

Strategies National Plan of Ministry of Education, A Comparative Study Between Thailand And China

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Abstracts:

The aim of this research is to (1) study the situation of Knowledge leadership (2), management of knowledge and (3) evaluate the adequacy of leadership policies. Educational school Knowledge of becoming an ASEAN economic Community population employed for studies within the Ministry of education includes the School Director The results of the study of knowledge management at school in accordance the Minister of Education's policy(2) according to the ministry's policies comprises four approaches: the development of the management of performance, the improvement of education quality, student development, ethics, experience and the promotion of growth in all Sectors involvement in the leadership.

Keywords: Knowledge Management, Educational Approaches, Thailand, China.

Introduction

Education Strategy Management Classroom Knowledge throughout education policy's ministry to develop into researchers evaluate information in descriptive figures. School with the skill and inclusion of significant data used by professionals in the field of learning management-A skilled management of the ASEAN school is the development of policies for managing knowledge management through distribution of major books from the graduate school through strategy of Eastern Asia University to manage the Ministry of Education (Kigpiboon, 2013).

ASEAN Ministry of Education An overview Economic Communities ASEAN's most extensive practice Considering the list of the 3rd Knowledge Development Strategy for Knowledge Identification (Knowledge Identification) for establishing and pursuing the moral virtuousness's of knowledge and the acquiring of knowledge.

Workshop staff The Ministry of Education to be an ASEAN Economic Research Community, Study on knowledge management in schools, according to ASEAN Economic Community Ministry strategy, knowledge management practice in language schools, and the ASEAN Economic Community strategy of the Ministry of Education.

Knowledge Management KM (to create evaluation results The scheme is in line with Intornpirom of 2008) so that everybody in the main organization can use the system of the Ethics Management System - Virtue of Ethics -Conservation and management of knowledge by an organization implies creation of environment -Creating and Management

ASEAN Economic Community Within knowledge management tactics, school is an ASEAN Economic Community along with the Ministry of Education policy (Boondao, 2013).

Theoretical courses combined with education in schools will assist the learners to comprehend knowledge management strategies and will assist the Ministry of Education to become an economic community, based on their current operational strategy.

The Ministry of Education to determine precision, management of knowledge Appropriate plan chance and advantages according to the knowledge management process idea. Find out that the general level is the most developed through knowledge management process in all respects.

The Ministry of Education's Policy approach to the ASEAN Economic Community to administer expertise in schools. Stage 2 is expected to develop the Ministry of Education's strategic management of school policies by offering significant data to ASEAN economic stakeholders (Hallinger & Lu, 2011).

strategy 1 Education Management Discussions focusing on corporate management the main idea of Strategy 2 is to enhance the performance of students who are capable of participating in the economic community in their knowledge management practice in universities that promote ASEAN financial SUP. According to the information from the Stage 1 Study Management School Policy of the ASEAN economic community group Ministry of Education and School Director for the population used in the studies.

It is excellent merit to prepare for the preparing of Thai kids with SUP glue and the faculty to work in depth, knowledge management on education The Ministry of Educational policies are increasingly probable to be a Management of educators in process systems with three pillars, including management of teachers ' schooling management plan To be more helpful for schools and to help the ASEAN community gather expertise and import through education.

The Strategy outcomes The Ministry of Education policy provides management of information in school (Hallinger & Lu, 2011).

China Educational Approaches

Although the growth in unemployment in the college and university graduates has resulted, China adheres to the human resources blueprint (that is, young individuals will average 12.8 years ' educational life in 2020), which implies that enrollment in the higher education system will not be cut (6 million individuals were admitted last year) (Bin-zhi, 2010).

Chinese higher education institutions were quickly expanding at the start of 1999 to delay big numbers of young people entering the labor market as a result of the Asian economic crisis.

Recent reforms directed at increasing the quality of undergraduate schooling while expanding the curriculum to encourage more creative graduates who can foster the innovations required to maintain China's financial upswing.

China 's expansion of higher education has therefore not been impacted in a manner that is noticeable in other university systems in Asia as well as in other nations.

In 2009, the Ministry of Education in China revealed that the number of graduates had reached 6 million, well beyond 1.45 million in 2002 (Wang, Qi, Li, & Zhang, 2011).

The perspective for nations like China is that, because of the global financial crisis, greater education has become more crucial.

Even in China where policies for stimulus measures by the government have been efficient in reducing recession impacts, as many as 41 million labor force employees have lost their employment (40 percent of worldwide labor-saving), and 23 million have been out of job since October 2009 (Wang, Qi, Li, & Zhang, 2011).

In January 2010, Chinese Prime Minister Wen Jiabao warned against a gruesome job market for graduates of universities as the global economy slows down.

There is a growing public opinion that China's graduates merely do not qualify to meet the requirements of the labor market (Lin, & Chen, 2010).

The worldwide financial crisis however resulted in a slowdown of graduates ' work development and argues that the growth may have been too fast.

In the global recession, the stress on nearly two million graduates still need employment has not been alleviated (Lin, & Chen, 2010).

Selected recommendations

As higher education quickly increased in many Asian nations, the percentage of learners unable to find suitable jobs following graduations risen considerably in some nations. Labor markets and community-based vocational and technical higher education

In an intra-regional Mobility research, "some traditional destinations have encountered significant decreases in enrollment from several main East Asian markets or flattening in demand, as East Asian markets have increased over the past decade". Students, particularly first-generation students from their families, who attend university or college need advice and protection from bad and vulnerable higher education. Students need advice and guidance (Rui, 2014).

Diversification is noted among traditional colleges and universities, undergraduate educational organizations and study universities, as well as community-driven vocational, technical, and distance learning.

Various developing countries in the region respond by focusing more on higher vocational and technical training in order to make more relevant the pressures.

In every event, the objective should be to finally introduce a feasible national higher education student loan scheme that can survive in the midst of future financial shocks and also ensure a high degree of costs recovery (Binkai, & Yifu, 2013).

Eastern Asian universities are now very involved in global students ' recruitment. The intra-regional mobility of students in East Asia will continue to improve over the medium and long term as the pace of student movements in western nations slows.

As university models spread across a growing amount of nations, the provision of educational facilities has been highly flexible, particularly for the underserved and have helped learners tackle the quickly evolving financial environment (Chen, Cao, Zhang, Liu, & Zhou, 2018).

This financing can be used to promote science, technology and medicine research that helps disadvantaged communities and that focuses on climate change impacts in the Asian setting (ecological, economic, social, etc.). The amount and quality of colleges in studies will grow.

In particular, the government's protection and ensure that they receive quality education that has a good chance of productive jobs is necessary for learners who receive tuition help.

The extent to which a career incentive scheme can be arranged for high quality college and college employees to be developed and maintained during recessions remains an environment in which developing nations can play a major role in their long-term planning.

A latest research has found that academics in developing nations such as China and Malaysia have seen a reduction in their institutions' performance in relation to academics in more advanced markets such as Hong Kong, China and the Republic of Korea (An, Kim, & Myung, 2018). The system and institutional diversification of organizations is growing, as greater schooling has to react to a complicated set of socioeconomic growth problems.

Research upgrade Most socio-economic growth for tomorrow will be inextricably linked to greater schooling, including financing for study labs at universities (An, Kim, & Myung, 2018).

Is there a more advanced recession proven scheme for student loans under present circumstances? In a World Bank Paper (2009), developing countries ' experiences with student loans were encapsulated.

Although higher education status is compatible and is rooted in traditional values, families increasingly expect higher education to be more relevant to the labor market.

Although greater education massifs provide more possibilities for the poor and vulnerable, greater tuition, accommodation, books and other supplies are also included.

In order to help to define niches where new philanthropic partnership methods can be set up to tackle the requirements in the teaching, research, and service tasks of schools and universities, laws that promote participation, responsibility and transparency should provide an atmosphere of confidence in philanthropic partnerships.

There are significant differences in the emphasis on performance indices in university systems in Eastern Asia (Jing, 2018, November).

The costliest component of higher education are research universities and their outputs cannot be measured always in the near term.

Small countries such as the Democratic People's Republic of Laos and Mongolia present leadership difficulties different from big nations, such as China or Vietnam, when they implement an extensive scheme of student credit.

However, support for community-based schooling and technical education needs to be stepped up, which can rapidly respond to fast changes in the labor markets and cut the time for graduation.

In the worldwide recession, the quality of greater schooling is already evident in many homes. In recessions, this is particularly necessary when cutting resources can reduce the quality of higher education. In the past century, the culture of philanthropy has increased exponentially and has benefitted higher education in large portion (Zheng, & Ma, 2016).

Asia has led the biggest number of foreign learners to schools and universities in the USA, the United Kingdom, mainland Europe, Canada and Australia over many years (Zheng, & Ma, 2016). Regional approaches attract global learners

Countries in Asia can attract global learners from abroad more proactively in anticipation of future recessions.

In this regard, regional collaboration has benefits and, jointly, Asian nations can alleviate the effects on their populations of worldwide recessions. The organizations also need to focus on the generic abilities that will assist graduates adapt to future financial changes that might result in reorganization of labor markets, including communication, problem solving and creative thinking. Quality training resources need to be acknowledged and should be consistent with the provision of physical and social facilities to help academic employees to develop professionally. The use of performance indices must generally be reduced and transparent norms for judging the quality of potential learners and their families must be established.

Conclusion

- The link between the role of state players and actors of civil society in China;
- the membership of a policy group engaged in the public education network, and how these relationships are in line with Chinese levels of government;
- the actions and impacts of distinct members of China's education network;

It defines important features connected with 40 network governance Theorisation, and it utilizes this to ask questions regarding the creation and characteristics of network governance in China that are contained in the Chinese word Mohe.

In the Chinese context, "network governance" is identified by Western literature as a fresh way of governance, which solves the social issues by involving multiple players in particular political arenas.

Governance proceedings in China work differently, but there is proof that governance involves networks and to a smaller extent non-state actor.

This framework identifies the notion of network governance for China and records the implications of network governance for public school reform.

Network governance is a management practice that decentralizes government and improves involvement in policymaking and the variety of resources.

Those resources include power, data, money, assets, private identities and qualifications and

- the impacts of Network negotiation between players.

The Western idea and discussions on 'network governance' emphasize particular characteristics.

In addition, as worldwide universities continue to shape the university environment, a possibly crucial development is regional partnerships between universities in East Asia.

These can be used to conduct a survey of Chinese education governance and its Mohe procedures. Yet the networks and their governance consequences that are recognized as Mohe in China still need to be examined.

The different political institutions of China mean that the Chinese central government's power in political processes cannot be discounted.

However, these partnerships, whether eastern or regional, have only mildly improved the access, including in financial shocks, of poor and vulnerable communities to higher education.

The global economic crisis has accelerated the need for international participation in Asian universities and for the creation of regional systems to allow learners and faculty members to travel from one nation to another more readily.

In overall, those with developed economies in the West still play a significant role, however, have gradually shifted more towards regional university partnerships.

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