication. Apparent cases in point are the changes in economy, society, culture, science, technology, politics and administration. Thailand has a significant economic growth so far as a consequence of industrial expansion and modern services. The recent national development has aimed at general economic growth of the nation but that led to the problems of income distribution, and social problems such as rural community collapse, family rift, family and social inequality and environmental problems, which came from the lack of balance among economic, social and environmental development. All of these have to be resolved rapidly so as to lead to a future permanent development.

Over and above mentioned about forces, some other forces have inevitably brought Thailand into international competition to encourage Thailand's competitive potential and permanent stability with Thai uniqueness and dignity, Thai human resources must be rapidly developed. As such, the development of human resources is vital to the country, as seen in many countries including the successful Japan, with its quality citizens developing from good education. Therefore, education is the only tool for developing a person to his full potential and quality.

Considering pass education system, Thailand has made a favorable success in quality and quantity. However, people still have inadequate knowledge. Education, therefore, comes as a procedure to prepare and guide Thai people and the country to the modern life path permanently and to the global update. Accordingly, the government has to expand compulsory education up to the 12-year system in the near future.

The increasingly complex problems of life, environment and rapid global change currents, both constrictive and destructive, which result from globalization, are alarming of the need for urgent reform of education. (Global Study of Thailand, Thai Farmers Band 1996) Looking from the past success of education arrangements, the solutions to the
existing problems or the satisfactions with the success are not virtually adequate. (The office of National Primary Education Commission, the 8 the national education development plan 1997 – 2001 : 2) The policy of compulsory education expansion reflects the inability of system and managerial process to tackle those problems. Consequently, there needs to be the modification of education by means of reform, which denotes the improvement and rearrangement of the whole education system.

The current of change in globalization due to the progresses in technology, data, information and communication leads to the exchange of information, society, politics and cultures. National economy that brings various countries to get involved inevitably. Thus, the preparation of citizen's equalities is of the essence in civilized countries.

The Thai past education system has made an adequate progress, but within the strong current of global change and surrounding critical social problems such as weakening bureaucracy, lack of creative and innovative ideas, broader financial gap, rural community collapse, family rift, social inequity, etc., the present education system is unable to support that quantum leap of change any further. The education system in Thailand, accordingly, needs to be improved to keep pace and catch up with the civilized countries.

The improvement in education system so as to support such global change cannot be made step by step as present. And the government has made a policy to extend the compulsory education up to 12-year pattern in the near future. Consequently, education needs to be improved by bringing reform which means a systematic modification of the whole education system.

Education reform is the development of education quality so as to raise the citizen's quality levels. Its aim is to develop the education quality to the excellence by the year 2007.

**Concepts of Education Reform**

1) Site-based decision making or school-based decision making.

   - This concept gives the schools the freedom of decision making by placing an emphasis on the student's benefits.

2) Profit Centre.
This centre is a type of school which aims to raise the student's quality and standard, in order for them to be the powers for economic and social development, and to live in a highly competitive society, and then, at the same time, have to cooperate together in these international worlds.

3) Participation and Collaboration.
- This concept rests on the belief that education is of the public property not just a monopoly or responsibility, of a person and group of people.

4) Decentralization.
- Decentralization is a distribution of power to those close to the educational institution in general e.g. managers, students, teacher, and communities. It is believed that whoever are close to the education or those who are at stake or educational gain and loss are most able to cope with the education arrangement as preferred by learners and teachers. At that, they have to know how to sacrifice their decisions at the operational level which is their education place.

5) Accountability.
- In order to make a success of education reform, the participants must be responsible for promoting the reform together, importantly, there must be the specifications of roles, managerial functions, responsibilities of teachers, professors, educators, and communities. These responsibilities must be able to be assessed for their success, in order to guarantee the quality of education.

Content of Educational Reform

The education is reformed in order to obtain the following attributes:

1) Suitable appearances and study climate of education sites, through the specifications of basic learning and teaching standards, buildings, study equipment, decentralization, etc., by consideration of cost-effectiveness together with effective operation.

2) Professionalism of teachers and managers through student based teaching, with student's creation of knowledge and teacher's support.
3) Reform of courses, learning and teaching processes. Development of technology libraries so as to meet the educational aims to bring the education to the excellence by the year 2007.

4) Reform of managerial aspect of education system. By means of decentralization of decision making process to those close to the education as such as schools, teachers, managers and parents and their participation in the process of decisions making.

The ministry of Education has set 10 principles of education site arrangement in preparation for the full reform, described as under:

1) School administrators, principles, head teachers, and directors must have the conscience for change and development, and the rise of education standard level, to meet social recognition. The administrators should regularly work at their education sites so as to supervise the performance and keep it in good order.

2) School climate and environment must contribute to happy learning and teaching. Emphasis must be placed on natural learning and teaching as well. Students should get hands-on training and should be inspired with the senses of cleanliness, discipline, generosity, love and unity. The school should be provided with relaxing shaded areas, water sources, ponds, no dust, and no pollution.

3) School must be ready for study and must have large school charts, classrooms, libraries, laboratories, computer rooms, and sports fields, all of which are appropriate to the school locations.

4) A complete set of school equipment must be provided purchased at fair market prices, for the maximum utilization and school benefits.

5) A full complement of teaching personnel must be provided. In case of insufficiency, their must be a replacement with retired personal, local intellectuals, and specialized people for helping the teaching functions, or their must be a remote education system through the satellite.

6) Local organizations must participate in the arrangement of education, whether in
technical or managerial aspect. They must, for example, set the courses to match the local needs, such as the needs for English study in primary classes, agricultural study, construction, and electricity courses, etc.

7) Tuition fees and traditional fees for education must be charged, so as to improve the education sites and to have a complete supply of education equipment. Exception to such fees may be permitted to poor students. Rewarded pay is granted to the students who make development, practice, or who have job training, all of which produce income and give benefit to school, examples of this are vegetable planting, poultry rising, fish feeding, etc.

8) The participation of groups of people groups or communities in resource search is promoted, so as to encourage the administrative functions, educational arrangements, teacher's welfare such as accommodations, rewards overtime pay, extra-tuition fees, training costs and also to pay off the teacher's debts.

9) Study outcomes must be assessed and evaluated with emphasis on the products, which are student qualities, as arranged in the course.

10) Schools must be approved by parents and localities of the quality and standard.

Operational Guidelines in Accordance with the Education Ministry's Policy of Educational Reforms

The word "reform", as defined in the New Model English-Thai Dictionary, means "appropriately improve". The education reform, therefore, is the improvement of Thai education in consistency with social needs, technological advances and socio-economic conditions, through selection, maintenance, and change or addition to the past usual ways.

The Objectives of Educational Reforms

1) To raise Thai education standard of quality to the international level.

2) To campaign for the continuous 12-year school system of education for the youth.

3) To bring Thai education to excellence by the year 2007.
The four aspects of reforms

1) Reform building and environment.
2) Reform personnel development.
3) Reform curriculum and instruction.
4) Reform system of educational administration.

Guideline for reforming Thai Education in Globalization Period

Principle/Suggestion Guideline/Assumption

Learning in a right way and preparing education in a right way is the final aim of development. Human society will be progressive or be backward is dependent on the capability and potentiality in learning in such society. Any society which is closed society (close system) and is unable to learn and adjust (in a right way) itself, such society will day by day begin to go backward. History of nations is witness of the truth. Roman kingdom which was the most progressive in the ancient time has gone backward and finally collapsed, because that society and society leader adhered to the old belief which in one era used to bring progressiveness but in another era bought in dilapidation (ruination). British empire was just the same, believed in the value of education in 'high society British' pattern which at one era used to make England great, but in another era, may meet with problem in individual level. History normally has seen this appearance. Whoever keeps closing his own eyes and era and not learning about new things in order to adjust oneself, that person will finally become 'dinosaur'. Therefore, learning throughout lifetime and preparing educational system throughout lifetime is a guideline which has long-term result.

Hence, preparing the correct learning system and preparing the correct educational system is the most important guideline in practice.

Problem in preparing education in the present and future time is not constraint in budget as an important point but it is used of budget and correct and suitable allocation of budget and the important thing coupled with it is obstacle originated from suggestion guideline in administering.

Constraints in budget and manpower used to be important obstacle in developing the country in the beginning era. Every country which is in beginning stage will have this
problem. But when it comes to a certain period, such as, Thailand where there is 8% of economic growth in total picture, the national income which has increased ought to be sufficient for use in preparing education, if she is able to find method for correct and suitable administrative management.

1) The administrator is aware and understands the principle of efficient administration and considers that the existing budget must be used in worthwhile manner, knows how to economize budget or use similar amount of budget but producing output more than usual. For example, small-scale primary school which has 30-40 pupils from primary grade 1 to primary grade 6. But arranged without thinking in efficiency, 6 classes will be arranged with 1 teacher in each class without counting the headmistress, there will be 7 teachers for 40 students. An average 1 teacher teaches 6 pupils. If arranged in this way would be a great waste of resource where it concerns salaries. If it were a company, it would lose badly. But if is arranged it, train the teacher to use teaching method and technology in teaching, 2 teachers may be used. One teacher teaches primary 1, primary 2, primary 3 by having 20 pupils, another teacher primary 4, 5 and 6 by having 20 pupils by using "Multi-graded teaching", that is, to teach many grades in one room. The wall of the classroom may be demolished and make it an "open classroom" with 3 groups 3 levels. In training the teacher to teach in "Multi-graded teaching", it is to increase efficiency to the teacher and increase teaching fee by 30-40 % is more economical than engaging 6 teachers. This is a tiny level of administration and budget which considers about efficiency principle as an important point.

At Departmental and Ministerial level, this efficiency principle is used as a guideline for administering education. Therefore, there ought to be small working units and expert to analyze throughout the time as how to merge the working unit together with another one so as to cause efficiency as much as possible.

2) System and process in allocating budget and controlling expenses will have to be considered throughout the time as to how to arrange to encourage the working unit to economize money and search for external budget. In certain countries principle of "Matching Fund" is used, such as, if the local area or educational place can seek "X"
amount, the Government's Budget Office ought to give an “X” amount. This is to persuade such working unit not to remain by doing nothing or wait for budget from the Budgets Bureau only. This “Matching Fund” system may not be suitable for every aspect, every level of education. It may be suitable at under-graduate level or local organization if power in preparing education is decentralized to the local areas.

However, “Matching Fund” system or “Cost-Sharing” system is a method. In the present time, trend in allocation budget at undergraduate level normally uses “Block Grant” which is general supportive fund wherein there is base for calculation as to how much each university will be given. The rest is up to each university to seek extra fund.

In allocating fund for educational places by adhering to number of pupils as calculation base, it is another guideline to encourage competition and management but it may be suitable for the level higher than primary-junior high school and more.

3) Another important obstacle is suggestion guideline relevant to mobilization of national resource and specification of government's roles which is suitable and corresponding with era.

Suggesting in administering in globalization era has changed in many aspects. The important one being the suggestion guideline which mentions that studying is currently being a certain category of “service goods” wherein the GATT agreement has included in service goods which every country must open more freely. The background behind this suggestion believes in economic remuneration that it is very high from administering occupational education and undergraduate study. President Clinton once has proclaimed that income of future Americans are dependent on individual's education. The more students study in the sector required by economic market, the more they will earn, i.e. telecommunication, etc.

In Thai society during the past 2-3 years, it will be seen that foreigners are interested to invest in education, specifically undergraduate level and universities domestically began to open programs taught in English more increasingly. It is to open service business to the nation. Administrative management will aim at being self-dependency and do not depend on Government budget. 70% of undergraduate in Japan and South Korea study in private
institutions where expenses are high, the government may support in school fee and give loan.

The researcher does not want to believe that study is "goods for service". The researcher still looks at study as benefit of the whole as much as personal benefit. The person who receives benefit from study, apart from students themselves, the government and society too will obtain benefit. But there is condition that it has to be real education and not training on occupation and skill on occupation alone. Therefore, the role of government is still very important and what is also important is the role of government who will have to promote equality of opportunity in education as well as justice. The government must help the handicapped people. The government still has important role in creating manpower resource in the branch where mechanism of economic market does not send/indicate precise signal, i.e. teachers-lectures in mathematics, science, musical art, etc. These occupations of teachers of not have high economic remuneration in accordance with market mechanism in the present time. The government must create market mechanism in the pattern of "Social Market" by creating special incentive or by interfering in this aspect more increasingly.

In summary, in order to mobilize resources for the nation in the most efficient way, it is necessary to integrate principle of market mechanism, free economy as well as principle for interfering by the government. The government considers that this is necessary. Application of this principle for use is to promote private sector to prepare occupational level (vocational study) and undergraduate level in the branches required by the market. At the same time, the government turns to supporting education by helping the undergraduates and pupils who are necessary and handicapped by giving study fund and a loan without charging interest. In addition, the government ought to take interest by giving direct support to basic study, creation of teachers-lecturers at every level of study, promotion of research and creation of knowledge organization in the state's undergraduate institute, as well as dumping money for master degree and Ph.D. degree more increasingly, etc.
4) Decentralization of power or responsibilities for spread of education in remote areas should be increased.

To make services more efficient most apparent constraint is the power decentralized the proper guidelines is need to be framed carefully, because in the countries like Britain and U.S.A. where decentralization, their problem, it is found, is to control and maintain the standard of quality. Therefore, Thailand has to consider about guidelines to maintain quality and national standard as well as guideline for decentralizing power/responsibilities to the local areas.

Decentralization of power/responsibilities to the provinces and local areas, if prepared un-thoroughly, can be inefficient, however, in making people role oriented in systematizing education, will require to create potentiality of the leaders of Thai society at large. This aspect of profit may compensate for inferior quality and efficiency. But if preparation of system is good, it may obtain the quality, efficiency and potentiality/expertise of leaders of the nation at large.

2.7 ASPECTS OF EDUCATIONAL REFORMS

Reform of the System and Learning Process

Framing of aims based on philosophy at every state of education is the heart of human development. People are the unity of socio-economy and politics. If the human is developed only as an economic animal and is unable to create the state of being human as philosophized in Buddhism, the educational system, it is assumed, is bound to be failure. Hence, creation of human in its real sense as a high spiritual being is the final aim, while creation of human in economic and political aspect is a secondary aim.

Learning process at everyone has to emphasize at developing human both psychophysically and spiritually. Specifically, intellect has relationship with the mind, and visa verse. Clean mind with concentration leads to intellectual level. Trained intellect leads to higher state of mind. As regards intellectual, its common meaning is training the pupils to practice analyzing, understand macro principle and see the relationship between macro point of view and the facts at micro level, such as principle or democratic guideline
comprising of human rights, principle of public opinion (real) and principle reason (scientific), principle of benefit of the whole and part. This is the important principle. Nation not does without it. As regards other principles, they are secondary principles, i.e. election, decentralization of power, assembly system. These are secondary principles. If there are small principles but there are no important principles as mentioned above, it will be democracy which is not complete.

System of learning and teaching in the present time may emphasize little on analyzing. The curriculum has aimed at this. In promoting the teachers to prepare teaching plan has also the same aim. Learning/teaching at primary level-junior high school level has these things but teaching system where they have selections normally destroys creative minds and independent thinking of pupils, therefore, teaching system ought to be improved.

Reform process of this learning/teaching has to look at the aim of teaching at each level, measurement of result, evaluation, how the teacher performs work and how to develop teachers and administrators to promote technology.

As regards the promotion of knowledge, there are several questions are printed books available sufficient in Thailand in another are text books prepared and translate from other languages as per the demand because to enable the students think creatively and enhance their research attitude the availability of books in the Thai language itself is most needs. Thai students cannot read textbooks written in language other than Thai and textbooks, it is observed in Thai are not available sufficiently, it is obviously necessary to get books translate in the next 10 years, as is being done in Japan and many other developing countries.

In reforming system and learning process, there ought to be regional level centre to examine learning/teaching system as to whether it is in accordance with the objectives laid down in the national plan.
**Reform of making education life centre**

In the time of globalization, school system has to prepare students to enable to adjust one with new situations in the future. In rapidly changing society man will have to learn and renew himself rapidly. Technology changes rapidly, way of life change in the light of socio-economy and politic changes quickly, therefore, life long education has its own value to be realized by the Thai system of education.

The problem is how to make education life centre, life orient. The society in Thailand, it can be said, is in search of the solution for the 100 years.

**Slowly fumble for answer**

The first step in this direction should be to prepare short-term course curricular keeping in mind the need of students. Such short-term courses should frame in accordance to present need of the society. The government will have to regard it as policy to support expenses in investment to every institute which arranges adult education.

Create and extend network for learning by television more widely. Government may invest national level stage system and keep it in tape, television or computer. Similarity Encyclopedia may transform into video or computer system and can be made accessible to all.

Government may create network station to act as source for knowledge similar to gasoline station in order to let people come for filling energy of knowledge for may promote network system for knowledge of the community as has been done by National Board of Education who promoted this system at Burirum Province, Surin Province, Karat (Nakomratsima Province), Chiengmai Province and Songkhla Province.

Evaluation system of knowledge for the benefit in calculating credit and transfer of unit is the measure which has to be arranged in order to give up importance to unsystematic learning, in certain countries, the government is willing to let people use experience in work to calculate into unit with an objective to continue study at Master's degree and Ph.D. degree.
Government will have to promote government institute and private sector to have a role in education, train members or society in his institute. Each institute has its own expertise, i.e. the assembly has a role in give in political aspect of education to the people.

Employment system, both in governmental and private system must recognize the value of training for self development. Giving credit to trainees ought to be arranged in a peruse system, i.e. giving increment of salaries to teacher-lecturer. In Washington, U.S.A. unit subject or hours of additional training of teachers throughout the past 5 years can be used for calculating credit.

These measures are sample to make society learning, society life long education oriented society.

**Reform of Teacher's Training, Development of Teachers**

Teacher is the most important variable factor in developing quality of learning and quality of human being. Teacher personals can be classified into the following categories:-

1) University professors who teach the teachers can be used as master pattern.
2) Teachers who teach in school
3) Personals in educational technology, i.e. Planning Technology, Research whose work is relevant to education.
4) Teachers for adult education, life long education be relevant with distance education system.

By principle, 4th categories have to be developed, but here categories 1 and 2 only are specified. The plan briefly in 5 parts, as follows:-

**Selective system**

Selective system is very important for creating teacher occupation so as to attract intellectual and good teachers to this profession. Adjustment of teaches' salary, progressive system and working conditions of the teachers are the points of attraction for youngsters to enter into this profession. At the same time, teacher seeking progress will have to begin at junior high school level or senior his schools, by selection students with
good marks, have attitude and suitable personality for training by awarding scholarship for education. Selective system must open wide for adults who complete common education line or other occupations to enter into this occupation later, by letting them study ‘Educational Technology’ about a year as an additional subject, selective system for Teacher’s Training Institute should be similar. The system may have to be separated from examination system for entering central part by arranging special additional system, etc.

Training and education system

This aspect has a lot of details, but in general curriculum ought to be adjusted to enable the government to prepare personals for entering on the situations which are varied. Curriculum which emphasizes education in philosophical aspect, humanity aspect as well as psychological aspect is, therefore, important central able. Practical teaching also ought to be improved, especially practical teaching in school, parents teacher system should be prepared precisely and their responsibilities should be clear. There should be incentive system and remuneration. Creating personality and attitude of teachers are very important. Arrangement of dormitory system which has atmosphere of learning, with lecturers/teachers to direct learning/teaching in the dormitory, is the important part of this system of teaching.

Development of lectures of faculty of Teacher’s Training/Faculty of Education

This is very important. Recruiting lectures in Faculty of Education is the most important aspect. In recruiting teachers who have real experience in teaching or if such teachers cannot be recruited, one must arrange for lecturer from Royal Academy of Teacher to carry out research in the classroom at primary level or secondary level. There must be fund for making research. There must be exchanging of teachers between universities and Ministry of Education in order to acquaint each another.

Development of teacher on duty

System for utilization of teacher potential is also important. Whether or not to teacher is good depends on the system of utilization teacher and his development during in-service. For this besides sound teacher-training systems there should be an evaluation
of in-service teachers should be there. Incentive system for teachers may motivate them to develop regularly.

The government therefore should make policies regarding salary, increment teaching position based on qualification, experience and performance along with a sound curriculum. Department which makes use of the teachers have to prepare "On-the-Job Training" also. This is to have guardian-teacher, Master-teacher, teacher-expert on technology and qualified teachers, etc.

Arrangement of Occupation Association of Teacher

Since teacher career is high level occupation which is important to the nation's future. Therefore, establishing Occupation Association according to individual subject is very important, in order to develop oneself in each line. Association ought to be established at district level and provincial level and from provinces; they should join together at national level into 'Federation'. As regards establishment of Royal Academy of Teacher, it may be done in 2 ways. The first way is let the Federation of Teachers in various subjects set criteria for selecting fellow of Royal Academy of Teacher or the second way is let them select Post-doctoral fellow form teachers who have output of research in learning and teaching higher then Ph.D. degree. Post-doctoral fellowship position, which is, quality of membership Royal Academy of Teacher fellow of Royal Academy of Teacher is the highest organization of technological teachers.

Reform of Education Management System

System in administering in the present time is the system which responds to on era of society which to make the government strong, by using principle of law as important principle in administering the country. But when it comes to this era, it is era for competition in economy and technology. It is competition in free system. Therefore, efficient administration and management require different condition. Arrangement of an organization in vertical line is slow and causes delay and inefficiency. Trend of administration/management in the present time wants an organization in horizontal line with short vertical lines. Therefore, division of Working Units into small units, but qualitative with
high technology and performing work in network in linking one another is pattern of modern time.

Necessity to have this pattern of Working Unit is very acute in administrative system of undergraduate level and even in lower level of education. Because production unit in education place, i.e. each teacher-lecturer is not a group of persons which unite together as production section of a factory, wherein an individual person cannot produce anything (in a factory), i.e. car assembly plant, therefore, quality in production is dependent on individual teacher-lecturer has the same standard of basic education (The low standard criteria has really been specified and can be examined). Therefore, administrative system of educational place has to prepare organization pattern in horizontal line with one step of command line only which is headmaster. As for chief of Region, he is 'Primus inter phases', which is, he acts as chairman of lectures in the Region only.

Preparation of suitable administrative of organization with educational places and specifically universities ought to be different from administrative system according to theory of Mag Wember called 'governamental system' in the present time.

Budget system and personnel administrative system of educational places universities are, therefore, not normal governmental system which has to be controlled similar to the control of budget of line item or position system, but 'unit cost' system ought to be used in controlling budget and academic rank system.

Budget source of high level educational institute ought to have variable sources in order to be efficient and free in preparing. There must be own income source, i.e. income from education service arrangement and research, private business sector, income from benefit of 'Endowment Fund' etc.

As for primary-secondary education, actually it has to be as close to the community as possible. Merely to say that there should be a law for decentralizing power to the local areas or to school is not sufficient. There should be a guideline for the community to participate in education at this level, but how must is the community interested in preparing education to their children is the ting to be considered properly. This aspect is difficult to set as general principle; it is up to the local area and the situation. Therefore, the
government ought to extend the support and participation of the community in preparing education widely. At the same time, community has to be developed to a strong one.

The last aspect is reforming administrative and management system, one has to consider about the principle of unity of policy and efficiency in implementation. If there is a preparation of administrative system in order to let educational places take responsibilities of themselves more increasingly and let the local area and the province be preparation unit, in the real sense, administration in the central part ought to emphasize on specifying policy and planning, specify national standard, mechanism for directing and care taking, emphasize on promotion more than taking action by themselves. If such role is adjusted, the government ought to unite three. Working Units together i.e. Ministry of Education, Bureau of Universities and National Education Board Office into Ministry of national Education by distributing manpower and distributing work to the lower level and most of all, to Universities. Or if it cannot unite in one Ministry, it should be prepared in the pattern of Federation of Ministries by reducing work in each unit or get-rid of repetitive work and prepare Standing Conference to co-ordinate work of 3 Ministries, by having a small Secretary-Government office to prepare Agenda of Meeting and report the outcome (agreement). The Prime Minister of Deputy Prime Minister should be Chairman of Standing conference.
REFERENCES

3 Ibid.
5 Ibid.
7 Ibid.