

### 2.2.3 Problems and Issues of On-going Non-formal Education

It should be noted at the beginning that the more we have non-formal education system as being practiced today, the more failure we can see from the formal school system. It should be clearly explained that primary school teachers should be accountable for their teaching practices. If a hundred percent of children in the same age group are completely literate, there is no need for the Department of Non-Formal Education to run many classes on Basic Education. Moreover, the primary school children will not leave the schools early if the good teachers really work and try hard in order to motivate them to further studies. The present situation is, however, already happened that many children are early leaving from the formal school system with the blames on the people that (1) they are so poor that can not send their children to school, (2) they are not interested in education and (3) their children are not interested in a study (See number of students in P.6 comparing to number of students in M 1 in Table A-6 of the Annex).

Even though the Department of Non-Formal Education and others have been trying hard to educate the out-of-school children and adults in basic education with the fulfillment of vocation education, there are still problems and constraints in many respects such as teachers/instructors, curriculum, education fee, and the learners' qualifications, etc.

#### 1) Teachers and Instructors

Teachers and instructors for Basic Education were formerly those who taught in primary schools. At daytime they used to teach the children in the primary school, and at night time they used to teach the adult learners as pastime job paid by the Division of Adult Education. Night time teaching or twilight courses seemed to be the extra jobs for them. Both teachers and adult learners seemed to be too tired for this particular activities of non-formal education because both sides already had burden from hard works for all day. Teachers for Basic Education now include volunteer teachers employed by the Provincial Non-Formal Education Centers. These teachers will rove around the district and province to teach adult learners in the villages.

Instructors for Non-Formal Vocational Education are mostly the resource persons or volunteer teachers employed by the Provincial Non-Formal Education Centers. These resource persons might be experts in particular trades. They are living in the locality. Both volunteer teachers and resource persons have difficulties in offering educational activities since many of them are not trained properly on methods of instruction. They are inclined to teach the ways they have been taught, mostly lecturing which are not appropriate for these adult learners.

## 2) Curriculum Construction and Implementation

All non-formal education programs have their own curriculum. Curricular materials are mostly syllabus and textbooks. Syllabi containing with outlines of subject matters to be taught have been constructed and developed by educators who are mostly subject-matter oriented not curriculum - development oriented. The same syllabus and textbooks, prototypedly made, are offered to people for the whole country.

It should be noted that the provided curriculum and textbooks are constructed and developed in terms of knowledge-based activities rather than performance-based activities. This educational practice leads to learning by remembering but not learning by doing. Such a method of instruction by lecturing and a method of learning by remembering are certainly boring the adult learners, consequently lead to the drop-out from non-formal education program.

One important point should be made concerning the non-formal curriculum: the durations of course study in each level are squeezed into a shorter length of time. Taking Basic Education of Level 1, 2, and 3 as an example, studying Level 1 takes five months for non-formal education as compared to studying 2 years to finish Grade 2 of primary school. It is the same for non-formal education of Level 2. In Level 3 it takes 1 year in comparing to 2 years of formal primary school. Such reduction of duration of instruction might delete some topics necessary for social life and environmental studies-preservation and conservation of forest, water, soil and air. Moreover, the evaluation of students

learning is not properly controlled in terms of quality. It might lead to the issues of low quality of education as complained by the public. These problems should be solved by reviewing curriculum development with quality standards and evaluations of students learning.

### 3) Education Fee

Some non-formal education programs collect tuition fees from the adult learners. It will be very difficult for people in the rural area to pay for tuition fee as regulated by the government. Non-formal education programs as the opportunity schools for the disadvantage should be free. It should be noted here that the government already spend a lot of money in primary school system. In public primary school system the pupil-teacher ratio is very low, ten students for one teacher in some provinces with the national average not more than 20 pupils for one teacher. If Basic Education non-formal program and primary school system are under the same roof of administration at the provincial level, the redundancy of primary school teachers can be solved and the budget can be balancingly utilized.

### 4) Qualification Issues

As mentioned above, there are some complaints on low quality of the adult learners in Basic Non-Formal Education. Education quality depends on many factors. The adult learners themselves have difficulty in reading and writing. Simplified books with pictures or cartoon pictures are badly needed to suit their abilities and tastes. Times on tasks are also very important for adult learners. More periods of learning time for them should be encouraged. Evaluation of the learners should be systematically practiced. Pre-evaluation or placement tests, formative evaluation with many kinds of quiz and summative evaluation including some standardized tests should be thoroughly reviewed.

## **2.3 Non-Formal Education and Mass Media**

### **2.3.1 Introduction**

Mass media in terms of radio has been utilized to help improve the school programs for quite a long time. It should be noted that Program on Radio for Schools has been launched since 1958. Radio for School is a kind of instructional aids for both elementary and secondary schools. It is a combination of radio broadcasting and printed materials as teacher's manuals, cards, charts, and student's work sheets. The contents to be broadcasted cover all subjects for elementary level and only 2 subjects, English and Vocational Guidance for secondary level.

In 1979, the National Education Radio Network of Thailand which is the second network has been established with the cooperation and support of the International Development Association. This second network aims at the services of educational provision for those who are in formal and non-formal schooling. Beside the Educational Radio Project, the distance learning project has been created for the people in remote rural areas of the country. It is, in fact, non-formal education by radio and correspondence project.

### **2.3.2. Radio and Correspondence Non-formal Education Program**

#### **1) Objectives and Principles**

The Thai Government under the Ministry of Education has attempted to provide educational opportunities to people in the rural and remote areas after World War II. Since approximately 80% of the population are the rural people with less accessibility to knowledge and information, non-formal education by radio and correspondence by mail combined with the roving volunteer teachers are carefully planned by the collaboration of the Non-Formal Education Department, Department of Curriculum and Instructional Development and Department of Public Relations. The Program's specific objectives are as follows:

- to provide educational opportunities to those who have disadvantage in order that they can fulfill their skills and positive attitude for the improvement of their livings.

**Table 2.2 A Comparison of Non-Formal Education Programs by Various Organizations**

Title	Objectives	Characteristics	Executing agency	Target group	Location
1. Basic Education Level 1 - 2 - 3	- Literacy - Numeracy - Life quality	5 month and 1 <sup>o</sup> year program	Provincial Non-Formal Education Centers	Primary school dropouts, hill-tribe people	Varied-dependent on organizers
2. Basic Education Level 3 - 4 (classroom and correspondence)	same as formal secondary education	course study in learning units 1 <sup>o</sup> years for Level 3 3 years for Level 4	Provincial Non-Formal Education Centers	Grade 6 achievers who do not continue formal secondary school	elementary, secondary schools, PNEC, Monasteries
3. Vocational Trainings (both in class and mobile and Interest Group)	To promote vocation education To promote people's career	short-courses ranging from 30 hours to 300 hours	Provincial Non-Formal Education Centers	The rural people Unemployed, Underemployed Interested people	Element and secondary schools, monasteries PNEC, Libraries
4. Trade Skill Training	To promote trade skills	mostly one year course of study	Institutes of Trade Skill Training, Dept. of labor	Those who are interested in trade skills, the sixth grade achievers	Located in large cities
5. Vocational Training or polytechnic	To promote vocation education	mostly short course training, 3 months or more	Area Vocational Centers, Dept. of Vocation Education	Out of school learners, formal school students	located in large cities
6. Vocational Training	To improve people quality of life	Short courses and tour	Dept. of Rural Development	Youth, women and some groups of people	Rural areas especially in the villages
7. Vocational Training	To promote home-industry and Manufacture	Short courses	Dept. of Industrial Promotion	people concerning industrial work	Mostly at the district or Amphoe level
8. Agricultural Training	To promote agricultural vocation	Short courses	Dept. of Agricultural Promotion	farmers, and youth farmers	Rural at village level
9. Quality of Life Training	To promote the quality of life of rural people	Short courses	Office of Accelerated Rural Development	local leaders, youth	Rural at village level
10. Vocational Training	To improve people life	Short courses	Dept. of Social Welfare	young women, old age, etc.	Urban areas

- to approach distance learning as a model of teaching and learning for the disadvantage groups.
- to promote literacy and raise the people's level of education.
- to provide data and informations relevant to local needs of people.
- to promote group processes in learning and extra- activities among the learners in the communities.

Some main principles of non-formal education through radio and correspondence as practiced by the Thai educators can be specified as follows:

- It is a type of distance learning by utilizing such multi-media as correspondence, radio, learning group and a teacher who is a coordinator and creator of activities along with learning materials as learning aids, tapes, radio, learning centers and others.
- It is a type of open learning where the learners learn according to their own needs.
- It is a self-study in the sense that the learners learn from the materials and learning aids which are provided by the Non-Formal Education Centers (both provincial and regional levels).

## 2) Provided Curriculum

The curriculum provided for non-formal education through radio and correspondence varies according to levels and needs of the learners as follows

### (1) Interest Group

This program is to provide knowledge and information including correct attitudes for life improvement of the rural people. The curriculum is concerning:

- Vocational education such as agriculture, industrial arts, home-science, management arts, crafts, etc.
- Health and population education such as family planning and health education including sanitation.
- Social studies such as law and regulation, government, religion, etc.

- Arts and culture such as traditional practices, rites, plays, folklore, etc.

The contents and periods of study are varied depending on the needs of those groups of people.

(2) Basic Education Level 3 and Level 4

This program is the continuing non-formal education after functional literacy program or Grade 4 of primary school. Basic Education of Level 3 is equivalent to Grade 6 of primary education, while Basic Education Level 4 is equivalent to the third year (M 3) of lower secondary formal education. The curriculum of both levels of Basic Education are composed of six areas of study as shown in Table 2.3.

Table 2.3 Areas of Study and Amount of Learning Units at Each Level

Areas of Study	Learning Units			
	Level 3		Level 4	
	Required	Selected	Required	Selected
Life Quality Promotion	12	-	13	-
Thai Language	4	4	7	9
Mathematics	-	8	-	22
Science	-	13	-	13
English	-	30	-	30
Vocation	3	6	3	12
<b>Total</b>	<b>19</b>	<b>11</b> (at least)	<b>23</b>	<b>27</b> (at least)

It should be noted that at Level 3 the learners have to take at least 11 learning units of selected subjects and 27 learning units for Level 4.

Non-formal Education Program for functional literacy which is equivalent to Grade 4 of primary formal schooling has been also developed for a correspondence program. The curriculum of this program is emphasized on reading, writing, arithmetic and problem solving for life improvement.

### 3) Instructional Methods and Evaluation

At least a combination of four instructional methods is utilized. The four methods are : (1) lesson plans are delivered to the learners by mail, (2) lessons are broadcasted through radio, (3) group discussions are arranged and (4) additional teaching by the provision of learning aids and teaching at learning centers.

The learners have to study learning objectives and learn how to learn clearly in the correspondence program. After they answer the questions and apply for pre-evaluation for entry behaviors to the course, then, they send the answers back to the teachers.

The learners have to listen to a radio broadcasting program according to the schedules set by the provincial or regional non-formal education centers. They also have to study learning guides and texts. Exercise books are also provided. The learners will do some activities assigned or suggested in the learning guide.

It is the requirement that the learners meet their group in order to discuss learning problems and do some activities under the guidance of the teachers who are assigned by provincial non-formal education centers. Moreover the learners are recommended to go to study at learning centers provided at particular places as provincial non-formal education centers, district libraries or village reading centers. When the learners complete all learning activities they will go on to have an examination. If they pass the examination, they will receive certificate of education from the Department of Non-formal Education.



### 2.3.3 Limitation and Constraints of Correspondence Nonformal Education Program

The advantage of Correspondence Non-Formal Education Program is that it is very worthy to people in the rural and remote areas. The remote rural farmers are able to continue their further education by various means. The only limitation is that of communication processes and interactions between the learners and teachers. One key note observed is that the learners are unable to respond immediately and continually to the instructors. Such a distance learning needs two-way communication in order that the teachers will be able to know the learners' progresses. Motivation aspect seems to be very important for the learners. Needs of achievement in the learners should be inculcated through radio broadcasting and learning activities.

The problem concerning teachers and instructors in Radio Correspondence Program is that lecturing through radio broadcasting by one teacher is not enough except that the adult learners can understandably follow radio manuals and have the chance to discuss with the volunteer teachers. Correspondence program needs the best learning aids as learning modules with the learning hierarchies of contents and activities.

Radio Correspondence Program is mostly concerned with Basic Education, and problems of low quality of education arise similar to class-typed basic education.

- 1) Teachers are mostly primary or secondary school teachers. These teachers organize class meetings in some places. They meet the adult learners from times to times. Those meetings may be ineffective unless good preparations are made and the teachers themselves are earnestly enthusiastic in helping their adult learners.
- 2) Basic education curriculum for Radio Correspondence Program is the same as the class-typed basic education. But Self-Study Method of Learning is used. The evaluation method should be carefully planned in order to be sure that the adult learners really learn and achieve the educational objectives set in the curriculum. Evaluation regulation should be reviewed.
- 3) Adult learners have to pay for tuition fee and registration in Radio Correspondence Program. This will be the problems for the poor

- 3) Adult learners have to pay for tuition fee and registration in Radio Correspondence Program. This will be the problems for the poor people. More explanation will be presented in the Case Study of Radio Correspondence Program.

## 2.4 On-Going Non-Formal Education Programs in the UCR

### 2.4.1 Introduction

The Upper Central Region which is comprising Changwat Ayutthaya, Ang Thong, Sing Buri, Chai Nat, Sara Buri and Lop Buri is considered rather advanced in terms of formal schooling. It should be noted that the transition rate from Pratom 6 of primary school to Mathayom 1 of secondary school of all these six provinces are rather high in comparing with the national average of 45% (See more information in Table A-6 of the Annex). The transition rates of these provinces are as follows:

Provinces	No. Grade 6 Achievers(1989)	No. M.1 enrollment(1990)	No. Transition rates(%)
Ayutthaya	9,478	6,376	67.27
Ang Thong	3,658	2,479	67.77
Sing Buri	3,393	2,439	71.88
Chai Nat	5,259	2,844	54.08
Sara Buri	7,535	5,487	72.82
Lop Buri	9,650	5,143	53.29
Total	38,973	24,768	63.55

Sources: Office of the National Primary Education Commission and Department of General Education

The transition rates above show that there are many percentages of young people who have no chance to study in secondary schools (See also Table A-7, A-8 of the Annex). Moreover, there are some drop-outs during primary schooling. In order to facilitate people with disadvantage in education, the Department of Non-Formal Education through Provincial and Regional Non-Formal Education Centers has launched various non-formal education programs. For the Upper Central Region, all provincial non-formal education have concentrated more on vocational trainings as seen in the list of Table 2.4.

The following are the details of non-formal education projects which are in the Upper Central Region in 1990

**Table 2.4 A list of Non-Formal Education Programs in the Upper Central Region of the Department of Non-Formal Education**

Nonformal Education Programs	Provinces					
	Ayutthaya	Ang Thong	Sing Buri	Sara Buri	Chai Nat	Lop Buri
1. Function Literacy (class)	2 class	-	-	4 class	-	8 class
2. Continuing Basic Education						
Classroom <sup>1/</sup>						
Level 1 - 2	-	-	15/1	30/2	-	30/2
Level 3	20/1	-	20/1	40/2	-	60/3
Level 4	180/9	140/7	40/2	380/19	40/2	360/18
Radio						
Correspondence <sup>2/</sup>						
Level 3	250	150	80	170	175	350
Level 4	245	150	180	700	180	280
3. Vocational Training						
Classroom <sup>1/</sup>	120/6	180/9	100/5	180/9	100/5	160/8
Mobile <sup>1/</sup>	540/27	740/37	460/23	720/36	420/21	640/32
Interest Group <sup>3/</sup>	113	72	48	18	58	126
Joint <sup>1/</sup>	140/7	60/3	120/6	-	-	80/4
4. Number of Village Reading Centers (2 newspapers per day)	156	74	95	101	84	112
5. Information Mobile Unit <sup>4/</sup> (Movies, Video, Slides)	46	60	50	70	30	51
6. Number of Libraries	14	5	6	7	11	4

<sup>1/</sup> in number of adult learner/number of class

<sup>2/</sup> number of adult learner

<sup>3/</sup> number of group

<sup>4/</sup> number of place

#### 2.4.2 Functional Literacy and Basic Education Level 1 - 2

**Objectives:** To promote the literate adult after literacy campaign and also to promote people's life quality.

**Agencies involved:** Non-Formal Education Centers, Military Bases, and Prison and other government agencies in the rural areas

**Target:** Those people who are illiterate and the drop-outs from formal primary schools.

Location:

1. Two classes in the prison of Ayutthaya
2. Four classes in Sara Buri, 2 classes in military bases, and two classes in primary schools.
3. One class in primary school in Sing Buri
4. Eight classes in Lop Buri, military bases, and 2 classes in primary schools.

Period of operation:

1. Class : 3 months for each semester
2. Roving volunteer teachers will fix the date and time to visit the adult learners at particular places as village reading centers or district libraries.

### 2.4.3 Continuing Education

Objectives: To offer continuing education for those who are dropped-out from primary schools and those who want to have further study at the secondary level.

Agencies involved: Non-Formal Education Centers, elementary schools, secondary schools, and Buddhist monasteries.

Target:

1. The adults who did not finish Grade 6 of elementary school. These people will study at Level 3 which is equivalent to Grade 6 of elementary education.
2. The adults who already finished Grade 6 and want to continue their further education to secondary level will study at Level 4.

Location:

a. Classroom

Provincial non-formal education centers in collaboration with elementary and secondary schools organize learning activities for Level 3 as follows : 1 class in Ayutthaya, 1 class in Sing Buri, 2 classes in Sara Buri and 3 classes in Lop Buri. And for Level 4 as follows : 9 classes in Ayutthaya, 7 classes in Ang Thong, 2 classes in Sing Buri, 19 classes in Sara Buri, 2 classes in Chai Nat and 18 classes in Lop Buri.

b. Radio Correspondence

Provincial non-formal education centers in collaboration with elementary and secondary schools, district and provincial libraries including some village reading centers organize learning groups for both Level 3 and Level 4. The student enrollments are varied depending on the student's needs. The number of Level 3 students are 250, 150, 80, 170, 175, and 350 for Ayutthaya, Ang Thong, Sing Buri, Sara Buri, Chai Nat and Lop Buri respectively. And the number of Level 4 students are 245, 150, 180, 700, 180, and 280 for Ayutthaya, Ang Thong, Sing Buri, Sara Buri, Chai Nat and Lop Buri, respectively.

Period of operation: One year program until the learners pass the examination.

#### 2.4.4 Vocational Training

Objectives:

1. To promote vocational education in the fields of agriculture, agro-industry, mechanic, home manufacture, home economics, including some services such as hair-dressing, hair-cutting and others.
2. To promote people's careers according to local situations and needs.

Agencies involved: Non-formal education centers, provincial and district libraries, Buddhist monasteries, elementary and secondary schools.

Target:

1. The rural people who had disadvantage in formal elementary schooling.
2. The people who are unemployed, underemployed and unskilled laborers or those children who just finish Grade 6 of elementary level.
3. The people who are interested in having further study in vocational education.

Location:

a. Classroom

Provincial non-formal education centers in collaboration with elementary and secondary schools, Buddhist monasteries, provincial and district libraries organize learning activities: 6 classes in Ayutthaya, 9 classes in Ang Thong, 5 classes in Sing Buri, 9 classes in Sara Buri, 5 classes in Chai Nat, and 8 classes in Lop Buri (approximately 20 students in one class).

b. Mobile

Provincial non-formal education centers also provide the mobile courses of study to the people in the districts and in the villages. In 1990, it is estimated that the number of classes will be as follows : 27 classes in Ayutthaya, 37 classes in Ang Thong, 23 classes in Sing Buri, 36 classes in Sara Buri, 21 classes in Chai Nat and 32 classes in Lop Buri (approximately 20 students for one class).

c. Interest Groups

Provincial non-formal education centers in collaboration with elementary and secondary schools also organize a kind of short courses for interest groups in various fields of subjects. Each interest group contains 5 to 10 members of the learners. It is being planned that in 1990 there will be 113 groups in Ayutthaya, 72 groups in Ang Thong, 48 Groups in Sing Buri, 18 groups in Sara Buri, 58 groups in Chai Nat, and 126 groups in Lop Buri.

It should be reported that the provincial non-formal education centers also collaborate with some other agencies such as Department of Correction and Military Units to run vocational education courses. Only 4 provinces involves in such a joint program. These are 7 classes in Ayutthaya, 3 classes in Ang Thong, 6 classes in Sing Buri and 4 classes in Lop Buri.

Beside the organization of basic education and vocational education for the adult learners, the provincial non-formal education centers of the Upper Central Region have also provided socially useful knowledge to people in all walks of life. Libraries with the availability of books are established. Mostly

they are situated at the district and provincial areas. The reading centers with newspapers and books are also organized and located in the villages.

Informations on life experiences and occupations are also provided to the rural and urban people through mobile units. These mobile units with movies, video, tape and slides move around the villages for all year around. It is expected that the people will learn and feel satisfied to these activities.

It should be informed that short-course and mobile trainings on agriculture are also offered to the farmers in Sing Buri, Chai Nat and Lop Buri by the Colleges of Agriculture of Department of Vocational Education as shown in Table 9 of the Annex.

#### **2.4.5 Demand for Non-Formal Education Program**

Experiences from other countries and some research findings convinced that those who finished secondary education level have a more economic return from education than those who finished only at the primary education level. In case of Thailand the farmers who finished Mathayom 3 tend to be better than the farmers who finished at Grade 4 or Grade 6. There is some exception at this particular point in the case that the standards of secondary education in some particular schools are very low.

It is a fallacy to argue that some factories need only employees from the primary grade achievers. The fact is that most of the sixth graders are about 12 or 13 years old. They are therefore too young to be employed in such factories. Many of them are lured to illegal works. It is therefore imperative to have at least another three years of compulsory education.

Data and informations show that strengthening of the formal education in terms of compulsory at the lower secondary level up to M.S. 3 or Grade 9 can be done right away if elementary schools and secondary schools are consolidated under the same umbrella of provincial educational administration. Some teachers of elementary schools which are redundant can be trained to teach at the secondary level. The key issue of education expansion is the matter of educational management. If we can overcome this problem intellectually, strengthening formal education especially at the secondary level will be really on our way.

Under the present situation, it seems that compulsory education cannot be fully expanded. The Department of Non- Formal Education has to play a key role in helping people continue their education. It has been suggested that children who finish Grade 6 and are so poor that can not afford for their schooling can register at the secondary schools nearby without charging for tuition fees. If the children's houses are far away from the school, Provincial Non-Formal Education Center can organize learning activities for them in their village. The secondary school teachers and volunteer teachers of vocational education and other subjects including environmental subject will rotate to help these people from time to time. For doing this, the idea of deconcentration of education at the provincial level is badly needed. It should be appropriate that in long term only one Board of Education is set up at the provincial level to take care all kinds of education so that all efforts from educational manpowers in the province can be drawn.

Another important problem, which should be solved by non-formal education, is traditional practices in farming and resistance to change by the farmers. One can see that people in the Upper Central Region are always rice farmers. They grow rice rather than others for the second crop. Non-Formal Agricultural Education including cultural-socio-environmental education should be carefully planned in order to solve the problem of traditional practice and improve their livings.

## **2.5 Three Case Studies**

One problem concerning human resource development in the rural areas is that most people live sparsely in their own land or live in the remote areas. Some of them are even encroaching into the reserved forests. Educational institutions in such rural areas are mostly primary schools and Buddhist monasteries. After leaving primary schools the people tend to earn their livings in accordance with their traditional farmings. Continuing non-formal education both basic education and vocation education is badly needed in order that such poor people will have the equal opportunities for education.

Taking educational provision at the provincial level into consideration, one could see that there are many offices of education manipulated under the directions set by different departments of the ministries. This will lead to the



disunity at the local level in human resource development. Even though the ad hoc Committee of Education, Religions, Arts and Culture has been set up, chaired by Provincial Governor, the job of the committee seems to be limited on the problems and issues of the Ministry of Education.

It might be better that Non-Formal Education Centers are established at the provincial level. These centers will coordinate with other organizations to provide education to people throughout the province. The problem of how to provide education to the people is very important. Case studies from different experiences of some organizations might be helpful to formulate the guidelines for recommendations of future practices of non-formal education programs.

#### **2.5.1 Provincial Non-Formal Education Centers (PNEC)**

##### **1) Background**

In 1975 Provincial People Education Centers were established under the Division of Adult Education of the Department of General Education, Ministry of Education. After the Division of Adult Education was replaced by the Department of Non-Formal Education, Provincial People Education Centers were changed to Provincial Non-Formal Education Centers. Provincial Non-Formal Education Centers are, in fact, the combination of the Mobile Trade Training Unit, formerly attached to Department of Vocational Education and adult education units which were in the provinces under the Provincial Educational Offices.

All provincial Non-Formal Education Centers in the Upper Central Region are all situated around the cities or Amphoe Muang. Special attentions should be paid to PNEC in details.

##### **2) Present Set-up and Performance**

Goals and objectives of PNEC are responsive to the goals and objectives of the Department of Non-Formal Education. Duties and responsibilities of all PNEC in the Upper Central Region can be specified as follows:

- to serve people with all kinds of non-formal education

- to develop operation plan of non-formal education
- to survey, promote, support and coordinate in order to provide non-formal education to people
- to take responsibilities on libraries, basic education and vocational education
- to control, monitor and report on the result of operation plan
- to organize trainings and seminars for the committees and teachers at the local level
- to educate out-of-school people and evaluate them
- to operate any educational programs as assigned by the Department of Non-Formal Education

It should be noted that PNEC has a very broad responsibilities and covers the area of the whole province. Even though the specified duties and responsibilities are rather broad, each PNEC has its own emphasis on particular projects and target groups to work on. But all projects have to be related to the policies that already set by the Department of Non-Formal Education as follows:

- Policy I to promote literacy for all people
- Policy II to extend the opportunities of continuing education to people
- Policy III to promote vocational education for people
- Policy IV to develop learning aids and educational technology including community learning centers
- Policy V to improve the effectiveness of non-formal education administration
- Policy VI to raise quality standard of non-formal education

### 3) Organization, Staff and Personnel

Each PNEC is divided into at least 3 sections, administrative, technical and practical. But some PNEC is divided into 6 sections: administration, planing, basic education, vocation education, information and activities. In each section there are at least 4 or 5 jobs. So in each PNEC there will be about 15 to 30 jobs to take care.

Each PNEC has one director and 3 deputy directors. Staff and personnel can be grouped into 3 categories. The first is government officials. This group is composed of administrators, instructors, librarians and clerks. The second group is permanent employees which are some vocational education instructors, clerks, janitors, drivers and guards. The third group is temporal employees mostly one year term. They are mostly volunteer teachers and resource persons in vocational education.

The number of staff and personnel of PNEC seems to depend on the size of the provinces as shown in Table 10 in the Annex. Looking into the existing number of staff and personnel of each PNEC, we can see that it is very difficult for PNEC to run many non-formal education programs for the whole province. Taking PNEC of Chai Nat as an example, all government official including instructors have more responsibilities on office routine works. Only the volunteer teachers who are temporal employees can go to work in the field. One volunteer teacher is assigned to be responsible for non-formal education in one district (amphoe) which is composed of about 5 to 10 villages.

#### 4) Target groups

All PNEC of the Upper Central Region have emphasized on the following target groups of people:

##### Policy I Literacy program

Target groups:

- Those who passed the tests in the Literacy Campaign Project
- Those who did not finished compulsory education (formerly Grade 4, presently Grade 6)

##### Policy II Continuing education program

Target groups:

- The 6 grade graduates who do not continue their further education
- People who did not study in secondary education level

### Policy III Vocation education program

#### Target groups:

- People who have disadvantage in economic development
- The unemployed and underemployed people, or the 6 grade achievers who did not continue their further education
- Interest group

### Policy IV Development of learning aids and educational technology

#### Target groups:

- Village reading centers
- People in the villages

### Policy V Non-formal administrative program

#### Target groups:

- PNEC personnel

### Policy VI Raising non-formal education standard

#### Target groups:

- PNEC personnel

Target groups of non-formal education above show that quite a number of people will fall into each group particular the target groups for vocational education program. Since 80 per cent of people are working in the rural areas as farmers, many of them are considered as the working poor who need help in terms of functional vocation education. Only one volunteer teacher in each district or amphoe seems to be nil to help educate those rural people unless some innovative approaches are effectively utilized. Factual information as shown in Figure 4 indicates that there are some instructors in the field of vocational education involved in vocational non-formal education programs. Those instructors are resource persons employed by PNEC.

## 5) Curriculum development and implementation

Since all non-formal education programs are prototype by the Department of Non-Formal Education (DNFE). Curricula construction and development are mostly done by Division of Non-Formal Education Development in collaboration with Regional Non-Formal Education Centers. Provincial Non-Formal Education Centers take charge on the implementation processes. One point should be made on curriculum development that most lesson plans are rather knowledge-based but not functional for the adult learners. Non-formal education is presently considered as social education for the people. Culture and environment including local wisdom should be considered in the process of curriculum development and implementation.

Curriculum implementation in basic education is manipulated by most volunteer teachers. Curriculum implementation in vocational non-formal education is mostly through the resource persons who are employed as instructors. These instructors might not be able to teach effectively because they do not know methods of instruction. This problem is solved by organizing short course training or seminar for trainers. At this particular point we can see that PNEC needs more personnels who are authorities in curriculum development and curriculum implementation for the adult learners.

Most classes in both basic education and vocation are open in the villages. Volunteer teachers and resource persons will move around from a village to a village. Some vocational classes are open at PNEC or at some places in the town. It should be concluded that PNEC, at the present time, is acting as an organizer. The effectiveness of organizing non-formal education programs depends very much on volunteer teachers and resource persons who are employed as instructors.

## 6) Finance and Budget

All expenditures of PNEC are financed by DNFE. PNEC proposes Non-Formal Education Operation Plan along the policies stipulated by DNFE. Budget is approved along the approval of an operation plan.

## 7) Problems

Reports on the results of the 1989 operation plan of all Provincial Non-Formal Education Centers showed some problems to be solved as follows.

### (1) Administration problems

- Inadequacy of personnel to run the programs
- Shortage of finance and slow process on budgeting
- Inadequacy of building space
- Difficulty in budget controlling
- Limitation of transportation for monitoring and supervising

### (2) Training problems

- Problems on volunteer teachers such as resignation, non-participation in training, etc.
- Difficulties of group meetings as required by curriculum because people are not free.
- People pay less attention to the programs due to poverty.
- Limitation of resource persons in vocational training.
- Students drop-out problem.
- Textbooks are not available in some places.

## 2.5.2 DELSILIFE Program

### 1) Background

In 1980 INNOTECH or Innovation and Technology Center of SEAMEO (South East Asia Ministry of Education Office) which is presently situated in the Philippines has initiated the educational model of self-reliance for the rural people.

DELSILIFE stands for "Development of an Effective Learning System for the Improvement of LIFE. It is an approach or method or system that ensures the development of the poor people to be able to lift themselves up from their poverty situation to a better life through their own self-reliant efforts.

## 2) General Purpose

The general purpose or goal of this project is the improvement of the quality of life of the rural poor through self-reliance. It is a way of helping people learn how to improve themselves and their living conditions.

## 3) Specific Objective

- To develop rural people with the ability and coordination in handling group activities
- To improve people's knowledge, skills and abilities in effectively applying a leadership role
- To develop rural people's skills on planning, managing and problem-solving in real-life situation by self-reliance
- To improve the quality of life through knowledges and skills and attitudes in various fields as agriculture, health, education, etc.

## 4) Three Phases of Projects

This project was divided into three phases: (1) base line surveying of target village for project planning, (2) developing model of education appropriate for the people and (3) implementing educational model in target village that was Ban Tab Chang and Ban Cha-oom of Nakorn Rajasima Provinces.

## 5) Project Expansions

DELSILIFE project has been launched since 1987. This innovative model of education is being expanded to 5 provinces of Thailand namely, Kampaeng Petch of the North, Chum Porn of the South, Chachoengsao of the East, Chaiya Phoom of the Northeast and Kanjana Buri of the Central.

6) Processes of development

The DELSILIFE program is made up of two major components: organizational support structure and a process of development as shown in Fig. 2.1.

The support structure includes formally organized "steering committees" and a DELSILIFE Community Council (DCC). In addition are the sectoral and non-sectoral agencies. These may be governmental or non-governmental agencies who may be requested by the Community Council to provide services, resource persons, materials and equipment to the Learning Groups. Examples of these are the Provincial Non-Formal Education Center, Bureau of Agricultural Extension, etc.

The DCC with the aid of Area and the Group Leaders facilitate the procurement and entry of sectoral technology into the community, in a coordinate manner to serve the development programs, the people themselves have initiated.

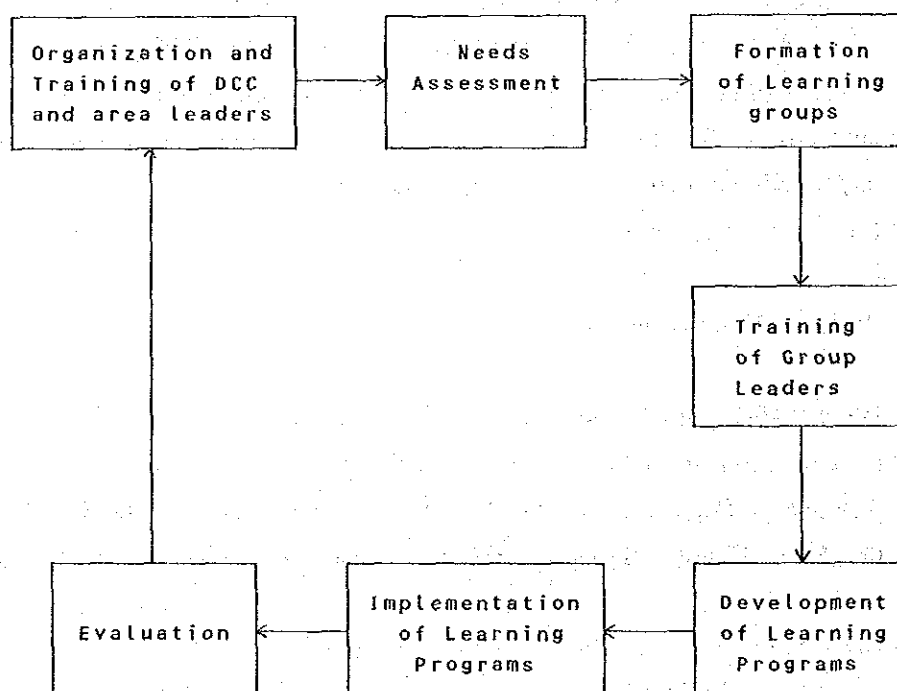


Fig. 2.1 The Basic Processes of DELSILIFE



The functions of the organized bodies as support mechanism are: dissemination, coordination, supervision/monitoring/evaluation, training and instruction.

#### 7) The DELSILIFE Process

The core of DELSILIFE is the Learning Program. The learning process starts with needs assessment that leads to Learning Programs undertaken by Learning Groups of 8 to 15 members. These Learning Programs help develop knowledge, skills, and attitudes aiming at improving the quality of life of the rural poor. These learning programs consist of both basic life skills and economic. Fig. 2.1 shows 7 steps of DELSILIFE process. All the first four steps lead to the "Development of the Learning Program." The seven processes or steps are, in fact, composed of seven subprocesses as follows.

- (1) Organization/training of the Community Council/Area Leaders which includes organization of the community council, conduct of meetings, etc.
- (2) Needs Assessment including goal analysis, survey plan of present situation, gathering of data, etc.
- (3) Formation of Learning Groups including identification of prospective participants and selection of the group leaders.
- (4) Training of Groups Leaders. This step includes selection and organization of those to be trained, preparation of the training program, sharing of tasks to be performed, preparation of training materials, conducting group leaders training, and evaluating training program.
- (5) Development of Learning Programs. This step includes group awareness activities, group problem analysis, group process of problem solving, and group planning of solution (for learning program).
- (6) Implementation of Learning Programs includes identification and sharing of basic tasks, organization or management group, conduct learning sessions, and evaluation of learning outcomes.
- (7) Evaluation. This step includes preparation of evaluation plan and implementation of evaluation plan.

## 8) Needs of Program Expansion

Judging from the fact that the Thai rural people are mostly poor with less opportunity to enjoy life in various aspects, namely the political, educational, and socio-economical ones. All of these contribute to inter-related problems of the community. Judging from the successful indicators on the DELSILIFE experimental program at Ban Tap Chang and Ban Cha-oom, the project sites in Nakorn Rajasima, needs for the expansion of such a model of educational intervention to other regions are imperative.

It should be noted that several beneficial aspects are clearly proved successful, which can be categorized into two main points: the advantages derived by the people and concurrently derived by the government.

The advantage derived by the people in Ban Tab Chang and Ban Cha-oom involved both mental aspect and physical aspect. On mental aspect, training of Groups Leaders and Community Council as well as groups of local leadership on morality, unity and obligatory service in hamlet/village development brought about more spiritual benefit to the extent that the villagers become willing to sacrifice their time and energy to cooperate in village development, to do favor for one another, to sympathize with poorer individuals, to appreciate the way of development through having the opportunity to share the knowledge of the causes of problems and to solve the problems altogether, as well as to share various activities leading to the prospect of how to solve the problems that might be faced by the community.

On Physical aspect, the villagers can understand how to formulate the plan relevant to resources in the locality including construction of reservoirs; how to operate the plan to achieve the target to improve the life quality; and how to adopt the system of management and evaluate the activities of the project.

The advantages derived by the government sector are the assurances that a government project and budget for rural development can reach the people in conformity with problematic condition and real need in

worthwhile implementing the budget-directly forthright towards the target. Moreover there will be cooperation between the government officials and villagers in conducting activities in the village.

#### 9) Linkages with Formal Education

DELSILIFE Programs have been implemented by the cooperation of government officials from four Ministries namely, Ministry of Agriculture and Cooperatives, Ministry of Interior, Ministry of Public Health, and Ministry of Education. These government officials are already working in the village. One teacher of a primary school representing the Ministry of Education is one of the Supporting Committee to help organize all kinds of activities in the village. The linkages of DELSILIFE Program with formal education are less in degree, because curriculum and educational activities developed for people in this project are integrated to life experiences. Problem solving skills are emphasized in learning activities. Primary school teachers in the village also participate in a related program as a day-care center for children. It seems that this DELSILIFE Program is a complete non-formal education program involving many activities such as training democratic ways of life for villagers, training of community leaders, training of village fisheries committee, training people in Chicken Raising Program, training people in Village Developmental Program, etc.

#### 2.5.3 Radio Correspondence Program

Radio Correspondence Non-Formal Education Program are already presented in Chapter III. It is already described on the objectives, principles, curriculum, instruction methods, and evaluation including limitation and constraints of this particular program. More information and analyses of this program in the Upper Central Region should be presented as a case study in order to review the importance of the program.

Information in Figure 3 already shows that the Provincial Non-Formal Education Centers of the Upper Central Region have also emphasized Radio Correspondence Program for Continuing Basic Education of Level 3 and 4.

## 1) Present Set-Up and Performance

It should be reiterated that Radio Correspondence Program is a type of distance learning utilizing multi-media of teaching and learning as correspondence, radio, learning group with teachers as coordinators. It is an open learning in the sense that the learners learn according to their needs and learn with learning aids by themselves.

According to the regulation formulated by the Department of Non-Formal Education, the Regional Non-Formal Education Centers are responsible for Radio and Correspondence Program. Its responsibilities are research, planning, the developments of curriculum and learning aids, and method of teaching and evaluation including teachers selection and assignment.

At the provincial level a committee is appointed by Provincial Governor. This committee is chaired by the Changwat Education Officer. Chief of the Office of Provincial Primary Education Commission is a vice-chairman. And Chief of Provincial Non-Formal Education Center is a secretary. Provincial Non-Formal Education Centers are, in fact, responsible for this particular program in their provinces. They corporately work with the Regional Non-Formal Education Centers.

## 2) Needs for Continuation and Improvement of the Project

The problem of leaving schools in early ages of those who are the dropouts before Grade 6 and the school leavers at the end of Grade 6 will go on if the present educational policies and practices are not changed. And the disadvantage groups will be those who are in the rural and remote areas. The compensatory education program as Radio Correspondence Program is therefore needed. This might be helpful to the bright children who are too poor to have an opportunity to continue their study. This project is on the process of improvement along the line with the curriculum development.

### 3) Linkages with Formal Education

The Radio and correspondence Non-Formal Program is in fact the Basic Functional Education Program. The differences are the methods of teaching and learning. Curriculum and evaluation process will be the same. Linkages with formal education are only that this program try to follow the patterns of formal school system such as provided curriculum, and methods of evaluation. In practice no students of Radio Correspondence Non-Formal Education can transfer to a formal school system. On the contrary, students who have some problems to continue their education in formal school system can transfer to this particular program. Duration of study in this program is shorter. It helps motivate some students, especially the poor, to further study in this particular program.

### 4) Education Fee

The adult learners who enroll in Radio Correspondence Non-Formal Program have to pay 10 Baht for registration. They have to pay for tuition fee 5 Baht for each learning unit of Level 3, 15 Baht for each learning unit of Level 4 and 50 Baht for each learning unit of Level 5. They have to pay also for mailing materials. It should be noted that many adult learners who are already employed prefer to study in this program even though they have to pay for tuition fee. They can easily get certificate at particular level and they can continue their study in Non-formal education program up to Level 5 which is equivalent to Grade 12 or M.S. 6 of upper secondary school system. With such a practice they can have a chance to study in a university level.

### 5) Problems and Issues

It is an intention of the government to educate the people in the remote areas. The second network of radio station is established for educational broadcasting. Center of Educational Technology of the Department of Non-Formal Education is responsible for educational broadcasting. Budget and finance is one of the problems for radio and television broadcasting. Listening to an entertainment program but not to

educational program is another problem of the people in the rural areas.

#### **2.5.4 Conclusions**

Three case studies presented signify the educational practices of existing non-formal education programs. Non-Formal Education Center plays a key role as an organizer as learning activities for the people, especially the disadvantage. Curricula and methods of instruction varies. Teachings in classes, radio, and correspondence are offered to the rural people. Development of the community as a whole have been innovatively experimented. Self-reliant development is learned by groups and community leaders. In case of the Upper Central Region which is agriculturally predominant, recommendations for micro-planning on non-formal education should be carefully elaborated.

### **2.6 Recommendations**

In reviewing and assessing non-formal education programs as being practiced in the whole kingdom and in the specific areas of Upper Central Region, Chai Nat and Lop Buri including Ban Tab Chang and Ban Cha-oom of Nakorn Rajasima, the conclusions in terms of recommendations are made in both medium term and long term of Non-Formal Education Programs.

#### **2.6.1 Policies, Goals and Objectives**

Many non-formal education programs have been undertaken to provide various forms of educational approaches for educating the diverse target groups of out-of school adult population. Those programs might not be relevant to people's needs. It is therefore recommended that:

- 1) joint policy-oriented researches by regional, provincial non-formal education centers and other organizations at the provincial level are encouraged in order to get more correct informations for policy making and planning.
- 2) micro planning approaches and techniques are accordingly manipulated at the operational levels in order to develop more responsive and relevant plans to the needs and condition at the grassroot levels.

- 3) non-formal education programs in the Upper Central Region should be carefully analyzed and reviewed in two respects.
  - (1) Training people on basic education should be entrusted to primary and secondary schools in the locality. Provincial Non-Formal Education Centers should act as organizers and work in collaboration with a formal school system in order to formulate goals and objectives of formal and non-formal educational program appropriate for human resource development of the rural people. Compulsory education up to Grade 9 should be tried out in one province of the Upper Central Region. Sing Buri might be appropriate since the transition rate to M. 1 of secondary education level is rather high.
  - (2) Training people on vocational education in different areas for the rural people should be cooperatively planned at the provincial level by authorities concerned. Constructive leaders or local wisdom should be invited to participate. Work-oriented non-formal education integrated with social and environmental studies should be a long term plan for people in every village.

### 2.6.2 Organizations

As mentioned earlier that non-formal education programs are offered by various organizations at the operation level. Provincial Non-Formal Education Centers (PNEC) seems to play a key role in human resource development. It is, therefore, recommended that:

- 1) Provincial commission on non-formal education should be set up and play a more active role in human resource development of its own province. PNEC should act as secretariat.
- 2) Provincial Non-Formal Education Centers should be strengthened and supported in terms of personnel related to the goals and objectives of its own province.
- 3) Disunity of educational management at the provincial level has to be solved in order to pull manpower for human resource development. In a long term only one Board of Education for each province of UCR should be tried out in the next decade.

- 4) Local organizations such as village committee, monasteries, primary and secondary schools in terms of Parent-Teacher Association should be encouraged to work cooperatively in planning and organizing their own human resource development programs. A network of non-formal education should be established.

### **2.6.3 Staffs and Personnel Development**

Staffs and personnel of the Provincial Non-Formal Education Centers are originally composed of those who work as librarians, adult educators concentrated on basic education, and those who work in Mobile Trade Training Unit concentrated on vocational education. Volunteer teachers are, later on, appointed to work in the rural and remote areas. Recommendations on staff and personnel development would be as follows:

- 1) Number of teaching staff of each PNEC of UCR should be reviewed and analyzed in terms of aptitude and skills related to the fields of education provided to people.
- 2) It is suggested that the existing personnel should be trained to work as trainers and coordinators so that they can organize training activities in collaboration with other organizations and indigenous resource persons considered as local wisdom at the local level. It is suggested that all teacher colleges should be responsible for in-service training.
- 3) It is very necessary that PNEC should enlist the locally indigenous resource persons, constructive leaders and local organizations so that they can be useful for human resource development programs. These people will be helpful in organizing learning activities and stimulating their own people's motivation.

### **2.6.4 Adult Learner Services**

Similar to students in a formal school system, adult learners and all people need information for life planning. Some services that PNEC should substantially undertake might be as follows:

- 1) Counseling and guidance services should be strengthened in PNEC so that the adult learners can get more information on vocation. Working closely with secondary schools is recommended.



- 2) Vocational information in its own province should be available at PNEC so that they can be disseminated to people through local mass media, provincial and district libraries and village reading centers.
- 3) A network to promote coordinative and creative understanding among people and concerned agencies in a district and subdistrict level should be organized by PNEC.

#### 2.6.5 Non-Formal Education Programs

Some suggestions for Basic Education of non-formal education have already been made that Compensatory Education Programs for primary level and secondary level should be entrusted as the responsibility of the formal school system so that the Department of Non-Formal Education can focus greater attention on providing services for the target groups with no opportunity to learn in a formal school system or those living in the remote areas or providing alternative forms of education such as distance education or adult education. In case of the Upper Central Region, it should be recommended that:

- 1) Non-Formal Education for Vocational Development with a cultural-socio environmental study should be emphasized. A medium term Plan for future agricultural development and agro-industrial development should be made for this particular region.
- 2) Non-Formal Education for those primary school graduates who do not continue secondary education should be carefully planned in a sense that intellectual skills, manipulation skills and management skills are integrated in a type of work-oriented education.
- 3) Vocational education specifically in the field of agriculture should be carefully planned for most people of the region. Vocational practicum along with practical curriculum construction should be designed in various areas of agriculture.
- 4) More than 75 percent of people are engaged in agricultural sectors. Tradition flavors are still predominant in particular group of people which might be difficult to be changed. Some types of Life-Experience Non-Formal Education Program, intellectually prepared, can help overcome such a resistance to changes. Educational and vocational tours systematically organized for the people should be encouraged.

### **2.6.6 Curriculum Development and Implementations**

Non-Formal Education curriculum should be constructed to serve all different groups of people. It should be varied and carefully constructed, made into the simpler not the prototype one. Cultural, moral, and environmental factors which are different among many groups should be considered and integrated. Five strands of activities are suggested to be integrated to all curricula. Those strands of activities are, work experiences, work exploration, work efficiency, small-scale management and innovation. Curriculum developers for each Provincial Non-Formal Education Centers should be trained in order that they can work closely with the rural people to adapt the provided curriculum suitable for them.

Local wisdom in some people who are already successful in their careers and livings should be studied through a kind of a qualitative approach, with participation and observation. Findings from such studies will help setting a learning hierarchy in curriculum development, which is easier for the adult learners to follow in terms of self-study.

Development of textbooks should be also proceeded along learning hierarchical orders analyzed in the curriculum development processes. Information for knowledge or problems in the villages to be solved are provided in learning hierarchical orders for cognitive development in relation to activities hierarchically provided for psycho-motor and effective development. People with local wisdom can contribute to this particular processes of curriculum development. All these processes of curriculum and book development should be closely cooperated with the teachers of primary and secondary schools in the locality.

The use of mass media for the non-formal education programs should be planned and promoted in order to educate the people in the UCR. Educational T.V. and video should be improved by having more program on new ways of life in the changing world. Science and technology should be emphasized.

### **2.6.7 Linkages to Formal Education**

It is not a good idea that non-formal education program will be a replica of formal education program. Basic Functional Education Program of Level 3, 4,

and 5 even the new curriculum being developed tend to be another system of formal education which is separately operated. It should be recommended that Provincial Non-Formal Education Center will act as an organizer;

- 1) works closely with the Office of Provincial Primary Education Commission (OPPEC) and the Office of Provincial Secondary Education Commission (OPSEC) in order to be sure that Basic Education Program or General Education Program manipulated by their teachers are effective. No non-formal education programs on Basic Education are needed if the formal schoolings are effective.
- 2) gets correct information from the OPPEC and plans for non-formal education program. Non-Formal Education Program for Basic Education of Level 3 should be organized cooperatively by Community Council, teachers of the schools located in the community, and volunteer teachers of Provincial Non-Formal Education Center. Non-formal classes should be opened and taught in the primary school. Primary school teachers should be enforced to be responsible for teaching the adult learners in their own community. By doing this, it will render educational accountability to the teachers and Community Council.
- 3) plans elaborately with OPSEC and OPPEC for non-formal education program on Basic Education of Level 4. Information on the sixth grade achievers who do not continue their further study should be utilized for local planning. In case that there is no secondary school in the village, primary schools in the village by the support of the secondary school in the area and non-formal education authorities should organize extra classes at the level of lower secondary education. Students should be registered as secondary school students if they would like to study up to M.S. 3 (Grade 9). This model of linkage to formal education should be tried out. In case that the students would like to take short courses they can register in Non-Formal Education Program.

#### **2.6.8 Budget and Finance**

Micro planning for human resource development is very important for a budgetary procedure. Local organizations such as Community or Village Council or group leaders in the village can help plan non-formal education program for their own people. Such planning can indicate on expenditures and set a budget which is subsidized by the government. Village Council, at

present, plays an important role in planning and budgeting at the village level. It is therefore recommended that:

- 1) Provincial Non-Formal Education works closely with the Village Council not only on planning for village human resource development but also on budgeting and financing, including prioritizing the programs. Volunteer teachers or librarians at the district office or the district educational officers, or a primary school teacher who is a member of Village Council can contribute to this particular procedure of local management. Constructive leaders or natural leaders should be included in this process of planning and budgeting. By doing this, it will create self-reliant activities of the local leaders.
- 2) working cooperatively among the leaders and people in the village should be supported by Provincial Non-Formal Education Center for the spirit of working together. Investments in terms of money, manpower and brainstorming should be encouraged in the local leaders.

#### **2.6.9 PNEC-Community Relationship**

People in every community need information. Information can help them understanding the situation and help them learning how to get more information for the development of their livings. Lack of information tend to force the people to retreat from modernization and to develop their own traditional flavor. Recommendations would be on setting-up a network of communications such as Newsletter sending to Village Reading Center or Village Council Office. Organizing an educational and vocational tour for people in the village can create a kind of communication network among people in different villages and PNEC personnel as volunteer teachers.

#### **2.6.10 Recommendations on Monitoring and Evaluation**

It is expected that Non-Formal Education Programs will be world widely expanded to the disadvantage in the rural areas. Monitoring and evaluation should be planned in order to be sure on the accountability of non-formal education personnel. The following recommendations might be appropriate.

- 1) Internal built-in evaluation unit should be set-up in the Provincial Non-Formal Education Center

- 2) Evaluation team should be appointed from both educators of Provincial Non-Formal Education Center and educators or evaluators of other institutes at the provincial level.
- 3) Monitoring and evaluating instruments should be constructed and developed. Self-evaluation should be encouraged to assess a non-formal education program in each village. Village Council and other group leaders should be responsible for self-evaluation.

Table A-1 The 1988 Student Enrollment In General Education of Department of Non-Formal Education Classified by Levels and Sex

Level	Sex		Total
	Male	Female	
Functional Literacy	23,526	30,532	54,058
Basic Education			
Level I	2,650	777	3,427
Level II	3,038	706	3,744
Level III (class type)	6,581	4,157	10,738
Level IV (Correspondence type)	5,416	4,423	9,839
Elementary Education Program*			
Total	17,685	10,063	27,748
Basic Education			
Level IV (class type)	11,839	6,179	18,018
Level IV (Correspondence type)	5,707	4,786	10,493
Lower Secondary Education Program*	61,605	41,910	103,515
Total	79,151	52,875	132,026
Basic Education			
Level V (class type)	6,016	4,238	10,254
Level V (correspondence type)	2,707	2,127	4,834
Upper Secondary Education Program*	43,950	37,712	81,662
Total	52,673	44,077	96,750
<b>Grand Total</b>	<b>173,035</b>	<b>137,547</b>	<b>310,582</b>

\* Curriculum is being developed to replace basic education  
 1 Sources : Division of Nonformal Education Development, Department of Nonformal Education, Ministry of Education, Research Report on Vocational Training for Women in Thailand, Sponsored by UNESCO, Mimeographed, November 1989.

TableA-2 The 1988 Student Enrollment In Vocation Education of Department of Non-Formal Education Classified by Types of Activities, Vocation and Sex <sup>1</sup>

Type of Activity	Vocational Trainings			Interest Groups			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Vocation									
Grand Total	27,942	72,468	100,410	55,735	134,243	189,978	83,677	206,711	209,388
Industrial	17,037	953	17,990	25,199	4,287	29,486	42,236	5,240	47,476
Home Science/Mechanic	4,235	61,302	65,537	8,975	102,398	111,373	13,210	163,690	176,900
Business	3,715	8,339	12,054	1,628	3,419	5,047	5,343	11,758	17,101
Agriculture	1,136	346	1,482	12,544	6,562	19,106	13,680	6,908	20,588
Others	1,819	1,528	3,347	7,389	17,587	24,976	9,208	19,115	28,323

1. Sources : Division of Nonformal Education Development, DNFE, MOE, Research Report on Vocational Training for Women in Thailand, Sponsored by UNESCO, Mimeographed, November 1989

Table A-3 The 1988 Trainee Enrollment of Institute of Trade Skill Training  
Department of Labor

Types of Training	Number of Student
Pre-service skill training	3,597
Up-grading skill training	4,976
Training in job establishments	3,091
Skill training in the rural areas	3,990
Special training	6,855
Skill training in specific target areas	788
<b>Total</b>	<b>23,298</b>
Standard skill testing	928
Special skill testing	742
<b>Grand Total</b>	<b>24,968</b>

Sources : Division of Nonformal Education Development, DNFE, MOE  
Research Report on Vocational Training for Women in Thailand,  
Sponsored by UNESCO, Mimeographed, November 1989.

Table A-4 The 1987 Student Enrollment in Vocation Non-Formal Education  
Programs of Department of Vocation Education

Programs	Number of Students
One year vocation education program	985
Short course (225 hours)	82,488
Vocational course for Secondary school Students	24,256
<b>Total</b>	<b>107,709</b>

Table A-5 The 1988 Trainee Enrollment for Vocational Training of the Department of Rural Development

Types of Training	Number of Trainees
<b>Training for member</b>	
Fishery	13,561
Agriculture	68,279
Animal husbandry	46,106
Industry	89,216
Others	37,555
<b>Total</b>	<b>254,779</b>
<b>Training for non-member</b>	
Training in general	16,601
Training in industry	12,170
Training in manufacture	6,947
<b>Total</b>	<b>35,718</b>
<b>Participation and supporting</b>	
Training in manufacture	12,455
Training in kitchen-garden	339,593
<b>Total</b>	<b>352,048</b>
<b>Grand Total</b>	<b>642,545</b>

Sources: Division of Nonformal Education Development, DNFE, MOE Research Report on Vocational for Women in Thailand. Sponsored by UNESCO, Mimeographed, November, 1989.

Table A-6 Student Enrollment in Elementary and Secondary Schools in 1988 Classified by Sexes and Grades

Level and Grade	Boys	Girls	Total
Nursery (3 years-Private)	22,116	21,508	43,624
Kindergarten 1	172,540	112,703	285,243
Kindergarten 2	143,152	92,567	235,719
Pre-primary	365,077	276,314	641,391
<b>Elementary</b>			
P. 1	610,069	573,853	1,183,922
P. 2	585,658	523,642	1,109,300
P. 3	575,858	517,209	1,093,067
P. 4	563,062	515,562	1,078,624
P. 5	507,877	538,214	1,046,091
P. 6	530,037	492,110	1,022,147
<b>Secondary (Lower)</b>			
M. 1	233,739	203,358	437,097*
M. 2	205,334	191,417	399,751
M. 3	198,481	177,954	376,435
<b>Secondary (Upper)</b>			
M. 4	86,923	89,984	176,907
M. 5	87,711	93,312	181,023
M. 6	79,154	85,877	165,031
<b>Total</b>	<b>4,969,698</b>	<b>4,505,674</b>	<b>9,475,372</b>

\* Number of M 1 students is 43% of P.6 students

Sources: Division of Non-Formal Education Development, DNFE, MOE, Research Report on Vocational Training for Women in Thailand. Sponsored by UNESCO, Mimeographed, November, 1989.



**Table A-7 Student in Primary Grades and Transition Rate to M 1 of Lower Secondary Education**

Province	Pratom	Pratom	Pratom	Pratom	Pratom	Pratom	Mathayom	Transition Rates (%)
	I	II	III	IV	V	VI	I	
Ayutthaya	10,219	9,238	9,545	9,900	9,688	9,478	6,376	67.27
Ang Thong	3,791	3,822	3,911	3,927	3,960	3,658	2,479	67.77
Sing Buri	3,238	3,210	3,427	3,178	3,228	3,393	2,439	71.88
Chai Nat	4,557	4,876	4,799	4,998	5,021	5,259	2,844	54.08
Sara Buri	6,159	7,236	7,167	7,531	6,857	7,535	5,487	72.82
Lop Buri	8,741	8,409	8,877	9,197	9,369	9,650	5,143	53.29
<b>Total</b>	<b>39,705</b>	<b>36,791</b>	<b>37,726</b>	<b>38,731</b>	<b>38,123</b>	<b>38,973</b>	<b>24,768</b>	<b>63.55</b>

**Table A-8 The 1990 Students Enrollment in Secondary Schools of the UCR Classified by Classes, Sexes and Provinces**

Provinces	Mathayom I		Mathayom II		Mathayom III		Total	Mathayom IV		Mathayom V		Mathayom VI		Total
	Male	Female	Male	Female	Male	Female		Male	Female	Male	Female	Male	Female	
	Ayutthaya	3,261	3,115	3,083	2,769	2,761	2,628	17,567	783	894	753	976	999	993
Ang Thong	1,331	1,148	1,349	1,153	1,205	1,087	7,223	332	434	422	538	489	582	2,787
Sing Buri	1,253	1,186	1,189	1,078	1,063	983	6,752	354	469	366	461	378	459	2,487
Chai Nat	1,498	1,346	1,315	1,232	1,192	1,036	7,649	300	377	331	341	368	374	2,091
Sara Buri	2,835	2,652	2,444	2,255	2,254	1,922	14,332	649	761	561	695	656	888	4,150
Lop Buri	2,620	2,523	2,582	2,217	2,232	2,084	14,208	883	975	898	886	978	1,029	5,659
<b>Total</b>	<b>12,798</b>	<b>11,970</b>	<b>11,912</b>	<b>10,704</b>	<b>10,737</b>	<b>9,640</b>	<b>67,761</b>	<b>3,321</b>	<b>3,910</b>	<b>3,331</b>	<b>3,907</b>	<b>3,728</b>	<b>4,265</b>	<b>26,532</b>

Sources : Division of Educational Planning, Department of General Education

Table A-9 Number of Trainees Trained In Non-Formal Education by Agriculture Colleges of Department of Vocational Education in the UCR

Colleges (Provinces)	Short Course Training (No. of Trainees)	Mobile Training (No. of Trainees)
1. Sing Buri	455	1,246
2. Chai Nat	300	1,500
3. Lop Buri	300	1,000

Sources : Department of Vocational Education, Educational Information 1989

Table A-10 Staffs and Personnel of Provincial Non-Formal Education Center of the UCR

Provinces	Government officials (No.)	Permanent employees (No.)	Temporary employees (No.)	Total
Ayutthaya	47	30	17	94
Ang Thong	35	31	13	79
Sing Buri	24	9	10	43
Chai Nat	24	10	8	42
Sara Buri	39	18	13	70
Lop Buri	36	14	15	65

Sources : 1988 Non-formal Education Statistics, Department of Non-Formal Education, Ministry of Education

Remarks : (1) Temporary employees are volunteer teachers  
(2) Resource persons are excluded

Provinces	No. Grade 6 Achievers (1989)	No. M 1 enrolment (1990)	No. Transition rates (%)
Ayutthaya	9,478	6,376	67.27
Ang Thong	3,658	2,479	67.77
Sing Buri	3,393	2,439	71.88
Chai Nat	5,259	2,844	54.08
Sara Buri	7,535	5,487	72.82
Lop Buri	9,650	5,143	53.29
<b>Total</b>	<b>38,973</b>	<b>24,768</b>	<b>63.55</b>

Sources : Office of the National Primary Education Commission and Department of General Education

**APPENDIX 1. LIST OF STUDY REPORTS AND PAPERS**



## APPENDIX 1. LIST OF STUDY REPORTS AND PAPERS

### 1. REPORTS

Design for the Study

Inception Report

Inception Report: Amendment

Progress Report

Interim Report

Executive Summary

Master Plan Report

Technical Reports

- Vol. 1 Spatial Framework for Development
- Vol. 2 Environmental Management
- Vol. 3 Land Use and Agricultural Development
- Vol. 4 Industrial Development
- Vol. 5 Distribution
- Vol. 6 Water Resources Management
- Vol. 7 Transportation
- Vol. 8 Economic Environment
- Vol. 9 Local Government Finance
- Vol. 10 Energy
- Vol. 11 Landsat Analysis

Draft Final Report

Executive Summary

Master Plan Report

Sector Reports

- Vol. 1 Spatial Framework and Network for Development
- Vol. 2 Urban Management
- Vol. 3 Environmental Management
- Vol. 4 Water Resource Management, Agricultural Development and Land Use Management
- Vol. 5 Industrial Development
- Vol. 6 Distribution and Marketing
- Vol. 7 Energy
- Vol. 8 Social Development in Rural Economies
- Vol. 9 International and National Economic Environment
- Vol. 10 Human Resource Development
- Vol. 11 Landsat Analysis

Final Report

Executive Summary

Master Plan Report

Sector Reports

- Vol. 1 Spatial Framework and Network for Development
- Vol. 2 Urban Management
- Vol. 3 Environmental Management

Vol. 4	Water Resource Management, Agricultural Development and Land Use Management
Vol. 5	Industrial Development
Vol. 6	Distribution and Marketing
Vol. 7	Energy
Vol. 8	Social Development in Rural Economies
Vol. 9	International and National Economic Environment
Vol. 10	Human Resource Development
Vol. 11	Landsat Analysis

## 2. PAPERS

Papers for Seminar, Sara Buri, November 2-3, 1989

1. Development Framework, Strategies, and Production
2. Urban, Land Use and Infrastructure Development
3. Critical Issues for Development Management

Papers for Seminar, Pattaya, July 28-29, 1990

1. Agriculture and Water Resources: Policies and Programs
2. Industry and Energy: Policies and Programs
3. Urbanization and Infrastructure Facilities: Policies and Programs
4. Development Administration and Environmental Management: Policies and Programs

## **APPENDIX 2. STAFF INPUT**





## APPENDIX 2. STAFF INPUT

### Members of UCR Study Project Staff of NESDB

- |     |                             |   |
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| 3.  | Mr. Manu Sattayateva        | Director of Central Region Development Center and Project Manager         |
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| 7.  | Mrs. Somsiri Protitikul     | - do -  |
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| 11. | Mr. Poolwit Bua-on          | - do -  |
| 12. | Mr. Mana Ligkachai          | - do -  |
| 13. | Mr. Sumitra Pooltong        | - do -  |
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| 2. | Mr. Koichi Nonaka     | Member of the Committee, Institute of Developing Economies               |
| 3. | Mr. Koji Taniguchi    | Member of the Committee, IDE   |
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CUSRI:	Chulalong Korn University Social Research Institute
ECFA:	Engineering Consulting Firm Association
IDCJ:	International Development Center of Japan
PCI:	Pacific Consultants International
SOMC:	Shinko Overseas Management Consultant

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