

Lecturing International Students on Applied Persuasive Techniques for International Business Management

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Abstract: This article deals with the problems which arise in international education, aimed at management and the methods applied, in order to persuade students to boost their energy and learning strategies within the academic teaching environment in Thailand. The article means are to explore the existing limitations and the lawful frameworks of the educational system while simultaneously offering insight of persuasive techniques and offers data which can be useful to amend or improve international education in Thailand. The article envisions such efforts from an economic perspective aligned with prospects for International Business Developments. The impacts of the Third Educational Reform which are implemented by the Royal Thai government and as such require the fundamentals of communication to be improved by performance setting priorities which are categorized in discipline specific issues aligned with rhetoric in basic communication and teaching furthermore the outcome of in classroom persuasive speech applied and taught to students and professors means to solve the inequality in education and offers that competitive edge.

Keywords: International Business Management, international education, persuasive techniques and offers data.

I. INTRODUCTION

The ongoing changes in the world economy and with it the Thai socio-economic structural -changes from low income to middle income country put more competitive pressure on Thai society in particular when it comes to human capital and the shifting of primary trade to that of services, all this requires adjustment and adaptability in the education sector, aimed at steering economy students towards openness to new knowledge and technology. Thus it is inevitable that this source of revenue but also a foundation to the convergence of the economy would be realized for Thailand if conditions are favourable and educational standards can be met. A more competitive edge for academia and students is needed henceforth this article will explore these implications on the future of education in Thailand.

1.1 Research Significance:

Pertaining to the relevance of this study there is much need to understand the educational problems both for teachers as well as student in two major fields. One being the current situation and the decisions made by politicians ,which directly influences the educational performance and influence the economy adversely, as well as the practical approach for lectures in international programs on how best to overcome cultural obstacles and passive learner attitude. Secondly, there's much interest in exactly how the speaker whilst convey a message. The questions which arise are how do the channels through which a message is transmitted affect its meaning? How much control does the speaker have on the proper receipt of the message by the audience? These are some of the broader issues that arise when considering public speaking events as well as lecturing these will be discussed in detail with Theory and related researches.

1.2 Objective:

The main goal of the study is to find out if changing the teacher ability to connect to students in international programs will aid to improve the educational system within classrooms, as well as the broader issue of failures from government policies which are entangled in bureaucracy and is much more difficult to change. Therefore the method suggests professionals in the education field can bridge these gaps with strategies and personal dedication applied in classroom

settings and is an attempt to personalize education which is dominated by capital investment. For a competitive economy it is the aim of teaching and learning to improve the quality of life in a society so it is a commitment for Siam University to reach excellence in teaching by recognizing the diversity of learning styles and exploring the multiple facets of teaching approaches, in order to encourage the exchange of ideas about teaching and learning, both within and across disciplines.

1.3 Scope:

The study scope includes the examination of the current situation in accordance to statistics gathered from the Ministry of Education and offers practical changes instructors could adhere to in the following 5 points:

1. Basic Communication in Teaching reviews fundamental principles of communication and describes both the verbal and nonverbal aspects of communication relevant to public speaking.
2. Good Preparation Leads to Good Performance covers the preparation required for a speaking event including organizing ideas and supporting evidence, and selecting audiovisual aids.
3. Practice Does Make Perfect describes practice: how to choose a test audience and assess their feedback.
4. The Front Line: The Presentation Itself gives tips on the actual presentation including what to do just prior to the presentation, answering questions, and coping with unforeseen events.
5. Class Presentation by Students describes classroom presentations, offering suggestions for both faculty (for developing a speaking assignment) and students (for performing a speaking assignment). Public speaking is a learned skill. To speak well requires practice. Find (and make!) opportunities to speak in public. The ability to speak confidently in front of groups is a valuable asset whether you choose to direct your career toward academia, business, or politics. Having sufficient practice in a variety of different speaking situations allows you to confidently approach the more high risk speaking ventures: a job interview, a dissertation defense, or a proposal presentation.

1.4 Conceptual Framework:

The foci of reform are educational and learning systems with properly designed mechanisms capable of systematically bringing about educational and learning improvement. At the same time, both systems must be considered part and parcel of the national development system and their developments proceeding hand in hand with those in other such systems as economic, social, agricultural, health, and employment.

II. LITERATURE REVIEW

Many economic growth and income inequality literatures tried to address this education trap or the relationship between education and income inequality. On the modeling front, it is related to studies that feature heterogeneity and growth. Galor and Tsiddon (1997) analyse the connection between economic mobility, inequality, and growth in a model that features heterogeneity in children's ability and parental occupation. They use linearity in the human capital function to simplify aggregation. Galor and Tsiddon (1997) suggest that an education of a selected group of people should be subsidized so that they can pull the average human capital up and accelerate the Kuznets process. However, doing so will worsen the income inequality if we choose to subsidize an education of the rich, not the poor, as proposed in the theory of persistent income inequality such as the paper by Durluaf (1996), among others. Uruyos and Wangveerathananon (2006) employ the basis of those models, which well capture the Kuznets Hypothesis add add the government sector, which uses the lump-sum tax to finance the subsidy to the low human capital family in their early stage to make them accumulate more human capital. Also, Galor and Zeira (1993), Perotti (1993), and Garcia-Penalosa (1995) analyze how inequality affects growth through agents' investments in education and find negative relationship between wealth inequality and the role of growth. As the low human capital family accumulates more human capital, the income inequality does not have to follow the Kuznets inverted-U; income inequality can be narrowed, or at least does not widen, along with an output expansion since the early stage. Hence the policy recommendation is to provide the subsidy to the poor to increase their labor income and hence increases the GDP along with narrow income inequality. Uruyos and Wangveerathananon study indicates that government intervention can have important welfare effects. Welfare of either type of individual is unambiguously higher in a longer subsequent period with tax on the high income family and education subsidy to the low dynasty. However, when the transition to their higher human capital accumulation path is taken, the government should stop taxing and subsidizing to do the least harm to the high income family. The selected literatures on income distribution and education focus mostly on the effect of education in reducing the income distribution and the optimal policies to achieve the goal. In another words, human capital is a personal asset that can help people move up the social ladders with assumption that more skilled labour can demand more wage hence better social status and standard of living hence the importance to focus on the education trap.

III. CURRENT STATE OF AFFAIRS

Though traditionally an agrarian nation, Thailand now boasts a complex multi-faceted economy which is increasingly oriented towards the most modern and sophisticated technology. Thailand's involvement in world trade is generally said to have begun with the Bowring Treaty of 1855, which was drawn up by representatives of King Mongkut and the British Government. During this period modern private education was introduced into the country and gradually it gained momentum and spread, throughout the Kingdom. Since the 1980s successive Governments of Thailand have continued to encourage the participation of the private sector in the promotion of higher education, assuming that as the number of universities increases citizens will have greater opportunity to acquire the skill needed in modern economics and to participate in the research efforts that drive modern economic life. As universities are trying to acquire foreign students and cash-flows its role has transformed to consult and collaborate with the faculty, administration, and graduate and undergraduate students. Programs offered should attract foreign interest, services and activities which address interdisciplinary pedagogical issues; in addition, it assists departments and programs to realize the specific needs and potential of their disciplines. Thus this independent study supports the ongoing improvement of international teaching for the benefit of the University and the community-at-large. In the limelight of education as an investment, there is still a missing link in respect to the characteristics of education which lead to a market failure in education investment and thus the use of education as collateral. Unlike normal assets, which can be used as collateral and have monetary value, education is not transferable from one person to another. This makes human capital investment a problem of the central government. Data between 1990 and 2008 indicates that Thailand has become a more educated society. Labour share with education upper secondary or higher went up from 19 percent in 1990 to 27 percent in 2008, while labour with education elementary or lower went down from 68 percent to 57 percent. Comparing growth rates of different education levels, workers with less than elementary level had a negative growth rate, while other groups had positive growth rates; particularly, workers with upper secondary had the highest growth rate of 3.8 percent. For workers having education lower secondary or lower, the share of workers with less than elementary level was largest; it comprised 43 percent in 1990 and reduced to 31 percent in 2008 at the negative growth rate of 0.6 percent over 1990-2008. Workers with no education, the smallest group, were down from 3.5 to 2.9 percent. Workers with elementary education, the second largest group, were up from 21.4 percent to 23 percent at the rate of 1.8 percent. Workers having lower secondary education increased at 2.3 percent with share rising from 13.1 to 15.0 percent.

Two main reasons for an increase in workers with secondary education or higher are: First, Thailand needs more educated workers as the economy has become more industrialized where workers shift from the agricultural sector to manufacturing and service sectors and from the informal sector to the formal sector. The formal sector includes private employee, government employee and public enterprise employee; the informal sector comprises employer, own account worker and unpaid family worker. Most of educated workers with university degrees and those with vocation education degrees work in the formal sector, a small fraction of labour forces with basic education work in the formal sector. Second, in 2002, the government increased the compulsory education from 7 to 9 years of schooling (equivalent to grade 9). Furthermore, specified in the National Education Act of 1999, all individuals have rights to receive free basic education for at least 12 years from elementary to high school. This free education was extended to 15 years in 2009 from kindergarten to high school.

In retrospect the workers with tertiary vocational school have grown at a much faster rate than workers with secondary vocational school. In 2008, the share of workers with vocational education who should be the major force in the manufacturing sector was only 7.8 percent of the work force, while the manufacturing share of GDP was as high as 48 percent. This mismatch in the demand and the supply of labor may due to the fact that government has put less importance to vocational education as it has high percentage of private sector provision; in particular, the private sector provision was 37 percent of secondary vocational and 33 percent of tertiary vocational institutions as reported by the Office of the National Education Commission in 2000. The public sector provision of academic secondary education has been at least more than 90 percent. This means that the current educational structure of labor force may not suit employers in the manufacturing sector who demand more workers with technical skills from vocational school than those with bachelor's degrees. According to a study by Asian Development Bank., Thailand is one of the lowest spenders in R&D. The country has the number of R&D scientists and technicians for every 1,000 workers which is the same group as lower income Asian developing countries in the South Asia. This development is not a good foundation for the country in its long-run social and economic development and, definitely, is not a good structure for the "Creative Economy" vision that the Thai government is working to achieve.

3.1 Tables:

Share of education of Thai society per total working force

Table: 1

Levels	Number			Percentage			Growth Rate		
	1990	2000	2008	1990	2000	2008	1990-2000	2000-2008	1990-2008
None	1,054	1,129	1,106	3.5	3.4	2.9	0.7%	-0.3%	0.3%
Less than Elementary	13,017	14,261	11,783	42.8	43.2	31.1	0.9%	-3.1%	-0.6%
Elementary	6,514	7,188	8,689	21.4	21.8	23.0	1.0%	3.2%	1.8%
Lower Secondary	3,971	4,184	5,708	13.0	12.7	15.1	0.5%	5.3%	2.3%
Upper Secondary	2,612	2,833	4,775	8.6	8.6	12.6	0.8%	9.1%	3.8%
- General/Academic	1,660	1,844	3,565	5.5	5.6	9.4	1.1%	11.6%	4.9%
- Vocational	952	990	1,210	3.1	3.0	3.2	0.4%	3.4%	1.5%
Higher Level	3,264	3,394	5,619	10.7	10.3	14.9	0.4%	6.5%	3.1%
- General/Academic	1,745	1,847	3,104	5.7	5.6	8.2	0.6%	9.0%	3.7%
- Vocational	885	922	1,741	2.9	2.8	4.6	0.4%	11.2%	4.3%
- Teacher Training	634	625	774	2.1	1.9	2.0	-0.1%	3.6%	1.3%
Total Labor Force	31,750	33,973	38,345	100	100	100	0.7%	1.5%	1.1%

Table 2 Structure and organization of the education system

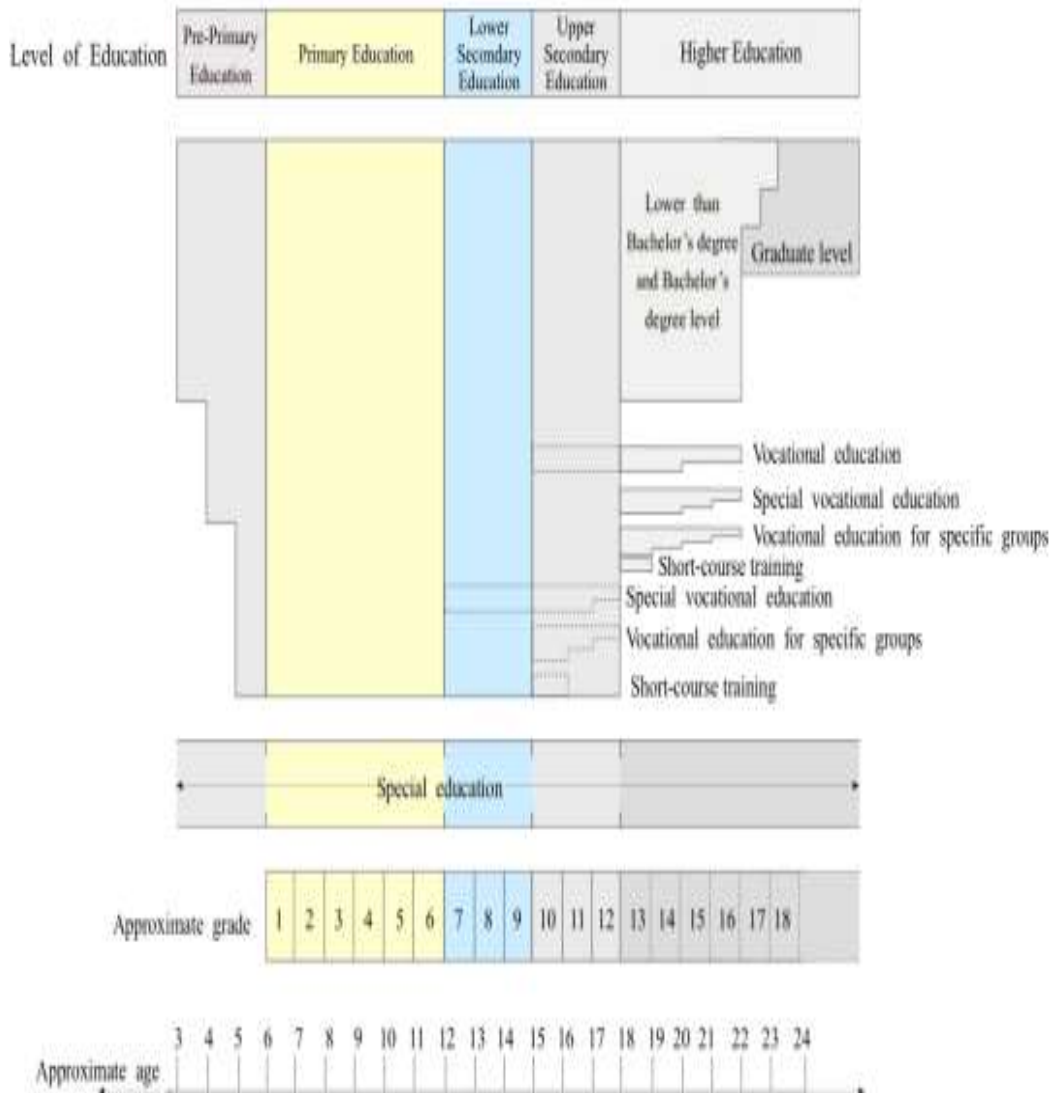


Table 3

Thailand. Primary education: learning time framework

Learning area	Number of hours per year in each grade					
	1	2	3	4	5	6
Thai language	200	200	200	160	160	160
Mathematics	200	200	200	160	160	160
Science	80	80	80	80	80	80
Social studies, religion & culture:	120	120	120	120	120	120
<i>History</i>	40	40	40	40	40	40
<i>Religion, morality and ethics, civics, culture and living in society, economics, geography</i>	80	80	80	80	80	80
Health and physical education	80	80	80	80	80	80
Arts	80	80	80	80	80	80
Occupations and technology	40	40	40	80	80	80
Foreign language	40	40	40	80	80	80
Total yearly hours (basic)	840	840	840	840	840	840
Learner development activities	120	120	120	120	120	120
Additional courses/activities provided by the school, depending on the local situation and priorities	40	40	40	40	40	40
Total learning time per year	1,000	1,000	1,000	1,000	1,000	1,000

Source: Ministry of Education-OBEC, 2008.

Table 4

Thailand. Lower general secondary education: learning time framework

Learning area	Number of hours per year in each grade		
	7	8	9
Thai language	120	120	120
Mathematics	120	120	120
Science	120	120	120
Social studies, religion & culture:	160	160	160
<i>History</i>	40	40	40
<i>Religion, morality and ethics, civics, culture and living in society, economics, geography</i>	120	120	120
Health and physical education	80	80	80
Arts	80	80	80
Occupations and technology	80	80	80
Foreign language	120	120	120
Total yearly hours (basic)	880	880	880
Learner development activities	120	120	120
Additional courses/activities provided by the school, depending on the local situation and priorities	200	200	200
Total learning time per year	1,200	1,200	1,200

Source: Ministry of Education-OBEC, 2008. One credit is equivalent to 40 hours (normally per semester).

Table 5

Thailand. Upper general secondary education: learning time framework

Learning area	Number of hours/credits in grades 10-12	
	Hours	Credits
Thai language	240	6
Mathematics	240	6
Science	240	6
Social studies, religion & culture:	320	8
<i>History</i>	80	2
<i>Religion, morality and ethics, civics, culture and living in society, economics, geography</i>	240	6
Health and physical education	120	3
Arts	120	3
Occupations and technology	120	3
Foreign language	240	6
Total hours/credits over three years, grades 10-12 (basic)	1,640	41
Learner development activities	360	
Additional courses/activities provided by the school, depending on the local situation and priorities	1,600	
Total learning time/credits over three years (grades 10-12)	3,600	

Source: Ministry of Education-OBEC, 2008. One credit is equivalent to 40 hours (normally per semester).

In order to understand the problematic in education in Thailand we must understand the changes from a political decision by the Ministry of education therefore I will examine the Third educational Reform 1999-Present.

The third reform advocates cited as reasons for reform the following: “1. The Alarming Deteriorating Quality of Education; 2. Increased Educational Opportunity Disparities; 3. Existing Education System Not Compatible with or Relevant to Social, Religious and Cultural Conditions; and 4. Ineffectiveness and Inefficiency of Educational Administration and Management” (Education Reform Office, 2001, pp. 1-3). Notice that the first reason officially given for the need to systematically reform the educational system is the low quality reason. And upon closer scrutiny, we discovered that low quality meant “inability to compete with neighboring countries... unsatisfactory quality of learners judged by the very low level of learning achievement of Mathayom Suksa 6 (12th grade) — 130 — students... ineffective and inefficient instructional and evaluation system as well as the low quality of teachers....” (ibid, p. 1) One may wonder whether the main objective of the second reform, reform for life and society, had ever been reached. If it was, the quality should have been in place. And there would be no need to cite as the number one reason for the third reform low quality. But it was probably not the case. The evidence cited for low quality above probably had very little to do with whether or not the second education reform had reached the main determined objective. To go back a little further, we can spot one of the major reasons for the second reform itself, 1974-1978, which was the quality reason but only hidden among others.

The Office of National Education Commission (ONEC), the Prime Minister’s Office, in commemoration of its 46th anniversary of establishment said “as regards educational quality, it was discovered that a large number of primary school graduates were still illiterate. Moreover, contents of curriculum and the instruction were not relevant to compatible with rapid changes taking place in social, economic and political spheres” (Sriprasat, 1992, p.5). Whatever other major educational objectives set by that second reform were, the above statement was given as the reason for low quality. Is it, then, possible the assessment was misplaced? There actually existed other additional objectives but lay people like us were not aware of and not really being reached. Or was it really the case from the beginning that literacy rates of primary or even secondary school graduates, and the curriculum contents’ relevancy to ever changing social, economic, cultural and political conditions had actually been earmarked as major quality indicators? Whatever the case may be, this is

neither a time nor place to speculate. What we are asserting here is that most people in Thailand who know or tend to know something about educational matters are of the opinion that educational quality across the board, as popularly presented, is actually deteriorating. Mainstream academics writing on the topic tend to uncritically adopt the popularly presented situations, causes and proposed remedies without providing deeply thought-out alternative explanations and scenarios. And we all echoed the theme. Probably, there are very few people today who can remember the slogan-cum-theme of the third educational reform (1999-present). “Toward Becoming A Learning and Wisdom-Based Society” was the catch phrase and quite popular during the first few years before literally disappearing from practically all reform forums and discourse. Determining the quality of education across the board during 1999-2009 would heavily rely on the answer(s) to the major question, has Thailand noticeably become a learning and wisdom-based society? To determine whether it has or has not is not our concern here. But it suffices to learn from the National Council for Education’s recent report to the public that “some (reform) proposals have legally been implemented and successful... However, others still remain to be quickly and urgently improved, e.g., educational quality,...student and teacher quality” (National Council for Education, 2009, Foreword page). Needs date and page number Again, the quality problem of the third reform’s first decade! — 131 — 3. Solving the Low Quality Problem As soon as the Democrat Party, aided by some other minor parties, took charge of the government in December, 2008, the new Minister of Education proposed a myriad of educational quality improvement policies and approaches for the second round or second decade of the third reform, 2009-2018, all with the aim of helping and enabling the Thai people to learn throughout life with quality. Here are some major proposals to improve educational quality across the board presented by the Minister and later detailed by the National Council for Education.

32 Methodology:

There’s much interest in exactly how the speaker whilst convey a message. The question which arise is how do the channels through which a message is transmitted affect its meaning? How much control does the speaker have on the proper receipt of the message by the audience? These are some of the broader issues that arise when considering public speaking events.

This research aims at providing faculty, graduate students, and undergraduate students with a starting point in developing (for the neophyte) and assessing (for the more experienced) their public speaking skills by examining what communication is, what aspects of communication the speaker has control over, and what kinds of rhetorical options are available to the speaker for the conveyance of his or her meaning.

3.3 Facts and findings:

Students’ learning achievement in each core subject at Grades 6, 9 and 12 must be elevated by 2013 as follows: Grade 6 the figure must be 55.62% up from 46.16% at present. Grade 9 45.76% up from 37.59 at present. And Grade 12 45.76% up from 36.08% at present. 2. Out of all basic education institutions, Grades 1-12 schools, will be externally evaluated by the Office for National Education Standards and Quality Assessment (ONESQA) within the year 2013; 97.09% of them must pass the Quality Assessment criteria. And all vocational and higher education institutions to undergo the assessment must pass. 3. Students must be turned over into good and virtuous persons and evaluated on the basis of — 134 — the three Ds Policy: Democracy, Decency and Drug-Free.

By 2016 the number of those happy and proud students must reach 72.8% up from 52.8% at present. 5. The number of school libraries equipped with good books, a good atmosphere and good librarians will increase from 8,090 around the country at present to no less than 30,746 in 2013. 6. The figure of illiterates must drop from 2.87% at present to 0.7% in 2013. 7. Students’ increased knowledge about the Southeast Asian Region. Obviously, it is not my intention to debate and judge the merits or demerits of any or all of the official remedies proposed and implemented thus far to tackle the low quality problem. Instead, we simply would like to assert that despite their genuineness and ingenuity and while they are often presented as systematic reform measures and policies, they may in fact be little more than piecemeal efforts that simply reflect political tussles.

The compromises of reform stated in the ends and means and reflected in the language found in official texts, all propose reform policies, strategies, measures, projects and activities, etc., that are not only unlikely to bring about but even more likely to jeopardize the desired quality across the board in the long run as well. Notice the list of recent reform policies and measures presented earlier. Only 1 or 2 items can be classified as somewhat abstract/qualitative objectives. For example, quality indicators numbers 3 and 4 refer to students being turned over into good/virtuous, happy and proud

persons. In practice, before we can increase the number/percentage of those desirable beings, we must first be able to prove how and in what way our present policies and measures indeed bring about good/ virtuous, happy and proud persons keeping in mind that: There is no clearcut conceptual definition of quality of education and consequently there is no satisfactory measurement of it. Actually, no assessment of the quality of education is really objective and impartial; any assessment is debatable, at least to the — 135 — extent that an assessment reflects what the assessor intends to show and to legitimate. (Mounier & Tangchuang, 2010, p. 39)

IV. CONCLUSION

4.1 Conclusion: With the unavoidable changes in the Thai socio-economic structure and the world economy, the biggest asset of the Thai is her people, more specifically her human capital. Considering human capital as the source of not only revenue but also a foundation to the more equality in the society, Thailand needs a flexible and effective education policy. Furthermore, the tax system needs to be revised for the government to have enough budget to cover for the implementation of not only education policy but also many other important policies as well.

4.2 Vision: Quality Life-Long Education for All Thais steering towards a global mindset

The systematic/systemic educational and learning reforms place supreme emphasis on educational quality and standards development, expanded educational and learning opportunities, and promotion of all stakeholders' participation in order that every Thai be able to learn throughout life in and through all three types of education and at all levels with quality. By 2018, with serious implementation of the above Principle(s), Concepts, Vision and ensuring policies, plans, projects and detailed activities, the quality of education should be reflected in the wide presence of new-era Thais who possess and exhibit all desirable characteristics, attitudes and aptitudes; qualified, competent, knowledgeable and able "manpower" needed by employers and the economy; new-era teaching force whose members voluntarily enter the profession, are capable of delivering quality instruction and are constantly and continuously developing themselves personally and professionally with the help from strong and dedicated professional councils; new-era educational institutions and learning sources; and new-era administration as a management system equipped with good governance principles endorsing and facilitating the decentralization of educational administration and management authority to individual schools, educational service areas and local administrative organizations, and welcoming participation from parents, communities, the private sector and others. Some of the more concrete policies and measures effected and even implemented in 2009 with, of course, the intention of raising the quality of education across the board could be listed as follows:

- Approved plans to train, retrain and develop more than 400,000 teachers and school administrators/directors;
- Approved plans to bring about, of course out of existing ones, three levels of good schools/educational institutions around the country: 500 internationally good, 2,500 District-or Amphur-level good, and 7,000 Sub-District-or Tambol-level good; all to be equipped with libraries filled with good books, a good learning atmosphere and good librarians;
- New computer per student ratio of 1:10 from the previous 1:40
- Approved plans to radically adjust the instructional system so that students can become critical and analytical learners. One such plan involves the scrapping of learning achievement indicators earlier established for the 12-year duration of basic education, grades 1-12, from more than 4,000 to only 2,165 with the explicit objectives of minimizing duplication and redundancy of curriculum contents and allowing more time to be devoted to student quality development activities;
- Revamped criteria and approaches for assessing teachers' academic and professional standing. They are intended to tackle the disturbing and paradoxical situations of teachers' increasingly higher and higher standing with accompanying increased remuneration but students' decreasing learning achievement. New criteria and approaches, unlike their predecessors, therefore assign less weight, 40%, to teachers' academic and research-related paperwork but more, 60%, to students' learning results. In other words, what teachers are required to do to raise their academic and professional standing and become entitled to increased remuneration must primarily be related to students' better learning results;
- To be effective in May 2010, the beginning of the 2010 academic year's first semester, small-sized primary and secondary schools with approximately a little over one million students will receive higher student per head subsidies. At the primary level, grades 1-6, the amount will increase from ฿ 1,900 (roughly US\$ 60) to ฿ 2,400; at the lower secondary level, grades 7-9 from ฿ 4,500; and at the upper secondary level, grades 10-12, from ฿ 3,800 to ฿ 4,800, about US\$ 145

- Accelerated and expanded policy of five Frees: Free 1 is the continuation of the famous 15 years of free education with the quality scheme begun at the start of 2009. Free means students and parents do not have to pay for tuition, student uniforms, learning materials, texts, and student development activities; Free 2 is the school milk program originally intended for students in public kindergartens up to fourth graders. But now, it will cover up to sixth graders as well as the same groups in private schools; Free 3 is the school lunch program for kindergarteners up to sixth graders intended to cover all 8 million students up from approximately 5 million or 60% previously; Free 4 beginning this 2010 academic year, June 2010, disabled students will enjoy free undergraduate education at universities of their choice following proper admission processes as well as free education at the Lower and Upper Vocational Education Certificate Levels; and Free 5, the most
- Of recent, a September 2009 undertaking actively advocated by the Minister of Education, is the Tutor Channel program on national television. The Ministry of Education arranges for outstanding lecturers from nationally famous tutoring schools to tutor upper secondary school students with the objective of providing students in the faraway countryside or who live in places where there exist no tutoring schools with increased learning and special tutoring opportunities. The program is aired every Saturday from 10 a.m. to midday. These and many others have been both proposed and are being implemented with the express intention of bringing about the badly needed “quality” component of the nation’s educational undertakings. To be certain and to repeat what was said at the beginning of this paper, these policies and measures, regardless of whether they will yield expected and desired outcomes, receive both “flowers and stones”, to use the Thai expression for appreciation and disagreement. And again, this is natural. The authors are not planning to argue for or against any of them. We just want to share with colleagues both from Africa and Asia what is now happening in the Thai education system. At the same time.

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