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Project evaluation for work-based education management in Chonburi province

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Abstract

The objective of this research to evaluate the project education management by area in Chonburi province. The special purpose is to evaluate the database of project information. To assess the cooperation of a network of strategic partners, to evaluate the course of work-Based Education Management, to assess the system for supervision, monitoring and evaluation, to evaluate the project operation(PR). The result found that the overall level are "fair" but project PR is the "lowest" average. Strengths of the project 1. The project is a priority in line with government policy, and in accordance with the requirements of the professional staff with expertise in specific fields. The project is to be strengthened. The executives in the province to make a significant contribution. It also received support from many sectors. Both public and private sector. The project is unique of Chonburi.4. The project is well equipped in terms of personnel and agencies to cooperate. A program with a budget for the operation. The weakness of the project 1. Stakeholders lack of understanding on the project entirely. The lack of awareness in action or sometimes in operation, it did not meet the objectives of the project. The publicity did not thoroughly study the cause and who is involved is not informed of the news and information that must be applied to the project.3. The lack of coordination on the part of the board and committee assignments. Including coordination so that partners are participating establishments. There is no guide in the implementation of the project. The course manual Measurement Evaluation Guide. The lack of specialists in creating curriculum. In the experiments, the participants of the pilot period is too short. It also failed to assess the achievement of learners including those databases are still not ready, bringing the project into practice by the lack of understanding. As a result, perceived as a burden. There is no budget for education in the implementation of the project.

Keywords: Project evaluation; work-based education management.

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1. Background

From a database of Chonburi (committee formed to study the province's base of Chonburi, 2015) found that graduates of junior high school students to study vocational less (16.90%) as an indicator that there is a shortage of graduates. education to enter the labor market of the industrial sector. Workers who want to graduate than undergraduate. Project Management for Employed spatial Chonburi (Kanjanawasi , 2006). The cooperation of all sectors that are relevant to education reform in the area of Chonburi include public, private sector, civil society, local Department. Industry and tourism and agencies associated The Governor of Chonburi Province. Leadership to drive education reform in the province. And targeted education to those who have graduated junior high school education, vocational more. To produce a skilled labor force to enter the tourism industry and to enter the ASEAN Economic Community (AEC) in 2015, aimed at development issues. "Educational Management For Province Area Employment ".

2. Objective

The aim of the study is to evaluate the project education management by area in Chonburi province.

The special purpose is:

- 1) to evaluate the database of project information.
- 2) to assess the cooperation of a network of strategic partners.
- 3) to evaluate the course of Work-Based Education Management.
- 4) to assess the system for supervision, monitoring and evaluation.
- 5) to evaluate the operation project (PR).

3. Methodology

The target groups of the scheme covers teachers, parents and students in schools under the offense of 521 schools (23 pilot schools), Evaluation Framework using the integrated Model-based evaluation process and purpose of the project is Information system Cooperation partners of the plan. Program Management Education for Employment System supervision, monitoring and evaluation. And public relations program According to the assessment of six dimensions (Jiraro, 2011) include the assessment of indicators to measure and analyze data sources. And evaluation criteria Conducted between November 2015 and March 2016.

4. Conclusions

4.1. *The dimension one: Implementation of the database information*

1. Education, including those related to information. It also does not use the information, do not understand the needs of the project.
2. Press the information is thorough, not a variety of channels. Content and knowledge of the information is not clear.
3. There is little information a complete lack of information on the needs of the profession, Chonburi.
4. Vocational already contains data. The basic data used in the community.

4.2. *Recommendations relating to the preparation of the database*

1. Should the implementation of the database information proactively.
2. There should be cooperation. The school will encourage students to choose a career that is demanding the establishment and comply with the demand for labor in the future.

4.3. *The dimension two: Implementation of the project plan*

1. Policy into practice, the lack of clarity. In the introduction to the education policy to practice. And the work of the Working Group on the lack of a coordinated system.
2. The level of participation note that only teachers who are involved and sometimes unclear. The lack of awareness
3. Network participants also less. And the lack of establishment Which contribute significantly to employment. And government organizations
4. The lack of clarity and detail of the project. You have to make. Indeed, in practice, some of the pilot schools.
5. Should the budget for education in the activities of some activities.

4.4. Suggestions of Implementation of planning

1. Policy into practice. Should be clear Awareness to teachers and / or practical importance.
2. Should a form of coordination between the parties involved in the project, integrating all segments as a unity.
3. The system should promote the participation of teachers, practitioners give more to raise awareness and the importance of the teacher.
4. Parties should promote networking and participating more in order to provide information on employment. Or the demand for labor the study will be planned in the career guidance to students.
5. There should be detailed and Clarity of information operations. To bring the project into practice, literally

4.5. The dimension three: Implementation of the Curriculum

1. Curriculum Implementation in Schools. It is not clear in Curriculum Implementation.
2. Lack of Curriculum Implementation Guide. The measurement and evaluation.
3. On the curriculum. School representatives should attend a course adjustment.

4.6. Suggestions course

1. Documents should be clear course to be implemented concretely provide instruction. The curriculum fully detailed dimensions (OLE) to define the purpose and plan curriculum. The teaching methods are detailed integration. Evaluation results are detailed. How to measure the indicator Curriculum and evaluation criteria
2. How should a PR course for the teachers or the curriculum concepts of the project. Education Course Procedures How to measure and evaluate the success of the course.
3. Motivating teachers to take courses without. Management emphasizes a proactive approach to the show or not to take the money (the budget), but not burdened by the added burden on teachers already

4.7. The dimension four: Implementation of the supervision, monitoring and evaluation of project

1. Problems with equipment used to store data is unclear. Storage Hard
2. Plan to supervision can be done step by step.
3. There is a clear system Plans and tools for clear communication.

4.8. Suggestions supervision and evaluation of projects

1. There should be a clear plan of action. Separate supervision course of the project.

2. Improve your communication richer. How comprehensive measure Supervisory tools as an indicator of the course. And configurable reporting for supervision to clear.

3. Should have an understanding with the supervisors. In Curriculum Implementation

4. Supervisors should have the ability to transfer schools to get information

4.9. The dimension five: Implementation of the operation (PR)

1. The release also lack a clear system and a variety of formats. The school does not know what that is. Do much How important

2. The need for centralized, proactive public relations.

4.10. Feedback PR

1. There should be promoted proactively thoroughly. Every parent, school teacher, the student community.

2. The system should be coordinated with the work of the project. To better understand the work of the task to publicly acknowledge and common progress in the project.

4.11. Strengths of the project

1. The project is a priority in line with government policy, and in accordance with the requirements of the professional staff with expertise in specific fields.

2. The project is to be strengthened. The executives in the province to make a significant contribution. It also received support from many sectors. Both public and private sector.

3. The project is unique of Chonburi.

4. The project is well equipped in terms of personnel and agencies to cooperate.

5. A program with a budget for the operation.

4.12. The weakness of the project

1. Stakeholders lack of understanding on the project entirely. The lack of awareness in action or sometimes in operation, it did not meet the objectives of the project.

2. The publicity did not thoroughly study the cause and who is involved is not informed of the news and information that must be applied to the project.

3. The lack of coordination on the part of the board and committee assignments. Including coordination so that partners are participating establishments.

4. There is no guide in the implementation of the project. The course manual Measurement Evaluation Guide. The lack of specialists in creating curriculum.

5. In the experiments, the participants of the pilot period is too short. It also failed to assess the achievement of learners including those databases are still not ready.

6. Bringing the project into practice by the lack of understanding. As a result, perceived as a burden.

7. There is no budget for education in the implementation of the project.

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