A COMPARATIVE STUDY OF EDUCATIONAL MANAGEMENT IN THAILAND AND IN OTHER ASEAN COUNTRIES

การศึกษาเปรียบเทียบการจัดการศึกษาไทยกับประเทศในกลุ่มอาเซียน

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บทคัดย่อ

      การศึกษานี้มีวัตถุประสงค์เพื่อสังเคราะห์และเปรียบเทียบการจัดการศึกษาของไทยและประเทศในกลุ่มอาเซียน ใช้ระเบียบวิธีวิจัยเชิงคุณภาพ ด้วยการเก็บรวบรวมข้อมูลจากเอกสารงานวิจัย รายงาน และบทความย้อนหลังไม่เกิน 5 ปี จำนวน 30 รายการ และการสัมภาษณ์ผู้ทรงคุณวุฒิ จำนวน 5 ท่าน เครื่องมือสำหรับการศึกษาได้แก่ แบบบันทึกและแบบสัมภาษณ์แบบกึ่งโครงสร้าง วิเคราะห์ข้อมูลด้วยวิธีวิเคราะห์เนื้อหาและใช้ตารางสังเคราะห์ ผลการศึกษา พบว่า 1) ไทยและประเทศในกลุ่มอาเซียนมีจุดร่วม ด้านวิสัยทัศน์และการบริหาร คือ การเป็นแหล่งพัฒนาทรัพยากรมนุษย์ระดับสูง เป็นแหล่งองค์ความรู้ที่มีคุณภาพมุ่งสู่ความเป็นสากล การส่งเสริมการเรียนรู้ตลอดชีวิต การพัฒนามืออาชีพ การเปรียบเทียบการจัดการศึกษาพบว่า ไทยควรมีวิสัยทัศน์ที่รองรับ ความแตกต่างของแต่ละสถาบันและกำหนดตัวชี้วัดที่หลายหลากตามมุมที่ต่างกันของแต่ละสถาบัน นอกจากนี้ควรส่งเสริมการสร้าง องค์ความรู้ด้วยตนเองและความรักชาติ 2) ด้านกลไกการดำเนินงานจัดการศึกษา พบว่า ไทยและประเทศในกลุ่มอาเซียนมีจุดร่วม ในด้านการพัฒนาคุณภาพอาจารย์และคุณภาพบัณฑิตเพื่อตอบสนองตลาดแรงงาน การปฏิรูปการเงินเพื่อขับเคลื่อนสถาบัน การยก ระดับคุณภาพหลักสูตรและพัฒนากรอบมาตรฐานระดับชาติ กลไกด้านการใช้เทคโนโลยีสารสนเทศเพื่อการเผยแพร่ข้อมูลร่วมกันใน การจัดการศึกษา การส่งเสริมความร่วมมือด้านการศึกษาในภูมิภาค การเปรียบเทียบการจัดการศึกษาพบว่า ไทยควรจัดกลุ่มหรือประเภท ของมหาวิทยาลัยเพื่อวางกลไกและการดำเนินงานการจัดการศึกษาให้ชัดเจนยิ่งขึ้น 3) ด้านการมีส่วนร่วมของแต่ละภาคส่วน ในการจัดการศึกษา พบว่าไทยและประเทศในกลุ่มอาเซียนให้เอกชนเข้ามามีส่วนร่วมในการบริหารและจัดการอุดมศึกษา การเปรียบเทียบ การจัดการศึกษา พบว่า ไทยมีการกำหนดการมีส่วนร่วมของการจัดการศึกษาไว้ในแผนอย่างชัดเจน แต่ในทางปฏิบัติยังไม่มี ความชัดเจน 4) ด้านการพัฒนาและแก้ไขปัญหาการจัดการศึกษาด้านการวิจัย ไม่พบจุดร่วมระหว่างไทยและประเทศในกลุ่มอาเซียน และ 5) ด้านสิ่งสนับสนุนในการจัดการศึกษาของประเทศ พบว่า ไทยและประเทศในกลุ่มอาเซียนมีการพัฒนาระบบโครงสร้างพื้นฐานของ สารสนเทศอุดมศึกษา การพัฒนาระบบเทคโนโลยีสารสนเทศเพื่อการจัดการการศึกษา การเพิ่มจำนวนอาจารย์ให้ตรงกับความต้องการ ในการผลิตบัณฑิตเข้าสู่ระบบตลาดแรงงาน การเพิ่มทรัพยากรด้านเงินทุนทางการศึกษา การจัดสรรทุนการศึกษาเพื่อขยายโอกาส ทางการศึกษา การเปรียบเทียบการจัดการศึกษา พบว่า ไทยตั้งงบประมาณในการพัฒนาการศึกษาสูงกว่าด้านอื่นๆ เพื่อพัฒนา การศึกษาทั้งในมิติของโครงสร้างพื้นฐาน และในส่วนอื่นๆ แต่งบประมาณไม่ได้ลงไปกำกับหรือติดตามผลลัพธ์ของการดำเนินงาน สำหรับการสนับสนุนบุคลากรที่มีความเชี่ยวชาญด้านการจัดการศึกษาพบว่า แต่ละสถาบันมีแนวทางการสนับสนุนที่แตกต่างกันออกไป

คำสำคัญ : การศึกษาเปรียบเทียบ การจัดการศึกษา ประเทศอาเซียน อุดมศึกษา

ABSTRACT

The purposes of this study were to synthesize and to compare educational management of Thailand with those of other ASEAN countries. The qualitative research method was employed in this study. Data were collected from 30 documents comprising reports, research studies and articles that were published during the past five years, and from interviewing five educational experts. The em-ployed research instruments were a data recording form and a semi-structure interview form. Data were analyzed with content analysis and synthesis matrix. The results were as follows: (1) Thailand and other ASEAN countries shared common visions in the following areas: striving to provide a high quality human resource development, building a knowledge-based society, providing life-long learn-ing, professional development, and global education development. In comparing Thai educational administration with those of other ASEAN countries, it was found that Thailand should have vision that accommodate the difference of educational institutions and should determine a variety of key perfor-mance indicators that vary from institution to institution depending on their functions and mandate. In addition, Thailand educational management should promote knowledge constructivism and patriotism. (2) Regarding the mechanism for educational management, it was found that Thailand and other ASEAN countries shared common visions in the development of quality of instructors and quality of graduates to meet the needs of the labor market, the financial reform for mobilization of educational institutions, the quality improvement of the programs and development of standard framework at the national level, the mechanism for the use of information technology for dissemination and share in educational management, and the promotion of cooperation in education at the regional level. In comparing Thai educational administration with those of other ASEAN countries, it was found that Thailand should group or classify universities into types for more clearly determination of the mecha-nism for operation of educational management. (3) Regarding the participation of each sector in ed-ucational management, it was found that Thailand and other ASEAN countries allowed the private sector to participate in educational management. In comparing Thai educational administration with those of other ASEAN countries, it was found that Thailand had clearly determine the roles of the pri-vate sector in the plan of educational management; but in actual practice the carrying out of roles was still not clear. (4) Regarding the development and problem-solving of educational management through research, no shared evidence was found for both Thailand and other ASEAN countries. (5) Regarding the aspect of facilitators and supports for educational management, the following concur-rences existed both in Thailand and in other ASEAN countries: the provision and improvement of basic information and ICT infrastructure for educational management, the recruitment of more faculty members to meet the demand of an increase in student enrollment, the provision and acquisition of adequate financial resources for educational management, the provision of more scholarships, and the provision of inclusiveness and opportunities for equal access to education for all. In comparing Thai educational administration with those of other ASEAN countries, it was found that Thailand allo-cated a higher proportion of the budget for educational development than those allocated for other areas of development in order to develop the infrastructure of education and other aspects of educa-tion, but no measures had been put in place to monitor and assess the outcome resulting from such budget allocation and spending. Furthermore, it was found that higher education institutions varied in their supports for staff members with expertise in educational management.

KEYWORDS : Comparative study, Educational management, ASEAN country, Higher education

Introduction

Educational management is one of the crucial factors in citizenship development in order to power and drive the country to be a developed one. For example, South Korea has employed educational management as the main stream in developing the country by improving its educational system and life-long learning, ena-bling it to be known as a leading country in technology (Wongvesetkul, 2014). An education reform in the US is another example. An-nounced in 1994 as Goals 2000: Educate Amer-ica Act, the reform evaluated the existing edu-cational practices and resulted in a Call-to-Action for American Education in the 21st Century, which included the Department of Education's policies and plans from 1988 to 2002. The act aimed to enrich people for future employability (Office of the Educational Council, 2007).

Since 2015, Southeast Asian countries have formed a body, called the ASEAN Community, to accelerate and facilitate economic growth, social integration, and education development and stability within the region. (ASEAN Vision, 2020). Though each ASEAN member is different and diverse in its socio-economic, and political nature, the organization has vowed to use education to minimize the gaps and to maximize development by providing educational opportunities, life-long learning, workshops for career development, innovation and technology and research support (Ratakul, 2012), which requires each country to initiate and implement education reform. As stated by the Office of the Educational Council (2006), every ASEAN country has to focus on education development and higher education quality, and collaborate with other ASEAN members to achieve the goals as stated in the ASEAN vision and missions.

In order to determine the current status of Thai educational management and to learn about the best practices in the field, it is important that the educational management, including curriculum development, research, educational administration, as currently implemented practices in other ASEAN member states be explored and analyzed so that the best practice can be adopted in the Thai educational setting. Other findings can be used as guidelines for improving and strengthening not only the Thai educational management but for the educational management of other countries as well.

Research Objectives

To synthesize and to compare the higher educational management of Thailand and in other ASEAN countries.

Literature Review

Petchroj (2013) studied on strategic management of private higher education institutions to support the entry into the ASEAN Community found that there were six key elements in ascending order of importance as follows: 1) Creation of a research collaboration in ASEAN learning management. 2) Public relations through multiple media channels. 3) Development of infrastructure and communication skills for the faculty and staff. 4) Awareness of the differences of tradition and culture of the ASEAN region. 5) Support of the ASEAN Education Policy Co-operation. And, 6) Development of international curriculum.

The Office of the Educational Council (2006) conducted a comparative study of the educational reform of ASEAN countries and found that 1) all ASEAN countries give priority to educational development of the country with improving and developing the country's

education in both law and policy by constructing laws for education and providing educational development which is one of the economic and social development plans of the country. 2) The ASEAN countries' education reform in higher education is likely to perform two approaches which are expanding education thoroughly and enhancing the quality of education. 3) A recommendation for the role of Thailand in ASEAN cooperation in education. There are two reasons, which are 1) enhancing the educational cooperation between the ASEAN member countries in line with the vision of ASEAN and its action plans by the cooperation in the network as well as cooperating in a partnership with other organizations. 2) Carrying out the ASEAN Educational Cooperation towards a knowledge-based community and knowledge-based leaders to create knowledge-based research and develop appropriately with the identities of ASEAN member countries. According to the Na-tional Education Act, B.E. 2542. 1999 (No. 3), B.E. 2553 (2010), it was mentioned that the ed-ucation management is an education process which aims to improve the quality of citizens, society, and economic systems. This process consists of setting education policies, education structure, quality assurance measures, re-search and management on budget, human re-sources, and support.

In analyzing the higher educational management of ASEAN countries, the following five aspects or areas will be scrutinized:

1. Visions and administration, whether the expectations or goals to be achieved in each educational level are clearly articulated and whether they are in keeping with one another.

2. Mechanics and procedure, which is the process, methods and steps in educational management being implemented in ASEAN countries.

3. Articulation and interconnection of subunits in national educational management, the degree to which private and governmental sectors collaborate with each other in formulating educational policies and implementing plans and actions.

4. Development and problem-solving by research, the degree to which research is conducted and research findings are employed in problem solving.

5. Educational management support, the degree to which educational resources, including human and financial resources, are allocated to support and facilitate educational management.

Research Methodology

Research Design

This study is qualitative research which collects data both from primary and secondary sources.

Sample and Data Collection

The primary data, the data collected through the interview of five education experts as administrative representatives, and/or leaders. The features of key contributors are as follows: 1) an expert or someone who has educational research in ASEAN countries. 2) An executive or a visionary for educational development in ASEAN. The secondary sources included data derived from research articles, reports, and books. The documents were those that were published in reliable and well-establish journals between 2010-2015. 30 samples of documents were selected. In addition, the criteria used to determine the value of the documents were as follows: 1) provide accurate, reliable knowledge, 2) provide new knowledge consistent with the event by selecting from new publications, 3) have content which is consistent with the research topic, 4) use clear, reason-ably written language, with reference to bibliography,

5) the author is a person who has great expertise and experience in the area, and 6) publishers who publish reputable papers have been accepted by the general scholars.

Research Instrument

The research instruments used were record form and semi-structural interview form which included questions related to strong points, weak points, and core points of the five aspects. The interview content validity was verified by three experts.

Data Analysis

This study analyzed the data according to the conceptual framework of the five areas as follows: 1) an analysis of the information from the documents used the synthesis matrix, which was considered on the similarities/differences of highlights of individual countries. As well as 2) an analysis of data from interviews using content analysis. The triangulation method was used to define the reliability of this study, which was as follows: 1) collecting data from various sources such as from interviews and documents, 2) col-lecting data from various sources and periods in two months and, 3) collecting data by two trained researchers.

Findings

The findings are categorized into five aspects as follows:

1. Vision and administration

A vision and administration aspect of edu-cational management commonly shared by Thailand and other ASEAN countries is to provide high quality education to improve the quality of their human resources and to advance a new body of knowledge. There are other subcategories in Thai educational management that have been shared with other countries. For example, life-long learning is shared with Myanmar; professional development, with Vietnam; and global education development, with Singapore, as shown in Figure 1.

In terms of technology being incorporated into education, it was found that Malaysia, Laos, Cambodia, and Vietnam have projects that incorporated technology in education so as to meet the market needs.

Brunei has set (empowered) e-learning as one of its national development strategies and Myanmar has employed ICT in education and set a vision for a national identity and values preservation, together with a vision for research development. However,
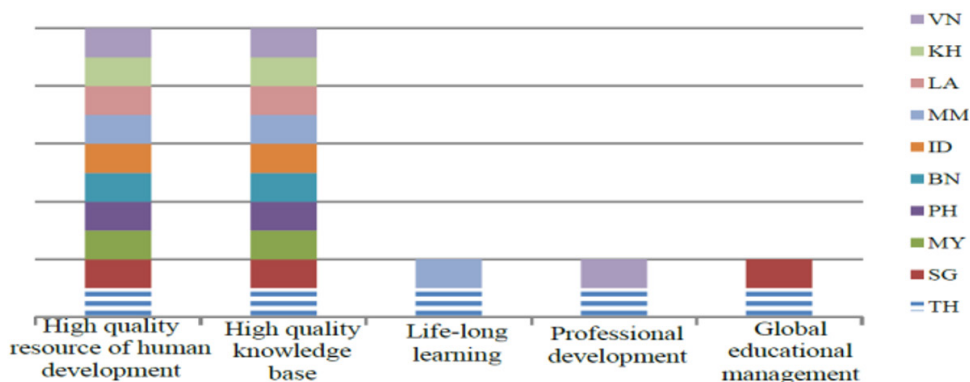

Figure 1 Concurrent points of educational management in vision and administration aspect.

Thailand has set education in a sufficiency economy under the Royal Initiative which is unique from others' visions (Figure 2).
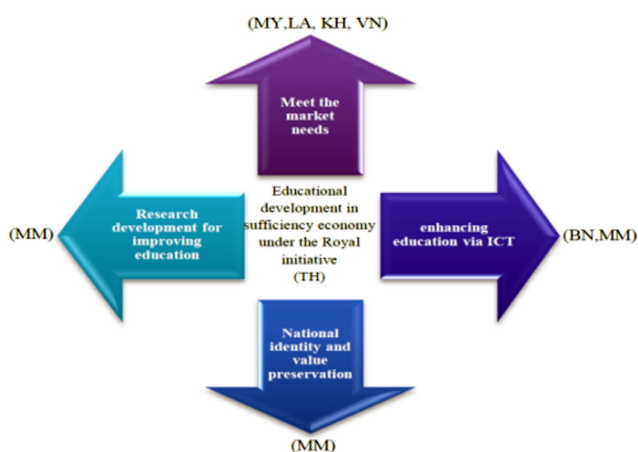

Figure 2 Different points of educational management in vision and administration aspect.

Regarding the vision and administration in higher educational management, Thai higher education institutions have been mandated to perform various missions. Depending on each organization or institution, these missions include creating a new body of knowledge, implementing innovations for educational management or competitions, or producing quality people in response to the various needs of the country. To meet their mandate, Thai universities have to perform multi-tasking responsibilities in cultivating people to meet the market needs. Apart from having to fulfill the many visions, Thai tertiary education institutions have to pass various key performance indicators and yield out-standing outcomes.

"...there should be various kinds of universities so that each university performs certain functions and to meet certain needs. Universities should provide many themes for students to study. There should be

research universities which carry out clear missions on performing basic research to produce a new body of knowledge and innovations as well as on performing practical or applied research. There should be universities whose chief aim is to train people to meet the needs of the various industries. This should be done through the university-industry partnership programs. The collaboration between industry and education can forge strength and form a stronger force for the national development, besides meeting with typical market needs."

Petchroj, Interviewed on 19 September 2016

However, the visions and administration in primary, secondary and tertiary education levels are not in keeping with one another and this causes difficulty in preparing learners for tertiary level. Another issue is including patriotism to each educational level as encouraging learners to love and be loyal to the country as for maximizing Thailand's development.

"The vision for higher education is different from those of other levels. Moreover, the people who have formulated those visions seemed to not have sat down and put their heads together. There were no discussions on the finalized visions for each level. The visions for each level were totally different from one another."

Wongboonsin, Interviewed on 13 September 2016

2. Mechanics and procedure

The mechanics and procedure aspect of educational management that has been shared by all ASEAN countries is professional development. This is concurrently being addressed as a key concern by educators and policy makers in Indonesia, Myanmar, Laos and Vietnam. The strategies used in this aspect include organizing professional workshops and seminars,

and recruiting lecturers who are PhD degree holders. Thailand, Laos, and Vietnam have shared the need to improve and upgrade the quality of their graduates so that they are equipped with skills and knowledge that meet the needs of their la-bor markets, and Thailand and Singapore have shared the need to undertake financial reforms and funding to enable tertiary education institutions provide the best education for their citizens.

Improving curriculum quality and the standard national education framework are the issues which Thailand, Singapore, Myanmar and Laos emphasize to be one of the educational management mechanics. Further, Thailand, Ma-laysia and Myanmar have instituted the measures to incorporate and implement ICT for disseminating and sharing information for educational management. Lastly, the issue which has been shared by Thailand, Indonesia, and Myanmar is educational collaboration among countries within the region (Figure 3).

In an effort to improve the mechanics and procedure aspect of their educational management, Singapore and Vietnam are making an effort to increase foreign student enrollment and to establish international universities. Singapore also places an emphasis on implementing internal quality assurance while Malaysia and Brunei have planned to improve curriculum and teaching methods, as well as instituting English as a medium of instruction in keeping with the demands of the 21st Century. However, these two issues were not found in the Thailand policy. The Philippines is the only country that has instituted and integrated disaster management education in its national education policy. (Figure 4)
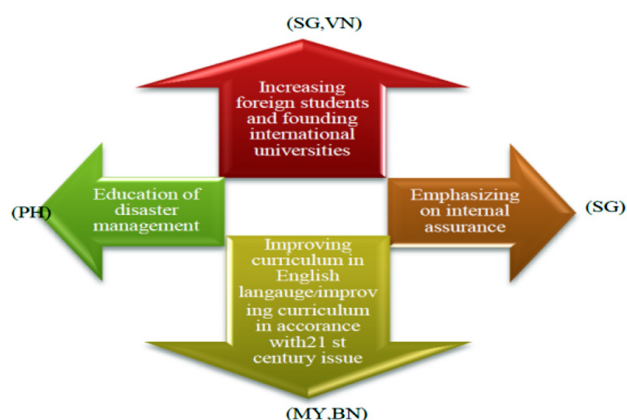

Figure 4 Different point of educational management in mechanics and procedure aspect.
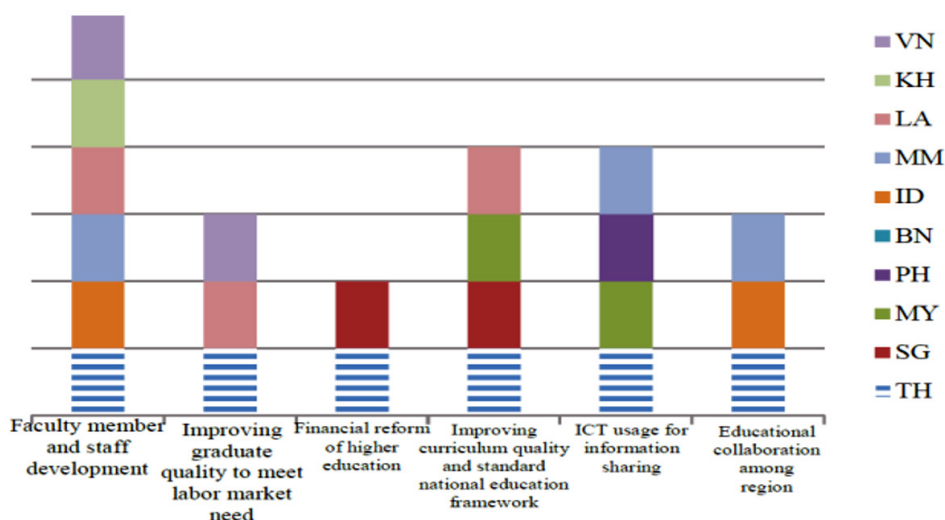

Figure 3 Concurrent point of educational management in mechanics and procedure aspect.

In comparing the mechanics and procedure in higher education management in ASEAN countries, it was found that this aspect in Thai education management could be made stronger and more effective by grouping universities into clusters, and each cluster be given clearly-defined tasks to be achieved, and clear-cut key performance indicators and outcomes to be measured. Conversely, flexibility was found in this aspect in the case of the government which would provide support. Higher education still applies quality frameworks and cooperates in educational management which counted as a strong point of this aspect.

"... in case of public universities, the government takes care of budgeting and it could be reinforced by mechanics aspect by grouping them into clusters, for example, if it is a research university, the criteria for budget allocation, KPI and outcome should be clear and precise and the provision measures must be delivered and performed as indicated, which would go as planned."

Wongboonsin, Interviewed on 13 September 2016

3. Articulation and interconnection of subunits in national education management

The finding shows that only Thailand and Malaysia have implemented and Instituted this aspect as private sectors are allowed to collaborate in terms of administration and management in higher education (Figure 5).

Thailand has encouraged educational collaboration among various sectors according to the Higher Education Development Plan Vol. 11 (2012-2016), and the specified areas of collaboration are teaching, learning, researching and operating. Singapore is found to have a centralized education administration and Myanmar is currently preparing to have an education collaboration with many universities in ASEAN and overseas (Figure 6).
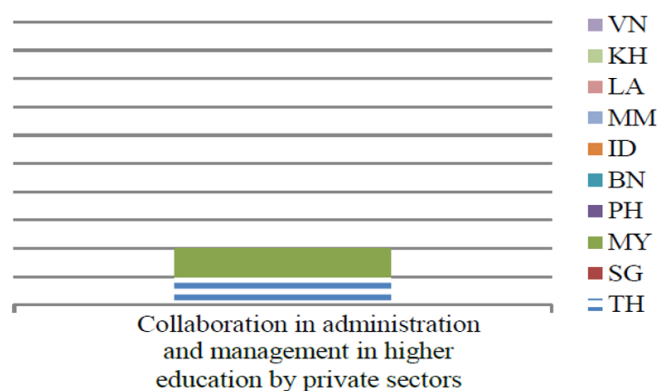

Collaboration in administration and management in higher education by private sectors

Legend: ■ VN ■ KH ■ LA ■ MM ■ ID ■ BN ■ PH ■ MY ■ SG = TH

Figure 5 Concurrent point of educational management in the collaboration of various sectors.
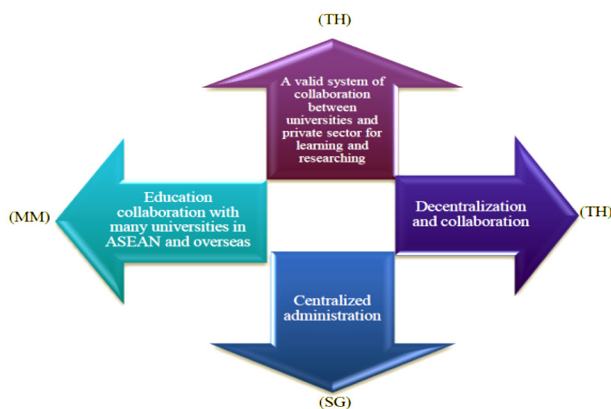
Figure 6 Different point of educational management in in the collaboration of various sectors.

In the area of educational collaboration, Thai higher education institutions have well-established and clearly defined goals for collaboration in the provision of education, and steps have already been taken to implement this aspect. Roles of universities in delivering education in partnership with the community have already been identified and collaboration is in progress.

"... it obviously states that what the university would do as to go along well with the community but it is not just private sectors since there are universities, community private sectors which should cooperate as a partnership."

Lertpaithoonpan,
Interviewed on 21 September 2016

Even though Thailand has clear and well-defined stated goals of educational collaboration for each sector, there are still problems in collaboration between higher education institutions in implementing them. Institutions and organizations involved find it difficult to work together in partnership. Though plans and procedures have been discussed, they could not be implemented as no party is willing to seriously bring

them to fruition. As a result, the industrial sectors are left out and have no role in the delivery of education.

"... there is too little, too superficial and it was a secondary thing in the process. Public hearings should be done but I think there is no use even if we are not going to implement anything from the findings."
Petchroj, Interviewed on 19 September 2016

4. Development and problem-solving by research

According to the synthesis, concurrence in this aspect was not found, yet an interesting point can be observed whereas Thailand was found to focus on professional development in research skills, Myanmar and Vietnam have placed an emphasis on research skills development to enhance education quality and to meet the private sector and entrepreneur needs. Singapore pays special attention to assessment such as the appointment of internal assurance committees in schools and institutions. This issue has not been found in any other ASEAN countries (Figure 7).

Figure 7 Different point of educational management in development and problem-solving by research aspect

Regarding the aspect of development and problem-solving via research findings, Thailand has not undertaken much research with a view to solving problems using the research findings. Most research undertaken is basic research with the chief aim of creating a new body of knowledge, and the findings cannot be applied to problem-solving. No research on life-long learning has been performed in Thailand.

"Very few research studies exist whose findings can be applied to improve or develop the quality of education; there are quite a number of basic research studies whose findings cannot be applied in finding a solution to a problem."

Chansina, Interviewed 2 November 2016

5. Educational management support

The commonly shared aspect of educational management which supports among Thailand, the Philippines, Myanmar, and Laos is the provision of basic ICT infrastructure for teaching and learning as well as the ICT infrastructure for educational management.

Regarding the recruitment of university lecturers and officers, Thailand and Vietnam specified criteria for selection and appointment of candidates with qualifications that meet the market needs. Some features of educational management supports shared by Thailand and Singapore are providing more funds to educational establishments, and providing and distributing more scholarships to the needy students, all in an attempt to improve their human resources (Figure 8).

In recruitment and appointment of university lecturers, Thailand has adopted a criterion of adjusted salary rate, and this measure has not been found in any other ASEAN countries. Singapore and Cambodia provide an educational management support through human resource development programs while Vietnam has permitted international universities to be established in the country as a means to providing an educational support, especially in the area of human resource development. (Figure 9).
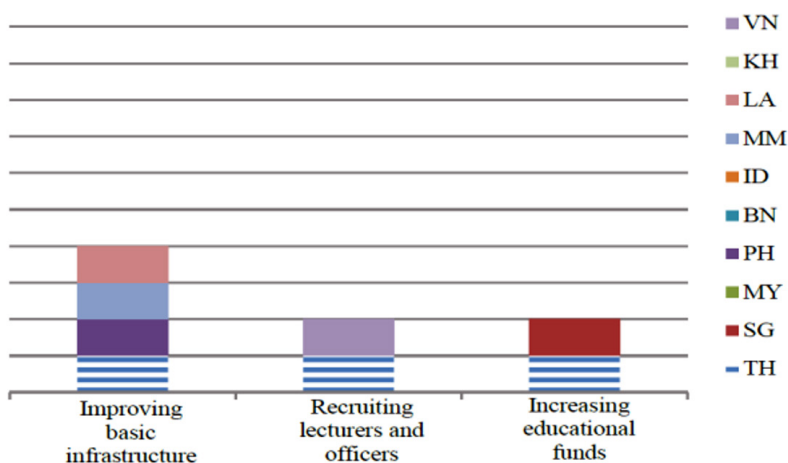

Figure 8 Concurrent point of educational management in educational management supports.
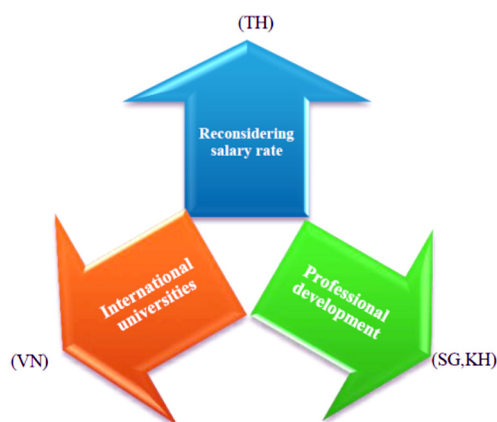
Figure 9 Different point of educational development in educational development supports.

In terms of budget spending, most of the education development budget earmarked for public universities in Thailand was spent on infrastructure building and maintenance and other miscellaneous supports. However, the budget was not allocated based on the expected output or the outcome.

"Most national budgets go to the Ministry of Education but it is spent on buildings instead, and financial support from foreign countries go to our neighbors. It is one weakness..."

Lertpaithoonpan,
Interviewed on 21 September 2016

For support on recruiting educational management experts, in Thailand, there is no set amount of budget allocated for personnel recruitment support. It depends largely on the financial health of individual universities. If a university is well off and has sufficient fund or budget, it may allocate some money to be spent on personnel exchange programs or other personnel professional development programs. The money spent on these human resource development programs may come from a variety of sources, internal and external. For a university with

scarce financial resources, such pro-grams may be nonexistent or may not be placed on the top of a priority list.

"It depends on each university. If some have enough budget and are ready to support, they would be able to support but if not, it is difficult to say as a whole"

Polsaram, Interviewed on 28 September 2016

Discussion

The findings revealed the following: In the category of vision and administration, tertiary education institutions in all ASEAN countries set as their vision an inspiration to become a community for quality professional development and the creation of a body of knowledge. In order to have their vision realized, they put in place in their educational delivery endeavor, professional development programs, quality curriculums, a national qualification framework, incorporation and instituting of ICT to facilitate educational provision endeavor and disseminate and share information with other people in a global community. Other inspirational components incorporated in the vision producing quality graduates that meet the market needs, educational collaboration with other institutions within the regions, and undertaking financial reforms in higher education. The findings aforementioned are consistent with those found in the studies undertaken by the Office of the Educational Council (2006). In comparing the educational reforms in ASEAN countries, the findings revealed that their endeavors centered on reforming educational regulations and policies so that the education serves the needs for building a knowledge-based society with a knowledge-based economy. The reforms were also found to focus on providing

equality, inclusiveness, and access to learning opportunities for all their citizens. Higher education reform in ASEAN was found to aim at providing learning opportunities to all and improving education quality. The concurring points reflected and shared by all ASEAN countries are as follows: 1. Using education to power and transform a society into a knowledge-based society 2. Enhancing and up-grading their education quality. 3. Using educa-tion as a tool to accelerate and facilitate the so-cio-economic growth and well-being of the country 4. Using education to boost the competitiveness of the country. 5. Using education as a tool for human resource management.

The findings above were also supported by the study undertaken by Thaima and others (2015). In their study of Thailand's higher education development strategies to cater to the needs of ASEAN students studying in Thai higher education institutions, it was found that the strategies employed boosted educational management standards, professional development, and academic development.

Regarding educational management supports, it was found that some concurring points exist. They include ICT infrastructure development in higher education, lecturer recruitment, and education budgeting. These findings were in line with those found by Pet-chroj (2013). In her study on private universities management strategies, it was found that the strategies formulated and adopted include 1) implementing research collaboration with other tertiary education institutions in other ASEAN countries, 2) promoting educational collaboration through many channels, 3) improving infrastructures and communicative skills for lecturers and officers, 4) realizing differences of traditions and cultures among ASEAN countries, 5) setting education policies

for the ASEAN community, and 6) national development. Of all these strategies, improving technological infrastructures for easy and fast access to information is crucial and indispensable.

In the area of collaboration partnership among different sectors in the national education management, it was found that private sectors were involved. This collaboration exists in Malaysia and in Thailand. Thailand's 11th Higher Education Development Plan (2012-2016), formulated by the Office of the Education Commission. (2013), encourages and promotes collaboration between private sectors and higher education institutions in planning, formulating policies, and delivery of education, as well as in educational management.

Suggestions

1. Suggestions for implementation Vision and administration

1) Appointing the numerous visions and administrations regarding various aims of each Thai university. Formulating various visions and giving a mandate to each university to carry them out.

2) After the visions are formulated and the duties to carry out the vision are delegated to responsible organizations, identifying and developing the key performance indicators to measure the outcome must be ascertained.

3) Setting up goals for basic and higher education management, and the goals for each level must be aligned or in keeping with those for other levels.

4) Incorporating education to instill patriotism and nationalism in the vision.

5) Improving research quality for educational development by focusing on applied research or research and development.

Mechanics and procedure

1) Grouping universities into clusters based on their functions and mandate, and the key performance indicators are identified and formulated to measure their performance and evaluate their progress.

2) Working on educational management, the government could ask for cooperation from universities.

3) Improving and upgrading the quality of their educational management, higher educa-tion institutions should focus more on internal quality assurance performance so that their real strengths and weaknesses are more clearly reflected and understood.

Articulation and interconnection of subunits in national educational management

1) Promoting each sector's collaboration starting from planning to evaluation stages.

2) Assigning related organizations to formulate agreed-upon goals for higher education development.

3) Encouraging private sectors to actively engage in more industry-university partnership and collaboration in higher education management.

4) Encouraging ASEAN countries to collaborate in setting common goals for higher education developments through such activities as seminars, and seminar-cum-workshops regarding education and workshop liberalization.

Development and problem-solving by research

1) Promoting problem-solving in higher education by focusing (working) on applied research or research and development.

2) Promoting research life-long learning.

3) Promoting life-long learners.

Education management support

1) Adopting an outcome-based budgeting strategies and allocation.

2) Establishing, through a memorandum of understanding, collaboration with both internal and external organizations for person-nel exchange programs, research collaboration, and professional training programs, and other efforts in order to build the professional capacity of the university community.

2. Suggestions for further study

2.1 A study on professional development through industry-university collaboration should be conducted.

2.2 A study to determine the attitude toward industry-university partnership in higher education management should be conducted.

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