LIFELONG EDUCATION

Education for Thai People in the Age of Globalization and Information Technology

Dr. Banjert Chongapiratanakul

School of English

Institute of Social Technology

Suranaree University of Technology

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Introduction - A summary of the Act in Support of Lifelong Education

Background
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1. Crises in Education Today
Currently 95-96% of the education budget internationally is directed towards the school system resulting in dramatic development of this sector. The school system has therefore dominated the education system. This has resulted in the segregration of education and its removal from normal life. This school based education has provided little relevant knowledge and experience for use in later life. Previously, education was an integral part of living however it has now been removed from everyday experience.

Other countries have suffered from similar crises. Over the last thirty years in the U.S.A. there has been much discussion about "de-schooling" and "the end of the school system" (Philip H.Coombs' "Crisis in Education"). International pressure is mounting to find solutions for such problems.

2. The Progress of Technology
Inter past school were leaders in technology however recent dramatic advances in technology have left schools' technological capabilities seriously outdated. The rapid development of new technologies such as sattellite, computers and information systems has rendered education gained 10-20 years ago inadequate for dealing with these major changes.

It is possible that in the future continuous education may become an integral part of life. Within the next five or six years at least one week per month may need to be spent studying at school to improve the quality of life. Education will return to the realm of normal life and should comprise only pertinent and useful subject matter.

Dramatic technological changes have driven the need for continuous lifelong education and this in turn will encourage the development of new educational systems which are able to serve the needs of the population throughout their lifetime.

3. Information systems and Information technology
Today, the central role of schools in education has been lessened by other types of media such as radio, television and books. The proportion of education taking place in schools will progressively decrease as people rely increasingly on these other media especially instructional systems known as "information technology". In a world of exploding information the previously dominant role of schools in the education process will be much eroded. This continuous flow of information will become the stimulus for learning. In anticipation of this, new models of learning will have to be establihed to assist people to process and learn from this torrent of information.

4. The Development of Lifelong Education

In response to educational problems in the school system in many countries world-wide UNESCO has proposed the introduction of lifelong education. This is being simultaneously developed in Thailand and in many other countries.

Definitions of Lifelong Education

Lifelong Education is the integration of formal school-based education and informal out-of-school education and the sharing of all available educational resources in order to develop, enhance and enrich the lives of Thai people.

Aims and Objectives

1. To develop problem solving ability and improve quality of life.
2. To address the problem of inadequate educational resources.
3. To encourage greater participation of expereinced and knowledgeable members of society in education management.
4. To encourage decentralization and rural development of education.

Features

10 essential features of the Act in Support of Lifelong Education are:

Learning Society

While it is widely accepted that learning takes place throughout life this fact has yet to be enshrined in law. Such a law is expected by Thai and international philosophers and educators.

Informal Education

There has been up until now a greater emphasis on technology than on education. Few media have chosen to provide educational services. Newspapers and radio provide little; Television has made attempts, such as programs produced by Thai Com, but these are still not terribly effective. If Thailand were to harness the potential of newspapers, radio and television, computer and telecommunications technology, it could become a world leader in informal education.

A second issue under discussion is the involvement of the traditional village knowledge-base in informal education which has the potential to enrich and yield tremendous advantages in educational management.

Non-formal Education

Non-formal education is the provision of education to those who failed to enter the formal education system. A law is required to guarantee the equitable provision of non-formal education opportunities to all.

Integration of educational systems

Knowledge gained through the three educational systems should be transferable and therefore applicable to every part of a person's life not restricted, for example, to in-class learning and evaluation. This may be achieved by the thorough integration of informal, non-formal and formal education systems.

Lifelong Education

The combination of the previous four points, that is, formal, informal and non-formal education that has been harmoniously integrated will result in lifelong education. People will be more easily able to learn throughout their lives.

Administrative System

No matter how effectively the five previous issues are implemented nothing will be achieved without a sound administrative system which will translate the ideas into practice. The system will be heavily decentralized with a small central office responsible only for planning, policy and research.

Cooperation

Wide spread cooperation will be required to involve the community in general in education management.

The Roles and Responsibilities of Organizations

Responsibility for Lifelong Education must be shared by all sectors of the community, including families, local community organizations, temples, factories, local government. schools, mass communications organizations etc. In short every organization and institution will have an essential role to play in Lifelong Education. Some will be involved in one or other of the educational systems while some may be involved with all three. Several learning societies will then occur.

Lifelong Education activities

Research and development units must be established to assist in the development of educational activities. Many organizations in this field already exist but fail to realise their potential role in Lifelong Education. With minimal development these organizations could be integrated into the development network. This will assist in the appropriate provision of Lifelong Education for each individual and each community.

## Funds to support the Act in Support of Lifelong Education

The success of this Act hinges on sufficient funding support and the provision of adequate financial support to families, factories and other organization. Current funding is not adequate for Lifelong Education.

Background Definitions and Motivations for Lifelong Education

In this time of globalization there have been rapid changes in social development, economy and politics which have had tremendous impacts, both positive and negative, for the people of many nations. Thailand too has been under pressure. We need to seek ways to adapt ourselves to keep up with these changes especially the development of education, attitudes and abilities of the Thai people. This will facilitate a more thorough understanding of science and technology advances and international developments so that Thailand can compete and cooperate with other countries more effectively.

Recent history indicates that the greatest technological advances that will take place in the near future will be in the field of information technology. This will require major changes in the way that Thailand thinks about educational management. (Peter F Drucker "Society").

Both Thai and international educators with a vision of the future have called for the development of educational strategies appropriate to this age. The rapid social changes dictate the use of educational management systems which enable lifelong development of skills.
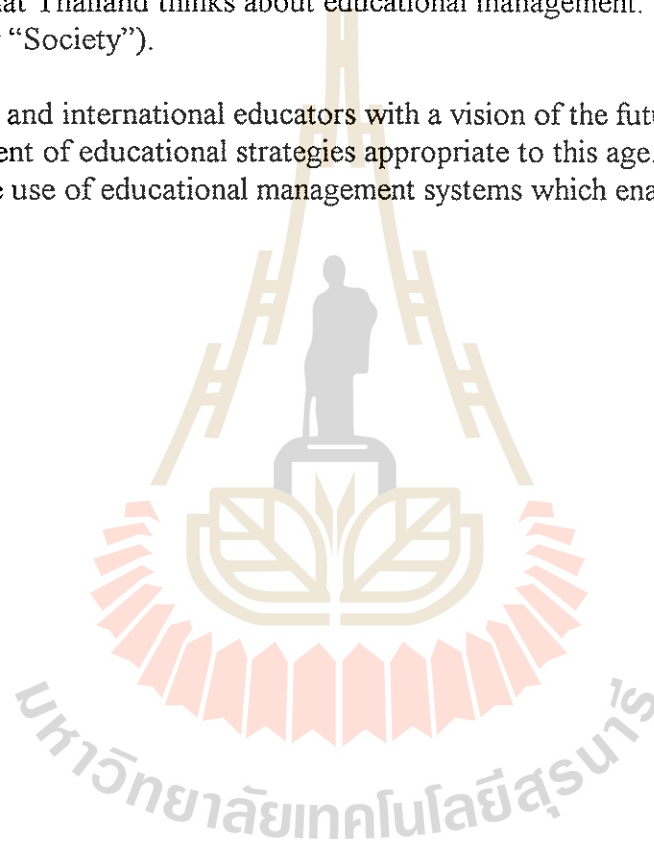
1. Background of Lifelong Education

1.1 Human Beings and Education

Human beings have very special characteristic which is to be able to learn and develop themselves continuously and life long. Such ability has been accumulated and developed step by step since past years until now Human learning process is called "education". So education and human life earning is the integrated process which occurs continuously lifelong and has been transferred from generation to generation step by step. So the whole time of human development, they then have education by nature so they can develop themselves to survive and create development continuously up until nowadays.

1.2 The Development of Education

The aforementioned definition of "education" is so called education occurred by nature or named " Informal Education". It is, learning is from daily life each day and learning from human interest not from any strict/ system or by regulations but varied according to each individual's interest. Later, this type of education has been looked over. Human in the late century by excluding educational process from ways of human life and this transformed to be another process beginning from " formal education". It is a process of transferring knowledge from variety of fields in order to prepare human themselves to perform in their jobs somedays. Only a few people can enter the formal education system. Later, non-formal education has been provided for the ones who haven't been accepted in the entrance process in school system. Nowadays, it is obvious that Both patterns and content of those two educational system are not adequate for human development in order to have them adapt with changes there days. These is then claim to have education management to be pertinent with ways of management to be pertinent with ways of human lives again by turning to develop informal education. This means to encourage human to be able to learn and utilize information and technology in order to solve propels and develop their quality of life effectively. Informal education has become more and more important as Philip H. Coombs commented in his book, "The World Crisis in Education" that " Informal education is very important and the educators in the past did not pay much attention. But this particular type of education will b e more and more important in the future. The education analysts must pay attention to informal education especially most."

However, even informal education has been more and more important in the future but it's needed to have formal education and non-formal education. Patterns and content must be adapted and be pertinent with problems and needs in each period. More importantly, all three types of education must be integrated perfectly well and each type must be supported by each other continuously. This will become "Learning Network" which support the management of educational process which is a roof covering and facilitating human learning no matter who they are, which age group and from every occupation continuously lifelong and becomes truly "Lifelong Education System"

1.3 Background of Lifelong Education
1.3.1 Lifelong education other countries
Main idea of "Lifelong Education" has been considered formally firstly in The Third International Committee for Facilitating Adult Education " hosted by UNESCO in 2507 B.E. After that lifelong education has become main theme and meaningful ways, very important to educational management in order to develop human quality of life truly. UNESCO has been trying to fine the clarity of lifelong educational management continuously and has published "Lifelong Education" the first time in 2515 B.E UNESCO published the very important educational report on how to manage lifelong education named "Learning to Be" which indicates the relationship between lifelong education and how to establish learning society. It's stated that "Lifelong education is the process of the integration of all possible educational resources with human ways of life in their community into uniqueness which yields learning society"

Notice here that Robert M. Hutchin is considered a great American educator who has vision. He asked everyone to pay attention to lifelong education and asked everyone to help establish learning society. He clearly wrote in 2511 B.E. that it should be realized that needed education and focus on manhood creation which means education should be the process help everyone to really know what the essence of life is and help every to be able to classify what good deeds are and what are not by their own consideration and help him be able to earn his living in harmonious way and be kind to others to society and environment and nature

In the U.S., it is noted that the Bush's administration placed strong emphasis on lifelong education and initiated "Lifelong Learning Project" which aimed to achieve literacy for all by the year 2000. It is expected that all American adults will be literate, will acquire necessary knowledge and skills, and be ready to compete with other countries economically, and be able to perform their rights and responsibility perfectly as decent people.

In order to meet with those objectives America has set ways of how to do in order to meet objectives. One very special way is to develop higher skills necessary for life earning in globolization period. Those skills are reasoning, problem solving, decision making The one's who have all three skills will be able to analyze and evaluate all information in their daily lives thoroughly and right. Those skills will help creatively utilize information in any situation.

1.3.2 Lifelong Education in Thailand
The development of lifelong education in Thailand can be classified into 2 periods.

1) Informal Education
This period began from Sukhothai period to early Ratanakosin period before the law on compulsory education has been released which can be classified as followed :

Sukhothai Period: The center of education located in homes temples and palaces. In temples and palaces Thai language and Bali language using etiquette customs and vocational skills are taught.

Ayuddhaya Period: Temples homes and palaces are still centers of education have skill been taught. Liberal arts and literature have been boomed (popular ?). The first Thai text is " Chindamanee" Thailand contacted with other countries and exchanged goods. So Thais began to learn from westerners.

Thonburi and Ratanakosin in early period :

It was the very important reformation period in the country. Liberal arts and science existed after Ayuddhaya was defeated by Burmese especially liberal arts and "Pratom Mala" the new Thai texts had been published. Homes, temples and palaces were still centers of Thai education as former periods up until King Rama the third of Ratanakosin western teachers were hired to teach English to royal children and other members in high class families. There were training on military and police officials and some vocational skills. Western publishing system were used in Thailand.

2) Education Management as in western countries.

From King Rama the V period up until now, the important development of Thai educational management during this period is as followed:

Schools Founded This educational management in school system(formal education) The objective of Thai education at that time was to prepare This to be government officials needed by the country. Firstly, instruction was taken place in the palaces and expanded to schools and temples. The former educational management was the foundation in this period.

After Political Change in B.E. 2475

There was political claim to expand foundation of education including Thamasat and Politics University was established not only to produce graduates to become government officials more in this period. So education has been away from homes, temple and palaces and away from ways of human live more.

Adult Education The department of adult education was founded in ministry of education in 2483 B.E. in order to be responsible for adult education management so people will learn how to read, write and be trained on vocation. At that time it was the beginning of Non-Formal Education in Thailand.

Education Reformation in 2517 B.E.

In order to respond to the development of economic society politics and government administration, National Education Plan in Year 2520 B.E. was formulated Two patterns of education system (Informal education) were stated clearly. One was education in school system in order to organize early childhood education (pre-primary education), primary education, secondary education, vocational education and non-formal education (the non-formal education was founded in year 2522 B.E.) which aimed at people out of schools to learn how to solve problems, vocational training or some specific skills according to people's needs. This period of time the idea of lifelong education turns to focus on informal education and develop to be seeking ways and ideas of how to create lifelong education management for all.

In year 2533 B.E. UNESCO in cooperation with important organizations hosted world seminar in Thailand titled "The World Conference on Education needs of for All". This past seminar focused on needs of lifelong education for all

2. The Definition of Lifelong Education

The definition of lifelong education has been defined differently. It's needed to have conclusion firstly will be helpful for this participative work. Two definitions are defined : one type of definition is the general definition and the other is the operational definition.

2.1 General Definition

Lifelong education means ideas and ways to support recruiting all possible resources. available in the society to develop knowledge ideas and human ability to have them be able to solve problems and develop their quality of life continuously from birth to death. This them yields society to be learning society.

2.2 Operational Definition

Lifelong education means the process of coordinating support and encourage people in the society participatively bring educational resources which are knowledge resources and all possible technology in the society to utilize in many ways at least in 5 ways.

1. To expand educational services from school system broader to people of all kinds every sex all ages and in every occupation

2. To focus on the importance of education as the tool for developing human quality of life

3. To improve pattern and essence of educational management to be pertinent with people's needs and problems in communities.

4. To encourage people in government sectors. private sectors and in general participate in education management

5. To improve objectives and frames of educational services to be broader and cover al areas.

2.3 Educational Foundation Structure

The five aforementioned process aimed at mankind to develop themselves to develop society and to develop occupations in order to be foundation at the country development in politics, economic and society. There must be at least foundations as followed :

1) To have same basic ideas and clear operation ways.

2) To have clear administration and management system in order to recruit educational resources to participate in education management

3) To have supportive and cooperation system in order to utilize human resource in educational system available in the society.

4) To set operational activities in order to support lifelong education.

5) To have a system to recruit and to manage on budgeting or funding in order to support lifelong education

6) To have operational network

7) To have regulations and law specifically for lifelong education.

In order to manage lifelong education, there should be open door for every one to participate, and to encourage the invention of educational technology. This invention of educational technology. This will become the integration between education and human way of life.

2.4 Life long Education Dimension

Since lifelong education includes human way of life from birth to death, so it dimension can be considered in many angles.

1. Dimension of Philosophy

Lifelong education is the system of thought which is believed that people must be improved and developed continuously lifelong in order to be able to earn their living valuably as human beings should be and be able to solve their problems and develop their own quality of life. They then can preserve and transfer civilization for their young generation.

2. Dimension of Educational System

Lifelong education is the human development system which encourages the relationship among informal education formal education and non-formal education to be the most valuable for mankind.

3. Dimension of educational management

Lifelong education is a process open for all in every sector of society including government sector of society including government sector, private and people to take part and be responsible to manage education to be pertinent with people's problems and needs in the society. There should be the utilization of all possible educational resources in the society to manage education.

4. Dimension of new way in educational improvement

Lifelong education is a process of education management which yields the improvement of belief, objectives, content including instructional activities in the education process both in and out of the available system to broadly open to community which is flexible and varied covering people problems and needs in the society.

5. Dimension of strategies in development of democracy Lifelong education is the process of developing people's knowledge attitude and their consideration especially to develop reasoning skills, problem. solving skills and participative decision making. So those skills will make their power of knowledge grow, perceive and to be well-rounded, to visualize and foresee future changes. They then will not be defeated or be victims of any situations.

They will have power of natural bargaining in economies, social and politics. They will be able to protect their right and advantages and also participate efficient.

3. Values and Needs

In the age of cooperation and competition among countries occur very fast and dynamic, mean while there are crises in many cases occur, it is needed that the government must have the most efficient ways to develop people's quality of life. Within 3 decades it is obvious that lifelong education is way of thinking and the most valuable way for the development of the country.

Value and needs of lifelong education for the development of the country can be classified in 8 categories as followed.

3.1 In the present time of dynamic change especially on Technology and information, it is necessary to improve people's ability to utilize technology and information in solving problems and develop quality of life efficient continuously from birth to death.

3.2 Presently, only educational resources that the government operates are not enough to develop people's quality. So people can not catch up with changes. It is necessary to recruit educational resources available greatly in private sectors and from people themselves especially folk intellectuals all over the country to be utilized in developing quality of life. So the owner of valuable resources take part fully in the process. It is the way to develop relationship among government, private sectors and people.

3.3 Presently, valuable human resources such as retired government officials and folk intellectuals like monks, aged group, parents and the like who are ready to help in educational process are overlooked. These people should be encouraged to participate in developing people's quality of life.

3.4 All in all, the most essential key to success in decentralization depends upon people's quality in local communities. People must be educated and be developed in terms of knowledge attitude and ability continuously. They then will have power of bargaining naturally and advantages. So they can participate in making decision on politics administration under democracy system efficiently and successfully.

3.5 Ways to manage lifelong education will help adapt change and set relationship between non-formal education and informal education focusing more on informal education helps each individual be able to have activities in daily life to facilitate knowledge attitude and their own ability greatly and continuously lifelong. Ones who study both in school system and out of school system or even ones who graduated still need to have informal education continuously lifelong as well.

3.6 To develop lifelong education is to return education process to various communities so the process of educational management (indigenous education) would be reformed and developed. The reformation and development of folk intellectual will be valuable and meaningful for problem solving and the appropriate development of quality of life in the community in this globolization period.

3.7 To develop lifelong education is to reform and develop relationship between education and life earning which will lead to the reformation and develop peoples culture in the community. To have education management related to culture or have community culture as foundation is to have education management meaningful for problem solving and develop people's way of life in that particular community directly Meanwhile it is the education management which leads people to have far-sighted vision (?) They will have knowledge and understanding of information and changes in many ways. People in the community will have more choices in solving their problems and develop their ways of life.

3.8 To develop lifelong education will accentualize the meaning and values of Buddhism in Thailand because the essence of Buddhism instruction is to guide people to solve develop themselves continuously so they can rely upon themselves on solving their problem more effectively. So they can have free, clean and clear, enlightened and perfectly peaceful. Buddhism instruction on eight paths of life (mak paed)or three main

instructions (trai sikka), as a matter of fact, is the process on self-development which will help earning living appropriately and correctly.

4. Definitions

In order to seek the clarity of frame of thought and the process of lifelong education there should be the understanding of the essence and related definitions so it will be the agreement on work process as followed.

1. Education the meaning of education many be classified in 2 ways:

1) means tools on human development on physical, social, mental and intellectual.

2) means human characteristics formal from their development

2. Learning means to adapt and change (to normalized) behavior formed from experience which meny or may not change for better or for worse.

3. Education in schools means the process of human development which set the objectives pattern and content and may adapt those objective patterns and content if necessary within appropriate time.

4. Non-formal education means the process of human development which is flexible in setting objectives patterns and content appropriately and pertinently with problems and peoples needs in variety of groups, especially needy groups, the groups which have less opportunity, lack of opportunity or miss opportunity from education in school system.

5. In-formal education means how people can develop themselves, and can solve problems and develop their quality of life from their utilization of experience in daily life such process must be continuous from birth of death.

6. Learning society means the society which has the process of encouraging all member within the society utilize their experience in daily life to develop knowledge ideas and ability ultimately, so people as a whole in the society earn their living smoothly

7. Educational experience means how human can utilize advantage of the relationship with environment in order to develop knowledge ideas and their own ability. The particular ability should be developed more and more and also accumulated from generation to generation so people can solve problems and develop their quality of life and others continuously.

8. Lifelong education network means the relationship of realization and responsibility which is foundation for the beginning of work cooperation among government private sector and people. This will be the base of the development of peoples quality of life as a whole continuously. The relationship many or may not occur formally or informally

9. Education Resources means knowledge education resources including technology which can be utilized to develop peoples knowledge ideas and ability so they can solve their own problems and develop their quality of life efficiently. The quantity and quality of education resource is the most valuable variable for the development of the county education resources have been accumulated and transferred within the society. They should be utilized to help people solve their problems and develop their own quality of life meanwhile they can have good judgment and consideration on how to utilize the education resources outside the community to adapt appropriately with their problem solving and the community needs

10. Education Personnel means anybody in the society who has valuable knowledge ideas and ability and can help other to solve problems and to develop their quality of life. There are a lot of those kind of people available in the society by nature. They have important roles in creating and transferring intellectual including education in school system non-formal education and in-formal education. Those people can be classified into two-types:

1) Ones who are directly responsible for the education process both instruction process and administration

2) Ones who are responsible for education management by nature such as family members, folk intellectuals, knowledgeable men thinkers, writers, actors and the like. In every society, those people are available by nature especially the family members.

11. Education Integration means from of thought and ways in creating the relationship on objectives content learning activities including measurement and evaluation. The main objective is to solve peoples problems and to develop quality of life as a whole.

12. Educational Technology means the process on creativity facilitation which facilitate education management the most efficiently in order to develop human quality including the process on how to apply all possible technology to utilize for the advantage of education management in informal education, non-formal education and in-formal education.
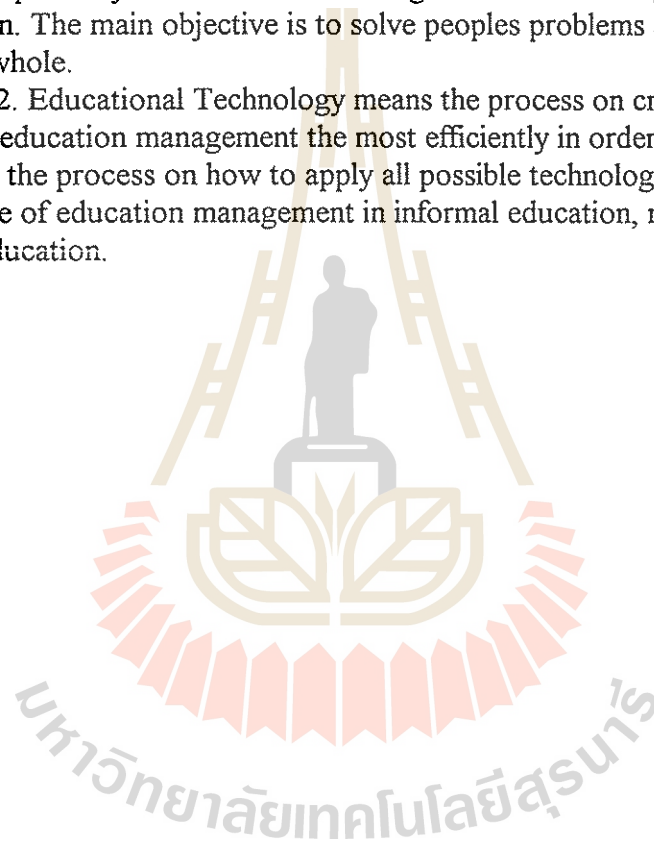
Chapter II

Organization Management, Administration System and Lifelong Education Network

It has been accepted that lifelong education has significant role in developing human resources in changing information age. So the principles and issues aforementioned in chapter I will not be able to be operated to meet the objectives if there is no organization or committee responsible for the system and work process.

In this chapter, organization administrative system and lifelong education network in many countries are presented.

1. Background of Organization Management and Lifelong Education Administration system

1. Organization Management and Lifelong Education Administration System in Foreign Countries.

Organization lays ground for balanced activities within the organizations. It specifies roles and job descriptions and personnels' responsibilities. The structure of administration within the organization has been established according to personnel specialties. Roles and relations among departments in the organization, organization chart and educational administration in foreign countries are varied in each country, depending on political system, belief, culture, economic and social condition in each country. But the patterns and principles in structuring organizations would be similar based on objectives, structure of the country work process specified and people including responsibility and roles (William G. Scott, 1975.)

1.1 United States
The administrative model of adult education and lifelong Chapter II
Organization Management, Administration System and Lifelong Education Network

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In this chapter, organization administrative system and lifelong education network in many countries are presented.

The representatives from many organizations, public, private ones, people, labor voluntteers and so on became the council members. The advisory council is needed -for the states work process because there are many organizations in the areas responsible for adult education and life-long education

The organization management and lifelong education administration in the U.S. has followed formal education administration The administration is classified into many levels based on regulations set for work process.

There are many important acts such as Adult Education Act 1966 and Lifelong Learning ACT 1968 (Hartte and Rutner, 1979). Adult Education Act has formulated

budgeting system so activities can be provided according to the Act. Besides such Act set the process of decentralisation which means the government advisory council submit what should be done to the cabinet for approval. Adult education plan needs to have public hearing open widely for the interest groups and the involved ones for their comments on work process. The central government will support budget and delegates its authority to the states to administer education according to each state (Peterson, 1979). The law of lifelong learning essentially focus on learning throughout life such as to encourage the establishment of lifelong learning center to encourage plans on activities and the evaluation of work process and decentralisation of educational services, to develop training process to develop curriculum and instruction and research including to encourage all possible organization including and public private sectors labour council employees and other members (Powell, 1979)

According to the Act, the minister has authority to allocate budget for planning and evaluation and also for lifelong learning coordinating activities, besides, those activities include following activities.

1) Information center for lifelong learning for data collecting and distributing to students and other people.

2) The review process on financial and administrative support and lifelong-learning activities provided by employers and other department including the review of lifelong-learning in other countries

3) The review of financial and administrative support process including the motivation on taxation in order to motivate business and labour sectors to be responsible for education such as education coupons, the improvement of how to provide educational grants

4) The assistance on planning and evaluation of educational services, to set process of financial support and to provide life-long learning services

5) The development of training on curriculum and instruction development including suggestions on media and instructional materials, and research

6) The process of life-long learning support by coordinating with other sectors for assistance on grants.

This Act is for academic assistance on the development of models and process of lifelong learning throughout the country. However, the central would not process in practicality but may form the agreement on how to support the appropriate state agencies higher education institutions and non-profit state and private organizations in order to process the work according to the Act.

Organizations Responsible for the U.S. Life-long Education

Both public and private organizations are responsible for life-long education in the U-S mostly coordinate by the department of education. Most of the education activities are in the form of various projects such as

1. Secondary Education Project from Functional Literacy level to senior high school level

2. Occupational training Project

3. Library Services and library development Project.

4. Education for prisoners Project.

This project is provided for education personnel responsible for education for prisoners on curriculum of living in society basic skills and abnormal psychology

5. Guidance and Counseling Project

6. Coordinating Project among various organizations to facilitate the former prisoners after their imprisonment

7. Coordinating Project among various educational organizations and any organizations in the communities for education management and training

The management of Lifelong-learning Education Activities

There are 2 types of activities management which are

1. The projects which meet the criteria to obtain financial support from the central government. Those projects are administered by each state or local organizations.

2. Any projects which won contract competition for financial support (Hartte and Kutner, 1979)

The government supports financial assistance any activities on education recreations cultural issues or any community service programs. Most projects would be organized according to the Adult Education Act, lifelong education Act, and Special Education Act

Any state participating in educational process needs to specify the organization responsible for administration and supervision, and that particular organization is to follow the process as followed:

1. To submit project proposal

2. To consult with the consultant nominated by the state according to the law

3. To delegate administrative task force

The state Advisory on Adult Education administer life-long education following the following process, (Peterson, 1979)

1. The state nominates the Board of State Advisory on Adult Education including the representatives of people who are interested in adult education, the representatives of employers in public and private sectors, labor organization, non-government organizations on literacy programs volunteers, librarians and the sate organization on economic development

2. The state is responsible for budget proposal.

Roles of State Advisory on Adult Education

1. Supervise the state on project development

2. Advise the state on the following issues

    2.1 The policy on adult education development

    2.2 The participation from private sectors on adult education development

3. Approve evaluation and monitoring through the state governor state law council and public on the result of evaluation

In conclusion, adult education and life-long education in the U.S. administered by the state Advisor on Adult Education which composed of the representatives from public and private organizations

1.2 JAPAN

Lifelong education in Japan is organized by public education organizations and private sectors. The students have choices for their study programs pertinent to their needs.

There are 3 levels in lifelong education, national, provincial, and district levels (Miura, 1992)

1) National Level Organization Administration

There are 4 offices and 12 ministries according to the following organization chart
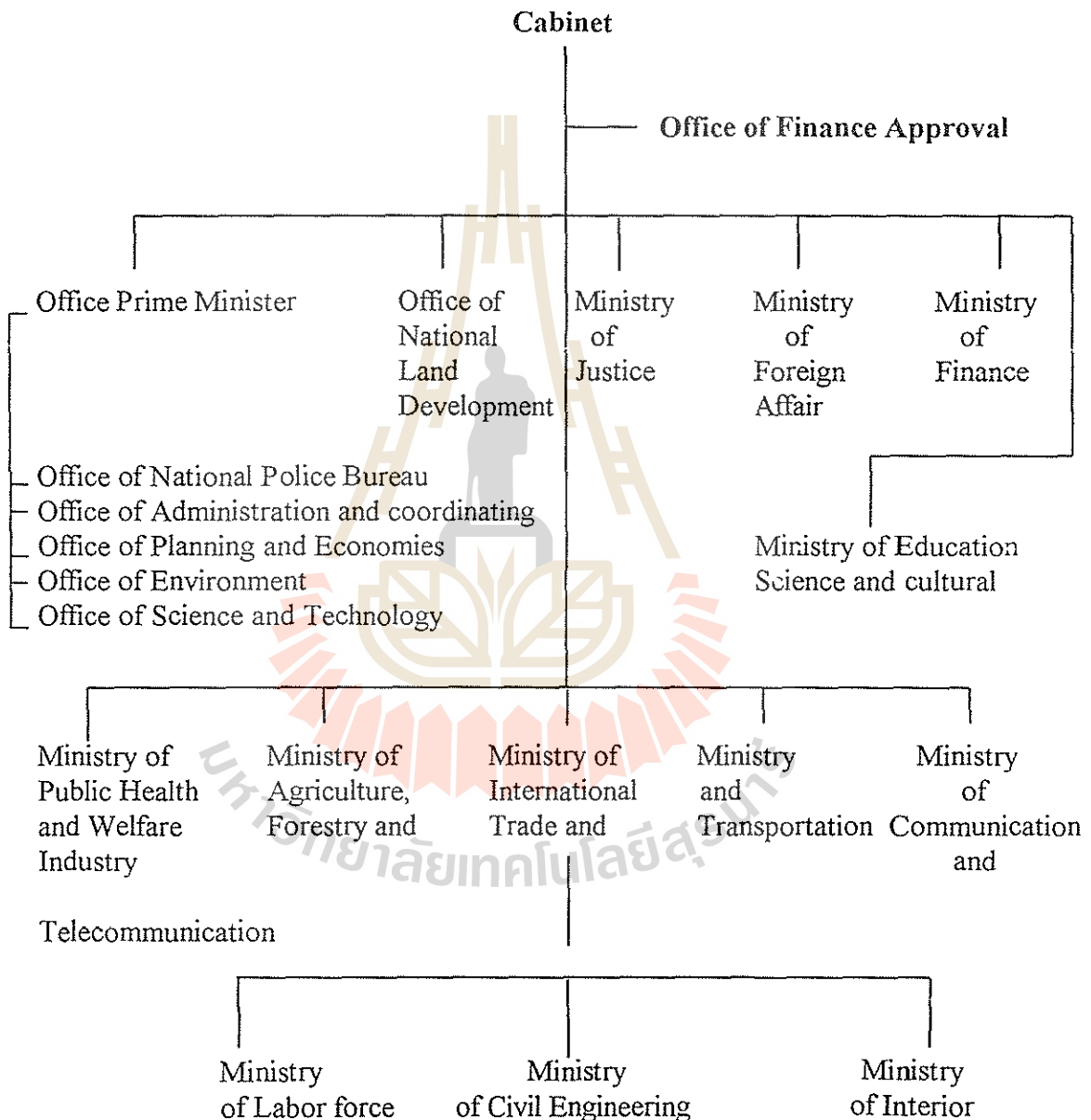
1. The Office of National Police Bureau provides education on traffic safety, youth and criminal problem prevention, consumers protection.

2. The Office of Administration and Coordinating Provides education on traffic safety, set standard for aged groups and youth activities.

3. The Office of Economic Planning Provides activities on consumerism education and set policies.

4. The Office of Environment provides environment education.

5. The Office of Science and Technology provides activities on science and technology.

6. The OOffice of National and Development sets plans for urban and regional development.

7. The Ministry of Justice provides activities on criminal prevention.

8. The Ministry of Foreign Affairs focuses on international exchange and understanding.

9. The Ministry of Finance.

10. The Ministry of Education, Science and Culture.

11. The Ministry of Public Health and Welfare.

12. The Ministry of Agriculture, Forestry and Fishery provides the activities on agricultural extension, agricultural a development, also forestry areas and fishery.

13. The Ministry of Foreigh Affair and Industry supports private industrial sectors on provide learning opportunities for people.

14. The Ministry of Transportation provides education on traffic safety.

15. The Ministry of Mass Communication and Telecommunication supports and facilitates on communication an planning on traffic communication.

16. The Ministry of Labour force provides vocational education and plans on human resource development.

17. The Ministry of Civil Engineering provides activities on lifelong learning for communities.

18. The Ministry of Interior provides activities for community development.

The Ministry of Education Science and Culture

Departments	Educ. Council	Culture Bureau
- Office of Minister's Secretary	- Central Educ Council	- Offices
Secretariat		- Offices of
- Dept. of Lifelong Educ.	- Sc.Ed and Occupation Council	- Dept of Culture
- Dept. of Primary and Secondary Ed.	- Curriculum Council	- Dept of Cultural Preservation
- Dept. of Phys Ed.	- Texts and Research Council	- Councils
- Dept. of Sc.Ed and Culture	- Training Educ Personnel Council	
- Dept. of Ed. Administration	- Soc. Ed Council	
- Dept of Higher Educ	- Phys Ed Council	
	- Sc Council	
- Dept of Sc and Foreign Affairs	- University Council	
	- Lifelong Ed Council etc.	

<u>Chart II</u>   The Structure of Administration of Ministry of Education, Science and culture.

Frame of Thoughts on Lifelong Education Management operated by The Ministry of Education, Science and Cultures

1. Cooperation between formal education an non-formal education
2. Sought information on learning and provide counseling
3. Encourage voluntary activities
4. Encourage Complete Learning Cycle
5. Develope and administer learning programs.
6. Extend learning opportunity for labours
7. Group meetings
8. People participation in social activities
9. Netwoking on resource utilization

The Structure of Administration in The Department of Lifelong Education.

Chart III   The Structure of Administration in The Department of Lifelong Educ.

The Dept. of Lifelong Educ

- Office of Lifelong Education
  - Division of Lifelong Education
    - Division of Learning Centers and Information System
  - Office of Formal Educ and Special Trainings.
    - Division of Women Study
  - Division of Non-formal Ed.
    - Division of Youth Educ.
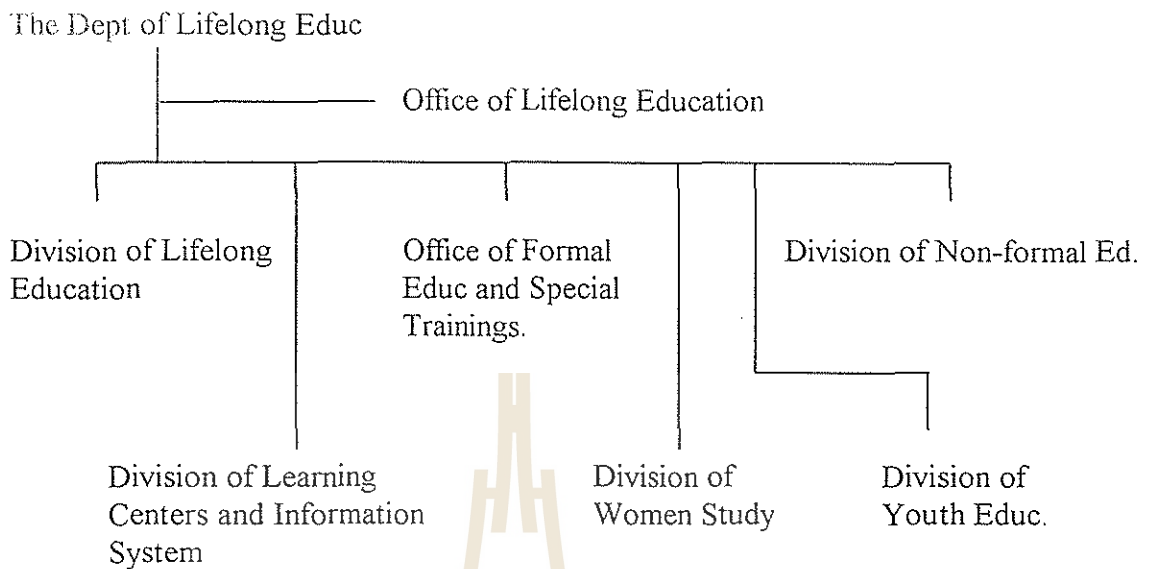
The Administration in The Department of Lifelong Education.

    There should be a lifelong education council responsible for work process. The council provides suggestions to the ministry of education, science and culture in the following issues:

    1. The policies on lifelong education relating to education in schools, or in non-formal education

    2. Suggestions on any issues relating to non-formal education and specific educational media utilization.

The Structure of Organization and Administration System in Provincial Level.

Chart IV   Provincial Structure of Administration.

Provincial
Administration Organization

——————————— Provincial Council

| Office of The Governor | Office of Administration | Office of Life and Culture | Office of Public and Culture | Office of Welfare |

| Office of Trade and Industry | Office of Labours | Office of Agriculture Forestry and Fishery | Office of Civil Engineering |
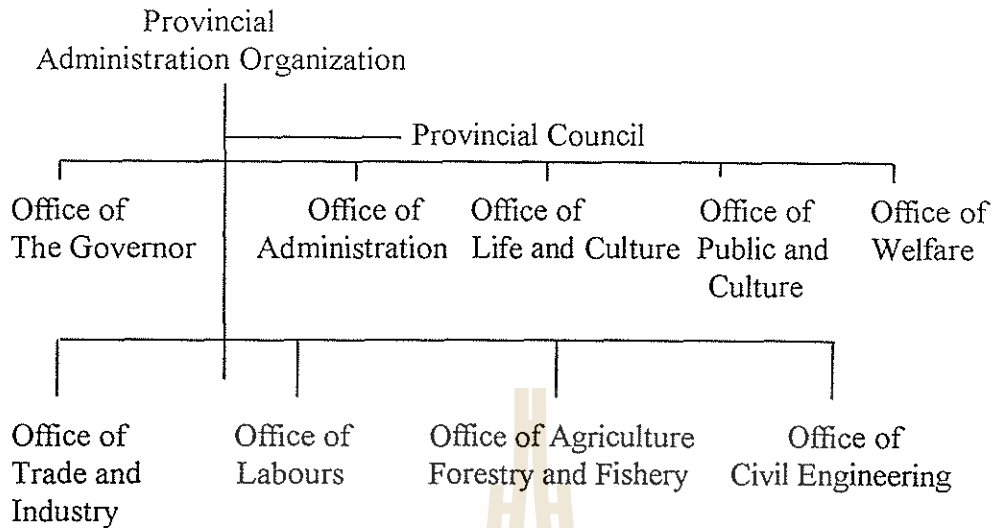
1. Office of the Governor
    1.1 Division of public relation
    1.2 Division of international relation
2. Office of Administration
    2.1 Division of public relation
    2.2 Division of international relation
3. Office of Welfare
    3.1 Division of regional welfare
    3.2 Division of Aged Welfare
    3.3 Division of Disabled Welfare
    3.4 Division of Children Welfare
    3.5 Division of Regional Development
4. Office of Public Health and Environment
    4.1 Division of Health
    4.2 Division of Regional Health
    4.3 Division of Medicine
5. Office of Trade and Industry
    5.1 Division of Industry Policy
    5.2 Division of Trade
    5.3 Division of Industrial Plant
    5.4 Division of New Tourism
6. Office of Labours
    6.1 Division of Labours and Welfare
    6.2 Division of Human Resource Development
    6.3 Division of Labour Welfare
7. Office of Agriculture Forestry and Fishery
    7.1 Division of Agriculture Extension
    7.2 Division of Education Extension

7.3 Division of Food Resource Management

7.4 Division of Fisheries

7.5 Division of Agricultural Economics and Forestry

8. Office of Life and Culture

8.1 Division of Culture

8.2 Division of Women

8.3 Division of Fire Extinguish and Traffic Safety

8.4 Division of Youth

9. Office of Civil Engineering

9.1 Division of Public Park and High Way.

In the provincial level, the education committee coordinates and facilitates educational departmentalised according to their roles and functions

1. Computsory education department
2. Secondary education department
3. Health and physical education department
4. Regional measurement and evaluation department
5. Social studies and cultural conservation department

Like the national councils'roles, the provincial council proposes advisory supervision governor on lifelong education policy under responsibility of the provincial administration.

The functions facilitating lifelong education process according to the Act number three are specified as followed:

1. To organize manage and provide the information on the learning opportunity in formal, non-formal and informal education

2. To research and assess peoples needs on lifelong education and evaluate learning process.

3. To develop learning process appropriate with the community

4. To train leaders and the consultants responsible for people's learning

5. To consult and to provide information and to coordinate among education organizations

6. To provide various learning programs such as learning center

Act number V specified that the master plan on non-formal education needs to be organized in provincial level in order to facilitate people's lifelong learning.

The master plan should include:

1. The policy on lifelong education and issues related to ways of life
2. The service zone
3. Content and process on lifelong learning opportunity both public and private sectors
4. Other issues related to the facilitation of lifelong learning opportunity such as resource management supporting private sectors and the project administration

The organization administration and administrative system in district level.

In district level, the administrative model is more like the provincial one but more community participation on lifelong education management and providing various learning programs for people in the communities.

The community center includes the community central committee responsible for administration. The committee members are the representatives from organizations in the communities, work agencies, schools, experts, folk intellectuals and others.

The roles of the community center are:
1. To organize development plan on community learning
2. To facilitate and coordinate learning programs
3. To plan and work on lifelong learning programs in the communities.

Significant Characteristics of Organization management and the Administrative System of Lifelong Learning in the U.S.A. and Japan

Country	Significant Characteristics
The U.S.A.	1. Submit in the form of Projects 2. State Advisory Board approve the project proposal 3. Organize public hearing for any interest groups for more comments 4. The central government supports budget and decentralise work process onto local government
Japan	1. Various education organizations in national, provincial and district levels. 2. Administrating under committee which comprised of the representatives from various organizations. 3. Participation of work process among private and public networking 4. Administrative supports especially funding assistance facilitate networking and administration systematically

2. Organization Management and Administrative system of Lifelong Learning in Thailand.

2.1 Organization Management and Administrative system

Thai administrative structure of education administration is responsible by various organizations mainly the ministry of education and the University Bureau as following organization chart.
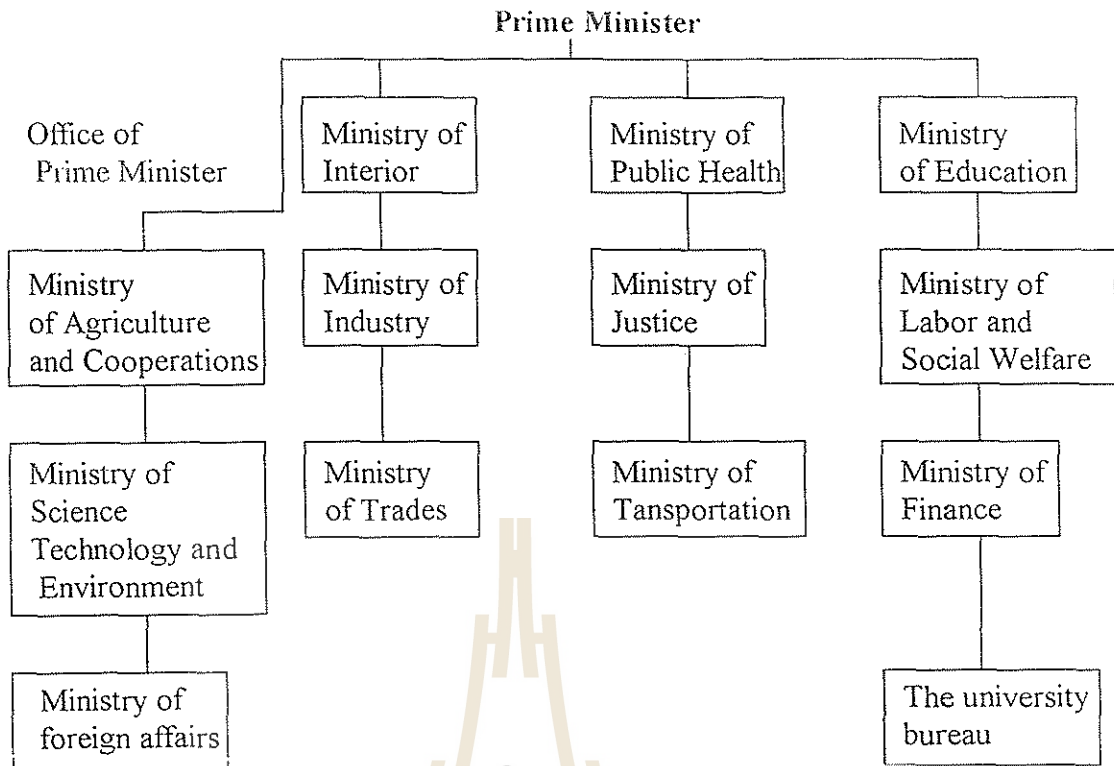
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                              Prime Minister
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   │Prime      │  │Interior  │   │Public     │    │of        │
   │Minister   │  │          │   │Health     │    │Education │
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   │of        │  │Industry  │   │Justice   │    │Labor and │
   │Agriculture│  │          │   │          │    │Social    │
   │and        │  │          │   │          │    │Welfare   │
   │Cooperations│ └──────────┘   └──────────┘    └──────────┘
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   ┌──────────┐  ┌──────────┐   ┌──────────┐    ┌──────────┐
   │Ministry of│  │Ministry  │   │Ministry of│    │Ministry of│
   │Science   │  │of Trades │   │Transportation│ │Finance   │
   │Technology │ │          │   │          │    │          │
   │and        │  │          │   │          │    │          │
   │Environment│ └──────────┘   └──────────┘    └──────────┘
   └──────────┘
   ┌──────────┐                                  ┌──────────┐
   │Ministry of│                                 │The       │
   │foreign   │                                  │university │
   │affairs   │                                  │bureau    │
   └──────────┘                                  └──────────┘
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Chart V   Organization Chart

The structure of Thai Administration.

2.2 Organization Management and National Administration System

The structure of national administration comprised of 12 ministries 1 bureau and 1 office (the V chart). Each office has roles related to lifelong education as followed

1) The office of Prime Minister provides learning activities for youth and women in the forms of arts and cultural activities, the promotion of Thai Uniqueness, and consumerism activities

2) Ministry of Defense provides professional programs for soldiers and their spouse

3) Ministry of Interior provides learning activities

4) Ministry of Public Health provides professional programs for personnel in public heath and quality of life development also provide related information for people.

5) Ministry of agriculture and co-operatives provides learning programs and vocational programs on agricultural extension land development for agriculture forestry and fishery for agriculture youth club, fisherman and other agricultural personnel.

6) Ministry of Industry provides Support industrial activities and professional activities for labors and other interest groups

7) Ministry of Labor force and Social Welfare provides vocational and occupational training in rural areas, provides skill testing services, children and youth

welfare, reform skills for handicap, provides needed services for some homeless groups, develop and highland agriculture and be responsible for labours in their workplace, solve drug-abused problems

      8) <u>Ministry of Justice</u> provides professional programs, be responsible for youth and family court, provides activities on criminal prevention and criminal probation.

      9) <u>Ministry of Science and Technology</u> provides activities on science and technology education such as environmental studies, research and training on art environment.

      10) <u>Ministry of Trade</u> provides activities on trades and business education in the country to increase people's income, supports and develope business

      11) <u>Ministry of Transportation</u> provides activities on traffic safety and develop transportation personnel

      12) <u>Ministry of foreign affairs</u> provides educational opportunities for people in foreign countries.

      13) <u>Ministry of Finance</u> provides learning activities on financial credit for agricultural personnel to increase their income including transfer of knowledge on agricultural innovation on production, harvesting and agricultural management.

      14) <u>Universities Bureau</u> provides academic services (basic/professional programs) for communities, develop people's quality of life.

      15) <u>Ministry of Education</u> provides basic education and vocational education for youth, women and other people
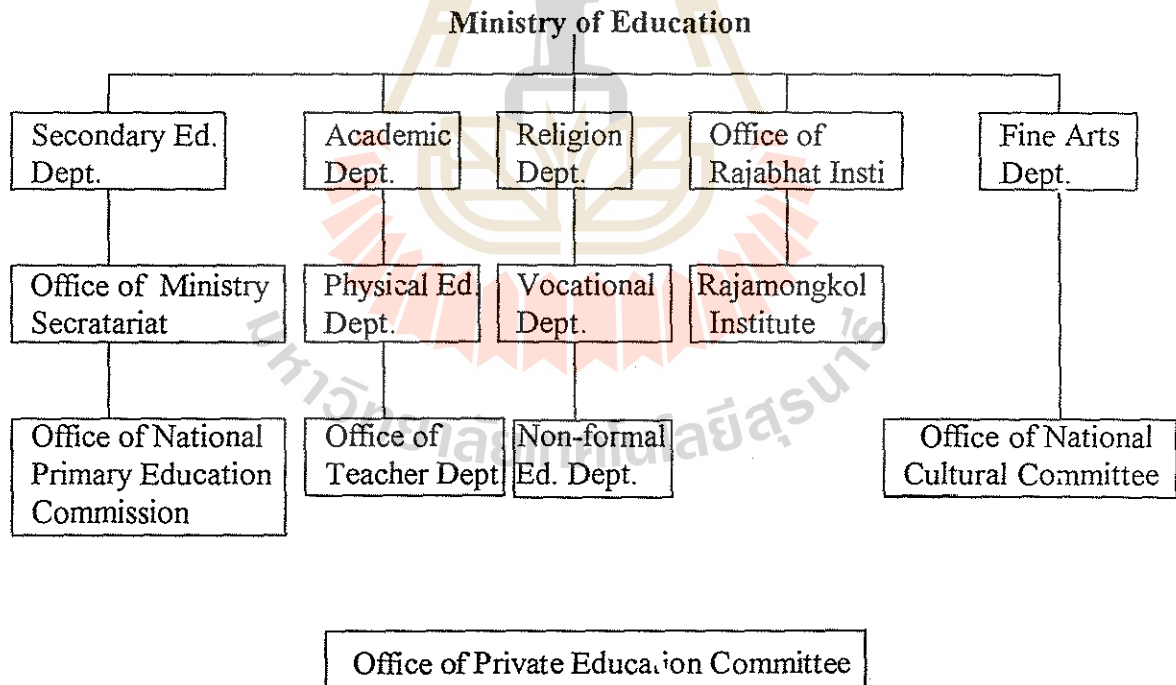
Ministry of Education

Secondary Ed. Dept.	Academic Dept.	Religion Dept.	Office of Rajabhat Insti	Fine Arts Dept.
Office of Ministry Secratariat	Physical Ed Dept.	Vocational Dept.	Rajamongkol Institute	
Office of National Primary Education Commission	Office of Teacher Dept	Non-formal Ed. Dept.		Office of National Cultural Committee

Office of Private Education Committee

Chart VI   Ministry of Education Organization Administration

2.3 Roles of Ministry of Education

        2.3.1 Education Administration according to National Education Plan 2535 B.E.

        2.3.2 Religious Affairs responsible for national religion, facilitating

Maha Thera Association, responsible for religious property.

Cultural Affairs promote and conserve Thai culture in and out of country

    2.4 Non-formal Education Department.
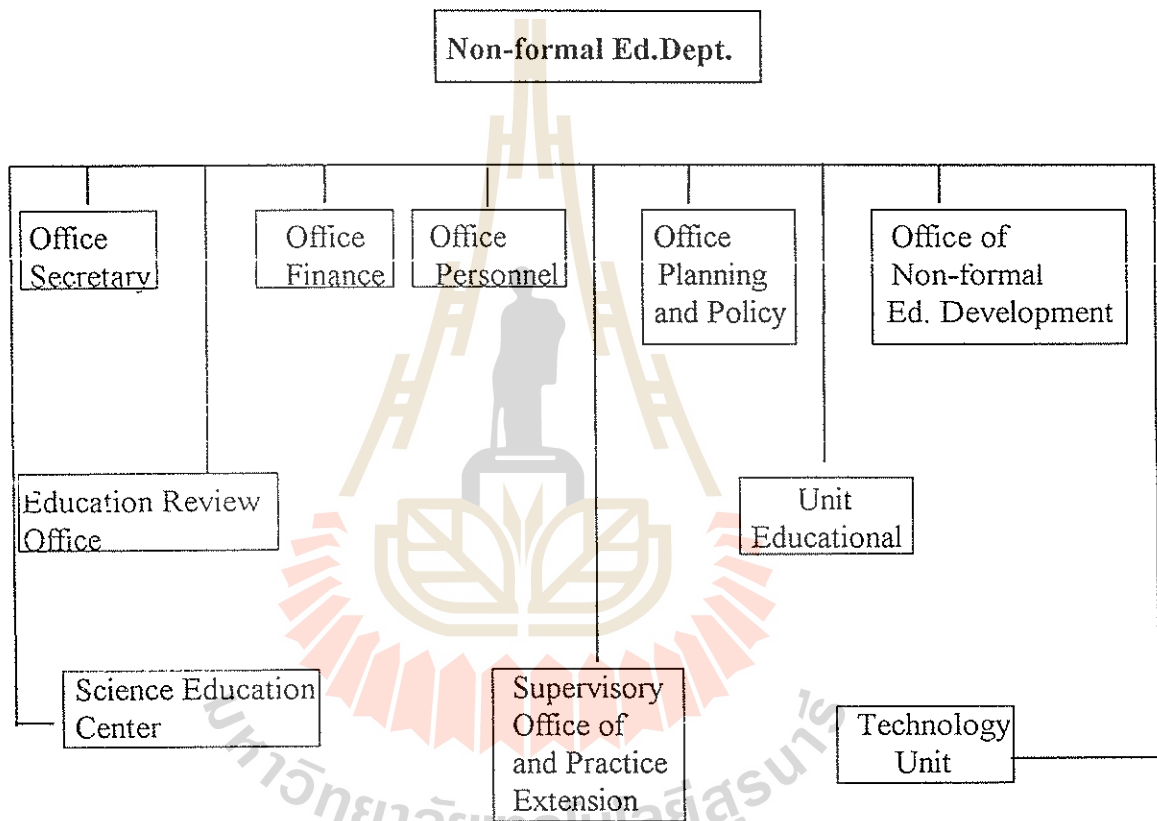responsible for non-formal education which is somewhat related to lifelong education

Chart VII   Non-formal Ed. Organization Administration

Education Organizations

     In 2531 B.E., education organizations in non-formal education department includes:

     1. 5 Regional non-formal education centers

     2. 75 Provincial non-formal education centers

     3. 4 Bangkok non-formal education centers

     4. 2 Vocational training and career development centers for Thai people on the bordor of Thailand

5. 828 District/Sub-district Education service centers

6. 1 Sirinthorn Education and Development Institutes

7. 1 Agricultural training and development Yanasangwarararm
Temple: Royal Patronage Project

8. 1 Pra Chomklao Science Park at Warkor, Prachuabkirikan Province

9. 1 Non-formal education standard Institute

10. 1 Thai-Com Distant Education Center

11. 1 Non-formal education center of Distant learning programs
for certificates

Roles of Non-formal Education

1. Organize education policy on non-formal education, science education and educational technology

2. Organize plans and projects of non-formal education, science education and educational technology

3. Organize financial plan

4. Develop models and curriculum of non-formal education, develop science education and educational technology

5. Establish standard criteria for non-formal education, science education and educational technology

6. Provide non-formal education, informal education and facilitates formal education

7. Promote, facilitate, support and coordinate among various organization to form effective non-formal education network.

8. Take roles on any setforth jobs specified by law or as the ministry of education

2. Framework of Organization Management and the System of Lifelong Education Services

1. Rationale

Based on the esynthesis of lifelong education administration in various countries, it is forunded that lifelong education has been provided by various organizations, public and private, including informal education, or sometimes no pattern of management up to people's experiences.

In order to organize the appropriate draft model of lifelong education in Thailand to be pertinent to national administration structure, also effective in practicality the rationale has been set in terms of organization system and administration as followed:

1. The Principle of "Unity"

There should be committee comprised of representatives from various organizations to administer and support lifelong education as followed:

Levels	Administrative Characteristic
National	Policy
Provincial	Support
District	Practice

2. The Principle of "Participative Networking"

The principles of networking are:

2.1 To encourage public and private organizations to provide lifelong education services

2.2 To delegate lifelong education administration to responsible offices.

3. The Principle of supporting "Lifelong Education Funds"

Lifelong education funds should be encouraged so that networking organizations can provide educational services effectively

II Organization Management and the system of Lifelong Education Administration in Thailand

1. The Administrative and Coordination Committee.

There should be 3 levels of the committee as followed.

(1) National Level comprised of The Prime Minister Chairperson Deputy Prime Minister Vice-chair person

The Minister of Education Vice-chair person Related minister general Committee member

The representative from non-government organization (no more than 5) The representative from business sectors (no more than 5) Ministry of Education General The Director General of Non-formal Educ Dept Secretary Assistant secretary

The Roles of National Committee

1. To set policy and coordinate lifelong education process

2. To approve development plan for master plan of lifelong education

3. To supervise and advise how to follow lifelong education process

4. To support and facilitate work process with funding, resources and seek for assistance elsewhere

5. To provide data and information related to activities of lifelong education

(2) Provincial level committee comprised of

The Governor	Chairperson
The superintendent	Vice chairperson
The Director of secondary Education	Committee
The Director of Primary Educ	Committee
The Director of Skill labor Development	Committee
Institute	Committee
The Director of provincial vocational Education	Committee
The Provincial Director of	
Community Development	Committee
The Provincial Director of Agriculture	Committee
The Provincial Director of	
Public Health	Committee

The Provincial Commander of Prison	Committee
The representatives from private sector (no more than 3)	Committee
The Director of Provincial Non-formal Education center	Committee and Secretary
The Assistant Director of Provincial	Committee and Assistant Secretary

The roles of the provincial committee are :-
1. To approve the master plan of lifelong education.
2. To set goals
3. To approve content activities and the work process of lifelong education.
4. To approre and support funding, plans and project of lifelong education
5. To supervise and advise on lifelong education process including monitoring and evaluation
6. To supervise and support other relation matters on lifelong education opportunities

3. <u>District Level</u> committee comprised of:-

Shariff	Chairperson
District Superintendent	Vice-Chaipesson
District Director of Primary	Committee
Education	Committee
District Director of Agriculture	Committee
District Director Of Community Development	Committee
The Director of Secondary Ed. Schools	Committee
The representatives from business and private sectors (no more tham 3)	Committee
The District Director of Lifelong Education Center	Committee and Secretary

The committee's roles are :
1. To organize and submit the community lifelong education plan
2. To encourage the participation of various organization in the community on lifelong education administration
3. To coordinate and organize related matters of lifelong educ.
There should be the provincial, district and community learning centers.

1. <u>The roles of lifelong education department</u>
    1. To set policy of lifelong education
    2. To organize plans and projects on lifelong education
    3. To organize budget plan
    4. To develope models, curriculum instructional media for lifelong education

5. To set standard criteria of non-formal education, science education and educational technology

6. To complete any assignment assigned by laws, department, ministry or cabinet

2. The roles of provincial lifelong education Center.

The provincial lifelong education center follow similar roles as in national level but encourage and activate their tasks in provincial level. They need to develop networking and provide services in public and private sectors. Also take action on evaluation process, supervision and monitoring.

3. District Lifelong Learning Center

The lifelong learning center in district level is responsible for

1. Providing lifelong education services in the forms of non-formal education supporting formal to community needs.

2. Encouraging community learning centers, non-formal education units as network of non -formal education administration, also encouraging people in the community to be responsible for their own education management in the forms of community learning centers as the center of education management of provide education services for the community and among other communities

3. Providing all possible supports needed in lifelong education network

4. Monitoring and evaluating also reporting lifelong education process.

4. Community Learning Center

The community learning center should be established by lifelong learning education department to provide educational services for the target groups in he area. Its roles are as followed:

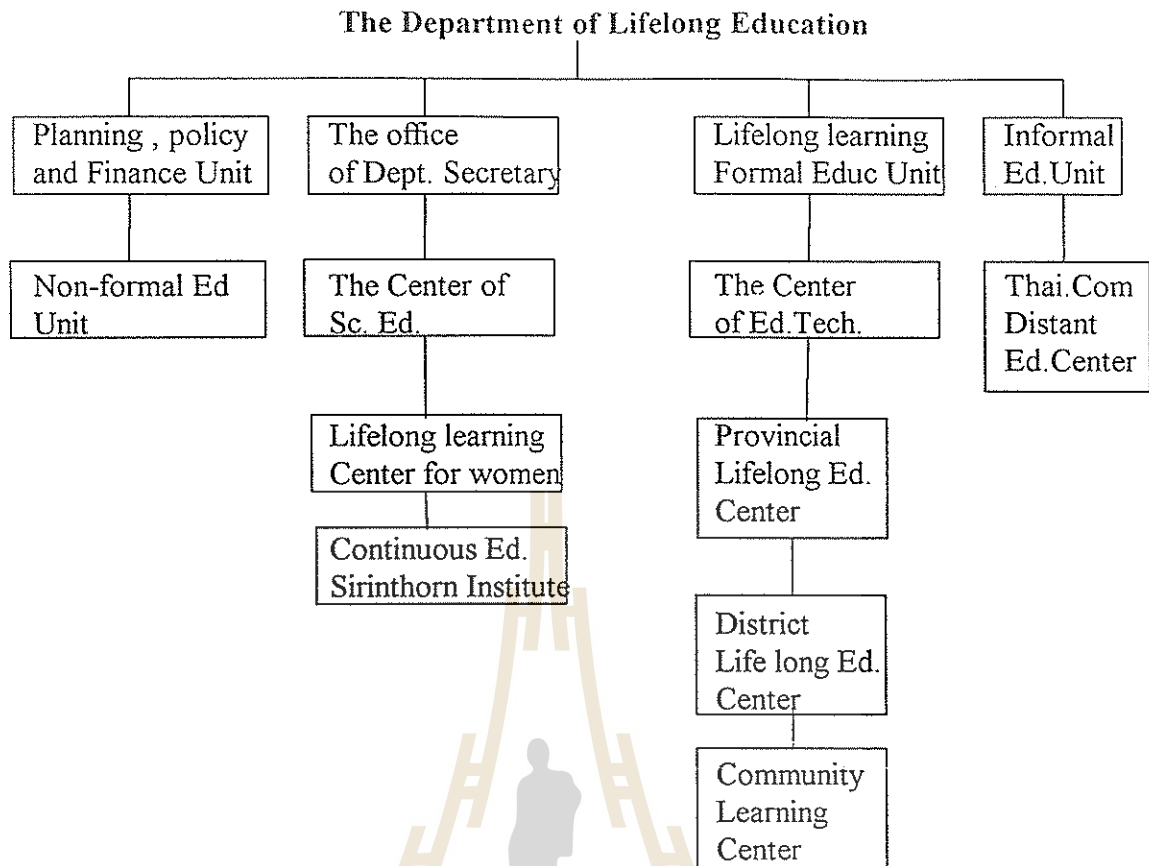1. Organize plans and provide lifelong education services.

2. Coordinate and follow lifelong education process.

3 Provide informal education services.

4. Monitor and evaluate work process in the area

5. Report the work outcomes in the area.

The Department of Lifelong Education

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                          The Department of Lifelong Education
         ┌──────────────┬──────────────────┬──────────────────┐
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 │ Planning , policy│ │ The office   │ │ Lifelong learning│ │ Informal │
 │ and Finance Unit │ │ of Dept. Secretary│ │ Formal Educ Unit │ │ Ed.Unit  │
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 │ Non-formal Ed │ │ The Center of │ │ The Center      │ │ Thai.Com │
 │ Unit          │ │ Sc. Ed.       │ │ of Ed.Tech.     │ │ Distant  │
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                   │ Continuous Ed. │ ┌─────────────────┐
                   │ Sirinthorn Institute│ │ District      │
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                                     │ Community       │
                                     │ Learning        │
                                     │ Center          │
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VIII Chart (Draft)   Organization Administration

The Department of Lifelong Education

3. Analysis of Significant Characteristics of Organization Management and the System of Thai Lifelong Education (Draft)

     1.Significant Characteristics

        1. There is a unity in organization management and this is pertinent with national education policy.

        2. It is the process of decentralisation onto local communities.

        3. Lifelong education serves target groups' needs effectively

        4. Participation is the key element in networking which facilitates work process.

        5. There is no repetition on activities, target groups, so there is equity in educational services.

        6. Funding system lessens the government's burden on budgeting

        7. There is the law of lifelong education

     2. Limitations

        1. There may be time consuming in work process under committee if one can not work promptly

        2. There may be the repetition of many committees.

        3. Strategies on lifelong education management by networking

The ideas of lifelong education has been interested by education throughout the world. In many countries, they have developed the patterns of educational services for people throughout their circle of life pertinently with their ages and ways of living. Continuos lifelong learning has been encouraged. This includes formal, non-formal and in-formal education. There are variety of lifelong learning activities. Only educational agency can not responsible for those activities so the recruitment of all possible resources from public, private and other people take part in learning activities and creating strategies so their participation would be the most efficient. Networking is science created and invented by educators from many countries. They created and studied the process of how to bring in networking to take past in the education development agency so learning lifelong occurs. Networking experience in many countries such as Japan, U.S.A., Germany, France and United Kingdom should be studied. Those significant characteristics in those counties can be applied in Thailand.

1. Experience in lifelong education management by networking in many countries

1.1 Japanese lifelong learning network

Japanese arrange lifelong education activities by having the process of enhancing supporting system to accelerate and guide the development of networking to fulfill the objectives in arranging activities so they will cover every target group. They focus on creating environment and climate which will facilitate life-long education. So the participation of objective formulating, principle and responsibility occur. The process starts with campaigning to have people understand and realize the relationship between lifelong education and individual, social and country problem solving. They analyze the relationship of lifelong education and developing education fields by recruiting the intellectuals in many fields to study and propose ways to enhance non-formal education. Finally laws which includes roles of various sector in non-formal education have been formulated. The laws set roles of many work agencies responsible for non-formal education

Besides creating realization of responsibility directly and indirectly, Japan develops mechanism in planning administering and coordinating non-formal education which expand network from national level down to community level. They set mechanism and agencies to take part in deferent roles : the national and provincial education council formulate policy planning surveying and supporting. The provincial and district administrative agency is responsible for activities. They utilize education institutions and community resources in the agencies in the area for planning, setting criteria enhancing, supporting budget and academic roles including following up, reporting. They have academic personnel and clerks also coordinators of necessary . So the mechanism of planning, administering, coordinating and service providing are related with the system available in the area.

Non-formal education activates in Japan focus on networking based on national idealism and low as tools to found participative responsibility. Lifelong education council is a committee to set agreement on policy objective and criteria. They support in terms of funding and academic facilitation within set criteria and time limit. They will analyze and consider which area had begun which type of activities for how long, them budget would be provided to help develop system and activities, Supervision would be

followed timely to see if the process follow as the setforth criteria and time limit would them set clearly so the local committee in the community would take past further.

The most interesting networking characteristic is how they recruit every agency to be responsible for non-formal education such as sport network arts and cultural, career development and public and private sectors to set clear roles of educational institutions especially on how to provide buildings in the community for peoples utilization, how to manage continuity education in school , how to focus the responsibility of educational institutions on encouraging the students' interest and learning enthusiasm. They accentuate on the roles of volunteers , community organizations business resources and the companies relating to mass communication

Thus non-formal education activities in Japan are varied and different. The development of the projects based on data of educational need assessment and analyze the comparison with services resources and available resources so activities provided would fill the gaps if there are any. Most activities depend upon the consideration by network committee, each state will invest and support more especially services special target groups such as youngsters women aged group and disabled group. Informal education especially counseling and information services and the preparation of non-formal education network and provided in schools, public and private agencies.

1.2 Lifelong Learning Network in America

1) More organizations besides formal education ones participate in the network. Those are business organizations labor unions, libraries , higher education institutions, health care personnel, job application project or training, poverty prevention project and any organizations which help homeless group, community organizations and volunteers.

2) There are representatives from public and private sectors participate in the development and follow the plan especially the expansion of adult education with the cooperation of private and public agencies, institutions and other organizations.

3) There is participative planning and cooperating the projects under many laws among the agencies organized by the central government of the USA and of each state such as Carl D. Perkins Vocational Education Act, Job Training Partnership Act, Rehabilitation Act 1973 etc.

4) Volunteers participated such as volunteers from Literacy Corps by law on Domestic Volunteer Service Act.

5) Network has been utilized such as business and industries labor organizations, private industrial council, public educational organizations, local educational agencies, higher education institutions or schools including hired labor force organizations training organization and other organizations which have community bases such as the project of workplace

Literacy and English Literacy Grants.

6) There is the coordination on lifelong education management among various organizations such as employers union, mass- communication group, libraries, museums,

secondary schools , higher education institutions, public organizations and the private ones so those organization will provide more efficient services

7) The evaluation of the comparison of taxation in and out of the countries and other motivation has been provided in order to encourage business and labor force to participate and responsible for lifelong education

8) Education voucher has been provided so adults would be educated or be trained while they're working.

9) Funding arranged in cooperation between public and private sectors. So more people would be encouraged to have lifelong education.

10) There is the cooperation among agencies in the community, employees, organizations, labor force and other people. So lifelong education takes place and will response to their needs on occupations.

1.3 Lifelong learning Network in Germany

1) The government provides monetary support for adult education associations and institutions

2) Education in schools has been provided for youths and adults in regular curriculum.

3) There is law on how to encourage organizations or other agencies in arranging adult education activities such as Act of North Rhine Westphalia.

4) There are community collages (Volk Shochshule) providing education for people of all ages.

1.4 Lifelong Learning in France

1) There is Lifelong Education Act. operated so there will be coordination among agencies such as July 16, 1971 Act, The Law of Adult Vocational Education Management (or The Law of 1971)

2) There are National Advisory Board, Regional and Provincial Advisory Board as foundations of management skill training continuously under lifelong education policy.

1.5 Lifelong Learning Network in the United Kingdom

1) There is the Act on Industrial Training. According to this Act many agencies such as university, the association of labor force education and the like must provide adult education activities on vocations

2) There is local committee to enhance vocational education activities in communities

3) Any universities providing adult education will be supported budget from the ministry of education. Besides, they will be supported budget from the ministry of health care and social welfare, from the associations of employers, professional training organizations and lobar union.

4) There are community colleges providing continuous education activities and life long education by cooperating between schools and communities on activities and the utilization of building and libraries etc.

1.6 Lifelong Learning Network in Netherlands

1) Many agencies help manage this type of education such as comprehensive secondary schools, private organization, families and other people. Those agencies and organizations have network throughout the country and have support from Institute of Popular Education

2) There is National Committee to support network of local education management in cooperation of many ministries such as the ministry of culture recreation and social, the ministry of education and science and the ministry of social welfare. Those ministries supervise the local organizations on how to provide activities and career training.

1.7 Lifelong Learning Network in Italy

The government provides budget and support many independent organization to take non-government part on adult education management such as Humanitarian Society, Italy Union for Popular Culture and open university

2 Private Network Founding in the type of Franchise.

Franchise management is network sales business. It is to expand agent stores in many areas where marketing plans have covered. In participating network, franchise members have to apply first, there is contract with the central company and other franchise companies. The central company will grant trade mark. brand names for the members to be utilized. The franchise companies will have to pay for the right and copyright and also have to follow rules and regulations set by the central company and also have to do business under the central company's supervision

1. Criteria in Applying to be members in the Network

1) The members must know how to manage with conflict and problem solving also must work flexibly, cooperate with others and obey the rules.

2) The members must have well-defined business purposes.

3) The members must have efficient work regulations which can be used to control the member.

4) There should be perfect member selecting.

5) There should be realization of a whole image.

2. Franchise System Characteristics

1) The central company and the membership companies must be bined together with contract. Each company must perform business independently. The owners of the franchise companies are neither sales representatives nor company personnel.

2) The central company will grant the franchise companies to utilize trade marks (or trade serviced) as if they are central companies. And every company including the central company will have the same goods or service sales franchise under the same brand names.

3) The companies must pay membership fee contract and membership fee contract and investment in the decent rate, also follow regulations set by the central company

4) While they have contract the central company will provide assistance and supervision for the membership companies.

3. Franchise Significant Characteristics

1) The member companies will not waste time or much money on investment but they can use trade mark and administrative techniques used by the central company. For the inexperienced ones, they will have big relieve on doing business, also this cold help them to enter business quicker.

2) The central company will take major responsibility on building up reputation and fame, it also promote sales department and accounting department etc. franchise companies need not to worry about these so they can focus on sales.

3) Because the central company has been well-know so the franchise companies are confident that there will be more and more buyers.

4) In the opening occasion The franchise companies can purchase decorating articles, goods and furnished furniture in cheap price because the central company purchashes in great amount.

5) Before opening business, in preparation phase the central company will supervise, cooperate, and help on consideration of choosing store location. The member companies will be confident in what they have started to do and training personnel and any other preparation. After opening phase, The central company still supervises regularly even on personal members' matters.

6) The central company will be responsible for surveying markets and any impacts continuously so the member companies will have information and any changed situation so they will be ready for any problems solving

7) The franchise companies success is the central company's success as well because those franchise companies expand markets for the central company so they them will be rewarded by the central company if they have done a good job.

4. Issues for Consideration

Before applying for franchise membership, the applicants need to study information before making decision. Those issues are as followed :

4.1 Studying Contract

The contract is foundation document in cooperative work between the central company and the franchise companies. The content in the contract must be clear. The members need to study it long enough to understand thoroughly. In general, the content should include following issues

1) Company introduction
2) The member right and roles must be spelled out clearly on
    (1) The central office assistance on:
        raw material and sales
        personal application and training
    (2) Training project on business and management
    (3) The franchise companies'resposibilities

(4) Types

(5) Sales report for the central company.

(6) Benefit return to the central company.

3) Others such as ownership transference to others when ending business or contract to be discontinued.

4.2 The expansion and management

Before participating in any type of franchise the members should have assessment the company status quo as followed :

1) The company history, the company duration. If the company has been founded

and continued business for a long time, this indicates success of business.

2) The quality of goods is the best foundation for success on business

3) Needs for demand

4) Business reputation and financial status checked from mass media.

5) The company administration system.

The franchise companies should study The administrative system, the work process of the company which can be studied from branch companies.

6) The goals of company development which will lead to progressive impact of franchise companies.

7) The company administrators'' experience which will lead to the company progress and efficient work.

8) The number of members and their views on the central office. This indicates the problems and the central work process.

4.3 To study the Progress of Members

The franchise companies need to study the other members to understand their progress. This will help in any consideration. The issues should be studied are :-

1) The central company contract

2) The central company assistance

3) The export, the goods improvement and sales promotion conducated by the central office.

4) Any expense collected by the central office which is not indicated in the contract.

5) Reliable information provided by the central office

2.2 Examples of Founding Network in Franchise by Private Sectors

1. Dusit Tani Hotel Network Administration

Dusit Tani Hotel is an international standard hotel administered by Thai people with 20 franchise members in many countries. They have about 7,000 employees. The franchise administration is divided into 4 groups of organizations. Those are:

1) Hotel Groups in Dusit Tani Franchise

These groups are noticed that they have the word "Dusit" in front of the hotel's names mostly. Those hotels are classified as the five star hotels. Presently, there are 8 hotels :-

(1) Dusit Tani Hotel, Bangkok
(2) Dusit Resort, Pataya
(3) Dusit Resort and Polo Club Hotel, Cha-um, Huahin
(4) Dusit Island Hotel Chiangmai
(5) Santi Buri Dusit Resort Hotel Samui
(6) Dusit Laguna Hotel, Phuket
(7) Dusit Rayawadi Hotel, Krabi
(8) Ocean Marina Yacht Club Hotel, Chomtien/Pataya

2) Hotel Groups in Royal Princess Franchise

"Royal Princess" is put either in front or at the end of the names of the hotels:-

(1) Royal Princess Hotel, Bangkok
(2) Belle Aire Princess Hotel
(3) Grand China Princess Hotel
(4) Royal Princess Hotel, Korat
(5) Royal Princess Hotel, Changmai
(6) Wangtara Princess Hotel Chachemgsas
(7) Palm Mali Princess Hotel,Rayong
(8) Lake View Princess Hotel, Cha-um
(9) Chareon Tani Princess Hotel, Khonkaen
(10) Hardkeow Princess Hotel, Songkla

This Hotel group includes Thai Farmer Bank traing center Chacherngsao which has Dusit Tani Hotel the central agency providing room and boasd for the training applicants

3) Hotel Groups in Faranchise

Those hotels are run by the owners and applied to be the members of Dusit Tani franchise. Presently, there are 10 of them. Dusit Tani Hotel, the central one provides assistance on work process, booking in and out to the country, trianing personnel management, the owners of the franchise hotels are responsible for sales and marketing.

The administration of Dusit Tani Network has been operated in 2 ways:-

1) First, the central hotel is the owner who manage it by himself such as Dusit Tani Hotel, Bangkok, Dusit Resort and Polo Club Hotel, Huahin.

2) Second, The central hotel manage the hotels but not own them such as other hotel with "Tani" and "Princess" with their names. Mostly, the administration is the same, the personal, administration and management. The only difference among those is budgeting for example, each month, the report will indicate details on every issne in every franchise hotel and financial status to report to each hotel owner.

However, Dusit Tani, Bangkok which is the central one has its own right to transfer the employers from place to place in every level and in every network In administration line, the administrative board includes the general manager, the manager, the manager assistant on administration, the manager assistant on finance, the heads department on administration, personal, marketing, finance, etc.

The manager assistants on administration and finance can make decision on behalf the general manager and coordinate among top manager and below so they can

work cooperatively according to the board policy. The top manager will have a meeting once a month and the lower managers will have meetings twice a month.

There will be a representative from each hotel works in the central office to coordinate and communicate with the franchise hotels all the time in all forms of communication.

Dusit Tani Hotel, emphasizes firstly on personal development. There are trainings for them and for employees in other franchise hotels on every level continuously from top down to other lower managers and also other employees on services. The Dusit College Institute is the central training center. This institute is open for other people and other agencies as well.

Besides, their is a cooperative project between Dusit Tani and Rajabhat Institutes on training for Matayon Six graduates who want to enter the hotel occupations. Rajabhat Institutes are responsible for lecturing on theories for 4 months, practice training in French Dusit Tani hotels for 7 months. The central hotel also provides mobile training programs for the franchise hotel according to the members' needs.

In conclusion, the keys to success in administrating Dusit Tani Hotel network are:

1) Systematic Administration
Team work and decentralization are emphasized throughout the whole system in every level. Each level has the authority in making decision to work smoothly. There is an office responsible for market planning, the decision in every level based on systematic information and reports which linked among the member hotels all the time

2) The Administration Accentuates mostly on personnel.
Training and personnel development in every level have been operated continuously.

All forms of motivation have been encouraged so everyone will be willing to sacrifice for work. Every employee in every level can be progressive according to his/her ability and can be transferred among network agencies throughout the country. Many forms of welfare such as loan with low interest rate and any necessary goods on discount rates are provided for employees. Those services are operated in cooperation of financial agencies and production companies.

3) There is clear standard criteria of quality control in the process of evaluation and quality control on service management and inventory
There is an office responsible for quality control and maintenance, also purchase department responsible for any main prefect or main necessary items so the franchise hotels will have standard services as same as the central hotel.

4) <u>Policies on various projects</u>

Dusit Tani Hotel cooperates with various agencies, public and private, on any issues with impact to employees people and natural resources in either positive or negative ways. So we can see the Dusit Tani provides assistance on the development of people and business in order to upgrade quality of economics and social as a whole under the principle

" The Hotel can not exist without the progress of the society"

2. Network Administration by the office of National Culture Committee

Network of cultural development has been operated by the cooperation between the office of National Culture Committee and non-government organization. There is a central office cooperating with the provincial cultural council The provincial adhoc committee cooperate with the private sectors in many levels. The significant network administration is to have every sector in the region, private and public, support the cultural development with the office of non-government organization as a central office. So the slogan of the administration and network cooperation is " The organization of relative network"

3.The strategies of Lifelong Education Management by Networking in Thailand

3.1 <u>Resources Recruitment for Education Management</u>

The ministry of education has great effort to provide education to every target group by focusing on networking. Decentralization has been accentuated so private sectors and people can participate in policy setting process.

The seventh national education plan (2535-2539 B.E.) has stated that:

Policy I on the quality of education To have educational agencies coordinate with other organization such as families, community, non-government organization including mass-communication agencies participate in the process of economic, social political and cultural development so the learners will be well-rounded.

Policy V on Life Long Education To set the criteria on networking support.

1) To have schools , non-formal education centers, other education institutions , communities, and social institutions in the region participate in setting the system of learning networking in provincial level down to district, tambon and villages.

2) To ask for cooperation from mass communication groups such as radios, television network, printed material production agencies to increase the proportion of knowledge, information and necessary data for people especially science and technology including occupation skills

3) To build up learning network among education institutions in school system. non-formal education, local intellectuals ana all possible education resources in order to support learners' ability

Policy IX on Education provided by private sectors : To support and encourage private sectors, organizations or other agencies to provide education in all levels both in and out of schools and develop its quality. The criteria are as followed.

1) To set roles and responsibilities between public and private sectors on education management each level and types of education provided.

2) To assist any investers on education management and develop its quality such as academic affairs, personnel development and any necessary resources.

3) To improve rules and regulations so those will facilitate private sectors in participation in education management more effectively and efficiently.

4) To have private education institutions to participate in studying and researching on education management on career development. This will facilitate the youngsters' learning and enhance their future careers in their own community

5) To have private sectors provide education in the high demand education fields

6) To set standard criteria and the process in developing the quality of institutions as guidelines for their own evaluation.

Furthermore, the department of non-formal education has been assigned to provide education activities for disadvantaged people economically and educationally under the following principles :

1) To provide and expand basic educational opportunity and vocational education for every target group out of school system

2) To support education equality for all people by providing and encouraging non-formal education in various forms and provide services for everyone in all areas

3) To provide education activities to develop quality of life, to upgrade people's living and their economic standard and Income so they can rely on themselves eventually.

4) To provide education activities to develop peoples' leadership especially youth, family members and community leaders so those can lead the groups of people in their community and society they can also participate in social development

5) To support and encourage informal education through the forms of information technology such as radio and television channels, printed materials learning centers, reading center, libraries, training center so people will learn and will be able to deal with changes.

3.2 Rationale and Needs

The department of non-formal education needs to seek for better administration and efficient management in order to fulfil the community needs and to reach the goals of education for all people. Only the department of non-formal education itself can not overcome obstacles such as :

1) Too many different target groups need to have educational services.

2) Too many areas of services.

3) Less coordination agencies, insufficient personnel.

4) Inefficient decentralisation process especially on administration system, activities and project planning, roles assignment for each agency and anthority of providing services in the areas.

5) Inefficient and inexperienced personnel in non-formal education centers.

6) Too many repetitive activities of non-formal education provided by too many organizations, public and private ones. This caused waste of budget and caused the target groups boredom.

7) Lack of coordination especially on resource utilisation. This is due to the lack or less public relation on how non-formal education agencies work.

8) Lack of complete and updated data of community needs due to insufficient need assessment.

9) Less or lack of the flexibility of content and activity patterns to serve community needs.

4. Networking Policies

The VII Non-formal educational development plan (2535-2539 B.E.) stated that To develop patterns and processes of lifelong education by networking. The principle is to organize learning processes for lifelong learning and provide learning activities for everyone without bias on age, sex, economic standard or living zones. So he or she has opportunity to have appropriate educational services pertinently with his/her needs, interest and aptitude"

4.1 Process

According to policy number VI written by the department of informal education, it is to recruite all possible resources in communities to participate in non-formal education for all areas.

To fulfil the goal of Policy VI, the following steps are continued as followed :

1) To study potentialities and need assessment of non-formal education of organization, public and private, in order to set the system of coordinating among organizations responsible for non-formal education.

2) To have various forms of motivaton to support the coordination and process of non-formal education operated by all organizations.

3) To enourage communities and public and private organizations especially masscommunication organizations, including religion organizations, villager's organizations, business, and welfare to partipate and perform as parts of networking in providing educational services for all people.

4) To restructure the national administrative organization of non-formal education and enchance for more cooperation among public and private organizations

4.2 The Definition of non-formal Education Networking

Networking is the process of organizing the relation among people, groups of people, communities, and organizations so those organization will assist each other and participate in non-formal education under conformed principles and practice.

In order to have efficient networking the following steps need to be included :

1) To survey ,study and research for information for planning and development.

2) To set policies, strategies, plans and projects of non-formal education.

3) To develop instructional system in terms of curriculum, educational media and evaluation system.

4) To provide various forms of non-formal education activities for people in and out of school system for more informal education opportunities .

5) To have personnel development and encourage experience exchange among them

6) To encourage, support and coordinate to enchance various forms of work on non-formal education

7) To set the systems of evaluation, follow-up reporting and standardising.

In conclusion, any people, organizations with interest, potentialities, and experiences to enchance people learning and have specific target groups and clear stated objectives of non-formal education are considered non-formal education network

4.3 Domains and Important Criteria in Network Development.

1) Shared Goals among network members especially on responsibilities for the same target groups, the same areas, the same development policies and to have common learning interest and having similar problems

2) Conformed Principles

Although members in network have their own uniqueness and freedom in work process but in order to join network , they need to have concensus on principles, objectives and the other same foundations.

3) Realisation of Participation and Coordination

The continuity of networking depends upon the member's ability to rely upon themselves meanwhile the realisation of necessity of learning and participating together the members in network.

4) The opportunity to learn and to participate The effective network usually

develop gradually and needs unity so the key foundation is to participate and share work expericences.

5) The information center for members and other people

The center will help coordinate with people and expand learning network rapidly

6) The leaders and coordinating mechanism

The effective and efficient leaders who realize the importance of network and be able to utilize the network mechanism will help broaden networking.

4.4 Principles and Practice of Networking

1) To organize networking policies among members and other agencies.

2) To have shared goals, objectives and principles.

3) To have coordination mechanism which includes organization, coordinating centers and teamwork.

4) To have shared and common criteria, regulations such as rules, principles and or other commitment.

5) To have committee to set principles, goals and criteria to support and encourage, coordinate and administer network.

6) To accept any commitment or creteria of participating networking membership.

7) To realise the importance and to have confidence in being network membership.

8) To realise the necessity in assistance and dependence upon each other member and to gear for the members shared goals.

9) To support any activities and resource development.

10) To cooperate and participate if there are any conflicts or problems

11) To have information exchange and set systematic data base.

12) To develop teamwork and to evaluate the success of participative teamwork

13) To provide advice or any other helpful agenda, meetings, or seminars on network process regularly.

14) To have public relation process and help pro-image for network members.

15) To honor network members' goodwill.

16) To help build-up the network members' sense of participation and realisation of network image as a whole.

17) To bind among network members but yet to let each member independent and free to operate each own work.

18) To work as part of network so he target group will be provided complete services.

4.5 Network Types

Network types can be classified as followed

1) Public Network includes any department or agencies in ministry, nationally, regionally, provincially, and other education institutions such as universities, local higher education institutions secondary schools primary schools which are responsible for lifelong education activities

2) Private Network which are responsible for lifelong education activities in all levels such as foundations, associations, clubs, any non-government organizations, companies , business and industries, unions, religion groups, masscommunication agencies, private colleges, private secondary and primary schools etc.

3) International Network includes any established international organizations with common goals on development of the people's quality of life, and to upgrade their living standard, their communities by supporting and providing lifelong education activities without any politic purposes

4) People or individual Network includes any group of people or any other individuals which have common interest in coordinating or providing lifelong education activities. Those groups include folk intellectnal volunteers, community leaders, housewife voluntees, folk scouts, students in every level etc.

4.6 The Comparison of the Utilisation of strategies on lifelong Education
Network In and Out of Country

Other Countries	Thailand
1. To estabish coordinating and network support agencies such as educational council.	1. To study network background
2. To organize principles, laws and regulations in the process	2. To assess needs and data.
3. To have master plan on support network and lifelong education management	3. To encourage and support intellectuals and community members to propose their inputs
4. To approve master plans	4. To set policies
5. To set standard of lifelong education activities	5. To establish committee as policy coordinating mechanism.
6. To establish endowment for support. The national bank and other organizations usually support.	6. To have plans on resources recruitement.
7. To create motivation for lifelong education programs such as special type of funding, rewards, education coupons and the like	7. To have certain group of people in public department such as the non-formal education department responsible for network coordinating
8. To set commitment	8. To have personnel development on network coordinating

9. To set network support system,
    9.1 Personnel development (meetings, seminars, training programs')
    9.2 Inventory, Budgetting
	9. Motivation (welfare coupons, certificates of merit)

10. To set information system for network members	10. To have funding for the development of non-formal education in communities
11. To encourage the members in network to participate in providing educational activities	11. To provide academic services for members
12. To bring in the private sectors tp develop and organize activities	12. To have personnel development system and support continuous on materials, funding for network members.
	13. To set standard/ quality standard on participative activities
	14. To have information exchange among members in the network
	15. To encourage private sectors participate in activities.

4.7 The Advantages of Network

1) Illiminate the repetition of activities and utilise resources economically.

2) Help the process of personnel recruitement

3) Increase the network members experience

4) Illiminate conflict in the work process among network members

5) The Advisory Board help with the policy organizing administrative system, and activity operating in the network.

6) Provide lifelong education services for every target group in all areas and serve its needs.

7) Approve the target groups' quality on adaptation with new technology

8) Provide equal opportunity of education for all people.

9) Roles of network agencies will be better acknowledged by people.

10) Network members are responsible confidently for communities and society.

11) Efficient information system is a key for lifelong education activities

12) Network team will be trained on strategies and skills on providing lifelong education activities.

13) Activities in network agencies will be operated continuously and in complete cycle.

14) Network system helps clarify the roles of policy setting committee and practioners

15) Network system has been coincided with government policies released to have private sectors and non-government organization participation.

4.8 How To Support Network

Steps of how to support network should be as followed ;
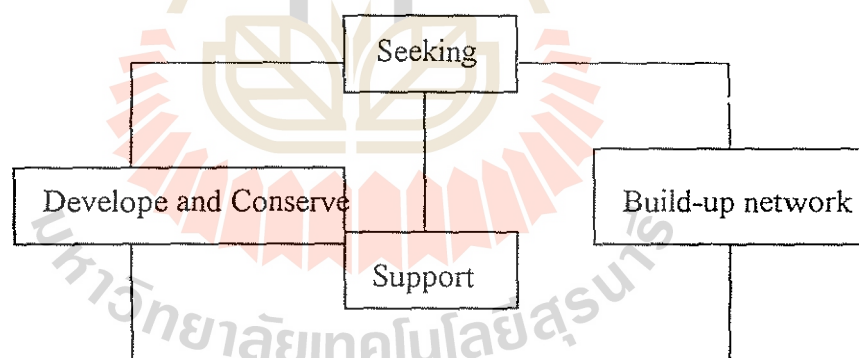
Chart XI   Model of how to support network of lifelong education

1 Seeking means to organize and filing lists of activities on lifelong education provided by government agencies

2 Building-up Network means to seek and study information of network which provides lifelong education services for target groups and cooperate with them.

In conclusion, to bulid-up network includes following steps

(1) Study information on lifelong education activities provided by network agencies

(2) Have common understanding about advantages to be gained by network
and the target groups

(3) Establish proformance agreement on participative lifelong education management

(4) Participate in producing handbook on the process of lifelong education management.

(5) Set plans and policies and specify those objectives.

(6) Participate in the process continuously

(7) Follow-up and evaluate the process

3 Support

(1) To provide support on personnel development

To encourage and support personnel development on how to transfer knowlage, teaching and learning process, media developing for any private or public sectors if needed.

(2) To provide support on instructional media production

Including support on audio visual aides, programmed instruction ,hardware and software appropriated for efficient lifelong education management, support on teaching and learning is also provided.

(3) To provide support on budget

This includes tuition fee waved and coupons so public and private sectors will be able to provide lifelong education activities more efficiently.

(4) To provide support on management

This includes how to develop patterns of how to provide activities on lifelong education so those will serve the target groups needs. The activities could be in the form of research and development

4) To develop and continue network

This means to develop the efficiency of how to manage lifelong education provided by various agencies in network by accentuating working efficiency increase and personnel development.

The pattern of how to develop network members are :

(1) Training

The members will be trained on technology application participate in seminars in and out of the country

(2) Motivation

Rewards , certificates of merit, and other forms of motivaton through mass media would be provided for any qualified members and agencies.

5 Trends of Support on Lifelong Education by Networking in the Next Decade

In the future, Thailand needs to have human development to serve her needs as the newly industrialized country.

Trends of education management of the country needs to be adapted and direct towards human development

Thirty-two experts on economics, education ,science and technology have been interviewd on education management in the next decade. In conclusion most of them agree on education management by the participation of many organizations in network. They suggest strategies of education management as followed :

Education philosophy for the next decade should be the principle of education for all people and for lifelong both in and out of school system the government roles on education management should put more importance on special education, and education for the disadvantaged. They predicted that in the next decade the government may be able to solve the problem of lack of labor. They consider that vocation management should be less dominated especially on the matter of tuition fee policy.

So the government would have time and have more resources provided for the poor and the disadvantageds ones especially have more schooling for free.

Details on How to Support Lifelong Education by Networking

Education is not solely the process of teaching and learning but also the process of founding the structure and the process of way of life which is established from the idea of participation of training processes provided by many organizations such as families, schools, temples including social learning network. There is also the encouragement of relationship among organizations and encourage those to participate in education process
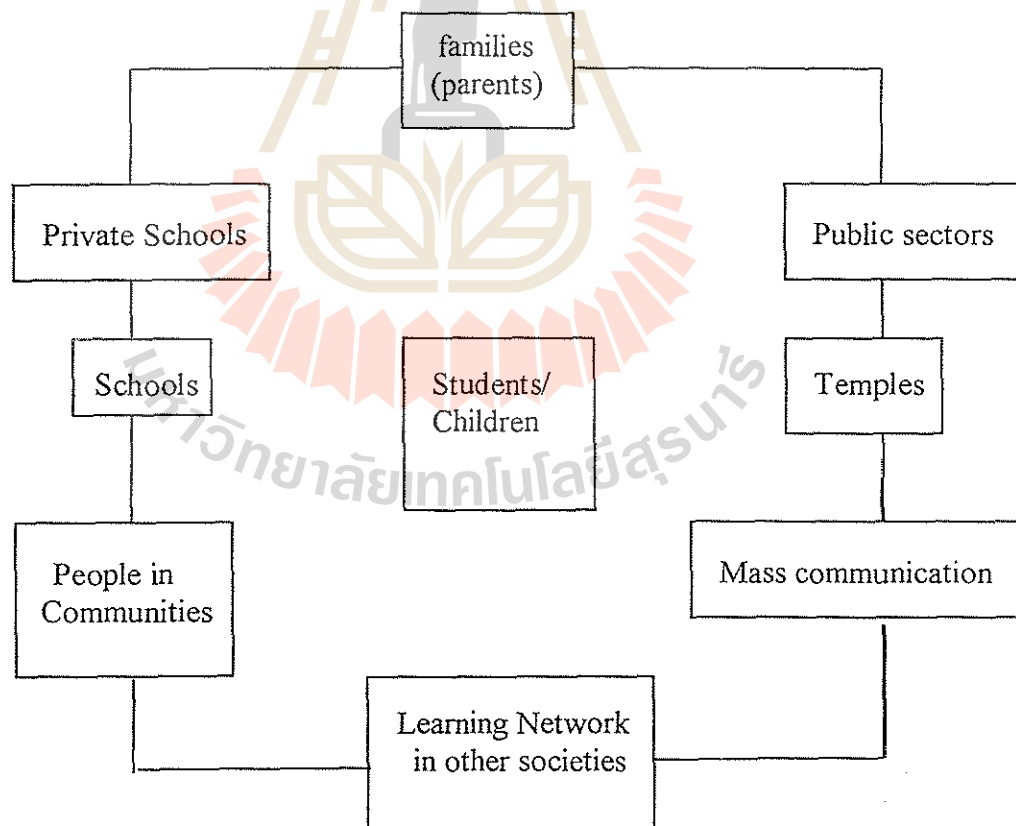

Chart XII   Organizations

Thai society in the future will be the society of very rapid change of knowledge and technology. It is the information society which will value more of materialistic rewards and exchange. So the roles of society should take place child development. Strategies of education management for better learning communications

1) To provide education services for special groups such as parents , aged groups. The educational programs provided could be the program on community spirit or any program on how to develop quality of life.

2) Mass communication and all forms of media are provided as tools for networking

3) Children and youth should be encouraged to be open and democratic.

4) Private sectors must take part in education management and be more responsible for society. The education institutions should seek for network members and write up special projects for practicum, private sectors need to realize the importance of training. Some places provided on-the-job-training.

2) Education Administrative Organization

There should be only one national organization responsible for planning, setting standard controlling the work process researching and developing curriculum and instruction media and evaluation.

The administrative structure should be recoganized and decentralised So that local communities could manage education in the counties and the provincial agencies should be responsible for education in every level both in and out of school system.

3) The Process of Education Management

In the next decade, education in school system tends to be decreased so these is no seperation between formal and non-formal education. Most of the students study in their own times and pace.

(1) Policies Systematic education management must be provided towards the goal of freedom and democracy, and also to provide opportunity of education for all.

The main policy of education management is to have people and communities value education. Information of education process must be provided. Policy on education management must be spelt out clearly, well-stated plan and continuous process should be released.. Also the plan must be coincided with society, and flexible. The education system should be enhanced with techniques, process and well-organized learning environment so the students will develop their ability intellect, and creative thinking. They will learn by themselves all the time. This will be education management aimed at freedom and democracy.

(2) Administration with Decentralisation

There should be decentralisation so that local people will develop and can be resposible for themselves. Local education tax should be collected by local agencies and can be utilised for education Local education council should take full responsibility for educational public resources. The central organizations should only set macro plan, standards, and support local education process. Everyone must cooperate, and be responsible for what public and private sectors participate in.

4) Trends of Lifelong Education in the Next Decade

The experts suggest that education administration with more participation should be as followed :

(1) Unity of education administration and decentralisation should be key concept. Local education tax should be collected and approved by local education council. The central public agencies should set policies and establish macro plan so other agencies can follow process and standards such as core curriculum ,follow-up system and supervision. The participation of public sectors, private sectors and people is key issue for the best expected outcomes.

(2) Public sectors should be more responsible for special education, welfare and education for the disadventaged ones and private sectors should be more on compulsory and vocational education.

Education coupon system and bank loan should be provided for the needed ones for their education

(3) All possible education resources should be organized and utilised efficiently.

(4) Private sectors and people should be encouraged to participate more on education management. Laws, work process and regulalions should be revised.

(5) A national research organization should be setup to conduct research relevant to the changing society. All organizations working on education should cooperate their operational plans, and implement the activities according to priority of needs of each community.

5) Participatory Groups in Educational Activities

The following persons should be involved in supporting and promoting participation in educational policy setting and planning at the stage of curriculum development to teaching and learning activities.

(1) Parents. Parents should process fundamental knowledge ragarding the appropriate they should have a child and child care-taking. Parents should have positive attitudes concerning education and the benefits from learning. It is also the responsibility of the school to provide such knowledge for the parents. At the same time, the parents should cooperate with the school in disciplining their children, being resource persons, and being vocational sources for the schools. Also, they should provide suggestion regarding elective curriculums suitable to the conditions of the community.

(2) Private Sectors. Private sectors such as antrepreneurs and mass media should take part in: setting policy and planning of the curriculums for elective subjects; planning of manpower development as relavant to the local conditions which elective subjects can be based on; and providing cooperation in educational networking for lifelong learning of the people in the community.

(3) The Community. In order to organize educational activities to be relevant to the local wisdom and resources, it is essential that local citizens be involved in educational management. In addition, the religious institute and mass media should be involved in instructing and disciplining students to possess desirable characteristics.

3. Formats of Lifelong Education Activities

From the examination of activities organized by various agencies, it is clear that there has been many types of lifelong education programs. These activities can be categorized into three groups.

1. Lifelong education classified according to the types of education. This criterion comprises formal education, nonformal education and informal education.

2. Lifelong education classified according to the target groups. This category includes women, children, labour force, the handicapped, the hill-tribe peoples, etc.

3. Lifelong education categorized according to the providing organizations. This group comprises governmental organizations, NGOs, business sectors, educational institutions, monasteries, and others.

The next section will discuss about the types of lifelong education, characteristics and the providing organizations, particularly the Department of Non-Formal Education which will soon changes its name to the Department of Lifelong Education.

3.1 The Lifelong Education Formats Organized by the Department of Lifelong Education

The Department of Lifelong Education is a governmental organization. It is responsible for provision and promotion of lifelong education. There are 5 forms of lifelong education that the Department uses as strategies for organizing or co-ordinating such programs through networks.

1) The Delivering Formats of Lifelong Education

Format 1. The educational activities organized by the Department of Lifelong Education. Areas of services provided are:

1) Nonformal Education Program.

2) Informal Education Program.

Format 2: Nonformal education organized through the cooperation between the Department of Lifelong Educattion and other organizations. Cooperative activities of lifelong education can be implemented into 2 forms.

1) Nonformal Education

(1) The Department of Lifelong Education organizes formal education subject areas whereas other organizations organize vocational education. The credits earned from other organizations can be transferred to Grade6, Grade9, Grade 12 or vocational certificate curriculums organized by the Department of Lifelong Education.

(2) The Department of Lifelong Education organizeds subject areas in formal education and other organizations construct subject areas in vocational education and quality of life promotion. The credits earned from vocational subjects or quality of life promotion subject can be transferred to the certificate programs as in (1) of the Department of Lifelong Education.

2) Informal Education. This format of lifelong education involves cooperation between the Department of Lifelong Education and other organizations in providing informal education. Some of the activities with in this framework are: exchange of documents, learning media and information, exchange of books among

various libraries, donation of books to other agencies, and use of media for knowledge and information dissemination.

2) Nonformal education at erimary level. This program aims to establish fundmental education and skills equivalent to primary school education.

3) Nonformal education at lower and higher secondary education. This level of education expands opportunity for people to develop their knowledge and attitude at secondary level so that they can use knowledge for life, occupational development or futher their study.

4) Nonformal vocational education. This program of education aims to develop skills and attitude concerning undertaking an occupation. The program places emphasis on local occupation, support of small-scale entrepreneurs, independent occupation, preparation for work in labour market, as well as improvement of the on-going occupation.

Several programs in this area have been implemented, such as short-term, long-term vocational training, interest group learning, vocational education at the certificate level, distance vocational certificate education.

1.2 Informal Education. It is a form of education to promote learning process occurred naturally in society. Learners or people in general can undertake education or develop skills by their own. Activities provided may be those particularly designed or those integrated in other development activities. There are several formats of informal education depending on conditions of target groups. Some of the informal education activities organized by the Department of Lifelong Education are as follows.

1) Development of learning resource centers and learning networks. This area of education includes public libraries, village reading centers, science centers and learning centers.

2) Dissemination of knowledge and information. This area includes radio TV programs, public libraries, village reading centers, science centers and learning centers, as well as the support of local expertise and knowledge to be involved in informal education of the people in the community.

Format 2: Lifelong education organized through the cooperation between the Department of Lifelong Education and other organizations.

2.1 Principles in organizing lifelong education according this category are:

1) It is a cooperation between the Department of Lifelong Education and other agencies in organizing NFE curriculums.

2) The Department of Lifelong Education and related agencies will take responsibility according to the type of their own work. That is, the DLE will be responsible for formal subjects; whilst other agencies are responsible for vocational skills training and quality of life development.

3) Learners who enrolled in the cooperative programs between the Department of Lifelong Education and other agencies can transfer the credits in vocational subjects of quality of life that they earn from their agencies to nonformal education programs. The NFE certificate programs are equivalent to those of the regular school certificates.

2.2 There are two formats in organizing lifelong education with other agencies.

1) The Department of Lifelong Education organizes formal and quality of life promotion subjects; whilst other agencies assist in vocational training.

2) The Department of Lifelong Education organizes only formal subjects whereas other agencies organize vocational and quality of life promotion subjects.

Format 1: The Department of Lifelong Education organizes formal subjects whereas other agencies organize vocational and quality of life promotion subjects.

4. Learners transfer credits earned from other agencies to the NFE curriculum.

5. After completion of curriculum, learners receive certificates grade6, grade9, grade12 or vocational certificate from the Department of Lifelong Education.

2.3 Other agencies that cooperate with the Department of Lifelong Education in organizing education are as follows:

1) Organizations organizing vocational education, namely:

(1) Governmental organizations, such as the Department of Vocational Education, Department of Labour Skills Development, Department of Public Welfare, Department of Industrial Promotion, etc.

(2) Non-governmental organization, such as private schools as in Section 15(2).

(3) Entrepreneurs, such as industrial factories, and companies.

2) Organizations organizing learning activities and provide training in areas related to quality of life promotion are:

(1) Governmental organizations, namely the Department of Community Development, Department of Local Administration, Departments within the Ministry of Public Health, etc.

(2) Non-governmental organizations and private sectors.

(3) Entrepreneurs in business and industrial sectors.

Format 3: The Department of Lifelong Education organizes learning process and provides learning materials and learning approaches whereas other agencies which are specialized in contents help to outline learning contents.

Function as an agency to develop learning process and transmission system to the target groups based on contents provided by other organization. Learners adopting this type of study do not aim to get a certificate to their study. The objective of informal learning is to acquire the needed knowledge and skills. Therefore, no certificate is issue to learners.

Other Organizations

Provision of Contents

Health
Agriculture, Occupation
Sports & Recreation
Science
Languages
etc.

Lifelong Education Department

Development of Learning Process

Learning Kits
Radio Program
TV Program
Video Program
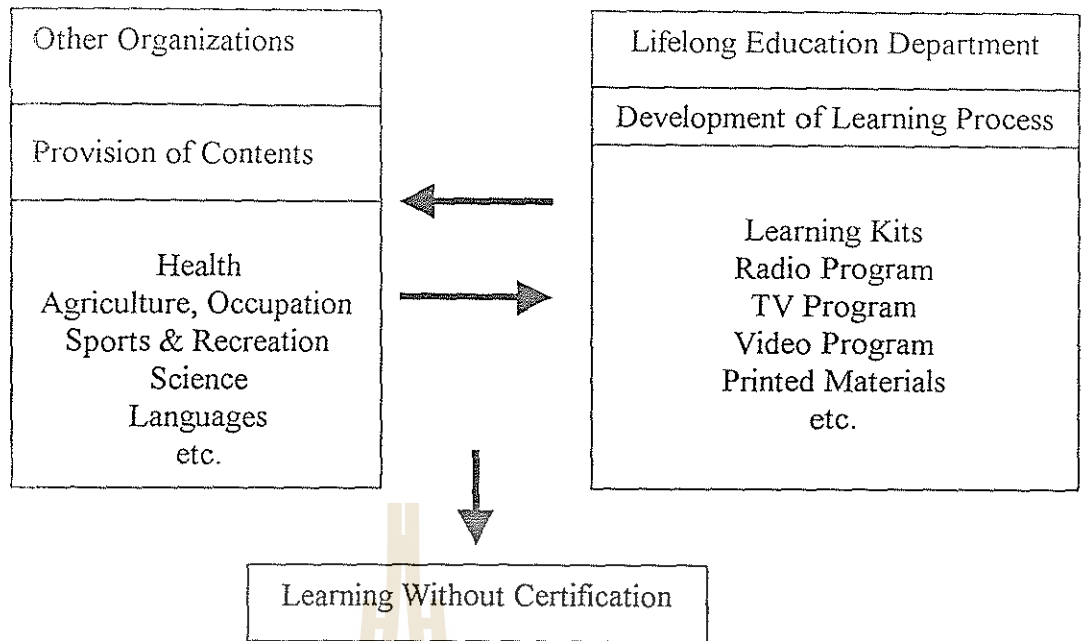Printed Materials
etc.

Learning Without Certification

Chart 16: Model of cooperation in nonformal education.

There are two formats for conduction of nonformal education in this aspect: organizing learning process to support the activities of other organizations; and vise versa adapting the contents from other organizations to use in the learning activities organized by the Lifelong Education Department.

Format 4: The activities that the Lifelong Education Department organizes as a supplement to formal learning in schools.

This format of education refers to the activities concerned with media, technology science that the Lifelong Education Department organizes to support learning in schools, ranging from kindergarten, primary, and secondary education to enable students to understand and acquire the skills in each particular subject areas; as well as to expand their perspectives, ability in analysis, thinking and practical processes. There are two main areas of supporting activities organized by the Lifelong Education Department.

4.1 The support in the area of educational technology.

In this area, the Department produces educational media such as journals, publications, radio and TV programs, tape cassettes, video programs, and educational program via satllite and disseminates to the target groups both in schools and out of schools, including those who undertake informal education study.

4.2 The support in the area of science education.

In this area of support, the Department sets up science centers both at the national and provincial levels, such as the science centers at Ekamai, Rangsit, the science resort center at Warkaw, Prachuab Kirikhan, and the educational science centers in the provinces. There are also educational activities in other forms including mobile science

centers, and scientific exhibitions in several areas such as basic science, applied science, astronomy and space, natural science and environment, lectures, demonstration, experiment, science camps, and planetarium.

Format 5: The activities related giving recognition, rewards, certified standard and organizing contests of works related to lifelong education

The Lifelong Education Department also gives recognition of other agencies that provide educational activities for people. Some of the activities are, for instance, the promotion of quality of life, occupation, culture, and environment by newspapers or radio and TV programs which disseminate similar types of knowledge and information. What the Lifelong Education Department can do is to support the work of these agencies in various forms such as certifying the standard, and giving award or recognition. As for local experts, The Department may organize a recognition ceremony of their expertise or may also further recognize those who have already been recognized by other agencies namely the National Cultural Committee, the Ministry of Interior or the Ministry of Agricultural and Cooperatives. In other case, the Department may organize a show to exhibit the works of expertise, give awards and certified the standard of their work.

In addition, the Department may certified the standard of informal education organized by other agencies or give awards to the agencies. This can be done in three different approaches.

5.1 The contention for an a ward.

The contention is organized to select the persons with expertise in several areas such as occupational, cultural, science and technology, and local wisdom to be recognized and awarded. This is expected that it will further motivate these qualified people to disseminate, utilize or transfer their knowledge to other people.

4. LifeLong Education Funds.

The success of the implementation of lifelong education is not merely based on the operational strategies, but also the availability of the fund to organize lifelong education activities. Being aware of the importance of such funds, most countries, including Thailand, have set up lifelong education funds.

4.1 Life-Long Education Funds in Japan

Life-long education fund is one of the crucial elements for organizing educational activities, particularly if participation of the community is needed.

In Japan, during the first 3 years after the promulgation of Life-Long Education Act, the government has supported and promote local agencies in organizing lifelong education through provision of budget for implementation of lifelong education. Although
the government terminates the support for activities, lifelong education can still keep on going due to the cooperation and readiness of the community.

4.2. Cultural Promotion Funds

The Office of the National Cultural Commission, Ministry of Education is one of the organization focusing on cultural promotion and development. The activities of

ONCC are related development of cultural transferring process, moral building, and supporting international cooperation with other countries.

According the Office of the National Cultural Commission Act (No.2), a fund called "Cultural Promotion Fund" has to be established with in ONCC. The object of the fund is to increase competency in promoting national arts and culture by recruiting governmental and NGOs' resources to support ONCC's work with more flexible management and less strict to government's regulations and rules.

1) Objective Fund.

(1) To promote and support individual groups of persons or organization (governmental and NGOs) concerning study, research, development, renovation and conservation and distribution of arts and culture.

(2) To promote and support activities that create cooperation among arts and cultural institutes.

(3) To promote activities with regard to arts and cultural performances, exhibitions, and other related activities at the local, national and international levels.

(4) To provide assistance and welfare to outstanding artists or those who produce high quality of cultural works.

(5) To support the sale of artistic and high valued piece of works of outstanding artists and keep as national properties.

(6) To promote formal and non-formal learning relative to transfer of culture and arts.

(7) To promote research and development concerning teaching and learning of Thai language.

(8) To promote and support cultural exchanges among international organizations, association and foundations.

(9) To promote development of personnel who work on arts and culture.

(10) To promote and support non-profit organizations that concentrate their work on arts and culture.

2) Sources of the Funds

(1) The fund allocated by the government.

(2) The budget supported by the government's yearly budget.

(3) The artists' fund within the Office of the National Cultural Commission.

(4) The budget subsidized to the National Council for Culture which the Cultural Division, Department of Religious Affairs transfers to is transfered to ONCC.

(5) The budget subsidized by other countries or international organizations.

(6) The money or property donated to consolidate the fund.

(7) The money from fees and management of copyrights.

(8) The money and other properties that belong to the fund.

(9) Interests and income of the fund.

3) Administration of the Funds

In order to administrate the funds, a Division was established within the Office of the National Cultural Committee. This Division provides general service assistance to the Funding Committee; whereas the management of the fund is administrated by the a Funding Committee on Cultural Promotion. This committee comprises cultural highly

qualified experts, one of which is appointed as Chairman of the Funds while the Secretary General of the National Cultural Committee acts as vice-chairman of the funding committee. Six of the NCC are appointed as members of the funding committee, and the Director of the Division responsible for the fund acts as the secretary of the committee.

       4) Funding for Particular Purposes (sub-funding). Within the Cultural Promotion Funds, smaller funds for specific purpose have been set up to organize activities according to the interest of the donors. Those who donate more than 200,000 baht may set up a sub-funding for specific purposes within the Cultural Promotion Funds.

4.3. The Funds for the Private-School Teachers and Headmasters' Welfare.

       This Fund was established on October 1, 1975 according to the Private School Act (No.2) 1995. The Act mandates that a Fund be established within the Ministry of Education. The objectives of the fund is to provide a sum of money or other means of substitution or compensation for the welfare of the teachers and headmasters.

       1) The Source of the Fund

              (1) The money contributed by each teacher charging 3 percent of their salary.

              (2) The money contributed from the private school owners equivalent to the amount of the sum collected from each teacher.

              (3) The money allocated by the government two times of the amount collected from each teacher.

              (4) From the donation.

              (5) From other source of earnings.

       Moreover, the fund collected can be used as a means for other earnings according to the ministerial regulation with the agreement of the Ministry of Finance.

       2) Payment of the Fund. The fund may be expensed under the following categories.

              (1) For the compensation or substitution of the school teachers and headmasters.

              (2) For the welfare of the teachers and headmasters.

              (3) For the administration of the fund.

       3) Administration of the Fund.

       The Committee for Private Education establishes a sub-committee to administrate the fund. The sub-committee comprises: the Secretary General of the Committee for Private Education acting as the chairman of the committee; the Deputy of CPE acting as vice-chairman. Members of the committee are the Directors of related divisions. The Director of the Promotion and Support Division and the Head of the Welfare Fund Unit acting as the committee secretary and deputy-secretary respectively. There are also 12 qualified experts sitting in the committee, composed of three school owners, six teachers, and three persons specializing in law, finance and budgeting. The term for the appointed sub-committee last two years.

4.4. Rural Development Funds.

       The fund for rural development was setup according to the regulation of the Office of the Prime Minister regarding the Rural Development Fund. The fund is supervised by the National Rural Development Committee. The establishment of the

Rural Development Fund is to facilitate and support the work of the specific fund organized by governmental organizations or NGOs. It supports the founding of the fund in rural villages for the benefits and services of local people. In addition, the Rural Development Fund is a part of the fund to ease the farmers who suffer from non-system indebtedness.

1) Objectives of the Rural Development Fund.

(1) to provide loan to the specific-purpose fund or NGOs for their work in rural development.

(2) to provide loan to the Village Development Committee for their work to comfort the suffer of farmers from non-system indebtedness.

2) Sources of the Fund.

(1) the government fiscal budget allocated to the Rural Development Fund.

(2) the money obtained the implementation of the rural development fund.

(3) the donated money.

(4) the money supported by NGOs.

(5) from the interests or properties of the Rural Development Fund.

3) The Expenses of the Fund.

The Rural Development Fund is expended to activities related to the objectives and for the administration of the Fund.

4) Administration of the Rural Development Fund.

The National Rural Development Committee administrates the fund through an appointment of a Rural Development Funding Sub-Committee (RDFSC) to manage the fund. The Sub-Committee comprises several key persons. The Secretary of the National Rural Development Committee presides as the chairman of the Sub-Committee; whereas the Director of the Funding Office acts as the secretary of this committee. The RDFSC is in charge of administrating the funds; whilst the office of the FDFSC Secretary locates within the Office of the Rural Development Fund.

4.5. An Approach in Setting Up Life-Long Education Promotion Fund.

The establishment of the Life-Long Education Promotion Fund will be in conformity with the Life-Long Education Promotion Act. This fund is called *"Life-Long Education Promotion Fund"*: LLEPF.

1) Objectives of the Fund

(1) To promote and support education, research, and development of learning and teaching, as well as, to disseminate life-long education activities of a person, groups and organization both governmental and non-governmental from the local up to the national and international levels.

2) To promote and support activities that help create cooperation among life-long education networks.

3) To provide loan for those completing their education or vocational training in order to invest their own occupation.

4) To promote personnel development for those who work in the area of life-long education.

2) Sources of the Fund.

(1) the fund allocated by the government each fiscal year.

(2) the fund supported from other countries and international agencies.

(3) the money or properties donated to the Fund.

(4) the money generating from fees and management of exclusive possession

(5) the money generating form services and fines according to the LLEP Act.

(6) the money and other properties that belong to the LLEPF.

(7) interests and other incomes of LLEPF.

(8) donated money with particular purposes.

The LLEPF committee may setup a specific fund within LLEPF to organize educational activities according to the objectives of the donating agencies.

3) Administration of the Fund.

There will be an organization at the division level within the Life-Long Education Department acting as the office of LLEPF and the LLEPF committee. The LLEPF Committee will comprise of qualified experts in various areas appointed by the Life-Long Education Promotion Committee. This committee will be responsible for the management of the funds and the term of the committee lasts two years.

The LLEPF Committee has the following authorities and responsibilities.

(1) Administrating of the funds according the stated objectives.

(2) Issuing rules and regulations to facilitate proper management of the funds.

(3) Planning the utilization of the budget and requesting annual budget for the LLEPF.

(4) Considering and approving the projects or activities that seek financial support from the Fund.

(5) Monitoring and evaluation of the projects or activities subsidized or promoted by the Fund.

(6) Undertaking other activities as set in the Act or by the Life-Long Education Department.

In undertaking its responsibility, the funding committee may authorize the Office of the National Cultural Committee to implement or propose the activities to the funding committee for consideration.

CHAPTER 3
ACTIVITIES OF LIFE-LONG EDUCATION

The type of organizations, administrative systems, and life-long education networks, as mentioned in Chapter 2, suggest an approach in organizing life-long education that there is a need for coordination among related agencies, governmental organizations, NGOs, and the citizen. All sectors have to collaborate in conducting life-long education. Then, we have to consider the approaches and roles of each organizations in organizing life-long education, as well as, how they can cooperate the life-long education activities.

This chapter discusses in details about the approaches how life-long education can be implemented in 3 aspects.

1. The characteristics and components of life-long education.
2. The types of life-long education activities.
3. The formats for organizing life-long education activities.

1. The characteristics and components of life-long education.

1.1. The Characteristics of Life-Long Education

It is widely recognized that learning process of human beings is life-long from the first till the last days of life. Life-long education is, therefore, originated as long as human society. The main characteristics of life-long education may be concluded as follows:

1) Life-long education is education for all persons in the society from early childhood till the aged. The key objective is to enable a person to improve himself and be able to catch up with the changes in the era of globalization, particularly in the areas of socio-economic, political, science and technology.

2) Learning is a life-time process. It is essential that all three areas of education, namely formal, nonformal, and informal education be well integrated. In fact, human beings learn through the process of socialization in the family to the educational system in an institution.

3) Various organizations in the society will play a greater role in providing education for the people. Such organizations are, for instance, the public libraries, museums, *wat* (Buddhist temples), factories, working offices, the communities, educational institutes, and volunteers. Education, organized by such organizations, is to increase the human competence, as well as to respond to the learning needs of particular groups of persons.

4) The forms of activities for life-long education has to be equity in access, flexible and diversified, and adjustable according to the appropriateness of the current conditions. In addition, the educational activities provided have to be responsive to the needs of all levels of learners. Strategies for organizing life-long education activities can be diverse in approaches, or integrated through the use of multi-media such as learning from the teachers, radio, TV/video, computer, learning module, newspapers, conference, training, etc. Nonetheless, such activities rendered have to be in harmonious with the daily life of the learners.

5) The management system of life-long education has to be organized at all levels, namely at the national, regional, and local levels. The rational framework and operational structure should be in conformity concerning the policy, objectives, target groups, implementation formats, planning, structure of the organizations, administration and management. The learning activities organized have to be based on the learning objectives, curriculum, learning strategies, learning media, measurement and evaluation. That is, learning activities have to be organized systematically (Dave, 1973).
Corpley, 1980 (Find English version)

1.2 The Components of Life-Long Education
The key components of Life-Long Education are as follows.

1) Formal Education. Formal education is a type of educational activity which is more systematic and highly structured. The class is classified according to age groups, and levels of education from the lower to the higher levels. The main characteristic of formal education are: fixed curriculum with specified time of study; limitation for certain age; there is a system of registration, and measurement; and there is an evaluation for certificate granting. The contents learned are future-oriented, and generally conducted in a specific location.

2) Nonformal Education. This type of education refers to education organized outside the regular school system. The target groups are out-of-school population. Learning has a specific objective, but with flexible teaching and learning process as relevant to the needs of the learners. The main characteristics are: flexible curriculum; learning time; there is a system of registration and evaluation for certificate granting. However, learners are not limited to certain aged groups. The learning is normally conducted outside schools, with flexible time and location. The contents are daily-life oriented.
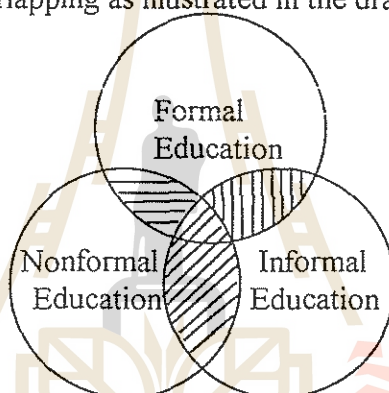
3) Informal Education. This type of education refers to the learning process occurred in daily life activities which can be something learned from direct experience, work, persons inside and out side the family, media, community, and other sources of knowledge and information. Informal learning is a process to enhance knowledge and skills for self-development. The main characteristics is that informal learning has no specified curriculum and time, no need for registration or evaluation, no certificate granting. Learning can be taken place at any time and anywhere, without time limitation. In fact, informal education takes place all the time throughout our whole lives.

The three types of education may be compared in the following table.

Formal Education	Nonformal Education	Informal Education
Fixed curriculum	Flexible curriculum	No curriculum
Specified duration of study	Specified duration of study	No specified study time
Limited to certain age	No age limitation	No age limitation
Need to registration	Need to register	No registration
Having examination	There may be examination	No examination
Certificate granting	Certificate granting	No certification
Specific location	Flexible location	Any place anywhere
Future-oriented	Present-oriented	For the sake of knowledge and pleasure or recreation
Rather fixed time and duration of study	Flexible time and duration	Anytime as convenience

The nature of Life-Long Education

1) The three types of education do not exclusively separate from one another. There are some parts overlapping as illustrated in the drawing below.

2) The chart depicts that an individual may acquire different types of education. Some may only learn through informal education, some through informal and formal education; whereas, some others may have access to all three types of education: informal, formal, and nonformal education throughout their lives.

2. The Types of Life-Long Education Activities

The activities or life-long education programs are varied and numerous. Categorization of such life-long education programs and activities may be different depending on the criteria used for grouping. In this paper classifies life-long education into four different categories.

2.1. Life-long education programs categorized according to the types of educational management. This category is composed of :
    1) Nonformal education programs
        (1) Basic education at the literacy level
        (2) Functional education at elementary education
        (3) Nonformal education at lower secondary education

(4) Nonformal education at upper secondary education

(5) Nonformal education at tertiary level

(6) Vocational nonformal education

(7) Nonformal education for quality of life development

2) Formal education programs within schools

(1) Kindergarten education

(2) Elementary education

(3) Lower secondary education

(4) Upper secondary education

(5) Tertiary education

3) Informal education programs

(1) Informal education through the services of public libraries.

(2) Informal education through the use of community learning networks

(3) Informal education through mass media

(4) Learning from community wisdom/experts

(5) Learning from local media/melodrama

(6) Learning from the family institute

(7) Individual self-learning at convenience

2.2 Life-long education programs categorized according to the service recipients

1) Life-long education programs for children

2) Life-long education programs for women

3) Life-long education programs for local leaders

4) Life-long education programs for the inmates

5) Life-long education programs for religious leaders

6) Life-long education programs for armed forces.

(7) Life-long education programs for the unskilled workers.

(8) Life-long education programs for the senior citizens.

(9) Life-long education programs for the physically handicapped.

(10) Life-long education programs for the hilltribe peoples.

(11) Life-long education programs for slum dwellers.

(12) Life-long education programs for Thai youths living overseas.

(13) Life-long education programs for professional workers.

(14) Life-long education programs for entrepreneur.

(15) Life-long education programs for those interested in self-development, particularly in the areas of social, economic and political development.

2.3 Life-long education programs categorized according to the types of organizations providing the LLE services.

1) Governmental organizations providing life-long education

(1) The Ministry of Defense

(2) The Ministry of Agriculture and Cooperatives

(3) The Ministry of Finance

(4) The Ministry of Foreign Affairs

(5) The Ministry of Transportation

(6) The Ministry of Commerce

(7) The Ministry of Interior

(8) The Ministry of Justice

(9) The Ministry of Labours and Social Welfare

(10) The Ministry of Science and Technology

(11) The Office of the Prime Minister

(12) The Ministry of Public Health

(13) The Ministry of Industry

(14) The Ministry of Education

(15) The Bangkok Metropolitan

(16) Others

2) Non-Governmental Organizations providing life-long education

(1) Private sectors such as entrepreneur, business companies, foundations, associations, etc.

(2) NGOs focusing on education and development

(3) Others

3) Semi-governmental organizations organizing life-long education programs.

(1) The Electrical Generating Authority of Thailand

(2) The Tourism Authority of Thailand

(3) The Zoological Organization

(4) The Sports Promotion of Thailand

(5) The Mass Communication Organization of Thailand

(6) The Tobacco Factory

(7) The Krung Thai Bank

(8) The Housing Welfare Bank

(9) The Organization of the Farmers' Market

(10) The Railway Organization of Thailand

(11) The Thai International Airlines

(12) The Telephone Organization of Thailand

(13) The Communication Authority of Thailand

(14) The Metropolitan Electric Authority

(15) The Regional Electric Authority

(16) The National Housing Authority

(17) The Special Transit of Thailand

(18) The Science and Technology Research Institute

(19) The Teachers' Association

(20) The Science Teaching Promotional Institute of Thailand.

(21) The Pharmaceutical Organization

(22) The Industrial Settlement of Thailand

(23) The Petroleum Authority of Thailand

(24) The Office of Industrial Economy

(25) Others

4) Religious organizations or Institution that organize life-long education.

(1) Wat (Buddhist temples)

(2) Religious Association

(3) Mosques

(4) Christian Churches

(5) The Catholic Council of Thailand
(6) Others

Details of Life-Long Education Programs

2.1 Life-long Education Programs Categorized According to the Types of Educational Management

1. Nonformal Education Programs
The main objectives of NFE programs conducted by the Department of Non-Formal Education (DNFE) is to extend educational opportunity for the people outside the schooling system, particularly those who are 14 years and older, and educationally impeded. The followings are the programs offered by DNFE.

1.1 Literacy Program
This program is to promote literacy of adults. The main objective is to equip adults 14 years or older to with basic literacy skills (read and write fundamental words), arithmetic, and a Khit-pen capability - a systematic way of problem solving through analytical thinking. The first campaign for adult literacy in Thailand was organized in 1937. Since then, and prior to the establishment of the Department of Non-Formal Education, literacy had been emphasized from time to time.

Currently, the literacy promotion program is conducted by the Department of Non-Formal Education (to be Department of Life-Long Education), Ministry of Education. The Department offers several projects under this program, as listed below.

1) The National Literacy Campaign Project. The national literacy campaign was launched in 1983 and officially terminated in 1987. The campaign enabled up to 500,000 persons to be literate. Presently, the activity is still going on in some particular areas to teach those who are still illiterates to be able to read and write. The teachers are NFE volunteer teachers and volunteer villagers.

2) The Functional Literacy Project. This project is an implementation of literacy teaching through an integrated curriculum comprising literacy skills and quality of life development. Learning is a procedure to practice literacy skills, arithmetic and the Khit-pen (analytical thinking) process. The target groups are people in general, the servicemen, the inmates, people along the bordering areas, and rural farmers who are illiterates.

3) The Promotion of Thai Language in the Five Southern Provinces. This project intends to teach reading and writing skills to Thai Muslims in the five southern provinces, namely, Songkhla, Satun, Yala, Pattani, and Narathiwat. The media used for this project are radio and TV programs, NFE volunteer teachers, and NFE group organizers.

4) The Hill Areas Education Project. The HAE model was developed and experimented during 1980-1986 to offer education from basic literacy up to grade six for both children and adults in tribal communities. According to the HAE model, NFE volunteer teachers are sent into hilltribe communities to live and teach adults and children within the community. The curriculum and learning materials used are the ones developed by the HAE Project.

1.2 NFE Primary Education Program.

This level of education that the Department of Non-Formal Education offer for out-of-school population who are more than 15 years old, but have not yet completed grade six, is designed to provide an alternative for those who did not have opportunity to complete the compulsory level of education. The objective of the program is to equip learners with basic education and skills in problem-solving, as well as to enable the learners to use the acquired education as a means for self-, family and societal development.

The NFE primary education program was initially offered for out-of-school population in 1979, using the Adult Functional Education Curriculum Level 3. Later, this curriculum was improved, and called the "NFE primary education curriculum 1988," The structure of the curriculum is composed of; compulsory subject (categorized as fundamental experience category) covering 190 learning conditions (learning topics); and elective subject (additional experience category) covering 60 learning topics. The curriculum takes two years to complete. Three approaches of learning can be undertaken: studying in adult evening schools; distance education learning which learners have to meet with group organizers weekly; and self-study that learners can only register and study at home and take examination to measure their educational level. Currently, out-of-school population totaling up to 320,000 a year have enrolled in this program, many of them are local leaders, laborers, hilltribe peoples, and women.

1.3 NFE Lower Secondary Education Program.

The NFE lower secondary education program is intended to provide educational opportunity of the people outside the school system to acquire higher level of education. It is also an alternative for those who lack such opportunity to complete secondary education due to personal or financial constraints. The principal objective of the program is to promote further study for those who would like to increase their knowledge, to develop their capability, and to prepare them with necessary skills to enter the workforce. It is expected that they would be able to utilize the knowledge skills, and be able to solve confronting problems, or make decision regarding daily activities effectively. The NFE secondary education program was initially offered for out-of-school population in 1979, using the Adult Functional Education Curriculum Level 4. Later, this curriculum was reviewed and called the "NFE secondary education curriculum 1987," The structure of the curriculum is composed of both compulsory and elective subjects. To complete the program, students have to take four compulsory subjects: Thai, mathematics, the word of occupations, and quality of life promotion; and three or these elective subjects: Thai, mathematics 1-2, science 1-2, English 1-2, quality of life promotion 1-5, and vocational subjects. The curriculum takes two years of study. Learners can choose three alternative methods of study: classroom learning (adult school), distance learning, and self-learning (self-study and take comparable examination).

Currently, the NFE lower secondary program is widely attended by out-of-school population. The main groups of learners are: daily laborers, servicemen, local leaders,

women leaders, and farmers. It is estimated that currently there are up to 1,100,000 learners enrolling in this program.

1.4 NFE Higher Secondary Education Program.

The program is a continuity curriculum from the lower secondary education. The main objective of the NFE higher secondary education curriculum is to further extend educational opportunity for out-of-school population to be able to complete high school level of education. Those who complete this program can further their study at the university level, or apply the knowledge for self-, family, and community development, as well as for professional career development.

The NFE higher secondary education program was offered in 1981 using the same curriculum as regular higher secondary school curriculum. In 1987, the Department of Non-Formal Education has revised the curriculum and proclaimed the use of the NFE higher secondary education curriculum. The structure of the curriculum is composed of five compulsory subjects, namely Thai, social studies, physical hygiene science, and vocational foundation. Elective subjects offered are: Thai 2, social studies 2, science 3, mathematics, foreign languages, and vocational subjects. The curriculum takes 2-3 years of study. Learners can choose three alternative methods of study: classroom learning (adult school), distance learning, and self-learning (self-study and take comparable examination).

Currently, the enrollment of out-of-school population in NFE higher secondary education has increase tremendously. In addition, some regular school students also register in the curriculum choosing self-learning method of study, in order that they may take shorter time to complete high school, in case that they pass the examination. Due to some measures to prevent premature students to finish the curriculum much faster than regular school, the enrollment for this group has declined. Right now, the enrollment for the NFE higher secondary education reaches 540,000 in numbers.

1.5. Nonformal Education at Higher Education Level.

Nonformal education at tertiary level covers education at the degree and certificate levels for people who cannot enroll in the regular system. This level of nonformal education is organized by colleges and universities both governmental and private institutions. Learners attending at this level are normally adults who are in the workforce or professional work. Tertiary programs offered can be categorized as follows.

1) Nonformal education at a Diploma or Certificate Level. This type of programs is normally designed to up grade competency of the learners in a particular area as needed in forms of continuing education, rather than aiming to earn a degree. Universities offering programs of this type are: Chulalongkorn, Thammasat, Sukhothaithammathirat, Ramkhamhaeng, Bangkok, the Thai Chambers of Commerce, the Rajabhat Institute, etc. People who are interested in further study in some areas, such as language study, vocations, management, public health, economics, home economics, agriculture, mass communication, and computer may register with one of these institutes. Mostly these institutes organize evening courses for certificate programs, or some of the institutes offer courses through distance education and self-study.

The continuing education organized at tertiary level provides additional opportunity for people to study in the areas of their interest and acquire essential skills needed for their work. This type of education is considered a part of lifelong education.

2) Nonformal Education at a Degree Level. This level of education offers supplementary opportunity for people who cannot enroll in regular program to continue their study up to the degree level. Most of the learners in this program are middle-aged or the elderly who are in professional workforce but have not yet completed a degree.

The objective for offering nonformal education at a degree level is to provide an opportunity for people to have access to professional study in diverse areas, such as fine arts, education, management study, laws, science, economics, home economics, political sciences, agriculture, engineering, accounting, marketing, business management, mass communication, etc. Both private and government universities, such as Bangkok University and Sukhothai Thammathirat University offer degree program through distance study and self-study, utilizing multi-media such as printed materials, radio, TV, and satellite in transmitting lessons.

1.6 Nonformal Education Focusing on Vocation.
1) The Vocational Certificate Program of Nonformal Education.

The vocational certificate program is offered in congruent with the Vocational Certificate Curriculum 1990. This curriculum is designed to assist rural youths who do not further study at the secondary level to enroll in this program which emphasizes academic learning hand in hand with vocational skills training as relevant to the learners' community. It is, in fact, a program specially designed for learning and working at the same time. Upon completion of the curriculum, learners will obtain a vocational certificate with full rights and privileges comparable to that of the lower secondary school certificate. This type of curriculum, therefore, enable rural youths to further education in their communities without migrating to towns.

The vocational certificate curriculum is divided into three levels: VC1, VC2, and VC3. The curriculum comprises two subject areas: vocation and quality of life promotion. The former area weighs 72 credits covering such subjects as the world of vocation, management and marketing, vocational skills, and apprenticeship in a business setting. The latter totals 18 credits covering contents related to quality of life development. Currently, there are about 15,00 youths aged 12 and older enrolling in this program yearly.

2) Short Course Vocational Training.

This program of vocational training is designed to respond to the need for vocational training of out-of-school population. The vocational training offered are in the areas of industrial works, commerce, arts and handicrafts, home economics, and agriculture. Normally, each course requires 220 to 300 hours training. The course is intended to provide fundamental skills, and to for the target population, and to prepare them to enter vocational career. The course also helps strengthen the skills for those who have some basic skills or have been undertaking such skill as an occupation.

This kind of short course training have been organized by several organizations, both governmental organization and NGOs for decades. Some of these organizations are:

(1) The Ministry of Education: the Department of Vocational Education, Department of Nonformal Education, Office of Private Education Committee, Rajmonkol Institute, etc.

(2) The Ministry of Labours and Social Welfare: the Department of Labour Skills Development, Department of Public Welfare.

(3) The Ministry of Industry: the Department of Industrial Promotion, etc.

(4) The Ministry of Interior: the Department of Community Development, the Office of Rapid Rural Development, the Local Development Organization, the Department of Correction.

(5) The Ministry of Defense: the Office of the Central Security Unit, etc.

(6) The Ministry of Agriculture and Cooperatives: Department of Agricultural Extension, Department of Cooperatives Promotion.

(7) Other NGOs, such as the Social Welfare Council, the Handicaps' Foundation, etc.

(8) Business Sectors: Companies, such as the Toyota, the Thai Cement Co., etc.

3) Interest Groups Study

Interest Groups Study is another kind of occupational and quality of life development program organized by the Department of Nonformal Education. The objective is to motivate rural people with the same vocational interest to join in group of about 5-15 persons to study the kind of skills they prefer. The duration of the study is no longer than 30 hours.

In can be stated that this type of program is quite responsive to the immediate needs and interest of the people. Local experts are drawn to be instructors of the courses. The vocational training areas offered are varied depending on the request of the learners, such as agriculture, industrial work, local arts and handicrafts, home economics, etc.

4) NFE Vocational Certificate Program Through Distance Learning.

This program aims at those completing lower secondary education who are either unemployed or in the workforce. This curriculum, developed by the Department of Nonformal Education, consists of two subject areas: fundamental subjects focusing on basic/common domain of study; and vocational subjects emphasizing vocational skills training and experience essential for occupational undertaking.

During 1995-1997, the first phrase of this program development, the work will concentrate on preparation of the related elements, as well as offer the program in the area of business management in some well-prepared provinces.

1.7. Quality of Life Promotion.

The program on quality of life promotion concentrates on training of people in the areas that would help develop the quality of life of rural people, such as physical hygiene, vocations, general knowledge concerning laws, moral principles, and moral standard. The activity is normally within a short period of time as it focuses on promotion of knowledge, understanding, and technical skills essential for daily life living. The Department of Nonformal Education organizes the QLP activities in collaboration with related agencies, namely, the Community Development Department, the Social

Welfare Department, the Department of Administration, the Department of Hygiene, and the Department of Industrial Promotion. In addition, NGOs in the form of foundations, association and company, whose main task is relevant to this type of training also join in such activities. This organizations would confer certificate to participants after completion of the training courses.

2. Formal Education Programs

Formal education programs refers to the educational activities offered according to particular curriculum for children youths and adults from pre-primary school level up to higher education. The programs may be offered by government of private institutions. This type of formal education has communal characteristics: specific curriculums, fixed duration of study time, limitation to certain age group, required registration, measurement and evaluation, specific location, study schedule, and certificate or degree granted upon completion of the curriculum. Formal education programs can be classified as follows.

2.1 Pre-Primary Education for Children 3-5 Years Old.

This level of education is provided for pre-school aged children in both rural and urban communities. The principal objective of this program is to prepare children with physical, mental, and social development so that they will be ready to proceed on studying at primary school level effectively.

There are three forms of pre-primary education programs for 3-5 years old children: 1) 2 or 3-year kindergarten classes in schools; 2) pre-school aged classes in a school or separating setting; and 3) child-care center for children aged 3-5 years old. The last form of education do not have certain curriculum or fixed duration. Several agencies, governmental, NGOs, including *wat*, have been involved in this level of education. The followings some of the programs and agencies.

1) The Rural Kindergarten Schools Project administered by the Office of National Primary Education Commission (ONPEC).

2) Private kindergarten schools supervised by the Office of the Private Schools Commission.

3) Mother and child-care development centers organized by the Department of Community Development, Ministry of Interior.

4) Schools for physical and mental handicaps organized by the Special Education Division, Department of Secondary Education.

5) Several foundations and associations have supported educational programs for roaming and homeless children that may create social problems.

6) Demonstration schools in some teachers' colleges and universities.

7) Child-care centers in Buddhist *wat* organized by the Department of Religious Affairs.

The teaching and learning activities of children at this level emphasize physical mental and emotional preparation of the learners to adjust themselves in the society outside the family. They are also prepared with basic oral, reading, writing, and general fundamental skills.

At the moment, the provision of pre-primary education covers about 45.82 percent of age group of 3-5 years old children. The yearly enrollment of this level of education in rural and urban areas reach approximately 1,600,000 children.

2.2 Primary Education for Children Aged 6-11 Years Old.

Primary education is compulsory, and it is the responsibility of the government to arrange this level of education for all Thai citizen. Education at this level is organized in form of primary schools supported with teachers, fixed curriculum, duration, and buildings. The systematic form of primary education was offered in 1921. The current Primary School Act requires that parents have to send their children to school until completion of grade 6, and the plan to increase compulsory education to grade 9 will be in effect in the very near future.

The compulsory education requires 6 years of study for children 6-11. The objectives of compulsory education are multiple: to create desirable social values and morals; to equip students with fundamental knowledge and vocational skills; to create understanding in democracy; to develop skill in searching for knowledge; to promote group working in democratic society; and to make students understand the roles and functions of good citizens in democratic government, with constitutional monarchy.

Most of the primary schools are administered by government agencies. The main organization is the Office of the National Primary Education Commission. Other agencies are: the Department of Secondary Education, and the Teachers' Training Department. A
smaller part of primary schools is under the direction of the Office of the Private Schools Commission, and other government agencies, namely Rajbhat Institutes (demonstration schools), universities (demonstration schools), the Bangkok Metropolis, Pattaya Metropolis, and provincial municipalities.

Currently, all primary schools use the 1978 Primary School Curriculum. The structure of the curriculum is composed of 4 groups of subjects: 1) skills (Thai and mathematics); 2) characteristics building; 3) work and foundation of occupation; and 4) life experiences. The service in primary education for children aged 6-11 years covers 6,600,000 students or 90.51 percent of the age group.

2.3 Secondary Education for Youths 12-17 Years Old.

1) Lower Secondary Education. This level of education covers 3 years (grade 7-9) beyond the compulsory level. The objectives of the curriculum are: to increase the knowledge and vocational skills to the level that completers can apply them in the daily work or further education; to provide them with thinking and problem solving skills; to maintain the virtual values of nationality, religions, the monarch, and cultures; to be good citizens of the nation with morality; and to create positive attitudes towards honest occupation.

The current lower secondary education, has been used since 1981, comprises required and elective subjects, such as Thai, mathematics, science, foreign language, social studies, and vocations. The learning process places emphasis on both theoretical and practical knowledge. According to the curricular, students are required to study two terms a year, about 54 weeks per years.

At the moment, there are approximately 2,020,000 students enrolling at the lower secondary education (grade 7-9) or 54.23 percent of the age group. The governmental organizations in charge of this level of education are: secondary schools within the Ministry of Education. This involves the Department of Secondary Education,

the Teachers' Training Department, the Fine Arts Department, the Office of the National Primary Education Commission, and the Department of Physical Health. There are also some other private schools under the supervision of the Office of the Private Schools Commission.

2) Upper Secondary Education. The study at the high school level takes 3 years beyond lower secondary education. There are two main study programs: academic-oriented, and vocational-oriented programs. Each takes 3 years of study to complete the program. Details of each program are as follows.

(1) Academic-Oriented Program. This program refers to the study at grade 10-12 (M.S. 4-6) in upper secondary education. The objectives of this level of education are: to provide students with working experience; and to promote good citizenship, and moral practices. The current curriculum, has been used since 1981, provide opportunities for students to choose the subjects to study according to their interests and capability. There are numerous required and elective subjects for students to select. In 1993, there were 500,000 students studying at upper secondary education (grade 10-12).

(2) Vocational-Oriented Program (Vocational Certificate Program). This area of study is based on the vocational certificate curriculum which takes 3 years to complete. This program gives additional choice for upper secondary school students who do not wish to proceed on the academic route to switch to vocational fields. The main objective of this program is to equip students with fundamental vocational skills so that they may employ the knowledge to earn a living. It also helps create good attitude towards undertaking occupations.

The vocational certificate program consists of several vocational fields, such as commerce, agriculture, business administration, fine arts, and industrial works. The Departments responsible for this program of education are: Department of Vocational Education, Rajamonkol Institute, Fine Arts Department, and private schools and colleges. In 1994, the freshmen of all these schools and colleges totaled 223,770 students.

2.4 Higher Education for People Older Than 18 Years Old.

Higher education is a systematic form of education provided for those completing high school level. Government and private institutes offer programs of study at this level to respond to the needs of people who wish to further advanced study for professional development. There are three main levels.

1) Diploma or Certificate Program. This level is comparable to two-year study in university. The program aims to produce intermediate skilled technicians or professionals into labor force and business sector. Both private and governmental institutes offer education at this level. The organizations responsible are; for instance, Department of Teachers' Training, Department of Physical Health Education, Fine Arts Department, Vocational Education Department, Rajamonkol Institutes, private schools and colleges under supervision of the Office of the Private School Commission. The programs offered are, such as industrial works, commerce, agriculture, arts, Thai dance, business administration, physical education, and education.

2) The Baccalaureate Degree Program. The bachelor degree program is the main level of education that serve the market needs in professionals and white-color workers.

The chief objective of the program is to produce advanced technicians and skilled professionals to work in several sectors of the society. Numerous degree program have been offered. Such programs are, for instance, education, arts, social studies, engineering, medical science, computer, commerce, economics, accounting, business administration, agriculture, physical education, literature, languages, history, pharmaceutical science, and laws. The degree curriculum normally requires 4-6 years of study. Both government and private universities and colleges offer bachelor degree program. There are 16 government universities under the supervision of the Ministry of University Bureau, 25 private universities, and no less than 200 colleges. These universities and institutes are, for example, Rajabhat Institutes, Chulalongkorn, Thammasat, Silpakorn, Mahidol, Burabha, Sri Nakharinwirot, Prince of Songkhla, King Mongkut Institute, Rajmonkol Institute, Bangkok, Thai Chambers of Commerce, Sri Prathum, Rangsit, etc. Currently, there are more than 500,000 enrolling in degree programs in universities and colleges.

3) Graduate Studies (Master;s and Doctoral Degree Programs). This level of advanced study provide academic and skills training in advanced and specialized areas. Several programs have been offered such as education, social science, humanities, medical science, engineering, laws, computer, agriculture, business administration, literature, etc. Several government and private institutes have offered programs at graduate study. The number of graduate enrollment is approximately 33,000 students.

3. Informal Education Programs

Informal education is a learning process acquired through life experience and interaction with surroundings. This type of learning needs no curriculum, specified time, registration, evaluation, or certification. It is a learning process occurred in daily life in the society. Activities concerning informal education may be classified as follows.

3.1 Informal Education Through the Service of the Libraries.

The library is a source of knowledge and information for students, people - children and adults who are interested in seeking knowledge for self-development. As a place where reading materials are collected, the library functions as a service center for informal education for any interested person.

There are different types of libraries, namely school libraries, college or university libraries, public libraries, and some private libraries. These libraries play a key role in supporting of classroom learning and promoting informal education.

Activities organized in libraries normally cover such areas as provision of space for reading, book loans, exhibition, story telling, illustration of description of important days, subject corners, such as science corner, children corner, and vocational corner. Some libraries also provide mobile services, loudspeaker broadcast, and services on the use of audio-visual equipment.

3.2 Informal Education Program Through Community Networks

Community learning network refers to learning resources available in the community that people may go and learn something form them. They may be either organized or un-organized learning resources. The organized learning resources, refer to facilities or activities which are managed by organizations or group of people, for

instance, the learning center in the community, the public health center, the sub-district agricultural office, and the village reading center. Un-organized learning resources are, such as Buddhist *wat*, fish ponds, herb gardens, etc.

The community learning networks provide educational services through informal learning which may be from direct experience, transmission of local knowledge, from work, self-learning, local reading/learning centers, and form the life of other persons.

3.3 Informal Education Through Mass Media.

Mass media has increasingly been essential resources of informal education. Along with the rapid development of information technology (IT), mass media have played a significant role in providing up-to-date information for decision making in business and social development milieu. It may not be over stated to say that we are now in the era of information age.

By and large, mass media can assist informal education through transmission of a variety of information concerning politics, occupation, economy, health and hygiene, science and recreation. It facilitates a person to learn from work, direct experience, reading, and listening. Mass media that have great impact on informal learning of people are: radio, TV, movies, magazines, periodicals, and newspapers. Informal education through mass media are as follows.

1) Informal Education Trough Newspapers. Newspapers support informal learning by providing useful information in such areas as economy, political and social events, and entertainment for readers. Newspapers have turned to be crucial source of information nowsaday. There are various types of newspapers: daily and weekly newspapers with different specialized areas and contents.

2) Informal Education Though Radio Programs. Although other types of high technology for information services have been introduced, radio still plays no less important role than other mass media. Radio provides news, knowledge, and entertainment for audience. Informal education via radio may be from several programs, such as news, documentary, novel, music, sports and programs. In Thailand, nowsaday there are more than 480 radio stations.

3) Informal Education Trough Television Programs. Television has increasingly played significant roles as learning resource for people due to the fact that it can present both sound and pictures. More TV channels are available, and most TV stations devote some time for educational purposes. Currently, there are 5 TV stations, and several stations more from all over the world can be viewed via steatite signals. This has turned TV to be the main and widespread source of informal learning.

4) Informal Education Trough Magazines and Journals. Printed materials in form of journals, periodicals, magazines, posters, booklets, etc. are plentiful. There are a large number of general and specialized journals providing useful information for people. Through these types of printed materials, people can obtain both knowledge, and entertainment. People, therefore, can acquire knowledge without going to school. These materials, as mentioned above, play a great role in providing informal education for readers, and this role will increase significantly in future.

3.4 Learning from Local Knowledge/Wisdom

Local expertise is an important learning resource and valuable technical knowledge in a community. Local knowledge comprises the wisdom of local experts, culture, accumulated body of knowledge which is transmitted from generation to generation leading the survival of the community.

3.5 Learning from Local Play

Local play can also be a source for learning. It conceals community culture and the way of life of local people. Although the main purpose of local play is for pleasure, entertainment, and maintenance of community culture, it has a key role in transmitting social attitudes, values, and morality through the actors. Widely recognized as important local plays are: *likay, mawlam, lamtaad,* and country songs.

3.6 Learning from the Family

Family is the first institute a person learn something from, particularly in the areas concerning surroundings and environment. Not only does the family help teach children to select useful news and information, make appropriate decision, or have positive attitudes towards the society, it also provide direct experience for children of the family to learn many things surrounded themselves.

3.7 Approaches in Management of Informal Education

The approaches in management of informal education should be based on the needs of individuals. Since a person may start learning something according to his needs from the family to the outside world, placing emphasis on individuals would correspond more to reality. The approaches for organizing informal education may be summarized as follows.

1. Placing emphasis on family institute as the source of informal learning.

1.1 Socially and culturally, the family in the melting pot of children's social characters, and the way of life. It is, therefore, essential that the family be well-prepared to educate and nourish new members of the family.

1.2 Economically, the family institute can be a good place to discipline children, and to create economical habits and morality in occupation

1.3 Politically, the family can be influential in instructing and exemplifying the democratic system of government. Promotion of fundamental democracy and basic law would be of much help to the family.

1.4 In promoting the role of the family institute as a main source of informal learning, the Life-Long Education Department have to coordinate with related governmental and private agencies to provide support to such role. This might be in form of provision of useful information and knowledge to the family, as well as training key family members to be able to transmit informal learning effectively. Personnel training of the key family members might be focused on the mother in the areas, such as taking care of babies, and pre-school children.

2. Promoting the mass media institute as sources of information for informal learning. This can be done by:

2.1 Supporting mass media to provide informal education for people according to their responsibilities in order that they can provide useful contents to their

audience. The contents may be information technical skills, attitudes that would lead to quality of life development. Some of these media institutes are:

(1) The Creative Media Foundation. This foundation presents useful TV programs, such as the People's Forum, Looking from Another Perspective, Answer to the People's Questions, and Current Issues.

(2) The Pacific Intercommunications Co. Ltd. This company presents radio and TV programs, such as This Morning, Good Mooring, The Colorful World (documentary program), A Friend to Your Expedition (radio program), the Reports from Pacific, etc.

(3) The Kantana Groups Co. Ltd. This company presents TV programs, such as, the Eye-Witness, It's Good to Know (documentary program) and a number of soap operas concerning teenagers.

2.2 Cooperation with other agencies in organizing informal education activities, including collaboration with appropriate learning networks.

2.3 Functioning as a learning or information center by giving service to people.

2.4 Taking part in setting up policy and planning regarding learning curriculums and the plan for production of the local manpower.

3. Promoting community resources, such as local wisdom, recreational center, and natural resources as centers for informal education. This can be done by:

3.1 Promoting the use of local expertise in transmitting knowledge and experience to interested persons.

3.2 Training of local experts regarding transferring technique of local knowledge to interested individuals.

3.3 Publicity and distribution of the works and values of local wisdom to outer society.

3.4 Organizing local performances or plays occasionally or according to related festivals.

3.5 Organizing exhibition of the people's way of earning a living, occupations, local tradition and culture.

3.6 Organizing learning activities as relevant to local expertise and resources.

3.7 Encouraging local people to participate in organizing educational activities concerning training nurturing children to process desirable behavior.

3.8 Promotion of community competency in using networks, or organizing educational activities by themselves, as well as in management of environmental and natural resources.

3.9 Training those who organize informal education regarding the use of modern knowledge and techniques.

3.10 Promotion the use of natural or creative recreational resources, such as forest gardens, parks, forests, mountains, rivers, and zoos to be learning resources for people.

(1) Organizing camping activity so that participants have an opportunity to learn about the history and values of natural resources.

(2) Putting sings to provide useful information in recreational or natural areas.

(3) Organizing a campaign concerning maintenance and conservation of natural resources.

(4) Publicity of place and activities organized in the natural resources.

(5) Provision of additional knowledge to people visiting natural resources with regard to safety and cultural practices in that place.

4. Promoting educational institutes to organize informal education activities. This can be done through:

4.1 Formal and nonfomal education institutes should consider organizing informal education as a part of their responsibilities.

4.2 Formal and nonformal education institutes organize informal education activities as relevant to their interest and competence.

4.3 Organizing educational activities on important days or during festivals. In addition, educational institutes should support learning of people in the community with library services.

4.4 Educational institutes should support educational strategies in organizing informal education with their available personnel and resources.

4.5 They should support undertaking of study and research so that it can be disseminate to the public.

5. Promoting governmental agencies to organize or function as learning resources for informal learning. In doing so, the following approaches can be undertaken.

5.1 Adjusting the work place as a site to learn about the work, skills training, and to increase working competence of the staff.

5.2 Requesting the hospital, bus terminal, and bulletin boards in the community to be involved in providing informal education.

5.3 Encouraging the setup of library in the work place so that it can be a source of knowledge and information for staff workers.

5.4 Encouraging the setup of bulletin boards to provide news and information for people in the community.

6. Promoting NGOs, Foundations or Association to organize informal education learning. This can be achieved by:

6.1 Organizing informal education activities within the scope of their capacity. Some of activities these NGOs organize are:

(1) The Children's Foundation organize "Street-Side Teachers" to assisted disadvantaged to have access to basic education and entertainment.

(2) The Senior Citizens' Association organizing activities to promote mental fitness, as well as knowledge useful for the aging.

6.2 Rewarding staff workers who organize informal education with suitable welfare, or supporting an opportunity for a study tour.

6.3 Recognition of the NGOs works pertaining to informal education by the government.

2.2 Life-Long Education Categorized According to Service Recipients

The types of lifelong education classified according to the target groups are categorized as follows.

1) Lifelong education activities for pre-school children
2) Lifelong education activities for women
3) Lifelong education activities for local leaders
4) Lifelong education activities for the inmates
5) Lifelong education activities for Buddhist monks and novices
6) Lifelong education activities for servicemen
7) Lifelong education activities for people in the workforce
8) Lifelong education activities for senior citizens
9) Lifelong education activities for the handicapped
10 Lifelong education activities for the hilltribe peoples
11) Lifelong education activities for slum dwellers
12) Lifelong education activities for overseas youths
13) Lifelong education activities for professional workers
14) Lifelong education activities for entrepreneur
15) Lifelong education activities for those who are interested in self-development (in economic, political and social development)

The details of lifelong education classified according to target groups are as follows.

1. Life-Long Education for Pre-School Children

Definition

Children refers to those who are 3-5 years old.

Organizations conducting lifelong activities for this group are as follows.

1) Lifelong activities organized by the Ministry of Education.

The administration of compulsory education and pre-school children is the responsibility of the Office of the National Primary Commission. Pre-primary school education is meant to develop physical, mental, emotional, and social competency of children so that they will be ready for study at primary education level. There are two curriculums at this level: a 2-year curriculum and a one-year curriculum kindergarten. The two-year curriculum is administered as a demonstration for teaching and learning development. Currently, there is one kindergarten school in every district, including one in the province. The one-year pre-primary curriculum is administrated in nearly all primary schools. Some other kindergarten schools are undertaken by universities and teachers' colleges in form of demonstration schools, adopting 2-3 year-curriculum at pre-primary level. Many private schools, under the supervision of the Office of the Private School Commission, also organize pre-primary classes for 3-5 years old children. In addition, the Buddhist *wat* also organize child-care centers for this group of children.

2) Educational Programs Organized by Other Government Agencies.

(1) Formal education for children 3-6 years old. Several organizations outside the Ministry of Education are involved in this level of education, namely the Department of Local Administration, the Police Department, the Public Welfare Department, the Bangkok Metropolis, and the Ministry of University Bureau. There are two types of curriculums, two-year and one-year curriculums.

(2) Nonformal education for children, from 2-6 years old, or from birth to 6 years old. Organizations take part in this level of education are: the Police Department, the Public Welfare Department, the Bangkok Metropolis, and the Public Hygiene Department. These organizations provide this level of education in form of child.

development centers, and special child-care center for handicapped and problematic children. Education for this group is normally organize within the location of the recipients, such as in the day-care center, public health center, children's center in congested areas. The goal is to prepare children to be ready for primary education.

(3) Child development center. Most of child development centers are organized by the Department of Community Development, Ministry of Interior. The Department encourage and assist rural communities to establish a child development within their own villages to take care children of 3-6 years old. The center not only lessens the burden of parents who are quite busy working in paddy fields, but also facilitates physical, mental, emotional, social and intellectual development of children to be ready for compulsory education.

(4) Development of children outside child development center. This activity focuses on children from birth to 6 years old who do not have opportunity to attend the child development center. Local organizations, parents, and family members are encouraged to be involved in development of children in their community.

(5) Development of children by NGOs. The NGOs' Council of Children and Youths Development organizes programs targeted to development of children. The councils coordinates among 50 NGOs, sets policy, supports activities and functions as information center for children and youths. The working committee on children development comprises several organizations, such as the Children's Foundation, Piriyanukroh Foundation on Children Development, Sahathai Foundation, Thailand Foundation for Orphans, Slum Infants Foundation, Thai Red-Cross for Children, Mass Children Foundation, Thailand's Sosa Foundation under the Patronage of His Majesty the King, Saeng Sawan Songkroh Foundation, Chiangmai Municipality's Foundation for Assistance of Impoverished Children, Northern Eastern Foundation for Orphans, Pharadorn Bampen Foundation for Orphans, Sri Thammarat's House, and Child-Care Unit in Bangkok Christian Hospital. These organizations focus their development activities particularly on high-risk, disadvantaged, handicapped, homeless, ill-treated, and neglected children.

2) Lifelong Education for Women.
Definition
Women refers to women leaders in rural areas, housewives, rural teeaged girls, disadvantaged teenaged girls in urban areas, women in workforce and service sectors, and women in general.

2.1 Lifelong Education for Women in Other Countries
1) Japan: Japan has several activities focusing on women development, which may be concluded as follows.

(1) Home education. This activity provide counseling, information pertaining to child development, taking care of family members, self-care taking while pregnancy, and conference on women and family education.

There are other activities for senior citizens. Activities related women are: organizing of women class of more than 20 persons which meet in group at least 20 hours a year; training of women volunteers, international conference for exchange of

knowledge and understanding concerning women. All these activities are under the supervision of the Ministry of Education, Science and Culture.

(2) Activities for Mother and Child. There are several activities with regard to mother and children; for instance, advising pregnant woman to take care of her baby, mobile unit to give advice at home, advising preparation for mother-to-be, health examination and provision of consults to women. These activities are responsible by the Ministry of Health and Social Welfare.

(3) Activities concerning assistance to women to find a job. This type of activities is organized by the Ministry of Labour.

(4) Activities for women development in the future (with emphasis on agriculture). Activities with regard to this aspect are: technical conference, exhibition, and lecture. These activities, organized by the Ministry of Agriculture Forestry and Fishery, aim at self-development, as well as encouragement of community participation of women.

In other countries, women development activities are usually integrated. The activities normally involve occupational promotion, literacy, household management, women's rights, health care, protection of women's labor, promotion of women's status, promotion of international exchanges of knowledge and experiences, and research concerning women development. The followings are cases from some countries.

2) Bangladesh. One NGO in Bangladesh, Sapta Gram, is renowned for its activities on assisting rural disadvantaged women and some impoverished men to have control over their lives. The organization establishes a revolving fund, collected from saving of group members, and then give the loan to those who badly need the money. The organization also provides additional sum of money for the fund. When the borrowed money is paid back, members can borrow more amount of money. Sapta Gram also organizes several training for group members. When the group is strong, group members may request a loan for occupational investment. Activities organized are such as raise silk worm, health care promotion, nutrition, family planning, well digging, and building latrines. As for the literacy program, there are curriculum and learning materials specially designed for women.

3) Vietnam. In Vietnam, the Federation of Women in Vietnam was established in 1930 to coordinate and educate women, to promote women's status, and coordinate with international women organization. The key activities of the Federation are: promoting women's competence and role in national development; occupational training and increasing income; providing and employing women in labour force; founding vocational training centers for women; providing educational services on women's rights, laws, household management, family planning, and health care, etc. The Federation helps promote women in taking administrative positions and leadership in various levels, particularly in service and business sectors where women comprise more than 50 percent of the workforce, as well as in organizations that work towards the benefits of women and children. The Federation also improves the system in taking care the health and life of women and children, and conducts research that promote the women's roles.

4. China. In China, the Federation of Chinese Women, established by NGOs in 1949, has been a leading organization for women development. The Federation has several objectives and functions: to organize educational activities so that women would

be able to cope with their daily problems; to encourage women to devote themselves for national development; to promote literacy, especially scientific knowledge; to eradicate attitudes that obstruct self-respect or self confidence; to enable women to be self dependent, and be able to develop themselves in the changing world; to protect the women's rights and interests; to conduct research regarding women studies, employment system, participation of women in politics and social welfare; and to promote international cooperation among women.

    5) South Korea. The Korean Women and Political Center, founded in 1990 is one of the key organization for women development. Significant activities of this Center are: conduction of research concerning political role of women and the desirable role of women in the future; promotion of women's participation in politics by organizing forum for discussion on women and politics with emphasis on policy, laws, politics and women's participation in politics and administration; training of women youth leaders; setting up information networks for women; exchanging of materials concerned with women; organizing study tour; and participating in international conferences.

    2.2 Management of Lifelong Education for Women by International Organizations.

    In addition to the aforementioned countries exemplifying women development, several international organizations have also been actively involved in women development. These organizations concentrate their work on the master plan for women development international information networks for women, research and international forums for exchange of knowledge and experience. Some of the major international organizations are as follows.

    (1) The United Nations Education Scientific and Cultural Organization (UNESCO)

    In Asia and Pacific, Unesco has organized several activities pertaining to women, such as training of educational personnel whose work is related to women and children, exchanging of knowledge, information, and experts in women literacy, research on women studies, and development of reading materials for women neo-literates.

    (2) International Council on Adult Education (ICAE)

    As an organization focusing on adult education, ICAE organizes several conferences concerning women development. It publishes a journal as a means for exchange of knowledge and experiences among women educators. The Council also promotes literacy and basic education for people in general that would lead to solving of women's problems.

    (3) The Asian Pacific. Board of...Adult Education (ASPBAE)

    This organization support conferences on women's problems, sets policy for women development, research on educational innovation for women, collects and disseminates information concerning women, and organizes campaign for women's rights.

    (4) The United Nations (CSW)

    This Committee is responsible for the study and analysis of women's status; provision of suggestion concerning aspects that affect women development; organizing world assembly on women issues; as well as outlining strategies, policies, master plan for promotion of women status.

(5) The Economic and Social Committee in Asia and the Pacific (ESCAP)

This Committee promotes women to participate in development process. It promotes women status through technical assistance, consult, and information services for member countries so that they can implement and achieve the goal of women development.

(6) UNEP

UNEP organizes activities promoting women's role in micro-planning, and promotes small-scale business in rural communities.

(7) UNIFEM

The activities of UNIFEM involves improvement and provision of statistics and data concerning female and their roles as women. UNIFEM utilizes the data for planning and implementing of programs for women, as well as providing training of other organizations responsible for national development to be aware of sex roles in development.

2.3 Lifelong Education for Women in Thailand
1) Lifelong Education Programs for Women Implemented by Government Agencies.
(1.1) Participation in Social and Political Development, and Administration.

This area of activities aims to create and develop women leadership and establish women's organizations so that women will have a greater role in development process, such as in economic social political and administrative dimensions at all levels. Joint work on women volunteer for development will be encouraged. Some of the activities in this regard are: training of women development committee at village, sub-district, district, and provincial levels respectively; and organizing seminar for members of women development committee at all levels. The Department of Community Development is the main organization to be in charge of these activities.

(1.2) Training, Educating and Vocational Development

Several organizations have been involved in this category of activities. These organizations are; for instance, the Department of Labour Protection and Welfare, Department of Local Administration, Chiangmai University, Thammasat University, and Prince of Songkhla University. The agencies place emphasis on promoting women's education, and vocational competence as suitable to the community condition. They also aim to raise income and earning a living of rural women so that it can lead to improvement of quality of life of women, family, the community, and eventually lead to small-scale industrial development in rural communities.

(1.3) Conduction of Research, Development Formats, and Curriculum Development.

Some educational institutions have paid attention to: conduction of research on women's issues regarding aspects related environmental problems, laws, economic social political and cultural changes; development of service system; and development of related curriculum. These institutes are: Thammasat University, Chaingmai University, and Prince of Songkhla University.

(1.4) Production of Learning Materials, Journals, and Printed
Matters.

This area concentrates on production of journals, newsletters, posters, brochure, leaflets, etc. Several organizations are involved, such as Khon Kaen University, and the Department of Public Welfare.

(1.5) Study Tours and Visiting VIPs

This programs place emphasis on taking housewives, local women leaders, organized women's groups in the 5 southern provinces, namely Yala, Pattani, Songkhla, Narathiwat, and Satun. The implementational process is done through selection of representatives of the target groups, taking them for a study tour and visiting important persons when appropriate. Mostly the Department of Local Administration organizes this type of activities.

(1.6) Establishment of Democratic Promotion Group and Networking.

This area of activities encourages women to join in group and organize a group. The objective of the group is to develop individual and community competency, to promote democracy, and to build up networks and cooperation among various groups. Government agencies focusing their work on this area are: the Department of Community Development, The Department of Local Administration, Chiangmai University, etc.

(1.7) Promotion of Quality of Family Life and Environment

This type of program emphasizes promotion of quality of family life and surrounding conditions of rural farmers in form of special technical training, transmitting knowledge via mass media, and training of food transformation. The Department of Agricultural Extension, Department of Public Welfare, and Prince of Songkhla University are among those organizations working in this area.

(1.8) Provision of Counseling and Assistance to Women

This program gears towards providing consults and assistance for women who face social problems, or being taken advantage of from the work place or employers. There are both walk-in service, and consults via the telephone line.

(1.9) Women Studies

This program provides educational services in the area of women studies and community services for rural women by integrating the contents into the existing curriculums, developing new curriculums concerning women studies, and organizing special lecture and training. Some universities such as Khon Kaen, Chiangmai, and Thammasat provide services in this area.

(1.10) Women Information Center

The women center is meant to collect all aspects of data concerning women, analysis of the data, and organize the data as an information service center. The universities interested in setting up women information center are Chiangmai, Khon Kaen, and Thammasat.

2) Lifelong Education Programs Implemented by NGOs

(2.1) Women's Houses

Several NGOs setup houses for women with different names, but similar objective: to assist suffered girls and women. Some of the houses operated to assist women are: Northern Women's House by the Northern Women Development Foundation; Ban Taw Fan by the Children's Foundation; Emergency House and Women Clinic by the Women's Status Promotion Association; and Girls' House by the Girls' Foundation. All these houses provide shelter for suffered women; and give advice to women who needs counseling. Some NGOs also provide shelter for suffered women who need mental and emotional recovery or those who are waiting for other kinds of assistance; and scholarship for those who need to continue study.

(2.2) Educational and Vocational Center for Women

The Center is geared towards educational and vocational training of women. Such areas of training are: hair-dressing, beauty makeup, dress-making, food cooking, household assistance, silk worm weaving, driving, etc. The main objective of the training is to increase family income. NGOs focusing on this aspect are: the Northern Women Development Foundation; Women's Status Promotion Association; Women and Youths Security Foundation Under the Patronage of Princess Kalayaniwattana; Education and Rural Development Foundation, Chiangmai; Women' Business Promotion Association of Thailand, Thai Muslim Women Association, National Women Council Under the Patronage of Her Majesty the Queen.

(2.3) Establishment of Women's Institutes and Research Centers.

This program concerns collection and provision of data to related agencies. The program also conducts research pertaining to women's problems, and roles and participation of women in development. Organizations operating this kind of program are; for instance, the Women's Status Promotion Association; Women's Foundation; and Northern Women Development Foundation.

(2.4) Legal Protection and Women Status

This program provides legal advice and assistance concerning mal-treatment and unfairness. The activities are about provision of legal training, labour laws, and laws relative to the rights of women and people in general. NGOs organizing activities in this area are: the National Council for Women under the Patronage of Her Majesty the Queen, Friends of Women Foundation, Northern Women Development Foundation, the Women Jurisdical Graduates' Association of Thailand Under the Patronage of Her Majecty the Queen, and the Development Center on Education Daughters and Community.

(2.5) Production of Journals Newsletters and Printed Matters

This area of program emphasizes campaign and dissemination of news concerning problems of women, and useful information via printed media. Some of the publications are: Women's Views, Progressive Women Newsletters, and other media in forms of posters, slides, and videotapes. Besides, the above activities, the Friends of Women Foundation organizes mobile seminar and exhibition newsletters, and

production of learning materials. Similarly, other organizations have resembling programs.

(2.6) Health, Hygiene and Welfare.

Non-governmental organizations have provide services related to public health particularly on the issues of AIDS prevention. These organizations help disseminate information, provide advice as well as taking care of women's welfare. These NGOs are the Friends of Women Foundation, the Center for Protection of Women in Service Sectors, the Thai Muslim Women's Association of Thailand, the Higher Education Women's association of Thailand under the Protonage of Princess Kallayaniwattana, the Center for Educational Development for Girls and Communities.

(2.7) Establishment of the Fund.

This activity is established to promote education for girls so that they can deal with the conditions in the outside world such as being taking advantage of or being pay less in labour force. This activity, through a cooperation with governmental agencies and NGOs, provides fund for girls who want to further their study in both academic and vocational areas. Besides, there is also a revolving fund for group of women and they have to pay back with some fees so that the fund can be further given to other women. Organizations offering this type of fund are: the National Council for Women under the Pratronage of Her Majesty the Queen, the Friends of Women Foundation, the Northern Women Development Foundation, and the Center for Educational Development for Girls and Communities.

(2.8) Project for Environmental Exchange

This project is a cooperation between Canada and the Center for Educational Development aiming to create awareness of children in the center concerning needs for environmental protection. Activities of the project are, such as chemical-free agriculture, recycle the use of natural resources, and transmission of knowledge on preservational environment through media. The Center for Educational Development of Girls and the Communities is responsible for the project. The project focus its activities on environment, education, and women development. The objectives are to help development of women and motivate group joining of poor farmers particularly women and youth farmers. The project also helps disadvantaged girls to have opportunity for their education through vocational training, and conscious building so that they can be confident of their own cabilities.

3) Lifelong Education for Local Leaders.
Definition:
Local leaders refer to those who are appointed by government agencies or elected by people to be Kamnan, village headman, Sarawat Kamnan, sub-disctict doctor, deputy village headman, and qualified committee members in the sub-district and village councils.
Lifelong education designed for local leaders are as follows.

1) <u>Training Program Focusing on Administration, Development, and Security Maintenance.</u>

    (1) Activities related to development of roles and functions of Kamnan, village headman, and the sub-district doctor. These activities are organized by the Local Administration Department, Ministry of Interior. The target groups are Kamnan, village headmen, and sub-district doctors. The duration for the training takes two days. The objective of the training is to enable the target groups to be able to perform their work with competence as well as to maintain security within their communities. The contents of the training include: roles and functions of the kamnan and village headman; keeping records and identification cards; household records; land laws; correction of local revenue; news and reporting; judging and compromising argument; democracy; running of village and sub-district councils; and protection of natural resources and environment.

    (2) Activities related development of democracy at the local level. These activities are also organized by the Department of Local Administration, Ministry of Interior. The target groups are the village administration committee, the central committee of self-development and self-defensed villages. The training curriculum takes two days. The objective of the training is to enable the target groups to understand democracy system and have a faith on the system. The contents include such areas as administration under the democratic principle, constitution laws, election, roles and responsibilities of the members of the parliaments, democracy and daily life, the roles of the village committee and the members of the sub-district councils.

    (3) Activities related to education and learning process for development of quality of life and environment. These areas of activities are organized by the Department of Community Development, Ministry of Interior. The target groups are kamnan, village headmen, members of the village administration councils and the members of the sub-district councils. The training lasts for two days. The objective of the training is to provide knowledge and learning process for those who have key roles in village development so that they can effectively perform their functions. The training contents cover such areas as collection and analysis of village data, writing a project for sub-district development, development of child-care centers, youths, women, village funds, occupation and income, social institutions, moral, environment, and democracy. The training formats used are both formal form such as workshops, training, study visits, and informal form such as casual talking and consulting.

2) <u>Continuing Education Program for Local Leaders.</u>

    (1) Activities related to upgrading education of kamnan, village headmen, sarawat kamnan, sub-district doctor, duputy village headmen, and members of village administrative councils. The objective of continuing eduction program is to raise the formal education base of the target group to the secondary education level as well as to development competency of the local leaders in performing their functions. Education provided is in the form of continuing education organized by the Department of Nonformal Education. The subject focusing on vocational and quality of life development will be relavant to their work. Their work experiences can be evaluated and counted as a part of the learning. In addition, their experience as local leaders can be credited as a part of the curriculum. Therefore, they will be able to complete the program within a short time. Normally, it takes them 1-2 years to complete primary education, and similarly 1-2 years to complete secondary education.

(2) A local administration certificate program offered by Sukhothai Thammatirat University. The objective of this program is to equip local leaders with knowledge in local administration. The curriculum takes at least 1 year and takes no more than 3 years of study. Persons registered for this program are not required to sit in class. They can study by themselves by reading learning kits, completing practice books, listen to tape cassettes and radio programs. The contents cover general knowledge regarding local administration and development, political development, roles and status of local leaders, fundamental technology for rural development, administration of village development, economics for villagers, and laws concerning agricultural development. Those who complete the program will receive a local administration certificate from the university.

3) Activities related to quality of life development. Several organizations have offered education and training on this aspect both for people in general and local leaders. The programs offered are:

(3.1) Village fishery project organized by the Department of Fishery, Ministry of Agriculture and Cooperatives. This project aims to lessen the lack of protein from fish in rural areas, and to provide knowledge on breeding, conservation of water organism, and fundamental knowledge on fishery for the people.

(3.2) Community forest training program organized by the Forestry Department, Ministry of Agriculture and Cooperatives. This program aims to constitute community forest for continual use of forest product directly and indirectly. The program also intends to promote people's participation in conservation and development of forestry resources, forestry system in form of community forest, and the use of community forest for rural development.

(3.3) Agricultural extension program organized by the Department of Agricultural Extension, Ministry of Agricultural and Cooperatives. This program places emphasis on agricultural development together with provision of education for people in several areas such as:

- Improving structure and production system by supporting 4 main crops namely rice, cassava, coffee, and pepper. These crops yield high economic return.

- Supporting the production plan of farmers by producing the crops according to the needs of the market and their own competence.

- Improving the agricultural system in Chao Praya Basin so that farmers can adjust the rice farming system to grow some other crops that require less water.

- Setting up rice barns for farmers so that members can store their rice till they have a better price as well as to enable them to have a bargaining power with intermediate merchants.

(3.4) Fundmental public health program by the Ministry of Public Health. This program aims to assist public health personnel to be able to perform their work effectively in rural communities. The activities focus on some areas such as prevention and control of disease in municipal areas, environmental protection, provision of cleas water, first aids, mother and child care, family planning, public dentristry, psychological health, prevention and control of AIDS and accidents, protection of consumers, and protection and correction of polluted environment. These activities are through training and study visits.

4.) Lifelong Education for the Inmates

Definition:

The inmates refer to those who commit act that is against the law and are imprisoned according the the court rule is the prison or correction center for youth. The inmates are generally called prisoners.

Lifelong education activities organized for inmates are as follows.

4.1) Activities organized in other countries

1) Educational program for inmates in the U.S.

In the U.S. there are 4 types of educational activities provided for inmates namely:

(1) Formal education program. This area of education is offered fundamental education from the literacy level to primary, secondary education, and certificate programs with an emphasis on adult education.

(2) Vocational programs focusing on general technical training.

(3) Public library services program. The service offers both general and law libraries for inmates to undertake informal education particularly on law so that they can battle over their case.

(4) Religious study program.

2) Lifelong education programs for the inmates in Japan.

In Japan, there are four areas of lifelong education services as in the U.S. but the Japan program employs external teachers and volunteers to the inmates. Education places emphasis on social studies and daily life activities in the outside societies so that inmates can understand and be able to live in the society after being discharged. The activities involved group activities and seminar in small groups.

3) Lifelong education for the inmates in England and Germany.

Lifelong education for the inmates in these two countries emphasizes mental rehabilitation of each inmate. Prisoners are detained according to their individual cases, such as for drug addicts. This system enable officials to understand to causes of illegal act of each inmate so that they can provide appropriate education for each person.

4) Lifelong education for inmates in Sweden. In Sweden, basic education and some areas of vocational education are provided for inmates. In addition, prisoners are given special permission to study outside the jail in the morning and come back to the prison in the evening so that prisoners can undertake self-study as they need. The prison also provides a library within the jail and the library is linked to other libraries in towns enabling prisoners to be able to borrows from libraries outside.

4.2. Life long Education In Thailand

1) The Department of Non-Formal Education has offered formal education and vocational education as follows.

1.1) Formal education. The Department of Non-Formal Education has cooperated with the Department of Correction in providing 3 areas of nonformal education.

(1) 1988 Primary education curriculum (grade 6). This curriculum is designed for social and life education. It can be divided into 2 areas of education: compulsory life experience; and elective life experience.

(2) 1987 Lower secondary education curriculum (grade 9). This level is a continuity from primary level, comprising of 4 compulsory subjects and 3 elective subjects.

(3) 1988 Higher secondary education curriculum (grade 12). This level continues from lower secondary education, comprising of 5 compulsory subjects and 3 elective subjects.

In order to provide effective formal education for inmates, the Department of Correction demanded that detention offices all over the country have to coordinate with provincial Nonformal Education Center in their region to organize primary, lower secondary and higher secondary education for prisoners through 3 means of study: in class study; distance study; and self-learning according to the needs and condition of each place.

1.2. Vocational Education. The Department of Correction suggests the detention offices to select and allow prisoners to participate in vocational training organized by the Department of Non-Formal Education according to their interest, experience, resident areas, and physical fitness. The vocational curriculum lasts no longer than 300 hours. The subject areas offered are:

(1) Industrial works. Subjects in this area are motor-bicycle repairing, electricity, electrical appliance repairing, carpentry, concrete blocks making, metal works, welding, water-pipe and toilet equipment installation, air-conditioned repairing, and watch repairing.

(2) Home economics. This area includes such subjects as food and nutrition, cloth-making, beauty makeup, knitting, color painting, and stitching.

(3) Commerce. This area comprises typing (Thai/English), accounting, shorthand, tour guide, computer, marketing, and cooperatives.

(4) Arts and handicrafts. This area includes such programs as wooden works, flower making, souvenir making, cloth-weaving, Thai and international music, leather-making, and home decoration.

(5) Agriculture. Subjects in this area are mushroom growing, animal husbandry, plant breeding, eradication of plant-insects, modern agriculture, bee-raising, and flower and fruit-tree gardening.

2) Vocational Education Department. The Department of Correction cooperates with the Multi-Technical Skills Colleges, organizations within VOED, to provide short-term vocational training in the area of their responsibility. The Multi-Technical Skills Colleges support the training activity with resource persons, learning equipment and materials. The training is focused on those who are going to be freed so that they possess occupational skills that they can earn a living after being released. There is also an agricultural engineering center at Bangpoon to provide vocational training for the inmates.

3) The Skills Development Institute. The Department of Correction cooperates with SDI central office and in the region to organize vocational training courses in areas needed in labor market for the inmates. The main task of SDI is to send resource persons to teach vocational courses according to the interest of the inmates; whereas the prison provides assistance and facilitates the implementation of the occupational training programs.

4) Moral Study. All prisons have to organize moral study as relevance to the religions of the prisoners. The purpose is to increase realization about conducting good and avoiding bad deeds among inmates and be able to adjust themselves in the prison as well as in outside society after being freed. In addition, prisons also organize learning of Buddhism which is divided into three levels. There is a yearly examination to measure the level in understanding of Buddhism of the Buddhist inmates. This would help the prisoners to understand the doctrines of Buddhism.

5) Tertiary Education. The Department of Correction with the cooperation of the Sukhothai Thammathirat University have allowed prisoners who are interest in further study to enrol in the University since 1984. Prisoners can register in the university program and study by themselves in prison. At the end of each semester the university would organize an examination within the prison for those who register in the university program.

5) Lifelong Education Activities for Buddhist Monks and Novices
Definition:
Buddhist monks and novices refer to persons who have taken an ordain, follow Buddhist practice, and act as imparters of Buddhism.

5.1) Formal Education for Buddhist Monks and Novices.

Education for the Buddhist monks and novices is under the supervision of the Buddhist Monks' Association and the Ministry of Education. There are four types of education.

1) Buddhist Schools Focusing on Dharma (the Buddhist Doctrine). The Buddhist doctrine study is divided into three areas: visakha, bhansaa, and phawannaa. The study takes no less than 150 hours. There are three levels of doctrine study: basic, moderate, and advanced study on dharma.

2) Buddhist Schools Focusing on Bhali Language. There are 9 levels of Bhali study. Level three of Bhali study is comparable to bachelor degree; level 6 is comparable to master's; and level 9 is comparable to doctoral degree. The standard of Bhali study has been set very high and takes at least 9 years to complete level 9.

3) Buddhist Schools Focusing on Formal Education. The study in this track is a combination between Bhali, Dharma and formal education. The curriculum adopted is designed specifically for this track of study by the Ministry of Education. The curriculum structure comprises 9 subject areas: Bhali, principles of dharma, religious practices, Thai, English, social studies, science, mathematics, and hygienic study. There are two levels of education: lower secondary and higher secondary education. Both levels require 3 years of study, and the standard is comparable to formal education of the Ministry of Education. Buddhist schools using this curriculum are those belong to the Buddhist University; and those under the supervision of the Buddhist Monks' Association and the Department of Religious Affairs, Ministry of Education. Learning is conducted in classroom setting.

4) Higher Education. Higher education for Buddhist monks and novices are categorized into three levels:

(1) Lower than bachelor degree. This level includes formal education, Bhali demonstration study, Bhali pre-tertiary education, and Bhali-training education.

(2) Bachelor degree level. This level requires 150 credits of study, comprising 50 credits of Buddhist studies, 30 credits of fundamental subjects, 50 credits of major subject, 15 credits of minor subject, and 6 credit s of elective subjects.

(3) Graduate studies. This level focuses on research study at master's and doctoral degrees. Buddhist monks or novices enrolling at this level are mostly graduates from Buddhist schools focusing on formal education program.

5.2. Nonformal education program for Buddhist monks and novices. This program of nonformal education for Buddhist monks and novices is organized according to the formal primary, lower secondary, and higher secondary education; as well as according

the regulation of the Buddhist monks' Association concerning the study of Buddhist monks and novices.

The consensus of the Buddhist Monks' Association concerning the study of monks and novices states that:

1) Buddhist monks and novices who enrol in primary education must have competed Dharma Study Level 1, and those who enrol in lower secondary education have to possess Level 2 of Dharma Study.

2) Buddhist monks and novices must not study in the same group with general people.

3) Group teachers who are female cannot be assigned to be advisers of monks and novices.

4) Buddhist monks and novices cannot enrol in vocational subjects which are normally undertaken by general people.

5) The study session and examination for monks and novices has to be organized separately.

6. Lifelong Education for Servicemen
Definition

Servicemen refers to those who have registered as private soldiers and serve as servicemen until secluded from the service according to the Military Act 1954 No4(3).

Lifelong education activities gearing towards servicemen have been numerous.
6.1. In Other Countries.
1) Vocational Education Program.

Several countries such as the United States of America, New Zealand, England, Israel, Iran, the People's Republic of China, have paid attention to provision of vocational education for servicemen in order to prepare them with skills so that they can adjust themselves to the society after seclusion. The occupational areas provided for these servicemen are:

(1) General professional area. This program provide fundamental skills as a means for adjustment of personalities when living in outside society.

(2) Specific professional area. This area help prepare working competence or particular skills training as a fundamental for further study.

Educational activities are administered in serval ways, such as through individual study and group discussion. Publication and journals are supplied to provide

servicemen with up-to-date information concerning new discoveries and vocational guidance.

2) Formal Education Program.

Most countries place emphasis on this area of education. In the US, the compulsory education is as high as grade 12; therefore, government scholarships for tertiary education are used as motivation for recruiting young men in military service. In New Zealand, the government encourages technical colleges and universities to provide reading materials and vocational training according to the needs of servicemen. In Iran, nonformal education at the literacy is provided for servicemen so they can later be literacy teachers after seclusion.

3) Educational Programs Focusing on Quality of Life Development.

The educational program for quality of life development of servicemen aims to enable servicemen to be able to function in the society in harmony and happiness. In New Zealand, government has supported the establishment of activity groups in military units, such as cultural group, music and dharma group, and library radio-transmission group. In England, a community center is set up with in military units to organize educational activities that would be beneficial to servicemen, such as discussion, newsroom exhibition in several areas, namely arts, geography, technology, rights and functions or citizens, as well as skills training for servicemen. In Israel, all servicemen have to study Hibru, geography, history, hygiene, and basic mathematics.

6.2) In Thailand

1) Literacy Promotion Program

Literacy program was initiated in 1947 with an objective to promote people who did not finish primary education to be able to complete their education. The emphasis of education at that time depended on the political conditions of the country. The armed force, the navy, and airforce considered promotion of literacy as one of their main tasks.

2) Formal Education Program

After private soldiers are recruited and trained for 6 months, the armed force, the navy, and airforce would inform servicemen who would like to further their study to register for the study at lower and higher secondary education. The commanders of each units will consider the appropriate time to study by cooperating with the Department of Lifelong Education.

3) Vocational Education Program

The provision of vocational education for servicemen is a cooperation of serval organizations, namely the supreme commander office, the armed force, the navy, and the airforce would cooperate with the Department of Lifelong Education, the Department of Vocational Education, Department of Labour, Department of Fishery, Department of Agricultural Techniques, and Department of Animal Husbandry in organizinag vocational programs for sercicemen. There are both short-termed and long-termed vocational programs for servicemen and their family to make use of their free time for improving their technical skills. They can also use the new skills to earn a living for additional income or to save unnecessary expenses.

4) Educational Program for Quality of Life Promotion

This area of education aims to disseminate useful information for quality of life development in form of printed materials, radio programs, and distributed sets. The materials carry such contents as right and functions of citizens, natural resource and environmental preservation, conservation of ancient places, artistic materials, religion, moral, culture, as well as general knowledge concerning drug addict, family planning, fundamental public health, aids prevention, local administration, democracy under the monarchy, and related laws. The Central Office of National Security within the Supreme Commander Office is in charge of such responsibility.

5. After completion of curriculum, learners receive certificates grade 6, grade 9, grade 12 or vocational certificate from the Department of Lifelong Education.

7.2 Life long In Thailand
1) Career Education Program

1.1 Vocation Education Program is provided in the same form of formal education:

1. In bachelor degree level and higher.

Many universities, such as Technology Phra Chomklao Institute, Technology Rajamongkol Institute, Rajabhat Institute, and private higher education institutes provide vocation education programs.

2. In associate degree level, provided by vocational colleges in department of vocation, cadet mechanical school, and private institutions.

1.2 Short course trainings

(1) Career training provided by the department of vocation

The ministry of education is responsible for the programs ranged from 225 hours to 1 year provided by Sarapatchang Colleges, Career Education Colleges, and Vocation Training by the division of vocation education.

(2) Career training by the department of skill labour development

The ministry of labour and social welfare assigned the institute of skill labour development to provide short course trainings such as one for people prior to career on industrial technician, 3-11 month curriculum, the upgrade curriculum, 40-60 hour training on industrial technician, on the job training, 36-hours - 4 month training and special training on industrial business program such as secretary work.

(3) Vocation Trainging by the department of industrial extension.

There are a number of organizations providing short course trainings for people, Those are : the division of product increase, industrial. The division of textile industry, the division of Thai industrial service, the division of industrial development, and the institution of industrial development on machines and mettalurgy which focus on the job training for business and industry owners, managers, foremen technicians and clerks also for the other interest groups who are interested in establishing businesses. The curriculum mostly provide on management developing product increase in industry, theories and techniques in industrial improvement, marketing designing. There are other 2 divisions, the division of Thai handicrafts and the division of home industry provide trainings for people in remote area is slum in urban area and areas where small businesses and industries are tentatively located.

There are 11 industrial support centers facilitate information and trainings.

(4) <u>Vocational training programs by the department of community development</u>

This is responsible by the ministry of interior. The trainings are for youth, children women and other vocational groups, focus on home industrial, general handicrafts, 7-15 day curriculum.

(5) <u>Vocational training provided by the office of accelerated development of rural areas.</u>

There are 2 plans one is the plan for social development and vocational support for people in rural area and the other for career development in rural area for children and youth. The vocational and handicraft training curriculum takes 1-3 month long, and agricultural training, 3-7 day, 10-15 day, and 60-70 day training.

(6) <u>Vocational training provided by Bangkok Metropolitan.</u> provide short course trainings in 3 projects: one is the project of vocation extension for Suan Lumpinee group, opening on weekends; the project of mobile career trainings at four corners of the metropolitan, mobile in various areas for 5 month period trains, and the project of career development in slums provided for people beyond 15 years for 5 month period training

(7) <u>Career training program by the division of central office</u> The office of the highest chief commander, ministry of defence provided 5 projects as followed:

1. Career Training for youth in remote areas.
2. Career Development in Industries
3. Career Support Project provided for youth after their primary education and have no further education.
4. Husbandary Project
5. Career Development for People provided for soldiers in the troops.

(8) <u>Career Training for Agricultural Extension Department</u>

(9) <u>Career Training for People's Welfare</u> by the division of social welfare provided for women. Many 4-6 month trainings weve desiqued especially for poor families and jobless groups in 16 provinces in northern area including women in prostitution.

(10) Career Training provided by the department of prisoners.

(11) Career Training provided by the department of welfare and labour protection

(12) Career Training provided by the department of non-formal education

(13) Short-course Training by private sectors

1.3 Basic Education Program

Only the department of non-formal education provides the program for labours in industries.

1.4 Informal Education Program provided for labours in various forms such as safety in the workplace, car maintenance career and businesses through mass communication such as radio programs, television programs and printed material.

8. Lifelong Learning Activities for Aged GroupsDefinition : Aged groups mean people who are 60 years of age according to the calendar.

8.1 In Other Countries

1) The United States of America

The educational programs and activities for aged groups in many forms are provided such as adult education in churches, community center, in schools in the evening, aged club for education and health or hygine, trainings prior to retirement.

2) The United Kingdom

The non-government organizations are interested in helping with aged group activities on education such as publishing work, for examples, the published ones "Your Right Your Taxes and Saving in Retirement, Fact Sheets and Holidays".

3) Japan

The ministry of education, science and culture (Monbusho) is responsible for the national projects which facilitates local sectors for aged groups as followed:

1. meetings for supporting education.
2. classrooms
3. volunteer activity curriculum
4. the utilization of human resources especially aged groups.
5. the coordination among groups of all ages.
6. counseling
7. sports for longlife

In conclusion, the study of activities provided for aged groups in other countries focused on the following activities:

1) Education for the preparation for aged groups livings such as vocational training after retirement.

2) Education for aged groups, quality of life including healthcare efficiency improvement, and the mental health care.

Most activities are provided in the form of non-formal education and informal education responsible by various organizations such as public and private sectors, clubs, professional associations.

8.2 Lifelong Learning Activities In Thailand

1) The Curriculum on the preparation to in golder age

- The preparation prior to the retirement
- laws for aged groups
- Mental healthcare
- Religious principles
- Services and social welfare for aged groups

- Exercises
- How to earn livings after retirement
  (income, and financial management)
- Hobbies and recreations
- the understanding on physical and mental health

2) The Curriculum Life Security

focuses on knowledge and professional skills aged groups, co-operatives, job-seeking etc.

The process of transferring content can be done in various forms as followed:

(1) short courses on vocational trainings

(2) trainings on cooperatives

(3) traingings prior to entering job market

(4) vocational counseling activities

3) The curriculum on developing quality of life for aged groups

proving healthcare, exercises hobbies, retigious principles,. information, mental healthcare, and laws,

4) The Project on Encouraging Aged Groups for self-actualization

9. Lifelong Learning Activities for Disabled Groups.

9.1 Disabled Group in Thailand.

Statistics in 2534 B.E. (1991 A.D.) there were 1,057,00 disabled in Thailand.

9.2 Education Activities for Disabled in Thailand.

Most activities are responsible by special education section, the department of general education, ministry of education following are activities provided:

1. Educational Program for the Visible Impaired

There are 15 percent of the visible impaired out of all disabled. The school for the visible impaired was firstly established in 2481 B.E. in the form of "Education for the Blind Foundation in Thailand" later has become under the Royal patronage. The blind and the normal students study together in many provinces such as Nakonsritamaraj Patalung, Songkla, Prajeenburee, Mahasarakam, Nakonrajasrima, Lampang, Ubon-rajatani and Burirum.

2. Education Program for the Deaf

The experiment program for the deaf was firstly established at the municipality school 17 Wat Somanas Vihara in 2494 B.E. which is the same year as the first year aniversary of the universal act on human right by UNESCO. Other schools for deaf were then established in Bangkok and up country such as Konkaen, Songkla Chonburi and Chiang mai. In 2529 B.E., the mainstream programs for the deaf and the regular students were established in Education Welfare Schods responsible by the special education division such as in Sakonnakon and in Lampang provinces were established.

3. Education Programs for the Physically Disabled

In 2501 B.E., the center for physically disabled in Pak Kret Nontaburi was established. After the number of the disabled were increased the foundation for the physical disabled established "school for the disabled" in 2508 B.E., the school was named "Sri Sangwarn School" in the honor of the king's Princess Mother.

4. The Education Program for the Slow learners

The experimental classes for slow learners in Bangkok were established in 2499 B.E. "Rajanukul School" was later founded in the hospital for the slow learners under the responsibility of division of special education, the department of general education. Many more similar schools were established in Kanjanaburi and Surattani provinces. In 2534 B.E., the Act on Disabled Group Reform was released for the disabled welfare. Public and private organizations responsible for the disabled are as followed:

1) Division of Special Education

Department of General Education ministry of education. Two types of education for the disabled are provided:-

1.1 Formal Education : 27 schools for special group of disadvantaged 9 schools for the disabled of more than 1. type, the special project for patients in 11 hospitals in Bangkok and up-country

2) The Department of welfare, ministry of labour and social welfare provides education services and other types for the disabled such as

- services for the disabled and his family

- service for disabled reform so the disabled can help themselves. Six centers of disabled reform for career training.

- services for mental patients such as career trainings.

3) Non-formal Education, ministry of education provides education services for mildly disabled groups who can study with the regular non-formal education students. In 1994, the department of non-formal education began to -experiment the new model and new process of education management for the visible-impaired groups, and in 1995, for the deaf

4) Other Private Sectors which provide education services for the disabled groups are, for examples, organizations, foundations such as Thai Disabled Association, Thai Veteran Association, Phra Padaeng Disabled Association, Thai Visible Impaired Association and Disabled Foundation in Royal Patronage etc.

10. Lifelong Learning Activities for Hilltribes Definition Thai hilltribes include a group of hilltribes who have their own unique culture and way of life. They live in northern region western great plain and upper nortern northeast region in 20 provinces altogether. There are 600,000 hilltribes

The education activities are as followed:

1. Education activities in paralled with religious preaches by the missionaries who firstly reached the hilltribes likewise, Buddhist monks also provide other education activities such as Buddhist Agriculture Project

2. Schools established for special target groups especially hilltribes such as schools of special services for hilltribes in the department of general education, schools in the department of forestry etc.

3. Education Services programs provided by private sectors nationally and internationally.

4. Adult Education Programs for hilltribes

The programs focused on literacy and need-assessenent so people could analyze their own problems and know how to solve them. The key men were teaching volunteers who helped teach in the 250-hr.-program.

The grade 4 certificate was granted at the end of the program

5. Education Centers for Community in Mountainous Areas

The centers started in 1980-1986, Presently, this education model has been operated in 600 hilltribe villages throughont the country by the department of non-formal education.

6. Extension Project for Hilltribes Literacy

The project supports media production for hilltribes and encourages the programs for literacy campaign. Presently, the department of non-formal education has initiated the policies on education management for hilltribes from 1995-2001, Hopefully, more non-formal education services will be provided for hilltribes, such services are, for examples, distant learning in junior-high school level, occupational education, village reading center etc.

11. Lifelong Education Activities for slum Communities Definition

Slum means the communities which their status of physical and social environment is lower than standard criterian, and there are a lot of problems relating to economics, physical health and mental health which may cause other serious problems such as criminals, drug-abuse and gambling etc.

The Education Activities for Slum Communities are as followed:-

1. Learning program within the slum communities such as communication in coffee shops, village news broadcasting, meetings, cultural events, cooperative activities, housewife clubs and community committee etc.

2. Learning program from mass media such as television

3. Kindergarten program for communities operated by community development organizations both private and public ones.

4. Education programs in primary, secondary and other leveis provided by Bangkok metropolitan or urban municipality located those slum communities

5. Funding program for the poor in urban areas

Such program has been funded by the government which granted 1,250,000 baht started from 1992 responsible by the office of community development under the national housing service in order to support slum communities which can be rapidly developed by themselves. The services are, for examples, bank loan service for developing housing and better living conditions.

6. Non-Traditional Model of Education Programs The Programs are in many forms as followed:

6.1 Education service following Summerhill's principles such as Moo Ban Dek School Kanchanaburi Province responsible by Children Foundation

6.2 Non-traditional Model School such as Won-La-Baht School (One-Baht-Each-Day School) in Klong-toey slum initiated by Khru Prateep Ungsongtham (Khru means teacher) who charged 1 baht a day, the program presently responsible by Bangkok metropolitan.

7. Occupational Training Programs

8. Drug-abused Prevention Program

9. Development Program on Community Organizations

10. Community, Committee Development Program

11. Non-formal Education Service Programs such as: -

           11.1 Special education for the ones beyond 15 yrs. old.

           11.2 Village Learning Center

           11.3 Villagers Grouping such as housewife group, village leaders group, youth   group, cooperative group, drug-abused prevention group

           11.4 Support on youths life-experienced activities

12. Lifelong Education Activities for youth in Foreign Countries

      Definition "Youth in foreign countries" means Thai youths who were born or reavel and followed their parents to live abroad.

           12.1 In Foreign Countries

           1) The activities for youth target group in various countries as followed:-

           1.1 Japan

           1.1.1 Education programs for Japanese youth who live abroad are full time programs schools and in supplementary schools.

           1.1.2 Education programs for Japanese youth who used to live abroad and return to live in Japan.

      There are 3 types of programs

           1.1.2.1 Study programs in local schools

           1.1.2.2 Special programs in boarding schools

           1 1.2.3 Study programs in lab schools

           1.2 Korea

           1.2.1 Korean Schools were established in order to teach Korean language Korean histories and cultural heritage

           1.2.2 Saturday Schools or Hangul Schools were established by Korean communities

           1.2.3 Korean Education Centers

           12.2 In Thailand

      There are many higher education institutions provided education programs in other countries. Those institutions are Suan Sunantha Teachers College (Rajabhat Institute, Suan Sunantha)
Petchaburi Witayalongkorn Teachers College,
Chantarakasem Teachers College,
The programs have not been quite successful. There is one considered successful. It is school of education, Chulalongkorn University. The foms of education services are as followed :

      1. Satuarday Schools

      2. Summer Schools

      3. Volunteers hired by the department of lifelong education department only in summer as specified by the ministry of finance.

      4. Teaching Thai language and Thai Culture.

      5. Thai Temples in the U.S. support room and board while teaching.

non-formal
6. General courses taken in those particular schools transferred into Thai education curriculum.

7. Certificates granted from non-formal education after completion of the courses.

13) Lifelong Learning Activities for Professional Groups Definition

Professional groups mean people who have been trained in professional careers such as medical doctors, registered nurses, lawyers, soldiers accountants, engineers e.t.c. These groups of people still need more trainings for their career development.

The learning activities are as followed:-

1. Continuous education program
2. Seminars, meetings on various academic topics
3. Information distribution programs

14) Lifelong Learning Activities for Business Owners Definition

Business owner means the one who owns business, and runs his own business or the one who may not own business but has authority to make decision in his department or sector he is responsible for. The types of business may be classified as the large ones or small business.

14.1 In Other Countries

14.1.1 Japan

In Japan, lifelong hiring has been employed throughout the country. Training for employees are operated in the organizations and supported by the government.

In 1984, 82.5% out of all companies provide trainings for their own companies.

14.1.2 Republic of Germany

Vocational education is in the form of dual system. The public sector has specified on training standard and testing. Continuous education opens for various elective subjects including occupations, politics, administration, economics, languages, recreation, religion.

The business owners must have past the above dual system. After that, there are 2 ways to choose, one is to continue in vocational school, universities or technology institutes, the other is to work in industry for 3-5 years and continue their study to take exam to be specialist within 2 years. The curriculum covers skill professionals, business administration, marketing and laws. The study programs are provided by professional organizations.

In big industries, continuous educational services have been provided at workplaces.

Every employee is encoraged to study and get paid during training.

14.2 Thailand

14.2.1 Activities operated by private sectors and non-government organizations

- Trainings
- Academic Tours in and out of country
- Exhibitions

- Counseling and Information Provision
14.2.2 <u>Activities operated by public sectors</u>
- Trainings in formal higher education system and the trainers are certified.
- Specific trainings conducted by public sectors
- Information Provision
- Business in Informal Sectors

15. <u>Lifelong Education Activities for Interest Groups</u> <u>Definition</u>

Interest Groups who are interested in developing themselves mean the ones who have education opportunities, have professional jobs and need more trainings for their better quality of life.

Those activities are as followed:-

1. People's Schools which are more like <u>Volkho chshule</u> in Germany. People's Schools firstly started in 1920 seperating from public libraries and provide services on politics, administration and more subjects lately to serve people's needs.

2. Activities Operated by Community College

3. Programs for Interest Groups operated by the department of non-formal education.

4. Public Libraries

5. Academic Trips in country and abroad.

6. Training services operated by religious and non-government organizations.

7. Information provided by mass communication network.

3. Formats of Lifelong Education Activities

From the examination of activities organized by various agencies, it is clear that there has been many types of lifelong education programs. These activities can be categorized into three groups.

1. Lifelong education classified according to the types of education. This criterion comprises formal education, nonformal education and informal education.

2. Lifelong education classified according to the target groups. This category includes women, children, labour force, the handicapped, the hill-tribe peoples, etc.

3. Lifelong education categorized according to the providing organizations. This group comprises governmental organizations, NGOs, business sectors, educational institutions, monasteries, and others.

The next section will discuss about the types of lifelong education, characteristics and the providing organizations, particularly the Department of Non-Formal Education which will soon changes its name to the Department of Lifelong Education.

3.1. The Lifelong Education Formats Organized by the Department of Lifelong Education.

The Department of Lifelong Education is a governmental organization. It is responsible for provision and promotion of lifelong education. There are 5 forms of lifelong education that the Department uses as strategies for organizing or co-ordinating such programs through networks.

1. The Delivering Formats of Lifelong Education

Format 1. The educational activities organized by the Department of Lifelong Education. Areas of services provided are:

1) Nonformal Education Program.

2) Informal Education Program.

Format 2: Nonformal education organized through the cooperation between the Department of Lifelong Education and other organizations. Cooperative activities of lifelong education can be implemented into 2 forms.

1) Nonformal Education

(1) The Department of Lifelong Education organizes formal education subject areas whereas other organizations organize vocational education. The credits earned from other organizations can be transferred to Grade 6, Grade 9, Grade 12 or vocational certificate curriculums organized by the Department of Lifelong Education.

(2) The Department of Lifelong Education organizeds subject areas in formal education and other organizations construct subject areas in vocational education and quality of life promotion. The credits earned from vocational subjects or quality of life promotion subject can be transferred to the certificate programs as in (1) of the Department of Lifelong Education.

2) Informal Education. This format of lifelong education involves cooperation between the Department of Lifelong Education and other organizations in providing informal education. Some of the activities with in this framework are: exchange of documents, learning media and information, exchange of books among various libraries, donation of books to other agencies, and use of media for knowledge and information dissemination.

Format 3: The Department of Lifelong Education organizes learning process; whereas other agencies develops learning contents based on their expertise and responsibility. There are two types of education: nonformal education (with certificates) and informal education (without certificates).

Format 4: The Department of Lifelong Education organizes supplementary education to support formal education within school compounds. Additional educational activities are to support education at primary and secondary level.

Form 5: Other educational promotion activities, such as acknowledgement, giving rewards, and accredition to persons, activities, works or organizations that help disseminate or provide lifelong education to public.

2) Details of Lifelong Education Formats

Format 1: Activities Organized by the Department of Lifelong Education.

The Department of Lifelong Education provides two types of educational services: nonformal education and informal education.

1.1. Nonformal Education. This type of education refers to educational activities organized outside regular schooling system. It has specific target groups and learning objectives. Nonformal education is flexible and adjustable according to the objective and situation. There are four main programs of nonformal education.

1) Basic education. This program aims to promote literacy for those who are still illiteate as well as to provide general knowledge and problem-solving skills in daily life. Activities in this area are such as the national literacy campaign, and functional literacy education for adults.

2) Nonformal education at primary level. This program aims to establish fundmental education and skills equivalent to primary school education.

3) Nonformal education at lower and higher secondary education. This level of education expands opportunity for people to develop their knowledge and attitude at secondary level so that they can use knowledge for life, occupational development or futher their study.

4) Nonformal vocational education. This program of education aims to develop skills and attitude concerning undertaking an occupation. The program places emphasis on local occupation, support of small-scale entrepreneurs, independent occupation, preparation for work in labour market, as well as improvement of the on-going occupation.

Several programs in this area have been implemented, such as short-term, long-term vocational training, interest group learning, vocational education at the certificate level, distance vocational certificate education.

1.2. Informal Education. It is a form of education to promote learning process occurred naturally in society. Learners or people in general can undertake education or develop skills by their own. Activities provided may be those particularly designed or those integrated in other development activities. There are several formats of informal education depending on conditions of target groups. Some of the informal education activities organized by the Department of Lifelong Education are as follows.

1) Development of learning resource centers and learning networks. This area of education includes public libraries, village reading centers, science centers and learning centers.

2) Dissemination of knowledge and information. This area includes radio TV programs, public loudspeakers, exhibition of learning resource centers, as well as the support of local expertise and knowledge to be involved in informal education of the people in the community.

Format 2: Lifelong education organized through the cooperation between the Department of Lifelong Education and other organizations.

2.1. Principles in organizing lifelong education according this category are:

1) It is a cooperation between the Department of Lifelong Education and other agencies in organizing NFE curriculums.

2) The Department of Lifelong Education and and related agencies will take responsibility according to the type of their own work. That is, the DLE will be responsible for formal subjects; whilst other agencies are responsible for vocational skills training and quality of life development.

3) Learners who enrolled in the cooperative programs between the Department of Lifelong Education and other agencies can transfer the credits in vocational subjects of quality of life that they earn from other agencies to nonformal education programs. The NFE certificate programs are equivalent to those of the regular school certificates.

2.2. There are two formats in organizing lifelong education with other agencies.

1) The Department of Lifelong Education organizes formal and quality of life promotion subjects; whilst other agencies assist in vocational training.

2) The Department of Lifelong Education organizes only formal subjects whereas other agencies organize vocational and quality of life promotion subjects.

The implementational approaches are suggessted as follows.
1. Learners register with the Department of Lifelong Educationa and other agencies.
2. The Department of Lifelong Education organize learning activities in formal subjects, elelctive subjects and group meeting.
3. Learners select to take elective subjects with other agencies.
4. Learners transfer credits earned from other aggencies to the NFE curriculum.
5. After completion of curriculum, learners receive certificates grade 6, grade 9, grade 12 or vocational cerficate from the Department of Lifelong Education.

Format 2: The Department of Lifelong Education organizes only formal subjects; whereas other agencies organize vocational and quality of life promotion subjects.
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The chart suggests implementational approaches as follows.
1. Learners register with the Department of Lifelong Educational and other agencies.
2. The Department of Lifelong Education organize learning activities in formal subjects.
3. Learners select to take vocational and quality of life promotion subjects with other agencies.
4. Learners transfer credits earned from other agencies to the NFE curriculum.
5. After completion of curriculum, learners receive certificates grade 6, grade 9, grade 12 or vocational certificate from the Department of Lifelong Education.
2.3 Other agencies that cooperate with the Department of Lifelong Education in organizing education are as follows:
1) Organizations organizing vocational education, namely:
(1) Governmental organizations, such as the Department of Vocational Education, Department of Labour Skills Development, Department of Public Welfare, Department of Industrial Promotion, etc.
(2) Non-governmental organization, such as private schools as in Section 15 (2).
(3) Entrepreneurs, such as industrial factories, and companies.
2) Organizations organizing learning activities and provide training in areas related to quality of life promotion are:
(1) Governmental organizations, namely the Department of Community Development, Department of Local Administration, Department of Public Welfare, Department of Public Health, and other Departments within the Ministry of Public Health, etc.
(2) Non-governmental organizations and private sectors.
(3) Entrepreneurs in business and industrial sectors.

Format 3: The Department of Lifelong Education organizes learning process and provides learning materials and learning approaches whereas other agencies which are specialized in contents help to outline learning contents.

There are two forms of learning: nonformal education which learners will receive certificates upon completion of the program; and informal learning which is not geared towards certification.

3.1. Nonformal education. Other organizations which are specialized in learning contents help to construct the contents whereas the Department of Lifelong Education transfer the contents to the learning process. For instance, the contents in public health, recreation and environmental concerns can be transformed into learning process in form of multi-media package. Those who pass the program will be eligible for corresponding certificates.

3.2. Informal Education. Provision of informal education and contents is a routine work of several organizations. The Department of Lifelong Education performs the function as an agency to develop learning process and transmission system to the target groups based on contents provided by other organizations. Learners adopting this type of study do not aim to get a certificate for their study. The objective of informal learning is to acquire the needed knowledge and skills. Therefore, no certificate is issue to learners.

There are two formats for conduction of nonformal education in this aspect: organizing learning process to support the activities of other organizations; and vise versa adapting the contents from other organizations to use in the learning activities organized by the Lifelong Education Department.

Format 4: The activities that the Lifelong Education Department organizes as a supplement to formal learning in schools.

This format of education refers to the activities concerned with media, technology science that the Lifelong Education Department organizes to support learning in schools, ranging from kindergarten, primary, and secondary education to enable students to understand and acquire the skills in each particular subject areas; as well as to expand their perspectives, ability in analysis, thinking and practical processes. There are two main areas of supporting activities organized by the Lifelong Education Department.

4.1 The support in the area of educational technology.

In this area, the Department produces educational media such as journals, publications, radio and TV programs, tape cassettes, video programs, and educational program via satellite and disseminates to the target groups both in schools and out of schools, including those who undertake informal education study.

4.2 The support in the area of science education.

In this area of support, the Department sets up science centers both at the national and provincial levels, such as the science centers at Ekamai, Rangsit, the science resort center at Warkaw, Prachuab Kirikhan, and the educational science centers in the provinces. There are also educational activities in other forms including mobile science

centers, and scientific exhibitions in several areas such as basic science, applied science, astronomy and space, natural science and environment, lectures, demonstration, experiment, science camps, and planetarium.

Format 5: The activities related giving recognition, rewards, certified standard and organizing contests of works related to lifelong education.

The Lifelong Education Department also gives recognition of other agencies that provide educational activities for people. Some of the activities are, for instance, the promotion of quality of life, occupation, culture, and environment by newspapers or radio and TV programs which disseminate similar types of knowledge and information. What the Lifelong Education Department can do is to support the work of these agencies in various forms such as certifying the standard, and giving award or recognition. As for local experts, the Department may organize a recognition ceremony of their expertise or may also further recognize those who have already been recognized by other agencies namely the National Cultural Committee, the Ministry of Interior or the Ministry of Agricultural and Cooperatives. In other case, the Department may organize a show to exhibit the works of expertise, give awards and certified the standard of their work.

In addition, the Department may certified the standard of informal education organized by other agencies or give awards to the agencies. This can be done in three different approaches.

5.1 An awarding contest

The contest is organized to select the persons with expertise in several areas such as occupational, cultural, science and technology, and local wisdom to be recognized and awarded. This is expected that it will further motivate these qualified people to disseminate, utilize or transfer their knowledge to other people.

5.2 Promotion of distinguished and reconized works

This approach is done through promoting distinguished and recognized works to the public so that owners of the works would be proud and value their works as worthwhile for disseminating to others. Such promotion approaches are done through naming owners of the works as national artists, distinguished science center, distinguished Thai center, model persons, model parents, and junior scientists, etc.

5.3. Promotion and certification of the standard

This approach is to promote cetification of standard of informal education organized by other agencies to support their work in development and improvement of quality in providing education. It can be done through supporting, giving recognition and awards so as to encourage these organizations to expand their work in informal education

Supplementary Document Task Force

Consultant	Dr.Rung	Kaewdaeng
Editors	Dr.Sombat	Suwannapitak
	Mr.Srichao	Wihokto
Compugraphic	Mr.Srichao	Wihokto
	Dr.Snong	Lohitwises
	Ms.Nalinee	Saengpanta
Proofreaders	Mrs.Watanee	Chanokul
	Mr.Porames	Sukmak
	Mrs.Nalinee	Tongsuk
Cover Designer	Mr.Chawalit	Niyomsilp

Appendix

1. Essential Draft of Lifelong Education Act.

by Dr. Rueng Kaewdaeng
The Director General, Department of
Non-formal Education.

In the past, there has not been any specific law for non-formal education or informal education managememt. In comparison with other countries , it is formal that there is a law , but not very specific in some other countries. It is considered that for Thailand case , there should be the lifelong education act. This seminar focused on the implementation of the previous draft. If the process
of this law implementation is complete and successful it's notonly the reputation of non-formal education department but also is the whole Thai people's prestige.

1. Rationale of the Draft of Lifelong Education Act
    1. The crisis of education process nowaday.
    Presently , there is crisis of education in schooling system, Every country in the world invests in formal education tremendously. It seems that education process takes away people's ways of life.
This means education is not pertinent with people's ways of life according to Philip H. Coomhs in "Education Crisis "Thailand is one out of many caes. Efforts to seek ways out for such crisis has been tried throughout the world.
    2. The Advance of Technology
    Presently the advance of new technology such as satellite, computers, and information system caused in 10 - 20 years can not be applied lifelong . People need to learn all the time. There should be new model of education system which can serve people's education needs throughout their lifetime.
    3. Data and Information System
    Presently, education does occurs not only in schools but also through various types of media such as radios, televisions, printed materials. The
proportion of education in school will be lessened more and more. People will learn through media in the form of informal education, New learning system needs to be formal so that new way of learning will be encouraged.
    4. Lifelong Education Development
    When crisis in school occurs UNESCO begins to emphasize on lifelong education development. Seminars, printed material development has been initiated in education system throughtout the world.
    Presently, many countries throughtout the world, including Thailand have been oranizing and initiating lifelong education at the same time. So lifelong education is applied in the other countries as well.

2. The Essentials of Lifelong Education Act.
    The essentials of following elements are as followed:
    1. Learning Society

It is obvious that everyone needs to learn from birth to death. But there has been no law on education management for learning society. So the law is needed so that everyone is guaranteed to have education opportunity.

2. Informal Education

Technology has been mentioned often times, more than "education" itself. Very few types of newpapers, radios and televisions has served as education direct media. It is suggested that new types of technology such as computers, telephones and the like should be brought to informal education process.

Another type of folk technology named "folk intellectuals" which is part of our way of life needs to be integrated in the education system as the foundation of informal education. It is anticipated that this will yield tremendous help for education management.

3. Non-formal Education

Non-formal education has been provided for quite a while, there should be some more so the operation is better workable.

4. The Integration or Transfer of Experiences

Nowadays, each one spends each day being exposed to 3 educational systems, formal education, non-formal education and informal education. The integration or experience transfer means the integration of experiences and knowledge from all three educational systems. Each system is a part of each individual's learning but there is no channel to merge all three systems together. If there is the assumrtion that educatin is part of life as stated. Learning should be transfered no matter where they are from.

5. Lifelong Education

If all 4 issues stated earlier are integrated, lifelong education is the outcome of all integrated 4 issues which includes informal education, non-formal education and formal-education integrated harmoniously for prople's lifelong learning.

6. Administion System

The decentralized administrative system should be mostly appropriate for lifelong education. The central office should be small in size responsible for policy planning and research only.

7. Supporting and Facilitating System

It will be a failure if only one office manages lifelong education. What should participate in the process.

8. Roles of responsible organizations

Every organization in the community is needed to be responsible for lifelong education. Those organizations include families, community, temples, industries, administration organizations in the communities, schools, mass communication organisations and the like. The framework of how to operate the lifelong education should be established. In the future, even organization will take part in lifelong education, as in formal, non-formal or informal education. Then there will be various learning communities.

9. Life Activities in Lifelong Education

Activities should be organized according to each individual's needs and be well written in the essentials

10. Lifelong Education Funds

Funding is the most essential part of lifelong Education Act. Funding is needed to support various oranization related to lifelong education from families, industries and the like.

2. Summary of Panel Discussion on "Frame of Thoughts on Lifelong Education"
   Panelists :

Dr.Tongyoo Kaewsaiha	Deputy Director General Teacher Education Department.
Dr.Soontorn Koatbantao	Srinakarinviroj University : Prasarnmitr. Assist.Prof,
Chitrakorn Tangkasemsuk	Rajabhat Institute Udorntani.
Dr.Sombat Suwanpitak	Acting Director of Planning Division Non-formal Education Department

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1. Frame of thought in Lifelong Education Assist.
   By Prof. Chitrakorn Tongkasemsuk

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1. World Society in Globolisation Age.
The condition of world society in globolisation age is as followed :
No frontier
   Science and technology is advanced and be distributed dynamically.
.   Information flows tremendously fast through information super highway
   Highly competitive meanwhile participative at the same time.
   Prople are confused, some may be too fatique to follow up what happens in the society because of the explosion of information
   Partnership in communities has been diminished, so as communities which became less closed-knitted, and seem completely destroyed. There are only associations, or clubs which yield advantages for each group of people.
   Nature has been abused severely although some group of people have been trying to restore.
   Lack of balance between people and nature, which causes unhappiness and unstable status.
   Where is the way-out for Thai society?
   How do we, Thai people live safely since we are part of
   world society?
Peter Drucker concluded that the society in materialistic age can be named in 3 terms, depending on each individual's perception.
   Those terms are :
   1. Information Society
   2. Knowledge Society
   3. Learning Society
   Drucker perceived that this is a knowledge society. Knowledge is most valuable for development. The future of the countries in the world will be prosperous or not depending on how those countries can accumulate hnowledge, apply it and educate their people.

Drucker has stated at the end of his book that.

"The greatest change will be the change of knowlede, both in terms of knowledge pattern and countent, and the definition of "Educated Person"
Kenichi Omaeh, the Japanese economist and the administrator has analyzed the Japanese prosperity comparing with other countries in his book, _Beyond National Border. He stated that the key of success to the future of the country depends upon the quantity and quality of educated people.

2. The Relationship of Formal Education, Non-formal Education and Informal Education

Philip H. Coombs stated that"... One important type of education is informal education which has been neglected by formal educators. However, this type of education will be more important in the future. The education analysts, the education planners, and the education policy makers should and must pay special attention to informal education."

The relation of the three types of education may be as following diagram
way of life – = –working + playing

Human's way of life is the combination of work playing or resting. Especially Their society, it is obvious that life, work, and play are integrated lifelong.

The formal education is based on the belief that it is for people's preparation for careers. So content is focused.

The non-formal education is not very much different than the formal one. It is aimed at people's job market.

The above two education systems seperate life from play.

The informal education, which has been neglected, integrated all 3 things, life, work and play altogether and be foundation for all manknd. We are now bring back this type of education again. This type of education is not only for other countries throughout the world. It is not to follow western ways or else. Thai people have accumulated enough knowledge to present to other countries what we really espect for

The three types of education can be presented as followed.
Specific Goal
Formal
Ed
Sepecific Content   Closed Activities
The goals related to life   Informal   Formal
Education Ed
Informal
Ed   Non-formal
                                     Ed
Content   Closed
as needed Activities   Broader Goals
Non-formal
Ed
Flexible Content   Varie Activities

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Illustrations from the Diagram
1. The Significance of Formal Education_
    1.1 It has very specific goals and focuses on behavioral objectives, which may somehow not always be measured in all aspects because people's life has both physical part and mental part which sometimes can not be evaluated.
    1.2 The content is specific
    1.3 The activities are limited, not flexible.
2. Non-formal Education
The activities are more varied the content is more flexible but yet not too broad.
3. In-formal Education
The goals related to life. The content is designed according to people's needs and the activities are open to all.

So from now, education is defined here as 3 types of education and informal education is accentuated. It is admirable that the department of non-formal edncation initiates the center of informal education.

3. Education Resources

    All three types of education are composed of 3 essential elements as presented in the diagram, the body of knowlage, the resources and technology.

4. Basic Structure

    The essential basic edncational strucure is THOUGHTS. Educators need to consult with each other so the clear concepts became consensus among them. The clear concept must cover at least 3 issues which are :
1. The concept on administration and management system of lifelong education
2. The concept on learning activities
3. The concept on personnel
Finally, there are more issues facilitate the above 3 basic structures which are :
1. Regulations and laws
2. Budget/Funding
There should be tax exemption for private donors who help acilitate the system.
3. Learning Network

5. Process Networking of Lifelong Education

    Work Principles In order to work through lifelong education, the 3 principles to be applied are :
1. To serve people's needs
2. To integrate education with life
3. To apply all possible innovations
The process of how to apply all those 3 principles should be as followed :
1. To expand educational service zone.
2. To utilize education as a tool in developing quality of life.
3. To develope patterns and education context.
4. TO encourage people's paricipation
5. To encourage people's skill training
6. Goals

The ultimate goals of lifelong education are :

      1. To help develop mankind

      2. To help develop careers

      3. To help develop societyTo develop society Goals

      To develop society   To develop careers

7. Conclusion

      To develope lifelong education from now on, there will be 3 levels of education type integrated

      1. National Education

      2. Indigeneous Education

      3. Global Education

      Usually, the formal and non-formal education have been responsible by the government. However education in local level, which is called indigeneous education have been neglected , also informal education should be focused.

      Professor OSITI from Uganda has been interested in the above type of education for 30 years, and has been working on it for 20 years concluded that if the education process has been employed in indigeneous education it would be quite beneficial for the country at least for 4 reasons as followed :

      1. To reform and develope the local wisdom

      2. To reform the basic elements of folk intellectuals.

      3. To reform and develope culture and local uniqueness.Thailand will become the Unity of Diversity which is expected in the future.

      4. To develop knowledge, attitude and the ability.

What will happen if lifelong education has established?

      Seven items have been listed as followed :

      1. There will be continuity in human resource development. People will have educational mentality which means they will want to learn lifelong.

      2. There will be relation among all three types of education, formal education, non-formal education and informal education.

      3. There will be local participation on education management.

      4. There will be new relation between education and culture.

      5. There will be the development of democracy.

      6. There will be relationship among public, private sectors and people

      7. The meaningful valuable principles of Buddhism will be accentuated in the educational process.

      Pra Dhama Pidok, the UNESCO award recipient stated that The essence of Buddhism is the process of human development. The Buddhists must realise that each individual needs to develope himself all the time. Problems in life occur all the time, the more the problems occur, the more cure needed. "Tri Sikka" (All three main principles) is actually the process of human development. "Mak" (the great eight ways) are the ways of education process, life-long education, which will be foundation for society reform (Buddha Dhama) to help make Thai society more meaningful.

2. Informal Education
by Dr.Suntorn Kotebantao

1. The Meaning

The informal education is the lifelong process which everyone has accumutated knowlege, skills , attitude and insights from his own experience and the manipulation with environment in everyday life, at home , at work and at play, for examples, he or she will perceive his family member's attitude, friends, from his traveling, readings, radios, television or movies.

Usually, the informal education has not been managed systematically or intentionally However, this type of education has involved people's learning lifelong as followed.

From the above diagram, supposedly people live for 100 yrs. When they're born they have informal education. They lean how they will be fed. Then they will learn more untill they pass away.

Formal education will begin when people are 5 years old, continuously until they finish doctorate degrees which is about 25 years of age but for some people, may be more.

Non formal education may start from 2 years old until the end of life.

In conclusion, the informal education has been with people from birth to death or from womb to toomb.

Terminology used as same as informal education for examples:
. Normal education
. Common education
Unofficial education
. Traditional education
. Indigeneous education

2. Rationale

The reasons why informal education should be provided because :

Changes on social economics science technology transportation and communication

Needs for knowledge skills attitude and insight should be increased more and more (Insight means to know and be able to do) Informal education should be provided for everyone for equal opportunity,

How informal education should be provided,
1. To develope people's quality of life
2. To improve careers
3. To serve people's needs on communication
4. To help people to live happily in the society
5. To help people to be good cilizen

3. Content

Informal education should be provided in all four parts as followed:
1. Knowledge. What people do not know but need to employ

2. Skills. Skills needed for careers.

3. Altitude. Positive attitude for himself, his work, his family members his work place, his community and his country.

4. Insight

Informal education should be provided for everyone from birth to death.

1. Todlers
2. Pre-school children
3. Primary school children
4. Youth
5. Young adults
6. Adults
7. Aged

Informal education should be provided increasingly along with age The context considered to be provided in informal along with age.

1. Considering the context as followed

    1.1 Social context

    1.2 Economical context

    1.3 Administrative or political context

    1.4 Cultural context

2. Considering from the six educational foundations as followed :

    2.1 Good attitude

    2.2 Literacy

    2.3 Knowledge and skills in persuing careers

    2.4 knowledge and skills in family life

    2.5 Scientific thinking and understanding environment

    2.6 Knowledge and skills in participation as good cilizen

4. The Process of Informal Education Managment

The informal education management will focus on people and their needs. It they need to learn, they should be provided whether knowldge in houses or outside. There should be following lists :

1. Resources such as homes,community, libraries at home. newspapers stands in villages, playground, schools and natural resources

2. Informal education centers such as organizations, mass-communication, work places, playground, educational organizations, body of knowledge, natural resources and folk intellectuals and etc.

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3. Non - formal Education
   by. Dr.Tongyoo Kaewsaiha

Due to the crisis in education system, especially in formal education, it was considered that nonformal education would be a way out to solve the problem, Thailand has started to try the idea about 2520 B.E. which education reform was intiated . The nonformal education led to informal education . UNESCO has influenced and initated

the non-formal education as a mean to the informal education finally but it has not yet been accomplished with a number of limitations . However, it is now a good opportunity that there will be an Act on Lifelong education which has never been proposed before This will be a good stepping stone for lifelong education.

The Dimensions of Non-formal Education First Dimension

Non-formal education has been considered a second choice to the formal system for the disadvantaged groups . There was illiteracy problem at that time for a lot of people who could not have further study in schools . Non-formal education was struchired in parallel with the formal one to solve the problem of illiteracy for the disaduantaged

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Second Dimension

In broader view, non-formal education is :
2.1 Career education , performing in careers is part of non-formal education .
2.2 Quality of life development It is the philosophy or spirit of non-formal education its flexibility , time-unlimit, space unlimit , and for everyone of all ages. The community participation is considered , and also self-dependent is a key concept.

Limitation of Non-formal Education and Activities in Non-formal Education.

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1. Non-formal education has been responsible by many organizations . There are some repetitions in some areas. Presently, the coordination has been developed to be networking.
2. Lack of Supports from other able organizations.
3. Lack of evaluators especially external evaluations to evaluate strong points and weak points.
4. Lack of inteqration Presently, basic education and vocational education are still seperated, althongh people's problems can not be seperated.
Non-formal education is not inteqrated with life which should be.
5. The fluctuation of information Presently, information is systematically filed in information system, not education system.
The effort to merge non-formal education as part of lifelong education should be enhanced,

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4. Conclusion
   by Dr. Sombat Suwannapitak

Life for human resource development. To provide education is to develope people, which will yield develop everything. Since there are a number of changes occur in world society in globolization age there are also a number of important issues, the most important one is the information age and the advance of technology. Thus, the

three types of education management are considered; those are formal education, non-formal education and informal education. The informal education should be mostly accentuated because it plays key roles for education mankind. The informal education is composed of process methods, more importantly providing education through medium through people society families and folk intellectuds available in our society, However the non-fomal and formal education are still as important as informal education because both will fill the gap and provide education opportunity for the disadvantaged and for the formal education which is the main education system in the country is still provided to interate all three types of education to be education for mankind. So the learning society becomes true and it will be for the development of mankind which will be valuable for the country in the
long run.

Quality of Life
The Calender of Hope
from womb to toomb

by Dr. Puey Ungpakorn

When I am in the womb, I expect my mother to have good, food quality be well nurtured and be provided good services for mother and childcare.

I do not want to have too many brothers and sister as if I do now. It is not so important whether my parents get registered marriage, more importantly they live happily and peacefully, nurturing me and my brothers and sisters well.

During my first 2-3 years of age which my body and brain need to grow significantly, I need good food with high quality, and my mother does so.

I want to go to school. My sisters and my brothers do want to go too so we can earn our livings, get jobs and also will learn principles of morality. I can learn in higher grades, no matter I am rich or poor, live in urban or remote areas.

After I finish school, I want meaningful careers which should satisfy me in a way that can. The society I live in should be well-managed, no harrassment, no fighting no chaos.

My country should have good relationship and be helpful with the outside world so I can have opportunity to learn other people's ideas and learn their subjects. And my country will have opportunity to receive funding from other countries for benefit of most people. I want my country to be able to export to other countries with fair rate.

Since I am a peasant. I do want to have my own land enough to earn our livings. There should be a way to draw bank loan to spend for the expansion of my better job. There should be good market and sell our products in fair rate.

If I were a labour I should be able to hold market share, participate in management of industry , company or the shop where I work.

As a human being I want to read newspapers, or other good books, which should not be too expensive. I should be able to listen to radios, watch television, hopefully not too much commercials. I want to be in good health and the government should provide free health care for us. When we are sick we should be able to visit the doctors,
or nurses conveniently.

I need to have free time for pleasure with my family. There should be green parks, art galleries, cultural centers and the like. We should be able to join cultural festivals such as Loy Kratong and others.

I need fresh air and fresh water. What I can not accomplish work on by myself, I would prefer to cooperatate with my friends in the form of coopertives or clubs or unions so we can help each other. What I claim for as above, I am willing to pay tax. I want opportunity to participate in the activities in the society, would like to voice in political and economic system and also in our society.

My wife would also want the same right as myself and we both should have opportunity to learn about family planning.

When we grow old we should gain back from social security which we have been paying all along.

When we are going to die, we do not want to die in bad ways such as, in car accident, civil war, water or air pollution or in political chaos.

After I die, I should have some asset for my wife so she can earn her living. If me children are still young, they should be reared with my money left for them. But the grown-up ones, they should not be given any. The government should collect my left-over asset so other people could be provided.

Please cremate me, do not bury me, so other people will have land for their living. Do not have unnecessary funeral. This is the meaning of life. This is the development should be occur for the benefit of mankind.