

## A New Paradigm of Dual Vocational Education for Three Southern Border Colleges with Establishments Abroad in the Next Decade (2019-2028)

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(Received: December 16, 2020; Revised: January 22, 2021; Accepted: February 12, 2021)

### Abstract

The objective of this research was to propose the new paradigm for dual vocational education with establishments abroad of colleges in three southern border provinces (Pattani, Yala and Narathiwat Provinces) for the next decade. According to the Office of Vocational Education's dual vocational education regulations, the study revealed that there were general conditions and obstacles according to the educational management process. The key informants were thirty-two key contributors' qualified persons in the management of the vocational education system. An in-depth semi-structured interview was used to collect the data. In the second phase, interviewing with the dual vocational education experts in the area of three southern border provinces and the representatives from establishments abroad was used to give the perspective towards dual education management with foreign establishments of colleges. It was validated by triangular technique. The research results appeared as a combination of dual education theory with the establishment's needs. Real working conditions became a new paradigm for dual vocational management through the integrative system model for dual education management, including the system approaches. There were input factors including (1) policy goals; (2) learners' attribute; (3) resources for the dual system administration; and (4) domestic labor market demand. The process factor included: (1) administration and organizational management, (2) collaboration, (3) educational management and training, and (4) assessment system and the output delivers of having the graduates who were characteristics of work habits that met the establishment's needs.

**Keywords:** Paradigm, Dual Vocational Education, Three Southern Border Provinces, Establishment Abroad, Next Decade (2019-2028)

### 1. Introduction

The 12<sup>th</sup> National Economic and Social Development Plan aim to provide people of all ages with the skills and knowledge to develop themselves throughout life continuously. Having an economic system that is structurally strong, stable, competitive, sustainable, energy security has distributed prosperity into the region. Having a quality infrastructure that meets international standards maintain

natural capital and environmental quality to the ecological balance, including allowing the country to play an important role in development cooperation under various agreements. At the sub-region, region, and world level, there is a more decentralized localization. At the same time, Thailand has driven Thailand 4.0 (Maesincee, 2016) policy, which is in line with the 12<sup>th</sup> National Economic and Social Development Plan to develop the country. Connecting the Thai economy to the world creates a new economy that transcends the middle-income trap. One of the strategies for driving the policy is to focus on human development to develop workers' competency and occupational skills in line with their needs. The middle-class labor force has higher-skilled labor skills and can measure the skill level at the international level. However, the implementation of a strategy aims to emphasize all sectors' participation from the Ministry of Education. The country's main educational organization has a role and mission in organizing and promoting education to develop people to be good, virtuous, bring knowledge, have quality, and have the potential for continuous self-development throughout life. Therefore, an action plan for implementing the social policy and its quality has been established through the educational management process. It has the policy to support the workforce's production and development by changes in the structure of the production and service sectors, accelerating workforce production at the vocational level. Along with developing professional qualifications certification according to international standards (Office of the Vocational Education Commission, 2008) where vocational education management will play a greater role in the country's development. Establishments and civil society and decentralized to local government organizations. The local government organization has jointly managed vocational education and professional training for the local community, which is a real need. To support globalization based on national development needs, it must be the cooperation of the parties in society together. It is not an obligation of the Ministry of Education only. Whether it is a family member NGO Establishments, community organizations, and related ministries, which management of vocational education is effective. It will help raise graduates' competence and performance skills at the vocational level (Office of the Vocational Education Commission, 2012). From the Ministry of Education policy, which supports the management of vocational education, it produces vocational learners both the service sector, the industrial sector, and the agricultural sector, especially the occupational groups that are demanding the expanding labor market in all sectors.

The principles and theories of dual vocational education are the vocational education management and occupational training can be established in the model of dual Education created by agreement between vocational educational institutions or between such institutions and workplaces, government enterprises or agencies, regarding curriculum planning, learning and assessment. Students would study theoretical knowledge in Vocational Institution and practical knowledge in workplaces. Dual means "Two parties" which refer to the workplace and the school. Each person who participates in the occupational training under the Dual Vocational Education project will hold 2 statuses which are Student and Trainee. In other words, Dual Vocational Education Management is a model of Education

Management system in which the trainee must study General subjects in the educational institution 1-2 days a week, and Occupational Subjects in the workplace 3-4 days a week. That being said, these arrangements would be under the agreement between the school and the workplace. (Office of the Vocational Education Commission, 2008)

Therefore, the government has the policy to support the Office of Vocational Education Commission to promote dual education management by stipulating the Vocational Education Act. Thai Vocational colleges could manage dual education (Office of the Vocational Education Commission, 2017) with foreign establishments to enhance the provision of vocational education for local learners and bring knowledge from establishments abroad to develop the economy labor market effectively. There are developing and empowering people to achieve stability of the society and the country following the plans of the Nation (Office of the Education Council, 2017). The usual method of dual education management is only the co-operational management model with workplace in Thailand. However, changing world makes educational change as well, it becomes the model for working with abroad workplaces especially the Southern part of Thailand would be more promoted by helping the situation in the area to develop the human resource in three southern border provinces under economic, social, population, environmental and technological changes. Thus, the vocational education could provide the effective workforce for increasing the labor skills by learning technology and new knowledge in their professional fields. The principles and theories of dual vocational education are the vocational education management and occupational training can be established in the model of dual education created by agreement between vocational educational institutions or between such institutions and workplaces, government enterprises or agencies, regarding curriculum planning, learning and assessment. Students would study theoretical knowledge in vocational institution and practical knowledge in workplaces. Currently, the management of dual vocational education with establishments abroad of colleges located in three southern border provinces (Pattani, Yala, and Narathiwat) affiliated with the official board of education in each region, including 13 of the operation is ongoing and some participants. The expertise of the vocational education has attention to study the obstacles of dual education management with foreign establishments of colleges in three southern border provinces under the Vocational Education Commission and to propose a promising approach in upgrading the educational management system in dual systems with the colleges' overseas establishments and able to use the research results to develop dual educational management for vocational in three southern border provinces. It is in line with policy expectations and objectives to have success resulting in potential and enhance learners' educational management capabilities that can compete with other countries. The dual system is expected to strongly support a successful transition of young people from school to work and to guarantee a skilled workforce as a prerequisite for a successful economy. In addition, it plays a role in educating young people. The central goal of dual system is to help students attain and develop competence in action so that they can meet current and future professional challenges and participate in defining their vocational lives.

Because of on-going changes in society, economy and at the workplaces, the dual system has been under pressure of adaptation in order to further maintain its effectiveness and efficacy. Consequently, many adjustment processes have taken place on different levels of the system, namely system approaches for integrative dual education. Adjustment the process from 14 issues; 1) Readiness survey 2) International coordination 3) Signing of a memorandum of cooperation 4) Preparation of study plans throughout the course 5) Public relations 6) Student selection 7) Career training contract 8) Orientation of learners and parents 9) Preparing documents before traveling 10) Preparing teachers and learners 11) Studying in schools 12) Career training, Workplace learning 13) Supervision, Vocational training 14) Measurement and Evaluation were combined and reappraisal as the system process view as the research result present. Furthermore, a career-focused education that is aligned with the context is an area of ever-changing economic growth. People in the three southern border provinces (Pattani - Yala - Narathiwat and Songkhla, some districts) with information found that local people have gone on to work in neighboring countries including Malaysia, Singapore, Brunei, Indonesia and India continuously. (Thai Labor Administration to Overseas Division, 2019). The local (Pattani, Yala and Narathiwat Provinces) dual management is needed from local organizations, communities, parents, and establishments in the country and overseas who will provide resource support especially overseas establishments which neighboring as international level to further the dual education in three southern border provinces.

## 2. Research Objectives

To propose the new paradigm for dual vocational education with establishments abroad of colleges in three southern border provinces (Pattani, Yala and Narathiwat Provinces) for the next decade

## 3. Methodology

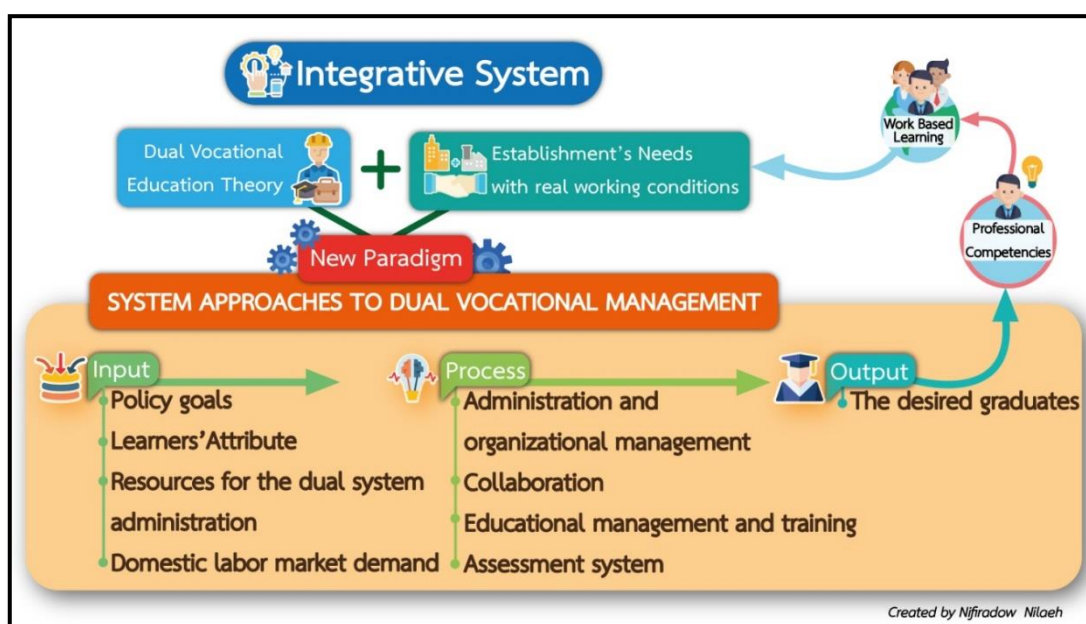
This study used a qualitative research method. There were thirty-two key contributors' qualified persons in the management of the vocational education system. The instrument research used in the first phase was a semi-structured interview, which is an in-depth interview and lessons learned. In the second phase, interviewing with the dual vocational education experts in the area of three southern border provinces and the representatives from establishments abroad was used to give the perspective towards dual education management with foreign establishments of colleges under the Vocational Education Commission in the next decade. The research instrument was a semi-structured interview. The open-ended protocol emphasizes the in-depth of the interview. From key information providers (Chantawanich, 2014) there were related documents to establish credibility in a study by researchers at the right time to take a major contributor to the study treatment. Confidentiality of respondents using pseudonym confidentiality of information is regarded as a good code of conduct (Fraenkel & Wallen, 2006).

The reviewers examined reliability and validity of the data by using the triangular technique including: 1) monitoring data at individual differences, 2) monitoring by changing the interviewer to the research assistant to switch for the interview 3) examination of the collection method. The data was

analyzed by using content analysis techniques and comparison, similar and different techniques of information.

#### 4. Results

The paradigm of dual vocational education with establishments abroad of colleges in three southern border provinces (Pattani, Yala, and Narathiwat) for the next decade has appeared as a combination of dual education theory with the establishment's needs along with real working condition become as a new paradigm for dual vocational management thru the integrative system model as shown in figure 1



**Figure 1** The Integrative System for Dual Vocational Education with establishments abroad for colleges in three southern border provinces in the next decade (2019-2028)

#### Input

1. Policy goals: The approach to educational management in dual systems with workplaces or establishments in abroad consists of (1) producing graduates that meet the needs of establishments both quantitatively and qualitatively (2) proposing to development goals in line with the National Social and Economic Development Plan (3) increasing the number of learners in dual vocational systems and (4) building learners to be entrepreneurs.

2. Learners' Attribute: Characteristics of the learners consist of (1) the selection of learners from those with good academic performance (2) having good basic skills which those good at working skills (3) taking responsibility (4) patience (5) discipline and (6) ability to work with others.

3. Resources for the dual system administration: They included (1) personnel and (2) budget. It must have personnel capable of working with others. A person as a teacher is who has professional knowledge and English language skills and experience in the workplace. A knowledgeable person,

understanding of the dual system with workplaces or establishments abroad for educational management and is the one who accepts change. Besides, the budget section, the Office of the Vocational Education Commission must allocate a budget to provide sufficient basic equipment for building a foundation for learners and support the budget for high-tech learning conducive to learners' learning in foreign establishments. There is a scholarship to motivate students to have an interest in pursuing their studies in a dual system with foreign establishments.

4. Domestic labor market demand: It sets the direction for developing of dual vocational education by using the establishment's demand for labor. It is a tool to provide education following the labor market's needs, bringing knowledge and technology from foreign establishments to develop. It improves the model of dual vocational education management in Thailand and provides opportunities for enterprises to lead educational management. Moreover, workplaces or establishments abroad could joint planning, operations, and investment in Thai dual vocational management.

#### **Process**

1. Administration and organizational management: It consists of having a common goal in providing education. There could have a setting for a Regional Professional Experience Training Coordination Center with workplaces or establishments abroad. There is a management system of educational institutes able to connect the work of other departments. A specialized foreign dual vocational education department is responsible for promoting dual vocational education under international vocational education standards. Alternatively, according to the organization's standards, it assesses and certifies vocational education institutions' quality as it is called APACC (Asia Pacific Accreditation and Certification Commission) to develop dual education to an international standard. There is a management system using information technology. Appoint a person to be responsible for coordinating between educational institutions and foreign establishments in particular. Horizontal management adheres to the work process as the basis for the division of work to meet the customer's needs, establishing the labor market.

2. Collaboration: It includes expanding of areas of cooperation with relevant sectors, both quantitative and qualitative. Building an understanding of the establishment and stakeholders is required. Creating continuous cooperation focus on the benefits of all parties, establishing an agreement is setting goals for working together. Furthermore, arranging for discussions and creating are concerned for collective agreements concerning applicable laws.

3. Educational management and training: It consists of educational management to meet acceptable standards. Bringing the standard of professional qualifications is as a model for development and practicing to meet the requirements. Encouraging learners to have as much practical training as possible in the workplace is realized. Learning management aims to provide students with professional competencies that meet the workplace's needs and the development of the English language in the workplace—the practice of having an appropriate level of knowledge before entering a career training in

an international establishment. Training students to have work habits in the workplace desirable, using information technology systems to track learners who practice career are required.

4. Assessment system: There were measurements in all three aspects (1) cognitive domain (2) affective domain and (3) psychomotor domain. Adherence to professional qualifications is as a basis for measurement and evaluation. Arranging for measurement and evaluation according to the actual condition by specifying the work piece or project based on the criteria measured and assessed as a standard. Teachers and trainers in foreign establishments jointly measure and evaluate learners who practice vocational training by the evaluation criteria for teachers in foreign establishments to co-assign and give more weight.

### **Output**

The dual vocational education of colleges in three southern border provinces anticipates the graduates who are characteristics of work habits that meet the establishment's needs, are ethical, have professional competencies, and pass the professional assessment.

## **5. Conclusion and Discussion**

Educational arrangements could be appropriate and flexible with the learners' learning. The result found that the system of dual education with establishments abroad suggested the perspectives for enhancing the dual educational management with changing the disruptive society and prepare the future plan of dual education by international standard with cooperative management. According to Brande (1993) "flexible learning is the way of learning that meets learners' needs by adapting different learning styles and learning materials and teaching materials to suit the learner's needs". It revealed the same as the result found was on 'input' and 'process' stage to show up the qualify issues of carrying out the management appropriately. The same difference as John F. K. presented a curriculum development model called the operational model. The aim of the curriculum was derived from three sources: 1) The level of development, needs, and interests of the students, 2) The state of problems and needs of the society that students face 3) The nature of the subject content and types of learning (Thongpanich, 2019). The learners' needs are mainly by clearly stating their needs for professional training in that foreign establishment, what their hopes are, and how they want to measure their success. Here is emphasized the important desired graduate of this result from dual education with professional competencies of establishment's needs. It is consistent with David McClelland's theory of need, which relates to the concept of learning, aimed at the desire for success, attachment, while individuals develop them from life's experiences (Certo, 2000). It is also a theory that suggests that the desire for life-based and work-based learning, which are comparable to vocational learning for future careers, comes from a good mindset and motivation to learn new things while the students are studying. The important points from above results include the following as discussion.

(1) Paradigm Shift: The management of dual vocational education system in line with the world's changing dynamics is that vocational colleges and stakeholders must work together to achieve, including principles, theories, policies, and input factors that lead to the study.

(2) System Approaches including as

Input: The major input factor is policy goal and formulation to be related laws and promote dual education continuously.

Process: The vocational education management process is necessary to allocate adequate resources for giving quality education. There is a flexible curriculum for the establishment. Design content for training learners according to the working context, curriculum adjustment has conducted to produce the workforce and support the developing country for having a well human resource. The establishment is involved in providing suggestions, designing, developing courses, also assessment processes for evaluation.

Output: The desired graduates must characterize as the establishment's needs forward professional competencies in their fields. The learners' quality is that the characteristics of the graduates are the best indicators of the effectiveness of vocational education.

(3) Work based learning: It integrates theory and experience to solve problems through practicing. Learners can create learning concepts by observing in a real working context---the real working conditions have been caught along with professional competencies met. Then, they can apply knowledge and prior experience to create their work. This allows them to use problem - solving skills by exchanging and reflecting to their peers and teachers. They gradually develop their working skill and academic achievement and able to create learning experiences.

## 6. Recommendation and implementation

### 6.1 Implications

6.1.1 The research result would be recognized for lesson learned of the system for dual vocational education with establishments abroad to updating the new policy for efficient educational management for colleges in three southern border provinces.

### 6.2 Recommendations for future research

6.2.1 It should expand the study's scope by classifying workgroups such as commerce, industry, agriculture, or technology science.

6.2.2 It should further study on strategies for making the dual vocational education for colleges beyond to the Southern vocational institutes of Thailand.

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