

การพัฒนาพลเมืองไทยให้มีความเป็นพลเมืองโลกในประเทศไทยยุค 4.0

The Development of the Thai Citizen for Global Citizenship in Thailand 4.0

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บทความนี้มีความมุ่งหมายที่จะสรุปแนวคิดในการพัฒนาพลเมืองไทยให้มีความเป็นพลเมืองโลกในประเทศไทยยุค 4.0 ตามนโยบายของรัฐบาลที่มุ่งใช้นวัตกรรมเพื่อเพิ่มคุณค่าทางเศรษฐกิจ (value-based-economy) ข้อมูลที่เกี่ยวข้องจากในประเทศไทยและต่างประเทศภายใต้ประเด็นต่อไปนี้ (1) การศึกษาเพื่อความเป็นพลเมืองโลก (2) ทักษะในศตวรรษที่ 21 (3) รายงานของ OECD และ UNESCO เรื่องการศึกษาของประเทศไทย และ (4)นโยบายการศึกษาในประเทศไทย ได้ถูกสรุปและนำเสนอ พ布ว่าสิ่งที่สำคัญที่สุดที่ช่วยให้ประเทศไทยพัฒนาและครองแก่การให้ความสำคัญคือ ต้นทุนทางด้านประชากร (human capital) สถานศึกษาควรให้ความสำคัญต่อการบูรณาการการจัดการศึกษาเพื่อความเป็นพลเมืองโลกควบคู่กับกระบวนการจัดการเรียนการสอนในหลักสูตร โดยมีเป้าหมายให้ผู้เรียนได้มีการพัฒนาคุณลักษณะของพลเมืองโลกใน 3 ด้าน คือ (1) ความรู้ความเข้าใจ (2) ทักษะด้านสติปัญญา และสังคม และ (3) ค่านิยมและทัศนคติที่มีต่อการเป็นพลเมืองโลก แนวทางต่อไปนี้นำเสนอ สำหรับนักเรียนไทยในโรงเรียนระดับการศึกษาขั้นพื้นฐานเพื่อช่วยพัฒนาความเป็นพลเมืองโลก ได้แก่ การให้ความรู้เรื่องความสำคัญของความเป็นพลเมืองโลก การออกแบบกิจกรรมยึดตามเนื้อหาของหลักสูตรและความสนใจของผู้เรียน และการประเมินผลการเรียนการสอน จะทำเพื่อพัฒนาผู้เรียนเป็นสำคัญ

คำสำคัญ: พลเมืองไทย / ความเป็นพลเมืองโลก / การศึกษาเพื่อความเป็นพลเมืองโลก / ประเทศไทย 4.0

Abstract

This article aims to summarize the practical ways to shape Thai citizenship for global citizenry Thailand 4.0 based on the Thailand government policy “Innovation-driven for the Valued-Based-Economy”. The author has studied and summarized the sources of information from national and international levels from related documents under the themes (1) global citizenship education, (2) 21st century skills, (3) the review on Thailand education by OECD and UNESCO, and (4) the Thailand education policy. The author found that the most important factor that Thailand should pay attention to is human capital for national development. Schools should pay attention to the following on the integration of the key elements for responsible global citizenship: (1) knowledge and understanding (2) skills (cognitive and social) (3) values and attitudes to the methods of teaching and learning in their own curriculum for the development of responsible global citizenship. The following were deemed practical ways: proposals for schools at basic education level are as follows: to inform the important issues of global citizenship, to design the activities based on the contents and respect the students’ interest, and the assessment of teaching and learning will be made for the development of learners.

KEYWORDS: THAI CITIZEN / GLOBAL CITIZENSHIP / GLOBAL CITIZENSHIP EDUCATION / THAILAND 4.0

Introduction

The emergences of globalization, 21st century skills, the global fourth way, internationalization, education 4.0, ASEAN Economy Community (AEC), and many other words bring the changes to the world in education, economy, and society. The development of world economy started from eras of 1.0 to 4.0 as focused differently to 1.0-agriculture, 2.0-industrial and manufacturing, 3.0-information and communication technology, and 4.0- innovation and production of products and services by the application of science and technology, creative thinking, and innovation accordingly (Hargreaves & Shirley, 2012; Sinlarat, 2016). The change from one era to another shifted and moved forward by the needs of human beings that want to be able to claim the high competency of human brain and capacity to be recognized as the world leaders.

Thailand 4.0 is the National Policy launched recently in the year 2016 by the Thai government leads by the Thailand Prime Minister, General Prayut Chan-o-cha aims to restructure the economy and all aspects related to the development of the country. This is included the strategy to develop the internal strength based on the sufficiency economy of His Majesty King Bhumibol Adulyadej (King Rama IX) through the government projects (Measincee, 2017; The Government Public Relation Department, 2017) and the strategy to promote the economy model based on creativity, innovation, new technology, and high-level services. According to the Thailand Twenty-Years National Strategic Plan (Years 2017 – 2036) that set the goal and vision as “Thailand is the developed country with stability, prosperity, and sustainability”, while stability means the country stability; prosperity means competitiveness ability development; sustainability means the chance and social equality of people and the growth on the quality of life in friendly environment (The Office of Minister of Education, 2016). Thailand 4.0 aligned with the National Strategic Plan, aimed to transform the country to a Value-Based Economy by innovation-driven under the concept “Do-Less-Earn-More”.

As a powerful of innovation, the following items are the examples to promote the concept “Do-Less-Earn-More”; (1) robotics or artificial intelligence (AI), and 3D printing can be considered using to improve productivity, (2) the hyper-connected products, or the internet of Things (IoT) which are the products and tools capable of talking to each other as they collect, store, and share data, (3) the Big Data is considered as the biggest source of information that can reduce workforce and time including decision making for the businesses and government sector (Baxter, 2017). Furthermore, under the Thailand 4.0 policy and the 3–5-years plan of National strategic plan, the country will be targeted to five groups of technologies and manufacturing named as; (1) food, agriculture and bio-tech, (2) health, wellness and bio-medical, (3) smart devices, robotics and mechatronics, (4) digital, Internet of Things (IoT), artificial intelligence and embedded technology, (5) creative, culture and high value services. Simultaneously the “Reform in Action” will be focused on the economy structure reform, research and develop reform, and education reform. Hence, Measincee (2017), confirmed the reforms in action mentioned above are needed the collaboration of all government and business networks include both global and local levels to create the reform to be true.

Global Citizenship Education

Currently, all the roads of development are heading to 4.0 as a code of the global destination of all fields and countries. One of the concerned tools that makes the country reach the destination smoothly is human capital or quality of citizens who pay attention to not only their own duties but also being able to be responsible to the matters related to their own country in an effective way. Moreover, a quality citizen can be developed to be a global citizen who cares not only his/her own business and country but also the world. Global Citizen as its definition stated that Global Citizen is an individual who has the responsibility to preserve and protect the world environment and every living on earth. Moreover, the characters of a

Global Citizen as an individual is shown by the sense of belonging on the national identity, contributing to the world community, understanding of one own role as a world citizen and being responsible to one's own action, committing to the social justice and willing to act for the world's harmony, having good values and attitudes toward others, environment, and other living creatures. Hence, the importance of a global citizen becomes the mission and goal of many countries to develop the quality citizen to be global citizen after UNESCO's Division of Education for Peace and Sustainable Development at Headquarters in Paris had initial launched the draft of UNESCO's work on global citizenship in year 2013 as the outcome document of the Technical Consultation on Global Citizenship Education. Later, the numerous outcomes document under Global Citizenship Education project that incorporated with Partnership for 21st Century Learning approach had released as the guidance of practical way for schools, educators, and teachers to use as the application to prepare the learners for the challenges of 21st Century. The global citizenship education stands as one of the approaches integrated in teaching and learning to promote the quality global citizenship by education. (Harlap, 2011; Oxfam, 2006; Oxfam, 2015; Partnership for 21st Century Learning, 2014; UNESCO, 2013; UNESCO 2014; UNESCO, 2015).

The key elements in developing Global Citizenship stated by Oxfam (2006) and Harlap (2011) focused on 1) knowledge and understanding 2) skills (cognitive and social), and (3) values and attitudes for students to be informed and trained to be active, responsible global citizens. The following table 1 indicates detail of the key elements of responsible Global Citizenship. According to these key elements for Global Citizenship Education, teaching and learning approaches that integrate with subject contents and activities in the curriculum will be applied to student's cognitive, socio-emotional, and behavioral domains of learning based on the age/level of student's education (UNESCO, 2015). The professional development for teachers and educators for the application of teaching and learning for Global Citizenship

Education have been taking place until now and evidences of the seminar on this issue, such as teacher guide for the specific grade level and theme are ready to be downloaded via internet. Thus, all of us including all institutions on education should gain the knowledge, skills, and understanding of concepts of Global Citizenship Education. Thus, the global citizenship education becomes an unavoidable approach that all countries must provide an opportunity for their own citizens for the readiness of becoming active and responsible global citizens.

Table 1 The Key Elements for Responsible Global Citizenship

Knowledge and understanding	Skills		Values and attitudes
	Cognitive skills	Social skills	
- Social justice and equality	- Critical thinking	- Communication	- Individual self-esteem
- Diversity	- Analytical thinking	- Education and public information	- Empathy and respect
- Globalization and interdependence	- Reflective thinking	skills	- Commitment to social justice and equity
- Sustainability	- Strategic thinking	- Participation	- Valuing and respecting diversity
- Environment and resources		- Leadership	- Concern for the environment
- Peace and conflict			- Commitment to action

Note. From “*Road to global citizenship: An educator’s tool book. Global Citizenship Community of Practice, Centre of Teaching and Academic Growth, UNICEF, and The University of British Columbia,*” by Y. Harlap, 2011, Retrieved from <http://ctlt.ubc.ca/files/2011/05/rgctoolbook.pdf>; “*Education for global citizenship: A guide for schools,*” by OXFAM, 2006, Retrieved from http://nzcgs.org.nz/wp-content/uploads/2016/03/education_for_global_citizenship_a_guide_for_schools.pdf

Thailand Citizenship in Education 4.0

Education is one of the key major aspects that has directly related and be focused by many sectors to the move of Thailand 4.0 because educational

institutions under the Ministry of Education of Thailand such as Universities, Colleges, Schools, and other forms of informal education helps in teaching, training, producing the Thai Citizens to become the quality citizens as human resources of country. As the report of the Office of National Education Council on the annual report year 2016: the integration to National Education Plan (Office of National Education Council, 2016) mentioned the National Strategic Reform and Strategic for Thailand 4.0 as in the year 2036 that Thai Citizens will have high competency to develop the country, be able to adjust themselves for the future context, be ready to the new skills with the use of reason and critical thinking skill, have lifelong learning, have ability to deal with change, have good culture realization, have Thai value appreciation and responsibility, help and respect to the community, social, nation, and the royal family. While the expectations of Thai citizens 4.0 are being fit to the 21st Century in four items as (1) have knowledge and skill that fit to 21st Century, (2) have responsibility to the social, (3) have Thai identity for the sage of country in the world, and (4) be a digital Thailand for the move to digital era.

The Ministry of Education of Thailand has concentrated very much on Educating Thai people as in the National Education Act, Section 6 mentioned “Education shall aim at the full development of the Thai people at all aspects: Physical and mental health; intellect; knowledge; morality; integrity; and desirable way of life as to be able to live in harmony with other people” (Office of National Education Commission, 1999). The education in Thailand for Thai citizen started from the beginning at Kindergarten to Mattayom 6 (K-12). The education system is administered directly by the Ministry of Education under the Thai government. As its aim of the National Education Act, the concentrations are very much focus on the quality of education as the high budgeting subsidies directly to the schools and organization that provide education for Thai citizens to promote an equality of education in Thailand. Along with the budget allocation, many creative projects also apply to elevate the quality of Thai students. The National Education Act of B.E. 2542 (1999) and amendments (Second National Education Act B.E. 2545

(2002) are the current National Education Act announced for the practice and application to all schools under the Ministry of Education. The important point of the National Education Act mentioned the outcomes of desirable students as the combination of three characteristics; 1) to be smart, 2) to be good, and 3) to be happy (Office of National Education Commission, 1999). Thus, beside the expectations of Thai citizen 4.0 that fit to 21st Century, these Thai citizens will be smart, good, and happy based on the National plan.

The movement of Thailand education to reach National Education Act and the national strategic plan in the past recent years are well organized. Thailand by the educational organizations and institutions have studied the best practice from the remarkable countries in education such as Finland, Singapore, and South Korea. By the synthesizing and analyzing of the best practice from remarkable countries with the world context such as 21st Century, UNESCO, and the current practice of Thailand, later, the future images of education in the year 2036 has been released and announced as its envision to the five images as (1) system of education administration that should have clear structure, (2) principle of the education management should have international quality, be dynamic, and drive by innovation, (3) pre-school education is the strong foundation for the country development, (4) foundation education (K-12) should reach the quality of international level, and (5) teacher training must be able to attract the gift and talent citizens to become the teachers for an acceptance of the professional career in society (Office of National Education Council, 2016).

Simultaneously, the focus of Thailand in the past few years as a member of ASEAN countries, we try very hard to make entire country ready for the ASEAN Economics Community (AEC). In this regard, citizens of ASEAN will be able to transfer workforce, goods, technology, services, and culture to the member countries easily by law and agreement among the member of ASEAN countries (The ASEAN Secretariat, 2016). This opportunity alerts all countries members to put the best quality on the people, goods, services, or things the members shared as for the country reputation and acceptance.

For education sector, these context of Economy 4.0, ASEAN, and globalization provoke us to aware of the new tasks that need for the now and the future. In this regard, education institutions must provide resources and facilities to create student learning and positive environment for global citizen.

However, the reviews of National Policies for Education by OECD & UNESCO (2016) reported on the Education in Thailand: an OECD-UNESCO perspective that Thailand has significant investment on education and performs well in international assessment compared to the neighboring countries but the benefits in return to the country are not widened to many children who still have no chance for education and some area of achievement reports still show the lower than minimum standards. In this regard, the reviewer encourages Thailand to focus on four priority areas (1) review curriculum and set common standard for students, (2) build the capacity of students at all levels, (3) preparing teachers and school leaders, and (4) improving teacher's skills in technology and improve rural internet access.

The current young learners and adult learners who are involving in the education process can be classified by the ages and generations. The current generation is young learners who were born after the year 2001 are so called “Generation Z” or “Post-Millennials” or “Builder” or “Centennials”, while the adult learners the who were born between years 1981 – 2000 are so-called “generation Y” or “Millennials”, “digital citizen”, “global citizen”, “internet generation”, “iGen” and/or the “Net generation” (Bump, 2014; Marx, 2014; Novak, 2016). These groups of the learners will be the major focus on training them to become quality citizens of Thailand and global citizens of the world. These groups of generations are modern in the eyes of the previous generations. These modern generations spend most of their time on the devices to play games, work for their business, search for information, chat and comment to the current issues, watch the news, listen to the songs, and other trend activities on social network. From their special tasks on technology, they can create, produce, and develop new product and service

for their own income since at the young age. It would be the great idea to support them to be a good citizen of the country, the benefit of knowledge and skills will become their asset as foundation of human capital fostering the development of mankind and nation.

Conclusion and the Development of the Thai Citizens for the Global Citizenship in Thailand 4.0

The successful of the country according to the government policy to reach the goal and the country will become “stability, prosperity and sustainability”. The country is needed very high collaborative from all sectors and Thai people to put highly efforts and focuses to the same goal. The development of Thai Citizen for the characteristics of Global Citizenship can be promoted to both in class and experiential learning outside class through teaching and learning approach including activity in the existing curriculum. Likewise, the Global Citizenship Education core elements global citizenship education as Knowledge and understanding, values and attitudes, and social and cognitive skills, Sinlarat (2016) also suggested that Thai learners must be skillful in critical thinking and evaluation, productivity and innovation, creativity and imagination, change and problem solving, communication and self-confident, Asian and international, and ethics and responsibility. The author found that there are the characteristics overlapping of the global citizen, 21st Century, and Thailand. This can be assumed the right target to be the highlight development on Thailand’s practice.

In order to promote the global citizenship in Thai citizen by using the global citizenship education as a tool to integrate in the existing curriculum, the summarized practices as the output of this article may apply and implement into the teaching and learning approach.

1. to inform the important issues of global citizenship and its meaning in appropriate approaches to the teachers and education leaders, later train the students.

2. design the activities by respected the students' interest and related to the focus of global citizenship characteristics, teacher may assign and facilitate student to do the project based on the weekly aspects such as leadership week, communication week, and appreciation of the identity/ self-esteem and respecting diversity week. The venue can be based in school, at home, coffee shop, and on-line in social network.

3. the promotion of classroom culture in a way of creative and productive (Sinlarat, 2016), teacher encourages students to exercise innovative ideas, quality oriented, social relevance, and cooperative activities.

4. assessment of teaching and learning will be for the development of learners this could be done by supporting and increasing learner motivation to effect change.

A holistic approach to develop the Thai citizen for Global Citizenship in education 4.0 is focused on the development of learners in this era with the knowledge, skills, values and attitudes that needed for them to protect the country and the world to be more peaceful, tolerant, secure and sustainability. A person as a global citizen will expected to have an awareness that he/ she is living in the big world and understanding of the local and global level, the role as a world citizen such as respects and values diversity, understanding of local and global economics, political, social, culture, technology, environment will be taught. While the senses of belonging, willing to act for the world will be trained. The summarized practices are practical ways to Thailand for the development of Thai citizens to become Global Citizens.

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ผู้เขียน

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