

The SEMEO RIHED Activities in Thailand 2018

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Received 28/06/2562

Revised 14/05/2563

Accepted 25/05/2563

Abstract

The objectives of article were to perceive The international relation between Thailand and Southeast Asian Ministers of Education Organization (SEMEO) context, to explore the activities of Regional Institute for Higher Education and Development (RIHED) in Thailand 2018 of Loei Rajabhat University and to give guidelines for improving education from SEMEO RIHED members. The target group was 163 participants. The results of joining activity were as follows: (1) Thailand and Southeast Asian Ministers of Education Organization has built mutual relationship since 1965. The member was 11 nations, 5 and 3 organizations. The classes were to promote knowledge, understand project educational project, science, and culture. (2) The 163 participants of SEMEO RIHED member were the educational office, education assurance and university teachers who focus on student-centered learning. These special four-day activity was held on April 1 - 4, 2018 at King Power Hotel Bangkok Thailand. The activities were the research led by keynote, plenary speakers and participants such as policymakers, higher education leaders, social entrepreneurs, experts and researchers in the region. The concept, tentative program, posters were provided. (3) They give guidelines for improving education and develop leadership in the university, values of university in sustainability. University give ours students' education and make them become a good member of their communities and society. Group Kodomo and Sensei were used as a heart of teacher Model. I am interested in SEMEO RIHED because the education made people knowledgeable and SEMEO RIHED activities were research approach given knowledge to develop education in science and culture. I hope that the experiences will cherish many participants to build the strong leadership to be a good leader in higher education.

Keywords: SEMEO RIHED, Activities, Thailand

1. Introduction

Thailand domains of learning to development students 5 concepts (Thai Qualifications Framework for Higher Education, TQF: HEd); ethics and moral, connective skills, knowledge and interpersonal skills and responsibility and numerical analysis, communication and information technology skills. The role of higher education institutions were public information, participation, transparency and accountability. (Office of the Higher Education Commission, 2015, p.10) Education program must be used whole child. The higher education commission on higher education of students have 3 main: quality social, wisdom and learner and social harmony. The standard of instruction,

particularly for the English language, is much lower. Education policy setting to knowledge students learning by themselves and education network. (Thailand Ministry of Education, 2002) The development students learning activities on social culture, leadership, moral, public mind, teamwork and discipline (Kalaya Yotcamlue, 2014, p.179) The learning areas comprise bodies of knowledge, skills or learning processes and desirable characteristics, attainment of which is required of all basic education learners. Understanding of local environment; relationship between the environment and living things; relationship between living things in the eco-system; having investigative process for seeking knowledge and scientific reasoning; and communicating acquired knowledge that could be applied for useful purposes. Appreciating the importance of natural resources; utilisation of natural resources at local, national and global levels; and application of knowledge for management of natural (Kalaya Yotcamlue, 2014, p.179)

I am instructor of Public Administration Program Faculty of Humanities and Social Sciences Loei Rajabhat University need to SEMEO RIHED activities networking of leadership.

2. Literature Review

Theory of human motivation : biological factor, learned factor, cognitive factor (aroused motive, intrinsic motive and extrinsic motive). (A.H. Maslow, 1943, pp.451) The multiple factors theory of decision making and social action was believes and disbelieves. (Reeder, William W., 1971), Choice Rationality and Social Theory (Barry, Hindess., 1988) and Experience and education. (Dewey, J., 1963). Perspectives on Social Change (4th ed) (Laver, Robert H. (1991). Yukl, Gary A. (1998). Leadership in Organizational and Thailand Higher Education (2014). The education policy: public information, participation of stakeholders, work transparency, accountability. Overall of this related worksor will make university awareness of development education : curriculum, good governance of educational services in university, careful of learning evaluation and consultants and support education learning. Roles of teachers were study and analyse individual learners, and used the data obtained for planning learning management in order to stimulate and challenge the learners' capacities set the targets to be achieved by the learners in regard to knowledge, skills, process of conceptualisation, principles, relationships as well as desirable characteristics, Design and organise learning responsive to individual differences and different level on leadership in organizational, so as to enable the learners to attain the goals of learning and encourage the media to assist in the process of teaching and learning activities.

3. Method

This section describes the methodology of the study. The 163 participants (Indonesia, Philippines, Cambodia and Thailand) of SEMEO RIHED member were the education office, education assurance and university teacher of student-centered learning. These special four-day during April 1 - 4, 2018 at King Power Hotel Bangkok Thailand. The activities were research, innovation by keynote, plenary speakers and participants join consisting of policymakers, higher education leaders, social entrepreneurs, experts and researchers in the region and beyond. My group call "Group Kodomo and

Sensei” used concept Heart of Teacher Model and facilitator Junichi Kurata keynote form Japan. The Group Kodomo and Sensei member activities were share education problem and make university awareness of development education.** The concept note, tentative programme, poster and admin note are enclosed for kind reference.

4. Results

The Context of Southeast Asian Ministers of Education Organization (SEAMEO)

History of Southeast Asian Ministers of Education Organization (SEAMEO). The Southeast Asian Ministers of Education Organisation (SEAMEO) is a regional intergovernmental organisation established in 1965 among governments of Southeast Asian countries, to promote cooperation in education, science and culture in the region. On 30 November 1965, the Ministers of Education of Southeast Asian countries agreed to establish the Southeast Asian Ministers of Education Organisation (SEAMEO) in order to hasten the development of the region through regional co-operation. In order to achieve SEAMEO’s purpose and objectives the SEAMEO Council established a Secretariat and Regional Centres. Since that time SEAMEO and its institutions have become known for their excellent training, research, and development programmes.

SEAMEO RIHED laid down the mission to enhance regional understanding, cooperation and unity of purpose among Member Countries. In addition, the mission of SEAMEO includes achieving a better quality of life through the establishment of networks and partnerships, providing an intellectual forum for policy-makers and experts, and promoting sustainable resource development.

SEAMEO RIHED is the South-East Asian Ministers of Education Organization Centre specializing in regional higher education development. RIHED’s mission is to foster efficiency, effectiveness, and harmonisation of higher education in Southeast Asia through system research, empowerment, development of mechanisms to facilitate sharing and collaborations in higher education.

Originally founded as the Regional Institute of Higher Education and Development in Singapore in 1959. RIHED was reorganised and established in Thailand in 1993, as a regional centre of SEAMEO. RIHED plays a crucial role in the capability building of SEAMEO member countries in the field of higher education. It responds to a variety of needs with activities on policy, planning, administration and management of higher education.

The SEAMEO RIHED Governing Board is the main policy making body of the Centre. The Governing Board comprises one representative from each SEAMEO Member Country, with the exception of Timor Leste. The Board is responsible for operational policies, strategic planning, annual evaluation and review of the Centre’s programmes and budget within the framework of its approved five-year development plan. The SEAMEO Secretariat Director and the SEAMEO RIHED Director serve as ex-officio members to the Board.

The Centre is headed by a Director who is nominated by the Minister of Education of Thailand and approved by the Governing Board, and formally appointed by the President of the Council. The operation is carried out by qualified staff working in collaboration with partners in member countries and other national and international organizations.

Objectives: 1) To assist the Member States in fostering efficiency and effectiveness of higher education in their respective countries, with a focus on policy and planning processes, administrative and management systems through professional training and policy oriented research, taking into consideration the special needs and pressing problems together with the cultural factors of individual Member States for integrated human resource development. 2) To serve as the regional centre and clearing-house for higher education information and documentation, promoting the exchange and dissemination of information and research findings on higher education planning and management, both within and outside the region. 3) To promote collaboration among

Member States for establishing institutional linkages, and to assist them in strengthening institution building and development. Its main activities, in line with other SEAMEO centers, include training, research, and information dissemination with special focus on fostering efficiency and effectiveness of higher education policy and planning, management, and administration in SEAMEO Member Countries.

Mission: SEAMEO RIHED's mission is to foster efficiency, effectiveness, and harmonization of higher education in Southeast Asia through system research, empowerment, collaboration and development of mechanisms to facilitate sharing in higher education.

Vision: A dynamic, strategic, and internationally recognised regional centre for rooming understanding, collaboration, and synergy in higher education for regional development.

Quality Assurance: Quality Assurance is a key mechanism through which the harmonization of higher education can be promoted. In 2008, SEAMEO RIHED collaborated with the Malaysian Quality Assurance Agency to help establish the ASEAN Quality Assurance Network (AQAN). AQAN was designed to promote collaboration in regional quality assurance. The October 2011 AQAN Roundtable Meeting, in which SEAMEO RIHED participated, agreed to establish a task force to develop a regional Quality Assurance framework in the form of the ASEAN Quality Assurance Framework for Higher Education (AQAFHE).

In a related development, the German Academic Exchange Service (DAAD) and German Rectors' Conference (HRK) initiated the ASEAN-QA Project to promote regional quality assurance in Southeast Asia. The ASEAN-QA project is based on a Memorandum of Understanding (MoU) between the DAAD, HRK, the ASEAN University Network (AUN), SEAMEO RIHED, AQAN and its European counterpart, the European Association of Quality Assurance in Higher Education (ENQA). The MoU was signed into force in July 2011 in Bonn, Germany, and covers a multi-part training course running through 2013 and directed at QA coordinators at regional higher education institutions and officers of QA agencies in Southeast Asia.

SEAMEO RIHED Staff : Dr. Wahyudi Director, Dr. Ganung Anggraeni Deputy Director for Programme, Mr. Susetyo Deputy Director for Administration, Widiasmoro Head of Divisions, Mr. Wahid Yunianto Research and Development, Capacity Building and Training, Mr. Suhananto Teaching and Learning, Resources, Material Development, : Ms. Caecillia Cahyaningsih Kristilestari Personnel Finance and Infrastructure, Ms. Adityarini Aqidah Absahi Djadir Partnership, International Public Relation and Marketing.

Research and Development, Capacity Building and Training staff : Ms. Hani Palupi, Ms. Mutiatul Hasanah, Ms. Tika Setiawati, Ms. Rizki Nurmaya Oktarina, Ms. Uki Rahmawati, Ms. I Gusti Ayu Russasmita Sri Padmi (Specialist), Ms. Ummy Salmah (Specialist) and Ms. Pasttita Ayu Laksmiwati (Specialist). Teaching and Learning, Resources, Material Development: Mr. Eko Nugroho, Mr. Denny Saputra, Mr. Joko Setiyono, Ms. Fina Hanifa Hidayati and Mr. Agus Limbang Wardani. Personnel, Finance and Infrastructure : Ms. Zulianti, Mr. Tri Budi Wijayanto, Ms. Rini Handayani, Ms. Rini Handayani, Mr. Arif Wahyu Kurniawan, Ms. Hani Puspita Sari, Ms. Tiara Pudyadhita, Mr. Abadi, Mr. Tri Nugroho and Mr. Agus Nur Cahya. Partnership, International Public Relation, and Marketing : Mr. Febriarto Cahyo Nugroho, Ms. Rachma Noviani, Ms. Wahyu Kharina Praptiwi and Ms. Lely Dian Puspita. (Seameo Center. www.rihed.seameo.org)

Regional Institute for Higher Education and Development (RIHED) activities in Bangkok Thailand 2018.

SEAMEO RIHED and the Office of Higher Education Commission (OHEC), Thailand would like to cordially invite member to attend the Engaging Communities, Empowering Leaders: SEAMEO RIHED Southeast Asian Higher Education Leadership Forum on 1 - 4 April 2018 at the Pullman Bangkok King Power Hotel, Bangkok, Thailand. Join SEAMEO RIHED in an inspiring and informative event exploring leadership in the new normal context, as well as innovative strategies and approaches to university-community engagement and social responsibility. This Forum would be a good opportunity to get inspired and spark great ideas in turning a community-changing and leadership impact stories into action. Take advantage of the opportunity to discuss with over 30 renowned speakers and leaders, and network with over 250 participants consisting of policymakers, higher education leaders, social entrepreneurs, experts and researchers in the region and beyond! The Concept Note, Tentative Programme, Poster and Admin Note are enclosed herewith for kind reference. The Office of the Higher Education Commission (OHEC), Thailand, are co-organizing the SEAMEO RIHED Southeast Asian Higher Education Leadership Forum on Engaging Communities and Empowering Leaders in order to further enhance cooperation and synergy at the regional level in higher education leadership and community engagement and social responsibility.

Increasingly, higher education institutions are becoming engaged in their own local communities as well as the communities of their partner institutions around the world. At the same time, the New Normal is changing and redefining the characteristics of institutions and learning experiences. More complex and involving issues are extending beyond borders and across boundaries and requiring collaboration and partnerships with diverse groups working both locally and globally. This has renewed interest in having higher education institutions engage with their communities at local, national and international levels and made clear the need for leadership in an era of disruption.

Building on our experience in conducting regional seminars and fore for the region of Southeast Asia, the SEAMEO RIHED Southeast Asian Higher Education Leadership Forum on Engaging Communities and Empowering Leaders is a four-day regional event that was explore themes of leadership in the new normal context as well as innovative strategies and approaches to

university-community engagement and social responsibilities for the region of Southeast Asia, bringing together bright minds to foster learning and inspiration and stimulate discussions that matter for the future of Southeast Asian higher education.

Speakers and Moderators: H.E. Dr. Suvit Maesincee, Minister, Ministry of Science and Technology, Thailand, H.E. Clin. Prof. Udom Kachintorn-Deputy Minister, Ministry of Education, Thailand, Assoc. Prof. Dr. Junichi Kurata-Faculty of Engineering Science, Kansai University, Ms. Porntip Kanjananiyot - Former Executive Director TUSEF/Fulbright Thailand, Mr. Vuthitorn Woody Milintachinda - Television Host, Ms. Achiraya Thamparipattra-CEO and Co-founder, HiveSters, Ms. Viria Vichit-Vadakan - Chief Strategy Officer, Learn Corporation and Faculty Council, School of Global Studies, Thammasat University, Asst. Prof. Dr. Antika Sawadsri Dean for Faculty of Architecture, Director of Inclusive Designed Environment and Research Unit, King Mongkut's Institute of Technology Ladkrabang, Mr. Arnon Thongtem- Professional Maker and Chief Technical Officer, Pinn Creative Space, Mr. Brian Tan -CEO and Co-Founder, Futurelab, Dr. David Ganz,-Executive Director, RECOFTC-The Center for People and Forests, Dr. Decharut Sukkumnoed -Co-founder, De-schooling Games and in Innovative Education System, Mr. Jeremy Robert Osterstock -Chairman and Managing Director, Esso (Thailand), Ms. Khartini Slamah -Transgender Activist, PT Foundation, Dr. Klangjai S. Tawornpichayachai - Founding Director of Education Technology Development and Services, King Mongkut's University of Technology Thonburi, Ms. Krittiya Wongtavavimarn - Content and Communication Specialist, Prof. Dr. Kyaw Kyaw Khaung - Rector, East Yangon University, Mr. Martin Venzky-Stalling - Senior Advisor, Chiang Mai University Science and Technology Park, Assoc. Prof. Nopraenue Sajjarax Dhirathiti - Acting Vice - President, Mahidol University, Ms. Shannon Kalayanamitr - CEO at IKIGAI GROUP and UN Women HE for SHE Advocate, Ms. Sirivimol Kitaphanich-Owner, Rai Ruen Rom Organic Farm, Chiang Rai Assoc. Prof. Dr. Suppakorn Disatapundhu -Former Dean, Faculty of Fine and Applied Art, Chulalongkorn University, Ms. Uzma Daraman -Founder, Dekthaiklaibaan Asst. Prof. Dr. Romyen Kosaikanont - Vice-President, Mae Fah Luang University Mr. Ayu Chuepa - Founder, Akha Ama Coffee, Asst. Prof. Dr. Somporn Kamolsiripichaiporn - Former Director, Center of Excellence on Hazardous Substance Management, Chulalongkorn University, Mr. Petch Manopawitr - Deputy, Southeast Asia Group, Thailand Programme Coordinator, International Union for Conservation of Nature (IUCN), Mr. Anthony M. Zola - Senior Researcher, Mekong Environment and Resources Institute (MERI). List of participants of SEAMEO RIHES April 1, 2018 Bangkok, Thailand in Table 1

Table 1 List of participants of SEAMEO RIHES April 1, 2018 Bangkok, Thailand

No.	Department	Nation	Frequency
1.	ASEAN Foundation	Indonesia	1
2.	ASEAN University Network Secretariat	Thailand	1
3.	Asia Pacific International University	Thailand	1
4.	Asia International Consulting	Thailand	1
5.	Assumption University	Thailand	2
6.	Bunditpatanasilpa Institute	Thailand	1
7.	Burirarm Rajabhat University	Thailand	1

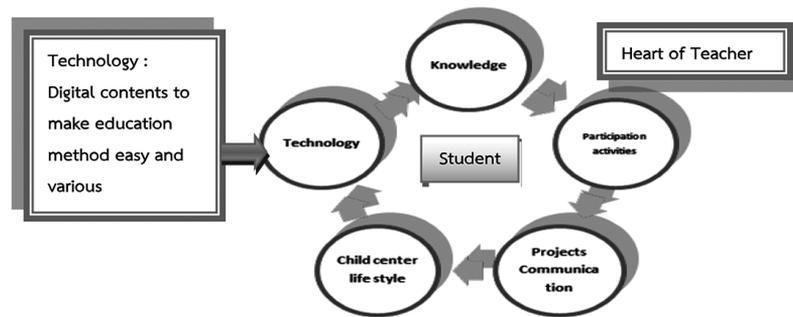
No.	Department	Nation	Frequency
8.	Campus France Thailand	Thailand	1
9.	Charies Darwin University	Thailand	1
10.	Chiang Mai University	Thailand	2
11.	Chiang Rai University	Thailand	1
12.	Chulangkron University	Thailand	1
13.	De La Salle University	Philippines	2
14.	Dhonburi Rajabhta University	Thailand	1
15.	Embassy of the Democratic Republic of Timor-Leste	Thailand	1
16.	Embassy of the Lao People Democratic Republic	Thailand	1
17.	Hatyai University	Thailand	1
18.	Institute for the Promotion of Teaching Science and Technology (IPST)	Thailand	1
19.	Institute of International Education (IIE)	Thailand	1
20.	Jitarom Asset Co., Ltd.	Thailand	1
21.	Kasetsart University	Thailand	2
22.	Khon Kaen University	Thailand	1
23.	King Mongkut Institute of Technology Ladkrabang	Thailand	2
24.	King Mongkut Institute of Technology North Bangkok	Thailand	3
25.	King Mongkut Institute of Technology Thonburi	Thailand	3
26.	La Union Colleges of Science and Technology inc.	Philippines	2
27.	Lampang Rajabhat University	Thailand	2
28.	Loei Rajabhat University	Thailand	1
29.	Mae Fah Lung University	Thailand	1
30.	Mahachai Institute of Automotive Technology	Thailand	1
31.	Mahidol University	Thailand	6
32.	Ministry of Education	Thailand	1
33.	Ministry of Education, Youth and Sport	Cambodia	1
34.	Ministry of Foreign Affairs	Thailand	1
35.	Thailand International Cooperation Agency (TICA), Ministry of Foreign Affairs	Thailand	1
36.	Ministry of Public Health	Thailand	1
37.	Naresuan University	Thailand	2
38.	North Eastern University	Thailand	2
39.	Office for National Education Education Standards and Quality Assessment (ONESQA)	Thailand	1
40.	Panpacific University North Philippines, Tayug Campus	Philippines	1
41.	Panyapiwat Institute Management	Thailand	4
42.	Phetchaburi Rajabhat University	Thailand	2
43.	Phuket Rajabhat University	Thailand	1
44.	Politeknik Aceh	Indonesia	1
45.	Rajabhat Chandrakasem University	Thailand	1
46.	Rajamangala University of Techology Krungthep	Thailand	1
47.	Rajamangala University of Techology Lanna	Philippines	1
48.	Rajamangala University of Techology Pra Nakhon	Thailand	1

No.	Department	Nation	Frequency
49.	Rajamangala University of Techology Thanyaburi	Thailand	2
50.	Rangsit University	Thailand	3
51.	Sain Louis College	Thailand	2
52.	SEAMEO Secretariat	Thailand	4
53.	Self business	Thailand	1
54.	Silpakorn University	Thailand	1
55.	SMAN I NUNUKAN	Indonesia	1
56.	SMK Raja Mahadi	Malaysia	1
57.	Social Security Office	Thailand	1
58.	Sripatum University	Thailand	1
59.	Suan Dusit University	Thailand	1
60.	Suan Sunandha Rajabhat University	Thailand	1
61.	Sukhothai Thammathirat Open University	Thailand	1
62.	Suranaree University of Technology	Thailand	1
63.	Suratthani Rajabhat University	Thailand	1
64.	Syntropy Human Capital Consulting	Thailand	1
65.	Teacher Organization	Indonesia	1
66.	Technological University of The Philippines	Philippines	1
67.	Thai-Nichi of Technology	Thailand	1
68.	Thammasat University	Thailand	3
69.	Thammasat University/Soka University	Thailand	1
70.	The Embassy of the Republic of the Philippines	Philippines	1
71.	The University of the Philippines Visayas	Philippines	1
72.	Thoburi University	Thailand	1
73.	Udon Thani Rajabhat University	Thailand	5
74.	University of Batangas	Philippines	1
75.	University of Science and Technology of Southern Philippines	Thailand	4
76.	Office of Higher Education Commission	Thailand	39
77.	SEMEO RIHED	Thailand	11
Total			163



Finger 1 Innovation in Education and the kind of Leadership

Source : SEAMEO RIHES April 3, 2018 Bangkok, Thailand



Finger 2 Heart of Teacher Model of Group Kodomo and Sensei

Source: Junichi Kurata (2018)

5. Discussion and Conclusion

The 163 participants of SEMEO RIHED member were the education office, education assurance and university teacher of student-centred learning. These special four-day during April 1- 4, 2018 at Pullman Bangkok King Power Hotel Bangkok Thailand. The activities were research innovation by keynote, plenary speakers and participants join consisting of policymakers, higher education leaders, social entrepreneurs, experts and researchers in the region and beyond. The concept note, tentative programme, poster and admin note. Building on experience: explore themes of leadership in the new normal context as well as innovative strategies and approaches to university-community engagement and social responsibilities for the region of Southeast Asia, bringing together bright minds to foster learning and inspiration and stimulate discussions that matter for the future of Southeast Asian higher education. The identify guidelines for improving education were : the higher education confines in the campuses, development leadership of university, construction values of university sustainability, university give ours students education for life and making them productive members of their communities and society and training students for industries and making them dutiful employees of their employers.

The important of networking of academic SEMEO RIHED member activities was member set leadership for development education learning of youth. They inspiration and stimulate discussions that matter for the future of Southeast Asian Higher Education. The education problem in Thailand : According to the history and the scholars of Thailand education crisis, it is found that there is the lack of the continuity of Thailand education policy, the direction and the path of operation is not clearly concrete, the educational personnel still lack of understanding Thailand education system both the primary and tertiary education and the trend of change worldwide. In order to pass the crisis of Thailand 4.0 education, all the organizations should co-understand and co-agree the policy of education reformation in order to cooperate in the same direction and to produce the good affect to society and nation sustainably. (Wilasinee Watthanmongkol, 2018)

In the past, Lanland and South Korea, low quality education. At present, Lanland and South Korea are among the world's top quality education. (Colagrossi M., 2018) I hoped that the model education experiences in needed of Group Kodomo and Sensei was build network academic in member. The group leader was Assoc. Prof. Junichi Kurata Kansai University, Japan and member group

Asst. Prof. Dr.kalaya Yotcamlue Loei Rajabhat University and the manpower of Thailand Higher Education was setting concept heart of teacher (the teacher heart: knowledge, project communication, student- centred learning concept, used technology : digital contents to make education method easy and various). I hope that experiences of SEMEO RIHED will cherish the part to start the new with leadership normal of higher education leaders. Public Administration Program teacher will development skills, used heart of teacher model and networking of higher education manpower in Southeast Asia.

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