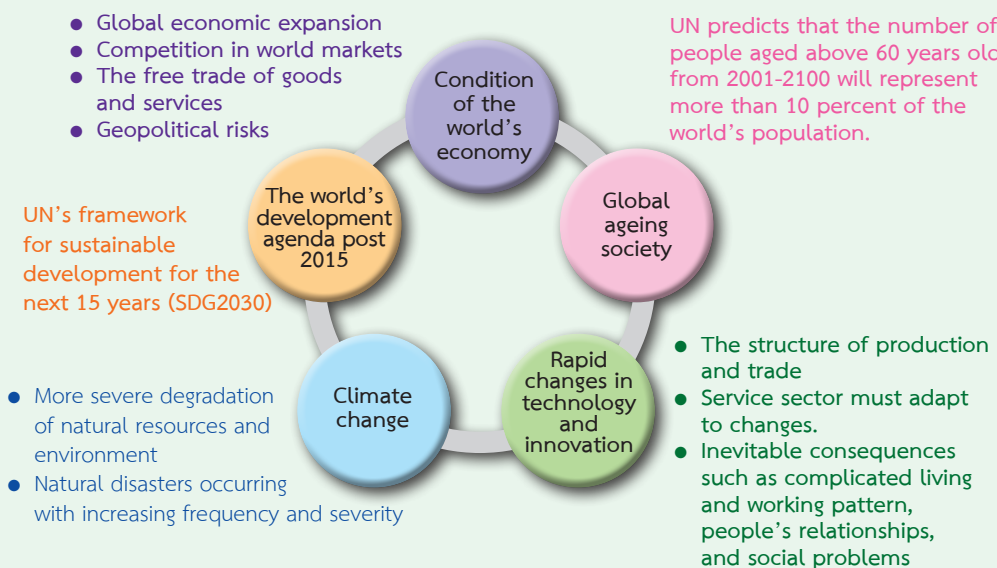
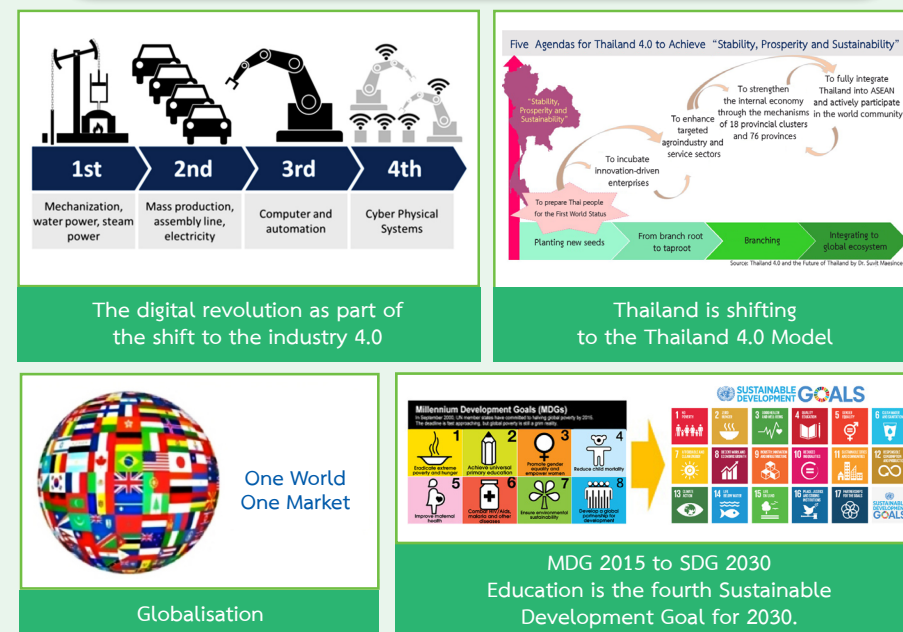


Circumstances and Contexts Affecting the Country's Educational Development Plan

The Changing Contexts Beyond the Country



Challenges the Country Must Face: The External Forces



Education under the world economy's free and borderless competition is the inevitable challenge the country must face.

Content of the National Education Plan B.E. 2560-2579 (2017-2036)

Development Strategies according to the National Education Plan B.E. 2560-2579

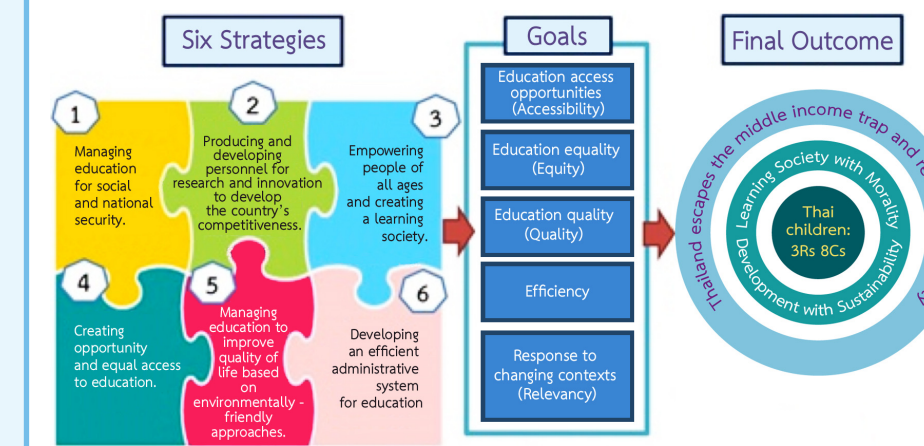
Local and global economic and social forces
Structural problems concerning administration system and education management which are weak points and impediments to progress in education reform:

- Differences in quality and standards among educational institutes.
- Manpower production does not respond to market needs
- Unemployment of graduates
- Inequality of opportunity and accessibility to education



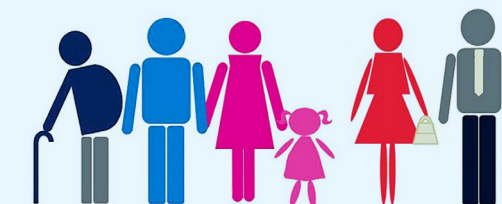
Vision

All Thai citizens must be provided with quality education and life-long learning, well-being in accordance with the Philosophy of Sufficiency Economy and global change in the 21st century.

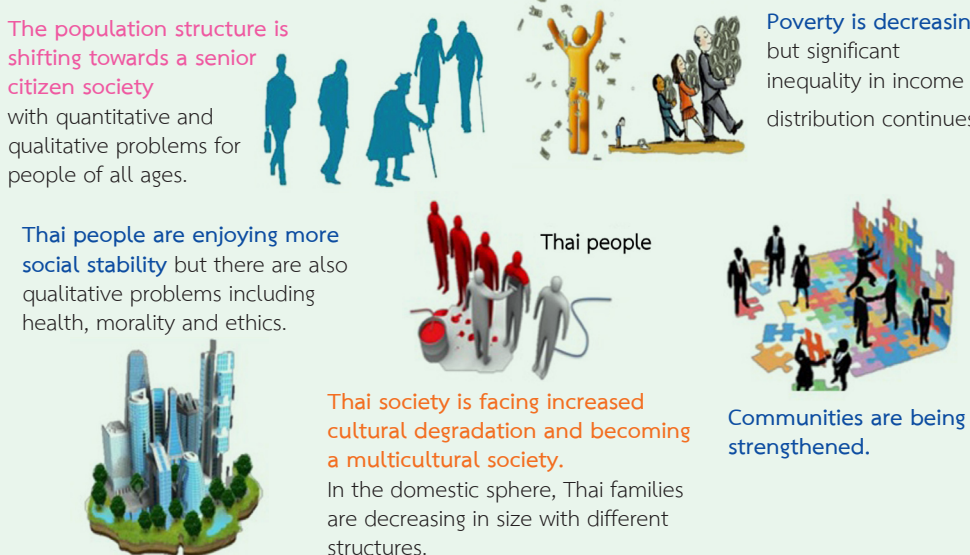


The government must take these actions for citizens of all ages.

- Provide them with education or learning in various forms.
- Provide them with life-long development programs.
- Support academic works, human resources and budget in order to build equal and impartial access to proper educational services.
- All levels and types of educational institutes manage the quality and standardized education directed at learners.
- All sectors of society participate in and support education management.



The Changing Contexts Within the Country



The education system facing free dynamic and borderless competition brought about by globalisation must adapt to a new global economic system driven by technology, innovation and creativity.



Education is thus the means by which to overcome such obstacles and drive economic and social development to escape the middle income trap and transform the country into a fully developed country.



Strategy 1
Managing Education for Social and National Security

- Developing education management to ensure the security of key national institutions and democratic government with the King as head of state.
- Raising the quality of education and promoting opportunities to access education in the special development zone of the southern border provinces.
- Raising the quality of education and opportunities to access education in other special zones (highlands, border zones, islands, coastal areas including those inhabited by people of various ethnic groups, religions and cultures, as well as migrant workers.)
- Developing education management to develop a system to monitor and prevent new threats.

1

Strategy 2
Producing and Developing Personnel for Research and Innovations to Develop the Country's Competitiveness

- Creating and developing human resources with competencies compatible with market needs and the country's economic and social development.
- Encouraging the production and development of human resources with special expertise in various areas.
- Encouraging the production of research and developing knowledge and innovations to create products with added economic value.

2

Strategy 3
Empowering People of All Ages and Creating a Learning Society

- Encouraging the empowerment of people of all ages with suitable means for each age. Developing their skills, knowledge, abilities and proper life quality to their fullest potential.
- Encouraging the development of quality learning resources, media, and textbooks including other learning media. Providing them with unlimited accessibility in terms of time and place.
- Fostering Thai people's values regarding disciplines, public mindedness and desirable manners.
- Developing systems and mechanisms for monitoring, measuring and evaluating the quality of learners.
- Developing quality and standardized data warehouses, media and learning innovations.
- Developing the quality and standardized production of teachers, instructors and educational personnel.

3

Strategy 4
Creating the Opportunity and Equality of Accessibility to Education

- Increasing opportunity and equal access to quality education.
- Developing digital technology for the education of people of all ages.
- Developing quality, interconnected and accessible educational data bases.

4

Strategy 5
Managing Education for the Life-Quality Improvement Based on Environmentally-Friendly Approaches

- Encouraging environmental awareness, morality and ethics and the application of Sufficiency Economy Philosophy in real life.
- Encouraging and developing curricula, learning processes, resources and media relevant to life-quality improvement based on environmentally-friendly approaches.
- Developing a body of knowledge, research and innovations for life-quality improvement based on environmentally-friendly approaches.

5

Strategy 6
Developing the Efficient Administrative System for Education

- Updating the education administration structure.
- Increasing the effectiveness of administration of educational institutes.
- Promoting the participation of all sectors of society in education management.
- Updating laws related to financial systems for education that affect the quality and effectiveness of education.
- Developing the administrative system for teachers, instructors and education personnel.

6

Stakeholder Roles



Administrators, Teachers, Instructors and Educational Personnel

- Administrators possess qualities of leadership, morality and ethics.
- The competency of administrators and teachers are evaluated by their performance.
- Teachers possess skills, knowledge and competency.



Parents and Community

- Parents and community participate in supporting, developing and managing learning activities for learners.
- They should support educational institutes in various forms.
- They should work with teachers and the network to develop their children's skills, knowledge and competencies to their fullest potential.
- They should help with monitoring, supervising, helping, and the preventing and solving of problems.



Government Units

- Determine the direction of education management according to the national development goals.
- Determine the education standards, curriculum standards, educational institute standards, learning process, media, measurement and assessment of learning outcomes, supervision, and monitoring and evaluation of education management.
- Determine the personnel administration and programs to develop administrators, teachers, instructors, and educational personnel.
- Encourage, support and design motivation measures for the participation of all sectors of society in education management.



Learners

- Graduates possess skills appropriate for the 21st century (3Rs 8Cs) conforming to the professional standards and qualifications, and needs of the country.



Public and Media

- Support with resources and investment for education.
- Participate in the education management and learning activities according to their potential.
- Contribute and disseminate accurate information and knowledge.



Goals and Indicators of the National Education Plan



Actions to Advance the National Education Plan for Further Implementation

- Providing knowledge and an understanding of issues related to the National Education Plan to all relevant sectors, in order to raise the awareness of its importance and to prepare them to participate in further actions.
- Building an interconnection among the National Education Plan B.E. 2560-2579 (2017-2036), the National Strategy, government's policy, the Five-Year Educational Development Plan, the Four-Year Action Plan, and the annual action plan for government units and organisations.
- Updating laws, rules and regulations to facilitate the development of education in each phase.
- Creating various channels for the civil society to express ideas and participate in the education management in both policy and area levels.

Success Factors

- Providing stakeholders and civil society with knowledge and understanding in order to gain their acceptance and support for education development in various forms.
- Providing all implementing units at all levels with an understanding of the goals and strategies of the National Education Plan.
- Shifting the paradigm of education management, considering that education can be managed by all sectors of society and not just by government institutions.
- The role of the National Education Plan is deemed as important as that of the government budget plan for education management.
- Adjusting the government's management system for more effective operation by building an explicit administrative structure.
- Developing the data and information system which integrates and links educational institutes of all types and levels.
- Reforming the system of resources and finances for education in order to provide financial tools to government units to control the operations of educational institutes.

The National Education Plan

B.E. 2560-2579 (2017-2036)



Office of the Education Council
Ministry of Education