

**THE DEVELOPMENT OF MUSIC EDUCATION  
IN THAILAND'S HIGHER EDUCATION**

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**A THESIS SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR  
THE DEGREE OF DOCTOR OF PHILOSOPHY (MUSIC)  
FACULTY OF GRADUATE STUDIES  
MAHIDOL UNIVERSITY  
2010**

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was submitted to the Faculty of Graduate Studies, Mahidol University  
for the degree of Doctor of Philosophy (Music)

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## ACKNOWLEDGEMENTS

This research was made possible through the kind support from various people. I would like to respectfully thank Assoc. Prof. Dr. Sugree Charoensook, my major advisor and leading voice of Thailand's music education for giving the great educational opportunities and always bringing me academic enlightenment. I would like to thank to my co- advisors Dr. Tanom Intarakumnerd and Dr. Amornwich Nakornthap for their kindness and knowledge as well as giving advice and continuous support for the work. Also thanks to Asst. Prof. Dr. Chumpol Poolpatarachewin for serving as research evaluating committee and giving valuable advices and insightful comments to fulfill the research.

I am grateful for the support of Prof. Tongthong Chandransu, Secretary-General of the Office of the Education Council and Dr. Sumate Yamnoon, Secretary-General of the Higher Education Commission, for their assistance with organizing the brainstorming session. It is also a great honor for me to get the kind support of academic experts and scholars who sacrificed their valuable times to participate the brainstorming session. I would also like to thank the scholars who could not join the session, but have given additional ideas and suggestions through the discussions leading to the results of this study.

I am heartily thankful to Ajarn Surasak Jumnongsarn and Dr. Chulakorn Masatieanwong, whose encouragement, guidance and support have helped me get over all the obstacles from the beginning to the final stage. My sincere thanks also go to Asst. Prof. Dr. Joseph Bowman and Ajarn Salisa Vidhayasai who have given me the excellent language advisory comments throughout the project.

I would like to thank Khun Thunyawon Rattanapop for her great supports that made the research run appropriately from the initial until the finishing stage. I am indebted to Ajarn Wittaya Keela, and many of my colleagues at the College of Music, Mahidol University, for their encouragement. Many thanks to the fellow members of the Ramajitti Institution for their motivation and back-up and all the fellow doctoral students (Ph.D. in Music, Batch 1) who have gone through all the obstacles together.

I owe my deepest thanks to my family: my parents for their great grace, love, and warmth; supporting me spiritually throughout my life and Khun Thanida Chandransu for the great encouragement which enabled me to complete this mission.

Last but not least, I would like to express my sincere gratitude to the H.M. The Late King Rama 2 (Phra Buddhalertla Naphalai) Foundation, Under the Royal Patronage which has fostered and supported me in the music education field from Matthayom 1 (7<sup>th</sup> grade) till date and great thanks to the Office of the Higher Education Commission for granting me this Ph.D. Scholarship.

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## THE DEVELOPMENT OF MUSIC EDUCATION IN THAILAND'S HIGHER EDUCATION

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## ABSTRACT

The objectives of this research were to study the development of music education in Thailand's higher education from its beginnings to analyze the contexts, conditional factors, and related restrictions; to study the adaptation of music education in the higher education amidst various trends of changes within ten years (1998-2007) in terms of philosophy, policy, administration, curriculums, human resources, and students; and to study the tendencies and directions of music education in higher education for the next ten years (2008-2017). This study was intended to provide strategies for music instruction development in higher education using qualitative research methods focusing on reviews of related documents, in depth interviews, focus group discussions, and a brainstorming session which included scholars and peers persons sharing experiences in various events in each period of the development of music education, administrators of music institutes, professionals in Thailand's education field, futurologists, policy and strategy planners, and all stakeholders.

The results showed that the development of music education in higher education can be classified into 5 periods including the initial artist training (1934), music teacher education by the teacher training department (1970), production of university graduates (1976), production of music scholars (1989) and production of professional musicians (1998). The fifth period, starting from 1989, is considered a period of quantitative growth of music education management in higher education due to: 1) Each institution has developed new philosophies and concepts; 2) There are 53 units from 47 higher education institutions throughout the country responsible for music instruction; 3) There are over 23 bachelor degree programs, 16 master degree programs, and 3 doctoral degree programs available; 4) There are 575 music teachers in the higher education level throughout the country; 5) In the last ten years, Thailand was able to produce 7,349 bachelor degree graduates, 425 master degree graduates. However, amidst this expansion, there were still some problems encountered such as imitative and duplicated expansions in education management, human resources, students, and quality variation management due to the problems of overall system of higher education quality management and the trends of capitalist higher education. Also, basic education management was not able to produce and take care of gifted musicians. Music education management was still the burden of the parents.

The brainstorming session to find solutions on the trends and directions of music education in higher education in the next decade has pointed out the important trends with impacts on music education management including the mainstream trend that Thai society has been influenced by the free capitalist economy and the alternative trend that people in Thai society have given more interest to the spiritual well-being and the cultural dimensions of society. These issues have led to propositions toward the philosophical goals of music education management in the corporate context as well as the spiritual and cultural dimensions. To achieve the goal influencing government towards future development of music education management in Thailand there should be: 1) Better networking on music education between basic and higher education institutions; 2) Music education management with more diverse options for everyone at all ages and genders; 3) The opening of various creative platforms and learning sources for various kinds of music; 4) The professional development of music teachers, music educators, and music professors in higher education institutions as well as management of changes to support the strategy. This includes: 1) joint operations with the private sector, independent funding, all levels of social and national organizations; and 2) the emergence of innovative organizations as learning sources of music knowledge. The outcomes from the brainstorming sessions have resulted in the proposition of 5 strategies including: 1) Music teacher quality development strategies for all levels; 2) Music education management as basic of life; 3) Music education management for professional musicians; 4) Music education management for the general public; and 5) Change management using new operational concepts.

Finally, it is suggested that policy makers develop strategies for music education management development comprehensively throughout the system within a cohesive professional music network with member parties and the music community, as well as establish new organizations, both corporate and governmental, to take part in the development of Thailand's music education.

KEY WORDS : MUSIC EDUCATION / MUSIC EDUCATION MANAGEMENT / THAILAND'S HIGHER EDUCATION

พัฒนาการดนตรีศึกษาในระดับอุดมศึกษาของประเทศไทย

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### บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาพัฒนาการของดนตรีศึกษาในระดับอุดมศึกษาของประเทศไทยตั้งแต่แรกก่อรูป รวมทั้งวิเคราะห์บริบท ปัจจัยเงื่อนไข และข้อจำกัดที่เกี่ยวข้อง และศึกษาการปรับตัวของดนตรีศึกษาในระดับอุดมศึกษาท่ามกลางกระแสการเปลี่ยนแปลงในรอบทศวรรษ (2541 - 2550) ทั้งในด้านปรัชญา นโยบาย การบริหารจัดการ หลักสูตร บุคลากร และนิสิตนักศึกษา รวมทั้งศึกษาแนวโน้มและทิศทางของดนตรีศึกษาในระดับอุดมศึกษาในทศวรรษหน้า (2551 - 2560) เพื่อให้ข้อเสนอแนะในการจัดทำยุทธศาสตร์เพื่อการพัฒนาการจัดการเรียนการสอนดนตรีในระดับอุดมศึกษา โดยใช้ระเบียบวิธีวิจัยเชิงคุณภาพซึ่งเน้นการศึกษาเอกสาร การสัมภาษณ์เชิงแบบเจาะลึก การสนทนากลุ่มแบบเจาะจง และการประชุมระดมสมอง ประกอบด้วยผู้รู้และผู้ร่วมสมัยในเหตุการณ์ต่างๆ ในแต่ละช่วงของพัฒนาการการจัดการศึกษาดนตรี ผู้บริหารสถาบันดนตรี ผู้เชี่ยวชาญด้านการศึกษาไทย นักคิด นักยุทธศาสตร์ จนถึงผู้ที่เกี่ยวข้องและมีส่วนได้ส่วนเสีย ต่อการจัดการศึกษาดนตรี

ผลการวิจัยพบว่า พัฒนาการดนตรีศึกษาในระดับอุดมศึกษาแบ่งออกเป็น 5 ยุค ได้แก่ ยุคเบิกทางสร้างศิลปินให้มีการศึกษา (2477) ยุคสร้างครุดนตรีในกรมการฝึกหัดครู (2513) ยุคสร้างบัณฑิตปริญญาตรี (2519) ยุคสร้างนักวิชาการดนตรี (2532) ยุคของการสร้างมืออาชีพหลากหลาย (2540) ทั้งนี้ในยุคที่ 5 คือตั้งแต่ทศวรรษที่ 2540 เป็นต้นไปถือได้ว่าเป็นช่วงของการขยายตัวเชิงปริมาณของการจัดการศึกษาดนตรีในระดับอุดมศึกษา อันได้แก่ 1) สถาบันต่างๆ มีการนำเสนอปรัชญาและแนวคิดใหม่ๆ มาเป็นจุดเด่นของแต่ละสถาบัน 2) สถาบันอุดมศึกษาที่รับผิดชอบการสอนดนตรีทั้งหมด 53 หน่วยงานจาก 47 สถาบันทั่วประเทศ 3) มีหลักสูตรระดับปริญญาตรีมากกว่า 23 สาขาวิชา ปริญญาโท 16 สาขาวิชา และปริญญาเอก 3 สาขาวิชา 4) มีอาจารย์ดนตรีในระดับอุดมศึกษาทั่วประเทศทั้งหมด 575 คน 5) ในรอบ 10 ปีที่ผ่านมาประเทศไทยสามารถผลิตบัณฑิตดนตรีระดับ ปริญญาตรี 7,349 คน และปริญญาโท 425 คน แต่ทั้งนี้ท่ามกลางการขยายตัวยังพบปัญหา ได้แก่ เกิดการขยายตัวแบบเลียนแบบทำซ้ำ ซ้ำซ้อนในการจัดการศึกษา เกิดสภาวะบุคลากร นักศึกษา และการจัดการมีความหลากหลายคุณภาพ อันสืบเนื่องจากปัญหาการจัดการคุณภาพอุดมศึกษาทั้งระบบและกระแสอุดมศึกษาทุนนิยม อีกทั้งการจัดการศึกษาขั้นพื้นฐานไม่สามารถสร้างและดูแลเด็กพิเศษทางดนตรีได้ การจัดการศึกษาดนตรียังเป็นภาระของผู้ปกครอง

ทั้งนี้ในกระบวนการประชุมระดมสมองเพื่อตอบโจทย์แนวโน้มและทิศทางของดนตรีศึกษาในระดับอุดมศึกษาในทศวรรษหน้า ได้ระบุแนวโน้มสำคัญที่จะส่งผลกระทบต่อการจัดการศึกษาดนตรี ได้แก่ แนวโน้มกระแสหลักที่สังคมถูกครอบงำด้วยเศรษฐกิจเสรีทุนนิยม และแนวโน้มกระแสทางเลือกในเรื่องสภาวะทางจิตวิญญาณรวมทั้งมิติทางวัฒนธรรม ซึ่งนำไปสู่ข้อเสนอต่อเป้าหมายเชิงปรัชญาการจัดการศึกษาดนตรีในมิติของอาชีพและธุรกิจ ตลอดจนมิติของจิตวิญญาณและวัฒนธรรม โดยมีกระบวนการขับเคลื่อนไปสู่เป้าหมาย อันได้แก่ 1) การเชื่อมต่อการศึกษาระดับพื้นฐานสู่การศึกษาดนตรีในระดับอุดมศึกษา และการสร้างตัวป้อนคุณภาพ 2) การจัดการศึกษาดนตรีเพื่อมวลชนทุกเพศทุกวัย หลากหลายทางเลือกมากขึ้น 3) การเปิดพื้นที่สร้างสรรค์และแหล่งเรียนรู้ หลายพื้นที่ ดนตรีหลายรูปแบบ 4) การพัฒนาอาชีพครุดนตรี ศิลปินดนตรี นักวิชาการดนตรี และอาจารย์ดนตรีในสถาบันอุดมศึกษา ตลอดจนการจัดการความเปลี่ยนแปลง ที่จะช่วยการขับเคลื่อนการดำเนินงานในอนาคต อันได้แก่ 1) การทำงานร่วมกับภาคเอกชน กองทุนอิสระ ภาคสังคมทุกระดับและองค์กรระดับชาติ 2) การเกิดขึ้นขององค์กรนวัตกรรม แหล่งบ่มเพาะความรู้ดนตรี ทั้งนี้ผลจากการประชุมระดมสมองยังนำไปสู่ข้อเสนอแนะต่อการจัดทำยุทธศาสตร์ 5 ด้าน อันได้แก่ 1) ยุทธศาสตร์การพัฒนาคุณภาพครุดนตรีทุกระดับ 2) ยุทธศาสตร์การจัดการศึกษาดนตรีเพื่อเป็นพื้นฐานของชีวิต 3) ยุทธศาสตร์การจัดการศึกษาดนตรีเพื่ออาชีพ 4) ยุทธศาสตร์การจัดการศึกษาดนตรีสำหรับบุคคลทั่วไป และ 5) ยุทธศาสตร์การบริหารความเปลี่ยนแปลง - การบริหารจัดการแนวทางใหม่

ท้ายที่สุดงานวิจัยครั้งนี้ ได้ให้ข้อเสนอแนะต่อผู้เกี่ยวข้องในระดับนโยบายในการจัดทำยุทธศาสตร์เพื่อการพัฒนาการจัดการศึกษาดนตรีทั้งระบบอย่างครบวงจร ภายใต้การทำงานร่วมกันในลักษณะเครือข่ายดนตรีอย่างเป็นเอกภาพในลักษณะภาคีสมาชิกและประชาคมดนตรี รวมทั้งการจัดตั้งหน่วยงานใหม่ที่จะสนับสนุนการพัฒนาการจัดการศึกษาดนตรี ตลอดจนการทำความร่วมมือกับองค์กรต่างๆ ทั้งภาคเอกชนและองค์กรของรัฐ เพื่อให้มีบทบาทร่วมกันในการพัฒนาดนตรีศึกษาในประเทศไทยต่อไป

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## CHAPTER I

### INTRODUCTION

#### 1.1 Background and Significance

For more than seven decades, music in higher education has been an official part of Thailand's educational system. Thailand's transition from an absolute monarchy to a constitutional monarchy in 1932, led to improvements such as the division of state bureaucracies and the declaration of the new administrative policy, including education. In terms of education, it was stated that education would be provided for all Thai people in order that they would have knowledge to earn a living. Realizing the importance of music in people's daily life, the Thai governments have understood the importance of music education, and it has developed into a subject taught at the higher education level.

Formal music education in Thailand was initiated in 1934 by Luang<sup>1</sup> Vichitvathakarn, the first director of the Fine Arts department, Ministry of Public Instruction<sup>2</sup>, a Thai government office dealing with the preservation and promotion of the Thailand's cultural heritage. Luang Vichitvathakarn played a crucial role in founding organizations and shaping philosophies of music education in Thailand. He believed that the uneducated artist was a danger towards society because they often disseminated incorrect knowledge to the audience. This was found in a Pi-phat<sup>3</sup>, Khon<sup>4</sup>, La-korn<sup>5</sup>, Li-

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<sup>1</sup> Luang is a title of ancient Thai civil nobility ranking according to governmental system. It was divided (from the highest rank to the lowest rank) into nine ranks 1. Somdej Chao Phraya 2. Chao Phraya 3. Phraya or Okya 4. Phra and Chamoen 5. Luang 6. Khoon 7. Moen 8. Pan 9. Nai

<sup>2</sup> In the reign of King Rama V, the Ministry of Public Instruction was founded on April 1, 1892 to be responsible for the welfares of religions, educations, nursing and museums. The name of the ministry has been changed several times between the Ministry of Public Instruction and the Ministry of Education. However, from 1941 the name has always been the Ministry of Education ever since.

<sup>3</sup> A type of Thai classical music ensemble.

<sup>4</sup> The most stylised form of Thai dance.

<sup>5</sup> A variety of Khon that features a wider range of stories, including folk tales and Cha-dok stories.

kay<sup>6</sup> and Mo-Lum<sup>7</sup>. As a result, the Natta-duriyangkasart school (School of Fine Arts) was established by the Department of Fine Arts with the concept of creating a Bachelor degree in music (Sirichaichan Fackchamroon, 1996). In the first educational directors' concept, the program emphasized providing music program for musicians and changing the public attitude towards musicians in which they were previously disparaged "Ten Kin Rum Kin"<sup>8</sup>. According to the demands of an increasing number of educated artists in the Initial Artist Training period (1934-1970), curricula were restructured so that the graduate could be a teacher. This concept was considered to be reforming the music profession, which once was looked down on, to become an honored profession, on which people could rely to earn a living. As a teacher, they could now be a government official in a school or in the Fine Arts department. At that time, an official was highly respected and people who loved music and dramatic arts then had the opportunity to be a government official in these professions.

Thailand's government administrative policy stated in the second National Economic and Social Development Plan (1967-1971) that the country needed more teachers to cope with an increasing number of students. In 1970 the Thai Teacher Training Department realized the importance of having well-trained music teacher and opened a Certificate of Higher Education in Music at Bansomdejchaopraya Teachers College. Later on, the program was also opened in other institutions of the Teacher Training Department respectively. Between 1976 and 1988, public and private higher education institutions such as Srinakharinwirot University, Payap University, and Chulalongkorn University began to award degrees in music in the field of education, liberal arts, and fine and applied arts.

In 1989 the Institute of Language and Culture for Rural Development<sup>9</sup>, Mahidol University opened a cultural study program majoring in ethnomusicology, the first master's degree program in music in Thailand's higher education institutions, with the goal to increase the number of music scholars and provide music program at a higher level. After that, master degree programs in music were opened at several other institutions.

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<sup>6</sup> Musical folk drama.

<sup>7</sup> Folk singing style in North Eastern Thailand.

<sup>8</sup> An insulting word used to call artists such as musicians and dancers.

<sup>9</sup> At present it is known as Research Institute for Languages and Cultures of Asia.



Higher education institutions continuously developed music programs, including a bachelor's degree, a master's degree, and a doctoral degree. Since 1998, responding to the societal demands, music programs were continuously developed in new various subjects as tracks for interested people. These programs aimed of offer music, with the development of specialists in Thai, western, folk music, contemporary music, jazz studies, music composition, church music, popular music, music business, and music technology. Even an Open University like Ramkhamhaeng University also opened Thai popular music programs: Luk Thung<sup>10</sup> and Luk Krung<sup>11</sup>, which are different from other institutions. In addition, Maharakham University, a university in the northeastern region, opened a Mo-Lum performing arts program, a rather specialized field.

Music related programs have also been created, including recording production and engineering and music business. At the graduate level, new programs have been opened in ethnomusicology, music performance and pedagogy, jazz studies, music and dance studies, music management and performing arts programs. Mahidol University, as the initiator of music at the graduate level, has developed and increased curricula continuously. In 2005 the College of Music, Mahidol University opened the Doctor of Philosophy programs in musicology and music education, the first doctor of philosophy curricula in Thailand and the Southeast Asian region. Later, Maharakham University opened the doctor of philosophy curricula in musicology, music education, and music management as well in 2008. In 2011, Mahidol University will again be the first university Thailand to offer the Doctor of Musical Arts degree programs in performance, conducting and composition.

According to the literature review, however, it can be seen that although music programs have developed and provided instruction for more than seven decades, music programs in higher education still faced various problems as a whole. According to the information from the seminar on music education in Thailand in 2006 at the College of Music, Mahidol University, the 40 state and private higher education institutions providing music program lack efficiency in providing education. Each

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<sup>10</sup> The most popular form of a style of music found in Thailand. The equivalent of country music for the Isan north-eastern Thailand

<sup>11</sup> A genre of Thai popular music. It is a more polished, urban style, compared to its folk music counterpart, luk thung.

institution faced various problems such as a lack of staff, instructors, instruments, buildings, and budgets. Sugree Charoensook (2006), a music scholar and Dean of the College of Music, Mahidol University, criticized on music's status in Thailand's higher education because *"the higher education institutions which are universities want to provide music education as it is considered to be modern and necessary, and it is in demand...But every institution faces a lack of budget, human resource, teaching areas and facilities, and knowledge. The only thing that they have in common is shared [sic] problems. Every university providing music program has similar problems."*

From the analysis of music program in higher education, it can be found that the expansion of the music program in Thailand's higher education and the graduate to serve society in the past until now have faced many weak points leading to become various problems. For instance, the continually changing political systems connected with education lead to an inconsistent policy and delayed administration. Discussion and study of music were considered as a matter of minor importance, and did not gain much attention. The national policy normally gives importance to major matters or social problems. Moreover, the Office of the Higher Education Commission (OHEC) did not consider music graduates to be in demand, *"...so music programs have not been supported and facilitated like other programs such as engineering, medicine, and nursing..."* (Sumate Yamnoon, interviewed, 2008). As a result, the institutions responsible for providing music programs still faced funding restrictions, the major obstacle towards achieving excellence of music education management aimed by each institution.

At present in 2008-2009, music in higher education management is in the position that *"any institution can provide music program."* (Nantida Chandransu, 2008) Programs have rapidly grown in a number of institutions, programs, officials, and students. There are institutions responsible for music program under the Office of the Higher Education Commission (OHEC), both in the metropolitan and regional area for 14 units within 10 institutions in the central and provincial divisions with responsibility to manage music program under the supervision OHEC, 33 units within 31 institutions under Rajabhat University group, 1 institution under opened university group (non limited number of admitted students), 3 institutions under private university group, 1 institution under Rajamangala University of Technology group and 2 units in Buditpatanasilpa Institute under the Ministry of Culture.

The development from the past until now shows that music education in higher education was initiated from the need to educate the artist, the need to use music as a unifying factor while the country was facing political turmoil, and the desire to change the social value which previously looked down on the music profession. Nowadays, there have been some creations of new philosophies in music education (Sugree Charoensook, 2006).

In addition to higher education programs, many music schools for general public, under the jurisdiction of the Office of the Private Education Commission (OPEC), have opened pre-session programs prior to the university entrance for the students interested in music in the higher education such as music theory, ear training and music skills programs. Since 2001 public and private universities offering music programs in the higher education have opened pre-higher education programs for Matthayom 4-6 (high school - grades 10-12) with an increase in the number of students every year aiming to prepare for the students interested in music programs at the undergraduate level. The admiration for musician professions at present is much higher than in previous times, a direct benefit of the formal music education system in Thailand.

Music education in Thailand's higher education still encounters many problems as a whole. It is noticeable that current research related to music education features no study on the development of music education in the higher education, in spite of the large changes between 1998 and 2009. Recent government education reforms have led to changes in education. The Ministry of University Affairs (MUA)<sup>12</sup> was restructured to be under the jurisdiction of the Ministry of Education in 2003, which led to many universities becoming autonomous from government control. Additionally, the Second 15-Year Long Range Plan on Higher Education of Thailand (2008-2022) was enacted. The first such plan to mention music education; the framework of the plan contains scenario planning affecting the world, the nation, Thailand's higher education, and music education management in the future. The details of the plan include changes of philosophy, structure, and administration to cope with the trends of globalization, education business, marketization, technologicalization, autonomous university system, and equalization. At present, Thailand's higher education is alert in developing the

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<sup>12</sup> At present it is known as Office of the Higher Education Commission (OHEC)

administration system of university to be independent and autonomous without the intervention of the bureaucracy system (Paitoon Sinlarat, 2003).

Furthermore, the Global trends of reforming the higher educational system will focus on developing educational efficiency, autonomy and good governance, new standards, monitoring and assessment, work integrated learning, and new curricula like an honors program, and dual master degrees in order to create leading and world class universities (Wijit Srisa-arn., 2008). The trend mentioned factors such as an increase in the number of music scholars in Thailand leading to opportunities, contradictions, and the diversity of thoughts and approaches in music education management. Each institution must carefully determine whether to embrace current trends and decide how best to development within its own social and cultural context.

The lack of in depth study on the development of music education in Thailand's higher education means there has not been sufficient background knowledge to fully understand the transition from Thailand's tradition music education system (passing on musical knowledge one on one instruction) into initiating multi-disciplines, focusing on excellence and the development of potential for competing in the national and international level. The important things to consider are existing relevant conditional factors, restrictions and contexts including how music in Thailand's higher education has been affected, and how will it adapt to internal and global education trends. Thailand's music education institutions must have this understanding in order to consider new directions of operation; a crucial matter for developing Thailand's music education in the future.

The lack of study on the development of music education in higher education, the dynamics of the music education system in higher education, and understanding of current and future trends reflects the need for topical research in order to gain sufficient knowledge to understand music education in higher education. This dissertation focuses on the following areas: 1) understanding the role and development of music education in the higher education in the past, 2) analyzing relevant conditional factors, restrictions, contexts, and adaptation of music education in terms of philosophy, policy, management, curriculums, and students within changing contexts in each period, and 3) studying the current trends of music education management in higher education in Thailand and other countries to gain

knowledge relating to development of music education in higher education. The study will be concluded by offering strategic suggestions according to the upcoming trends in the next decade (2008-2017).

## **1.2 Research Questions**

1.2.1 What is the history of the development of music education in Thailand's higher education and its relevant contexts and conditional factors?

1.2.2 How can music education in Thailand's higher education adapt itself in the face of changing ideas on philosophy, policy, management, curriculums, and the student?

1.2.3 What are the crucial trends affecting music education in Thailand's higher education? What is the desirable future of music education management in Thailand's higher education in the next decade (2008-2017)?

## **1.3 Purpose of Research**

1.3.1 To study the history of development of music education in Thailand's higher education analyze relevant contexts, conditional factors and limitation

1.3.2 To study how music education in Thailand's higher education has adapted to recent trends (1998-2007) regarding philosophy, policy, management, curriculums, and students

1.3.3 To study current and future trends of music education in Thailand's higher education in the next decade (2008-2017), and make strategic suggestions about music education management in Thailand's higher education

## **1.4 Expected Benefits**

1.4.1 Gain knowledge about the history of development of music education in Thailand's higher education.

1.4.2 To observe how Thailand has adapted to trends during the previous decade, and observe the positive and negative outcomes of adapting in this way.

1.4.3 Research information relating to the trends and direction of music education in Thailand's higher education in the next decade (2008-2017), and provide strategic suggestions for the development of music education management in higher education, which could be used as a source of information for creating a music education development plan in the future.

## **1.5 Research Methodology**

This research takes the form of mixed methods research employing various research methods with the aim to use the collected database as references to find solutions to the research objectives concerning the development of Thailand music education management in higher education and the possible/desirable trends of music education in higher education in the next decade. The research steps and procedures include 1) Data Collection 2) Data Analysis and 3) Data Presentation.

### **1.5.1 Data Collection**

- **Conducting Documentary study** by searching through printed and web-based documents, domestically and internationally, both primary sources related to the development of music education management in higher education of Thailand such as historical documents like chronicles, annals, Education Acts, and previous Education Plans, and secondary sources, such as journals and textbooks. Research papers, relevant documents concerning the events and movements of music education in higher education in the last ten years from 1998 - 2007 were then synthesized. The various trends affecting Thailand's music education at higher education level in the next ten years from 2008 to 2017 were analyzed and identified.

- **Conducting in-depth interviews and focus group discussion** by setting up criteria for selecting key informants and experts who possess good knowledge and experiences in music as well as experts in higher education provision in Thailand. Triangulation methods were employed in order to assure the accuracy of the data and information from the in-depth interviews and focus group discussions. Through this process, data from multiple sources related to the same issues regarding the development of music education management were comparatively assessed in order to come up with precise conclusions relevant to the objective framework of the research.

- **Brainstorming session** among key informants in music education, music industries, professionals in Thailand's education field, futurologists, policy and strategy makers as well as the concerned stakeholders to share ideas regarding trends and directions of music education in higher education in the next decade. The brainstorming session was divided into 3 steps: 1) Presenting a brief background information to the participants such as research questions, important data on music education in higher education and important trends affecting music education provision in the next decade through previously collected data, so that the participants share the same basic information of the topics of discussion; 2) Identifying the questions to the participants according to the discussion topics set forth and allow the participants to interactively share opinions toward the topics; and 3) Summarizing the data extracted from the brainstorming session.

### **1.5.2 Data Analysis**

The triangulation methods were employed in examining the reliability of the data collected including the information obtained from the interview records, the data obtained from the focus group discussions and the brainstorming session, as well as from the review of related documents. This was followed by content analysis using both historical and phenomenological concepts as a framework for analysis. The overall content was explained together with the report of the real events which happened in each period of the music education management. The data analysis and interpretation is aimed at finding the explanation from the perspectives of the data provider (Rice, P.L. and Ezzy, D. 2999). The interpretation procedures to analyze the content will be conducted through proper content reviews for internal assessment and then overseeing the linkage of these contents with other sources through literature reviews for external assessment of the data. The issues will then be separated for further analysis and the data of the development will be presented with various events to be used as the research consumption in the following parts of the research.

### **1.5.3 Data Presentation**

The data was presented in the descriptive analysis format providing the summary of qualitative research by using parts of the descriptions from collected data (Supang Chanthavanich, 2006). This part is done through presenting the findings from analysis and synthesis of documents, in-depth interviews and focus group discussion, exclusive interviews, and brainstorming session.

## 1.6 Definition of terms

Music Education in this research refers to the teaching and learning of music as the major field of study in music programs in higher education institutions at the Bachelor, Master, and Doctoral degree level. It also refers to music education management and operations at basic education level and higher education level in Thailand.

## 1.7 Limitations

This research is study the development of music education in Thailand's higher education. It focuses on music programs in Thailand's higher education institutions both in undergraduate and graduate levels from the beginning in 1934 to the present.

<u>Literature Review</u>	<u>Phenomena occurring in the last decade</u>	<u>Strategic suggestions</u>
Study important situations in each period	Study/ analyze and synthesize relevant conditional factors, restrictions, and contexts in each period bringing about the adaptation and improvements with an emphasis on philosophy, policy, management, curricula and the student	Study the future trends in the next 10 years
Employ document study	Employ phenomenon study Find advantages, disadvantages (Lessons from the last decade)	Employ trends study
<b>Past</b> Beginning in 1934 Situations in the past	<b>Present-Contemporary</b> 1998-2007 1. Autonomous Universities group 2. Traditional Universities group 3. Rajabhat Universities group 4. Rajamangala University of Technology group 5. Open university group 6. Private Universities group 7. Institution under the jurisdiction of the Fine Arts Department group	<b>Future (the upcoming trends)</b> 2008-2017 Strategic suggestions



## **CHAPTER II**

### **MUSIC EDUCATION ERAS IN THAILAND'S HIGHER EDUCATION**

In the research on Music Education Development in the Higher Education of Thailand and its Future Directions, I have gathered and revised the relevant documents and research concerning music education management in the higher education of Thailand from the beginning era until present (1998-2007). Following the study and analyzing these supporting documents, I have classified the music education management into eras according to the principles and objectives of each period in this chapter as follows:

#### 2.1 Introduction: Music Education in Thai Society Perspective

#### 2.2 Development and Transitional Periods of Music Education in Thailand's Higher Education

##### 2.2.1 Initial Artist Training (1934)

##### 2.2.2 Music Teacher Education by Teacher Training Department (1970)

##### 2.2.3 Production of University Graduates (1976)

##### 2.2.4 Production of Music Scholars (1989)

##### 2.2.5 Production of Professional Musicians (1998 - present)

#### 2.3 Summary of major movements affecting the developments of music education

### **2.1 Introduction: Music Education in Thai Society Perspective**

In order to clarify aspects of music education from the Thai society perspective, it is necessary to realize the relevant relationships between music and Thai society which will lead to in-depth understanding of music education. In terms of functional dimensions, music in Thai society can be seen to have two major functions - as a part of ritual ceremony and a part of entertainment. These two functional roles create complex bonds between music and the Thais' way of life. These roles have

been the source for music as a part of arts and cultures, as well as nature-related rituals combined with local believes. This can be observed in early practices of worshipping natural spirits of wilderness, water and sky to ask for good cultivation by singing, dancing and playing music. Even though such activities have later been converted into forms of religious practices, music is still always a part of religious ceremonies.

Musical awareness in the Thai society was initially formulated to fulfill the needs of the public, from small groups to large communities. Examples include folk lullaby, flirting songs, rain-chanting songs, ritual songs, etc. This functionality also includes music created as part of diverse entertainment activities. These activities are common social events, and for those participating people it was learned through common practice and an oral tradition. Communities created their own music with individual purposes which became a distinctive identity of their own community or society.

With music as an occupation, its survival in the past had stemmed from the patronage system in the Thai society (a society where most of the people earned their living through agriculture). Those who acquired the musical skill and knowledge could perform at local events, which earned them extra income, and a higher social status in their community. Skilled musicians were always required for the ritual and entertainment activities. However, the acquired musical talents and skills had to be proper and practically suitable to the job assigned in order to be highly socially recognized and accepted. For example, the music in a new house blessing ceremony, the music in funeral ceremony, marriage ceremony, etc. That particular musician then would obtain community support under the patronage of the society.

Interview sample (music teacher, Ayutthaya citizen, 2006)

*“When I was a child, I liked having my father away to work., since he returned with sweets and toys. I knew he went away to perform the music; so, I didn’t cry after him. When he came back, he always brought with him rambutan, orange, many good things to eat and toys for me...Our family was not rich; earned our living on rice farming as a major income. Compared to our neighbors - also farmers, my home seemed better than the others, since my father was a musician and could spare some money for my mother as a supplementary income.”*

From the interviewing article, it shows that the knowledge and the benefit from knowing music were harmoniously blended with the way of life of the Thai

people. From an educational perspective, the learning process arose due to occupational requirement. For example, to be able to perform during a religious ceremony, one has to know how to play a set of specific songs required in such ceremony like a series of pieces called Home - Rong, or "Overture," a ceremonial suite of the morning, midday or evening greeting overture (Wong, D., 2001). Should it be necessary to perform the music as a supplementary for the play, the Na - phat set of songs will be required. It can be observed that the society has given patronage by judging those with knowledge and abilities. If there was a question of "*What is the norm that society uses to prescribe the admission?*" The answer would be "*The common experiences and familiarity to the songs among the people in the society.*" (Nantida Chandransu, 2006) People in the community collectively learned from listening, and they memorized what they have communally heard. This can be considered as knowing and understanding what they have listened to. It can be referred to as a common skill of music watching and listening with abilities to tell what is right, what is wrong, which is good and which is not, leading to obtaining appreciations and knowledge, making judgment and finally giving the value into it.

Past educational practice in Thai society was about searching for knowledge for maintaining oneself. Most knowledge and information have not been literally recorded but were transferred by word of mouth. This also includes musical science. The method called "oral tradition" was used. The skill will be transferred from providers to receivers by observing, remembering, and repeating what they have observed. The suggestions by the providers would be given attached to the customs, intervening social virtues, and morality. The learning and transferring procedures depended mainly on teachers, determining the knowledge with unlimited style and flexible rules under the conditions from their society prescribing the styles of music. The motion and sensation of the music would depend on accumulation of learning between teachers and students as well as the audiences as the cultural holders (emic) whose life experience gave them the knowledge. Providers could not edify the knowledge in words, but knowledge entity could emerge by itself and was transferred among by the people in the community through the relations between themselves and the music since they were born. Such formation is hardly understandable by other people from different culture (etic).

In the oral tradition, the procedures and steps of transferring knowledge depended on the capability of each student, and the sentiment and attitudes between a teacher and a student. Teachers would observe a student's abilities, skillfulness and individual talents before transferring particular knowledge to each student accordingly. A student would develop the skill fully through one's own efforts and ability and enhance the musical knowledge which finally led to the emergence of many musical institutes with different specific focuses. The developments of music education in the Thai society were mainly depending upon the relationship between teachers and students as the whole.

The bodies of music knowledge of villagers in various forms were transmitted through social procedures from social networks and interactions among groups of musicians, simply playing, singing and having fun, in small or large groups. The musical knowledge from villagers became the fundamental knowledge of the music for the royal court. When the society recognized someone with special talent in music, that person would be selected to perform the music in the court. Such relations show that that villagers and the court played a major role in formulating the music knowledge education system. The approaches of perceiving, exchanging and assimilating musical knowledge from villagers under new conditional factors such as politics, national security, economics and frameworks of national arts and cultures from each different era had brought about the development of new musical instruments, singing technique, music playing styles and lyrics. The most significant development was music teachers and institutes being influenced and polished by the court and groups of aristocrats who loved music. This new relationship between rulers and their people through patronized processes had been created. The objective of creating music had then changed from villagers' creating musical knowledge from their way of life to personal entertaining purposes of the rulers and some other purposes not formally mentioned in the music history of Thailand.

From the facts mentioned above, it can be seen that the early conventional Thai musical education was in the form of institutional knowledge of the recognizably skilful local musicians and the knowledge established in the court under the patronage system through high aristocrats. Later on, in between the reigns of King Rama IV and V (1851-1910) when Thailand was under pressure to adopt Western models of

educational system, the threat of colonization from Western imperial powers forced Thailand to consider changes to their established educational model. The word “Education” was specifically defined under the paradigm or the new fundamental concept that to be able to live with Western countries, the Thai education must be officially reformed. Western model of education was then required in order to prepare knowledgeable Thai people to serve the country and reform and develop the country to become modernized. In the reign of King Rama V, the King had laid down important policies in relevant to educational management as to expand educational opportunities to all people in the capital city and other major cities as well. He stated that “The literate subject is the basis for the growth of the country more than all other academic subjects.” In the schools that followed the new educational management system, music subject which at that time covered only singing was placed in the fundamental education curriculum in the year 1883-1910 and was scheduled for one-and-a-half hour per week as the singing subject.

*...in the lower fundamental general school (Kindergarten), students must learn to sing the Royal Anthem, Mahachat Sermon<sup>13</sup>, and Sarapanya chant<sup>14</sup>. Furthermore, in the primary school students must learn to sing the Royal Anthem, Sarapanya chant, Ka chant<sup>15</sup>, Oh-Ei Wihanrai chant<sup>16</sup>, and various dancing according to teacher's consideration.*

Singing was not a compulsory subject like Thai, Mathematics, Personal Healing and Ethics, but teachers were allowed to choose to teach depending on their own abilities. The singing subject has been remarked as follows:

*“Singing is aimed for lifting up the spirit because the mind is the most important part for doing everything. If the spirit is down, it would also be difficult to perform well. Therefore, singing is to be practiced not only for lifting up and purifying the spirit, but also for learning to be refined and adoring the sense of beauties.”*

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<sup>13</sup> A work of ancient literature in traditional verse telling story of Vessantara, one of the previous births of Lord Buddha

<sup>14</sup> Chanting or reading out literature verse to worship the Three Jewels in Buddhism

<sup>15</sup> A kind of a Chant in Buddhism with diverse rhythmic sounds

<sup>16</sup> An ancient traditional Thai chanting having slow lyrics suitable for children

*“The teaching method is by practicing nice and simple songs that could easily be taught such as Doksoi<sup>17</sup> song and etc.”*

(Wisuttasuriyasak)

Dated 17<sup>th</sup> July, Rattanakosin Era year 128 (1910)

(Document Ror 5 Sor 2, proved and organized an educational project Rattanakosin Era year 111-129, (1893 -1911) Royal Secretariat Department, Ministry of Education)

Singing was conveyed to the young generation through educational system by placing the orders to use only Thai rhythm as in Nangnak, Patcha, Tongyon, Soiplang, and etc. in teaching. The song lyric in Doksoi poem book of Textbook Department, Ministry of Education, was selected to be taught. It can be marked here that the singing subject was not aimed for creating any skill, but rather targeted only on the benefits of cheering up the spirit as well as enhancing the quality of life and working performance ability. Therefore, music was not considered as a mandatory subject in schools from the beginning since its entering into the educational system until the present day.

### **Remarks**

Music education in terms of General Music Education in the Thai society held the concept of bringing a music subject into the formal educational system. From studying related fundamental curriculums from past till present, it was found that the music subject in the fundamental education in Thailand had been applied to the idea of musical benefits and the value of music in the lives of people under the influence of the West, i.e., a Greek philosophy which believes that music could purify human minds and souls. Apart from the music subject, the other foreign knowledge such as astronomy, languages, philosophy, physical education and geometry had also been imported into the country. Thai people had simply administrated and integrated the Western education by paraphrasing those philosophies, beliefs and thought, then sorted them out to become their own curriculums. Music subject was therefore used as a useful teaching tool of the government in order to teach, build up, instill and prepare desired people of the nation in terms of political and moral issues rather than genuinely learning about music.

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<sup>17</sup> A name of a Thai poem or literature work

Despite the concept of music as a subject in the formal educational system and the influence of the Western philosophy, the mainstream of music education in the Thai society throughout the years has always been the duty of music teachers, local Thai musicians in villages' bands, and royal ensembles including titled bureaucrats. These music bands were the prime core of making tremendous growth in music field. A musician under the patronage of the King would hold the status as a government official in different titles depending on the governed department such as the department of royal entertainment. An official in this department would be appointed to a particular royal rule and title. The musicians under the patronage of various department directors would obtain a position of a royal page such as Jang Wang. During the reign of King Rama VI (1910 - 1925), the patronage system in music entertainment had enormously expanded in the Department of Royal Entertainment. Musical knowledge has been transferred from teacher to student, but not in a school-like system. A student could choose to learn any music instrument by selecting a reputable teacher of one's own. Moreover, there were interesting patterns of music subject groupings. In the Department, each teacher had particular expertise and held specific responsibility in the department. For example, in the section of Royal Thai Traditional Orchestra, there were many teachers who performed the music as accompaniment for a masked or a drama play and a western music as well. So in most cases, music teachers were those who had been reputedly recognized and held responsibility in the department. Their particular expertise automatically became various branch subjects of each institute. For a student who was interested in learning music played for royal ceremonies, he would rather learn with the teacher who was responsible. A student, who wanted to learn to be a professional musician, would choose the teacher who held responsibility in the same way.

Music education management had another crucial change when King Rama VI required a more well-rounded education for artists, by requiring general basic education in their curriculum. Therefore he established a school department in the Department of Royal Entertainment (1912) which provided basic general education along with music study. The school was given the name of "Pran Luang School under the Royal Patronage". The general subjects followed the curriculums of the Ministry of Public Instruction and the artistic sections, divided into classical music, masked play and

Western music, were taught by experienced senior musicians. The details of subject contents and the patterns of teaching were up to the teachers who would plan the teaching procedures by themselves (Sirichaichan Fackchamroon, 1996). The main purpose of music schools was to produce students who were capable of performing high-quality dramatic arts and music to feed into government services in the Department of Royal Entertainment. When these students who finished the school and were accepted as government officials, they would be recognized as descendants of dramatic arts and music tradition. They were responsible for performing to entertain all audiences and would also be teachers for the next generations (Supachai Chansuwan, 1995).

After the death of King Rama VI in 1925, the country was severely impacted by the global economic "Great Depression". When the national expenditure went higher than the Ministry of Royal Treasury could bear, King Rama VII had given the command to terminate the Department of Royal Entertainment and the Pran Luang School under the Royal Patronage. However, the Royal Thai Ensemble and the Royal Western Music Orchestra were kept under his Royal Patronage but with a smaller number of musicians. Musicians held more duties and responsibilities, but if left a large number of unemployed music teachers and senior musicians who scattered to many parts of the country.

But soon later, there was the need to reassemble the Royal Band as required for entertaining distinguished or royal guests to present the national prestige. Although it was difficult to find proficient artists in a very short time, the royal entertainment division was once again established. The former officials were called back to rejoin the department. The newly reinstated artists were responsible for teaching and training children to perform the royal masked play, drama plays and music in order to help revive national arts. However, during this period (1927-1933) the music subject was not added into the national educational system as it was in the reign of King Rama VI. Students in the department were being trained only to perform in royal functions. Those who wanted to learn music as a general subject had to make their own efforts to find a place to study. Upon completion of their training, these students became officials in the Department of Fine Arts.

As the consequences from the relationship between Thai classical music and the royal family including high-ranked aristocrats, Thai music in the period before



changing of the regime in 1932 had developed and set its directions clearly. The compositional styles, tone or singing and playing techniques were characterized as the modern style of Thai music which was elaborately developed according to the preferences and fondness of people living in the royal houses and those with higher social status.

From 1935 to 1936, since the Government Authority could not provide any substantial music education as part of a broad-based curriculum, Pra Jainduriyang (Peter Feit, 1983-1968), a pioneer and famous music teacher of the Department of Arts who set the foundation to the Thai music education, especially in Western music, and one of the key persons who recorded the traditional Thai classical music in international musical notes, had opened a music institution named “Vithaya Sakol Dontri Sathan,”. The institution was a two-storied building at the Morn Bridge located in the heart of Bangkok providing special music courses. But it was opened for only a short period of time, and was closed down due to the lack of skills in business management and lack of steady and serious learners in the music study field (Sugree Charoensook, 2004).

## **2.2 Development and Transitional Periods of Music Education in Thailand's Higher Education**

### **2.2.1 Initial Artist Training (1934)**

Thailand's national government system was changed from an absolute monarchy to a constitutional monarchy, after the Revolution of 1932. At that time, a Ministry of Public Instruction (Ministry of Education) was established to look after national education. Later on, the Fine Arts department was reestablished in 1933.

Career artists<sup>18</sup> had previously been insulted and despised as being so - called “Ten Kin Rum Kin”. The perception of devaluing career artists actually derived from the leading aristocratic reformed groups who had been graduated aboard. These

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<sup>18</sup> In this chapter would refer to Thai musicians.

people did not understand the background context of former Thai society that career artists were under the royal patronage which was considered to be in the golden age during the reign of the absolute monarchy. The career artists were therefore targeted by the new government for formal educational training, in order to upgrade their social status (Sirichaichan Fackchamroon, 1996).

The government under the constitutional monarch attempted to reform music education in 1932 by establishing schools. The patterns of teaching music and performing arts in the past including western classical music in the Thai society under the reign of absolute monarchy led to emergence of countless local music institutions in Bangkok and other major provinces like Ayutthaya, Nakhon Pathom, Samut Songkram, Petchaburi, etc. Music Education since 1868 had been a private and personal matter and not organized in schooling system, unlike the modern music education system nowadays.

The modern educational system, also known as school educational system, has been defined as an educational administration comprising of the followings: 1) The school as the center of education management, replacing the previous educational system which was scattered among houses, temples, and in the fine arts associations. 2) A central or national curriculum as the core for the national education system. 3) The government having absolute power in managing and providing education for its people. 4) Theoretically, the government was to supply the educational budget. (Nongyao Nawarat, 2008)

The concept of establishing schools to produce artists derived from the ideas given by Chao Phraya Thammasak Montri (Sanan Thephasadin na Ayuthaya, 1876 - 1943), the founder of Thailand's compulsory education, former Minister of Education, who had established many higher education institutes in Thailand. The idea took effect in the period of national reformation toward modernization under the government policy since 1932. In a royal decree dated 11 January 1933, rules and regulations of the governmental offices and departments under the Ministry of Public Instruction were rearranged and changed. In article 9 of the decree, it was stated that the Fine Arts Department was to be divided into 6 divisions. The performing arts and music section belonging to the Division of Liberal Arts was responsible for researching, promoting and preserving the knowledge of performing arts and music (National Archives of Thailand, 1933).

Government policy during this period promoted the idea of eliminating long-held class and status divisions. The school of Fine Arts (Natta-duriyangkasart school) was established in 1934 under a philosophy that giving proper education to artists would enhance their social status. Luang Vichitvathakarn, had founded a constructive educational structure of music curriculums reigning from primary schools to higher degree levels called the Duriyangkasart degree, or Bachelor degree in music.

There was a part of a statement from Luang Vichitvathakarn to Phra Sarasas Prapan (Chuen Jaruwastara), then Minister of the Ministry of Public Instruction, dated on 23 April 1934 saying that, *“My previous thought, I would prepare the curriculum up to the high school level only. But yesterday after the discussion with Luang Praditmanutham the curriculum must be as high as a degree level. So I had to rearrange the regulations to allow them to access to the degree level.”*

From the literature review, it was found that the purpose of the establishment of Natta-duriyangkasart school was not only for the benefits of the governmental, but also for the preservation of national arts. It was also believed that artists who gained educations would be able to be gainfully employed and become good citizens as stated in the National Constitution of the Kingdom of Thailand. The establishment of the school at the time of national reformation was a strategic approach of the government (Srichai Pornprachatham, 2004) to influence the social ideologies of society and government leaders. These people believed that music and performing arts would maintain and propagate the Kingdom's civilization. However, the perceptions were still controversial. After the draft plan of educational structures was submitted to the Special Study Division, Department of Education, only approval for primary school to high school curriculum were granted, with an order that the general study course must follow the curriculum launched by the Ministry of Public Instruction.

On the other hand, the special study or vocational study of music and performing arts was to follow the former methods of teaching in the Music Division inherited from the reign of King Rama VII called “Muk ka Pata (Oral tradition)”. After the students passed the final examination in this program, they would be granted a certificate equally to the completion of Matthayom 8 (high school). Those students who wanted to further higher education (Sirichaichan Fackchamroon, 1996). Training programs and courses for students and teachers from various schools were designed to

improve the knowledge of music and performing arts. Training could reign from 1 to 6 months and would partly solve the problem of short of teachers.

The establishment of music and performing arts school was a new initiative for the Thai society at that time, so the expansion of the authority and related functions of the government in arts and music was widely resisted by various oppositions. There were negative comments spread in many newspaper blaming that “...*Thailand never had such schools before. Moreover, singing and dancing careers were regarded as the lower works, though its existence was highly known in developed countries, still it was not appropriated for our country...*” (Vichitvathakarn, 1992).

Music and performing arts school were established according to the will of government leaders at the time, but the curriculum structures was altered many times. There were also many problems in the operation of the curricula, such as shortages of budget, teachers, and etc. Luang Vichitvathakarn had said that “...*To maintain fine arts works through was so difficult that not only ordinary people did not understand about its values, but even the members of parliament also did not have a vision on the fine arts virtue...*”. According to the research of Sirichaichan Fackchamroon (1996) on the evolution of the Dramatic Arts College (Natta - Duriyangkasart School)<sup>19</sup> it was found that there were many problems such as vague objectives of education plan, poor quality and performance, shortage of budget, insufficient facilities in terms of property, equipment, qualified personnel, researchers, and inefficient administration.

From the information recorded, it was found that the pilot scheme of educational administration in the first year was satisfactory. Then in 1953 the Natta-Duriyangkasart School was added to be a section in the Silpakorn School called the music and dance section. This section which adopted the concept of *Ecole de Beaux Arts* in France operated under the National Education Plan of 1932 and 1935. The curriculum also allowed the graduated students to further their study in the university level. The research of Sirichaichan Fackchamroon explained that under the National Study Plan, 1953, the curriculum was restructured to enable the graduates to become a

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<sup>19</sup> Previously known as Natta-duriyangkasart school and was renamed as Natta-Silpa School and Natta-Silpa college, or “Dramatic Arts College” respectively. At present it is known as Buditpatanasilpa institute under the jurisdiction of the Fine Arts Department.

registered teacher. It also transformed an inadequate earning career to be an affording career by tying arts studies to the teacher profession. The graduate could be a private school teacher or apply to government services at the Fine Arts Department. It was obviously understood that anyone who loved music or performing arts could be able to be a government official as well as anyone who had other career.

For the “professional music teacher”, for the first time, society recognized the virtue of studying music, But there was a silent reactions against the improved standing of musicians, which was shown by many instances where music teachers and local teachers where treated in a disparaging manner. These teachers could not teach in the school system because the society took the education qualification as the measure and indicator and created such conditions from academic background (Satien Duangchantip, interviewed, 2008).

Problems in operating music training school in the 1940’s continued, due to political instability and other social factors, e.g. the Second World War, the post-war national renovation, and changes of governments which brought about many changes in the Fine Arts Department. These factors led to several changes in policies and academic operations of the institutes themselves. In the year 1942 Sangkeet-Silpa School was closed during Second World War and was reopened in 1945 under the name of Natta-Silpa school. Upon is reopening, music subjects were adjusted to be a part of the arts curriculums and divided into 4 sections, i.e. Thai Instrumental Music, Thai Vocal Music, Western Instrumental Music, and Western Vocal Music Sirichaichan Fackchamroon (1996). The curriculums covered both theory and practical sections. Students also had to take the general education courses at the same time. The school was able to produce graduates who then performed the duties of internship teachers in the field of general studies and music studies, and also produced the music and performing arts teachers for the primary and secondary school. In 1956, the curriculums were reformed for the graduate allowing them to receive the qualificaton certificates, to teach at primary and secondary levels.

National reformation of curriculums had continually followed changes of the government. The first issue of the National Economic and Social Development Plan and the proclamation of the National Education plan 1960 required Natta-Silpa School to reform and establish the curriculum up to Bachelors Degree level, but this reform was not carried out.

Research and analysis of gathered information have indicated that between 1932 to 1957, the performing arts education was just as turbulent as the country's politics. For the first time, musicians could attend recognized institutions for musical study, thereby raising their social status through education. This movement provided opportunities to the people to learn music from official educational systems.

### **2.2.2 Music Teacher Education by Teacher Training Department (1970)**

Between 1932 to 1960, governments in Thailand focused on increasing the educational opportunities for Thai people. There were extensions for the age of compulsive education and revisions of curricula in primary and secondary education. The National Education Plan 1960 revised old curriculums by adding music courses into the Art Study category which every child must take. In addition the Fine Arts Department was joined by the Department of Teacher Training in opening courses to certify primary and secondary level teachers, especially teachers could teach everything (including music subjects).

In 1968, local teacher training schools throughout Thailand were upgraded to become the "teacher colleges", and curriculum structures were modified for granting the "Certificate of Education" and "Certificate of High Education" or "Diploma" which was earned following a two-year study program. In order to solve the problem of producing teachers who only obtained teaching expertise but did not know deeply in specific subjects, the curriculum put an emphasis on grouping various major subjects along with the teaching subject, but music was not included in this curriculum revision.. The music subject was characterized as the activity outside the syllabus which carried out by the group of students who love music, rehearsing Thai and Western music together in many institutes.

The need of music teachers was due to the changes of the curriculum as mentioned earlier. In 1969 the Teacher Training Department had initiated the music training for the full time teacher.

The results of the training obviously reflected the quality of teaching from these teachers. Consequently, the Teacher Training Department realized the importance of producing the music teachers for schools. Bansomdejchaopraya Teachers College at that time was recognized as the gathered source of leading music

teachers in Thailand, at the time, such as Mr. Wasit Charanyanont, Mr. Saghat Pukaotong, Mr. Boonsong Chareamwat and Mr. Auab Hemratshata. These teachers were key people making the first draft of the curriculum for the high vocational education (majoring music education) in Thailand which was put into effect in 1970.

The curriculum was designed to educate music teachers in both theory and practice along with the general education courses. There were career artists assisted in transferring their skills to students. In the meantime, Natta-Silpa college, the first institute which directly produced music teacher made their attempts to make the draft of the curriculum for degrees. There was a fast expansion of the music education program through provincials after 1972.

In 1995, Teacher Colleges had their designation changed to be “Rajabhat Institutes”, which were directed by the Rajabhat Institute council office, under the Ministry of Education. The Institutes were responsible for producing quality teachers and professionals for the benefit of Thailand and its people. Therefore, Rajabhat Institutes played an important role in giving many an opportunity to study music subjects. Besides producing music teachers, many of these institutes opened Bachelor Degree of Arts, majoring in music, a curriculum which remains popular to the present day.

In 2004, under the Rajabhat University Act, policies were changed to produce more variety of degrees. However, the philosophy of offering degree programs that were popular for a particular region, remained strong. Each Rajabhat University had their classification changed to be a “juristic entity”, no longer accountable to a central council, so each institute needed to redesign their curricula to reflect the changes in designations. However, most of these curriculum changes proved minor, as the main ideas of the former curriculums were carried through.

In a study conducted by the Bansomdejchaopraya Teacher College, since 1970, 31 Institutes among the Thailand’s Rajabhat Universities have created and offered music education degree programs. Four are located in the Bangkok metropolitan area, eight institutes in the central region, seven institutes in the northern region, seven institutes in the northeastern, two institutes in the eastern region and three institutes in the southern region.

**Table 2.1** Rajabhat Universities offering music degree programs

<b>Bangkok</b>	4 Institutions	Chandrakasem Rajabhat University Bansomdejchaopraya Rajabhat University Phranakorn Rajabhat University Suan Sunandha Rajabhat University
<b>Central</b>	8 Institutions	Kanchanaburi Rajabhat University Nakhon Pathom Rajabhat University Nakhon Sawan Rajabhat University Phranakhon Si Ayutthaya Rajabhat University Phetchaburi Rajabhat University Muban Chombueng Rajabhat University Valaya Alongkorn Rajabhat University Thepsatri Rajabhat University
<b>North</b>	7 Institutions	Kamphaeng Phet Rajabhat University Chiangrai Rajabhat University Chiangmai Rajabhat University Pibulsongkram Rajabhat University Phetchabun Rajabhat University Lampang Rajabhat University Uttaradit Rajabhat University
<b>Northeast</b>	7 Institutions	Nakhon Ratchasima Rajabhat University Buriram Rajabhat University Rajabhat Maha Sarakham University Sakonnakon Rajabhat University Surindra Rajabhat University Udon Thani Rajabhat University Ubon Ratchathani Rajabhat University
<b>East</b>	2 Institutions	Rajabhat Rajanagarindra University Rambhai Barni Rajabhat University
<b>South</b>	3 Institutions	Nakhon Si Thammarat Rajabhat University Phuket Rajabhat University Songkhla Rajabhat University
<b>Total</b>	<b>31 Institutions</b>	

### 2.2.3 Production of University Graduates (1976)

The number of music teachers in the Thai society who came out of the aforementioned programs grew year on year. In addition, many Thais traveled abroad



to receive music education training, and returned to play a key role in the continued development of music education in higher education. These people include Mr.Kumthon Sanitwong Na Ayutthaya, the first Thai to be awarded a scholarship in music from Guildhall School of Music, University of London (1956-1957), and Dr.Wipa Kongkakul the first Thai to graduate with a doctoral degree in Music Education from Syracuse University, U.S.A (1974-1975).

In 1973, Mr. Kamthon attempted to establish a Bachelor degree course in Music at the College of Education (located in Bangkok) but after the political revolution of October 14, 1973 the College of Education was renamed Srinakharinwirot University. In 1974, Mr.Kumthon's team has achieved in establishing the curriculum for a 2-year continual course in Music, both Thai Classical Music and Western Music. The course was somehow opened for only one batch in 1974 due to an incident causing the course being temporarily suspended. Two years later, the course was then available again for enrollment (Prateep Lountratana-ari, interviewed, 2007) In 1976, Srinakharinwirot University opened degree program titled Bachelor in Education (Music), accepting students who had already received a diploma from Teacher colleges. This program had a greater enrollment, and in late 1976, the university began to accept transfer students into their program.

In the 1976 class that Srinakharinwirot University opened, for the Bachelor Degree, there were 23 students<sup>20</sup> who graduated. These graduates are regarded as some of the key people in the music education fields in the higher education institutions, especially for the university branches of Srinakharinwirot University. Since the new graduates held university degrees, programs were opened for them to find employment at branch campuses of Srinakharinwirot University.

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<sup>20</sup> The list of the first graduates in Thai music covering altogether 23 names. 1. Manop Visutipat 2. Silpchai Gongtal 3. Somsak Ketkaenchan 4. Phaitool Punsuwan 5. Sophon Numlamul 6. Anand Sobreuk 7. Geerapol Pethsom 8. Bamrung Patayakul 9. Sompol Sratongsien 10. Srivieng Hnujoy 11. Sudarat Charnleka 12. Supanee Poompan **Western Music Field:** 1. Supoj Sukklad 2. Tanit Sriklindee 3. Viroj Iamsuk 4. Suthep Maithongdee 5. Pranod Meesorn 6. Geerasak Katikawong 7. Areesiri Sappasiri 8. Kingkaew Ruangpunga 9. Wanee Pengpoon 10. Udomsak Krataikaew 11. Nopporn Dansakul.

While the trend of opening the music programs in the university was getting higher, the number of students interested in learning music programs also increased. Payap University, a private university in Chiang Mai (major northern city in Thailand), opened a Bachelor Degree of Fine Arts in Music specifically for the Western music in 1976. As a Christian school, Payap University's program initially focused on education for singers and pianists (Sugree Chareonsook, 2006). In 1973 Chulalongkorn University opened degree programs in Thai and Western music. The curriculum has been continuously reformed many times up to present day.

In 1981, Kasetsart University opened a Bachelor Degree of Arts degree program, majoring in Thai Classical and Western music. On the other hand, the structural reforms of educational institutions under the jurisdiction of the Department of Teacher Education in 1974 have forced the music education as the major subject to adjust itself accordingly.

The Bachelor's Degree in Education was also introduced by accepting those graduated with a Certificate of Higher Education or a Diploma for additional 2-year course or those taking a normal 4-year Bachelor Degree of Education. Many other Teacher's Colleges with music as the major subject have been implemented such as Chandrakasem Teacher College, Phetchabun Teacher College, Maha Sarakham Teacher College, Thepsatri Teacher College, Buriram Teacher College, Lampang Teacher College, and Surindra Teacher College. In 1983, the Faculty of Fine Arts at Chulalongkorn University opened the Bachelor of Fine and Applied Arts Degree for Thai and Western music. This program was important, because it has been recognized as the first music performance degree in Thailand. Giving students a vocational music degree choice, to further their education and achieve a high level of performance artistry.

Though being well-known as the university for Medical Studies, Mahidol University established and developed a music program under the project called "Mahidol University Music Development Project" in 1987. The project's initial goal was to support student activities and develop arts and cultures. Initial offering included elective music courses subject for students at the Bachelor degree level, and various ensembles were also created for the program, including Thai traditional music ensembles (Pi-Phat, Maho-ri), concert wind band, etc. There were music training

courses for each particular Thai and Western music instruments. The first music academic seminar also took place in Thailand. At that period, Professor Doctor Nat Pamornprawat was the university's rector. In 1989 a Master Degree of Arts on Cultural Education (Ethnomusicology) was first introduced as the new Master Degree program of the Institute of Language and Culture for Rural Development, Mahidol University<sup>21</sup> (Details will be mentioned in the following era). In 1991, the project of establishing a music college under the supervision of Mahidol University was launched. In 1995, the music education project was introduced to the public and took place on the third floor of Seri Center<sup>22</sup>, Sri Nakarinh Road, Bangkok covering a space of 853 square meters. The important objective of this project is to increase and enhance the potentials of the students furthering study in the university. Another objective is to enhance the music for children aged from 3 years old and above to make the Thai children more capabilities in music as good as the children from other countries. In addition, it is also to provide more music education opportunities to the public under the Genius Research Project which has received some good feed-back from the parents and those interested in the project.

#### **2.2.4 Production of Music Scholars (1989)**

From 1974, higher education institutions had produced many musician teachers and performers who achieved a Bachelor degree. In 1989, the Institute of Language and Culture for Rural Development, Mahidol University opened the Master Degree of Arts in Cultural Studies (Ethnomusicology), which was the first master degree program in music among the higher education institutes in Thailand. The program objective was to increase the number of music scholars who were capable of using their knowledge to further study, to become gifted educators, to do music research to benefit the country, and to develop and preserve Thailand's arts and culture. The first year of enrollment saw 12 enrolled students, under the guidance of Professor Poonpit Amattayakul, director of the Institute.

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<sup>21</sup> At present it is known as Research Institute for Languages and Cultures of Asia, Mahidol University.

<sup>22</sup> Seri Center has now been relocated to Seacon Square with additional campus earlier established in Siam Paragon

In 1995, College of Music, Mahidol University opened a Master Degree of Arts program, in Musicology and Music Education. This program gave music scholars the chance of furthering their study in higher education. The program also worked with Thailand's Ministry of Education to allow current music teachers to further their study, with financial scholarships from the Ministry of Education. Subsequently, Master degree program in music was also introduced in the other universities such as Srinakharinwirot University (Prasarnmit), Kasetsart University, Chulalongkorn University, etc.

### **2.2.5 Production of Professional Musicians (1998-present)**

From the available sources of information and chronological proceedings of music education management in the higher education toward the end of the 90s, it can be seen that in the past seven decades the phenomenon of music programs in the higher education has constantly grown in terms of the quantity of the number of institutions and academic curriculums, as well as academic personnel and students. However, the unity in terms of policies was not existed, i.e., no observable unified policy and philosophy of music education management in the overall point-of-view of the country. Therefore, the obvious phenomenon of the music department or music programs in the Thailand higher education system was in the form of "at will". From the gathered present information (2010), it is found that there are altogether 14 units within 10 institutions in the central and provincial divisions with responsibility to manage music programs under the supervision of the Office of Higher Education Commission(OHEC), Ministry of Education, 33 units within 31 institutions under Rajabhat University group, 1 institution under opened university group (non limited number of admitted students), 3 institutions under private university group, 1 institution under Rajamangala University of Technology group and 2 units in Banditpatanasilpa Institute under the Ministry of Culture.

From the end of the 1990's the number of music graduates and the related personnel have highly increased (More details can be found in chapter 3). The graduates in music programs from the early 2000's have been more specialized in various particular subjects compared to the earlier higher education system which could produce only two major professions, the music teacher and music performance. In this decade, the higher education institutions have introduced more diversified music programs and

subsequently produced specialized graduates in particular subject. The Thailand higher education system, which used to concentrate mainly in producing music teachers for compulsory education in the elementary and secondary schools, can now produce music teachers who can work in private music schools and music studios as well. Such personnel in the private sector then required higher skills in operating music instruments than those who teach in the compulsory schools. The Thailand higher education system could then also produce many more professional musicians and artists which can be classified into classical Thai musicians, western classical musicians, Jazz and Pop musicians, Folk musicians, and etc. These groups of professional musicians also took the role of music teachers, both within and outside the higher music educational system. The higher education institutions could then produce more personnel in the related fields such as music compositions, music technologies, music business and performance arts.

An important rationale behind the opening of more diversified music programs was due to the higher number of the master-degree of music graduates since the early 90's leading to growing number of personnel in the higher education institutions as well as the expansion of curriculums and courses continuously in the provincial universities especially in the Rajabhat University Group. At the same period of time, a group of around 10 Thai Ph.D graduates from overseas, particularly from the USA, had returned home and joined the higher education system, namely in Bangkok. A group of foreign music teachers have also been imported to teach in the university level (altogether around 50-60 persons/ the number is not steady as most of them were recruited as temporary foreign employees). Most importantly, in 2005, a doctorate degree in music was opened for the first time in Thailand and Southeast Asia at Mahidol University offering musicology and music education courses followed by Mahasarakham University, offering three courses, i.e., music education, musicology, and music management.

### **2.3 Summary of major movements affecting the developments of music education**

After compiling the information on the development of music programs or music education management in the Thailand's higher education as mentioned in Chapter 2, it can be summarized that the development from the beginning of music

programs formation in the higher education until present has not been progressed by itself, but rather by the impacts of external changes in the social, political and administrative context in each period. In this regard, I have summarized such development into 5 periods which include: **1) Initial Artist Training (1934)**. The preliminary period which music education format has stepped forward from local community learning into music programs in schooling system (music programs in schooling system here means the courses for musical profession, not just the music courses offered in general education which already existed since the reign of King Rama V). In this period, there were several factors which accelerated the progress. But the most obvious factor was the national reformation and modernization after the change of national regime - focusing on being civilized as in the Western countries and intensive national development. Performing artist profession, therefore, has become one of the focal points in the government's national idealism agenda. In the same period, there were massive intellectual disagreements and negative attitudes on performing artist profession with some rebellion groups against this progress leading to financial budget constraints. However, the College of Dramatic Arts was finally established using local music teachers who did not even hold any educational degree, but having great qualification and expertise in music as teachers. In the following year, the new courses have also combined teacher courses. Thailand then was able to produce music teachers holding high school and diploma certificates (1952) under the administration of the Fine Arts Department. 35 years after the beginning period, the music programs development has enter the **2) Music Teacher Education by Teacher Training Department (1970)**. In this period, the accelerative factor to the change was the government policy on educational opportunity enhancement aiming to increase the number of students and teachers. Music lesson has been allocated and classified into art education group in the National Education Plan year 1960 (Revised Edition). Music has become a compulsory lesson that all kids had to take leading to shortage of music teachers. At the same time, teacher training schools throughout the country had been upgraded to the academic degree level with extensions of courses. All these factors have led to producing of music teachers for music education major in the Teacher Training Department. In the first period, the courses were offered as the higher vocation degree courses. As Thailand entered the period of academic freedom

movement as the consequence of 14 October 1973 incident when over 500,000 students and Thai people gathered out on the street requesting for the national constitution from the government of General Thanom Kittikachorn, the movement for public higher education also arose leading to much the enhancement of Thailand higher education. At the same time, the internal factors of music education management which led to the demands of degree certificates as so many people at that time had already held the diploma degree had become a background of the establishment of music education degree curriculum. This period is also considered as

**3) Production of University Graduates (1976).** Despite the fact that the higher education development policy was focusing on enhancing the capability and roles of Thailand in the global platform and producing the graduates to feed the market especially in medical science, computer, engineering and various branches of sciences, the music educations in the academic bachelor's degree level have expanded into the regional parts of Thailand in terms of the quantitative number of institutions and curriculums. The music education management has continuously produced the bachelor degree graduates in music for over 13 years.

**4) Production of Music Scholars (1989).** In this period, the Master Degree curriculum in Music was introduced for the first time in Thailand to enhance the qualification of music teachers by adding more research skills. The course offered was "Ethnomusicology". Next 6 years 2 additional courses were introduced, i.e., "Music Education" and "Musicology" followed by other curriculums.

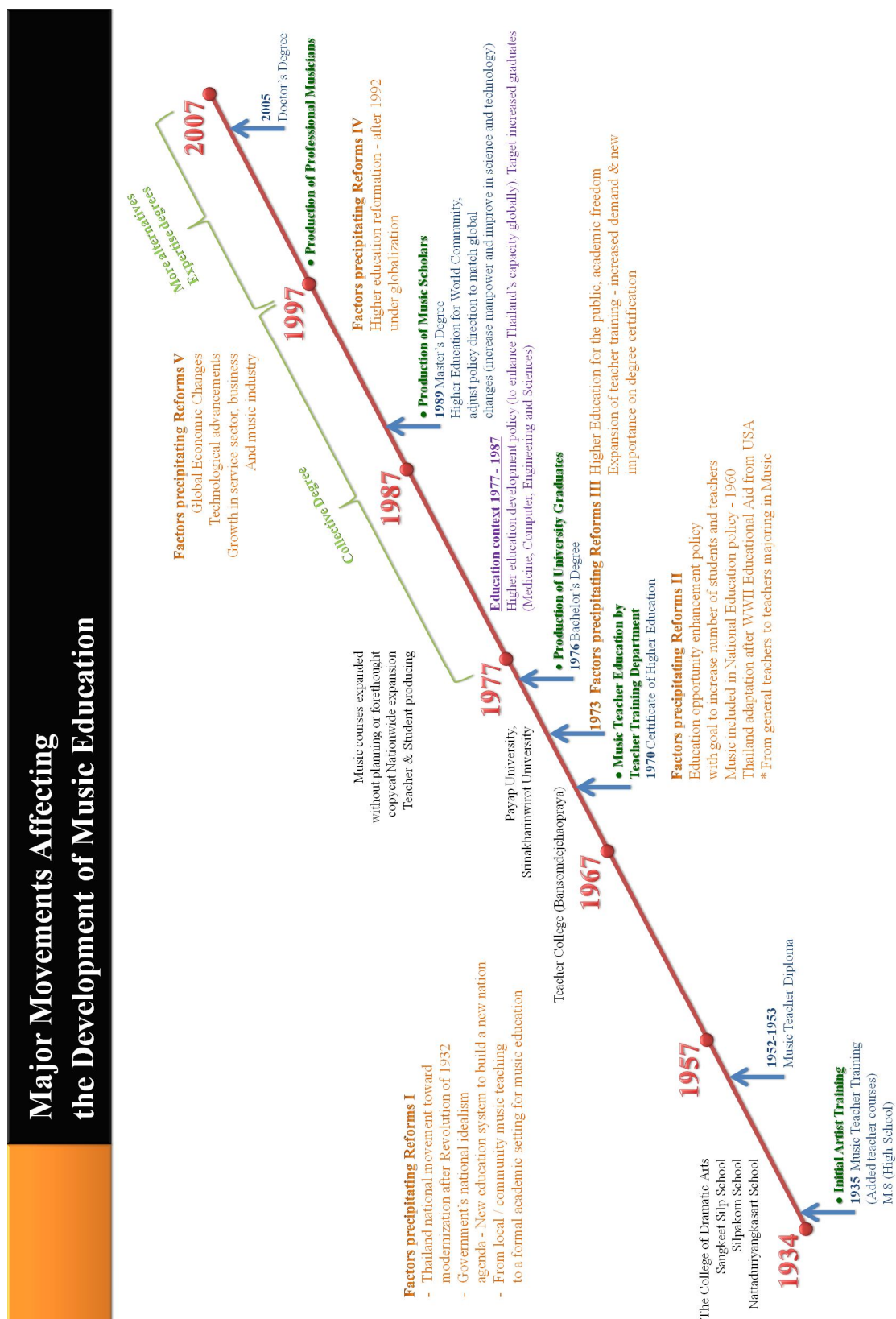
**5) Production of Professional Musicians (1998 - present).** The common collective-wise music curriculum has been split into specific expertise music programs during the period. From knowledge passing - on teaching format, now the music education has been modified into a multidisciplinary curriculum. In this period music programs have been enhanced and developed from pre-higher education programs to doctorate level. The major accelerative factors to this change include the changes in economic structure due to globalization, the technological advancements which affect growth in service sector and industrial sector, the demand of music related labors, as well as the development in the socio - cultural world context that make music a part of people's life in every part of the society.

From the overall perspective of music education development in the Thailand's higher education from the first era until present, it can be observed that the propelling of music education did not proceed by itself, but rather inevitably under the conditions and external factors from the context of society, politic, and national educational policy. The researcher has focused on the procedures of music education management in the higher education level in the last 10 years with more details to be presented in the following chapter.



Figure 2.1

# Major Movements Affecting the Developments of Music Education



**CHAPTER III**  
**THAILAND HIGHER EDUCATION IN THE LAST DECADE**  
**IN RESPECT OF MUSIC EDUCATION MANAGEMENT**  
**IN THE HIGHER EDUCATION**  
**1998-2007**

The main focal point of this chapter will be on the development of Thailand higher education focusing on the function of increasing manpower and human resources for higher education allocation in the context of the Thai society from the beginning till present. This is in order to demonstrate the overall picture and movements of the operation of Thailand's higher education. In addition, the important progresses in the Thailand higher education in the last decade (1998 - 2007) which directly affected the operation of music education in the higher education, as well as the information on music education management in the higher education institutions are also presented in this chapter indicating the following issues:

- 3.1 The development of Thailand higher education (1916-2007)
- 3.2 The progresses of Thailand higher education in the last decade (1998-2007)
  - 3.2.1 The progresses of Thailand higher education in the first half of the decade (1998-2002)
    - Management structural system reformation and new functional unit set up period
  - 3.2.2 The progresses of Thailand higher education in the second half of the decade (2003-2007)
    - Educational standard quality enhancement period
- 3.3 Music Education Management in the Higher Education: Dynamic Progress and Adaptation in the last Decade
  - 3.3.1 Philosophies and policies of music education management
  - 3.3.2 Administrations of Institutions and Concerned Units
  - 3.3.3 Concerned curriculums and available programs

#### 3.3.4 Number of music program instructors

#### 3.3.5 Number of Music Program Graduates

### 3.4 Overall Synthesis of the Outputs of Educational Management in the Higher Education and Significances to the Development of Music Education in the last ten years (1997 - 2007)

## **3.1 The development of Thailand higher education (1916-2007)**

The schooling in the level of high education in the Thai society was formerly focusing on higher learning for those stepping into maturity age. Major curricular subjects concentrated on suitability and consistency to the local daily life generally to make a living. Later on, Thailand has accepted the idea of Western national modernization during in the reign of King Rama V until the kingdom Revolution in 1932. The higher education management has set an obvious target to support educational development of the public. This would further integrate to the country's development policies at that period of time. The major role of Higher Education in the initial stage therefore was highlighted on expanding the human resources to efficiently serve the government offices. The subjects that have been initiated were divided into 3 main groups; 1) the subjects concerning national and political management being taught at Military Schools, Civil Servant Training Schools, and Law Schools 2) the subjects concerning national development techniques and procedures being taught at Agricultural Schools, Railway & Train Schools, Map School, Revenue Schools and 3) the subjects concerning educations and public health being taught at Teacher Training Schools, and Medical Schools. (Paitoon Sinlarat, 2003). Obviously, educational management at that time followed Western educational system with a common institutional system to manage only some particular academic majors.

The educational structure reformation at that period was considered as an initiation of a small group of governmental elites. The operation was centralized and therefore less diversity in terms of the teaching subjects to the public. Most subjects were relevant to the requirement of the government for educated people and were taught to only the elites.

In 1916 Higher Education was developed from high school to become a university by transforming the academic qualifications from the Civil Government Officer Training School or the Royal Pages School to Chulalongkorn University, the first university of Thailand. A University Department under the Ministry of Public Instruction (Ministry of Education) was established a year later. This was considered the first time for an establishment of the official structural and higher education administration system (Amornwich Nakornthap, 2009) in form of a university. Later on, more educational institutions and new universities also were established.

After many more times of the structural reforms of higher education management, it can be said that higher educational system had always been adapted according to the changes of different governmental policies. The reformations can be accounted from the period of producing more educated people to cater the need of the Nation State regime since before the revolution in 1932 that transferred absolute power to democratic government. Under the national modernization following Western model, the rapidly developed basic infrastructures including government service system, sanitation system, power supply system, water supply system, and etc. had given an important role to higher education as a tool to develop the knowledge and required personnel for the growth of the nation. The developments were politically centralized under the controls of the government. Thus, the vocational trainings in form of local knowledge and personal interested skills became less significant. After the revolution in 1932, higher education had apparently turned to serve the politics. Political leaders had encouraged people to obtain higher education highlighting on knowledge building and understanding of democracy hoping that educated people would lead to country's development and progress.

Later on in 1934, Vichar Thammasat Lae Karn Muang (The University of Moral Science and Politics) was established as an open university for general public. The main goal of the University's foundation was to become an academic institution focusing on the knowledge in law study, political science and social science specifically highlighting on educational liberty and being free from governmental influence. The university has set its target that more graduates would serve the country in the political field, ministries, government departments, as well as in business sector and other private professions (Thammasart University, 2009), whereas in the past the graduates were fed into government service system only.

The said circumstances did not last long. The result from the coup in 1947 has led to launching of Thammasart University Act. This led to changes in the University's curriculum and academic structure with an introduction of university entrance examination in 1949. Thammasart University has been pushed to return to government service system and given the status of "Department". Lecturers were given the title of government official with the Prime Minister as the Chairman of the university council (Amornwich Nakornthap, 2005).

Furthermore, the universities had another major reformation as the result from World War II (1939-1945) leading to changes in economic, social and political condition. The United Nation was founded for international reconciliation and cooperation particularly in the area of education under the concept of education leading to global development. This together with Thailand internal factor under the leadership of the then Prime Minister General Por Piboonsongkram (from 1938-1944 and 1941 - 1957) (Amornwich Nakornthap, 2005), who wanted to change the Thai society to Western modernization, had obviously forced high education at this period to be under domestic political influence. This can clearly be observed from the government spreading its wings of power into universities by setting the rule that the Prime Minister is automatically holding the position of the Chairman of the University Council.

The progress of higher education has constantly continued serving the need of the government in the form of centralization. The government would set to which direction the country should step forward to (Paitoon Sinlarat, 1987). According to the intensive development plan of Thailand in that period together with external political factors, Thailand had to accept educational aids from USA. The circumstance of Thai higher education at that time had obviously given an impact to the opening of academic field. The research of Paitoon Sinlarat (2003) has divided the fundamental subjects of study being taught after the revolution period until the intensive national development period (1933-1957) into the following groups:

- 1) Moral Science and Politics (Vichar Thammasat Lae Karn Muang) with the aim to provide opportunity in education to the public as previously the subjects were taught to only the elites.

- 2) Specialized vocational subjects such as Medicine, Agriculture, Teacher,

and etc. These subjects were the existing high vocational subjects being upgraded and adjusted to be justified for the university degrees.

3) International standard academic subjects such as Science and Technology, Social Science, and etc.

From these three basic study groups, the curriculum has been developed and expanded constantly until the present day and diversely distributed to the majorities in the society.

Furthermore, the development of Thailand higher education structure has been continuously carried on. In 1943, the core mission of each university was to produce their graduates to be specialized in a selected particular field. The universities at that time had held the status of various departments under different ministries. 3 specialized universities were established at this period including the Medical University under the Ministry of Public Health, Kasetsart University under the Ministry of Agriculture, and Silpakorn University under the Office of the Prime Minister (Amornwich Nakornthap, 2009). In general, the universities were run under the specialized occupational training scheme to staff the manpower to their heads according to different policies set by the ministries they belonged. On the other hand, Chulalongkorn University and Thammasart University have developed an independent administrative system under the supervision of the University Council and the Ministry of Education. Outer people were also allowed to take parts of the universities' administration.

Nonetheless, providing only specialized curriculums together with the constraints from their affiliated ministries led to diverse limitations in growth and operation development. Higher education was therefore intensively reformed under the centralized administration and supervision of the Office of the Prime Minister. The accelerated expansions in both quality and quantity of the overall higher education system then took place (Warunee Osatharom, 1990). In the mean time, Thailand has stepped into the 1<sup>st</sup> National Economic and Social Development Plan since 1957. Higher education has turned its direction toward producing educated people to serve the needs of the growing economy and social development. New courses like Development Administration, Economics, Business Administration, Science, Adapted Sciences, as well as other technological subjects were introduced. The existing

subjects were also modified to suit the country's requirement. It was found that higher education in this period focused on producing specialized professional graduates to serve the growing economic and social development. In the initiative part of the plan, producing graduates in medical science, engineering, science, agriculture and educator was the prime objective (The Office of the National Education Commission, 1999).

In 1959, all universities were transferred to be under the supervision of the Office of the Prime Minister with the policy of producing adequate manpower in specific field to serve the national economic development. At the same time, the freedom right movements and educational opportunities became a hot issue in the public. These movements were the main keys to rapid expansions in an increasing number of universities both in the central and regional sectors. The demand for regional universities has arisen since 1941 but was on hold during the World War II. In 1958, the government of Prime Minister General Thanom Kittikachorn has declared the educational policy stating that the government would work on regional education development and higher education. Chiang Mai University was then established in 1960 as the first regional university (Chiang Mai University, 2009) followed by the founding of the Higher Education Institution of Engineering and Agriculture (later renamed as Khon Kaen University) and Prince of Songkla University.

Since 1967, higher teacher training schools have obviously expanded and developed in institutional formation, curriculums, and educational qualification. This development actually has taken place since 1949 in Bangkok and provincial. In 1954, there were 30 teacher training schools (Anak Charanyananda, interviewed. 2009).

In 1953 till 1954, the Ministry of Education has announced the academic promotion of the Higher Teacher Training School at Prasarnmit to the College of Education. The Teacher Training Department was also established with a responsibility to produce degree in teacher graduates. Therefore, those who took the teacher training study in every field then had the opportunities to reach Junior Degree, Bachelor's Degree, Master's Degree, and Doctor's Degree. Teacher training activities in this period has constantly and rapidly developed with the supports from Indiana University, USA. The university has sent academic experts to help teaching and granted scholarships to Thai professors. In 1955, teacher training movements have expanded to regional provinces starting with the establishment of Bang Saen College

of Education (today Burapha University). In 1967 Phitsanulok College of Education (today Naresuan University) was established, followed by Maha Sarakarm College of Education was established (today Mahasarakham University) and Songkhla College of Educations (Thaksin University). The number of provincial teacher colleges also increased gradually.

Apart from above statement, after 1969, the existing teacher training schools throughout the country have converted their academic level into the degree level and additional departments of study (Charas Suwanwela, 2008), from vocational certificate in teacher education to high vocational diploma in teacher education equivalent to a junior degree. Teacher training school has also been upgraded into Teacher College (Tanom Intarakumnerd, interviewed.2009). Finally, all teacher training institutions have developed having authority to grant a Bachelor's Degree. Their academic qualification has also been uplifted again to Rajabhat Institution and Rajabhat University respectively as stated in Chapter 2.

Besides expanding education to upcountry, the government also tried to expand the higher education opportunities to the public in a form of an open university. The Open University was opened as a common academic market with ability to accept non-limited number of students. Ramkhamhaeng University was established in 1971 and Sukhothai Thammathirat Open University in 1978 providing a distance learning system. The government also supported the private sector to take part in the higher education management in the form of private education, the first private university in Thailand, Payap University in Chiang Mai, was established (1974).

Through the past 100 years, from the initiative period of higher education in the university, the measurements to cater the government's policy toward higher education have always faced countless limitations, difficulties and obstacles. The problems which include the quality of the graduates, equal opportunity in education, academic standard, and supporting budgets and resources have led into numerous academic structural and management reformations. The reformation started from centralized authority within departments in the Ministry of Education to decentralization to divide the mission of producing specialized graduates among different ministries. Then it went back to centralized structure under the Office of the



Prime Minister. Finally the National Education Council acting as a central coordinating organization has been established to manage the target of producing manpower according to the requirement of the National Economic and Social Development Plan at present.

Even though, the overall progress of higher education growth may seem rapid, but according to the academic report on internal efficiency of higher education system from the initiative period of university establishments done by Warunee Osatharom (1990) it was found that only up to a certain level can the universities respond to the need of academic manpower. The university itself was facing important problems in terms of policy management. The problems within the higher education system such as the unequal opportunities between the central universities and the regional universities, the inequality of curriculum development between social science and science, the weakness of educational council which led to bad coordination and less academic budgets as well as the unqualified graduates have slowed down and held the universities to fully reach their goal of academic excellence.

In 1971, the movements for academic freedom took place with the demand to separate the universities from the governmental system to become the government supervision. The University Council, the managements and professors from various universities have gathered and agreed in the concept that “the university management system should be free and more flexible than at present and therefore the group has requested to reform the management system in the form of the university under the supervision of the government under Autonomous System. The universities will still maintain its position as state enterprises with budgeting supports from the government and keep the appropriate administration that really suit each university assignment. They will hold the status similar to the state enterprises with financial supports from the Government but still maintain the forms and structures of the administrative system that properly and genuinely fit the working nature” (University Council, 1971 cited in Amornwich Nakornthap, 2007). But as that time, the government could not facilitate the requests from the academic scholars. A central unit to coordinate with other universities was therefore required. This was the primary reason for the

establishment of the Governmental Ministry of University Affairs<sup>23</sup> in 1972 with the setting up of special manual for governmental rules and regulations. The Governmental Minister of University Affairs has full authority to give instructions and setting up policies, planning for education management, setting up curriculum standard, overseeing human resource management, considering various concerned proposals and giving approval for establishment, terminating, merging and closing universities - faculties - departments as well as evaluating the educational management (The Office of The Higher Education Commission, 2007).

In that period, the public expectations on higher education have further grown among the general public and academic society. In 1977, it was renamed as the Ministry of University Affairs and was granted the authority to hold the same status as a ministry. It is autonomous from the Office of the Prime Minister in order to be more flexible in administration. Later on with the additional ACT year 1994 (Amendment) the department was granted the authority covering the universities that were dismissed from the government system.

In early 1987, the relevant policies and strategies for higher education development under a new vision have been exploited in order to improve the country's capability and its position in the international society. An important movement was the concrete encouragement on the concept of the efficiency of the higher education system in terms of administrative system, human resource system, financial plan and resources as well as the quality of the education (Amornwich Nakornthap, 2001). Due to the limitations in higher education administration in the past, a long-term higher education plan has been set up by the Ministry of University Affairs. The first plan (1990 - 2004), set for 15 years, was a proactive concept on the basic understanding of various trends of the world under the fast changing of global economic fluctuation, labor market, political, social and cultural issues, the new technologies and environmental concern, and the role of Thailand in the international community. The results of policy researches, brainstorming seminars and conferences including the consultation with academics and experts to assemble the long-term higher education plan have pointed the changing trends and needs in national development at present as

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<sup>23</sup> At present it is known as Office of the Higher Education Commission (OHEC)

well as for the future that higher education must be seriously involved. Therefore, it can be said that the procedures during the 1<sup>st</sup> higher education plan have been a major and important factor for Thailand higher education development. The higher education has revised its operational directions in teaching, researches, academic services, and art and cultural reservation. This was set to serve national development and to follow the contexts of national and global changing environments. The principal idea was to develop the higher education mission toward equality, efficiency, excellence and internationality in every operation.

The mentioned circumstance has an impact on the target of producing more graduates in an increasing ratio with both quality and quantity to staff the manpower into the labor market especially in the field of medicine, health concerned subjects, computer, engineering and sciences (Warunee Osatharom, 1990).

Throughout the past, higher education of Thailand has expanded in an accelerated speed. It is still expanding even nowadays through internal and external factors especially in the course of the changing world of globalization and the growth in the private sector under materialism leading to severe economic competition. The expectation from higher education has grown higher as it holds responsibility of producing workforce to improve the potential and capacity in the international competition.

As a result from the above mentioned factors, higher education has to a great extent expanded in terms of quantities including the number of institutions, students and diverse formats of educational management. The non - stop growth has followed the current of changes in the global society combining with internal factors in the education system which include the growth in educational -related technologies, international movement for education reform, the updates on international education circumstances, the status of Thailand's education in the global platform, and the problems of education quality. These factors were the main issues forcing Thailand to seriously push for the continuous developments in higher education system (The Office of Education Council, 2008) and finally led to the launching of the 2<sup>nd</sup> Higher Education Plan, between 2008 - 2022 which is being used at the present.

It is obvious that higher education management is important for producing middle-class and upper class manpower throughout the history of higher education.

This also includes the mission in producing and improving knowledge, research, social academic services as well as the cultural and arts reservation. Higher Education was therefore considered as National Agenda (The Office of the National Education Commission, 1999).

From the above summary, it shows that higher education in Thailand has continuously changed under the social and political context with a thought that structural changes in higher education will increase the efficiency in a more flexible administration. From 1997 to 2007 was considered a reformation period of Thailand higher education under the National Education Act year 1999 concentrating on the autonomous higher education and more efficiency and quality. The Globalization trend has forced higher education institutions to leave governmental system to be flexible and liberated from the government control. The budget allocation method was also reformed. A quality control measure was set up in form of a company to certify the standard and evaluate the quality of education. The major structural change occurred again when the Ministry of University Affairs has been transformed into the Office of the Higher Education Commission, OHEC under the Ministry of Education in 2003. (Details as stated in 3.1)

From studying and synthesizing the related researches and academic documents of academics in higher education of Thailand, the changes in Thailand higher education from the beginning of the university format operation until the present day can be summarized and presented in a template as follows:

#### **A summary of the changes in Thailand higher education**

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- 1916 - Pre Revolution of 1932      The Initiative Period of University Establishment. With the goal to produce educated manpower to staff the governmental system in ministries and departments under the direction and supervision of the Ministry of Public Instruction (Ministry of Education). Focusing on the response to the objective requirements of the governmental system toward national modernization under the model of the Western countries by developing the infrastructures. This is considered as the birth of the universities era. The Royal Pages

School had been modified its academic qualification to Chulalongkorn University in 1916. The university focused on national administration and development subjects as well as the subjects of education and public health.

- 1933 – 1937 Higher Education for the Publics, Freedom in Education, Independent from Government Control With the aim to produce graduates to serve the country in various fields such as the knowledge in law study, politic, administration, business industry and other private occupations with the establishment of The University of Moral Science and Politics in 1934 (a legal entity under the supervision of a committee and university director. Later on, it was pushed back as governmental university in 1949 with entrance examination).
- 1938 – 1957 Higher Education to Build a New Nation with Equal Civilization as the West With education movement on the concept that education will help the world progress together with the internal factors of Thailand due to the political management under a new concept of the Prime Minister General Por Piboonsongkram who wanted to change the Thai society to civilized society. Power base was built by announcing that the Prime Minister is also the head of the university council. In 1943 many more higher education institutions were established with a structural revision. Each university now was under the supervision of various ministries in order to produce specialized graduates. Medical Science University was under the Ministry of Public Health, Kasetsart University was under the Agriculture Ministry and Silpakorn University under the Office of the Prime Minister. In between 1924 – 1955 Teacher Education had been developed quickly under the support of the USA/ 1933 – 1957 focusing on the Moral Science and Politics subjects. The curriculum was under the Western countries' standard.
- 1958 – 1986 Higher Education for National Development under the National Economic and Social Development Plan. Rapid expansion in producing manpower for the field that responded to national

economic development. In this period, all universities were transferred to the Office of the Prime Minister (1959). The National Education Council was established with responsibility to coordinate centrally through the Office of the Prime Minister. At the same time, the movement for higher education for the public arose. Students tried to request for the higher education system that serve the region. There were also big demands to establish regional universities and expanded the branches of teacher training schools throughout the country. Higher Education therefore expanded in a rapid speed under the Human Resource Development Plan and the Principle of Equal Right./ In 1971 the movement for academic freedom and the demand to separate the universities from government system led to the establishment of Ministry of University Affairs in 1972. People were given more opportunities in education with the open universities, i.e. Ramkhamhaeng University, Payap University, and Sukhothai Thammathirat Open University which can cater unlimited number of students focusing on public service for development subjects, Science, Applied Science, Economy, Business Administration, and Teacher Training.

- 1987 – 1996 Higher Education for the Global Community. The 1<sup>st</sup> Higher Education Plan (1990 – 2004), a long-term plan of 15 years was set up. This was an important turning point of Thailand and the higher education system. The direction has been adjusted to support the development of the country and the context of changing world. Operations under the government policy with the aim to separate the universities from the government system were conducted. At the end of the decade, the movement of education reform in all levels arose together with the challenging on the new role of higher education. The concept of effectiveness of higher education system was seriously in concern in terms of management system, human resource system, finance and budget as well as the quality of education. Manpower in the field of science and technology were the main requirement.

- 1997 - Present The Decade of Higher Educational Reform. The administrative structural system has been reformed under the National Education Act of 1999 concentrating on the unity, efficiency and quality of higher education institutions. The drive from the higher education reform around the world, quantitative expansions of the demands to study in the higher education level, social expectation toward higher education, progress in technologies, and international competitions were some of the globalization trends that forced higher education institutions to leave the system.

Due to the movement and changes in Thailand higher education which inevitably affected the administration of music education in Thailand, **it is necessary to understand how Thailand higher education has been developed. Especially, during the last decade (1998 - 2007), the national administrative system reform and other reforms caused a dynamic of educational development and changes in music education in higher level.** As several related work and research have been thoroughly studied, the major events regarding the changes and development in Thai education that affected music education in Thailand are presented in this chapter.

### **3.2 The progresses of Thailand higher education in the last decade (1998-2007)**

The last decade is considered as the decade of higher education reformation in accordance to the government instruction on education reformation in all levels as a part of the national agendas. This took place following the activation of Education Act year 1999 stating that *“a person has the right and equality in obtaining education...The principle of educational management is that everyone has the ability to learn and develop oneself and educational management can be processed broadly and extensively in formal education and informal education as well as individual education.”*

With this framework, Thailand required to reform the national education in both structural system and educational quality in order to concretely operate and achieve

the scheme. Prior to 1997, the number of higher education institutes has increased in terms of quantity due to the structural changes in the number of population and social expectation on higher education management especially in the development of human resource potential in occupation (The Office of National Education Committee, 2001). Most importantly, due to the impact of the economic recession during 1997 - 1998 the requests for human resource development based on ethical knowledge were raised among the Thai society. This, together with the influence from external factors which is the higher education reformation in the international level to enhance the national capability in international competitions indicating overall national development, has led to the requirement of educational reformation so that the population would obtain the knowledge to adapt themselves to the rapid global changes in world economy and cultural mixed society (The Office of National Education Committee, 2001) due to the progress in information technology and modern communication in the globalization era. Therefore, the information and knowledge of the people are critically important for the nation. It is also the indicator for National Development. Thus, the Constitution of Thailand year 1997 has stated for national education reformation to assimilate to the economic and social changes accordingly.

Consequently, the movements of both internal and external factors have greatly affected the perception of educational management of Thailand. Throughout the past, the attempts to reform the educational system of Thailand were not as successful as expected. The reports on international education status and Thai education in the global platform have indicated the problems on the quality of the Thai education ranging from a kindergarten level to Doctorate degree (Tongthong Chandransu, 2009). On the other hand, in between this decade (1998 - 2007) the quantitative growth in the demand for higher education level study has increased. Social expectations on higher education management especially in the issue of human resource potential in occupation development have also expanded (The Office of the National Education Commission, 1999). All these factors were the rationales behind that led to education reformation having the objective to allow the higher education institutions develop toward unity and efficiency with systematic administration and quality outcomes as set. The researcher have hereby analyzed the important relevant context and summarized into 2 periods as follows:



### **3.2.1 The progresses of Thailand higher education in the first half of the decade (1998 - 2002)**

Due to those factors influencing higher education society prior to 1997 as mentioned above, the Ministry of University Affairs with the responsibility to manage higher education system at that period of time (presently the Office of the Higher Education Commission, OHEC) has set the higher education development plan as part of the national development framework under the 8<sup>th</sup> National Economic and Social Development Plan (1997 - 2001) and the 9<sup>th</sup> (2002 -2006). This includes the 15-year long Range Plan on Higher Education of Thailand (1<sup>st</sup> Edition, 1990 - 2004) and the 5-year higher education development plan as the guideline to be followed by academic institutions with the common goal of making “people” as the core to the development. The key purpose of this development is to enhance the potential and capability of Thai people in the future to be filled creativity leading to increases of the competencies in the community, society and finally the whole nation (Office of the Permanent Secretary, Ministry of University Affairs, 1985). In the 1<sup>st</sup> 15-year long Range Plan on Higher Education of Thailand, the key operational framework has been positioned on the following issues:

- 1) Setting of the graduate producing proportion
- 2) Providing more education opportunities by enforcing Education Loan Fund Act
- 3) Making unity in higher education policy and standard setting and
- 4) Supporting on universities’ strength and promptness for upgrading as the universities under the government jurisdiction

In the first half of the decade, the operation has followed the framework of the 8<sup>th</sup> National Economic and Social Development Plan (1997 - 2001) with the development targeted in 6 different areas including:

- 1) Quality and Excellence
- 2) Access and Equity
- 3) Efficiency and Accountability
- 4) Relevance and Delivery
- 5) Internationalization and Regionalization
- 6) Privatization and Corporatization

(Report on education development operation outcome on higher education level, 8<sup>th</sup> Edition, 2002)

The higher education development procedure from 1997 - 2002 was focusing on the 6 areas of development with “people” development as the most important obligation. It can be observed that the education reformation plan at that period (1997 - 2001) had the main aim on people development to encounter the economic and social changes (according to the National Constitution of Thailand year 1997 section 81). Some of the key drive forces to higher education operation development were the public service system reformation, setting up of new units, university administrative system modification, and operational restructuring of concerned units involving in higher education management. The movements can be summarized in a chronological order as follows:

**- Management structural system reformation and new functional unit set up period**

The commencement of the National Education Act year 1999 has a great impact to overall National education management and the operation of concerned units as well as to the academic institutions. An important movement was the public service structural reformation especially the combination of the then Ministry of Education, Ministry of University Affairs and the Office of the National Education Commission under the Office of the Prime Minister into a new Ministry, the Ministry of Education, Religion and Culture. The new ministry has divided its administrative structure in terms of public service units into various committee boards in charge of religious matter, culture, fundamental education, vocational education, and higher education (Charas Suwanwela, 2009). The Ministry of University Affairs had also been transformed into the Office of the Higher Education Commission, OHEC after the activation of National Education Act year 1999 (2<sup>nd</sup> Amended Edition year 2001). **In 1999, the university administrative system has been reformed.** The National Education Act year 1999 section 36 has instructed that academic institutions providing graduate courses should become juristic persons and could be a part of government public service sector or a unit under the government supervision in order to make sure that the universities are under good management according to the good governance policy. It is also aimed that the universities under this scheme would have more flexibility in operation along with the responsibility to operate with quality and efficiency and serve the national development requirement. Under this scheme, the university operation can be linked with the government policies. The

government could supervise and oversee the operation with legislative mechanism. The universities under the government supervision then possessed the following status: 1) A government unit which is not a part of the public services or state enterprise 2) A juristic person under the supervision of the Ministry of Education 3) A government unit with sufficient financial support from the government allocated from the national budget distribution to keep the qualified standard of education.

**Later on in 2000, the Office for National Education Standards and Quality Assessment (ONESQA)** was established with an aim to develop the regulation and external quality audit and evaluate the education management with the instruction to evaluate the external quality of all academic institutions within 6 years from the commencement of the National Education Act 1997 (The Office for National Education Standards and Quality Assessment, 2009). At the same time the movement on global quality insurance became a key drive in Thailand's quality assurance system development. Prior to 1997, the popularity of self-study report, external audit and performance indicators has become an extensive trend for awhile (Amornwich Nakornthap, 2001). The academic institutions throughout the country had therefore accelerated to push on the quality system development within their territories. The frameworks from the Office of the Higher Education Commission, OHEC have been used as the guideline to make sure that the operation is successful and efficient according to the target of quality assurance. Besides the domestic quality assurance system, each university also had to adapt themselves to overseas organizations such as Times Higher Education by Quacquarelli Symonds (QS), Academic Ranking of World University by Shanghai JiaoTong University, Webometrics Ranking of World, and etc. in order to develop and upgrade their academic institutions. **In 2002, subsequently from the public service system reformation, the concerned units and departments have been restructured. The Ministry of Culture has been established to handle cultural concerned affaires.** This new ministry then has been in charge of all issues related to arts and culture with the mission to become an organization to preserve religions, arts, and culture for the public, to create prides of being Thai, and to support good quality of life based on national culture which leads to a constructive social peace. The units under the new ministry include Office of Minister, Office of General Director, Religion Department, Fine Arts Department, Office of National Cultural Commission, Office of Contemporary Arts and

Culture, Buditpatanasilpa Institute, and Princess Maha Chakri Sirindhorn Anthropology Centre. As for higher education management section, **the Ministry of Education has restructured and divided into 5 offices in 2003**. The Ministry of Education has arranged its administrative system for governmental education into 3 units including 1) Central Administrative Regulation 2) Educational district administrative Regulation and 3) Administrative Regulation for government academic institutions with graduate degree programs holding juristic person status. For central administration, the Office of General Director and 4 main entities in forms of a council or a committee board are obliged. The 4 entities include Education Council, the Board of Basic Education, the Board of Higher Education and the Board of Vocational Education. Therefore, status-wise, the units under the Ministry of Education comprise of the Office of the Minister and 5 main divisions including 1) Office of the Permanent Secretary 2) Office of the Education Council 3) Office of the Basic Education Commission 4) Office of the Higher Education Commission 5) Office of Vocational Education Commission.

The higher education in the first decade has been operated under the framework of education reformation in terms of restructuring the entire working units in order to accommodate the quality system development of each academic institution in the future. The information derived from the Office of the Higher Education Commission, OHEC revealed that since 1997 the number of academic institutions both governmental and private as well as other governmental units has quantitatively increased. Over 635 of these institutions throughout the country have participated in educational management. The private sector has been strongly united with more capabilities to operate the function of higher education and cater the demand of higher education level study. Various higher education institutions were able to enhance the quality of education to match the international level of higher education (The Office of Higher Education Policy and Planning, 2002).

Still, the Thai higher education in the early year from 1997 has faced some problems in terms of quality and efficiency in operation. Some of the problems include the lack of unity in the policy resulted from the slowness and obstacles on the attempt to make education reformation. One of the rationales behind the obstacles was that 5 Ministers of Education had been changed within a period of 3 years from 2001-2004 leading to continuity of work flows in the highest level and inconsistency of

leaderships in the ministry (Amornwich Nakornthap, 2006). Moreover, with the higher education administration being centralized in Bangkok, most higher education institutions have focused on teaching rather than researching which led to the inefficiency of knowledge enhancement. This issue has later on become a problem of institutional grouping - researcher (The Office of the Higher Education Policy and Planning, 2002). Besides, other problems also existed such as limitation of cooperation between higher education institutions and industrial sector due to the surrounding factors during that period with the economic recession in 1997-1998. Many industries and businesses had to stop running whereas new investment capitals had been held leading to unemployment issue. Overall incomes of most people dropped causing inflation directly affecting those with lower incomes and the disables in the society. A number of students had to quit school as their parents were unemployed and had no incomes.

The economic crisis also made a direct impact to higher education system. The budget to support higher education has been downsized affecting the financial stability of higher education institutions. The enrollment fees have been increased leading to struggling among parents (9<sup>th</sup> edition of the Higher Education Development Plan, 2002). The government tried to solve the problems by enforcing the education loan fund act with a status of juristic person under the supervision of Financial Ministry. The loans were given to the students with problems in paying tuition fees and other expenses related to education and the living expenses during education for students of high schools, vocational schools and universities.

Moreover, the higher education also faced the problem of lacking qualified teachers. Many professors with academic entitlement such as professors, deputy professors and the Ph.D. holders had retired (Wittayakorn Chiangkul, 2006). These were the major problems in terms of quality which needed to be resolved. Therefore, the then university department has issued the 9<sup>th</sup> edition of higher education development plan (2002 - 2006) to make sure that the Thai higher education is ready for the rapid changing contexts in an international level including the higher education reformation trend happening worldwide and the globalization movement with a direct impact to the Thai higher education in the second half of the decade (2003-2007). This includes freedom in education, enhancement of information and communication technology, and the potentials in utilizing the knowledge for national development, and etc.

### **3.2.2 The progresses of Thai higher education in the second half of the decade (2003 - 2007)**

The problems on quality and efficiency required to be resolved urgently have led to the launching of the 9<sup>th</sup> higher education development plan (2002-2006) by the department of education. This is in order to encounter the external factors being rapidly changed as well as the social changes within the country which also had great impacts to the Thai higher education progress. The demands to study in the higher education level and the needs to develop vocational skills have resulted in the growth of demands of people to study in the higher education level. This is an important drive to the development of higher education to cater these demands.

From the report of the performance of the 9<sup>th</sup> higher education development plan (2002-2006), it can be observed that the universities, both governmental and private, have expanded in terms of quantity such as the opening of new academic courses, new subjects of study, and more Master Degree courses. Besides, there were more cooperation with overseas universities and special vocational courses due to the problem of unemployment (Wittayakorn Chiangkul, 2001). More governmental higher education institutions have been opened in different regions in Thailand. The number of private higher education institutions also increased. The private sector has been encouraged to participate in education administration. Governmental institutions have also applied to the administration approach of the private sector (privatization and corporation).

The higher education institutions were divided under the 9<sup>th</sup> higher education development plan, 2002 - 2006, in 2004 as follows:

- Governmental higher education 22 institution with limited seats (department of university).
- Governmental higher education 2 institutions with non-limited seats (department of university)
- Private higher education 54 institutions (department of university)
- Higher education 489 institutions under the Ministry of Education.
- Higher education 81 institutions under other units such as Ministry of Defense, Ministry of Health and etc.

All the above mentioned factors were under the context of varying national economy. The situation has directly affected the higher education development process especially on the financial status. The social instability particularly on the political unsteadiness such as the restructuring within the Ministry of Education and the implementation of government policies and strategies as the core of national development by reducing the role of the 9<sup>th</sup> higher education development plan has made the operation of each higher education institution more complicated and inflexible due to alterations of policy (The Office of the Higher Education Commission. (2007).

Nevertheless, the higher education operation in the second half of the decade (2002-2006) still aimed on making Thai people meet the criteria of academic and vocational quality with excellent knowledge and skills to benefit the development of the country, society and local community. With this goal, Thai people should also possess ethical and moral manner with discipline and ideas of self creativities. They should be able to continuously conduct self learning throughout their life. This is believed to help the country develop and lead to national economic and social stability as well as increase the potential of competitiveness in the global platform. Therefore, the improvement of higher education operation and management in the level of government policies and institutional level to be more practically flexible and independent has become the first priority with the aim to develop and enhance the academic quality according to the set target. In this regard, all the higher education institutions under the supervision of the Office of the Higher Education Commission, OHEC were involved in this mission. The involved institutions have been divided into the governmental higher education institution group, Rajabhat University group, private higher education institution group, Rajamangala Institutes of Technology group, and community education institution group (The Office of the Higher Education Commission. (2007).

**- Educational standard quality enhancement period: curriculum development, creating academic excellences, opening of new branches, institutional upgrade, adding additional units, higher education management efficiency enhancement, and development toward internationalization.**

Following the establishment of the Office for National Education Standards and Quality Assessment (ONESQA) in 2000 to improve the quality and

standard of education in all level, all educational institutions had to conduct internal quality audit system in order to meet the expected quality and standard requirement and be able to accept external quality audit (The Office of the Higher Education Commission, 2008). Many institutions, therefore, have developed their curriculums according to **the Thai Qualification Framework for Higher Education (TQF:HEd), 2005**. The establishment of the higher education curriculum standard derived from the requirement of the labor market which varies upon the economic and social situations. Since there were high competitions in the labor market, the competitions on the quality of the graduates also existed. Therefore, there have been some great extents in improvement, developments and opening of new courses and subjects to cater the rapidly changing status of the market. This includes the E-learning and multi-purposed study and the setting up of the Center of Excellence with the goal to become the Excellence or Research University.

In order not to overlook the efficiency of producing new graduates due to the appearance of so many new academic subjects and courses, the Office of the Higher Education Commission, OHEC has set the higher education curriculum standard to make sure that all the curriculum administrations would be in the same direction. This includes the number and qualification of the teachers, proportion between students and teachers, and etc.

Besides the issue of curriculum development, another interesting issue was the establishment of **the National Institute of Education Testing Service (Public Organization)** which is the governmental unit according to the Royal Degree on Establishment of the National Institute of Education Testing Service (Public Organization) in 2005. The education assessment institution was required to act as a neutral organization for study, research, development and providing educational assessments and evaluation. It would also act as a center of cooperation in educational assessment in the national and international levels. And in order to make this organization have an independent and effective administration and management, it has been listed as a public organization according to the public organization law.

One of the highlight incidents **in 2004 was the opening of a new 5 -year curriculum called “the new breed teacher curriculum”** by the Ministry of Education as a pilot project to produce fundamental educational teachers with a 5-year bachelor



degree course under the concept of teacher quality reform. The course has set that teachers must acquire a vocational license by taking additional 1-year course. Finally, it has been instructed that all teacher students must take an internship program and teach at real schools in order to get a direct teaching experience which is different from the former 4-year curriculum. The government has granted scholarships worth at THB 80,000 per student according to the 3-year teacher producing plan (2004-2006) with an employment guarantee after graduation. However, the project has been held after the first batch due to policy changes. Today the 5-year teacher course is still in operation, but students wishing to take the course must bear all the expenses by themselves.

The other remarkable issue is **the academic qualification upgrade of Rajabhat Institutes to Rajabhat Universities**. All the Rajabhat Institutes established under the Rajabhat Institutes Act year 1995 were granted the University status with the objective to represent as higher education institutions for local development and showcase the local knowledge, and produce the graduates with great love and bonds to the locality. It also emphasizes on encouraging long-term self-learning in the community and helping people in the rural areas to realize the changes going on in the society. The number and quality of the said graduates must match with the graduate producing plan of the whole country. Therefore, the Rajabhat Universities are responsible to produce and develop quality and standard teachers and academic personnel upon the high vocational courses.

One of the other important issues and movements which affected the overall higher education institution developments was the continued attempt to transform the status of the governmental universities to the university under the government's supervision. In order to reach the objective, the processes to drive the issue include the development of flexible higher education management system by improving the financial budget system, account system, legal system, human resource management, academic administration, and evaluation system as well as the development on efficiency and accountability.

The movement of higher education development in terms of the management structural system and quality and standard has been an on-going process in order to catch up with the rapid changes in the global society. The 2<sup>nd</sup> edition of the long-term higher education development plan (2007-2021) has been launched. The

details on important trends with great impacts to the music education management in the higher education will be given in Chapter 4. In summary, the Thai higher education operation in the last decade (1998-2007) has continuously progressed ranging from the policy level, planning, and governmental administrative mechanism due to the non-stop context changes of both internal and external factors.

### **3.3 Music Education Management in the Higher Education: Dynamic Progress and Adaptation in the last Decade**

From the dynamic progress of Thailand higher education in the last decade as stated in 3.2, it is obvious that Thailand higher education was inevitably influenced by globalization. Each higher education institution tried to adapt in every dimension.

In the context of music education, it can be seen that the progress has directly impact the operation of music education management in the higher education unavoidably. The higher education institutions offering music programs as the major subjects have continuously adjusted themselves in various scopes. The philosophies of music education management have been changed by featuring individual vision and mission of each institution differently under the administrative policy of each university. This movement constantly led to the improvements and developments of the curriculums as well as the expansions of music courses and various music programs ranging from pre-higher education level up until doctorate degree level. The number of personnel and graduates from music programs has also increased. The researcher would like to present the concerned details as follows:

#### **3.3.1 Philosophies and policies of music education management**

Throughout the past, music education management in the higher education normally focused on only two major aspects, i.e. producing music teachers and artists. Nevertheless, since the late 90's Thailand's music education management has expanded quantitatively in terms of the number of institutions, curriculums, and obviously the number of different music programs. Students looking forward to studying in the music programs in the higher education have more options in various specific areas such as music composition, music technology, music business, and etc.

This was due to the changing context of global cultural society where music industry has played a big role in human's life. The changes in economic structure through globalization had a great impact to Thailand, obviously from the late 90's. The growths in service sector, industrial sector and the demands of labors in the new industrial businesses have led to great demands of manpower in various areas to cater the economic growth. Music as well has been dragged into many matters such as performative functions, commodification, music in film and multimedia industry, evolutions of technologies, significances in social and cultural contexts, stylistic expression, identities and ethnics, as well as struggles in discourse and legitimacies (Lines, D. K., 2005). These involvements have enlarged the music industry and driven music to become one of the professions in the world society and play some big roles in the Thai society nowadays. Moreover, in the last 10 years, the concepts of Knowledge-based Economy and Creative Economy have been utilized to administrate the modern economy in many countries including Thailand. This new form of modern economic management has brought music into the relationship and finally categorized under Creative Industry systematically. Good examples can be found in movie soundtracks, documentary soundtracks, musicals, various entertainments in multi-medias such as television and radio broadcasting, internet, as well as music as a mean of education and healthcares. Music has become an interrelated network and an inescapable part of the contemporary world. The tendency of music education for the development of the children's skills and brain in the form of General Music Education has taken place in the society for a while. These movements have a great impact to the demand of the labor market for the manpower in music related careers inevitably.

From the information on the changes in the philosophical concepts of the institutions with responsibility in music education management in the higher education, it is found that the mentioned surrounding contexts have led to improvements in the operation of each institution. Each institution has created the prominent feature of their education management which differed from the past with a unique focal point of each institution. From 1997 there are 8 institutions and 1 additional group which have improved their administrative operations with obvious movements in adapting philosophies and policies in education management as follows:

1. Mahidol University: focusing on enhancing the status of music programs from a subject of street performances into the subject of scholars, making music programs an honorable and reliable profession, producing talented musicians in the professional level, national level and international level for the growth of the nation.

2. Burapha University (Faculty of Fine and Applied Arts): focusing on producing graduates to become artists, singers, composers, professional musicians, dance stylists, art directors, producers, stage directors, costume designers, light and sound designers, businessmen in entertainment business, music teachers, singing teachers, and dancing teachers.

3. Silpakorn University: focusing on producing graduates in music to become professional musicians on an international standard. Graduates should have the passion and in-dept understanding in music with ability to adapt musical arts into a creative profession.

4. Assumption University: concentrating on catering the demands of the music industry, producing graduates with inclusive knowledge in music business and expertise in music to be able to compete in the high competitive music industry.

5. Mahasarakham University: concentrating on academic learning and practical music particularly on local knowledge of Northeastern Thailand (I-sarn) in terms of preservations, creativities, researches, developments and applied technologies to develop the human potentials, community knowledge, quality of life and spirit for the strength of the community.

6. Bunditpatanasilpa Institute: concentrating on producing great artists, art academic experts, conservation and propagation of Thailand's theatrical art musicology.

7. Rangsit University: focusing on being a high level music institution and supporting related activities inside and outside the university with the goal to become the leader of music programs in the higher education level.

8. Ramkhamhaeng University: focusing on carrying forward and creating Thai fine arts to international platforms and art perceptual integration to complement the community.

Plus a group of institutions which offer the new 5-year teacher curriculum, i.e. Chulalongkorn University (Faculty of Education), Srinakharinwirot University, Burapha University (Faculty of Education), Thepsatri Rajabhat University,

Kamphaeng Phet Rajabhat University, Bansomdejchaopraya Rajabhat University, and Phuket Rajabhat University: focusing on producing graduates with full knowledge and skills in teaching and learning music management in the basic education level.

### **3.3.2 Administrations of Institutions and Concerned Units**

The grouping of higher education institutions in the period when they were under the supervision of University Department was classified into Governmental University group, Open University group, Private University group and Rajamangala University of Technology group. Before the year 2004 the Rajabhat Institute group was administrated under the Office of Rajabhat Institute Council. All the groups, however, were under the jurisdiction of the Ministry of Education. In 2003 there was a structural change in the Ministry of Education and the establishment of the Office of the Higher Education Commission, OHEC. The institutions responsible for organizing music program have therefore assembled together under the same roof of the Office of the Higher Education Commission, OHEC. At present (2010) there are altogether 46 institutions and an institution under the jurisdiction of the Fine Arts Department, totaling at 47 institutions having music courses available in the higher educational level with details as follows:

#### **Govenmental University group - Central and Regional (10 institutions)**

1. Kasetsart University
2. Khon Kaen University
3. Naresuan University
4. Mahasarakham University
5. Silpakorn University
6. Srinakharinwirot University
7. Chulalongkorn University - Autonomous University
8. Thaksin University - Autonomous University
9. Burapha University - Autonomous University
10. Mahidol University - Autonomous University

#### **Open University group (1 institution)**

1. Ramkhamhaeng University

**Rajabhat University group (31 Institutions)****Bangkok (4 Institutions)**

- Chandrakasem Rajabhat University
- Bansomdejchaopraya Rajabhat University
- Phranakorn Rajabhat University
- Suan Sunandha Rajabhat University

**Central (8 Institutions)**

- Kanchanaburi Rajabhat University
- Nakhon Pathom Rajabhat University
- Nakhon Sawan Rajabhat University
- Phranakhon Si Ayutthaya Rajabhat University
- Phetchaburi Rajabhat University
- Muban Chombueng Rajabhat University
- Valaya Alongkorn Rajabhat University Under The Royal Patronage
- Thepsatri Rajabhat University

**North (7 Institutions)**

- Kamphaeng Phet Rajabhat University
- Chiangrai Rajabhat University
- Chiangmai Rajabhat University
- Pibulsongkram Rajabhat University
- Phetchabun Rajabhat University
- Lampang Rajabhat University
- Uttaradit Rajabhat University

**Northeast (7 Institutions)**

- Nakhon Ratchasima Rajabhat University
- Buriram Rajabhat University
- Rajabhat Maha Sarakham University
- Sakonnakhon Rajabhat University
- Surindra Rajabhat University
- Udon Thani Rajabhat University
- Ubon Ratchathani Rajabhat University

**East (2 Institutions)**

- Rajabhat Rajanagarindra University
- Rambhai Barni Rajabhat University

- South** (3 Institutions)
- Nakhon Si Thammarat Rajabhat University
  - Phuket Rajabhat University
  - Songkhla Rajabhat University

**Private University group** (3 Institutions)

1. Rangsit University
2. Assumption University
3. Payap University

**Rajamangala University of Technology group** (1 Institution)

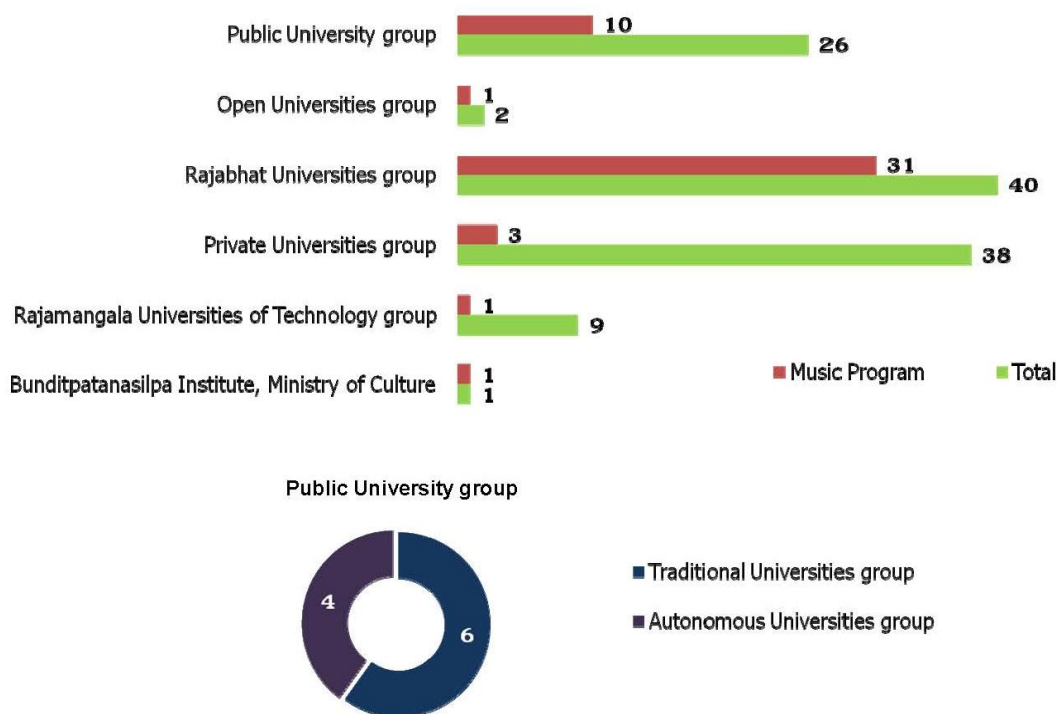
**Institution under the jurisdiction of the Fine Arts Department group**  
(1 Institutions)

The expansion in terms of quantity of higher education institutions offering music programs from the past until present totals at 47 institutions. They can be categorized into several groups including 1) Out of 26 universities in Public university group, 10 offer music program as a major subject, 2) One of the two universities in Open university group offers music program as a major subject, 3) Out of 40 universities in Rajabhat university group, 31 offer music program as a major subject, 4) Out of 38 universities in Private university group, 3 offer music program as a major subject, 5) Out of 9 universities in Rajamangala Universities of Technology group, 3 offer music program as a major subject, and one institution under the jurisdiction of the Fine Arts Department (Banditpattanasilpa Institute, Ministry of Culture) offers music program as a major subject. According to the statistics in 2010, 4 universities in Public university group offering music program as a major subject have transformed themselves into autonomous universities (see Figure 3.1).

**(Note:** In categorizing higher education institution groups, the researcher has classified the groups using the earlier system prior to the setting up of the Office of Higher Education Commission (OHEC) in 2003 in order to cover the whole amount and oversee the in-depth details of the operations of each institution. This is due to different operational procedures of each institutional group. At present, however, all university groups have been re-defined as governmental higher education institutions except the private institutions).

**Figure 3.1**

**The quantitative expansion of higher education institutions offering music programs categorized by types of institutions**



According to the details of music programs offered by the concerned units in each institution mentioned above, it can be recognized that out of 47 institutions offering music program as a major subject the researcher has classified the operational functions of these units into two groups as follows: 1) with the set up as College/School/Faculty/Conservatory of Music totaling 6 units or 11.54% of the entire units involved and 2) as a unit under the concerned faculties totaling 46 units or 88.46% of the involved units. Therefore, altogether there are 54 units from 47 institutions offering music programs.

**(Note:** Some institutions have separately offered music programs in different teaching units. These include Chulalongkorn University offering music programs in the Faculty of Education and the Faculty of Fine and Applied Arts, Mahidol University offering music programs in the College of Music and the Research Institute for Language and Culture of Asia, Silpakorn University offering music programs in the Faculty of Music

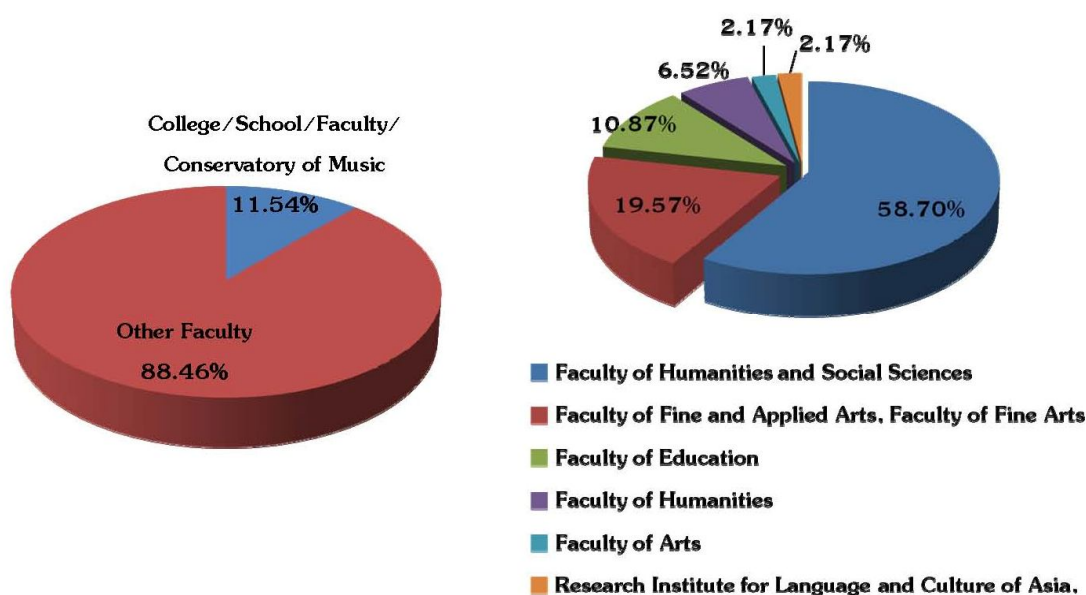


and the Faculty of Arts, Burapha University offering music programs in the Faculty of Education and the Faculty of Fine and Applied Arts, Bansomdejchaopraya Rajabhat University and Buriram Rajabhat University offering music programs in the Faculty of Education and the Faculty of Humanities and Social Sciences, and Bunditpatanasilpa Institute, Ministry of Culture, offering music programs in the Faculty of Art Education and the Faculty of Dramatic Arts and Drama).

The music programs can also be classified into faculties that offer the courses as the followings: the Faculty of Humanities and Social Sciences, totaling at 27 locations or 58.7%, the Faculty of Fine and Applied Arts or the Faculty of Fine Arts, totaling at 9 locations or 19.57 %, the Faculty of Education totaling at 5 locations or 10.87%, the Faculty of Humanities, totaling at 3 locations or 6.52%, the Faculty of Arts, at 1 location or 2.17%, and the Institute of Language and Culture for Rural Development, at 1 location or 2.17%. (See Figure 3.2)

**Figure 3.2**

**Higher education units offering music programs**



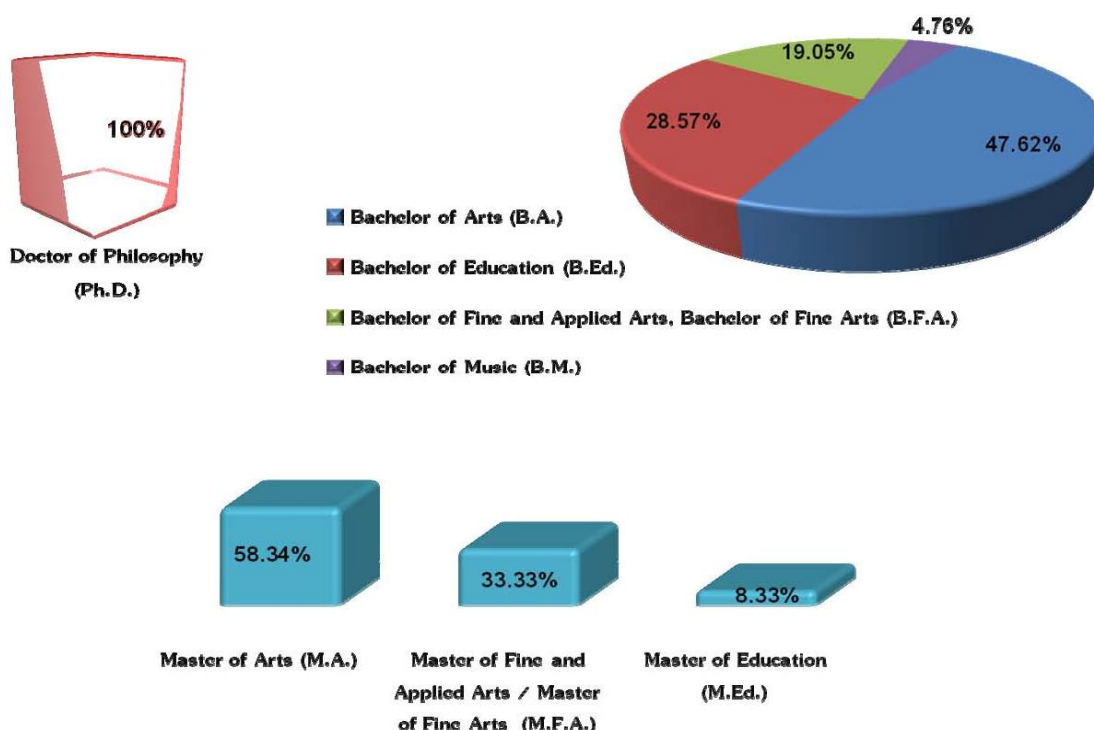
### 3.3.3 Concerned curriculums and available programs

Throughout the past 10 years (from 1997 - 2007) the music education management in Thailand higher education level has been able to offer curriculums

ranging from bachelor degree, master degree, and doctorate degree with a variety of specialized programs and courses available as shown in table 3.1-3.3 There is one music curriculum available in Thailand in the doctorate level, i.e. Doctor of Philosophy (Ph.D), which is equivalent to 100% (available in 2 institutions). As for the master degree level, there are 3 curriculums available including Master of Arts (M.A.), equivalent to 58.34% (available in 7 institutions), Master of Fine and Applied Arts / Master of Fine Arts (M.F.A.), 33.33% (available in 4 institutions), and Master of Education (M.Ed.), 8.33% (available in 1 institution). In the bachelor degree level, there are 4 curriculums available including Bachelor of Arts (B.A.), which is equivalent to 47.62% (available in 30 institutions), Bachelor of Education (B.Ed.), 28.57% (available in 18 institutions), Bachelor of Fine and Applied Arts or Bachelor of Fine Arts (B.F.A.), 19.05% (available in 12 institutions), and Bachelor of Music (B.M.), 4.76% (available in 3 institutions). See Figure 3.3

**Figure 3.3**

**Music degree programs in Thailand (as of academic year 2010)**



**Table 3.1****Showing programs and courses of music education in the doctorate degree level**

<b>No.</b>	<b>Program/ Course</b>	<b>Available Curriculums</b>
1	Musicology	2
2	Music Education	2
3	Music Management	1
	<b>Total</b>	<b>5</b>

**Table 3.2****Showing programs and courses of music education in the master degree level**

<b>No.</b>	<b>Program/ Course</b>	<b>Available Curriculums</b>
1	Musicology	2
2	Music Education	5
3	Music Composition	4
4	Ethnomusicology	4
5	Music Performance	3
6	Music Performance and Pedagogy	1
7	Folk Music	1
8	Western Music	1
9	Thai Music	1
10	Molam	1
11	Jazz Studies	1
12	Music Theory	1
13	Music Management and Performing Arts	1
14	Music Business Administration and Music Technology	1
15	Music and Dance Studies	1
16	Music Administration	1
	<b>Total</b>	<b>29</b>

**Table 3.3****Showing programs and courses of music education in the bachelor degree level**

<b>No.</b>	<b>Program/ Course</b>	<b>Available Curriculums</b>
1	Western Music / Classical Music	23
2	Thai Music / Thai and Oriental Music	19
3	Music Education	14
4	Music Business / Commercial Music	5
5	Jazz Studies	4
6	Music Composition	3
7	Thai Vocal Music	3
8	Western Vocal Music	2
9	Music Technology	2
10	Music Performance	5
11	Music Performance and Pedagogy	1
12	Folk Music	1
13	Oriental Music	1
14	Music and Performing Arts	1
15	Folk Music and Performance	1
16	Music Education Teaching	1
17	Music Production and Engineering	1
18	Music for Film and Multimedia	1
19	Church Music	1
20	Music Entertainment	1
21	Contemporary Music	1
22	Luk Krung Music	1
23	Luk Thung Music	1
	<b>Total</b>	<b>93</b>

(Note: The names of the programs in the tables above are complicated and difficult to verify. The researcher has distinguished and counted the amounts of the names genuinely existing in the available curriculums of each institution).

The music programs stated in the above tables have just been initiated within the last ten years. According to the records on music program introductions in Thailand higher education institutions in the past, the major focal programs available were “Music Education and Music Performance” (Classical Thai and Western Music) for the bachelor degree level and “Music Education, Musicology, and Ethnomusicology” for the master degree level. However, after 1997 there have been more music programs on other specific contexts such as commercial music, music business, music technology, music entertainment, music composition, music theory, and etc. introduced in various institutions. The additional programs have now been focused on more specific expertise stressing on practical learning of each musical instrument. Soon, there have been more programs added including Jazz Music, Molam, Luk Thung music and Luk Krung music, etc.

Additionally, there have also been some specific specialized programs added for the master degree level such as Music Conductor, Musicology, and Ethnomusicology. There have also been some developments toward designing a new curriculum which integrate music with other sources of knowledge to become a new course such as “Music Therapy” and “Music Administration”.

Furthermore, the higher education institutions under the jurisdiction of the Office of the Higher Education Commission, OHEC have launched music program for high school education which help filling up the gaps on the way toward higher education. The program has helped the high school students who want to take music program on their higher education level to get ready. In the past, such specific program for high school students was considered as music specific school. The program was available at Mattayom Sangkeetwitaya Bangkok School (1993), 15 College of Dramatic Arts throughout Thailand (at present the colleges have been merged into Buditpatanasilpa Institute), Royal Thai Army School of Music, Royal Thai Navy School of Music, and Royal Thai Air Force School of Music. Nonetheless, since 2001, the universities offering music programs have gained the initiative concept of arranging music education for high school education and also the music courses for the general public. Mahidol University has launched the first music program for high school curriculum in 2001 (the music programs for the public have been initiated since 1989) followed by Mahasarakham University, Rangsit University, Payap University, and etc. Today, there are 5 available

programs including Music Performance, Music Composition, Western Music, Thai Classical Music, and Pre-undergraduate Music (English + Music).

According to the information collected, it can be seen that the number of curriculums and music programs currently offered in the universities are facing complications in terms of curriculum names, the names of academic degrees, concerned abbreviations, and the names of so many offered programs. To solve this issue, the Office of the Higher Education Commission, OHEC has urged concerned institutions to continuously improve and develop the curriculums with a revision of the academic degree abbreviations according to the standard rank of higher education curriculum year 2005. Though, practically the concerned institutions have commenced the revisions and improvements intensely and completed the alterations in 2007. However, according to the information collected in 2010, the complicated overlapping of curriculum names, academic degrees and abbreviations, as well as the names of the programs are still there, both in Thai and in English.

### 3.3.4 Number of music program instructors

According to the present statistics collected in terms of the number of music instructors in the higher education institutions throughout Thailand, **there are altogether 575 Thai-national instructors.** The number of foreign instructors teaching music in the higher education institutions in Thailand, as alien employees, totals at around 60-70. Most of them are being hired on a yearly contract basis. According to the stated record, around 50 foreign instructors are teaching at Mahidol University (as of 2010 report). As for the Thai music instructors, it can be sorted by educational qualification that there are 46 instructors with doctoral degree (including 14 instructors holding doctoral degrees in other programs than music, but giving lectures in music programs, most of them hold the doctoral degree in education), 367 with master degree, and 154 with bachelor degree. (See Table 3.4)

By academic designations, the figures can be classified into 3 Professors, 23 Assoc. Professors (including Assoc. Professors on process of requesting academic position – unable to indentify the exact number, and 1 Assoc. Professor in Medical Science working for a music program), 86 Asst. Professors, and 463 instructors. (See Table 3.5)

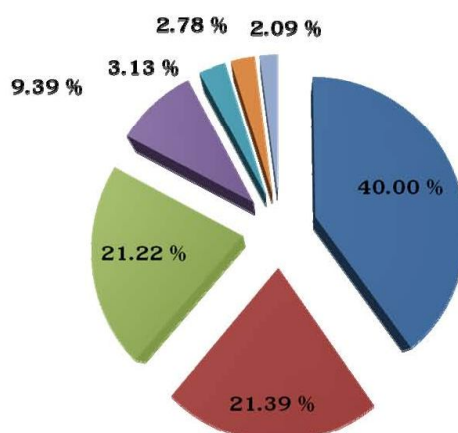
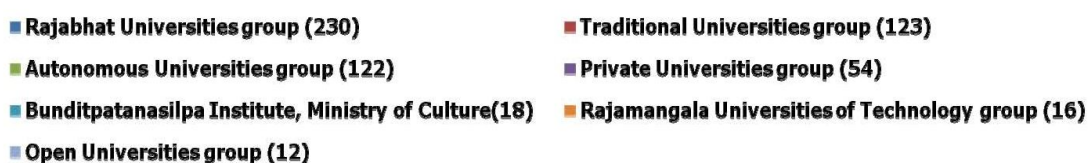
**Table 3.4****Number of music program instructors by level of educational attainments**

Degree	Doctoral	Master	Bachelor	Other	Total
Persons	46	367	154	8	575

**Table 3.5****Number of music program instructors by academic ranks**

Designation	Professor	Assoc. Professor	Asst. Professor	Instructor	Total
Persons	3	23	86	463	575

Looking at the number of music instructors classified by institutional groups, the figures can be arranged respectively from the highest number downwards as follows: 1) 230 from Rajabhat Universities Group (40%), 2) 245 from Governmental Universities Group which can be divided into 123 from Traditional Universities Group (21.39%) and 122 from Autonomous Universities Group (21.22%), 3) 54 from Private Universities Group (9.39%), 4) 18 from Bunditpatanasilpa Institute, Ministry of Culture (3.13%), 5) 16 from Rajamangala Universities of Technology Group (2.87%), and 6) 12 from Open Universities Group (2.09%). (See Figure 3.4)

**Figure 3.4****Number of music program instructors by types of institutions**

By educational qualification and institutional groups, it can be specified as follows: Out of 46 instructors with doctoral degree, 15 are working in Traditional Universities Group (32.61%), 12 in Autonomous Universities Group (26.09%), 9 in Rajabhat Universities Group (19.56%), 8 in Private Universities (17.39%), 2 in Open Universities Group (4.35%), and non in Rajamangala Universities of Technology Group and Bunditpatanasilpa Institute, Ministry of Culture. (See Table 3.6)

Out of 365 instructors with master degree, 150 are working in Rajabhat Universities Group (40.87%), 80 in Traditional Universities Group (21.80%), 73 in Autonomous Universities Group (19.89%), 32 in Private Universities Group (8.27%), 13 in Rajamangala Universities of Technology Group (3.54%), 11 in Bunditpatanasilpa Institute, Ministry of Culture (3%), and 8 in Open Universities Group (2.18%). (See Table 3.7)

Out of 154 instructors with bachelor degree, 70 are working in Rajabhat Universities Group (45.45%), 32 in Autonomous Universities Group (20.78%), 26 in Traditional Universities Group (16.88%), 14 in Private Universities Group (9.09%), 7 in Bunditpatanasilpa Institute, Ministry of Culture (4.55%), 3 in Rajamangala Universities of Technology Group (1.95%), and 2 in Open Universities Group (1.30%). (See Table 3.8)

**Table 3.6**

**Number of music program instructors holding doctoral degree by types of institution**

Group	Traditional Universities	Autonomous Universities	Rajabhat Universities	Private Universities	Open Universities	Rajamangala Universities of Technology	Bunditpatanasilpa Institute, Ministry of Culture	Total
Doctoral	15	12	9	8	2	-	-	46
Percentage	32.61	26.09	19.56	17.39	4.35	-	-	100

**Table 3.7**

**Number of music program instructors holding master degree by types of institution**

Group	Rajabhat Universities	Traditional Universities	Autonomous Universities	Private Universities	Rajamangala Universities of Technology	Bunditpatanasilpa Institute, Ministry of Culture	Open Universities	Total
Master	150	80	73	32	13	11	8	365
Percentage	40.87	21.80	19.89	8.72	3.54	3.00	2.18	100



**Table 3.8****Number of music program instructors holding bachelor degree by types of institution**

Group	Rajabhat Universities	Autonomous Universities	Traditional Universities	Private Universities	Bunditpatanasilpa Institute, Ministry of Culture	Rajamangala Universities of Technology	Open Universities	Total
Bachelor	70	32	26	14	7	3	2	154
Percentage	45.45	20.78	16.88	9.09	4.55	1.95	1.30	100

According to the teacher personnel qualification survey, it is also found that there are a number of music instructors in the higher education institutions without academic degree. These people, somehow, are considered as music specialists or national artists as well as those graduated from European music schools of which the qualifications are not certifiable. However, the total number stands at only approximately 1.70 – 2% from the total number of music instructors throughout the country.

In addition, the researcher has also categorized the number of music instructors by academic designations and institutional groups. The result shows that there are 3 professors (excluding 1 Emeritus Professor) working in Autonomous Universities, 9 Assoc. Professors working in Autonomous Universities Group (39.13%), followed by 8 Assoc. Professors in Traditional Universities Group (34.78%), 5 in Rajabhat Universities Group (21.74%), and 1 in Open Universities Group (4.35%). There is no Assoc. Professor in Private Universities Group, Rajamangala Universities of Technology Group and Bunditpatanasilpa Institute, Ministry of Culture. There are 53 Asst. Professors working in Rajabhat Universities Group (61.63%), 15 in Autonomous Universities Group (17.44%), 14 in Traditional Universities Group (16.28%), 2 in Rajamangala Universities of Technology Group (2.33%), and 1 each in Private Universities Group and Open Universities Group (1.16%). There is no Asst. Professor in Bunditpatanasilpa Institute, Ministry of Culture. (See Table 3.9)

There are also many instructors without any academic title. 172 of them are working in Rajabhat Universities Group (37.15%), 101 in Traditional Universities Group (21.81%), 95 in Autonomous Universities Group (20.52%), 53 in Private Universities Group (11.45%), 18 in Bunditpatanasilpa Institute, Ministry of Culture (3.89%), 14 in Rajamangala Universities of Technology Group (3.02%), and 10 in Open Universities Group (2.16%). (See Table 3.9)

**Table 3.9****Number of music program instructors by academic ranks and types of institution**

Group	Traditional Universities	Autonomous Universities	Private Universities	Open Universities	Rajamangala Universities of Technology	Bunditpatanasilpa Institute, Ministry of Culture	Rajabhat Universities	Total
Professor	-	3	-	-	-	-	-	3
Percentage	0	100	-	-	-	-	-	100
Assoc.Prof.	8	9	-	1	-	-	5	23
Percentage	34.78	39.13	-	4.35	-	-	21.74	100
Asst.Prof.	14	15	1	1	2	-	53	86
Percentage	16.28	17.44	1.16	1.16	2.33	-	61.63	100
Instructor	101	95	53	10	14	18	172	463
Percentage	21.81	20.52	11.45	2.16	3.02	3.89	37.15	100

**3.3.5 Number of Music Program Graduates****Music Program Graduates in Bachelor Degree Level**

In the last ten years (from 1997 - 2007), 54 concerned units from 47 higher education institutions offering Music Programs throughout Thailand were able to produce 7,349 bachelor degree graduates in music programs. Out of this number, 2,314 were graduated from Governmental Universities Group (31.49%), 214 from Private Universities Group (2.90%), 4,486 from Rajabhat Universities Group (61.04%), 249 from Rajamangala Universities of Technology (3.39%), and 87 from Bunditpatanasilpa Institute, Ministry of Culture (1.18%). The bachelor degree graduates in music programs can be divided by the years of graduation as follows. (See Table 3.10)

**Table 3.10****Number of bachelor degree graduates in music by types of institution 1997 - 2008**

Year	Public University group	Private Universities group	Rajabhat Universities group	Rajamangala Universities of Technology group	Bunditpatanasilpa Institute, Ministry of Culture	Total
2540	57	4	325	0	0	386
2541	49	7	328	0	0	384
2542	74	12	321	0	0	407
2543	114	12	371	0	9	506

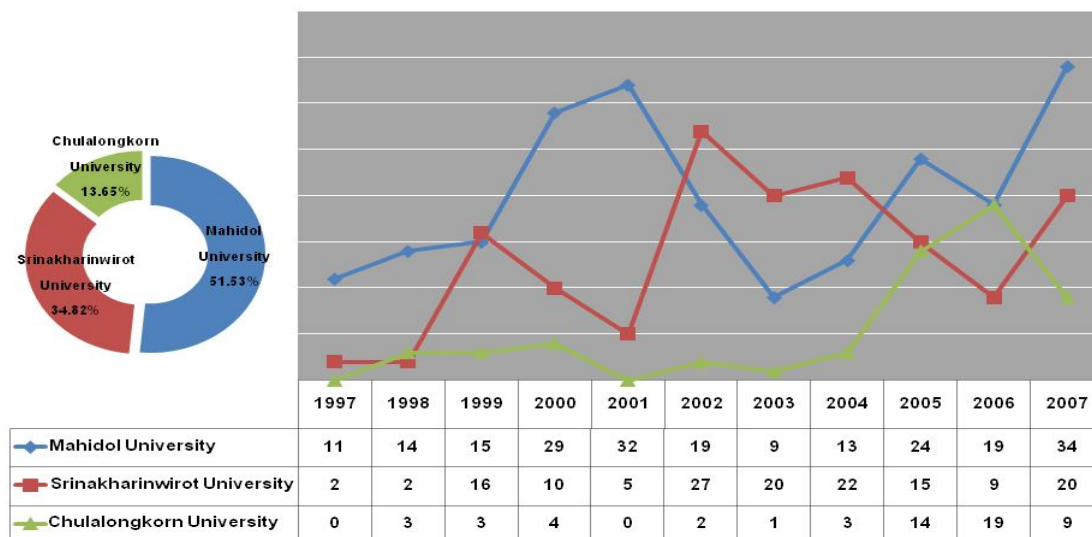
**Table 3.10 (cont.)****Number of bachelor degree graduates in music by types of institution 1997 - 2008**

Year	Public University group	Private Universities group	Rajabhat Universities group	Rajamangala Universities of Technology group	Bunditpatanasilpa Institute, Ministry of Culture	Total
2544	184	25	443	0	9	661
2545	232	20	431	61	4	748
2546	271	15	504	36	16	842
2547	299	13	465	37	32	846
2548	350	25	455	57	6	893
2549	310	25	405	45	11	796
2550	374	55	438	13	0	880
Total	2314	213	4486	249	87	7,349

(**Note:** Statistics from Phranakhon Si Ayutthaya Rajabhat University and Lampang Rajabhat University not available)

**Music Program Graduates in Master Degree Level**

From 1997 - 2007, three higher education institutions offering graduate-level music programs altogether produced 425 master degree graduates in music. Out of this number, 58 were graduated from Chulalongkorn University (13.65%), 148 from Srinakharinwirot University (34.82%, and 219 from Mahidol University (51.53%). (See Figure 3.5)

**Figure 3.5****Number of master degree graduates in music by institutions 1997 – 2007**

Comparing the ratio of all bachelor degree and master degree graduates in all fields of study from all higher education institutions throughout Thailand against the number of graduates in music programs in the last five years, the figures are shown in Table 3.11 and 3.12 below. When comparing the number of bachelor degree and master degree graduates from all higher education institutions throughout Thailand according to the fields of study including Humanities and Social Sciences, Science and Technology, and Science and Health against music, the results are shown in Table 3.13 and 3.14. It can also be marked here that the numbers of graduates in music programs are not much different each year.

**Table 3.11**

**Showing figures of all bachelor degree graduates nation-wide  
against graduates in music program (from 2003 - 2007)**

Year	2546	2547	2548	2549	2550
All graduates	256,559	257,881	101,401	259,089	1,774,315
Graduates from music programs	842	846	893	796	880
Ratio	305 : 1	305 : 1	114 : 1	325 : 1	2,016 : 1

**Table 3.12**

**Showing figures of all master degree graduates nation-wide  
against graduates in music program (from 2003 - 2007)**

Year	2003	2004	2005	2006	2007
All graduates	43,190	40,008	35,732	47,157	182,210
Graduates from music programs	30	38	53	47	63
Ratio	1,440 : 1	1,053 : 1	674 : 1	1,003 : 1	2,892 : 1

**Table 3.13**

**Showing figures of bachelor degree graduates (all groups) by fields of study  
against graduates in music program (from 2005 - 2007)**

Fields of Study	2005	2006	2007
Humanities and Social Sciences	59,970	175,656	1,298,592
Music	893	796	880
Ratio	67 : 1	221 : 1	1,476 : 1

**Table 3.13 (cont.)**

**Showing figures of bachelor degree graduates (all groups) by fields of study  
against graduates in music program (from 2005 - 2007)**

Fields of Study	2005	2006	2007
Science and Technology	30,149	71,133	399,463
Music	893	796	880
<b>Ratio</b>	<b>34 : 1</b>	<b>89 : 1</b>	<b>454 : 1</b>
Science and Health	11,282	12,300	76,260
Music	893	796	880
<b>Ratio</b>	<b>13 : 1</b>	<b>15 : 1</b>	<b>87 : 1</b>

**Table 3.14**

**Showing figures of master degree graduates (all groups) by fields of study  
against graduates in music program (from 2005 - 2007)**

Fields of Study	2005	2006	2007
Humanities and Social Sciences	27,167	37,132	133,610
Music	53	47	63
<b>Ratio</b>	<b>513 : 1</b>	<b>790 : 1</b>	<b>2,121 : 1</b>
Science and Technology	6,130	7,872	38,708
Music	53	47	63
<b>Ratio</b>	<b>116 : 1</b>	<b>167 : 1</b>	<b>614 : 1</b>
Science and Health	2,435	2,153	9,892
Music	53	47	63
<b>Ratio</b>	<b>46 : 1</b>	<b>46 : 1</b>	<b>157 : 1</b>

From the information collected and study on the dynamicity of music education management in the higher education in the last 10 years as presented in this chapter, it can be observed that music education management in the higher education has very much enhanced in terms of quality and quantity compared to the past. This is due to the adaptations under the context of the state of the society, both externally from the movement and changes in the global society and internally as well as from the factors within Thailand higher education and music education. This can be summarized of Development of Music Education in the last ten years (1997 - 2007) in 3.4

### **3.4 Overall Synthesis of the Outputs of Educational Management in the Higher Education and Significances to the Development of Music Education in the last ten years (1998 - 2007)**

After reviewing and considering the involved documents to evaluate the developments and the dynamicity of higher education in the last ten years presented in 3.1 and 3.2, I used the assembled information as the guideline to set up a questionnaire to interview the experts and search for additional resources in some relevant important issues concerning higher education and music education management. In the interviews, I have focused on requesting information and recommendations on the developments of music education management in the higher education in the last ten years to be used as a part of statistic data analysis in 3.3. In addition, I have also searched for additional manuscripts to be used as parts of the analysis on the higher education operation in the last ten years. The mentioned movements reflected the overall management in educational system and the impacts to the developments of music education. The details will be presented as follows:

- **The evaluation of the education management perspective in the national higher education in the last ten years**

Through the review of concerned documents to study the dynamicity of higher education, it is found that the education management in the national higher education in the last ten years focused on the civil service reformation in the first half of the decade. New governmental units had been established such as the Office for National Education Standards and Quality Assessment (Public Organization), the organization restructure of the Ministry of Education (1 Ministry with 5 Offices: Office of the Education Council (OEC), Office of the Basic Education Commission (OBEC), Office of the Higher Education Commission (OBEC), Office of the Vocational Education Commission(OVEC), Office of the Permanent Secretary, the university administrative reform, the transformation of Autonomous Universities, the administrative restructures of the concerned units involving in education management in the higher education, and etc., under the educational reform year 1999.

According to the report on Thailand educational status in the year 2008/2009 in the perspective of Mr.Abhisit Vejjajiva, he stated, “...*Until today, even*

*though the structure of Ministry of Education has gone to a lot of changes, but the context or administrative system remain the same...the progresses in the recent years such as the administrative restructure, grouping of separated educational units to achieve unified operations and integration, the resource allocation system reform, budget allocation, and etc., though having great success in many dimensions, but still considered unsatisfactory to the society. Many people still think that we have not moved forward to the expected distance...*” (Wittayakorn Chiangkul, 2009). **Although in the second half of the decade there were some discussions and progresses in the enhancement of the educational quality and standard such as the setting of standard qualification in the higher education, standard criterion of academic curriculums, standard criterion of higher education institutions, or even the establishment of the National Institute of Educational Testing Service (Public Organization),** these movements have still been publicly criticized that the reformation in the last decade was conducted only on the form, but failed on the substance of the education (Vicharn Panich, 2009). The progresses in national higher education as stated earlier have made an impact and created some movements in music education management which can be concluded as follows:

Period	Movements of Higher Education	Various issues related to Music Education Management in the higher education level taken place during the period
1997-1999	On process to become the universities under the supervision of the government according to National Education Act year 1999	The College of Music became the first music institution as a unit under the supervision of Mahidol University since 1991. Until the present time (2010), there are all together 4 universities having music departments including Mahidol University, Thaksin University, Burapha University, Chulalongkorn University.
2000	Establishment of the office for National Education Standards and Quality Assessment	53 departments in 47 institutions have been audited.
2002	Civil Service System Reformation/ Establishment of Ministry of Culture	Structural improvement and development of curriculum of the Institute of Fine Arts (Bunditpatanasilpa Institute) by merging the College of Dramatic Arts and the College of Fine Arts (Central Campus) with another 15 regional campuses together. Bunditpatanasilpa Institute, then, firmly became the main organization to cohesively manage the study on arts and cultures under the Fine Arts Department.

Period	Movements of Higher Education	Various issues related to Music Education Management in the higher education level taken place during the period
2002-2004	Structural reform of the Ministry of Education: 1 Ministry, 5 Departments	All higher education institutions responsible for music education management had affiliated to the Office of Higher Education Commission. Previously, the Rajabhat Institution Group was under the administration of the Office of Rajabhat Institute Council. Presently, only the Bunditpatanasilpa Institute remains under the supervision of the Fine Arts Department.
2003	The government had enacted the policy of individual subsidization initially commencing in the academic year of 2003 along with “Studentloan” and a lot of scholarships for the students in need of financial supports for tuition fees and personal expenses while studying. However, the Studentloan also faced the problem of tremendous bad debt leading to overloaded financial accountability to the government.	<ul style="list-style-type: none"> <li>• Unable to trace the figures from the office of Student loan and Income Contingent Loan (ICL) on the specific amount of loan given to the music students as the available statistics cover only the students’ faculty, but not their major department.</li> <li>• Limited conditions of the loan: 1) The parents’ annual incomes should not exceed THB 200,000. ICL offers non-limited amount of loan, but from 2008 onward the loan is not accessible for music students. The tuition fee of the entire course of the music program is higher than the amount the students could take from the loan</li> </ul>
2002-2005	Many movements in curriculum developments among both governmental and private universities with the introduction and opening of new courses and departments, adding master degree and doctorate degree curriculums. Private academic institutions have involved in education management under the standard basis of higher education curriculum in the academic year of 2005.	The higher education institutions with responsibility in music education management have improved the curriculums to be up to date. Some of these institutions have amended the curriculums according to the reform policy. Some of them have widen the opportunities in education by adding new courses and academic departments as well as increasing local campuses and number of admissions
2004	The Ministry of Education had launched an initiative project to produce teachers for basic education with a Bachelor Degree course in a 5 - year curriculum according to the teacher quality reform concept. It was compulsory that a teacher must hold a professional license obtained from taking additional one-year academic course. Finally, a teacher student must induct an internship in a real school in order to obtain a direct teaching experience. The producing of teachers under the new concept within the framework of the 5-year teacher curriculum had progressed in terms of joint principles and agreements among the teacher producing institutions,	The then 4 - year Bachelor of Education program of Rajabhat Institutes had been changed to the new 5 - year curriculum in order to produce new generation teachers for basic education since 2004. Music major is combined in fine arts study, music and dramatic arts group. The institutes joining this program from the beginning include Bunditpatanasilpa Institute, Chulalongkorn University, Srinakharinwirot University, Bansomdejchaopraya Rajabhat University, Thepsatri Rajabhat University, Kamphaeng Phet Rajabhat University, and Phuket Rajabhat University. The government had granted scholarships of 80,000 THB per person according to the 3 - year teacher



Period	Movements of Higher Education	Various issues related to Music Education Management in the higher education level taken place during the period
	Still, several issues such as payroll, academic status evaluation system, and delays in teacher training institution reform remained unsolved which directly affected the attempts to enhance the status of teacher career.	producing plan (2004-2006) with a guarantee of getting job after graduated. The project, somehow, has been freeze after granting only one batch of scholarships. At present, the higher education institutions offering the 5 year teacher course remain active. Students willing to join this program are responsible for the whole tuition fees and all other expenses.
2004	The Rajabhat Institutes established under the Rajabhat Institute Act year 1995 have been entitled to Rajabhat University having the main goal of serving as higher education institutions for local developments.	There are 33 units holding the responsibility in music education management within 31 Rajabhat Institutes involved in this movement.
2005	The university entrance system had been re-modified with controversial issues on proper estimation of Grade Point Average (GPA) and Percentile Rank (PR) and setting up of the National Institute of Education Testing Service (Public Organization).	This process did not have any observable effects on the music education in the higher education level as most of the higher education institutions offering music curriculum usually conduct direct enrollments with their own entrance examination, particularly on music tests, both theoretically and practically and use the marks from these exams as the ground to accept the students.

**Summary on Higher Education Progress from 1997 - 2007: Various issues toward music education management in the higher education.**

It is obvious that although the ongoing processes under this agenda have been the attempts to create the tools to drive the streamline to the quality of education, but the genuine solutions to the goals of educational reform for the existence of the quality of education have not been met. Hereby, the researcher would like to present the problems of educational quality in some cases and the linkage impacts to music education management as follows:

- **The issue of low quality of basic education:** *“...from the students’ achievement evaluations in each level of basic education, it is found that the students’ knowledge in the basic subjects like science, mathematics, and languages stands below the standard of average scores...Even in the Thai language subject, the scores from reading comprehension...17% of the post third grade students could not read...affecting their further education in the higher levels from high school toward*

*higher education...the problem of the low standard in educational quality of the basic education derived mainly from **teachers' problems**. The inferior image of this profession and the popularity to draw new students to further their education in the teaching profession has blocked us from getting talented students to join this profession..."* (Amornwich Nakornthap, interviewed, 2010). This is the result of Thailand being able to produce 12,000 teachers annually, but the annual ratio of available positions for new teachers is only 3,000 - 4,000. It means that each year there will be almost 10,000 newly teacher graduates who are initially out of job (Pavich Tongroach, 2008, cited in Wittayakorn Chiangkul, 2009).

Regarding this issue, Amornwich Nakornthap has further explained that, *"...At present teacher has become an increasingly interesting profession due to the availability of academic standing allowance system and the tendency of teacher shortfalls in the future resulted from the retirements of over 100,000 teachers in the next ten years. The labor market for teacher is widely open...with no obvious impact...However, the supporting system and human resource management system are not so efficient forcing teachers to have sideline jobs besides teaching leading to high personal debts, which definitely affect the quality and efficiency of teaching. Also, the teacher development system could not completely improve the real capabilities of teachers as seen in the ineffective trainings and courses...All these issues have deep impacts to teachers' quality and the overall quality of basic education management as well...Besides, **the basic education management also lacks of teaching and learning media and effective usage of new technologies to sufficiently improve teaching quality**...Although there has been a lot of investments on this issue, but the learning resources that support the lifetime learning are still not adequate. Educational development is not limited only in schools. Thai children are still short of good learning media resources that support self directed learning or self instruction. Thailand is still not ready and inferior for this issue. And lastly, **the problem within the administrative system** in the civil service form itself has blockaded reaching the goal of educational development achievement. All these problems have extremely influenced the quality of the basic education..."* (Amornwich Nakornthap, interviewed, 2010).

• **The linkage impacts to music education management in terms of low quality of basic education problem:** From the interviews with academic specialists and discussions among the groups of music teachers on the basic education during the discussion forum in the 3<sup>rd</sup> Empty-handed Teacher Training Project from 30 March – 3 April 2008 with additional literature reviews, it can be summarized that **the problems on the quality** of music education management resulted from several factors. One of the factors is that for **music education in basic education**, music lesson is categorized in the subject of arts group according to the basic education curriculum year 2001 which includes visual art subject, music subject, and performance art subject, classified by the Department of Curriculum and Instruction Development. By this way, all students have to take all the 3 subjects for 9 years from Pratom 1 - 6 in the primary school level until secondary school level. As for high school education, the curriculum does not required students to take all the 3 subjects, but students can choose from one of the subject as an optional subject according to their personal abilities and interests. This practice has affected the education management procedures and the achievements in learning due to the following reasons:

*“...In reality most schools could not offer the music lesson as an optional subject with credits for students. Practically it is very difficult to offer such course as for music lesson as an optional subject, students cannot be forced to learn one similar musical instrument, but depending on their own interests and personal abilities, which are different from one another...”* (Sakchai Hirunrux, interviewed, 2010).

*“...The problem of deficiency of musical instruments is not solvable as it is a matter of budget constraint and lack of supports from the managements, the parents...as well as the remote locations and living status of the schools which is not so encouraging...”* (Music Teachers of the Office of the Basic Education Commission, Southern Chapter - Krabi, District 1).

*“...In the remote and deficient areas, we are not only lacking of musical instruments, but even foods and cloths...there isn't any musical instrument at school, but only one bass drum and a few snare drums for marching which I believe having older age than my entire career tenure in the civil service, or so to say over 17 years...”* (Music Teachers of the Office of the Basic Education Commission, Northern Chapter - Chiang Rai, District 4).

*“...Some of the parents do not support their kids to learn music as they think that music is an extra subject off the curriculum. It’s just an additional subject, an activity, or a recreational subject...the children do not have any basic in playing music...Besides, it is so difficult to hold an additional learning activity such as music performance outside school...”* (Music Teachers of the Office of the Basic Education Commission, Northern Chapter - Nan, District 1).

Besides the problems of curriculum setting, status of the circumstances, and the supporting factors, another important problem in basic education management in the music subject is the problem of music teachers.

*“...according to several trainings for music teachers, it is found that teachers are lack of both musical skill and teaching skill”. “...Many music teachers do not have qualification in music, but they have to take the responsibility in teaching music...so they try to adapt and conduct a very simple and incorrect lesson which make the children acquire incorrect skills from the beginning...When the children start incorrectly, it is very difficult for them to step up to the higher levels...Taking them to the higher education in the university level is even harder, waste of time and opportunities...This is the problem of teaching...”* (Pongsilp Arunrat, interviewed, 2010).

And from the statistics of the Empty - handed Teacher Training Project initiated by Mahidol University in 2006 - 2008 to support music teachers in the basic education level from various provinces throughout Thailand, it has been specified that of all the 168 music teachers participating in this project, only 79 have graduated in the field of music which is equivalent to 47%. In addition, from the survey of training program to enhance the quality of music teachers in the overall system conducted by the Office of the Basic Education Commission in 2010, of all the 318 music teachers attending the training, only 208 have graduated in the field of music, equivalent to 65.41%, and the other 110 graduated from other fields, equivalent to 34.59%.

*“...I’m just a countryside teacher. I don’t even know some of the musical instrument names...”* (Music Teachers of the Office of the Basic Education Commission, Northeastern Chapter - Udon Thani, District 1).

*“...did not graduated in the field of music, but I still have to teach, as I’m already teaching performance arts. So I have to find my own methods to teach. Actually I am not so good in music. I don’t really know how to respond to the students’*

*queries on musical notes...At school we neither have any musical instrument nor the music classroom...*” (Music Teachers of the Office of the Basic Education Commission, Southern Chapter - Surat Thani, District 3).

*“At present, music teachers tend to prefer to ask for academic work achievement because they will be given fixed academic ranking allowances as well as giving the schools the reputations. So, it’s a kind of doing something for something else...not exactly for the good of the lessons or solving the students’ problems in classes...Then it became a work for hire cycle. Some of them create high debts from hiring experts to do their academic works. If the work got rejected, they would feel discouraged and embarrassed to their colleagues...”* (Pongsilp Arunrat, interviewed, 2010).

Besides, another problem is the work overload. *“...At some schools, one teacher has to teach all the three subjects...sometimes they have to teach on the instruments they are not familiar with as the schools only provide some instruments with no option...sometimes they have to teach on some other subjects that are not relevant as well as other job functions aside from teaching...”* (Music Teachers of the Office of the Basic Education Commission, Bangkok, District 1, 3).

From the circumstances on the issue of quality in between the joint of pre and undergraduate period, it can be observed that the problems of quality in the overall perspective and within the music education component. The educational reformation in the last decade was neither in fact successful nor being able to find the solutions for the problem on students’ quality as stated above. In terms of music education management in the basic education level, even though the teaching format is in General Music Education model which is a basic education for all students. But what is important is to have the curriculum in the basic education level that supports the finding and developing the talented students with extraordinary skills in music in order to extend their capabilities and develop the skills in the higher level. The reports on children with extraordinary skills or outstanding in music stated that these children are valuable resources for the nation. Every country has conducted the projects in seeking for talented children in music in order to develop them to their highest potentials which will definitely lead to the procedures of building and developing national human resources to the excellences of creativities and knowledge. These knowledge

bases can be used in the development of the country's economy and society (Nantida Chandransu, 2008). For Thailand, the finding and development process of outstanding children in music have been in forms of leisure study under the entire supervision of the parents. In the second half of the decade, various higher education institutions responsible in music education management have opened pre-graduate courses in music in order to prepare and accelerate the potentials in music skills for the students before entering the higher education in the field of music. Nowadays, the pre-graduate courses of Mahidol University could produce 360 students with music expertise to further their education in the bachelor degree level (from 2001 - 2008). From a survey, it is found that many higher education institutions offering music programs at present are preparing plans to offer the pre-graduate courses since 2007. Details were mentioned in 3.3.

The problems of higher education have not only occurred in terms of quality from the basic education, but since the educational system of Thailand has always been intimately tied up with the capitalism economic development and concentrated on the growths of manufacturing sector, the problems also overspill quantitatively. This is because the factor of economic growth has pushed the governments to adapt themselves using education as their primary tools. Therefore, the educational system has been restructured to outfit the labor market under the capitalism system which led to quantitative expansions in the overall perspective of the national higher education operation continuously in the last 20 years causing more problems on the quality of the higher education as follows:

- **Problems in terms of quantitative expansion and educational quality:**

In the last ten years, each higher education institution has developed the curriculums, opened new branches, competed in academic excellence, upgraded the academic rank, and continuously set up new relevant units. However, the problems in educational quality have still been existed and become **“academic degree inflation”, with complications, and lack of quality and efficiency.** This has been resulted from the rapid expansions and establishments of new universities in the last two decades offering higher opportunities in entering into higher educations. From this quantitative expansion, it is found that, *“...There have been more supplies than demands in*

*Thailand higher education. Many universities have started to faced problems in inadequate number of students leading to problems in funding and, therefore, have to use marketing strategies in operation...*" (Pavich Tongroach, 2008). The cycle has been recognized hypothetically as **"easy to learn, pay the full amount and get firmly graduated..."** (Sumate Yamnoon, 2008). These circumstances have spread into all levels of academic degrees, even though there has been an introduction of educational quality assessment.

- **Related connections to music education management:**

As for the music education management in the higher education, from the information gathering and research on the dynamicity of music education management in the higher education in the last ten years as presented in this chapter, it can be found apparently that music education in the higher education has expanded both in terms of quality and quantity. This has been a result from the adaptation under the surrounding contexts, internationally in terms of the movements and changes in numerous issues in the global society, and locally in terms of changes inside the country and other factors within Thailand higher education and music education management. I would summarize each concerned issue as follows:

- **Philosophies and policies in music education management:**

In the last ten years, music education has always been a very small entity compared to the other larger entities or issues with higher social interests which have always been considered and given priority to in the national policy making level. Besides, the graduates from the music field have neither been in demand nor set as a deficient academic field by the Office of the Higher Education Commission, OHEC. Therefore, there has never been any special support or promotion as given to the other deficient fields such as engineering, medical science, and Nursing (Sumate Yamnoon, interviewed, 2008). Nevertheless, due to the global social and cultural contexts of which the music has played a vital role in the daily life of the global humanities as the results from the changing of economic structures and globalization, the demands in music become even greater. All higher education institutions have for that reason tried to improve and develop their curriculums and institutions by presenting this objective through their institutional philosophies and policies in education management having both sharing points and different focuses (See 3.3 for more details).

On the other hand, most institutions have tried to enhance music vocational education to the stage that music can be one of the important professions in the society and Thailand higher education body has accepted the academic status of music. This movement can be seen in the continuous expansion in terms of quantity making music as an academic subject become more comprehensible in the last ten year. More music courses covering all aspects in music related professions as required by the labor market have been established making music **“one of the accepted professions in the society”**. These institutions have also shown their principle in developing the professionalism in the international level by pushing music as a universal subject. This also includes the mind - set in the efforts to preserve, inherit and carry on the knowledge of Thai national music in terms of national cultural heritage as well.

- **Administrative issues of concerned institutions and units:**

All the 53 units from 47 higher education institutions with the responsibilities in giving music courses have gathered together and accelerated the potential developments as instructed by the Office of the Higher Education Commission, OHEC and the Office of National Education Standards and Quality Assessment (ONESQA) (including 1 institution under the jurisdiction of the Ministry of Culture within the educational quality assessment system). As for the operation of the autonomous universities, there are 4 universities offering music programs including Mahidol University, Thaksin University, Burapha University, and Chulalongkorn University.

Additionally, *“...the Rajabhat Institutions have been restructured into a new operational format of the university-like system in the year 2004 - 2005. The transformation, somehow, did not make any concrete change to the music field within the Rajabhat university group as the administrative format remained unchanged. Besides, there were limitations in supporting resources including the low budget, human resources’ and students’ qualifications. Moreover, the attempt to operate as the higher education institution for the local in the field of music did not reflect any uniqueness of the local, and still use the same curriculums from the central universitie...”* (Suchart Saengthong, interviewed, 2010).



However, the operation of each higher education institution offering music programs has been highly independent and self-determining as the music management in the higher education has not yet been in the national agenda. The administrations therefore have been conducted freely without restraint and led to the quantitative expansion in terms of new institutions and concerned units. At the same time, such freedom in educational management has led to administrative complications and lacks of unity in administration in the overall perspectives of music education management in Thailand higher education. For example, some universities have administrated music programs through two different units, whereas some institutions have expanded the provincial campuses with music programs offered in the areas where other higher education institutions have already offered the same courses, and etc.

- **Curriculums and programs:**

In the last ten years, the number of music curriculums has numerously increased along with the expansions of courses and sub - classes of music programs ranging from the pre graduated level, bachelor degree level, master degree level and doctoral degree level. In the bachelor degree level, there are over 23 programs (from the survey, it is found that the name of curriculums and academic degree names are duplicated, unclear and very confusing), whereas there are 16 programs in the master degree level and 3 programs in the doctoral degree level. *“...And in the near future, the tendency of expansions will still be carried on such as at Mahidol University, an additional doctoral degree curriculum on Music Performance and Music Conduction is now available...”* (Joseph Bowman, interviewed, 2010) *“....and Bunditpatanasilp Institute will open a master degree in music which is an exciting circumstance for music education management by the Ministry of Culture...”* (Kamol Suwutho, interviewed, 2010).

Additionally, it is also found that music courses have been added into the curriculums in the bachelor degree level at some universities that do not offer music curriculums such as at Hatyai University offering Pop Music program in the academic year of 2010. Besides the increasing number of music curriculums, the existed curriculums have also been revised and continuously develop with a tendency to continuously develop the curriculum from Bachelor Degree of Arts (Music) to Bachelor Degree of Music. The newly established universities in this round of decade

include Silpakorn University and Rangsit University offering the Bachelor Degree of Music since their establishment. At present each university is approaching through curriculum enhancements continuously in order to offer the degree in music. As for the field of music education, the curriculum will remain unchanged under the Bachelor Degree of Education (Music). On the other hand, music technology program, music business program and music for entertainment program remain under the Bachelor Degree of Arts.

- **Music instructors in Higher Education Institutions**

The number of music instructors in this round of decade totaled at 575 teaching at various institutions not including contracted instructors and foreign contracted instructors working in many higher education institutions (unstable ratio). According to the probability, the number of academic works and researches in the field of music is still very low compared to the number of 463 teachers who do not hold any academic designations. A lot of musical researches, however, derived from the research thesis of the Master Degree graduates, totaling at 425 theses (from the information of graduated students until 2007).

According to the survey, it is found that other academic works of music instructors besides the researches and textbooks are in forms of creative works such as music compositions, arranging, performances in concerts as well as invention of new musical instruments. Such creative works which mostly derived from music instructors in universities cannot be used as outputs for academic promotion as well as having the problems in copy right management issue. Therefore, music instructors can hardly reach any academic designation nowadays. Additionally, the instructors graduated from the institutions in some countries in Europe have been facing problems of degree qualification comparisons as their academic degrees are not certified as those from the American system. These problems have led to the overall perspectives of music instructors' qualifications according to the educational quality assessment framework.

- **The Graduates**

The number of graduates from music in the bachelor degree level throughout the country has been increasing in the last ten years (see 3.3.5). In contrast, the annual number of the master degree graduates is not stable as the

academic terms may last from two to five years. The ratio of new music students being accepted into the universities varies and depends on the number of the student advisors of each institution who are not qualified to be the thesis advisors due to insufficient educational qualification and academic promotion. These instructors also bear the responsibility of “1 advisor per 5 students” regulation. Therefore, the ratio of newly accepted students and the graduates have always been fluctuated depending on each institution’s readiness in terms of qualified teachers and advisors.

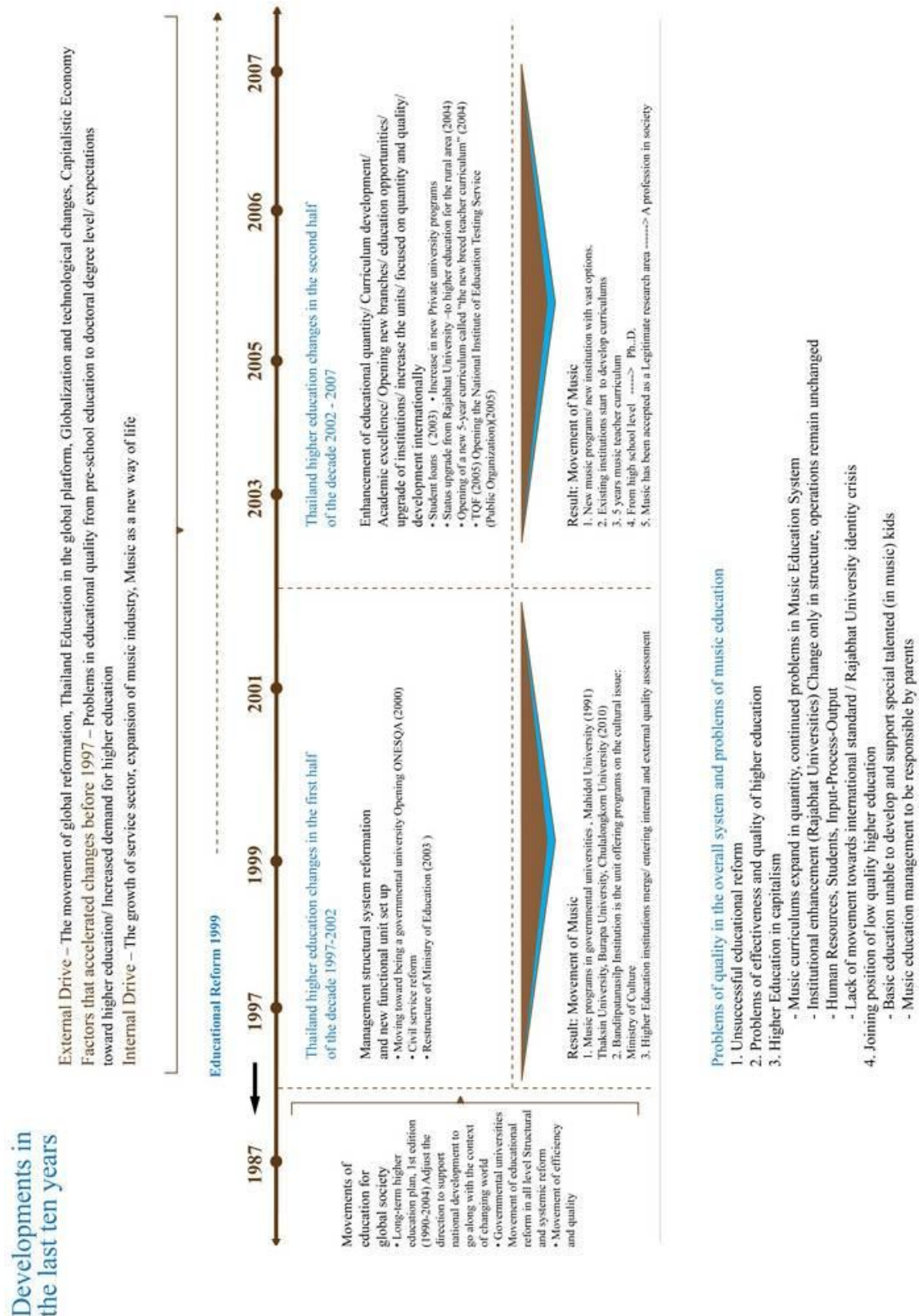
Besides, for the issue of accepting new students, “...*nowadays the music institutions could accept new students independently depending on the readiness of each institution. Accepting applications to further study in the music field varies in various levels of standard. Some institutions accept all applicants who passed their examinations. Some institutions receive numerous applications, but could accept only few. Some institutions accept all applicants even though they do not acquire any basic in music. And from the data obtained from interviews with teachers in the Rajabhat Institutions group, it is found that some of the provincial institutions have had only 20 applications, and therefore had to accept all 20 students even if they did not have any background in music at all...*” (Suchart Saengthong, interviewed, 2010).

It is obvious that the information presented in this chapter is the overall perspectives of music education management development in Thailand higher education in the last ten years. There are advantages and disadvantages in terms of qualities which can be a good learning curve for such operation in the last ten years. In addition, the changes in global society, among countries, and Thailand higher education dynamically have become challenges to the leaders in music education to drive and continuously move forward in terms of quality and quantity. The movements and operations in some countries in Europe and America in music education also become an important factor to drive the direction of the development of music education operation in Thailand. These countries have set up great standard and system which we can use as our benchmark for such corporation like international joint venture in music education, setting up of music education association or organization to drive and jointly enhance the music education quality. Besides, with the setting of educational quality standard and assessment to certify the academic status to the music institutions in the higher education by evaluating the operations of

music education institutions from the policy making level, financial planning, administrative system, number of teachers and supporting personnel, ration between teachers and students, size of the institutions and other educational facilities, access to information and learning resources, well-being and safety, and etc (National Association of Schools of Music Handbook, 2009- 2010) will be presented with more details in the next chapter.

Figure 3.6

**Summary of the development of music education management in the higher education in the last ten years.**



## **CHAPTER IV**

### **TENDENCIES AND MOVEMENTS AFFECTING MUSIC EDUCATION IN THE NEXT DECADE**

In this chapter, the main focus will be on the tendencies and various movements making impacts on music education management in the higher education in the next ten years. The study will be done mainly through available documents together with the in-depth interviews and comments from experts as well as the outcomes from focus group discussion on specific issues. This is in order to understand the tendencies and movements happening in the next ten years, which is not a long distance future. Actually, such movements have already taken place at present and will definitely carry on dynamically toward the future. In this regard, I would further elaborate in details on the issues of the happening trends on social, global and national perspectives, as well as the possible tendency related to the education in general and the higher education of Thailand which will consequently have some effects on music education management in the higher education, hereafter.

I have deliberated on some of the key points of the future trends from the framework of the Second 15-Year Long Range Plan on Higher Education of Thailand (2008 – 2022) of the Office of the Higher Education Commission, OHEC which are expected to cause some direct and indirect impacts to the Thai society and spillover to Thailand higher education. The key information obtained from the plan has exclusively been screened through public participatory brainstorming. Besides, I have also searched and studied additional papers on the issues related to the music education trends in order to fully understand the movements and tendencies which are likely to affect the music education management in the higher education in the future. The findings will be presented in Chapter 4 as follow:

4.1 The study on various tendencies in the next 10 years (from 2007 onwards) which will cause some impacts to the humanity, the world, the society and the education through reviewing of related documents, researches and interviews.

4.2 The study on the trends of Thailand higher education system and structural changes according to the framework of the Second 12 - Year Long Range Plan on Higher Education of Thailand (2008 - 2022) of the Office of the Higher Education Commission, OHEC and National Education Plan (Revised Edition 2009-2016) as well as the guideline for the education reform in 2009 - 2018.

4.3 The study on movements and tendencies on some key issues related to music education through reviewing of related documents and researches as well as the in-depth interviews and focus group discussion.

4.4 The summary of the overall prospects of education and the key trends which will affect music education management in the higher education in the next ten years.

**4.1 The study on various tendencies in the next 10 years (from 2007 onwards) which will cause some impacts to the humanity, the world, the society and the education through reviewing of related documents, researches and interviews.**

The diverse changes and dynamicity of global situations are vital for considerations as the rapid changes in the dynamicity in terms of economy, society, culture, and etc. have directly and indirectly affected the educational management. Even though there are uncertainties that such changes or events may or may not take place in the future, but if there is a procedure that uses proper evidences and factual information as reference with actual unprejudiced consideration of uncertainties and plausibility, the future prospect can beneficially be used for proactive and defensive strategic planning (The Office of the Higher Education Commission, 2008). As the result of the study on the future prospects affecting the world and the country from the framework of the Second 15 - Year Long Range Plan on Higher Education of Thailand (2008 - 2022) of the Office of the Higher Education Commission, OHEC and through reviewing of articles and academic papers on various tendencies, it is found that the global and social trends in the next ten years will be dynamically complicated and very uncertain. It can be anticipated that there will be numerous dimensional changes which can be summarized and presented in different aspects as follow:

#### **4.1.1 Tendency of Changes in Population**

The United Nation has pointed out that the world population is expecting to enter the senior age majority era. Between 1995 - 2050 it can be expected that the number of overall world population with the age under 15 years old will decrease from 31 per cent to 19. On the other hand, the number of senior population aging above 60 will proportionally increase within the same period of time from 10% to 22 (UNESCO, 2000 cited in Chulakorn Masatieanwong, 2006)

As for Thailand, there is also a tendency of growing number of senior population as the trend of population growth rate of Thailand will be moving in a slower ratio making **the Thai society moving toward ageing society**. From the estimation of the College of Population Studies, Chulalongkorn University, the birth rate of Thailand population is currently decreasing. The number of child population will be dropping from 24.65% to 17.95% of the total population. Therefore, it is anticipated that in the year 2020 the total population of Thailand will be 70.82 million. Out of these figures, the number of children aged between 15 - 17 years old, which is in the upper secondary school period, will decline from 3.2 million to 2.75 million, whereas the population aged between 18 - 21 years old, in the higher education period, will drop from 4.3 million to 3.77 million.

The rationale behind the decreasing population growth rate is due to the birth control policy and the changing way of life of the people in the reproductive age. **From the estimation above, it is obvious that the number of population entering the school age is also in a decreasing rate** (Krissanapong Kirtikara, 2009) which is an important sign that has an effect to the future number of seats available in Thailand higher education. As the birth rate of Thailand is decreasing, and at the same time there is a high development in the public health and people are more concerned about their health making overall Thais live longer, the percentage of senior population aged over 60 is in a growing trend.

As a consequence from the above-mentioned tendency, **the growth rate of the population in the working age, between 15 -59, is also declining along with the birth rate leading to less number of the population in the working age**. As this group of population is also responsible for the dependent population (unemployed



population) including children and senior citizens, the Gross Domestic Product ratio will eventually become smaller than the consumer rate.

Another impact from the changes of population structure is the emergences of many new urban areas, especially in the major cities and the vicinities around Bangkok. The number of population in the rural areas especially in North Eastern Thailand has therefore constantly declined. Despite the decrease in the number of population in the studying age, **the job finding competitions and the economic war which primarily relies on higher knowledge** have made people in the studying age get higher interests in additional learning. Hence, the function of higher education is not only to manage the education for people in the higher education age (around 18-22 years old) who have never had a job nor working experiences, or the so-called “Green Horn” (Krissanapong Kirtikara, 2009), but also to enhance the so-called Knowledge Workers by initiating a new learning system called Just-in-time Learning or On-demand Learning.

It is observable that the implication of the structural change of population has influenced the operational plan of Thailand higher education, particularly in consideration of decreasing rate of students taking higher education. On the other hand, **higher education should improve the quality of education in every level** in order to encourage knowledge-based comprehension for the benefits in the economy and commerce, value-added and new innovations for the country.

Though the indication shows that the birth rate has decreased, the ratio for students continuing their study in the higher education might still be increased for a certain period of time due to several factors such as higher rate of lower secondary school students continuing their study in the upper secondary school level, more opportunities in getting the student loans, and etc. However, from the year 2007 onwards, the number of population in the higher education age has continuously declined. In the year 2009 - 2021, the students continuing their study in the higher education will be 10% lower and will keep getting lower swiftly (Kua Wongboonsin, 2008). The number of students studying in the higher education will reach the peak within these 3 - 4 years and will then decline constantly.

#### **4.1.2 Career Tendency and Labor Market in the Future**

Major factors that affect the future labor market is the various changes in the global society which include the change in global economy and globalization trend as well as the new information technologies and advancement of different fields of science. These changes have become the context of major perception changes in education management as well. This can be further explained as follow:

##### **4.1.2.1 The changes of global economic system and the globalization trend**

The globalization trend which maintains and dominates the development has a direct impact to the way of life, lines of work and professions (The Office of the Higher Education Commission, 2008). **The influences of globalization have led to boundless economic system with a tendency to become a free trade and mass consumerism economy which everything can be made into a product.** Moreover, this emerging economic trend is also positioning itself on the conceptual trend of knowledge-based economy and knowledge industry economy combining with **creative economy** which is being exercised in many countries including Thailand. This is a kind of economic administration concept based on the use of knowledge, education, creativity, and intellectual property related to the cultural foundation, social wisdoms, and technology and innovation (Department of Intellectual Property, 2009). UNCTAD has defined this concept as a circle of creativity, production and distributions of products and services with a main principle of creative thinking and intellectual capital.

A report of UNESCO stated that currently there is **a trend that the governments throughout the world have started to realize and concentrate on creative industries.** In many countries including the countries in the European Union there are new implementations such as procedures in cultural policies, issuing of new laws, organizational reform, establishing of special task forces for specific functions, financial funding, statistic assembling, as well as comparisons of bilateral inputs (Council of Europe & ERICarts Institute, 2010). The present information affirmed that the creative industries have led to higher number of worldwide employments with a growth rate of 50% higher than other industries. And according to the international export report (2001 - 2005) the average rate of export figures from the international creative industries have also increased.

The world - wide trends of knowledge - based economy and creative industries have great impacts on the growth of service sector, industrial sector, and the demands of workers in many new industrial businesses. There are higher quantitative demands of manpower in various fields to support the economic growth such as **the demands of new generation producers who can create innovative products, knowledge workers with specialties and capable skills in different areas to be ready to handle the new labor structures which will be streamlined in the future** (Amornwich Nakornthap, 2004). It can be seen that economic factors have obviously influenced the career opportunities and the labor market in the future.

Furthermore, the changes in economic structure have led to expansions of private business sectors with much more diversified functions such as the operation of small and medium-sized enterprises, operational systems shifted from industrial sector to public sector with decentralized set - up for more independent working criteria. New working systems such as distance-work, part - times, home - office, and self - employment will replace the former organizational routine works with huge influences over the working life style of the new generation individuals (Chulakorn Masatieanwong, 2006).

The economic changes have not only affected the labor market trend, but also the educational dimension. As a consequence, the phenomenon of educational business system and marketization has emerged with business - like educational system management policies such as accepting a large number of new students, benefit and expense base administration which focuses on profitability and expenses. Each academic course would be opened according to the market requirements with administrative principles of modern business administration. In the past, the universities would open new courses and programs according to their expertise and readiness. But in the future, it would be based on Market Economy approach to serve the demands of the majorities. Educational institutions have to primarily consider the interests of the students and respond to the labor market. Therefore, to open a new course, there must be some researches and market surveys to be able to respond to why it is required by the society. This is in reference to the knowledge - based economy and knowledge performance organization to be able to become the leader in the educational business. In addition the concept of educational equalization has been

carried out widespread by Thailand higher education as seen in the open universities which accept unlimited students' admission, private universities, and private colleges continuously expanding their campuses to different regions.

The globalization also created some challenges to educational management in the sense that it has now become a boundless service trade with an influence of regional gathering among the countries in Asia. The consequences include the comparative competitions, internationalism, enhancement of their respective universities to the leading standard, and stepping toward becoming a world class university.

The framework of the Second 15 - Year Long Range Plan on Higher Education of Thailand (2008 - 2022) of Thailand has indicated the present and future perspectives that are stimulated surrounding factors affecting humanity, the world, Thailand, and the higher education system. The information on cross - border education due to globalization and the free trade on educational services according to the agreement of the World Trade Organization (WTO), having Thailand as one of the members, will follow **the General Agreement on Trade in Services (GATS). The agreement covers 4 areas including 1) Cross Border Delivery such as distance learning, educational examination services, e - learning 2) Consumption Abroad such as Thai students studying in USA 3) Commercial Presence** such as the educational services of an American university in Thailand in a form of campus, branch, or giving concession 4) Presence of Natural Persons such as the teachers' exchange project. (The Office of the Higher Education Commission, 2008).

On 29 April 2008, the Office of the Higher Education Commission, OHEC has conducted a brainstorm session to set a corporative strategy in education with the European Union (EU). The interesting issue was that the EU under Bologna Process with effective since 2010 has placed Thailand as a strategic country. This is because Thailand has continuously played a vital role in Asia in terms of regional security. It is also an important mediator in linking EU with other international organizations of the ASEAN countries such as ASEAN-EU, ASEM and ARF. Therefore, the EU has published the 2<sup>nd</sup> edition of Country Strategy Papers jointly with Thailand ranging from 2007 to 2013. The details of the said papers involved the relationship development from giver and taker to a partnership for development. It includes 2

major points, i.e., to support every dimension of the mutually beneficial relationship through the Thailand-EC Cooperation Facility which is a cooperation among the higher education institutions of Thailand and EU, Think Talk and academic scholarship and academic partnerships in the higher education level through Erasmus Mundus Program.

The strategic frameworks of the EU cover 4 principles including 1) maintaining and expand academic cooperation with EU focusing on human resource development and knowledge transfers 2) pushing forward the cooperation between Thailand and the EU by creating partnership projects as proposed by the higher education institutions of the EU and ASEAN 3) balancing the partnership in higher education between Thailand, the EU and other countries and 4) preparing for the competitions in educational services (Mahidol University, 2008).

With the impacts of globalization and the roles of Thailand as one of the ten member countries of ASEAN Community, the gathering of ASEAN in the future can be anticipated that there will be more mobility among the member countries in terms of population, labor, trade, industry as well as the knowledge, language, and culture. In terms of educational and labor cooperation, there will be a lot of dislocation of students, teachers, as well as employees from various occupations. Besides, there will be some cooperation in term of researches and developments that support knowledge transfers, innovations, and administration (The Office of the Higher Education Commission, 2008)

Thus, it can be observed that the changes in economic structure and globalization have inevitably affected the education and provided the opportunities in academic growth. The most obvious globalization concept found in Asia is the initiation of international programs in various universities in Asia, liberalization of educational services, academic quality development for educational standard, and the mutual recognition of academic degrees (The Office of the Higher Education Commission, 2008). There has also been more cooperation between Thai universities and foreign universities (Paitoon Sinlarat, 2003). This is the consequence from the implementations around the year 2007 including the exchange program for students and teachers, joint research programs, joint curriculum development, exchanges of language knowledge, cross - institutional and international academic credit transfer,

promoting of e-learning, as well as lifelong learning (The Office of the Higher Education Commission, 2008).

#### **4.1.2.2 Information technologies and advancement of different fields of science**

As for the trends of future information technologies in 2025, it is anticipated that the present computerized networks and telecommunication linkage will be widespread on a much stronger basis. Information technology devices in the future will be in smaller shapes and easy to carry. New versions of personalized computers will be ultra tiny in shape. Telephone system, television and computer will be merged into a single device. The features of appliances will be changed to suit the requirements of users both in the workplace and according to the contemporary fashion. With the continuous development at present, in the next 15 years the development will enlarge wildly. New technologies will be available and rapidly disseminated. The product cost will be much lower, while the market demands will be higher. From the local area network, the world will be linked through wireless communication system (National Intelligence Council, 2000)

The above mentioned points are the major factors which have some impacts to the employment such as using technologies to drive the industrial revolution, technologies for value added services, as well as the modern technologies in the knowledge-based era which lead to productivity and innovation in the manufacturing process of both products and services (The Office of the Higher Education Commission, 2008). The world will be converged through Digital technology, Genomics technology and Nano technology which will provide a tremendous energy for human existence. **The world will be divided into literated countries and illiterated countries. The technology illiterated countries will get poorer, whereas the technology literated countries will be more secured and stable.** (Enriquez, J., 2000-2001). Therefore, each country's stability and wealth would also depend on the advancement of sciences and technologies.

The prosperity of modern technologies has changed the way of life of the mankind such as the computerized network system being used for knowledge search and communication. It also changes the functions related to education, for instance, using the information system in educational service management and academic

administration. It also affected the Enterprise Resource Planning (ERP) including working system, finance and accounting, purchasing, parcel post administration, and human resource administration. All these changes have also linked to the format of educational management, and altered knowledge transfers. **Searching for knowledge in the present time and in the future is no longer limited inside the classroom. Learners can find the knowledge from wider various sources** than just the context given by the teachers. Information and knowledge can be accessed easier with no limitation on timing giving the conveniences to the learners. They can do their study whenever they want, as many times as required, and searching for different kinds of knowledge. This is the world of E - Education.

The information technology related to education has become a primary focus in many countries such as USA, England, China, Singapore, Malaysia and India. These countries, besides declaring themselves as E-Country, have driven the educational management strategy known as virtual education or virtual learning with the establishment of the virtual campus and unlimited distance learning where students have the choices of school - based learning, home - based learning, or office -based learning. These are the connections of education world and virtual education (Chulakorn Masatieanwong, 2006). **The trends of the new generation educational management should encourage “anytime - anywhere learning” and penetrate the target group of mass education in a faster way.**

As the consequence, the education management for the new generations in the future should concentrate on creating new generations who can adjust themselves with the advancement of technology. This includes having outstanding background and skills in information system and excellent in communication as these skills will be necessary for the future. This also includes the ability to distinguish, differentiate, and choose the information and facts which flow with the advancement of technologies and sciences. **The society seems to need new generations with multi-literacy** in terms of information literacy, ICT literacy, media literacy, visual literacy, critical literacy, and consumer literacy (Chulakorn Masatieanwong, 2006). It also involved the ability in knowledge management, media awareness, and consumer awareness.

From the above-mentioned statement, it can be found that the progress in information technology has made the knowledge no longer sacred obsessions

monopolized by the teachers or the gurus. Knowledge is a public asset which everyone can access and benefit (Charas Suwanwela, 2008). From the oral tradition age to the electronic knowledge, technology has changed the teaching procedures leading to wider objectives in producing manpower in various fields in the future. The teaching and learning methods have also been continuously modified resulting in many new discoveries, findings, and inventions. The existing principles of correctness may no longer fit to new kinds of dilemma. Therefore, the new generation should be more familiar with the new information technology and the advancement in various sciences skillfully. With a good expertise in these innovations would help them in their careers and future professions. The roles of education, besides stepping along with technological progress, should also focus on working closely with service sector such as creating understanding of the new types of service sector, assisting building knowledge-based economy and utilization of knowledge, technology and content. It should also concentrate in value chain for human resource development and pre-knowledge for the future use.

#### **4.1.3 Tendency of Pluralist Society, Multi Culture, Conflict and Violence**

Globalization movement has created countless changes in the society. It has shaped up the global society into a dynamicity which keeps moving and changing all the time in terms of the society, economy and politics. One of the important changes is the **cultural diversity**. At present, it can be found that many nationalities have declared their independences having their own cultures. This movement has resulted in cultural nationalism. The world cultures have become much more diverse. On the other hand, the strict adherence in one's own cultures and esteem adoration in one's ethnic could lead to disputes and finally to a war. Nevertheless, globalization has also opened up the gateways to different cultures and created acceptance of cultural diversity.

The above movements have affected the pluralist society and multi culture at present **with a tendency to become a society that is full of requests for more diversified cultures**. This could involve the culture in an individual level with a life style depending on each individual, the culture in a local community level asking for its existence to create a united community with diverse ethnics, languages, cultures,



and believes, till the culture in a national level or the nationalist culture struggling for nationalism or the consciousness of a united community. In addition, the social level culture influenced by the modern consuming society and communication society under the globalization society would lead to a new cultural path of how to live together in the society (Chulakorn Masatieanwong, 2006) such as **the path of living together in the boundless world, the changing ways of life**, or even the modification of culture into a product. In consequence, various populism cultures have emerged and such differences have resulted in the tendency of pluralist society and multi culture which are full of requests for morals and cultural ethics as well as the acceptance of the values of cultural diversity.

Still, today we can see that the diversity of cultural changes based on the multiplicity has entered into the disputed society, not only in terms of language differences, cultural divergence, and believes of different ethnicities, but it seems that there is also a comparative difference between modern culture and local culture which has been considered as less important. These perceptions have been rapidly forwarded to all who gathered together swiftly due to the mechanism of globalization. Some of the good examples include the immediate live broadcasting of news and information causing the similar violence in other countries and the violations in the 3 Southern border provinces of Thailand which get constantly more severe since 1997 due to the lack of understanding in ethnical diversity, different languages, cultural diversity, and different believes. These differences have diverted into conflicts and violence as happening at present (The Office of Higher Education Commission, 2008) and constantly getting worse. Such problems are not only happening in Thailand, but also in many other places in the world.

Therefore, the education for the people in the future society should consider the unity of the people in the pluralist society and multi culture. Education management should include the preparation of the new generations having vast understanding, accepting and adapting them into the diversity. This includes the development of teachers and producing new teachers in every level starting from basic education to the higher education. Also, the curriculums have to be improved. The learning process must focus on the existence of pluralist society and cultural diversity. However, the highlight and acceptance of the diversity should not only focus on

localism, but **integrate locality and globality to be able to link our identity to the world** (Chulakorn Masatieanwong, 2006). Besides, looking into the dimension of cultural task in an international level, there are movements for each country to use culture as the capital in encourage the learning for good understanding and living together in harmony. There should be more rooms for extensive cultural exchanges both physically and in terms of distribution channels of news and information. UNESCO has also perceived that the cultural platform can also be a foundation for **“cultural-based economy”** or the production and services relying on the capital base of the cultural richness of each individual society (Cultural Industry). In consequence, the cultural learning of the new generation will pave the way to great opportunities to become a cultural entrepreneur in the future (Ministry of Culture, 2005). In the future, the perceptions of people in the society would change from “Think Globally, Act Locally” to “Think Locally, Act Globally” (Torrington, D., 1994) as people in the society are more knowledgeable and capable to adapt the universal concepts into reality.

#### **4.1.4 The trends of changes among the youth, students and graduates in the future**

The trend of changes in the daily life of the people in the future and the career life of the graduates which will be different from the present job functions due to social changes such as multi-job profession, both throughout the career life or partially, freelance employee, the risk for income instability, partnership and changing of career partner, and etc. These changes could be the cause of mismatch between the education and profession skills required in the future. Besides the expertise in specialized knowledge, some other equally important skills will include communication skills, team working, problem solving, risk management, designs and creativities, responsibility to oneself and others, continuous learning, personal administration, and ethics. The popularity in studying specialized science or subject will not be enough anymore. The fundamental knowledge and capability must be added to help the graduates survive in the labor market in a health way. This also includes the ability to be a part of the society, the creativity, practical knowledge, and

the basic temporal, philosophical and social knowledge. (The Office of Higher Education Commission, 2008)

Moreover, due to the changes in the way of life in the globalization world, the new generations should acquire the knowledge and awareness of the happening movements, such as the economic problems, the environmental problems, and the human right issues. The people in the new generation should have a basic understanding in these issues to be able to work in a context of different societies and cultural diversity. Besides, there has been some demands that **the new generations should acquire the civic literacy skill and some knowledge and skills in economics, finance and business administration, particularly financial literacy** (Chulakorn Masatieanwong, 2006). Therefore, the qualifications of a required graduate in the future will also be changed. As a result, the teaching and learning process must be unavoidable modified according to the new objectives.

Throughout these changes, the children, the youth, and the graduates of today and the future have faced the challenges in terms of living life and studying. The rapidly increasing status of new academic knowledge has made **the newly graduate students face the shrinking academic status. The obtained knowledge gets expired in a few years. The knowledge gained in the university is also insufficient. They have to always search for the new knowledge. The amount of existing knowledge and the new knowledge in the world is emerging tremendously.** They are being assembled through the networks of information technologies and ready to be used. The chance to use this knowledge depends on the ability to access into it and takes it out (Charas Suwanwela, 2008). Additionally, another issue to be concerned is that the children and youth stepping into higher education system also have different backgrounds - age, social status, nationality, ethnicity, financial status, level of understanding in technologies, and understanding in the nation. These differences could lead to a variety of demands of the students entering the higher education institutions and affect the groundwork of each academic institution as well (Newman, F., 2004).

Therefore, by looking at the future trends of the youth, students and the graduates we could also predict the future trend of education management. In this point, Amornwich Nakornthap (2006) has synthesized the trends of education and

learning with some significances to Thailand education reform into 6 points including

- 1) Learning Society - the global trend has indicated that the complex manufacturing structure which tends to rely on modern technologies more and more has forced the new generation labor to have higher knowledge, skills and capabilities in solving problems.
- 2) Mass Education -The demands for continuous learning of everyone from all genders, ages, and professions have constantly changed educational institutions into multi-knowledge centers of the communities with a wide variety of learning activities, having a good academic credit exchange system for formal, non - formal, and informal education as well to support people to top up their learning to their full potential.
- 3) Education on-demand - The advancement of information technology will help educational institutions to distribute educational benefits to wider target groups at a faster speed to be soon converted into “anytime - anywhere learning” within the near future. The learning and development of technology in the next decade will rely on various high-tech innovations such as digital library network, portable multimedia communication, high speed computer, voice - operated computer, translation technology, and etc.
- 4) Professional Manager - The high expectations and social audit together with the limited resources will put a pressure on educational administration to be worthwhile and flexible with more business-type managers having less focus on making profits.
- 5) Education management to cure the social illness - The social illness, fighting and disputes, and stresses in the modern life have made the issue of ethics and spiritual strength the next key problem in all level of education, and
- 6) The education for cultural identity and community self care, the integration of localization vs globalization, together with the communication and information literacy and higher sovereignty for self determination will lead to higher demands and clearer pictures of socio-cultural and political identification from the public.

#### **4.1.5 The tendency of spiritual well-being**

The globalization which make people get used to the partially ordered thought and the education that concentrates mainly on specialized fields have overflowed into eastern society including Thailand destroying our spiritual concepts and the eastern-style sense of organizational belonging (Seksan Prasertkul, 2002). Besides, **the life style which is dominated by the capitalist economy has shifted the**

**social value to modern materialism and individualism so much that it directly affects the social value on spiritual concept and social relations** (Ornsri Ngamwittayapong, 2006).

From the above mentioned report, it indicates that globalization and the domination of capitalist economy have turned people in the society into the ideal customers of the multinational companies, the market-led global financial system, the free trade and the entertainment industry business system related to information and communication technologies. This, in consequence, has become a problem affecting the life style of the people in the society especially the children and youth. A research by Somphong Chitradub (2007) collecting the data from children in the age of secondary school and university students from the middle class society has emphasized the breakdown status of Thai teenagers for having 12 characteristics of deterioration as the consequences from the social context. These include 1) downward intelligence 2) weak with addictive behavior 3) aggressive emotion 4) sexual obsessive 5) tend to commit crimes 6) materialistic 7) selfish and non-believer of common interest 8) non-religious and uncultured, unable to distinguish right and wrong 9) stressful and unhappy with learning 10) love imitation and seek for accomplishment with any method, good or bad 11) love gambling and 12) incapable of hard working. In addition, the research of Amornwich Nakornthap (2004) stated that the Thai children at the present time possess 10 qualifications including 1) addicted to materialism 2) lonely and phonaholic 3) consume only junk food 4) sexual obsessive, tend to have sexual relations at earlier age 5) cannot accept defeat leading to higher rate of teenagers committing suicides 6) cannot distinguish between love and lust 7) aggressive and talk rudely 8) addicted to gambling and taking risk 9) being more habitually drunk, according to the Ministry of Public Health more Thai female teenagers aged between 15-19 drink alcohol and statistically ranking at the fifth in the world and 10. tend to have death risk behavior such as practicing illegal car racing, being promiscuous and having the attitude of worry-free, not afraid of the death, just want to have fun, and etc.

Both researches have indicated that the fast coming globalization trend has constantly destroyed our spiritual strength. Materialistic advancements did not help us evolve into the higher spiritual stage.

The new generation youth never share the sense of commune or public belonging starting from the family level, relatives, community, to the national level. Some have reached the level of lacking public consciousness. These issues have eroded the society continuously. The new generation therefore has fallen into status of mental and spiritual deterioration. And the situation tends to be getting more violent in the future.

However, scholars and academicians who have criticized the issues including those from the postmodernist movement such as Jean-Francois Lyotard, Michel Foucault and Fritjof Capra have raised the awareness and made the public start to recognize and realize the limitations and disadvantages of capitalism that comes with the globalization trend by explaining that the societies which follow the road to modernization with only one goal in mind to have a better quality of life based on advancements of technologies have on the other hand severely destroyed the natural resources and environment as well as the spiritual dimension of humanity. **Today, there are a lot of discussions about humanism and neo-humanism and the public tends to give higher priority to this issue particularly on the spiritual enhancement and the good quality of life in the mental dimension** (Chumpol Poolpatarachewin, interview, 2010). Seksan Prasertkul (2002) has commented on this topic that the social changes which have affected the spiritual well being did not depend only on the external conditions, but also on how our mental and spiritual status can tolerate the external condition flowing into our inner thought and respond to it. If our mental is strong and our soul is liberated sufficiently, the external world would also be ready to interact with us constructively, mutually react, and evolve together. Therefore, it is crucial to reconsider how we should manage the education in order to reconstruct and enhance the quality of life mentally and spiritually for the people in the society.

**Figure 4.1**

**Major Global Trends: Present and the next Decade**



**4.2 The study on the trends of Thailand higher education system and structural changes according to the framework of the Second 15 -Year Long Range Plan on Higher Education of Thailand (2008-2022) of the Office of Higher Education Commission and National Education Plan (Revised Edition 2009 - 2016) as well as the guideline for the education reform in 2009 -2018**

Besides the changing trends of the society affecting and related to education management as mentioned in 4.1, the topic to be discussed in this part will

cover the changes in Thailand higher education system and structure referred to as one of the key factors affecting the propelling of Thailand music education management operation in the future. In this regard, the setting up of directional framework of Thailand higher education in the future has been implemented under the framework of the Second 15-Year Long Range Plan on Higher Education of Thailand which will last until 2022. The major concerned issue is **“the enhancement of Thailand higher education’s quality to produce and develop the qualified human resources for the labor market and develop the potential of higher education in building knowledge and innovations to increase the competitive ability in the globalization world and support the sustainable development of the locality of Thailand using the mechanism of good governance concept, financial aids, standard quality audit, and higher education networks based on academic freedom, diversity and systematic integrity** (The Office of Higher Education Commission, 2008) . In this operating framework, there are many points related to and serve each other and will be propelling Thailand higher education system which will also be connected to the framework of music education management operation in the higher education level in this decade as well. The tendency of changes in the operation of Thailand higher education system has been presented by the researcher in some of the key concerns in order to display the changing directions of the higher education operation happening in this decade with details as follow:

#### **4.2.1 Directions for the development of the joining point with higher education**

The Second 15-Year Long Range Plan on Higher Education of Thailand has concentrated on the development of the qualified feeders for higher education system. This is because the successful of higher education quality development also relies on the capable feeders. However, according to the fact today, the Thai youths in the age of basic education level are weak in various points. Some even lack completeness of being a human in certain manners such as the promptness in confronting survival in the middle of globalization trend which will affect the higher level of educations and continue toward their career life.



Furthermore, there is another issue related to the joining point of higher education which is the limitation in producing and developing teachers for the basic education level due to 1) talented students have no interests in teacher profession 2) limitation in teacher producing process in the teacher producing units in higher education and 3) weakness of teachers in service in terms of quality and self development. In this regard, for the upcoming development trend, the higher education must take charge in supporting and assisting basic education. The operating trend according to the framework of the second edition plan on higher education would see the government extending the investment and encourage private sector to build special school and special classes in regular schools to cater the youths with special talents such as special talents in science, mathematics, languages, arts and music, and etc. The supports should also cover the development of the advanced placement program or the fast track system with higher education as the nanny for basic education such as supplying teachers to help teach, teacher's trainings and promotions, producing new teaching medias, giving basic knowledge on research conduct, continuously organizing academic camp activities, providing information about higher education curriculum and professions in various fields. The higher education also needs to push hard and revise on production lines and teacher development to feed the schools in the basic education level, initiating some new offers to attract talented youths to teacher's field or employing the graduates specialized in various areas to broaden the teaching field, and laying down measures to enhance the quality of existing teachers (The Office of Higher Education Commission, 2008)

#### **4.2.2 The issue of directions for higher education problem solving in the overall perspective**

Charas Suwanwela (2008) stated that "The university operation needs to have more efficiency and effectiveness as the people in the present society are expecting to get higher quality services. Thus, the quality of education and the graduates are expected to be higher as well." One of the means to solve the problem of quality and efficiency of higher education is to have a quality guaranteeing system mechanism (accreditation system) trusted by the students and the public. Moreover,

the mechanism of accreditation system will also be the basic condition for governmental budget allocation and supports from the private sector.

Furthermore, there is also a movement in the development of grouping the higher education institutions into 4 categories including 1) Community Colleges focusing on producing undergraduates and providing special trainings to cater the demands of the local community in order to feed the manpower into the real manufacturing sector 2) 4-year University and Liberal Arts University focusing on producing the graduates with special talents to drive the environmental progress and changes in the regional level. 3) Specialized University and comprehensive focusing on producing the graduates specialized in specific area, concentrating in researches, and producing the graduates with knowledge, ability, skills and capacity in the bachelor degree level and 4) Research University and Graduate University focusing on conducting researches and post research for the doctorate degree, producing the graduates with leadership for new ideas for the country with the goal to propel higher education to the leading position internationally, creating knowledge base, theories, and new academic findings (The Office of the Hogher Education Commission, 2008).

From this institutional grouping, each institution should first identify themselves on which category they belong to in order to build specific cultures, managing system, and audit control system (Thammapibal) and finally propelling their excellences. From 2010 onward, the Office of the Higher Education Commission, OHEC will use the standard framework of higher education institutions to categorize the types and groups of institutions and use this as the framework for education quality evaluation. Not only there is the movement of institutional category grouping, at present there are overdemands of higher education institutions due to higher competitions. And in the near future many overseas institutions will also enter the competition (Vicharn Panich, 2009). The arrangement for the mentioned institutional grouping will influence the changes in the structures of higher education institution management in terms of productions, developments, distributions, and functions of teachers, reduction and termination of faculties and institutions having quality problems, as well as adjusting of the number of graduates in the future.

#### **4.2.3 The issue of good governance and administration**

The concept of good government is a new idea for Thai universities as the previous bureaucratic administration under overall supervision of the government has shifted to the largely autonomous administration by the higher education institutions themselves with more freedom in self-administration (Paitoon Sinlarat, 2003). This is the consequence that the universities worldwide are facing due to the strong influences of diverse changes making them no longer be able to carry on with the same previous style of administration.

The diverse changes surrounding the higher education barriers have led to more apprehensive and severe impacts and difficulties especially for the governmental universities of Thailand which are already confronting serious problems. It is therefore necessary to genuinely review and go through the best possible solutions to these problems. The book “Freedom of the universities” by Charas Suwanwela (2008) has offered some ideas which can be summarized that the freedom of the universities under the context of today and the future must rely on the analysis of the past experiences. The things to be concerned are 1) freedom of universities for academic liberty 2) freedom from declining bureaucratic system for efficiency and quality 3) freedom from centralization for unity and diversity 4) freedom in independent capitalism and market mechanism and 5) freedom from multinational intellectual colonialism. All the above mentioned issues must be driven under qualified administrations plus the good governance in administering the entire higher education system. This is to be certain that the universities have performed their functions for the society and been in line with the national development in the future.

#### **4.2.4 The directions of the universities and national competitive competency development**

The possibilities in competitive competency development of the country in the future depend on the structural improvements in administration system as partly mentioned in the above topics. In the short future under the second edition of the higher education plan one of the procedures for competency development is to create excellence in research (Ministry of Education, 2008). This is because research works are important to the development of the universities and the research mechanism is the

tool in creating the necessary abilities for the graduates to be ready for academic works and professions in the academic world at present and in the future (Charas Suwanwela, 2008). The guideline for the process is to adjust the structure of the overall research system from the research system policy, research resource allocation, research fund management, and etc. This also includes the joint research projects between the manufacturing sector and higher education sector in the large-scale projects which need to be moved forward based on the demands from the manufacturing sector. Even the researches in the social field without any linkage to economic-based product increment are also necessary to be continuously implemented.

#### **4.2.5 The issue of human resource development in higher education**

The directions of human resource development in the higher education institutions will focus on various dimensions, for instance, in terms of academic proficiency, teaching expertise, teaching and learning management competence, research competency, and vocational capability related to the responsible subjects, administrative proficiency as well as socialization. The development will take place in every part of the working age from the beginning period and serious working period to the period of being an experienced expert and the source of knowledge after the retirement in various forms such as mentoring by the expert. The development will be based on actual field works with the cooperation of the manufacturing sector and public sector together with the financial supports on the scholarships for the university teachers. This is to motivate the universities and scholars to jointly invest in teacher development scheme with various financial measures such as government scholarship, joint scholarship by the government and the university, and a tri-party scholarship by the government, the university and the scholar with the aim to increase the number of teachers who get the opportunities for self-development. (The Office of the Higher Education Commission, 2008).

#### **4.2.6 The issue on the directions of building higher education networks**

In the future there should be some operational supports in form of a networking using mainly the resource allocation measures to lead to functional merges

in various dimensions such as the curriculums, learning resources, joint investments on infrastructures and joint utilization, human resource development and administrative system, as well as the merging of local academic schools with legally accepted measures (The Office of the Higher Education Commission, 2008). This is to find a solution for the problems on the functional overlapping and duplications of Thailand university operations at present. There should also be some motivative measures to enhance the level of capability and quality especially among the strong organizations and new organizations which need help. Or it could be processed in forms of operational supports in the higher education network system for social development, or a joint mission with social public sector, as well as the network building for academic strength.

#### **4.2.7 Directions of learning infrastructure adaptation**

There is a tendency of the Liberal Arts Education program which tends to be established as a new curriculum or the basis of supplementary or replacement as well as a mission amendment of some institutions to become a full service university of Liberal Arts. This is in order to solve the problem on the quality of the graduates which focused only on some specialized subjects both vocationally and academically as happening at present which is insufficient to be survived and able to compete in the labor market in the future. The problems occur as they lack the skills of living and knowledge in academic arts required for a living. The future curriculum should be designed to cater the needs of the new generation and the labor market in the form of the post modern Liberal Arts such as in the music program, arts, information technology, management, culture and the world thinker, and etc. These existing curriculums are under the framework of the higher education for development whereas the information and communication technologies can step forward into becoming e -society, e - industry, e - commerce, e -education and e -government in the full scale.

Besides all the seven points mentioned above, under the Second 15-Year Long Range Plan on Higher Education of Thailand (2008-2022) the overall educational operation of the country will still be positioned under the conditions of education reform in 2009 - 2018. **The goal of education reform is to allow Thai**

**people to obtain a quality life-long learning by focusing on 1) the development of education quality (the quality of the new generation Thais, new generation teachers, new generation institutions and learning resources and new administration) 2) the expansion of educational opportunities and 3) the promotion of participatory administration by all concerned parties.**

#### **4.3 The study on movements and tendencies on some key issues related to music education through reviewing of related documents and researches as well as the In-depth interviews and focus group discussion.**

The condition of Thailand socio-cultural status which has been changed along with the global trends has always been linked, in one way or another, with some effects to the movements of “Music” and made “Music” change its roles and status. “Music” has penetrated and blended itself into every part of lifestyles of people in today society. Through the synthesis of documents, articles and other pressed media, it is found that the changes in the society have some connections with music in various issues being concerned by the public nowadays and tend to carry on taking place in the future with details as follow:

##### **4.3.1 Music trends in the national economic procedure**

With the changing social and cultural status of Thailand nowadays, music has continuously changed its roles and status. “Music” has been added into a wide variety of issues starting from the normal performative functions to commodification, making **“Music” a part of creative industry** which includes record label business, movie business, radio channels and television programs, the medias, audio and sound equipment business, musical instrument business as well as the service sector business like event organizer, performance art services, entertainment, concerts and music show management, and the musicals. This movement was driven by the capitalist economy widely spreading in every region of Thailand (Sugree Charoensook, 2008) with the tendency of higher expansions in the future.

A report has indicated that the music industry in Thailand exceeds the value of 100,000 million baht per annum. The figure might even be underestimated as music has already become a part of the lifestyle of the Thai people in every issue (Sumate Yamnoon, Interviewed, 2009). Moreover, **the economic development trend of Thailand has also combined the concept of creativity economy which will take a leading role in restoring Thailand economy. It has also been set as a part of economic stimulus package which focuses on exporting creative product.** It is expected that the creative economy will become a political issue to be continuously supported by every government. Fortunately, Thailand, Thailand has possessed a high number of cultural capitals which can be beneficially utilized and added the value.

#### **4.3.2 Music trends and advancements in technology: in the dimension of music education and music production**

Technologies have provided more conveniences into music education in many higher education institutions nowadays with a tendency to constantly develop. Some of these technologies include the wireless network communication system which gives students the convenience of anywhere - anytime learning opportunities in the academic schools, the audiovisual room with the surround sound system which keep developing nonstop as well as CD/DVD player and projector which are available for teaching and learning or even for movie screening, music performance and concert after school hour.

Furthermore, there is also a music information service center called the e-music resources center. Nowadays there are tremendous sources of information on music and music media which can be found in the cyber world through the free websites. Through these websites, we can download songs and other music media in the form of music alive which will be very helpful for music stakeholders such as music teachers, musicians, musical equipment manufacturers, music industry and business agencies, music students and their parents, and etc. (Jorgensen, E. R., 2010).

Besides the above mentioned advantages, through the progress of technologies the music education institutions worldwide can also offer academic services

on music in various types of sounds and motion pictures in digital format or audio books displaying classical music, church music, jazz, music entertainment, Thai traditional music, folk music, ethnic music, music of Southeast Asia, as well as world music.

The development trends of digital and multimedia tend to constantly carry on which give everyone the opportunity to access various digital contents conveniently anywhere and anytime through communication and computerized technologies. It means that the preferred contexts and media are accessible by the students. This accessibility covers the knowledge and information searches to support music education or just for entertainments such as watching movie and pictures or listening to music. Moreover, it can also support web surfing, e-mailing, online games and extra reading once linked to Wi-Fi service or connected to the 3G telecommunication system through the latest multimedia appliances such as mobile phone, iPhone, iPod Touch and iPad.

Not only that technology can facilitate educational services, it also plays a great role in supporting music students in specialized vocational fields such as in music production and sound engineer, music business, music technology, or even music performance and music composition, and etc. Music education at present or in the future will inevitably require advanced technology and up-to-date MIDI and Audio Lab. Currently the popular softwares include Logic audio, Digidesign protocols, Digital performer, Cubase, Nuendo Sonar, Adobe premiere pro, Sony Vegas, Ulaed system, Edius, Final cut pro, Avid system, and etc. (College of Music, Mahidol University, 2010).

Furthermore, the sound recording technology has been rapidly in progress. The Analog system or Digital system can now cover all types of tracking from string-combo music band with fewer pieces of musical instruments to a larger scale of orchestra band with over 50 pieces of instruments. The appliances related to music production used in some of the music education institutions in the higher education are of the same types as used in the music industry firms such as Mixing Console, Recorder, Monitoring System, Outboard Mic pre and EQ, Compressor, Reverb and Delay, an etc. These music-related appliances have constantly developed along with the rapid progress in technology.

The influences of technological advancement have changed the face of music education. A good example would be *“the teaching and learning in the music*



*composition program. By using the music programs such as Finale or Sibelius the students will be able to hear their composed songs immediately without having to rely on playing piano like in the past. Especially in a large song for an orchestra band, they can hear a brief overall perspective of the song without having to use the whole set of real orchestra band". (Atibhop Pataradetpisan, interviewed, 2008). Besides, selecting a music instrument can be pre-tested by the computer program to make sure that it is the right one. Printing of song's notes would also be much more convenient. "...but the disadvantage is that the students will lack the skills in reading their own songs by using piano. Some of the students who use computer to compose songs may be deficient in using their handwriting which seems to be disconnected from their mind". "...Computer should be used just as a recording device, not a song composing device. The composer has to break through the subject. The computer can be helpful for some types of songs like a very modern song..." (A group of university instructors in the music composition program, 2008).*

The above-mentioned explanation shows that **the technological progress has brought music into mediaization process in various forms** such as the record of song's notes into various printed medias for teaching and learning process or music production such as producing recording studio system related to radio or television broadcasting procedures, and song business and market.

Besides, technology has made music become a modern media such as the ring tones, Websites in the internet, and etc. (Phodchara Suwannaphachana, 2008). As a result, the media-transformed music will acquire diverse forms and styles according to the objectives of the producer and the demands of the listeners or users following the changes in the society with the tendency of capitalist economic market as the basis of changes. This phenomenon can be referred to as the transplantation of music through new forms of media as the consequences of information technology and scientific progresses. This can be seen in the repeated manufacturing of music in an increasing number and diverse formats which has an impact on the change of identity and value of music. Music business and music industry have grown internationally with the emerge of business network of cross-border music due to nonstop progress of modern communication technology and information technology.

#### 4.3.3 Music and intellectual property issue

The trend of economic propelling through creative economy concept of various countries worldwide has led to the emerge of intellectual property management trend at the same time as the types of important creative economy which are mostly related to music are **directly related to the intellectual asset issue**. This includes music production, sound record, duplication, and musical instrument manufacture, and etc. These production lines have been materialized through the creativity, knowledge and specialization of the human beings. Therefore, it is necessary and required to arrange the copyright and intellectual asset management to protect and convert the intellectual assets into value added capitals. This issue has become a very important and concerned issue worldwide (Department of Intellectual Property, 2010).

#### 4.3.4 Music with the labor market and vocation

The trend of labor market with the demand for new generations with high knowledge, skills and professionalism in the vocational fields related to music indicates that **the labor market tends to demand musician with general expertise or proficiency and all-round skills, not only the music knowledge but also the capacity to work in the new world cooperatively**. From the report on employment trend in music profession in America, it is found that the music related professions are among the very well-paid professions. At present, the labor market in USA has set personal qualifications in each profession clearly such as 1) Music composition group from Television Show Composer, Commercial Jingle Composer, Film Score Composer, Art Music Composer and School Music Composer. This is in order to find personnel with creativity, dominant skills and talents and those who try hard and eager to learn and search for more musical skills enthusiastically. In addition, it also identify the qualification on knowledge and musical skills, i.e., the experiences in playing musical instruments or singing, knowledge about music history, theories on concerned literatures and chorus vocal arrangement for orchestration and ability to use computer programs for music production. 2) Musicians in various types of bands such as small music band, orchestra and conductor which should acquire a personality that can get along well with other colleagues, eager to learn and enhance the music skills

constantly, work hard and have the initiative in proactive working style, acquire the knowledge of musical literatures, obtain the skills in playing in a band, possess the skill in sight-reading transposition and improvisation, and skill in a single music instrument or multiple. 3) Singer group to be highlighted on foreign language knowledge, related literatures to singing, and ability in interpretations and expressing the song emotion, and etc. (Nantida Chandransu, 2010)

Not only the above mentioned qualifications, the employers also look for understanding skill in music business as well. Therefore, it is interesting to know that besides being an artist or a musician, the business skills is also necessary and important in the professional life in the world today.

Moreover, the trend of music education operation overseas also stresses on human resource and graduates development. That is, the readiness of those going to graduate in music field to be able to work anywhere in the world. The main focus will be on the cultural diversities which influence the concept of music education management for over the last two decades (Hebert, D. G., 2010). The cultural diversities have affected the curriculum developments in both Europe and America in preparing people for the continuous socio-cultural changes which the people working in the music profession have also been involved in various parts of the society as seen in the following chart:

According to the career glossary of music related professions by The National Association for Music Education (MENC) (2009), the following careers will be of importance in the new globalized marketplace:

<b>Music Education</b>	Elementary, Secondary, Higher Education (College Level), Professor, Associate Professor, Assistant Professor, Ethnomusicologist, Private Studio , Music Supervisor/Administrator, Librarian
<b>Performance</b>	Instrumental, Pop/Rock/Jazz, Vocalist/Instrumentalist, Classical Music, Vocalist, Pop/Rock/Jazz, Conducting, Band - Amateur or Professional, Composer, Accompanist Cantor/Hazan (see also Worship)

<b>Music Business</b>	Attorney, Music Business; Music Copyright, Instrument Sales Representative Music Dealer Manager , Retail Music Sales, Advertising Executive, Booking Agent Personal/Professional Manager, Business Manager, A&R Administrator or Coordinator, Publicist
<b>Healthcare</b>	Music Therapist, Speech Pathologist, Voice Therapist
<b>Worship</b>	Organ Player, Instrumentalist, Choir Director, Handbell Director, Cantor/Hazan
<b>Music Production</b>	Producer , Manager, Recording Engineer, Sound Technician, Mastering Engineer
<b>Music Technology</b>	Performing Synthesis , Digital Audio Editor, Sound Designer, Programmer
<b>Music Publishing</b>	Author, Critic, Journalist, Editor, Historian, Publisher, Arranger
<b>Musical Theatre</b>	Singer, Pit Musician, Sound Engineer, Composer, Music Director, Arranger
<b>Instrument Making &amp; Repair/Restoration</b>	Instrument Designer, Instrument Repair/Restoration
<b>Movies/TV/Radio</b>	Music Editor, Film & TV, Disc Jockey, Music Supervisor, Video Music
<b>Administration</b>	Arts Organization Position, Community Arts Manager, Performing Arts Administrator, Recreation Arts Coordinator, Community Development Specialist
<b>Tours/Road Work</b>	Tours/Road Work ,Road Manager, Sound Technician, Tour Coordinator, Tour Publicist

#### **4.3.5 The trend of overseas music education management**

The factors related to the higher education management in the overseas countries have been the challenges for education institutions and music educators to lead music education to the development in order to increase the efficiency and strength. This also includes the preparation for handling the impacts to the music education of Thailand, both directly and indirectly through the synthesis of the music education movements in

various countries such as the EU, in the case of the Federal Republic of Germany which is the continent's musical heart with so many world class composers and artists, as well as the outstanding socio-cultural context of classical music making it an attractive destination for the students and those who love classical music from every corners of the world to further their advanced music education (Nantida Chandransu, 2010)

From the year 2007 onward, the Federal Republic of Germany will be in the period of higher education reform. As the leader in pushing the reformation according to Bologna Process with the major goal to arrange the similar higher education system worldwide and adjust the educational qualification of each country to be comparable. At present the universities throughout Germany, Austria, France and other countries in Europe as well as the countries in the Nordic Region have put the efforts to adjust their curriculums to match the American system. As of today, some of these universities have introduced both the curriculums, the old curriculum and the new version, whereas some of them have totally changed their curriculums to the new version to cater the labor market in Germany which has already recruited the employees through the new system. The changing trends due to the education reform under the Bologna Declaration to be followed by the European countries cover the following issues: 1) Corresponding Divisions of higher education system into Undergraduate and Graduate 2) Revision of educational qualification of each country to be comparable 3) Creating common European academic credit system called European Credit Transfer System (ETCS) 4) Strengthening the cooperation among European countries to secure the quality of education and 5) Support and enhance European higher education standard

**Besides, the European countries have also given high attention and made agreements to support the concept of lifelong learning, making the European higher education more interesting for the overseas students, setting up European Network for Quality Assurance in Higher Education or ENQA, and giving high attention to producing proficient graduates to feed the labor market (Noraseth Kaewwipat, 2005).**

From the information reviews of the higher education system of the Federal Republic of Germany, it can be summarized that Germany is playing an important role in the European Union. With its goal to become the leader in higher education reform, Germany has accelerated the education reform process in order to meet the conditions

and given deadline to set a good example for other countries. The Ministry of Education of the Federal Republic of Germany has therefore set the operational guideline to control and push the universities to enhance their curriculums by the given timeline. As for the music education, the organization in charge of this project is The European Association of Conservatoires (AEC) with 227 members from the music institutions from the European group and 38 members from non European countries including America, China, Japan, Singapore, and Korea from the Asia group. The main operational objectives cover the following issue: 1) Stimulating and supporting international collaboration between member institutions 2) Realizing various international projects about relevant subjects in professional music training 3) Organizing an Annual Congress and various specific seminars for its members and 4) Representing the interests of the professional music training sector on national, European and international level (The European Association of Conservatoires (AEC), 2009).

Even though the education system of Germany before the reform was so much different as compared to the guideline and objectives of Bologna Process, but the movement was successful with the strength and collaboration of the concerned organizations such as **having the main organization to process the tasks with various alliances to help accelerate the development of music education system in the higher education level of Germany through research making, conferences and seminars** throughout the last ten years. The organizations in cooperation with The European Association of Conservatoires (AEC) in the issues of music education include the following:

- National Association of Schools of Music -USA (NASM)
- National Council of Tertiary Music Schools -Australia (NACTMUS)
- International Music Council (IMC)
- European Music Council (EMC)
- International Society for Music Education (ISME)
- European Music School Union (EMU)
- International Federation of Musicians (FIM)
- Performing Arts League Europe (Pearle\*)
- European String Teachers Association (ESTA)
- European Chamber Music Teachers Association (ECMTA)

- European Association of Music in Schools (EAS)
- Culture Action Europe
- European University Association (EUA)
- European League of Institutes of the Arts (ELIA)

Besides, there is a sample of the operation and music education quality control in USA which is accepted as a comprehensive system and standard giving complete confidences to the students worldwide, even though each State has its full authority in administration and jurisdiction without any interference from the central government. Each State comprises an educational unit working like the Ministry of Education to be responsible for controlling and setting up various standards and regulations. From the recent information, there are altogether 4,314 higher education institutions, both governmental and private, in USA (The National Association for Music Education, 2009).

There are 1,739 music institutions in the higher education offering both non-degree-granting and degree-granting programs. The government has given a financial budget to support the music education management in the higher education for a total amount of USD 6,573,187,800 for the year 2007-2008 (The National Association for Music Education, 2009)

The music education management in the higher education in USA has started to give the obvious advantageous results since the 19<sup>th</sup> century with some tendencies of continued expansions in various areas. **There have been some obvious increases of specializations and more diversifications. One of the obvious indicators to the growth of music education management in the US is the large number of doctorate degree research works and the increasing number of academic works in the music area as well as the constant appearances of new academicians.** It is obviously the increasing number of academic works and scholars that leads to music education development in all levels throughout the US. Besides, the report of the number of enrollments in the higher education level of USA in the year 2006 shows that of all the 17,758,870 people or a 5.89% of the total populations in the US in between the year 2006-2007, there were approximately 330,543 people, a 1.9% of the total enrollments in the higher education, who signed up for the major in music. It is anticipated that in 2013 the number of students to enroll in the higher education will increase to 18,151,000 (The National Association for

Music Education, 2009). Therefore, the number of students signing up for music study is also expected to be increased.

The objectives of producing the music graduates in the USA can be classified into 3 groups: 1) Training the performing musician 2) Producing the graduates with acquaintance and understanding of human and society and ability to apply the knowledge in their life and profession by stressing on the liberal arts approach to music and 3) Producing scholars in music with the excellent knowledge of music, both theoretically and practically.

The obvious challenging trend of the music education management in the US at present is the fierce competitions in education business due to the diversities in the music education management system in each State. There are gaps in between the central government and the operation of each State in terms of supporting budgets. There is also the effort to reach the indicator of being an international higher education and determinations to step into becoming a global university in teaching and learning management, researches, services and get the academic standing certification. At present besides the operation by each State, there is also an association called **The National Association of Schools of Music or NASM, established in 1924 by Gilbert Raynolds Combs, with the responsibility in pushing and developing the quality of music institutions in the USA and certify the academic standings for music education institution in the higher education, as well as setting up the quality assurance standard and guidelines for the education management for the member institutions with the missions as follow:**

- A. Purposes of the Institution and Music Unit
- B. Size and Scope
- C. Finances
- D. Governance and Administration
- E. Faculty and Staff
- F. Facilities, Equipment, Health, and Safety
- G. Library and Learning Resources
- H. Recruitment, Admission-Retention, Record Keeping, and Advisement
- I. Published Materials and Web Sites
- J. Community Involvement



K. Articulation with Other Schools

L. Evaluation, Planning, and Projections

M. Operational Standards for All Institutions for which NASM is the Designated Institutional Accreditor

N. Operational Standards and Procedures for Proprietary Institutions

O. Operational Standards for Branch Campuses, External Programs  
(National Association of Schools of Music Handbook, 2009-2010)

From the reviews of related documents, it is found that aside from the operations concerning music institution quality development, **USA also gives a high attention in the quality of the human resources working in the higher education institutions** at the same time. The objectives of the development have been set obviously from an individual level covering music students, artists and teachers, and the managements to be able to operate their function in their full capacity and potential by giving full supports for music and creating the bodies of content in both monodisciplinary and interdisciplinary. There is also a system of using the old works and the current under production works as the common standard for evaluation with a system of giving compliments to the personnel with outstanding works and performances in the institutional or unit level constantly (National Association of Schools of Music Handbook, 2009-2010)

Besides the efforts to enhance the personnel in music education working in the productive line institution, the information also indicates that there are new rules and regulations for working in various States in the US. Therefore, it is necessary to prepare the graduates to be ready for those changes such as **the existing changes at present forcing music teachers to chase after the education system and unlike the past have to be graduated in the Bachelor degree prior to entering music teaching profession**. In this case, the music teachers especially those from the baby boom generation would have to refrain from the education system in every level due to these restrictions which will lead to insufficient number of qualified music teachers in the short future (Patrick, J. M., 2009).

Another working trend for the newly graduates is **the preparation of the graduates to be ready to work not only within the US, but worldwide**. Each institution must therefore put more responsibility by making the students realize and

understand the diversities of cultures so that they would behave appropriately to other people on the basis of giving the human value. Nowadays, the music scholars and Ph.D students in music can be seen spreading in music institutions all over the world. Even in Europe which is the heart of Western music education, there are also musicians and scholars from the US working there with the American educational culture which can be seen in various countries like Finland. On the other hand, the countries in Europe are facing the disputed problem between the **long tradition of craftsmanship in music and foreign academic culture**, and etc. (Ulla - Britta Bowman – Kananen, 2009).

#### **4.4 The summary of overall prospects of education and key trends which will affect music education management in higher education in the next ten years.**

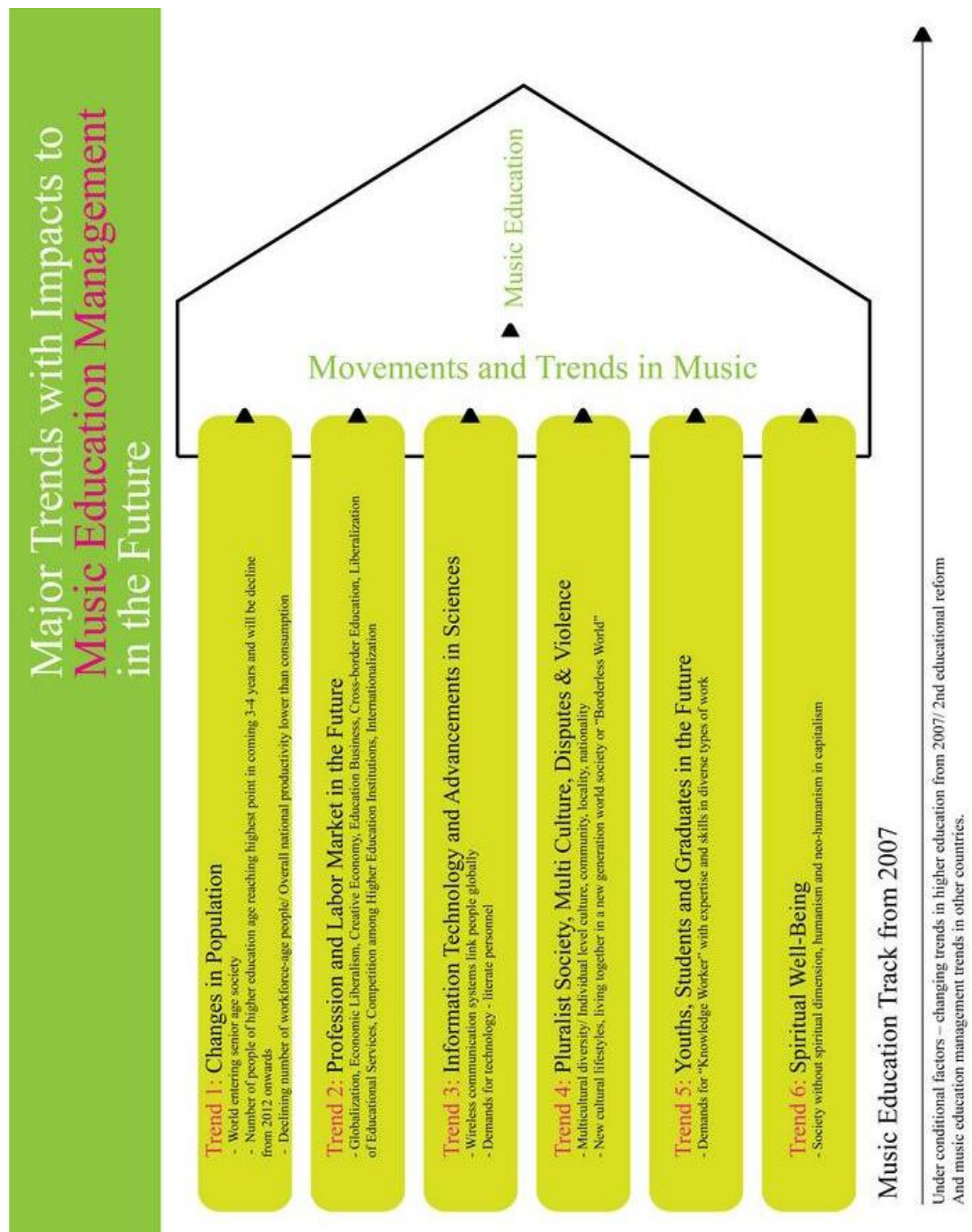
From the study of various trends by reviewing related documents, in-depth interviews and analysis of additional information, the key issues on the trends which will affect the tracks of music education operation in the next 10 years can be observed. These findings include the population trend indicating that the global world is moving toward the senior age society with an indicator showing that the number of people in the working age will decline which will definitely affect the overall manufacturing sector of Thailand to become smaller than the consuming sector in the future. The number of people in the higher education age continuing their study will also be fewer. And the globalization trend and the advancement in technology, as well as the current progresses in various areas will make an impact to the lifestyles of the young generation and their future employment opportunity. This also includes the effects from pluralist society, multi culture and diversities which result in higher demands of social rights, as well as the issue of declining spiritual well-being of the people in today's society.

These trends and impacts are, in one way or another, related to the set up of music education in the future. Furthermore, the context of Thailand music education operation is still under the conditions of structural changing, whereas the higher education

system is in progress of moving forward to cater the demands of developing the education quality of Thailand in the future. Therefore, the findings from the trend study in this chapter will be the key questions in designing the music education management in the next 10 years which will be further explained in the following chapter.

**Figure 4.2**

**Major Trends with Impacts to Music Education Management in the Future**



**CHATER V**  
**BRAINSTORMING SESSION PROCEDURES**  
**AND OUTCOMES TENDENCIES AND DIRECTIONS**  
**OF MUSIC EDUCATION IN THE NEXT DECADE**  
**STRATEGIES TOWARD MUSIC EDUCATION DEVELOPMENT**  
**IN THILAND’S HIGHER EDUCATION**

In this chapter, the main aspects will cover the procedures and the outcomes from the brainstorming session in order to obtain the answers on the tendencies and directions of music education in Thailand higher education in the next decade (2008-2017). The concerned procedures include using the findings from the reviewing of research papers as presented in Chapter 4 to design a brainstorming session by experts including experts from administrators of music institutes, music scholars, professionals in Thailand’s education field, futurologists, policy and strategy makers as well as the concerned stakeholders involving in music education management in the higher education.

The brainstorming session aims to allow the experts to go over and identify the future tendencies and directions of music education management in the higher education. The outcomes will be used as the guideline for the preparation of the strategic proposition on music education management in the higher education of Thailand in the next 10 years. I have compiled the outcomes and presented in this chapter as follows.

5.1 Outcomes of the brainstorming session and in-depth interviews with experts.

5.1.1 Identifying tendencies and key issues

5.1.1.1 Important tendencies affecting music education management

5.1.2 Propositions toward future directions of music education management.

#### 5.1.2.1 Philosophical goals

#### 5.1.2.2 Propelling procedures toward goals

#### 5.1.2.3 Change Management

5.2 Additional remarks from the brainstorming session for the development of music education management in the future

5.3 Summary of important tendencies affecting philosophical goal setting for the directions of music education management in the higher education and driven procedures toward philosophical goals in the next 10 years

5.4 Operational directions and propositions toward strategy establishment and development of music education management in the higher education of Thailand in the next 10 years

## **5.1 Outcomes of the brainstorming session and in-depth interviews with experts**

### **5.1.1 Identifying tendencies and key issues**

#### **5.1.1.1 Important tendencies affecting music education management**

The brainstorming session in this research focused on the intellectual gathering of experts in various fields including administrators of music institutes, music scholars, professionals in Thailand's education field, futurologists, policy and strategy makers as well as the concerned stakeholders involving in music education management under the topic **“Tendencies and directions of music education management in the higher education in the next decade - Strategies toward music education development in Thailand's higher education”**. The brainstorming session was organized on 13 July 2010 at the Office of the Higher Education Commission, OHEC, with the aim to acquire the research study outcomes and depict the past, the present and the future of Thailand music education management. There were altogether 21 participants.

I have presented the historical information on music education management in the higher education of Thailand from the establishment period in 1934 and provided the present information of music education management in the mid

of changing trends during the last 10 years (1997-2007) in order that the participants could see the overall perspectives of music education management developments from the past until present (as the summarized charts in chapter 2 and 3).

Furthermore, I have presented the information on various tendencies and movements affecting music education in the next ten years as reviewed earlier (chapter 4) and provided to the session as primary references for the participants. The major tendencies presented to the session can be summarized as follows:

- **Trend of population changes** -The global society including Thailand is moving toward senior age society with the constant growth rate of the people aged 60 years old and above. On the other hand, the population ratio for people under 18 has currently declined. As a consequence, the population in the higher education age will reach the peak point in the next 3-4 years and from 2012 onward the number of students going to higher education will be constantly decreased. In a long run, the number of the working age population will also be dropped. This will more or less affect the music education due to the shrinking of higher education student group.

- **Trend of future careers and labor market** -The professional world of Thai people will be changed along with the globalization trend and free capitalist economy particularly in terms of knowledge based economy and creative industry. The music industry has interpolated as a part of creative industry such as music editor, film & TV, music supervisor, sound electronic business, instrument designer, instrument repair/restoration, music publishing, as well as the service sector business like event organizing, services involving performance arts, music production, organizing musical performances, tours/road work, and etc. These tendencies will be propelled by the high competitive free capitalist economy and in the future tend to require more new generation producers with the innovations in music as well as the higher requirement of knowledge workers in the service business sector (Chulakorn Masatieanwong, 2006). Therefore, the future labor market tends to demand more personnel in the field of music with both specific specialization and well-rounded skills, not only the knowledge in music, but also the knowledge and ability to work in the modern world.

- **Trend of information technologies and advancement of various fields of knowledge** -The world will be divided into literate countries and illiterate

countries. The technology illiterate countries will get poorer, whereas the technology literate countries will be more secured and stable. The technologies worldwide will be used to propel the industry in increasing the added value in manufacturing and creating new innovations in both production and services. Technologies will help arranging music production into various forms of media such as recording studio system production which involves the sound broadcasting procedures through radio, television, music business and market, the new coming media firms in various formats, and etc. Moreover, in the future the locality will be connected to the world through wireless-network communication system. Knowledge is no longer limited within the classroom. Learners can seek for the knowledge from various sources autonomously. Therefore, the society will require the new generations with multi-literacy in order not to be fallen into the traps of the advanced technological knowledge. The new generations should also acquire information literacy, ICT literacy, media literacy, visual literacy, critical literacy and consumer literacy (Chulakorn Masatieanwong, 2006). These requirements have implied to the producing of music personnel to be well-rounded and literate in the future world of information.

- **Trend of Pluralist Society, Multi Culture, Conflict, and Violence -**

The diverse conditions of the society which have been covered with movements and continuous calls for multiculturalism have resulted in several new trends including the new cultures in the individual level, communal level, local level and national level, and the new way of living together in the borderless world due to globalization. These movements have resulted in changes of the people's life styles. People worldwide now get closer to each other with more opportunities to observe different cultures through communication technology. The cultural diversity concept has been accepted. The concept of cultural based economy where the productions and services rely on the foundation of cultural richness capitals of each society has emerged with the presents of cultural entrepreneurs. In the future, the social orientation will be changed from "think globally, act locally" to "think locally, act globally" (Torrington, 1994). This is because people in the society are more intellectual and capable. They can smartly adapt the global knowledge to fulfill their personal and local needs. In this regard, the music personnel in the new generation should acquire more cultural visions in an international level while maintaining the awareness of the value of their cultural identity.

- **Trend of changes among the youth, students, and graduates in the future** -All society require new citizenship with the capability to take some parts in national development more intensely. The new generations should acquire the civic literacy skill and some wide knowledge and basic skills in the subjects concerning the development such as economics and management, particularly the knowledge in financial management.

- **Trend of spiritual well-being** - The society now lacks its spiritual dimension as the life style dominated by the capitalist economy has shifted the social value to modern materialism and individualism so much that it directly affects the social value on spiritual concept and social relations, particularly among the children and the youths. Consequently, it leads to various social problems including crimes, materialistic behavior, selfishness, lacks of public consciousness, and etc. Finally, there are some new concepts as the alternate solutions to those problems such as humanism and vitalism against capitalism by raising the question of how to live happily in the capitalism world.

Besides the mentioned tendencies which have some impacts on humanity, the world, the society and education in the overall perspective, I have also presented the issue of the changing trends within the higher education system in the next 10 years to the brainstorming session including the trends of Thailand higher education system and structural changes according to the framework of the Second 15-Year Long Range Plan on Higher Education of Thailand (2008 - 2022) of the Office of Higher Education Commission and National Education Plan (Revised Edition 2009 - 2016) as well as the guideline for the education reform in the second decade (2009 - 2018). From here, there will be a description on the development of the joining point of different education levels with the higher education focusing on the development of qualified feeders into the higher education system and the directions toward solutions to the problems of higher education in the overall perspective. The details will also cover the directions toward more efficient and effective university operation. As the present society has a higher expectation in better services, but there is a crisis in terms of the qualifications of the manpower generated by the higher education system due to the commercial administration based on income generations. Therefore, the operational trend of the higher education in the future will have to be emphasized on



good governance and university management with the ability enhancement of the country's competitiveness and the human resource development in the higher education system, the higher education network building, as well as the adjustment of the fundamental learning structures with the tendency of the reconstruction of the liberal arts education in order to produce well-rounded graduates.

In addition, there is also a glance at the tendency of music education management in the international perspective in order to establish a standing pole of thoughts for Thailand such as the supporting trend for the lifelong learning, creating network for higher education quality assurance in the music field group, setting up principle organization as the leader in operation or some more alliances to jointly work on the development of music education system, and etc. These activities can be the sample cases of music education development of Thailand in various scopes in the future.

After presenting brief information on various tendencies, I have then let the forum begin the discussions and brainstorm to consider the significance and relevance as well as sharing the information, commentary, and reviews under the meeting proposition of **“Tendencies and directions of music education management in the higher education in the next decade - Strategies toward music education development in Thailand's higher education”** I have raised the questions for the session as follows:

- 1) What are the key trends that will affect the music education management in the next ten years?
- 2) What would be the directions of music education management in the next decade?
- 3) From the directions toward music education management in the future, what are the recommendations as the guideline for strategic procedures that can give the solutions for the propositions on music education management directions in order to improve the music education in the higher education of Thailand in the next decade?

- **The key trends that will affect the music education management**

From the above-mentioned brainstorming session, it can be initially observed that the trends affecting the music education management under the context of the Thai society and global society in the next ten years can be considered as short-range forecasting as it will be a period of future which there may not be any

outstanding or obvious change. Also, music issue is always linked or has a genuine connection with the lifestyle and the quality of life in an individual culture. To make a twisted change to another direction, it would require a certain period of time and good planning. Therefore, a 10-year period is considered a stable period without any outstanding change, although there are movements from the changing trends in various dimensions all the time such as the trend on changes in population, career tendency and labor market in the future, the trend on the status of the youths in the future influenced by the globalization, the tendency of technology advancement, the trend on being pluralist society, multi culture, and the trends on disputes and violence in the society, and etc. **The major and most obvious trend would be on the issue of free capitalist economy which tends to be more intense and extreme. On the parallel side, the coming up trend will be on the alternative for the issue of spiritual well-being and cultural dimensions of living together in the society** (Chumpol Poolpatarachewin, 13 July 2010). And from the discussions in the brainstorming session, the expert participants have given importance on both trends which can be summarized as follows:

- **The mainstream tendency-society dominated by free capitalist economy**

In the issue of the mainstream tendency affecting the music education management in the higher education, the expert participants have given various interesting opinions and agreed upon the idea that the free capitalist economic system which emphasizes on market competitiveness has influenced the changes in the society and made the present education system grow along capitalism. It means, education has become a product. And particularly in terms of higher education, education is the product that people in the society can diversely choose. The number of music education programs has constantly grown up. On the other hand some new curriculums have been initiated even though they were not originated from the objective initially set by some of the faculties of some institutions. This leads to overlapping of the producing of graduates and fierce competitions in the labor market, following the streamline of higher education in the context of capitalism which responded mainly to the labor market. The expert participants have added to this point that:

*“...There is a tendency that music education management is no longer capable to run by itself, but under the domination of conceptual system and practical*

*rules of free capitalist economy which is the mainstream perception at present and affecting **the course instructions of the higher education institutions** which emphasize highly on business and vocational dimensions...”*

*“...The key tendency in the next ten years which has already started and continued at present is the emergence of more competitors to the higher education institutions such as various private sectors...There will be more music schools which do not belong to higher education institutions. They are in a similar form as the MacDonald College or 7-11 which have the goals on business or reputation, not directly for the sake of music but rather using music as the tool. These schools may have taken potential students with music talents from the higher education institutions... As we can see, at present the music has become so popular as it is a career and a shortcut to quick success, Academy Fantasia or The Star program - for instances”. They are the good samples for the success in life using music as the proposition... The question then to challenge the higher education institutions is what will they do to the happening mainstream and if what’s happening is not good to the society, what would the higher education institutions do to get the attentions from the society and adjust the directions to the preferred social aspect. This is the main interesting question...” (Chumpol Poolpatarachewin, 13 July 2010).*

Beside, in terms of economic system propelling dimension, the creative economy trend has involved music into almost every part of it starting from arts, cultural heritage, products and services, intellectual property, as well as the various industries such as media, film, acting, and etc which is very challenging. *“...There has been an expectation that creative economy will become the political discourse with the high attention by the government. The issue is expected to carry on through all the governments, no matter from which side...” (Weerasak Kowsurat, 13 July 2010).* Thailand, having tremendous cultural capitals, can benefit and create higher values from these assets. Therefore, this is the opportunity of music to be involved with the creative economy especially in the aspect that *“The Thai music culture, local music and ethnical music, as well as various performing arts which are the outstanding cultures of Thailand can be used as the raw material for creative productions” (Phodchara suwannaphachana, 13 July 2010).* This can be referred as to the definition given by UNESCO that creative economy in the context of intellectual property

includes the cultural industries which cover all kinds of arts and cultural merchandises, in both products and services (Creative Thailand, 2010).

The above opinion from the brainstorming session has obviously indicated that the future trend in **the free capitalist economy, particularly the creative economy, is an important issue to be seriously considered by the education management in the higher education. They should be ready to cater such movements in terms of creating human resources to handle the labor market relevant to the music in various occupations. This is not only the responsibility of the governmental higher education institutions to think of the way to handle those trends, but the private sector also has to take parts in this matter with the important goal to create personnel to initiate new products in the era of creative economy which will become another major source of incomes for the country.**

Furthermore, the expert participants also commented that the intensity of **the free capitalist economy, consumerism, materialism, and etc. has resulted in the alternative trends and made the people in the society turn into the issue of better quality of life** (Chumpol Poolpatarachewin, 13 July 2010) **such as the health, family happiness, physical environment, and etc.** which is a popular trend at present. This also includes music which is now considered as the fifth demanding factor for life such as **the music for health and the music therapy**, and music for a better quality of life. This issue has already been in people's focus at present. The alternative tendencies are obviously becoming clearer with some of the higher education institutions starting to recognize the importance of this issue. Therefore, this can be considered as another major tendency.

**The emergence of the tendency on creative economy should be the great opportunities to be captured for the development and improvement of music education management for professions. It also allows the responsible higher education institutions for music education management to take parts in feeding the manpower of the country to cater the growth in business and service sectors. It also produces new music personnel to initiate and create new products in the era of creative economy, rather than just being passive or responsive to the market requirement only.**

- **The alternative tendency - spiritual well-being and cultural dimension**

The platform of the brainstorming session of the expert participants has raised the issue on the tendency of influences to the society changes from the free capitalist economic system which made the music education management in the future unable to move forward by itself, but under the domination of the conceptual and practical system of the free capitalist economy on the mainstream. In this issue, the expert participants have recommended that in contrast, the higher education institutions should not abandon the issue of spiritual well-being as well. *“...Music education management must be responsible for assisting music as the supporter for the people in the society. Music education management should be able to create the aesthetics of music for the human beings...”* (Amornwich Nakornthap, 13 July 2010). The expert participants also provided more comments on this issue that:

*“...Alternative tendency is the definition used at present...Music issues cannot and should not be running away from the spiritual dimension and cultural dimension. It is important that music education must also be responsibility in humanism and idealism besides producing the manpower in the mainstream...”* (Chumpol Poolpatarachewin, 13 July 2010).

Besides, there was also a discussion on the music in the cultural aspect, particularly the culture of Thai traditional music which has been in the concerns of the society for **the tendency of the survival of Thai traditional music in the present society where people have less interest in the culture of national music because they do not listen or use the Thai traditional music** *“... The tendency of professions in the Thai traditional music prospect is difficult as Thai traditional music is not a desired career in the labor market like the Western music...”* (Sudarat Janlekha, 13 July 2010). This issue of Thai traditional music is to be figured out for the solution. From the exclusive interviews with experts, the comment was *“...The tendency of the fierce free capitalist economy could not make Thai traditional music disappear from the Thai society. But the reason why all concerned are worried is that the Thai traditional music still could not escape from the previous framework in terms of an individual. Besides, the education system and organizing activities still could not make the Thai traditional music become the public concerns as in the Western music...”* (Pongsilp Arunrat, interviewed, 2010).

However, the social tendency which is full of cultural diversities and the movements for such differences, currently happening in the social flows, will stimulate and create opportunities and areas for the emergences of music culture with more platforms and spaces for showcases. This is not just restricted to the Thai traditional music, but also covering ethnical music. Nowadays, the tendency of people accepting the diversities of music has constantly increased.

At the last part of the discussion over this issue, some of the participants have highlighted that these two tendencies are quite obvious and we all accept that such a world with economic liberalism is unavoidable. **How will there be the balance of the two existing trends without leaning toward one of them?** We must be able to find the prominent point of both trends and create a better selling point (Chumpol Poolpatarachewin, 13 Jul 2010). The pondering end of the discussion on this issue has led to another point of discussion on the issue of “**Directions**” which covers the things that the stakeholders of music education management will establish at present for the purpose that something will happen in the future. The participants have discussed and shared some perspectives in various concerned points which can be reviewed as follows:

### **5.1.2 Propositions toward future directions of music education management**

After the dialogue on the issue of important trends affecting music education management in the next 10 years, the agenda now turns to finding the answers on how the directions of music education management in the higher education in the next decade will be like. The directions will be hereby used as the suggestions to the approach in the operation of music education management in the higher education under the context of the major tendencies mentioned above. The participants have provided some suggestions on various key issues concerning the operational directions in the future starting from **the proposition on the directions of classifying the philosophical goals of music education management with optional diversities.** It is important to define the purposes of music education management, for whom, and **the proposition on the format and procedures of propelling toward goals and managing changes or important counterbalances which will finally be the turning**

**points of the preferred music education.** The results from the brainstorming procedure have led to various propositions and directions which can be presented as follows.

#### **5.1.2.1 Philosophical goals**

There has never been an obvious philosophy that supports music education in the Thai society in the past comparing to other subjects of education. Moreover, there has been no central organization to support on the information for music education. Therefore, the parents who were interested in letting their children learn music must seek for the knowledge and link up the information by themselves. Music education in the education system of Thailand was just simply to know with the education gold that *“...music is just a tool to put off the annoyance during the free time. One should learn to sing simple songs. The difficult songs and playing music instrument can be practiced on personal affectionate and if there is a teacher who can teach...with the main gold of personal pleasure, seeing the beauty and delightfulness...”* (Sugree Charoensook, interviewed, 2010). In terms of the perception of the general public regarding music education, Dr.Sugree Charoensook further explained that *“...The local people or the general public have the perception about music education in an ordinary way according to their belief, tradition, education, and the reality of what’s happening in the society. Therefore, local people perceive and understand music differently according to the social periods which can be both the positive perception and the negative. For instance, in the reign of King Rama VI, music is considered a low class profession; it is a roadside subject for those making a living as a performer or dancer...Those who do not appreciate music, they are strange in nature, whereas in the reign of King Rama IX, music helps kill the pain during the day...”*

However, the results from literature review in this research indicate that with the new look of music education in Thailand especially from 1997 onward, music education in the higher education has gained more popularity in the Thai society. This can be seen in the expansions of education institutions which offer music education as the major course and the increasing number of music students both in the formal education and informal education through private education management in the form of music schools for general public under the jurisdiction of the Private Education Comission, 15(2). There are over 500 music schools throughout the country with

estimated number of around 800,000 students (Sugree Charoensook, interviewed, 2010) and many more from the informal education.

In this regard, new philosophies have been created with new ideas to be proposed as guidelines in music education management in the last ten years. They include **the efforts to change music education from “a roadside subject for those making the living as a performer or dancer” to a scholar subject, music is a prestigious and reliable profession...music is a partner of our life and a life-long knowledge, and music helps improve the quality of life** (Sugree Charoensook, interviewed, 2010).

It is obvious that the issue on philosophies and concepts in terms of **music education at present is emphasized primarily on the profession as music education management is under the principal context of capitalism, materialism and consumerism**. The ideas of the expert participants from the brainstorming session to define the philosophical goals in music education management in the next decade (2017) have indicated that the music education management has been implemented with more diverse alternatives. An example will be the music education management for all groups of population, not only for the people in the higher education age who study music mainly for the excellence or professionalism and occupation. It should also cover the fundamental music (for the public) which means providing music education for the purpose of using music as the one of the basic demands of everybody, no matter in which gender or age they are. Music is to be learnt so that people recognize what it is, be able to play and love music. Music can be the fifth demanding factor for life. It can be benefitted in terms of the aesthetic for the better quality of life. Music learning in both aspects is equally important.

In the last ten years, the higher education has produced a lot of musicians for the Thai society. Some graduates in music have gained international reputations for Thailand. This information indicates the quality of the ability and potential of the graduates in music produced by some of the higher education institutions at present. As for the directions to step forward into the future, the main focus should include the spiritual development and human dignity as well. In this regard, the higher education institutions should produce good and talented graduates. And from now onward they should emphasize on spiritualism which means human development toward goodness



under a good learning circumstances and atmosphere. More activities that support spiritualism should be added to create goodness among people (Sugree Charoensook, interviewed, 2010). The concept of spiritualism originated from the alternative trend which seeks for other forms of spiritual restraint and not only limited in ideological or religious beliefs only. In this issue, Dr.Sugree Charoensook has raised some examples of the philosophical concepts of scholars and poets related to music which can be linked to the principles and approaches for music education management development focusing on spiritual enhancement concerns such as:

*“Virtuous music and arts provide the significant supports to tabula rasa. We listen to music for its delightfulness. Similarly to Dharma study, it’s the delightfulness of Lord Buddha’s teaching”*

*(Buddhadasa Bhikkhu)*

*“Music is the art of a heart and the heart of all arts”*

*(Naowarat Pongpaiboon)*

Through the compiling of ideas suggested by the expert participants, it can be summarized that if the higher education institutions could produce the qualified music graduates with excellences in both talents and moralities, **these graduates** would be good people who could create excellent music for the society. This will lead music education management to *“...The final destination of music can be the social retreat/ world retreat due to the value of music education management procedures...”* (Amornwich Nakornthap, 13 July 2010). And from the mentioned suggestions on philosophical and conceptual goals, the following issue discussed during the brainstorming session was the proposition on the propelling formats and procedures toward the goals which can be summarized into 2 major issues as follows:

**1<sup>st</sup> issue: Propelling procedures toward goals. The key issues discussed among the expert participants** include the better networking on music education between basic and higher education institutions, producing of qualified feeders, music education management for all the public, all genders, all ages, more options, more creative platforms and various knowledge resources, more types of music, music

teacher career development, musicians, music educators, music scholars, music lecturers in the higher education institutions, and etc.

**2<sup>nd</sup> issue: Change management.** The key issues discussed among the expert participants include the joint cooperation with private sector, independent funds, all levels of social sector and national organizations, and the establishment of University of Innovation (Innovation Agency) - music knowledge cultivation sources - prototype units in propelling new initiative projects related to music for the Thai society, and etc.

Details of the 2 key issues of discussion are as follows:

#### **5.1.2.2 Propelling procedures toward goals**

##### **1) Better networking of music education between basic and higher education institutions**

The problem of low quality basic education is one of the serious issues to be concerned because without a qualified basic education system the education in the higher education will also be affected. As for the quality problems in music education management, the problems start from the music curriculum in the basic education where music subject is categorized in the academic subjects of arts which combine visual arts, music and Thai classical dancing arts together. The students from Prathom 1 (grade 1 of the elementary school) till Mathayom 3 (high school - grade 9 of the secondary school) are required to take classes in the academic subjects of arts at 80 hours per annum, whereas the students in the high school education level (high school - grade 10-12) have to take 120 hours per annum. However, practically how much chance each student can learn music depends on the readiness of the teachers and other supporting factors such as music classroom, music instrument, and etc. In the real situation, most schools are short of those supporting factors especially the provincial schools due to budget allocation shortages, lack of management supports, and most importantly, the issue on music teachers' qualification. It has been found that teachers lack the abilities in music pedagogy. Many of them are out-of-field teachers without music qualification. According to the survey of the full-time music teachers in the basic education level done through 300 samples, it was found that on 65% of the samples graduated from the music major (Data were collected during music teacher training under the project of teacher quality enhancement for the entire system

organized by the Office of Basic Education Commission, Ministry of Education, 2010). There are a lot of music teachers with the responsibility to teach music, even though they did not graduate from the music field. Some schools neither have musical instrument nor classroom for music as to most schools' management music is not a prime subject. The lack of supporting budgets has affected the provision of musical instruments and maintenance which consequently has an effect on the quality of the lessons and the quality of the students, the feeders to the higher education as well (as mentioned in Chapter 3). In this issue, the expert participants have suggested that “... *The future operational directions should see the establishment of joint missions and cooperation between higher education and basic education in the reforms of policies, curriculums, and forwarding the quality feeders from basic education to higher education...*” (Yootthana Chuppunnarat, 13 July 2010).

The issue of teacher development is another important issue that affects the quality of basic education because the futures of the children are lying in the hands of the teachers. To be a good teacher, the sense of determinations and strong wills to be a qualified teacher must be there from the start (Varakorn Samakoses, 2010). Therefore, the possible solution to one of these problems should be the establishment of **a teacher profession supporting system and academic standing allowance system to attract leading intellectual people to become a teacher, as well as special methods for teacher retention** (Amornwich Nakornthap, interviewed, 2010). The teacher producing process should start from the human resource selection of potential university students by providing scholarships and profession assurance system. Those interested in teaching career have 4 channels to step into this profession. The first channel is to take the 5-year teacher course at any available university with the opportunities to get the scholarship and be employed as a civil servant after graduation. The other way is for the students to graduate with bachelor degree and take a course for graduate diploma for teaching profession by the education institution that has selected them. The third channel is to take an entrance exam for a contracted employment to replace the retired personnel. And the last option is for the bachelor degree graduates in any field wanting to become a teacher by taking the exam for vacant position, or those who hold the graduate diploma for teaching profession under the teacher producing project format 4 plus 1 which have already taken the teaching

profession courses and wish to take the exam (Varakorn Samakoses, 2010). Moreover, there should be a financial support procedure and a complimentary system. Generally, the teacher retention methods to encourage teachers to improve their abilities include the financial incentive schemes such as the bonus for teachers who can upgrade their educational qualification or receive the national professional certificates, or the special awards given to teachers or school management such as the teacher of the year award, school executive award, and etc. (Chanita Rukspollmuang. et al., 2004).

In the issue of music teachers, there should be a music skill development procedure for teachers to maintain and develop their abilities constantly because music teachers should acquire excellent knowledge and skills in music. They should know the proper teaching techniques to help students learn music efficiently. There should be some **training for music teachers** and **the certificate of capability or the music teaching professional certification**. This is in consequence to the governmental policy that the teachers in all professions should acquire the professional licenses. Therefore, to organize the exam for music profession certification with practical exam, written exam, and music instrument teaching exam, will ensure qualified music teachers. In addition, the test should also cover the issue of ethics and morality in order to enhance the status of music teachers to the social acceptance standard (Orawan Banchongsilpa, interviewed, 2010). And when the music teachers in the basic education are qualified, the quality of the students will also be shaped.

The participants have also added some suggestions on the issue of the students that *“...If we cannot ensure the quality of basic education...the problems will be linked to the education in the higher education as noticed...Therefore, we should consider the input into the education system on the issue of establishing the scout system and recruitment system for the education...”* (Amornwich Nakornthap, 13 July 2010). Especially for the group of special students gifted in music, there should be some procedures for educational standard enhancement for this special group starting from finding method, selecting methods for the gifted children with music talents, as well as the other supports such as financial supports to promote the learning of these children up to their full scales. This group of the youth will be the leading human resources of the country and the world in the future. (The Office of the Education Council, 2010)

## **2) Music education management with more diverse options for everyone at all ages and genders**

With reference to the information on the trend of population change stepping toward the senior age society, the declining number of higher education age, the needs to enhance the knowledge of the people in the working age due to the economic growth and technological advancement as mentioned in the topic of diverse tendencies, the suggestions from the meeting state that the higher education must give more attentions to the quality of education in every level concerned. Therefore, there should be more target alternatives for music education in order to cater to the needs of the people in the society, such as *“...To learn to be acquainted with music, to learn for further knowledge transfer, to learn for preservation purpose, or to learn for future benefits that is to learn for future profession...”* (Weerasak Kowsurat, 13 July 2010).

Considering the education management for everyone at all ages, the additional suggestions from the meeting point out that *“...For the music education management for the higher education age that we are currently generating, we have to continuously develop so that this age group will be strong...This can be considered as music education for profession...which music will become more careers in the future...Today we produce around 1,000 graduates in music per year for the country, in both the bachelor degree level and the master degree level, but with a rather low quality as we focused more on the quantity...In the future, the government should pay attention and encourage the producing of higher quality graduates by supporting financial budget, instruments, human resource development, and resource allocation...because throughout the past, music education management has always been on a self-help mode...”* (Sugree Charoensook, 13 July 2010).

Furthermore, giving the value to music education management in the higher education which concentrates on academic context and professional skills, the point to be highlighted is the human resource development in order to create works, stressing on creativity. *“...and become music people with the strength in their field and be the core in music education management for other people in the other fields also...”* (Yothin Sawaengdee, interviewed, 2010)

In addition, the participants have also advised that *“...Music should be the option for studying...in the sense that music education does not function in the*

*university only as one of the learning subjects...At present, the academic world is in a restricted circumstance. Each field of study has proliferated so much to constrain itself within its boundary. How do we eliminate this confinement...How can we make **music education the social asset or the asset of humanity** such as having a music program that belongs to the field of **liberal art or liberal education**. At this point whatever we've studied will always carry the aesthetics of music along with...Or in the context of profession to cater the labor market, besides building the strength of the music field or advanced programs for music professional skills, music education should also provide alternatives and managements in various diverse forms, and be more **interdisciplinary**...such as Music and Administration, Language, and Technology, and etc..." (Amornwich Nakornthap, 13 July 2010).*

Also, the suggestions from the business operators and labor market indicate that *"...The labor market in the music business and industry still require music workers in various fields. There is a say that there are 1,000 professions within the music business. There are so many functions available in the music business that can be considered as a job. Therefore, **to study a specialized subject will provide a good tendency for job finding...and the labor market still requires people with specialized music skills with the connections to many other fields** such as music publishing which is still not there in Thailand..."*(Surachai Sensri, 13 July 2010).

Moreover, there was also a statement on the important issue of *"...**Music as a fundamental of life**. Thai children must be able to learn, know, to play and to love music because music has a contribution in brain development. So it is important to make the music as a compulsory subject from the pre-school level, elementary school and secondary school..."* (Sugree Charoensook, 13 July 2010). *"...How can we make music become a part of our life, the flows of the way of life..."* (Amornwich Nakornthap, 1 July 2010). The educational system should not only teach the children to know about **"learning the lesson"**, but must also teach them to know about **"learning the life"** and recognize the beautiful aspects of life, recognize the songs, arts, music, and most importantly, to know themselves and their human fellows (Amornwich Nakornthap, 1996).

*"...In the next 10 years, it should be more obvious in referring music as a part and an important part related to the real life and the quality of life. It's not a*

*profession that is just a profession, but to use music to make the life better...Music education the next ten years is not a far future and there are some trends existing at the present time already such as the trend of music therapy, music for the better quality of life...The higher education should not overlook these trends...*” (Chumpol Poolpatarachewin, 13 July 2010).

*“...Music should be a basic subject of life...including the private education, music schools for general public which already allocate music education as a special subject. The government should support the development of the academy and the development of teachers in both systems and have the audit unit for quality assurance...Nowadays; there are over 500 special schools for music with over 800,000 students, which is considered a huge number...”* (Sugree Charoensook, 13 July 2010).

Besides the mentioned student group, there is also another group of students called the gifted students with special talents in music. Some students from this group will continue their education by choosing the young artist program which is equivalent to the secondary education level. The program will emphasize on preparation for further education in the higher education. At present, there are various universities providing the programs for these students such as Mahidol University, Rangsit University, Mahasarakham University and Payap University. Besides, at some universities like Srinakharinwirot University there is an **advanced placement program** for the secondary school students with special talents. They can take courses in the higher education and gain the academic credits. Such advanced placement program tends to be offered continuously by many other institutions. These students will become the quality feeders to the higher education in the future (The Faculty of Fine Arts, Srinakharinwirot University, 2010).

This comment also covers the music supports for the general public as the music education management in the private schools is **available for everyone at all ages**. In this issue, some of the expert participants have proposed that **the requirement for music learning of people in the society can be sorted in various levels**. Some need to learn for the purpose of personal contentment or aesthetic pleasure, or even for the senior aged people or the retirees who need to learn music for relaxation, recreation or a quality of life. It also includes music for

**health and cure.** Therefore, if we can develop the strength of the student group in the higher education age that they can step forward to their music profession **excellently in various fields**, it will also make an impact to the development of music education management for the **diverse programs** for other groups of people besides the music education for profession in the higher education as well.

### **3) The opening of various creative platforms and learning sources for various kinds of music**

The statement on music education management during the brainstorming session has covered everyone in all ages with the purpose of building and developing music education of the people in the society. But not only that, there are various other requirements to allow music education to make a complete development. In this regard, some of the scholars have advised that the factor in terms of displayed areas is also to be recognized and focused on.

*“...Areas or locations will facilitate music to simpler serve the society, such as the cultural center, music concert halls - small, medium or large scales...as well as the public relations...”* (Kittiratt Na-Ranong, 13 July 2010). Dr.Sugree Charoensook added that *“...The government should provide **radio stations for the public as well as the Internet radios and televisions...**such as the station for Thai traditional music, folk music, classical music, jazz...fully sponsored by the government or establishing network radio stations...The government should build theaters, music concert halls, city halls for traditional performances or **more cultural centers** to allow the local artists and people in the local communities to have a platform to perform, enjoy the music and stage performances, and reserve the local arts with the expectations that these localities will become the products in the future world...”*

Besides the opening of the music platforms mentioned above, some of the experts have also advised to make Thailand as **the regional center of music education, as a world heritage repository, World Music Center, or Music Research and Development Center as an excellence center to systematically assemble all information about music through research procedures.**

*“...In the next ten years period starting from today we should make Thailand the source for what we call wisdom and knowledge, not just theoretically,*



*but also the music skills of each individual person. Assemble these knowledge systematically both the Thai heritages and World heritages...”* (Chumpol Poolpatarachewin, 13 July 2101).

*“...We should form alliances, not only within Thailand but at least among the Southeast Asian countries, which should join hands in the center of cooperation and knowledge exchanges...”* (Yootthana Chuppunnarat, 13 July 2010).

*“...Musical museum can be the learning source and a place that can reflect the cultural diversities and ways of life. It can turn cultures into products to be sold and make benefits. It will also distribute the knowledge to the public, both for Thais and foreigners, and create revenue incomes for the country...The musical museum can also be a part of music education such as learning of different kinds of folk music of each region. Music of the Mon people, Burmese music, music of the Karens, Thai traditional music, Tai Dam, Tai Puan and Thai Yai music, Laotian music, Khmer music, Yuan (Vietnamese) music, Chinese music, Java (Indonesian) music, and etc. can be demonstrated by local musician to the interested music students worldwide with the cross-border university credit transfer system...”* (Sugree Charoensook, 13 July 2010).

Besides opening the platforms for music education, many other activities can be arranged such as music camp, music competition, music exhibition in the national level and international level.

#### **4) The professional development of music teachers, music educators, and music professors in higher education institutions**

The issue of quality maintaining and development of music teachers in the higher education and the musician working in the higher education institutions is very vital as career development concerns quality control and increase of career efficiency nonstop. Many problems occurs due to the problem of the shortage number of professors, associate professors, and assistant professors compared to the number of universities offering music courses at present and other fields of study. One of the reasons behind is the imprecision of the procedures for obtaining the academic title in terms of the indicator, format, style and type of academic work as well as the principle in considering of the project evaluation. Some of the problems include the standard enhancement of music profession, curriculum development and expansion, leadership

in research for the graduates that will affect the educational evaluation and quality assurance as well as the academic status of music subject (Nantida Chandransu, 2009).

Therefore, there should be a differentiation of job, research, teaching and performance from one another. The participants have suggested that there should be **an improvement in the approach toward academic title that suits music profession**. This should be a new approach and an alternative for the music teacher to make a progress in their profession. Therefore, the progress in music in the academic field as an academician in the university should not only derive from doing the research for the academic title. There should be some other channels to reach the academic titles such as being a teaching professor (expert in teaching), a research professor (expert in doing research work), a clinical professor (operation expert doctor or practical operation), an artist professor (a musician who is also a good music teacher) (Sugree Charoensook, 2009), and etc. Therefore, the artist professor or the approaches toward academic title in the field of music performance art should be the channel to be critically pushed forward.

#### **5.1.2.3 Change management (Counterbalances)**

From the suggestions on propelling formats and procedures toward the goals, the accomplishment will not be possible without proper change management or significant counterbalances. **In this regard, the education institutions and the units related to music education from the policy making level, administrative system, and educational standard and quality control including the Ministry of Education, the Office of the Higher Education Commission (OHEC), and the Office for National Education Standards and Quality Assessment (Public Organization) should be highly flexible in operation in order to coordinate with the specialized subject fields such as music.** This is because if the development or changes in operation are required in order to reach the goals set, the understanding and ability of the authorized persons and the management are required to be able to make those changes. Furthermore, the expert participants have also advised during the brainstorming session regarding the important counterbalances in cooperation with other organizations to handle those changes as follows:

**1) Joint operations with the private sector, independent funding, all levels of social and national organizations**

The expert participants have commented on this issue that it is to be considered how the platforms for more joint missions can be available. They have proposed the solution that “...*Most importantly, we have to identify the value change of music in order to make the society understand and appreciate the value and significances of music which will force both the government sector and private sector to give more attentions to the music..*”.(Weerasak Kowsurat, 13 July 2010). At present, the private sector has been interested in **corporate social responsibility (CSR)**, besides only seeking for income benefits. More independent entities are also involved in music.

The experiences in the joint missions with the private sector, various organizations, and the social sector have been positive examples for the joint cooperation among several parties with various kinds of supports such as financial supports, operation procedures, and public relations. **A sample case can be the Music Network for Happiness project by the Thai Health Promotion Foundation** organizing a youth camp to create happiness for the young generation focusing on diverse creative music activities and the sounds of music. The prime target is the children and youth emphasizing on participating learning process with Volunteer Spirit theme aiming to allow the youth to explore the vision, music, life, and society. The children would gain the knowledge and understanding in the 4 wellness - the body, the mind, the wisdom, and the social participation. Moreover, the project also benefits the society in many other areas, such as “the music camp to prevent violations”, “Singing, Dancing, Smiling, Happiness through Music - Northeastern”, “Music against Alcohol”, and etc. (The Thai Health Promotion Foundation, 2010).

In 2010, **the Quality Learning Foundation (QLF)** was established in order to support the Ministry of Education on the Regulation of the Office of the Prime Minister on learning and quality of the youth year 2010.

The mission of this project is to support and develop the learning quality with the key goal to build a learning society according to the philosophy of Thailand education reform, especially on the role of the Quality Learning Foundation (QLF) in education reform during 2009 till 2018. The Quality Learning Foundation (QLF) is an organization established with the aim to propel the Thai society for the awareness in the life-long learning concept in order to improve the quality of the Thai youths for

their well-being. At present the Quality Learning Foundation (QLF) holds the status as the educational agenda of the Thai Health Promotion Foundation. This agenda has been implemented for the first phase, and will be transformed into an independent unit according to the Act once the parliament has voted to approve for the establishment of the permanent unit for the long-term missions in the future (The Quality Learning Foundation, 2010). The 10-year operational plan has been set as follows:

1. The learning of the youths and Thai people will be enhanced to become a qualified system comprehensively and thoroughly.
2. Thai people will be alerted and always seek for actual knowledge, maintaining self-development, and less believe in blind faiths.
3. Thai youths will have better learning ability with more educational alternatives as per their aptitude and professions and be able to utilize the knowledge in their daily life.
4. Thai labor will be able to learn faster and skillful in multi-tasks. They should be able to compete in the international level, have self discipline and professional ethics. The private sector should get involved more in this issue.
5. Locality to take parts in human resource allocation development plan to match its own vision. The graduated youths then can work in their province and do not have to move to other places to seek for jobs.

Thus, with **the special feature of the Quality Learning Foundation (QLF) with the new concept of operation, i.e., to make less investment for better results by emphasizing on network cooperation with various types of organizations with new details of tasks and new sources of budgets, it is likely to gain more opportunities in joint missions for new innovations in the local, regional and national levels** through the network building for learning society and forming of alliances to support one another in the music issue in the future. Such alliances include the personnel in the educational institutions, government offices, business organizations, community organizations, mass media, and various parts of the society.

The above sample of great successes in the joint mission with the independent unit and the opportunities to work with these newly established organizations in the future indicates a good sign for the joint cooperation in the future.

We can also develop the cooperation with the private sector in other formats such as establishing a new music curriculum with the private sector as found in the case of the faculty of Engineering or the Technology of Home Engineering to join hand with private sector in establishment of **work integrated learning** to allow the students to gain the skills to start their job in the private sector right after their graduation (The Office of the Education Council, 2009). This means there is **an expectation that the graduates can actually work according to the requirements of the private companies** immediately after graduations without having to go through internships (Rajamangala University of Technology Thanyaburi, 2010). At present, the situation of Thailand's labor productivities is in a low stage with low level of development. Since it is necessary for Thailand to progress in the middle of the globalization stream, the requirement for high quality labor has also gone up as it is the most important factor for the national competency. So far, the competency ability of Thailand is obviously unfavorable as compared to the neighboring countries and other competitor countries in Asia (The Ministry of Education, 2010). This is because throughout the past the universities have produced unqualified graduates with unfinished knowledge in their study fields for their professions. But they require further special trainings from the private sector or the companies they work for. Therefore, the trend of producing the graduates in the future will be more on the joint operations with the private sector.

Moreover, **the joint cooperation with national level organizations will be an important counterbalance for any changes** such as the educational scholarships for the human resource development, the profession development project, the educational technology development project, the human resource overseas exchange program, and etc. This also includes the joint missions with every concerned social unit, the music social network, and the music institutions.

## **2) The emergence of innovative organizations as learning sources of music knowledge**

The issue of the University of Innovations or the innovative organization has been mentioned in the brainstorming session. The expert participants have suggested that establishing the innovative organization will be another factor to propel the operational changes. The innovative organization will be the leader in propelling

music education operation toward the goals in a form of new administration for practical movements in the music industry and the operational model for other music education institutions.

*“...The University of Innovations is the issue to be concentrated as it is the organization that will create innovations in the university or other cultivated sources of knowledge...”* (Amornwich Nakornthap, 13 July 2010). It can also be referred to as the model organization in propelling the new operations in the issues of music for the Thai society. In this point, Dr.Sugree Charoensook (2010), the Dean of the College of Music, a music college under the supervision of Mahidol University and the first **autonomous college** of Thailand, has suggested that the directions and functions of higher education institutions in music education reform should cover 4 areas as follows:

**2.1) Human Resource Development by grooming new artists:** There should be some investments in creating activities and granting scholarships to develop music personnel, music teachers, singers, musicians, sound engineers, and music businessmen as well as other professions related to music so that they are capable to compete in the international level.

**2.2) Music profession development:** Creating music professions is a very important project, as in the past “music is a duty”, not a job. To make music as a profession, it is necessary to improve the skills, the quality of life, and to make music a social requirement and a life partner. Everyone should possess music as part of their life. Music makes people charm. It’s matter of taste and atmospheric creation. Music is a good environment and a matter of imagination. It’s the world of hopes and a matter of civilized society.

**2.3) Production and distribution of music works:** Is the production and distribution lines to accommodate the service industry, music industry, sound recording for distributions such as movie soundtracks, the musicals, music editor, Film & TV and etc.

**2.4) Cultural development:** Music is about the way of life and cultures. The development of music works through performances and researches to create new knowledge bases to furnish the demands of the society such as the Thai classical music and folk music record manufacturing project and the music textbook production project will enhance the quality and productivity of music culture of the society.

The above-mentioned propositions on the operational directions, besides being the potential development in human resource and knowledge bases in music subject, will also be the value chains of creative industry development in the music field as well.

There have been some samples of organizing music activities currently running in various formats which help forming **the knowledge bases of music to the students and the public in form of education, research, training, and providing public services. The benefits from such activities can be seen in the music academic and professional developments in forms of performances and events which can be the guidelines and case studies for the future operations among the autonomous universities.** This includes the various music festivals such as Guitar Festival, Thailand International Jazz Conference, Brass and Percussion Conference, String Festival, and etc. It also covers the activities which emphasize on professional skilled knowledge expansion such as the establishment of Thailand Philharmonic Orchestra (TPO), various pop music bands, and the organizing of Southeast Asian Youth Orchestra and Wind Ensemble (SAYOWE) (The College of Music, Mahidol University, 2009).

Moreover, there have been some music contests such as the International Jean-Marie Saxophone Competition, Thailand International Piano Competition, the Popular Song for Thailand Contest, the Young Thai Composer Competition, and Thailand International Wind Ensemble Competition (TIWEC), and etc. (The College of Music, Mahidol University, 2009).

Besides playing the important roles in the above-mentioned activities, the higher education institutions should also be responsible in other important issues or **establish the sub-units to support the target in the development in various fields** such as the establishment of Thailand International Music Examinations (TIME), the Music Research Center, and etc.

There are also some good examples of the operations in the overseas countries especially in the European countries where the music cultural foundation has long been well established. Various key organizations involved in music have been established such as the European Association of Conservatoires (AEC), International Music Council (IMC), European Music Council (EMC), International Society for

Music Education (ISME), European Music School Union (EMU), and etc. (More details in Chapter 4). Another example of an organization with successful management system in education management in various countries is the Education, Audiovisuals and Culture Executive Agency (EACEA) of the European Union (The Education, Audiovisual and Culture Executive Agency, 2010).

Besides the sub-units supporting the main goals in operational development, the issue on **the investment on music education environment** is another important issue. The green zones and areas for well-being as well as the educational atmospheres such as having a good landscape and environment would help create imaginations for the learners' creativities, having supporting factors for learning such as recital hall, opera theatre, auditorium, state-of-the-art music labs, studios, artist residency and rehearsal and practice facilities as well as the MIDI Lab and digital music library with the standard level of world - class facilities.

Moreover, one of the important roles of being the University of Innovations is to have **the administrative functions independent from the bureaucratic system with the capacity to work with the private sector closely as well as building academic networks with educational institutions and various units both private and governmental, domestically and internationally and focusing on preparation of the graduates' readiness for the labor market.** At present the trend and direction of the joint cooperation in the international education management have been increased especially in the European Union (Noraseth Kaewwipat, 2005) or even in the America. This also includes establishment of various organizations supporting music education as well.

## **5.2 Additional remarks from the brainstorming session for the development of music education management in the future**

Although the participants of the meeting have brainstormed on the issue of the tendencies and operational directions of the music education management in the future, but the experts from the Rajabhat University group have clarified about the status and restrictions in the development of the quality of music education



management that *“...The reason that makes it difficult to fully improve music education is due to the surrounding context and working constraints such as the human resources including the personnel and the students, and the shortage of budget allocation and other supporting factors, as well as the organizational administrative structures which confine the development. As for the budget allocation, music is always placed at the very last position. The evaluation standards such as Thailand Qualification Framework (TQF) are not suitable for music instruction evaluation...”* (Sudarat Janlekha, 13 July 2010). From the additional interviews for the case of Rajabhat University, it was also found that Rajabhat University is not the university that focuses on a specific field or subject, but responsible to manage the education in many fields and areas of study. Therefore, giving the importance to a particular study field is not in practice. Therefore, in order to make music a dominating subject, it may be necessary to think out of the box which is difficult in practice (Suchart Saengthong, interviewed, 2010).

At the end of the brainstorming session, the experts have reemphasized that the important counterbalances brought in to manage the changes such as the participation of the private sector, the establishment of innovative organizations creating new initiations for the music education, or even the functions of new organizations such as **the Quality Learning Foundation which creates opportunities in building and producing innovative works and creative works as mentioned**, will not make any significant efficiency in developing music education management in the future according to the set goal if each responsible education institution especially the teachers will not change the perceptions and working procedures attached to the problems and hold the attitude that the rules and regulations are obstacles and restrictions to work. In this issue, the experts have suggested that *“...The education institutions responsible for music education management which involve the lecturers in the higher education institutions should “overlook” or “transcend” the problems but include all things happening in music education and think creatively for new innovations to develop music education...”* (Chumpol Poolpatarachewin, 13 July 2010). The related units involving in music education management such as the Office of the Higher Education Commission (OHEC) and the Office for National Education Standards and Quality Assessment (ONESQA) which

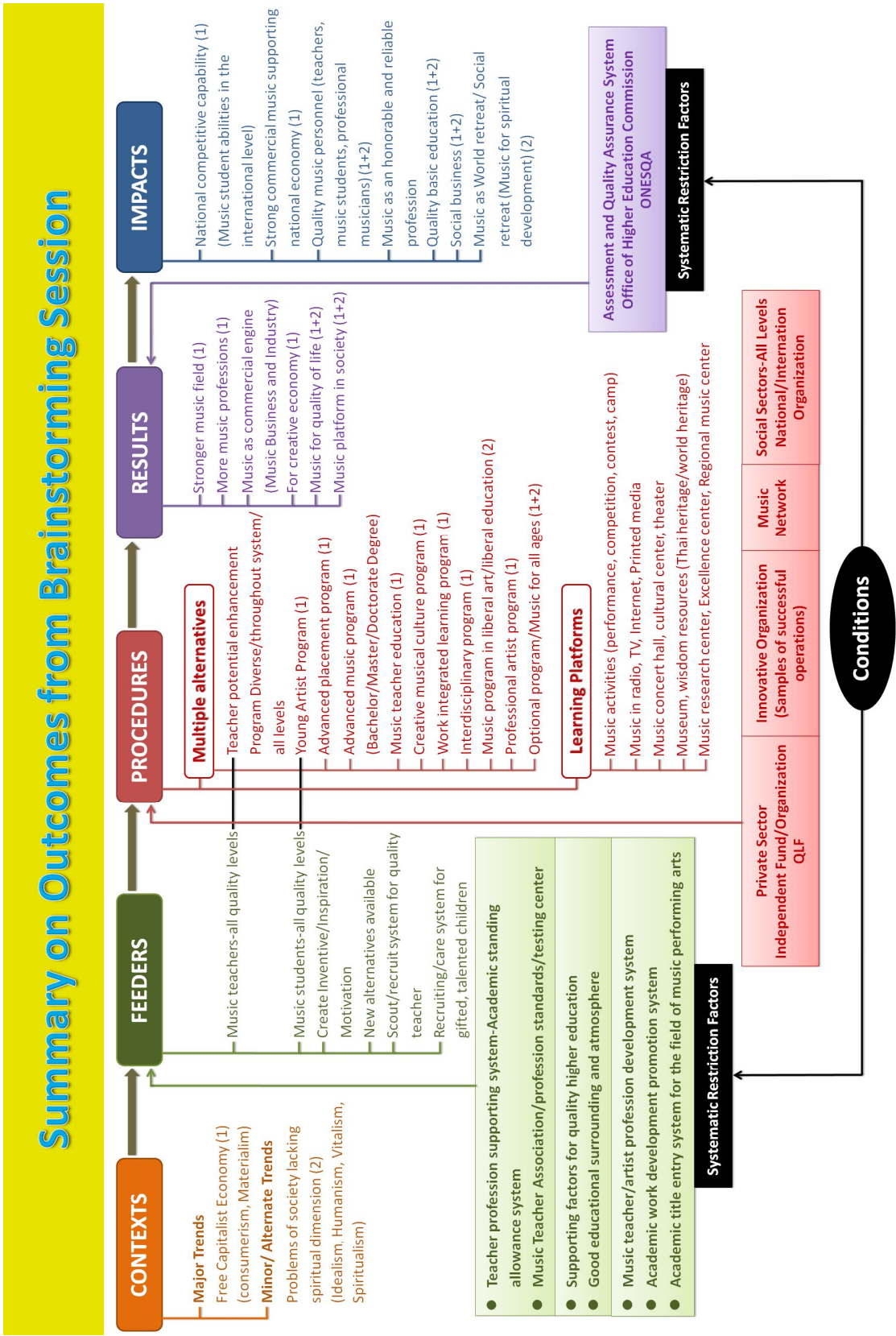
are the key organizations in setting policies, frameworks, as well as guidelines and various quality standards such as the Thai Qualifications Framework (TQF) and Curriculum Standards for the music institutions in the higher education should put forward the rules and regulations that are more flexible and accommodating to make the operations smooth and lead to developments in music education management as well.

### **5.3 Summary of important tendencies affecting philosophical goal setting for the directions of music education management in the higher education and driven procedures toward philosophical goals in the next 10 years**

From the expert brainstorming session process, the important trends and philosophical objectives as well as the propositions for the guidelines in setting up the directions of music education management in the next ten years can be summarized as follows:

Figure 5.1

Summary on Outcomes from Brainstorming Session



Hereby, from the processing of the information discovered from this research through reviewing of concerned documents, in-depth interviews, and brainstorming session with qualified experts and scholars, the information received are diverse and well-rounded and sufficient enough to see the future operational directions including the operational directions for moving forward from basic education to music education in the higher education to produce the qualified feeders, the operational directions for music education management for everyone in all genders, all ages, with more alternatives, the operational directions for the platforms for creativities and learning sources - various locations - various formats of music, the operational directions for the professional development of music teachers, musicians, music educators, and music lecturers in the higher education institutions, as well as the operational directions for managing changes as important counterbalances for the propelling of the development of music education management in the higher education. These operational directions will be useful to the making of the propositions for the guidelines in making strategies for the development of music instructions in the higher education of Thailand in the future. I would like to present this issue in number 5.4 as follows.

#### **5.4 Operational directions and propositions toward strategy establishment and development of music education management in the higher education of Thailand in the next 10 years**

##### **The propositions on the visions and directions of music education management in the higher education**

From the reviews of music education management status and the future tendencies as well as the in-depth interviews and organizing a brainstorming session of experts and scholars, it can be summarized that the music education management in the higher education under the movements and tendencies happening from now until the next 10 years will be moving toward development of music education to being the **creative music education for everyone.** It means that **music education management must be able to make music become a way of life for people in the society. Music**

is both the basic of living and an honorable and reliable profession. Music is dependable for the people in the society and the whole world. Developing music education toward the goals must commence from fundamental music education quality development, both formal and non-formal, in order to make music the knowledge of life of every Thai child. There are new alternatives created in forms of music education management that makes music be accessible by everybody in the public. It means music education has been managed for people in all ages in diverse forms and targets with the opening of platforms for music learning and autonomous learning. The higher education institutions will play the major roles through the joint missions with other organizations in the society under the conditioned context of global society being propelled by the free capitalist economic movement. The higher education institutions should not forget their primary roles to make music a reliable source spiritually for the people in the society.

The above visions has brought about to the directional planning on the music education development in the higher education of Thailand including the music education management in the higher education for professions and the other related operations to build up the music establishment for the Thai public. Thus, I have sorted the priority of the operational directions by synthesizing concerned documents and details and proposed the directional guidelines for education management on **“Music education”** in the future from the present time throughout the next ten years. The given period is considered to be the period of music education management quality development due to the large quantitative expansion of music education management in the past ten years.

Somehow, the higher education institutions should be the key players in such maneuver. I would like to bring up the issue of operational directions and the proposition in arranging the development strategies for music education management in the higher education of Thailand in the next 10 years from overall data analysis as follows:

The operational directions and the strategic proposition for the development of music education management in the higher education of Thailand in the next decade comprise of 5 important strategies including:

### 1. Music teacher quality development for all levels

The analyzed data has indicated the needs for the fundamental music education development for higher quality. Somehow, the major constraints of the fundamental music education quality are from the quality of the teachers as the futures of the children are in hand of the teachers. Therefore, the development of music teachers in the entire system will be the key to the success of the creation of the quality higher education feeders.

### 2. Music education management as basic of life

The analyzed data has indicated the needs and significance of music education for children as music can help in brain development. It is also the life-long knowledge and the basic factor of life in order to be a perfect human being. Moreover, music education management for children will also help in finding the talented and gifted children with special musical talents which can be enhanced into the higher level.

### 3. Music education management for professional musicians

The analyzed data has indicated the tendencies of changes in the labor market and the society which become more dynamic and complicated leading to the needs in education development for professions that focus on putting up new generation music personnel with ability in music and other all-rounded skills as well as being well literate in the rapid changes in the modern world.

### 4. Music education management for the general public

The analyzed data has indicated the significance of creating music atmospheres in the society and education development for the general public. This will be a good channel for everyone in the society to be able to access to the music education opportunities and make music a part of the development of the good quality of life for everyone in the society.

### 5. Change management

The analyzed data has indicated the needs in planning and managing the changes by setting apparent roles and job functions in order to the real changes. Details of each strategy can be further explained as follows:

### **1. Music teacher quality development for all levels**

The development of music teachers' quality in all levels is very important and equally necessary in all as the quality of teachers affects the quality of education especially the teachers in the group of basic education system and in private schools as well as the informal education. These groups of teachers will be the strong back-up in finding, grooming, and developing children and youths and feed them to music education in the higher education. Therefore, creating the motivation and inspiration for the talented ones to further their study in teacher field is very important. This also includes the personnel recruiting system for teacher, teacher profession support system, the progress in position ranks and the development of music teacher profession in all level which will be the key guidelines for the future operation.

The targeted music teachers for the development can be classified into 4 groups as follows:

- 1) Daily permanent teachers responsible for teaching music in the basic education
- 2) Music teachers in the public school
- 3) Music teachers for informal education  
(Music Academy, Teacher's Home, Studio)
- 4) Music educators and music lecturers in the universities

The comments for strategic planning for the development are as follows.

### **Music teacher quality development for all levels**

1) The government is to set the policies and specialized units with the responsibility solely in producing music teachers by working with the central unit for teacher producing. **The strategy for music teachers' development in all levels** is to be implemented with **the development of quality teacher recruitment system, creating search or scout system and admission and recruitment system to get quality personnel** into the education system for music teacher profession. This should be the joint task between the Office of the Education Council (OEC), the Office of the Basic Education Commission (OBEC) and the Office of the Higher Education Commission (OHEC) in order to share the network links on the quality teacher requirements starting from the recruitment, production, and feeding quality music teachers into the working system.

2) The government is to set some methods in creating motivations for entering into music teacher profession with persuasive measures to attract quality students to further their study in the teaching field such as granting scholarships and job guarantees. At the present situation and probably in the future as well the incomes from other professions are higher especially in the private sector which attracts more people to work with more alternatives as well as the free trade context. In consequence, the labor market needs more manpower. There is an emergence of new groups of teachers working non-formally as special tutors. There is a huge gap between the teacher's incomes and other professions. Therefore, there should be **a system to look after teaching profession with academic title allowance system, modification of incentive systems for motivation and music teaching profession certification system** with auditing and certifying system for the ability in music profession, and etc. This is to improve the quality of life of the teachers and create the motivation for being a teacher.

3) Music teacher producing institutions is to set the procedures **to instill the ideology of being a good music teacher**, create correct vision in the profession and living in the globalization society, provide technological skills, language literacy, and teaching skill under the guidelines of good music teacher producing by establishing the music teacher education curriculum.

4) The Ministry of Education is to accelerate the implementation of **the curriculum to develop and enhance the potential of music teacher profession that is diverse and covers all levels of teachers** including organizing music training programs for permanent teachers in the basic education with the supports by the potential higher education institutions, organizing a graduate study program for music teachers in the basic education to expand the knowledge and to become leading teachers in education field, conducting researches on music that will benefit the teaching and learning, organizing short courses to enhance the music skills and general knowledge about music for the teachers in the public school and music teachers in the informal education as well as the music lecturers in the universities.

5) The Office of the Higher Education Commission, OHEC is to set **a supporting system for the development of the academic works in the music field in forms of music research works and creative music works** by assigning key units



to assist in increasing number of researchers in the music field to cover every career related to music. Also, it is to continuously support the development of research potentials in music especially for the post-graduate students and university lecturers by creating joint cooperation in music researches among institutions, government sector and private sector so that the research works can be adapted and used for academic expansions as well as commercial expansions. It is also to create the network of collaborations between researchers in the music field within the country and overseas especially in the neighboring countries in Southeast Asia in order to be able to compete in the international level.

## **2. Music education management as basic of life**

Music education management is to make music be recognized as the basic of life through both basic education management system and the non-formal education system. Music is to be considered as the life-long learning for general students and emphasize on seeking for the gifted children with special talents in music in order to enhance their ability to the higher level. It is important to give high attention on music education management in the public school and the informal education which play some significant roles as well due to so many children and youths learning music within these two groups. Hereby, the music education institutions with the responsibility in giving music education in the form of the basic of life should also be responsible in implanting the children to learn, to know, to play and to love music and let music become the flow of their way of life, in other word, to let the music become the personal asset of each individual till they grew up, let the music become the skills of life and to be able to use music as parts of good quality of life.

The major targets for this development are small children, the students in the basic formal education and in the private music schools and informal music education, both general children and the gifted children with special talents in music.

The comments for strategic planning for the development are as follows.

### **Music education management as basic of life**

**1) The government should play a major role in supporting and pushing for the development of basic music education management in a concrete way** such as supporting the organizing of music activities for children and youths, implanting the societal values and love in music with the aim to make **music a basic**

**of life of all the young generations.** This is to be the joint task between the Office of the Education Council (OEC), the Office of the Basic Education Commission (OBEC) and the Office of the Higher Education Commission (OHEC) and the Office of the Private Education Commission (OPEC).

**2) The Ministry of Education should accelerate the process of operational system development linking between the Basic Education and the higher education** starting from the reform of music education management policies for basic education, curriculum improvement, development of quality feeder forwarding system from basic education to higher education through joint network cooperation among the Office of the Education Council (OEC), the Office of the Basic Education Commission (OBEC), and the Office of the Higher Education Commission (OHEC).

**3) The Ministry of Education should arrange special policies for persons with special talents in music** and set the development strategies for gifted children with special talents in music starting from creating the knowledge bases on gifted children with special talents in music systematically. The involved knowledge bases include the definition of the children with special talents in music in the Thai social context for both Thai traditional music and Western music, educational management format, scout methods, recruitment, as well as the knowledge in supportive factors for enhancement of these children's potential to make them leading human resources of the country in the future.

**4) The Ministry of Education should proceed on the development of quality and standard and create a system for quality assurance for music teachers in the public school and a system to oversee the informal music education.** These two institutional groups are the key organizations in searching and developing the potential of children with special music talents. Therefore, it is necessary to provide supports and rearrange these academies to the proper quality standard and connect their operation with the formal music education, both with the basic education and higher education in a form of quality network development.

### **3. Music education management for professional musicians**

The music education management for profession is the prime responsibility for the education management in the higher education, especially

when the society is under the domination of the free capitalist economy and the struggle for national economic strength. This is the context which affects the directions of music education management in the higher education which focus primarily on the business and professional context. Therefore the directions of the higher education institutions in producing manpower for the country in the music field in the near future should emphasize on the music that can create the potential in the national competency by producing international quality musicians and increasing the number of produced music personnel into the labor market to support the manufacturing sector in the music business and industry and creative industry. This is in order to reach the goal in creating commercial music with the strength to support the overall economy of the country, because the producing of manpower with abilities to become a manufacturer in the creative economic era will be one of the commercial propelling factors of the country. Operating in this direction can make music a profession with honor and reliability, a profession that will make a living in secure like many other professions. Not only that, to produce these music personnel, it is necessary to put high attention in creating good people with professional ethics, morality and social responsibility. The expertise of this profession group will also be useful for music education management for other groups as well.

The target groups for development are as follows:

- 1) Children with special talents in music group
- 2) Higher education age group
- 3) Working students in music professions and professional musicians group

The comments for strategic planning for the development are as follows.

#### **Music education management for professional musicians**

- 1) The government should set a policy and specific unit to handle only the music education management for those having special talents in music to feed forward to the higher education with development procedures toward systematic professions through the joint cooperation among the concerned units in the Ministry of Education and other related units. It should **be functioned in parallel with the setting of music strategies for basic of life** in the issue of special policy for those having special talents in music.

2) The government and the private sector should have the procedures **to encourage and create motivations and create understandings of music profession** by providing the knowledge to the public regarding the roads to music profession with music institutions in the higher education as the key to work with labor sector in the form of organizing activities to introduce careers and guidelines for profession.

3) **The Ministry of Education together with the private sector should develop the scout system, evaluations and taking care of children with special talents in music** before stepping into education for the higher level potential development to lower the loss of music talented kids who were not found and used to develop the potential development.

4) **The higher education institution together with basic education institutions and the private sector to develop the curriculum and education managerial format for the gifted children with special talents in music before entering the higher education system.**

- **Young Artist Program or Pre-higher education Program:** a special program for secondary gifted and talented students. The program will focus on the readiness preparation before going to further the education in the higher education.

- **Advanced placement program:** Allowing students with special talents in music to take courses in the higher education and collect the course credits in the higher education (This has been implemented for over five years but is limited only within several universities. Therefore, in the future there should be some studies on the successful models of such operations in the sample institutions and move forward to other institutions as well).

5) The higher education institutions together with the private sector should **develop the curriculums diversely with more alternatives which are consistent with the context of social requirements and demands from the labor market**, emphasizing on music for professions in the labor market and music business and industry, as well as the ability to respond to the working criteria in the music industry in the creative economic era such as:

- **Advanced programs:** Music programs for profession in the higher education from bachelor degree, master degree and doctorate degree levels having diverse fields, comprehensive, and being more specialized than what's being taught at

present which only focuses on performance (according to the details given in Chapter 3) and being quantitative production which is duplicated and lacks of quality, not match the music market demand. In the future, the music curriculum must be able to respond to the demands raised by the labor markets such as the establishment of the music composer program which emphasizes on composing movie soundtrack, television, as well as creating new media, or the programs on film music and soundtrack production, creative music producer, and etc., the music business program emphasizing on specialized areas such as music copyright manager, instrument sales representative, music dealer manager, the music production program focusing on specialized functions such as producer, manager, recording engineer, sound technician, mastering engineer, or even the tours/road work ,road manager, sound technician, tour coordinator, tour publicist, as well as the programs which require specific specialists such as music therapist, speech pathologist, voice therapist, and etc.

- **Music teacher education:** A program emphasizing on producing music teachers on the ground of music combined with the knowledge in music skill pedagogy, education and teacher attitude as well as other skills to encounter the work in the globalization world such as language literacy and technology knowhow in the bachelor degree, master degree and doctorate degree levels. The responsible organization for education management will be the music institutions which previously was the job of the faculty of education.

- **Creative musical culture program:** A program emphasizing on producing musicians with expertise in national music performance art as well as the musical culture exiting in Thailand and the musicians with skills in language and the initiative concepts in creating new works, originated from the cultural capital of the local music transformed into creative works and innovations. Personal identity and culture can be sold as products, whereas technology can be used in the role of conservations such as recording, storage, maintenance, and creating cultural media of one's own.

- **Work integrated learning program:** Working in the music profession market or private sector particularly the operators involving in education management in the future emphasizing on work-based/ community-based education. Especially in the group of music business and industry such as in music publishing, music tour

management, music business, music production, and etc. The theoretical section can be studied in the educational institutions with field training at the company through the learning and knowledge exchanging processes for the expertise in the profession directly experienced from the real company.

- **Interdisciplinary program which can also be the music education with other sciences** such as music combining with language, culture, and technology suitable for the labor market in the future which requires more all-rounded personnel especially in language and technology. Or it can be the educational management in the form of multi-facet music curriculum which is a form of integrated learning in several dimensions of music subject such as music history and music theories and aesthetics such as the music performance and song composition through the understandings of contemporary music, folk music, and trendy music in different cultures from the local cultures, national cultures and globalization cultures. These graduates can work at museums and music knowledge resources in the future.

- **Music program in liberal art or liberal education:** A music in the status of liberal art emphasizing on general knowledge and intellectual skills rather than the specialized professional concerns or the practical skills in music instruments in order to allow the students to acquire wisdom development, understanding and competency in life (The Office of the Education Council, 2010). Or it can also be the education in the form dual degree or combined degree stressing on producing music personnel with the prominence on liberal education and liberal art which is also a possible direction.

- **Professional artist program** in various formats that can facilitate working environment or the people who already have a profession such as musician workshop, musician clinic for various kinds of professional musicians to develop their practical skills in music performance as well as the program for working skill development or the management skills in professions, and etc.

#### **4. Music education management for the general public**

The education management for the general public is to provide the music knowledge to everyone, no matter in which age or which gender they are without any restriction on knowledge base. It is one way of the life-long learning which enables the general public other than the studying age to access to the music more conveniently.

The music can be educated in various formats such as studying in the education institutions, learning from the instruction media and from the music activities happening in the society, and etc. with the key aim to acquire the know-how and take music as the fifth demanding factor for life. Over here, music is a matter of tastes and aesthetics. It is used for spiritual accomplishment and most importantly it is the focusing point for the directions of education management in the future when the community is approaching the senior aged society. Music education management must accommodate the senior aged people and the retirees who need music for relaxation, better quality of life, for health and treatments.

The target groups for development are the general public, all ages and all genders

The comments for strategic planning for the development are as follows.

#### **Music education management for the general public**

1) The government should impel the **policy making to establish the cooperation and relations among all concerned sectors to work together systematically in education management in multi-dimensional** including structural development of the learning bases, i.e., various forms of music learning platform allocations, human resource development, organizing activities, as well as the procedures to help create the knowledge about music for everyone aiming to make music a part of good quality of life development.

2) Education institutions together with the private sector should **develop the education formats with diverse alternatives for people in all ages** that is the learning program for hobbies where students can choose to learn one of the musical instruments and the time they are convenient with, as well as choosing the preferred songs according to the skills and interests of the students for any kinds of musical instruments. Otherwise, it can also be in the form of music program arrangement for quality of life development, the program for musical therapy activities stressing on spiritual development using music as the tool to develop the mental quality, and etc.

#### **5. Change management**

The change management or counterbalance is an important factor to impel the operations of the 4 other issues to move forward. The direction of change

management should involve the joint operations with the key alliances from the national level till the various sectors in the society, especially the private sector as most of the investments in music education both in the education management in the basic education and higher education still depend on the government sector. Therefore, the investments become the burden to the government's overall financial budget allocation. Also, the financial budget given to the field of music education has always been in the lower ratio due to its inferior status and not being the primary case in the National Economic and Social Development plan. The government has always given less attention to the music matter leading to the slow motions of quality development of music education. Some institutions may be able to develop their strength in education management outstandingly, but such development has always been primarily on the basis of self-reliance. Therefore in the future music education management must look for joint cooperation with other alliances in terms of investments in infrastructures such as the investment on music learning resource development, location-wise, and the investment for the quality development of music education in all concerned levels, and etc.

The guidelines for strategic planning proposed earlier will not be able to move forward to the real action without the strategy that can lead to important basic structural changes such as the physical investment and joint cooperation with other organizations by setting up the roles of the main organization and concerned alliances that would benefit and enhance the strategic procedures in the 4 aspects as mentioned earlier. Therefore, there should be an implementation of the strategic making for change management in the two issues including the investment strategy and the strategy for cooperative network development with details as follows:

**5.1 Strategy for Investment** Emphasizing on the investments from various social sectors including the private sector, independent entities, and national organizations, which include:

**1) The investment on basic structures for learning resources to increase the music platforms in the society** in order to create motivations and inspiration to the youths and the public in the music matter. Therefore, there should be some diverse learning platforms to support quality music learning from physical platform such as Music Gallery, Musical Theater, cultural center in very province as



well as the music museum, ethnical music culture wisdom resources, locality, Thai heritage and world heritages, and etc.

**2) The investment on quality music and good media** including printed media, radio networks, television networks, Internet, and etc. for everyone in the society to be able to access to good music thoroughly making music a part of the way of life of the public.

**3) The investment on learning requisition for music as the basic requisites of life** focusing on the investment for basic education management in the school systems that help the students in the basic education both elementary school and high school allowing the students the opportunities in learning music in the full scale such as the buildings, quality music instruction material, and the quality music instruments, and etc.

**4) The investment on the supporting requisites for the quality of higher education and good environment** in order to create good environment and suitable atmosphere to the development of music students toward the preferred features that is to get a quality graduates (capability, skills, expertise, creativity) and good students (with morality, ethics, public consciousness). The investment could be on the building, music library, and rehearsal room, quality music technology laboratory with good atmosphere which will help create imaginations and creativities for the music students.

**5) The investment to create personnel in music education and music students in all levels** including the scholarships for music teachers and students in the higher education and the scholarships for gifted children with special talents in music for their higher level of educations both domestically and abroad as well as the development of music teachers in the basic education system already working with the training scholarships for music skill enhancement, the empty-handed music teacher training project, the training project for music teachers throughout the system, and etc.

**6) The investment for creation of new music knowledge and development of music skills and technology for creative works and music innovations**

To support the creation of music knowledge through the investment in technology and financial supports for music researches in establishment of knowledge in the music field and interdisciplinary, as well as the scholarships for the development

of creative works and music innovations. This also includes the investment for setting up a music specialized research center to stand as the primary organization in creating music academic works of the country which rarely exist at present.

**5.2 Strategy for Cooperative network development** Emphasizing on cooperative working with various sectors in education and organizing music activities in the society. The cooperative network development strategy requires the collaborations from all the concerned sectors as follows:

**1) Cooperation with national organizations** in the policy making level including the Ministry of Education, the Office of the Education Council (OEC), the Office of the Basic Education Commission (OBEC), and the Office of the Higher Education Commission (OHEC), National Research Council of Thailand (NRCT), the Thailand Research Fund (TRF), as well as the Ministry of Culture in making policies and guidelines for cooperation in the status of supporting group to assist and impel in various issues on education and researches for the quality development of music education with the goal to acquire a fully academic standing.

**2) Building the cooperative networks in education and music activities with associates from all concerned sectors** in creating music programs jointly with the private sector, work integrated learning program in order to produce music personnel with quality for the labor market to counteract the free capitalist economy. Create manpower to create works for creative economy as well as the collaboration with independent entities in creating good music activities in various forms for the society.

**3) Building the music institution networks** to evaluate the benchmarks from the successes of innovative organizations and the model music institutions in their operations and create the cooperative networks to exchange the knowledge and human resources among the institutions within the country and overseas, as well as **the cooperation to establish various units to support the development of music education management** such as the music teacher association, organizations and associations related to music, and etc. with the procedures in cooperative **network development for organizing good music activities** for the society both as the profit and non-profit business by the collaboration with various organizations such as the Thai Health Promotion Foundation, and Quality Learning Foundation, as well as various independent entities to bring music into the way of life of the people in the society.

Hereby, in the proposition for the guidelines to implement the investment and cooperation strategies it is necessary to promote the awareness and understanding of various associated sectors to recognize the significance and roles of music in the social context under the free capitalist economy and existing diverse social problems and allocate the responsibilities to develop the music education toward the same goal. It is also important to utilize the advantages of music with the aim to let music play a part in supporting the genuine enhancement of good quality of life for everyone in the society.

**Figure 5.2**

**The summary of recommendations on strategic planning  
for music education development in Thailand's higher education  
in the next 10 years covering major strategies in 5 areas.**



## **CHAPTER VI**

### **CONCLUSIONS, DISCUSSIONS, AND RECOMMENDATIONS**

The purposes of this research on Development of Music Education in Higher Education in Thailand are 1) To study the history of development of music education in Thailand's higher education analyze relevant contexts, conditional factors and limitation, 2) To study how music education in Thailand's higher education has adapted to recent trends (1998-2007) regarding philosophy, policy, management, curriculums, and students, and 3) To study current and future trends of music education in higher education in the next decade (2008-2017), and make strategic suggestions about music education management in Thailand's higher education.

This research takes the form of mixed methods research employing various research methods with the aim to use the collected database as references to find solutions to the research objectives concerning the development of Thailand music education management in higher education and the possible/desirable trends of music education in higher education in the next decade. Through this research methodology, the research can be summarized as follows:

#### **6.1 Summary and Conclusion**

##### **6.1.1 The outcomes from the reviewing of historical data and information on the development of music education in Thailand's higher education from the beginnings (1934 - early 2000's)**

The outcomes from the study of historical data and information on the development of music education in Thailand's higher education since the primary formation through related researches and literature reviews as well as the interviews with the experts who possess good knowledge and experiences in music education management in the past indicated that music education management did not take place

and proceed autonomously and independently, but always attached to the arrangement under the contexts of social and political changes. This was particularly during the primary formation stage of education management which was the **beginning point of the transition of music learning (in the musician profession aspect) from the folk and community system into the music education in the formal vocational school system with educational degrees or certificates** in the time when the country required manpower into the bureaucratic system.

In the first stage, the focus was on increasing the number of musicians and music teachers to work mainly in the governmental services in the Fine Arts Department, the Ministry of Education. This can be referred as the **Initial Artist Training (1934)** under the initial major factor accelerating the transition, i.e. the national reformation and modernization after the change of national regime – focusing on being civilized as in the Western countries and intensive national development. From this point, local musicians were able to get into the streamline of education and bureaucratic system in the same way as other occupations.

The second major factor accelerating the transition was the government policy on educational opportunity enhancement aiming to increase the number of students and teachers. Music lesson has been allocated and classified into art education group in the National Education Plan, year 1960 (Revised Edition). Music has become a compulsory lesson that all kids had to take leading to shortage of music teachers. At the same time, teacher training schools throughout the country had been upgraded to the academic degree level with extensions of courses. All these factors have led to producing of music teachers for music education major in the Teacher Training Department. In the first period, the courses were offered as the higher vocation degree courses. The period was referred to as **Music Teacher Education by Teacher Training Department (1970)**. The following important factor accelerating the transition (the third one) was the situation as Thailand entered the period of democracy demanding and academic freedom movement leading to much the enhancement of Thailand higher education. At the same time, the internal factors of music education management which led to the demands of degree certificates as so many people at that time had already held the diploma degree leading to the movement among the students themselves and there were already some students graduated in music education from

abroad (the case of Srinakharinwirot University) had become a background of the establishment of music education degree curriculum. This period was considered as **Production of University Graduates (1976)**.

For over 20 years since the late 70's till the late 90's, music education management in higher education had expanded without any obvious supporting policy from the government. Music was considered as a special course and responsible by the parents. However, music education management in the higher education had still expanded continuously leading to replication and complication in education management format, especially on the music programs that emphasized mainly on Fine Arts, majoring in Western Music, Thai Classical Music and Music Teacher Education.

Moreover, the expansion of music programs had been constantly carried on with the opening of new courses continuously throughout the country. The programs somehow had been expanded in terms of quantity, rather than quality. Even though the context of the higher education managerial policy in these particular two decades had emphasized on increasing the manpower to cater the capability and competency enhancement of the country with the focus on increasing doctors, engineers, computer and various other sciences, the music education management still continued to produce the bachelor degree graduates constantly, as can be referred to the **Production of Music Scholars (1989)** leading to Thailand's first Master Degree in Music curriculum. This development had led to the increase of number and enhancement of qualifications of music teachers with wider skills mainly in music researches.

The problem of quantitative expansion and educational quality did not occur only in the music education, but this was the problem in the national level especially from the late 90's onwards. The higher education institutions had developed new curriculums and faculty branches and competed in academic excellences, upgraded the academic rank, continuously set up new relevant units leading to various problems in the quality of education and consequently become the problem of "academic degree inflation", with complications, and lack of quality and efficiency in almost all of the fields of education. However, due to the demand for Thailand's educational reform in the year 1999, together with the bureaucratic system reform and restructure of units under the Ministry of Education, the higher education reform had

been affected in various areas such as the efforts for educational quality and standard enhancement which were the main accelerative factors for music education management once more (the fourth one). Under the context of globalization impelling the higher education institutions to seclude from the bureaucratic system and transform into autonomous universities for a more flexible administration, the first autonomous music collage in Thailand was established at Mahidol University which can be an example of a music institution with an independent operation from the bureaucratic system for other institutions in the future.

In addition, the external context with the changes of economic structure, technology enhancement, and the growths in service sectors leading to expansions of music business and industry had made the socio-cultural global context get involved with music. Music then played more important roles in the ways of life of the people in the society (fifth accelerative factor) and gave the opportunities to the higher education institutions that offer music study programs to expand, increase, and develop the curriculums to provide more options for the students in various fields such as jazz studies, music composition, music entertainment, music production and engineering, music business, music technology, and etc. This period can then be referred to as the **Production of Professional Musicians (1997)** due to much more diversities in music program establishment than in the past.

Despite the diversities of music program, the additional fields were still compiled within large universities, both governmental and private, more in the central than regional, such as Mahidol University, Silpakorn University, and Rangsit University with a trend to expand into the provincial areas as well. From the overall perspectives of music education management in the higher education from the primary formation till date, the music teaching and learning management by the educational institutions of Thailand was allowed from the music pre-higher education (high school -grade 10) to the doctoral degree. Thailand was then the first country in ASEAN to offer such music programs.

#### **6.1.2 The outcomes from the adaptation of music education in Thailand's higher education amidst the trends of changes in the last ten years (1998-2007)**

The outcomes from the study indicated that during the late 90's music education management in higher education was influenced by the contexts of changes from all aspects including the context of globalization making the higher education be converted under capitalism influences. Each higher education institution thereafter had developed the curriculums and opened new branches leading to the problem of academic degree inflation in all of the fields of education including the music field with program duplications and complications and consequently become the quality problem due to different capabilities and preparedness of each institution.

Not only that, in the last ten years Thailand's higher education had gone through various movements and transitions including the bureaucratic system reform, the establishment of new units under the Ministry of Education, the transitions of university administrative system, the transitions of universities to autonomous universities, the administrative restructures of concerned units involving in educational management of higher education as well as the educational quality and standard enhancement which have some impacts to the dynamic of music education. I would like to summarize the movements of music education management and the quantitative data as follows:

**- Philosophies and policies of music education management:**

In the past 10 years music education did not have any concrete educational management philosophy or policy as the national educational policy making was focusing mainly on producing the graduates in the lacking and in need fields such as engineer and doctor. But due to the socio-cultural context of the world and Thailand falling under the globalization streamlines, there had been diverse changes in economic structure with the growth of service sector and expansions of music business and industry as mentioned earlier in the development issue.

The music profession had therefore expanded in the society reflecting that Thailand's higher education had accepted the existing of music education which can be seen from the continuous growth and expansion of institutions and curriculums. Music education has been considered as a more concrete academic field in this decade with diverse programs covering most of the music related professions such as music composition, music technology, music business, and contemporary music.



Therefore, from just a special course, Music then has been recognized as an academic subject and accepted profession in this period. Due to such growth, each institution has to rely a lot on themselves in terms of budget allocation and financial supports. It also depended on the operational capability and preparedness of each institution. Therefore, the diversity of the quality of each institution, the curriculums and supporting factors for education has led to the diverse quality trends in music education management in the higher education.

**- Administrations of Institutions and Concerned Units:**

From the restructuring of the Ministry of Education, all higher education institutions had assembled together under the same roof of the Office of Higher Education Commission, (OHEC). Out of a total of 47 institutions, there were 53 units responsible for organizing music program which can be classified into: 10 institutions from the Traditional Universities Group, both central and regional (4 out of 10 have already transformed into Autonomous Universities), 1 institution from the Open Universities Group, 31 institutions from the Rajabhat Universities Group , 1 institution under opened university group (non limited number of admitted students), 3 institutions under private university group, 1 institution under Rajamangala University of Technology group and the Bunditpatanasilpa Institute under the Ministry of Culture.

Each institution has a different set up of sub-units responsible for music programs with details as follows: 6 units are in form of Music College or Conservatory of Music (including the faculty of music), 27 units under the Faculty of Humanities and Social Sciences, 9 units under the Faculty of Fine and Applied Arts or the Faculty of Fine Arts, 5 units under the Faculty of Education, 3 units under the Faculty of Humanities, 1 unit under the Faculty of Arts, and 1 unit under the Institute for Language and Culture of Asia

**- Curriculums and Programs:**

In the last ten years, the number of music curriculums has numerously increased along with the expansions of courses and sub-classes of music programs ranging from the pre graduated level, bachelor degree level, master degree level and doctoral degree level. In the bachelor degree level, there are over 23 programs, whereas there are 16 programs in the master degree level and 3 programs in the

doctoral degree level. And in the near future each institution is approaching through operational expansions continuously.

**- Music Instructors in Higher Education Institutions:**

The number of music instructors in this round of the last decade totaled at 575 teaching at various institutions not including contracted instructors and foreign contracted instructors working in many higher education institutions (unstable ratio). As for the Thai instructors, it can be sorted by educational qualification that there are 46 instructors with doctoral degree (including 14 instructors holding doctoral degrees in other programs than music, but giving lectures in music programs, most of them hold the doctoral degree in education), 367 with master degree, and 154 with bachelor degree. By academic designations, the figures can be classified into 3 Professors, 23 Assoc. Professors (including Assoc. Professors on process of requesting academic position - unable to identify the exact number, and 1 Assoc. Professor in Medical Science working for a music program), 86 Asst. Professors, and 463 instructors.

**- The Graduates:**

The number of graduates in music programs in the bachelor degree level throughout the country has been increasing in the last ten years. In the last ten years the total number of bachelor degree graduates in music programs was 7,349, whereas the total number of master degree graduates was 425.

According to the figure data, it can be summarized that there were some progresses in terms of quantitative expansion in the number of institutions, curriculums, personnel, and students. But through the study of the progresses in the last 10 years, it can be found that there were some issues concerning the quality of music education management including the unqualified higher education feeders, i.e. the insufficient supporting factors for basic education such as the lacks of musical instruments, financial budgets, managerial supports and supports from the policy makers, as well as the problems of music teachers lacking the skills of playing and teaching music. Almost 50 percents of music teachers at present do not have any degree in Music leading to different qualities of students in the basic education level as the quality and music ability of the children depend on the learning opportunity.

From the collected data, it was found that music education prior to higher education or vocational education was mainly responsible by the parents. The schools

in the basic education could not provide music education to support the ability of the learners. The parents have to send their children to learn music at private music schools or privately with famous music teachers. Moreover, there were also various problems in selection and different admission processes in accepting students into the higher education system. Some institutions were able to get quality students, but some could not due to the student admission policy accepting all admissions due to the demands for capitation payments.

This issue obviously affected the quality of education with no concrete solution. At the same time, the growth of music education in higher education has been carried on without proper directions. It's duplicated and tends to keep on developing in this track continuously having the operation with supplies over the demands, i.e. the demands for opening new branches overcome the consideration of tendency and operational direction of each branch and the quality control. The branch openings were implemented the same way as being done throughout the decade without any new initiation.

### **6.1.3 The outcomes from the study of trends and directions of music education in the higher education in the next decade (2008-2017)**

The outcomes from reviewing of related documents and the results from the brainstorming session to find the conclusions on the trends and directions of music education in the higher education in the next decade (2008-2017) can be summarized in two parts as follows:

**1) The outcomes from the study on various through reviewing of related documents, and interviews with specialists** provided the important points of the trends which affected the trail of music education operation in the next ten years in the following issues:

#### **The trends which affect human, world, society and education**

The outcomes can be summarized that **the population trend has indicated that the global society is moving toward the senior age society**. The indicator shows that working age group will decline and consequently making Thailand overall productivity less than the consumption in the future. The higher education age group will also decline. **The globalization trend, economic changes,**

**and the trend of information technology and advancements in various fields** which involve music into the creative business and industry will make an impact to **the lifestyle of the youth generation** in the future. They should acquire the knowledge and skills in various aspects and be able to work in many areas. The new generation should possess civic literacy with wide knowledge and skills in economics, finance, and business administration, and particularly financial literacy.

In addition, the employment trends in the future will require new manufacturers with the ability in innovative creativity. There will be demands for knowledge workers with expertise in specific skills and diverse skills. The demands for the employees in the music field will rely on expertise and diverse skills, not only the knowledge in music, but also the ability to work in the modern world criteria. These movements together with the trends of pluralist society and multi-cultural society have created the dynamicity of the cultural transitions on the basis of diversities or pluralism.

In consequence, one of the employment trends for the newly graduates is to arrange the preparedness of the students to be able to take the job worldwide. Another important trend is the **trend on descending spiritual well-being** of the people in the present society due to the lifestyles dominated by the free capitalist economy leading to the changes in the values of the way of life toward the materialistic and consumerist modernization as well as the individualism. This certainly affected the spiritual value and social relations especially among the children and youth resulting in various social problems as seen in today's world and, if the problems are not fixed, will get worse in the future.

#### **The trend of changes within higher education system in the next ten years**

The outcomes from the study can be summed up that in the next ten years, the structure and system of Thailand's higher education will be changed according to the framework of the Second 15-Year Long Range Plan on Higher Education of Thailand (2008 - 2022) of the Office of Higher Education Commission, OHCE and National Education Plan (Revised Edition 2009 - 2016). This also includes the movements of the education reform in 2009 - 2018 which indicates the operational guidelines for various areas including the quality enhancement of Thailand's higher

education to increase and develop quality human resources to feed the labor market and improve the potential of higher education in creating knowledge and innovations to enhance the country's competitiveness amidst globalization, the supports for sustainable development of the locality through the mechanism of good governance, finance, standard control, and the higher education networks on the basis of academic freedom, diversity, and systematic unity.

### **The issue on movement flows and some tendencies related to music education**

The outcomes from the study can be concluded that **the tendencies of Thailand's economic development has integrated the concept of creative economy** with a vital role in Thai economic recovery through the setting up of economic stimulus plan and focusing on exports of creative goods. Music is naturally a part of this concept as it has become purchasable goods together with **the progresses in technology which transformed music into various media in the methods of creating and producing music for creative industry** as seen in the present time such as music enterprise business, movie business, radio and TV broadcasting business, media, audio and musical instrument business, as well as other service sector business. It has been anticipated that the creative economy will become a continuous proceeding political agenda supported by the government. Therefore, the tendency of Thailand's music industry growth will be continuously developed as well. From this tendency, there will be more **demands for the employment of people working in the music industry to help deliver the products related to music and create intellectual assets**. And in the future these intellectual assets will be developed as the capitals for building up the economic value for Thailand. From the study of the movement flows and some tendencies as mentioned earlier, another important issue found was the **trend of labor market requiring people in the music field with expertise and all-rounded skills**. These people should not only acquire the knowledge in music, but must also be capable in working in the modern world. At this point of time, the music education institutions worldwide, especially in Europe, are focusing on these trends and accelerating the music education management reform to increase the number of graduates and feed the labor market in all fields of careers related to music and prepare the graduate to be able to accept any job worldwide. **The directions of international**

**music education management will be emphasizing on the pluralistic culture**, the cultural diversity which will guide us to cooperate and behave appropriately to others on the basis of the equality of human value.

**2) The outcomes from the brainstorming session with experts and in-depth interviews** provided some recommendations on important trends affecting philosophical objective setting concerning the directions of music education in higher education in the next ten years. They indicated that during these ten years there will not be any significant change, even though there will be some movements through various changing trends in various perspectives all the time. The 2 most important and obvious trends included **the mainstream tendency on free capitalist economy**, the economic system propelling through the agenda of creative economy involving music as parts of every details of creative business and industry. The meeting concluded with a principle concept that the higher education institutions responsible for music programs must emphasize and be prepared for such movements in terms of increasing the manpower to cater the labor market related to music in various professional fields. Not only the governmental higher education institutions need to consider and get ready for the mentioned trends, the private sectors also have to cooperate in line with the main objective to increase the manpower for initiating creative works in the period of creative economy which will be one of the channels for gaining the main national incomes. And in parallel, **the alternative tendency will be coming along especially on the issue of spiritual well-being and cultural dimension**. The experts has recommended that this is an important issue that the music education institutions have to hold responsibility and keep on thinking for the future what the higher education institutions should carry out to balance the coexistence of these two trends. The conclusion is **to manage the education to cater the labor market under the free capitalist economic system and use music as the means to enhance the spiritual height and good quality of life** without bending toward one of the sides. The education institutions should set the main idea and try to find the prominent points of both aspects to build up and find the balance for the conceptual bases, procedures, and arrangement for the curriculums. And through the discussions and exchanging ideas on this subject, the experts have suggested considering the music education management in the cultural aspect especially the culture of traditional Thai music which has been the concerns for various parties regarding the survival of traditional

Thai music in the present day society. The question raised in the meeting was to which direction the music education management will be especially for the traditional Thai music. And through the discussion in the brainstorming session of academic experts and the exclusive in-depth interviews, the recommendations toward the directions of music education management in the future can be summarized as follows:

- **The summary of significant trends and philosophical goals concerning music education management in the higher education.**

<b>Key trends in the next 10 years</b>	<b>philosophical goals</b>
<b>Mainstream Tendency</b> Free capitalist economy, consumerism, materialism <i>Profession/ Business Aspects</i>	Music is an honored and reliable profession Music as propelling mechanic for economy
<b>Alternative Tendency</b> Humanism, Vitalism, Idealism, Spiritualism <i>Spiritual/ Cultural Aspects</i>	Music as social retreat and world retreat Music education as social asset and human treasures Music as basis of living Music is life, a stream of the way of life Music makes life better Music for good quality of life, health, and music therapy for everyone Music for pleasures and taste Music for conservation and propagation

- **The summary of recommendations toward directions of music education in the future:**

**Issue 1: Propelling procedures toward philosophical goals:**

- 1) Better networking of music education between basic and higher education institutions**

The future operational directions should cover the cooperative functions between the higher education and basic education in the reformation of policies, curriculums, and quality students from basic education to higher education. This includes the setting up of music education management policy, promoting supporting factors for learning, and solving the quality problems of music teachers by creating a good system to promote teacher profession and the academic standing allowance system. There should be a music teacher development system, i.e. the systematic music teacher training programs. And in the future, music teachers should be able to get the music teaching professional certification. Besides, the youth development is also an important issue. The music education management should be availed for all children. The gifted children with special talents in music should be supported to enhance their capabilities to become the elite human resource for the country in the future through the scout system and recruitment system. Through these systems, those gifted children could enter into the educational system to be developed and educated. Therefore, there should be special methods of seeking and selecting these gifted children with special talents in music.

## **2) Music education management with more diverse options for everyone at all ages and genders**

With the changing global trends and society, the direction of higher education functions must emphasize more on the educational quality in every level in terms of providing more choices in music learning to cater the demands and necessity of the people in the society. Music should therefore be the option of learning, i.e. music should not just function as an educational field in the university, but also as the social asset and human treasures. Music should be the basis of living and a part of life. It is a stream of the way of life. Therefore, there should be music education management development in all aspects for everyone at all ages which is the education management to make music the basis of life. In this regard, Thai children in the pre-school age and educational age should be able to learn, know, play and love music. The music education for general public should also be provided to give more opportunity to reach music for everyone in the society, all genders and ages, in form of educational programs and autonomous learning with more options and formats. This will make music a part of good quality of life. And the main responsibility for the higher education institutions is the vocational music education,



as music professions will emerge more in the future with the focal point in responding to the labor market in the context of liberalist economy.

### **3) The opening of various creative platforms and learning sources for various kinds of music**

Space factor is an important aspect in promoting autonomous learning because the spaces or locations are the platforms for music to serve the society and allow people in the society to access into music more. This includes the physical space such as the cultural center, music concert hall, cultural playground, musical museum, as well as the available music channels in the television and radio broadcasting, as well as in the internet. According to the suggestions from the brainstorming session, not only the directional recommendation in increasing music learning spaces was proposed, but also looking into the requirement to make Thailand as a regional hub for music education and world heritage resource center with music research and development center to assemble music data systematically through research procedures.

### **4) The professional development of music teachers, music educators, and music professors in higher education institutions**

It is required to develop the channels to access into academic titles for music teachers in higher education institutions and musician working in the educational institutions in order to provide the professional progression. At present the procedures is still imprecision and therefore needs to be improved to suit the music profession in terms of the indicator, format, style and type of academic work as well as the principle in consideration of the project evaluation. As this imprecision has caused various problems thereafter such as the standard enhancement of music profession, curriculum development and expansions, leadership in researches for the graduate students as well as the educational quality evaluation and assurance and the academic status of music education. Therefore, the availability of the development system for music teacher and artist professions and the system to access the academic titles for the field of music performance arts is the expected direction in the future as it would also benefit other parts of music education management comprehensively.

### **Issue 2: Change Management using new operational concepts:**

The conclusions from the brainstorming session indicated that for the operational directions to make changes for music education management in the higher

education in the future, the education institutions and the units related to music education from the policy making level, administrative system, and educational standard and quality control including the Ministry of Education, the Office of the Higher Education Commission (OHEC), and the Office for National Education Standards and Quality Assessment (Public Organization) should be highly flexible in operation in order to coordinate with the specialized subject fields such as music. Besides, it is also required to cooperate with other organizations to properly handle those changes as follows:

**1) Joint operations with the private sector, independent funding, all levels of social and national organizations**

Cooperating with the above mentioned organizations will be an important counterbalance toward various changes. This includes the joint cooperation in the form of various supports such as financial supports, operational procedures, public relations, or in the form of joint development of music programs with the private sector such as the work integrated learning program allowing students to obtain knowledge and ability to be able to work in the private sector immediately after graduation. Moreover, the experts have also recommended the cooperation with national organizations which will lead to significant changes such as the supports on academic scholarships for the purpose of human resource development, career development projects, musical technology development projects, and personnel exchange program with overseas organizations, and etc. This also includes the cooperation with all sectors of the society, music society, and the music institution networking as well.

**2) The emergence of innovative organizations as learning sources of music knowledge**

There have been emergences of organizations creating such innovations in the university or being the cultivated sources of knowledge such as the opening of the Music College of Mahidol University, which is being administrated independently from the bureaucratic system. This sample of innovative organization depicts the systemic and comprehensive music operations which can be the model for future operation, i.e. 1) having the operational concept toward the human resource development by creating new generation artists through the investments in activities, offering scholarships for human resource development in music for music teachers,

singers, musicians, sound engineers, and music businessmen as well as the music related professions to be able to compete in the international level 2) developing music artist professions by creating music related professions, skill developments, improvement of quality of life, and making music as the social necessity and obligations.

Besides music human resource development, the innovative organization should also be responsible for productions and distributions of music works. This is in order to accommodate the service industry and music industry as well as the cultural development for the society in general by making music as a part of life and a cultural issue by developing music works through performances and researches to create the new knowledge for the society. There should also be an establishment of sub-units to function as supporting agencies for the goal in development in various areas and the investments in music learning environment in response to the social requirement in all aspects of music. Therefore, the establishment of innovative organization should cover all the important points in comprehensive operations as mentioned above with the primary goals to develop the ability of human resource in music and create academic knowledge of music.

- **The summary on operational direction and strategic proposition for the development of music education development in Thailand's higher education in the next ten years** covering important strategies in 5 areas where the government and the responsible units and the music institutions should join hands and share the responsibility for the national music education management development with details as follows:

- 1) Music teacher quality development for all levels**

- The government should set the policy and specific units responsible in producing music teachers and developing quality teacher selecting system by creating the scout and recruitment system as the accessibility to the music teacher profession educational system.

- The government should provide motivation schemes for music teacher profession by providing good supporting system for teacher profession, academic standing monetary allowance system, incentive and motivation system adjustment, and the system for issuing music teacher certification.

- Music teacher training institutions should have the procedure in teaching the ethical ideology of being a good teacher and building appropriate perceptions in profession and living in the globalization society.

- The Ministry of Education should accelerate the procedures in setting up the curriculum for the diverse development and enhancement of music professions covering teachers in all levels.

- The Office of Higher Education Commission, OHEC should provide supporting and encouraging systems to develop the academic works on music in the form of music researches and musical creativities.

## **2) Music education management as basic of life**

- The government should take a major role in supporting and propelling the concrete fundamental music education management development with the objective to make music as basis of living of all youths.

- The Ministry of Education should accelerate the functional system development to link the basic education with the higher education starting from music education management policy reforms for basic education, curriculum improvement and the forwarding system of quality feeders from basic education to higher education.

- The Ministry of Education should set a special policy for the gifted children with special talents in music and creating knowledge database related to children with special talents in music of Thailand systematically.

- The Ministry of Education should develop the quality and standard and create a quality certification system for the music teachers in public school, 15 (2) and a system to support informal music education management

## **3) Music education management for professional musicians**

- The government should set the policy and specific units responsible for music education management for the persons with special talents in music to further their study in the higher education and enter the development procedures toward their professions systematically.

- The government and private sector should set the procedures to encourage, motivate and make proper understanding of music professions.

- The Ministry of Education together with the private sector should develop the searching system to screen, select, and support the gifted children with special

talents in music prior to entering their formal education to further develop their ability in the higher level.

- The higher education institutions together with the basic education schools and the private sector should develop programs and educational management formats for the gifted children with special talents in music prior to entering the higher education system such as the Young Artist Program and Advanced Placement Program.

- The higher education institutions together with the private sector should develop the programs with more diversified channels and options to match the context of social requirements and labor market demands such as the music programs that suit the demands of the labor market particularly for music business and industry, the Creative Musical Culture Program, Music Teacher Education Program which emphasizes on producing music teachers based on the music education combined with the knowledge in music instruction skill, general education, teacher skills, as well as other skills that match the working criteria of the globalization world, Work Integrated Learning Program in the music profession field, Interdisciplinary Program, Music Program in Liberal Arts, and Professional Artist Program.

#### **4) Music education management for the general public**

- The government should encourage the setting up of the policy for cooperation and relationships with all concerned units in order to systematically collaborate in music education management in various aspects including the development of learning infrastructures, human resource development, organizing activities, as well as the procedures for creating music knowledge for everyone, all genders and ages, with the objective to make music as a part of the development for the good quality of life.

- The educational institutions together with the private sector should develop the diverse learning patterns for people of all ages in the form of various programs and music activity with the higher education institutions offering music courses as the project leader.

#### **5) Change management using new operational concepts covering 2 major issues as follows:**

- 5.1) Joint operations with the private sector, independent funding, all levels of social and national organizations

- Focusing on the investment of various sectors in the society including the private sector, the independent entities, governmental sector and national organization in 1) the infrastructure for opening up the learning spaces and increase the music platforms in the society 2) appropriate media for quality music 3) the learning factors for music as the basis of life emphasizing on the investments in basic education management in the school system 4) the supporting factors for quality higher education and good learning environment to create the suitable atmosphere for music student development toward expectations 5) increasing personnel in music education and music students in all levels and 6) creating new knowledge in music and developing the music skills and technology for creative music works and innovations.

5.2) The emergence of innovative organizations as learning sources of music knowledge

- Focusing on cooperation with various sectors in terms of the education and organizing music activities in the society by setting strategies to develop the cooperative networks which require the cooperation from all concerned as follows: 1) working with the national organization in the policy making level to create supports and helps in various areas including the education and researches for the quality development of music education to obtain complete academic status 2) creating educational cooperative networks and music activities together with alliances from all sectors such as creating music program with the private sector to produce quality music personnel for the labor market in response to the free capitalist economy 3) creating music institution network by following the operational success of the model innovative organizations and music institutions and creating the network of relationships to exchange the knowledge and personnel among the institutions within the country and overseas, as well as the cooperation in establishing new units to support the development of music education management and cooperative networks for organizing good music activities for the society, in the profitable and non-profitable social business formats, and etc.

## 6.2 Discussion

**6.2.1 The development of music education management is the reflection of academic tribes and territories which became the obstacles for the overall development of music education management.**

The outcomes from this study indicated that the music education management, no matter in whichever periods, has not been proceeded autonomously, but under the factors of social changes and the directions of **national education management policy**. Since the primary formation period of music education management in the higher education after the change from absolute monarchy to constitutional monarchy in 1932, **music education was used to respond to the national modernization according to the Western concept, rather than being music education management for the Thai people**. Moreover, the music education management was detached from the national economic and social development plan and in some periods not even talked about or given any importance in Thailand's education system. Therefore, **music education has been developed without any outside support and lacked clarity in terms of philosophy and policy leading to various problems on diverse qualities and stepped forward without proper direction**, not matching the social context and manpower productions for the labor market at present and in the future.

Besides, in terms of development of music, it can be found that the previous music education managements were in form of locking oneself within the academic field. It does not display any relationships or linkage among one another within the music education or with some other fields such as the knowledge detachment between traditional Thai music and the western music. There was also no integration with other knowledge fields to increase the ability of the music graduates to develop the individual profession such as the business knowledge, technology, and language making the study not relevant to the professions in the labor market. Even though Thailand have started the music industry with obvious business system, the higher education institutions could not produce the required quality graduates to feed the labor market systematically according to the expectations. **The new look of music education management therefore should create the bonds with other fields of**

**study. The sample case study can be observed from the trends of music profession in the labor markets worldwide which require music personnel with expertise and all-rounded skills, not only the knowledge in music but also the other abilities as well to be able to work in the modern world,** such as the skill in understanding of musician business, and etc. Therefore, in the future, there should be procedures of comprehensive educational management by developing more curriculums with more options and channels to primarily match the context of social requirements and the demands of the labor market. There should also be other options which can apply music education together with other fields of study or activities to help enhance the quality of life of the people in the society.

#### **6.2.2 The music institution cooperative network in the higher education is still limited.**

Amidst the growth of music education management from the past till present, it can be observed that **the music education management lacked common operational policy and directions in the national overview. It was more in forms of individual management** leading to a wide gap of relationships between the working units and the institutions. **There was no cooperative network and tended to compete against each other rather than cooperation. This directly affected the academic unity and resulted in various developments in forms of duplication, complication, and no quality observable from the curriculums, programs, and the productivity of each institution which was unable to produce quality music personnel for national development.** It is also linked to the abandonment of the collaboration to solve the quality problem of all levels of music education management. According to the research outcomes, music education in the present day possesses various levels of quality from the feeders, educational management procedures, and the quality of the graduates. There is no central information on the status of national music education affecting the development and participations in setting up the operational directions in the policy level for music education management in the national level due to the loose cooperation. In the future, **there might be cooperation in a form of alliance parties** with various music network organizational groups such as the formation of The National Association for Music Education, and National association of Schools of Music, or the National Music Teachers



Association of Thailand which has already been established. It is a good sign for this initiative of music teacher alliance from various institutions which will function as the coordinator for the members, the information center, and implement projects. This will directly support music education development. It also holds the functions as the coordinator for meeting arrangement and exchanging of knowledge and representing the music personnel group in working with national organizations. It will also help making Thailand as a regional hub for music education in Southeast Asia with the capacity to work in the international level systematically. **These will be resulted in the new look of Thailand music education** in the cooperation for music education development.

### **6.2.3 The establishment of future concept of music education in response to the future trends to observe the value of music in the overall aspects.**

The outcomes from the study on trends and movements affecting the music education management in the higher education in the next ten years indicated that these trends will make some impacts, both directly and indirectly, inevitably to music education management. Therefore, it is necessary to consider the operational directions in the future for the development of music education under the context of various changing trends. It is required to be prepared from now onwards by using all the movements as the opportunities for adaptation and reaction to the moving trend of the world under the free capitalist economic system. It is believed that **music is both science and a kind of arts that can enhance the national competency in terms of valuable human resources or the capability of music in promoting the national economy (value) especially in increasing the manpower for the creative economic system and cultural activities.** Many countries have emphasized on this issue as the creative works are considered as intellectual assets which can be further developed as the capitals for creating higher value. Many countries worldwide have given the importance on this issue. Besides, at present and in the near future there is a trend for more employments in the creative industry worldwide with the growth rate higher than other industry by 50%. And from the report on exports worldwide in the last 5 years from 2001 – 2005, the number of exports of worldwide creative industry also has the higher average growth rate (Council of Europe & ERICarts Institute, 2010). Moreover, in another aspect, music education was able to cater and resolve various social issues

(value) such as music and quality of life development, music activities for the society, music for health and therapy, and etc.

**Therefore, the issues of music education should be combined in the setting up of human resource development direction for the demand of the country. It is also a part of the direction for production and manpower development in the higher education plan by setting the educational foundation with music as the cultural and social capitals. The creative music education can make additional value for the society.** It is not just to open any program according to someone's desire or the readiness of higher education institutions like in the past. The research outcomes indicated that the previous educational management without proper directions would cause duplication in producing graduates and waste in educational resources. The problems of quality will follow throughout the entire system starting from the basic education and linked to the higher education. Not only that, **the reason why music education could not perform and present its full capacity to the knowledge of the society to gain the trust that music education is a science and can be a permanent profession, not just a special extra-time subject like in the past, will directly lead to the abandonment in the policy making level and affect the development of the entire system.** Music education will then miss its opportunity. The country will also lose the chance to get talented people and waste the opportunity in national competency in quality human resource that can create works in arts and music that also help in propelling the national economy as well.

#### **6.2.4 The international movements reflect that music education management in the complicated dynamic world would also need complex management**

This research study revealed that the modern world trends are based on the being pluralist society with multi-cultural and lots of changing conditions. This information is significant for setting up principle concepts and operational directions for music education management in order to prepare the new generation music personnel to be ready for the changes in the world. In the aspect of **operational procedures from the policy making level and administration, the procedures must be considered with all-rounded dynamicity and in a pluralistic aspect.** It

means the operation with the consideration of service dynamicity under the context of diverse changes including the social changes and educational changes as can be observed from the information provided in this research. Besides, the information found through the reviews of documents in this research indicated that the education reforms worldwide were based on the information network connections under the surrounding social and global contexts to form an operational framework as seen in Europe and America. An interesting example is the preparation of students to be ready for working not only within their respected countries but anywhere in the world. The students must be taught to realize and fully understand the cultural diversities as emerged in the present time. The number of music educators and doctoral degree in music students spreading out at various music education institutions all over the world are constantly increasing.

In terms of operational procedures in **music education management, the operation must be implemented with concerns of the multidimensional context where the development should take several issues for comprehensively consideration including epistemology, education management procedures, and educational productivity.** Education management should be operated with thorough consideration of the entire system from the philosophy, policy, feeder, procedure, and outcome. All entities should be compiled and developed together as a package which includes the development of music personnel prior to entering the higher education, then to be forwarded to vocational education management in order to gain work integrated learning experience with full scope of educational supporting factors in order that the students can fully enhance their capability. The development should be constantly carried on even when they have already entered the music career and professional life. This, then, can be considered as a complete cycle of comprehensive operation with the **common goal in developing the quality of music personnel, music education management and music profession.** A good example for such operation can be seen in America which emphasizes on the human resource quality development in the higher education institutions. The objectives for the development have been set observably from the individual level which includes the music students, artists and teachers, and the administrators to be able to fully function in their full capacity with sufficient supporting factors for music productivity and creativity as

well as creating bodies of content, individually and in forms of interdisciplinary. There will be a system of using past works and current works as the standard for evaluation with a rewarding system for the personnel with outstanding performances in the institutional level or in the higher unit level constantly (National Association of Schools of Music Handbook, 2009-2010) which will directly affect the quality of music education in the entire system.

**6.2.5 The most challenging issue for the propelling of development strategy for music education management in the higher education in the next ten years is the creation of cooperative areas for multi-parties.**

The key factor for the operational propelling according to the recommendations of this research to the actual implementation is the cooperation of the concerned people from various sectors starting from the national level organizations having the Ministry of Education as the principal and various units within the Ministry of Education such as the Office of the Education Council (OEC), the Office of Basic Education Commission (OBEC) and the Office of Higher Education Commission (OHEC), and etc. as the key units to coordinate with the music institution group and the private sector as well as the various independent entities in the joint missions. The important challenging issues are **the group participation of the music education institutions emphasizing the operation in the form of alliance parties and the attitudes and vision adjustments of the leadership and the managements of music institutions in the joint missions with other organization, which have never taken place in Thailand before**, especially in the joint operation among the music institutions themselves. The success of music education management in other countries can be a good example. In both Europe and America, such collaborations have been emphasized on a high level. The music education institutions' managements normally often gather together to learn and exchange ideas and experiences in forms of trainings or seminars on some topics such as "music leadership" or "music entrepreneurship" in order to gain ideas for further development of professions (Institute for Music Leadership, 2010).

In order to work together, it is necessary to understand the problem with the common goals especially on **driving the policy of music education management to the**

**national level policy. The people in the music industry must assemble and form a group to gain the strength and present the value of music to the social awareness.**

Therefore, the future look of music education management should include the joint operations of all concerned sectors in a form of a collaborative system, not working separately like before. This is because **the collaboration will lead to positive image development of music education, rather than working on an individual style.** When higher education institutions join the group as members, then the overall pictures of the problem can be identified and jointly solved. There would be various interdependent collaborations in sharing knowledge, human resource exchanges, and supporting factors in a form of larger university helping smaller scale university. There could also be a restructuring of music education system nationwide with terminations, separations, merging and sharing the job functions systematically. This would help reduce the current duplication issue of new curriculums, avoid complications and different standards of education management quality. It will ensure the good quality of music education management and make music education perfectly become a part of national development.

## **6.3 Recommendations**

### **6.3.1 Recommendations to concerned people in the policy making level**

The government should move the issue of music education forward to the policy and strategy setting and establish the long-term national development plan for music education management in the higher education emphasizing on using music in response to the education management and confront the changing tendencies and dynamicity of the world and the Thai society in the next ten years with the social conditions driven by the free capitalist economic current and social problem on lacking of spiritual dimension as the contexts. The governmental sector must cooperate with education institutions responsible for music education management.

I would like to propose the establishment of strategic overview for the entire system development of music education comprehensively through the brainstorming by the music education alliance parties from the education institutions and various organizations as follows:

- **Music teacher quality development strategies for all levels** focusing mainly on the quality development of teachers by creating the motivations and inspirations for the talented people to study for a teacher, and the supporting system for teaching profession with the progress in the professional stands, as well as the development of music teacher in all levels.

- **Music education management as basic of life** focusing on providing all children the opportunity to learn, know, play and love music making music the lifelong learning for the general students and trying to search for the gifted children with special talents in music in order to further develop their skills to the highest level.

- **Music education management for professional musicians** focusing on the methods to make music an honored and reliable profession with the objective to increase music personnel into the labor market to support the productivity of music business and industry, as well as the creative industry with the aim to reach the objective of making commercial music the strength for supporting the national economy. It also emphasizes on producing international level quality musicians as the quality human resource of Thailand as well.

- **Music education management for the general public** focusing on providing the opportunity for the amateurs to conveniently access to the music resources and making music as a part of the development for the good quality of life.

All these 4 strategies would not be possible without the establishment of **Change management using new operational concepts** in 2 areas including the strategy for investment focusing on the investment from various sectors in the society including the private sector, the independent entities, governmental sector, and national organizations, and the strategy for cooperative network development focusing on the joint operations with various sectors both in terms of education and organizing music activities in the society. The strategy for cooperative network development requires the cooperation from every sector concerned. Therefore, there should be a comprehensible framework of responsibility of each concerned sector in order to jointly develop the music education management systematically.

### **6.3.2 Recommendations to higher education music institution network and music academic circle**

- There should be **joint operations in a form of higher education music institution network with a unity in a structure of alliance membership** in order to share the rolls and functions in driving and proposing the policy and strategy to the responsible educational organizations in the national level such as the Office of the Basic Education Commission (OBEC) and the Office of the Higher Education Commission (OHEC), and etc. as well as to share the functions in the operational missions in connection with the allocated policy and strategy to jointly develop the quality of people and society through music study in the future.

- There should be a **music community**, i.e. the music education management network in various educational levels such as the private music schools, informal education, parent network, or even the operation sector to take the roles and parts in supporting and fulfilling the gaps and response to each part of the policy so that everyone from every sector related to music has actually participated in the joint propelling.

- There should be some **new working units to support the development of music education management** such as music teacher association (private music teachers, informal music teachers, and music teachers and instructors in the higher education institutions, as well as stringed instrument teacher association and piano teacher association, and etc.) or music school association, traditional Thai music and Western music testing center, organizations, institutions, and associations related to music such as the specific music research center with the function to conduct the researches on music education, musicology, ethnomusicology, music business and industry center, musical instrument manufacturing and research center, and etc. It is recommended to work together within the organization and between organizations such as the exchanges of human resources, and etc. in order to develop the cooperative network to hold the activities related to music for the society.

- There should be some procedures for **benchmarking the successes of the model music institution** to be the operational model for other organizations in the future operation of the music institution network.

### 6.3.3 Recommendations for Future Research

- There should be a **research in a form of development study from the past, at present and in the future** in the issues related to music education

management in other aspects such as the music curriculum in the basic education, the liberal arts curriculum in music, the education program in music, jazz music program, traditional Thai music curriculum, piano program, and etc. in order to see the overview of the entire development from the past till present and be able to design a desired program or education management in the future under the social dynamic context.

- There should be **a study research to make an in-depth strategic plan** for each issue suggested by this research including the quality development of music teachers in all levels, the music education management as the basis of life, the music education management as professions, and the music education management for general public.

- There should be a **design of research to propose the music education management in the future in other formats** with diverse target groups through different future research approaches such as the ethnography Delphi futures research approach (EDFR), the future scenarios technique research approach, and etc. to create diversities in the research on the issue related to the future music education management. However, it is necessary to consider the appropriation between the research design and the research objectives. For this research, I have used the brainstorming session of experts to observe the trends and directions of the future music education management. Such approach for the research design may, even though, provide in-dept and highly valuable data, but also faced various restrictions and obstacles in terms of expert selection process, agenda setting, questioning, time control, and meeting management, in addition to the rather high cost of operation. The advice for these restrictions would highly benefit the following research planning and designs.

- There should be more **researches for the development of music education management on various other issues** such as the quality development of music education in all levels, the study and development of standards and various indicators, the synthesis of data on music education and social development, or setting up the research problems with new issues through new research methodologies to develop the music education management which still lacks the research findings that can be used as the fundamental grounds for the development of many existing music education managements nowadays.



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## **APPENDIX**

## **THE NAME OF THE BRAINSTORMING SESSION AND IN-DEPTH INTERVIEWS WITH EXPERTS**

### **Brainstorming Session**

Assoc. Prof. Dr. Sugree Charoensook

Dean of College of Music, Mahidol University

Dr. Tanom Intarakumnerd

Vice Chairman, Phranakhon Rajabhat University

Commission of higher education, Office of the Higher Education  
Commission (OHEC)

Dr. Amornwich Nakornthap

Policy, Management, and Leadership Department, Faculty of Education,  
Chulalongkorn University

Assist. Prof. Dr. Chumpol Poolpatarachewin

Policy, Management, and Leadership Department, Faculty of Education,  
Chulalongkorn University

Assist. Prof. Dr. Sudarat Janlekha

Faculty of Humanities and Social Sciences, Bansomdejchaopraya Rajabhat  
University

Dr. Yootthana Chuppunnarat

Music Education Department, Faculty of Education, Chulalongkorn  
University

Dr. Somsak Kadekanjan

Faculty of Fine and Applied Arts, Ramkhamhaeng University

Assoc. Prof. Dr. Manop Wisutipat

Music Education Department, Faculty of Fine Art, Srinakharinwirot  
University

Dr. Chulakorn Masatieanwong

Ramajitti Institution

Dr. Weerachat Praymanon

Faculty of Fine and Applied Arts, Chulalongkorn University

Mr. Polwit Opapant

Faculty of Music, Silapakprn University

Mr. Sunchai Nongtrud

Ramajitti Institution

Mr. Weerasak Kowsurat

Executive Director, The International Institute for Trade and Development  
(ITD)

Mr. Phodchara Suwannaphachana

Research Institute for Languages and Cultures of Asia, Mahidol University

Mr. Kittiratt Na-Ranong

Deputy director, Sasin of Chulalongkorn University

Mr. Manasak Mahing

Faculty of Fine and Applied Arts, Rajamangala University of Technology

Mr. Prayut Meenetthip

School of Music, Assumption University

Mr. Surachai Sensri

Manager Director, GMM International

2 Staff of Office of the Higher Education Commission (OHEC)

### **In-depth interviews**

Dr. Sumate Yamnoon

Secretary-General Office of the Higher Education Commission (OHEC)

Mr. Prateep Lountratana-ari

Music Education Department, Faculty of Fine Art, Srinakharinwirot  
University

Dr. Suchat Saengthong

Faculty of Humanities and Social Sciences, Nakhon Sawan Rajabhat University

Mr. Satien Duangchantip

College of Music, Mahidol University

Assist. Prof. Anak Charanyananda

College of Music, Mahidol University

Assist. Prof. Sakchai Hirunrux

College of Music, Mahidol University

Assoc. Prof. Pongsilp Arunrat

Faculty of Art, Silapakprn University

Assist. Prof. Dr. Joseph Bowman

College of Music, Mahidol University

Mr. Atibhop Pataradetpisan

College of Music, Mahidol University

Assoc. Prof. Orawan Banchongsilpa

College of Music, Mahidol University

Mr. Kamol Suwutho

Banditpattanasilpa Institute, Mimistry of Culture

Assoc. Prof. Dr. Yothin Sawaengdee

Institute for Population and Social Research, Mahidol University

Music Teachers of the Office of the Basic Education Commission, Southern Chapter –  
Krabi, District 1.

Music Teachers of the Office of the Basic Education Commission, Southern Chapter –  
Surat Thani, District 3.

Music Teachers of the Office of the Basic Education Commission, Northern Chapter –  
Chiang Rai, District 4.

Music Teachers of the Office of the Basic Education Commission, Northern Chapter –  
Nan, District 1.

Music Teachers of the Office of the Basic Education Commission, Northeastern  
Chapter – Udon Thani, District 1.

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1, 3

A group of university instructors in the music composition program

## **BIOGRAPHY**

<b>NAME</b>	Miss Nantida Chandransu
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<b>PLACE OF BIRTH</b>	Samut Songkhram Province, Thailand
<b>INSTITUTIONS ATTENDED</b>	<p>Certificate of Primary Level and Certificate of Intermediate (Thai Music) (1989-1994)</p> <p>The college of Dramatic Arts, Thailand</p> <p>Bachelor of Education (Thai Music) (1995-1998)</p> <p>Faculty of Education, Srinakharinwirot University, Thailand</p> <p>Master of Arts (Music Education) (1999-2001)</p> <p>College of Music, Mahidol University, Thailand</p> <p>Doctor of Philosophy (Music Education) (2005-2010)</p> <p>College of Music, Mahidol University, Thailand</p>
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