

THE ROAD TO ASEAN ECONOMIC COMMUNITY ON THAI EDUCATIONAL MODEL

Dr.Olan Karnchanakas*

บทคัดย่อ

บทความนี้ต้องการนำเสนอแนวคิดของรูปแบบการศึกษาไทยสู่ถนนเศรษฐกิจอาเซียน เพื่อเป็นแนวทางในการนำมาประยุกต์ใช้โดยรูปแบบการศึกษาเริ่มต้นจากการเรียนรู้ของเด็กปฐมวัย สู่รั้วมหาวิทยาลัย และวัยทำงาน การสร้างองค์กรให้เป็นองค์กรแห่งการเรียนรู้ การสร้างสังคมให้เป็น สังคมแห่งการเรียนรู้และให้คนเรียนรู้ตลอดชีวิต คือจุดมุ่งหมายเพื่อให้คนนำความรู้มาสร้างสังคม และประเทศชาติต่อไป

คำสำคัญ: เศรษฐกิจอาเซียน รูปแบบการศึกษาไทย

Abstract

The article aims to present on the road to ASEAN Economic Community on Thai Educational Model for being the guideline and applicability. The model is started on childhood education to university level and entered the world of work. The creativity in learning organization, learning society and life-long learning were the key success factors for manpower in creative sociality and country as well.

Keywords: AEC, Thai Educational Model

* (PhD. Vocational Administration), Lecturer of Graduate College, Bangkokthonburi University

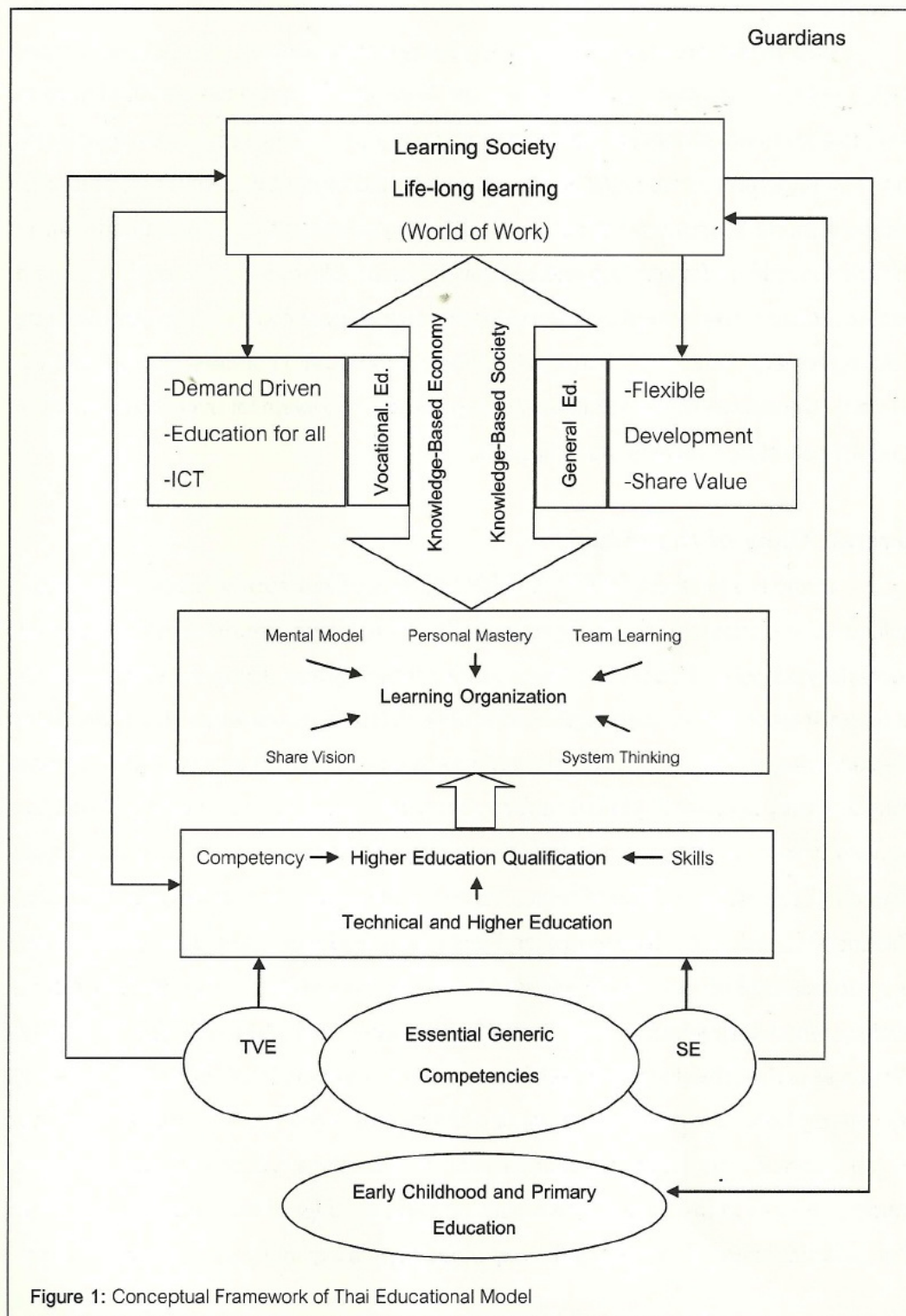


Figure 1: Conceptual Framework of Thai Educational Model

Introduction

Meanwhile globalization had been changed in all aspects including economic, social, politics, information and technology. Because of rapid change, all of sectors would be continuously developed for changing readiness. Thus, human development is the most important factor for all of aspects, and would be started from the education of early childhood. In addition, education is a very important matter for national survival in the whole world, as for learning and self development. Nowadays, schools in Thailand cannot remain at the present position to produce a well-qualified workforce and creating a strong society. Thus, in 2015, AEC would be collaborated. Therefore, the road to AEC on Thai educational model would be setting up as a guideline for overall education in modern period for Thailand, as in figure 1.

Overall View of the Model

In the model of the road to ASEAN Economic Community is that the children will enroll kindergarten in early ages and will continue their study in primary school, secondary school and university. During in secondary school, students will learn partly in technology on preparation for the world of work if they would leave the school. After the secondary school graduation, students could continue in university or in vocational school as they needed or going directly to enroll the international university. From the university level, students should select to study in two categories of Knowledge-Based Economy or Knowledge-Based Society. These two categories consisted of Engineering, Technical knowledge, Medical doctor, Nurse, Law, Political Science and so on. Since they graduated from university, students will enter the world of work, as the learning society, which they spent most of life span in this area. The Learning Society or World of Work area is the area of work forces of the country, they could brush up their knowledge by coming back to vocational school or university, or even to short courses training. In the world of work, after getting married, the guardians will send their children to kindergarten as in the basis of the model, and will be looping continuously and so on. For good understanding it would be explained separately in each category as follows.

Early Childhood Education: Childhood education often focuses on children learning through play. It has been concerned that children learn more efficiently and gain more knowledge through play-based activities such as dramatic play, art, and social games. This theory of playing, children's natural curiosity and tendencies would be mixing in educational lessons. Preschool education and kindergarten are emphasized on learning at the age of 3-6 years old. The terms "day care" and "child care" do not convey the educational aspects, although many childcare centers are now using more educational approaches. The distinction between childcare centers and kindergartens has all but disappeared in some countries that require staff in different early childhood facilities and have a teaching qualification. There are five different developmental domains of children which all relate to each other. They can be referred to as the followings: Social is referred mostly to the ability to form attachments, play with others, cooperate, share, and create lasting relationships. Physical is a development of small and large motor skills. Intellectual is learning to make sense of the physical world. Creative is a development of talents in areas such as music, art, writing, and reading. Emotional is a development of self-awareness, self-confidence, and the ability to cope with and understand feelings.

Primary education is the first stage of compulsory education. It is preceded by pre-school education and is followed by secondary education. In Thailand, it is compulsory for children to receive primary education although it is allowable for parents to provide it. The major goals of primary education are achieving basic literacy and numeracy amongst all pupils, as well as establishing foundations in science, mathematics, geography, history and other social sciences. The relative priority of various areas, and the methods used to teach them, are an area of considerable political debate. Regularly, primary education is provided in schools, where the child will stay in steadily advancing classes until they complete it and move on to high school/secondary school. Children are usually placed in classes with one teacher who will be primarily responsible for their education and welfare for that year. This teacher may be assisted to varying degrees by specialist teachers in certain subject area often music or physical education. The continuity with a single teacher and the opportunity to build up a close relationship with the class is a notable feature of the primary education system.

Secondary education is the second stage of education which follows the primary education. The next stage of education is usually college or university. Secondary education is characterized by transformation from primary education to higher education (e.g., university, vocational school). Depending on the system, schools for this period or a part of it may be called secondary schools, high schools, gymnasium, middle schools, sixth-form colleges, vocational schools and preparatory schools, and the exact meaning of any of these varies between the systems.

Technical and Higher education is an educational level that follows the completion of a school providing a secondary education, such as high school, secondary school, or gymnasium. The third stage of education is normally taken to include undergraduate and postgraduate education, as well as vocational education and training. Colleges, universities, and institutes of technology are the main institutions that provide the third stage of education. Higher education includes teaching, research, exacting applied work (e.g. in medical schools), and social services activities of universities. Within the domain of teaching, it includes both the undergraduate level, and graduate-level.

General Education: The general higher education and training that takes place in a university, college, or Institute of Technology usually includes the significant theoretical and abstract elements, as well as applied aspects. In compatibility, the vocational higher education and training that takes place at vocational, universities and schools usually concentrates on practical applications, with very little theory. In addition, professional-level education is always included within higher education, and usually in graduate schools, since many postgraduate academic disciplines are both vocationally, professionally, and theoretically/research oriented, such as in the law, medicine, pharmacy, dentistry, and veterinary medicine. A basic requirement for entry into these graduate-level programs is almost a bachelor's degree. The requirement for admission to high-level graduate programs is extremely competitive, and admitted students are expected to perform well.

Technical and Vocational Education: In Thailand, technical and further education institutions are provided in a wide range of vocational education courses, mostly qualifying courses under the National Training System covered including

business, finance, hospitality, tourism, construction, engineering, visual arts, information technology and community work.

Learning organization: A Learning organization is developed as a result of pressure that faces the modern organizations and enables them to remain competitive in the business environment. A learning organization has five main features, such as, systems thinking, personal mastery, mental models, shared vision and team learning. The learning organization concept was fabricated through the work and research of Peter Senge and his colleagues (Senge, 1994). It encourages organizations to shift to a more interconnected way of thinking. Organizations should become more like communities that employees can feel a commitment. They will work harder for the organization to which they are committed.

The knowledge-based economy is a term that refers either to an economy of knowledge that focused on the production and management of knowledge in the frame of economic constraints, or to a knowledge economy. In the second meaning, more frequently used, it refers to the use of knowledge technologies, such as knowledge engineering and knowledge management, to produce economic benefits as well as job creation. The essential difference in a knowledge economy was: knowledge is a product, while a knowledge-based economy, knowledge is a tool. This difference is not yet well distinguished in the subject matter literature. They both are strongly interdisciplinary, involving economists, computer scientists, engineers, mathematicians, librarians, geographers, chemists and physicists, as well as psychologists and sociologists.

The knowledge-based society: Peter Drucker (1994), the guru of modern management, said that "Knowledge-based society will drive the society and certainly become far and more competitive than any society that we have yet and known for the simple reason that with knowledge-based society will be universally accessible, and there are no excuses for nonperformance. There will be no poor countries. There will only be ignorant countries." Drucker's designated in 1994 is very interesting to management experts and to distance education experts. An educated person will be the one who has learned to learn and will continue to learn throughout his or her life, especially in and out of the formal education system. This is continuing education. This is life-long learning. He said further, in the knowledge society, clearly more and

more of knowledge, and especially of advanced knowledge, will be acquired well past the age of formal schooling, and increasingly, perhaps, in and through educational processes which do not center on the traditional school, e.g., systematic continuing education offered at the place of employment. In other words, put simply, learning all the knowledge available to us today will not take place in the confines of the classrooms alone. Much of the learning that shall happen in the knowledge society shall happen outside of the formal classrooms, in places where distance learners are. Much of what people will learn will also depend on what they will choose to learn, and how much and how quickly they want to learn.

A learning society regards the actual process of learning as well as an activity, not a place; it takes place outside of regular educational institutions, and is thus also decentralized and deregulated, a trust of globalization theory. Learning societies are broader in context, drawing on elements of systems to facilitate the ability for lifelong learning in the individual. If lifelong learning is about the ability of the individual, then this is enabled through a learning society. A learning society is generally considered to be the basis from which lifelong learning can take place. From a theoretical standpoint, not only does the learning society provide the framework in which lifelong learning is allowed to grow, but that in fact both elements commonly support each other. That is, a learning society gives rise to the capacity for lifelong learning, but lifelong learning allows, through socialization, for individuals to contribute back to the learning abilities of broader society in the form of wisdom or wise society.

SUMMARY: Thailand need well preparation for the AEC in 2015, the educational systems are more concerned with preparing workforce, learning organization, knowledge-based economy, knowledge-based society, learning society, and everyone is life-long learning. The dream for Thailand will be reality; it's depending on collaboration of all sectors for reaching the goal with share value. Therefore, the Thais should superimpose on the current wave of the world that would be pushing us to the prosperous future.

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