



**Covid 19 Pandemic :**  
**Perspectives and Experience at Schools, Villages and Families**  
**Levels and Best Practices from Thailand and**  
**South East Asian Countries**

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## Introduction



- Covid-19 epidemic situation that occurred since the end of 2019 affecting the world both for life and property It also directly affects education, economy, society and culture.
- In the 2 years since the COVID-19 outbreak in Thailand, children, youth and families Especially with children in the school age at the basic education level are affected in all areas.
- leading to the collection of educational movements Synthesize experiences in educational management in Thailand and Southeast Asian countries.
- Based on a case study of the experiences of Prince Maha Chakri Award teachers in Southeast Asian countries and teachers in networks in different areas To provide examples and lessons of educational management in the situation of COVID-19



<b>Part 1</b>	The Covid-19 situation impact on children.
<b>Part 2</b>	Examples of education driving forces.
<b>Part 3</b>	The Challenges and perspectives in education: lessons from Thailand and neighboring countries.



## Part 1

# The Covid-19 situation impact on children



# Daily New Cases

JOHNS HOPKINS  
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COVID-19 Dashboard by the Center for Systems Science and Engineering (CSSE) at Johns Hopkins University (JHU)

Last Updated at (M/D/YYYY)

9/13/2021, 1:21 AM

Total Cases

224,521,060

Total Deaths

4,628,614

Total Vaccine Doses Administered

5,676,744,941

28-Day Cases

17,464,191

28-Day Deaths

270,173

28-Day Vaccine Doses Administered

938,061,996

Cases | Deaths by

Country/Region/Sovereignty

28-Day: 101,767 | 1,775  
Totals: 580,869 | 8,185

Guatemala

28-Day: 97,923 | 1,580  
Totals: 509,654 | 12,665

Azerbaijan

28-Day: 90,035 | 893  
Totals: 455,044 | 6,031

Canada

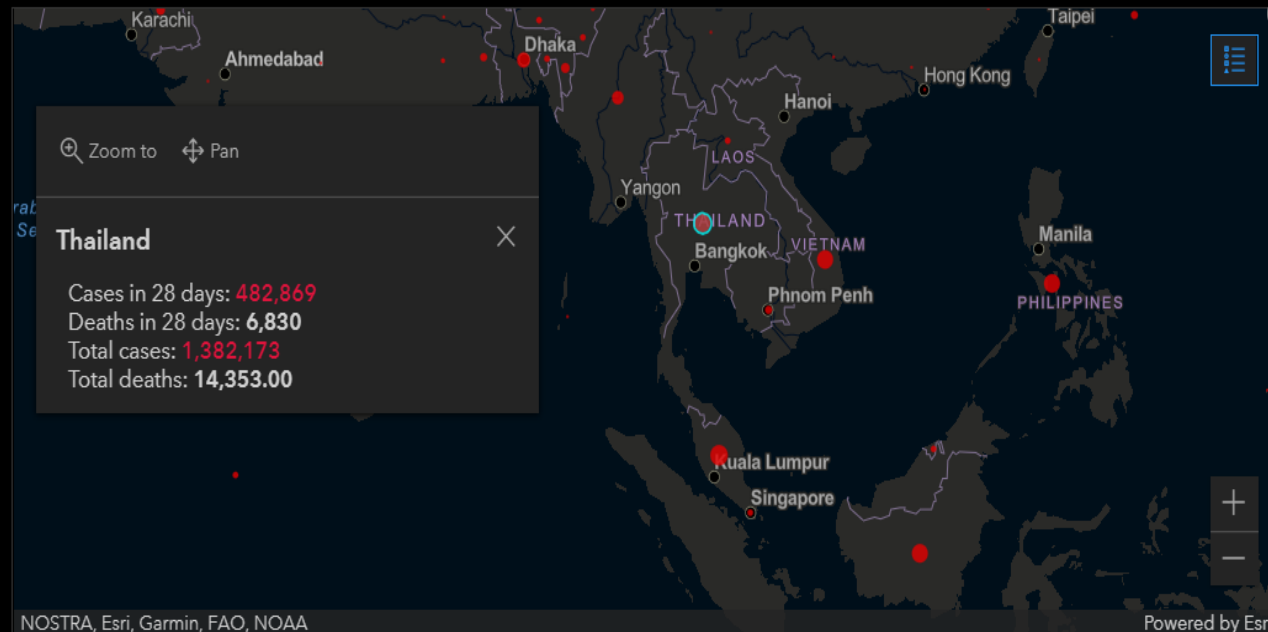
28-Day: 88,741 | 533  
Totals: 1,547,667 | 27,241

Serbia

28-Day: 80,682 | 357  
Totals: 816,912 | 7,548

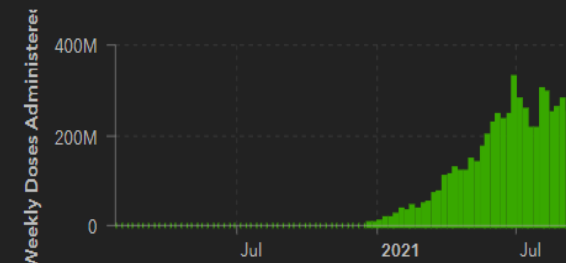
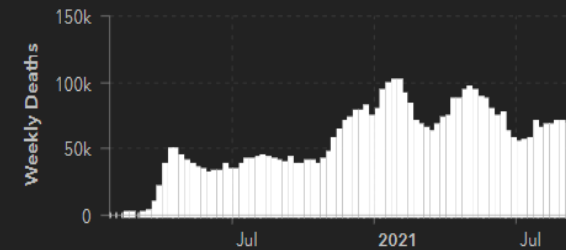
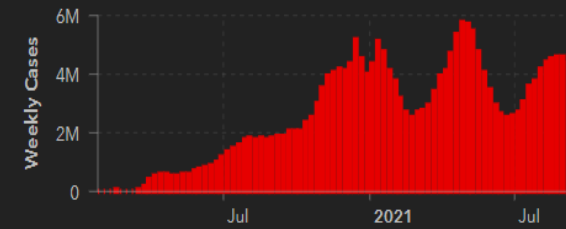
Greece

28-Day: 78,601 | 967  
Totals: 615,157 | 14,160



NOSTRA, Esri, Garmin, FAO, NOAA

Powered by Esri



Admin0

28-Day

Totals

Incidence

Case-Fatality Ratio

Global Vaccinations

US Vaccinations

Terms of Use

Weekly

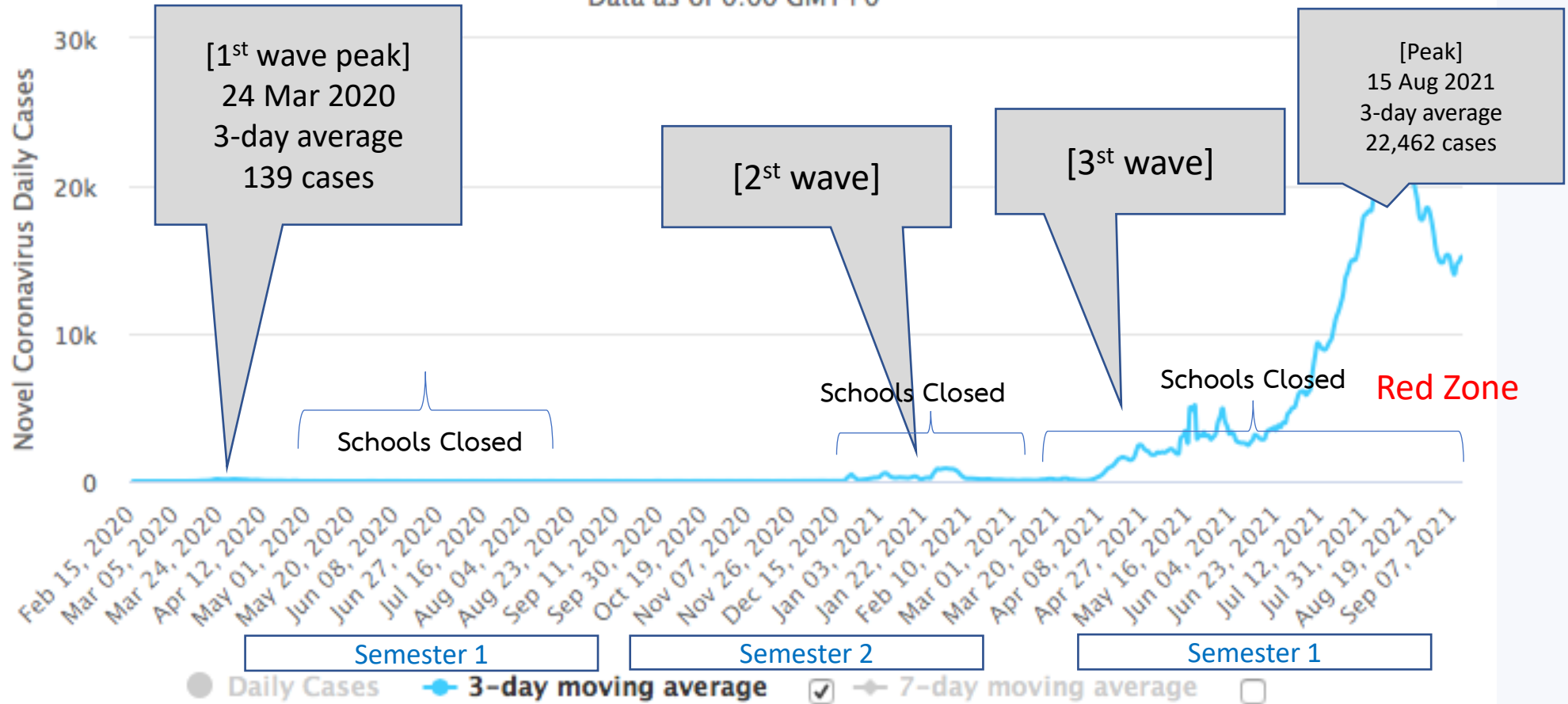
Daily



# Daily New Cases in Thailand

## Daily New Cases

Cases per Day  
Data as of 0:00 GMT+0



Basic education



- **Children and family infected with covid-19.** John Hopkins University (JHU) has compiled statistics on infected people, showing that more than 13.3 million children and adolescents under the age of 20 have been infected with COVID-19 worldwide. An estimated 11-15% of children with COVID-19 are likely to experience long-term effects known as the "Long Covid Syndrome", according to a report by the US National Institutes of Health. both physically and mentally including long-term learning .

Thailand, Reporting from the Center for Coronavirus Disease Epidemic Management 2019 as of January 1 – August 4, 2021, the number of confirmed cases of COVID-19. that are children and youth soaring, collecting more than 65,086 people.

- **Poor children increase. Education inequality is higher.** where poor children will face more complex problems Especially children in poor and vulnerable families who are more likely to face the risk environment of violence. Mental health problems, drug addiction, and physical and mental problem.



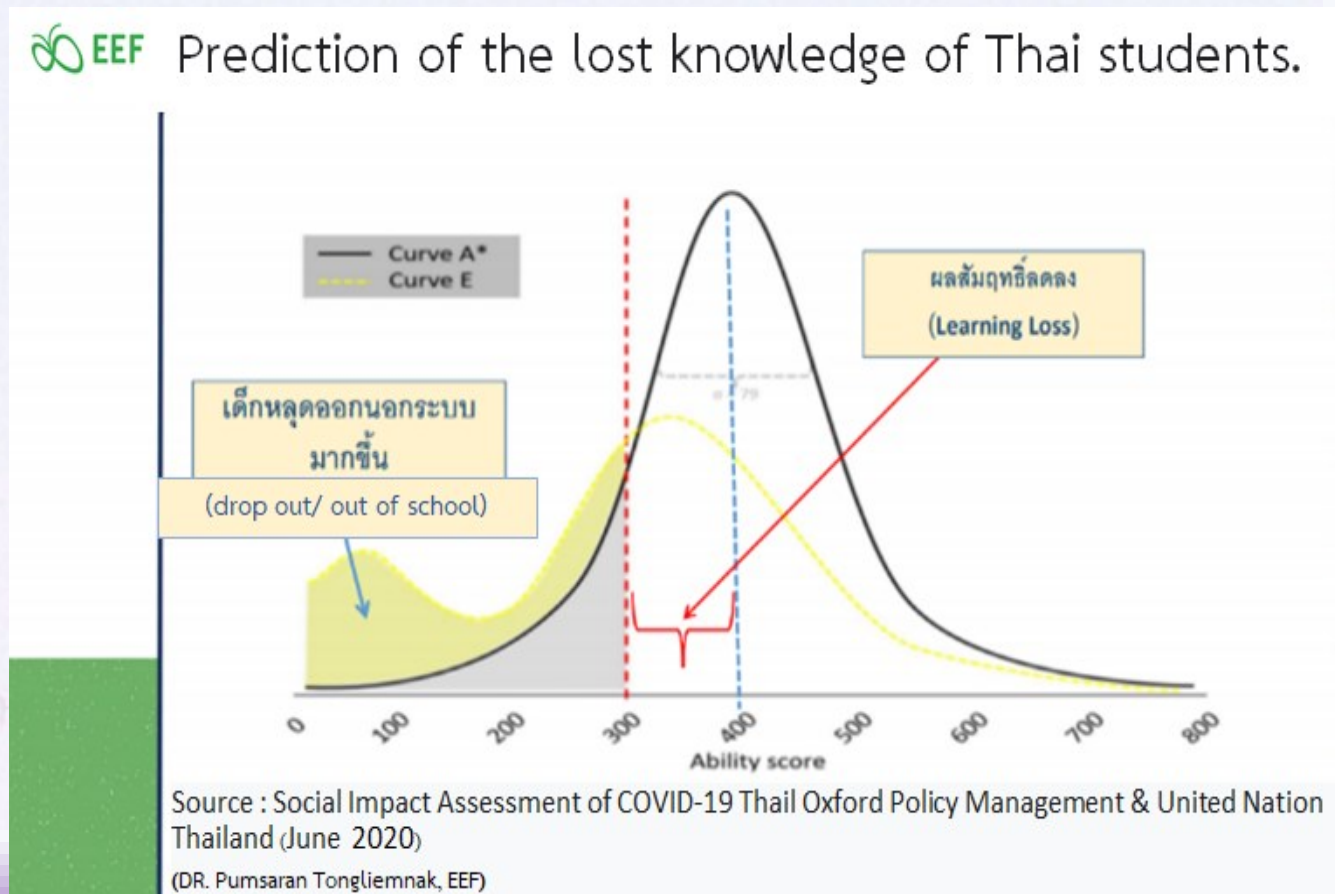
Illustration: Craig Stephens



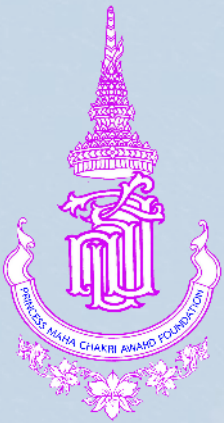
- **Learning Loss. Schools Closed.** More than 13 million school-age Thai children are facing a lack of good learning opportunities. This situation has forced school-age children to turn to various forms of study outside the classroom. because he could not go to school Make learning uninterrupted and face **learning loss**.

- **Out-of-school children are getting higher.** The Education Equity Fund (NESDB) in its Information System for Equitable Education (iSEE) report surveying students in the early semester of the 2021 school year found that about 10 percent of school-age children will drop out of the education system. It is estimated that by the end of the academic year 2021 there will be 65,000 children out of the system

A recent survey by iSEE among the extra poor children tracked in July 2021 found that of 294,454 students in extra poverty in the educational boundary, 82.82%, or 242,081, had entered the education system. But there are still 43,060 students, or 14.6%, who have not found any information that will return to study







- **Readiness for access to technology and readiness for learning.** The OECD report shows that students from OECD countries average 9%. There is no suitable place to study at home. While in Southeast Asia, Thailand, Indonesia and the Philippines found that more than 30 percent that do not have a suitable study area at home.

A survey by the National Statistical Office in April 2020 found that 50.8% of households did not have a computer, laptop or tablet at home. while 26.3 percent did not have enough or internet at home. while the survey report on the readiness of learning factors, especially children in the special poor group According to the Education Equality Fund, it was found that extraordinarily poor students in 29 provinces faced learning difficulties during the COVID-19 pandemic. Due to lack of electricity and equipment, it was found that 87.94% or 271,888 of students had problems.

- **Thai children's learning performance has declined.** Inferiority in the quality of Thai children Especially in terms of competence and literacy skills of Thai children (Programmed for International Student Assessment) or PISA.

*In an in-depth analysis, it was also found that **children in rural areas or in small schools disadvantaged marginal areas tend to face various problems** Both the trend of falling outside the system inferiority in quality more than city or school children who have both teacher resources and learning materials ready. However, as a whole, most Thai children still face the problem of learning loss, inconsistent learning. which is the common destiny of Thai education conditions*

## OECD PISA 2018 MEAN RESULTS (CONDENSED)

Countries	Reading	Science	Mathematics
1 B-S-J-Z* (China)	555	590	591
2 Singapore	549	551	569
3 Macao (China)	525	544	558
4 Hong Kong (China)	524	517	551
5 Estonia	523	530	523
6 Canada	520	518	512
7 Finland	520	522	507
8 Ireland	518	496	500
9 Korea	514	519	526
10 Poland	512	511	516
11 Sweden	506	499	502
12 New Zealand	506	508	494
13 United States	505	502	478
14 United Kingdom	504	505	502
15 Japan	504	529	527
16 Australia	503	503	491
17 Chinese Taipei	503	516	531
18 Denmark	501	493	509
19 Norway	499	490	501
20 Germany	498	503	500
56 Malaysia	415	438	440
60 Brunei Darussalam	408	431	430
66 Thailand	393	426	419
73 Indonesia	371	396	379
78 Philippines	340	357	353
OECD Average	489	487	489

### THAILAND



**66/78**

Reading



1st B-S-J-Z\* (China)  
78th Philippines

Data not available from Spain

Science



**52/79**

1st B-S-J-Z\* (China)  
79th Dominican Republic

Mathematics



**56/79**

1st B-S-J-Z\* (China)  
79th Dominican Republic

Note: \*B-S-J-Z refers to Beijing, Shanghai, Jiangsu and Zhejiang  
\*\*Countries are ranked in descending order of the average reading score (focus of Pisa 2018)



## Part 2

Examples of education driving forces.



## Teachers and schools and their response to the COVID-19 disaster

### The teacher's mission as an outpost in a crisis situation

#### School level/area

- There are quite a few examples of teachers (and volunteer teachers) working on information to help students, and emergency work in learning in the situation of COVID-19
- Teachers at Thai Border Patrol Police Schools and schools under the Office of the Basic Education Commission which received a survival kit for education from Her Royal Highness Princess Maha Chakri Sirindhorn Her Royal Highness Princess Maha Chakri Sirindhorn to help with learning
- The bag contains educational materials and vegetable seeds for food security. Teachers at these schools will provide students with educational survival bags to assist them in distance learning through a range of on-hand learning kits.





### Police Senior Sergeant Major. Kanit Chungngen.

Teacher “Kunakorn” of Prince Maha Chakri Award Foundation 2019, Principal of Ban Mae Klong Kee Border Patrol Police School, Umphang District, Tak Province, who is a teacher who takes care of students in an upland area full of tribal children, received a set of educational bags for the royal school. It is a survival bag to help teach in crisis situations where schools are closed.

Teachers Kanit and a team of teachers at the school conducted a home visit to survey the situation of children and families, health, and related impact surveys. The survival bags were distributed along with childcare education.





Ms. Komjit Donpirom  
Teacher “Kunakorn” of Prince Maha Chakri Award Foundation  
2021, Kamalasai School Kalasin Province.

Teacher Komjit has adjusted the working style during the school closures. She together with the teachers in the school Community Learning Resources Project or community learning center To be a source of academic services for youth and people in the 159 villages of 13 sub-districts to promote learning and help children, youth and people.

The readiness of technology for learning and readiness of children, youth and families was surveyed. Then there are learning management and support for learners' learning with various tools. by allowing the community to be a learning base for practicing life skills for children and youth







Teachers in many other Southeast Asian countries have to take on the role of volunteers to help young people. especially in countries with children living in remote or marginalized areas or in closed communities. such as teachers in the Philippines, Cambodia, Indonesia, Myanmar (2020) etc.



Source : Dr. Sadat B. Minandang and Teachers from Amirol Elementary School Cotabato City, Maguindanao, Philippines



Source : Mr. Shane Wanna. Elemenatary School Teacher in Tbong Khumus province, Cambodia

### Basic Education Middle School, Kapin



Source : Ms. Yee Mon Soe. Basic Education Middle School Teacher in Kapin, Yangon Region Myanmar (2020)



## Macro level

- Overall level, which includes educational research agencies that try to work on the development of educational information systems, for example, especially the Ministry of Education. Ministry of Public Health and agencies such as the Ministry of Education Ministry of Public Health and related agencies
- There are surveys on the learning readiness of students in various areas across the country and the readiness to open educational institutions, for example, the Education Equality Fund (EEF), as well as research units. working in Information System for Equitable Education (iSEE).To provide policy proposals and drive educational strategies, especially for the most vulnerable and vulnerable groups of children
- Both at the area level and at the policy level. It is even more important to have up-to-date information. Many countries, for example, rely on spatial data to make policy decisions. and decentralized to regions or territories as contextual operational units Providing education in the situation of COVID-19





Various approaches to manage learning in crisis situations :

An example from a practice teacher Lessons from school and community

# 1. Various teaching methods for children to learn: life skills, basic skills needed



In primary and elementary school There are some interesting examples of learning management in the COVID-19 situation.

- **Mr. Suthep Tengprakit, the Prince Maha Chakri Award Teacher, 2019**, Ban Khlong Nam Sai School, Yala Province. The school places importance on child health care, which must be coupled with learning management that is consistent with the conditions. readiness of the child's family The preparation of teaching and learning management is divided into 3 groups.



1) **Ready in technology** "I'm at home, don't be lonely. sit online classes Enhancing wisdom". There are teachers to manage online teaching and learning. (less than 10%)



2) **Students who are not equipped with communication tools but lives with parents.** Teachers have distributed worksheets to students. to go back and do it at home with parents as teachers.



3) A group of students who live with their grandparents, which this group will teach at school. with a measure to study in each room, not more than 20 students per room, and switch classes.



(If the school is able to open)



**Ms. Sumittra Klinbooppha**, “Kunakorn” Award in Princess Maha Chakri Award Foundation Year 2021, Ban Nong Dan School Ban Lo Ko Branch, Kamphaeng Phet Province, located in a remote and disadvantaged area The students are from the Hmong and Karen tribes who cannot speak Thai. The area has no access to technology. lack of internet contract

- Operations therefore focus on building safe schools and quality learning. Emphasis on the development of language and Thai language, which are the basic skills of learning. including taking care of students' families

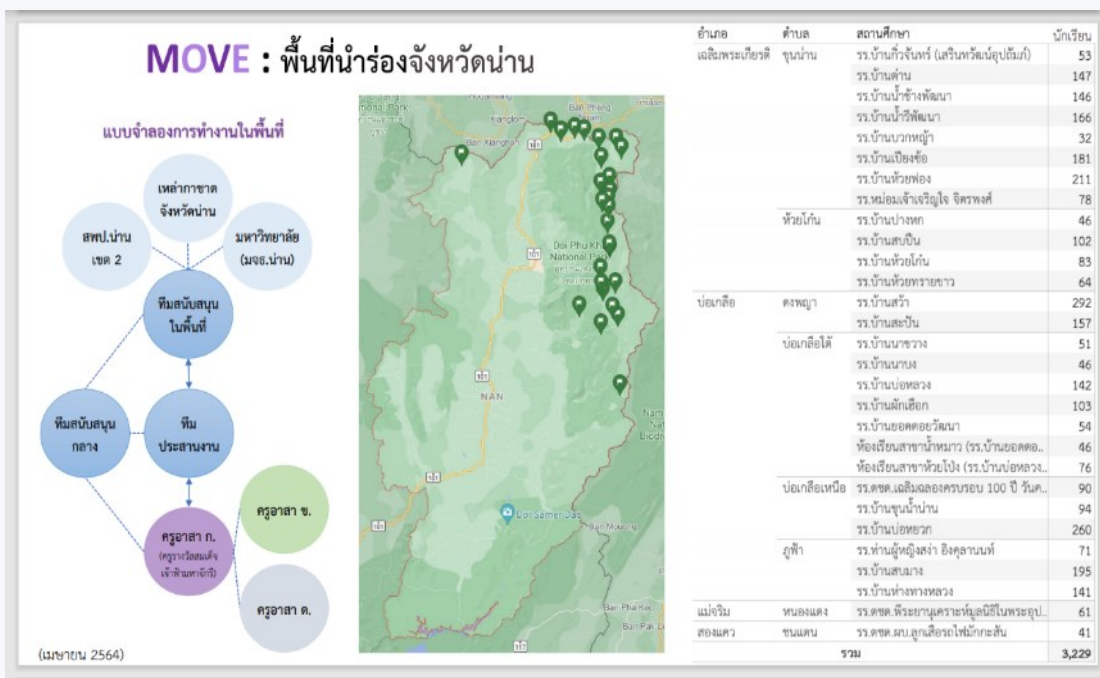




There are also several examples of countries where the Ministry of Education has supported the provision of a variety of teaching tools, ranging from mobilization of talented teachers. Let's come together to develop lessons and organize teaching on-air online. It also supports teachers to manage teaching according to the condition and context of the readiness of the learners. and flexible learning that can combine teaching methods such as On Site , On Air , Online , On Hand , On Demand as appropriate in each area



## 2) Basic preparation of “literacy”, Curiosity : The Area-based system model



- Project to promote and support learning development of children and youth in remote areas Speak, read, speak Thai project Royal-initiated schools in Nan and Ratchaburi provinces. Cooperation between the Thai Red Cross Society Prince Maha Chakri Award Foundation Education Equality Fund and higher education institutions in 2021, with preliminary emphasis on Students who can't read, can't write, can't calculate.
- 1) support teachers in schools to be able to teach Thai language better 2) have Thai teachers, early childhood teachers and volunteers in the area to support especially teachers and volunteers who can speak the dialect 3) Support is based on the needs of schools and teachers in schools 4) Use of existing learning materials further developed from other media
- There are 700 teachers of the Princess Maha Chakri Award Network and EEF teachers network. came together to support teachers in the school.



# Online Teaching/Learning & Hybrid Learning, Blended Learning Management

- **Online teaching system.** Model in schools that are ready, and is a school that has continuously developed an online teaching and learning management system.



Mr. Boonsert Chantin, Teacher “Kwansit” Award, Year 2019 in PMCA,

Teacher at Princess Chulabhorn Science High School Nakhon Si Thammarar

Teachers have applied google meet and google classroom programs to manage teaching and learning in the whole system. It allows students to interact remotely through the online classroom, offers assignments – submitting assignments and assessments, and offers learning support and follow-up activities for individual students. He also uses digital technology to train and develop teachers throughout the school. and extending to research and innovation as well. However, Boonsert also has a combination of On hand activities to help learners' learning.

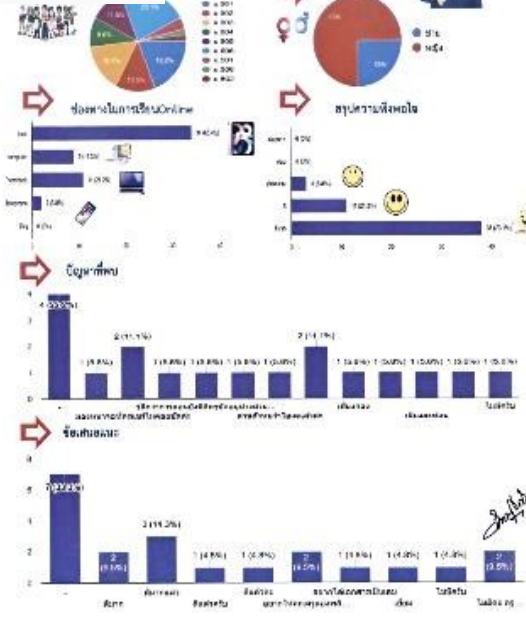
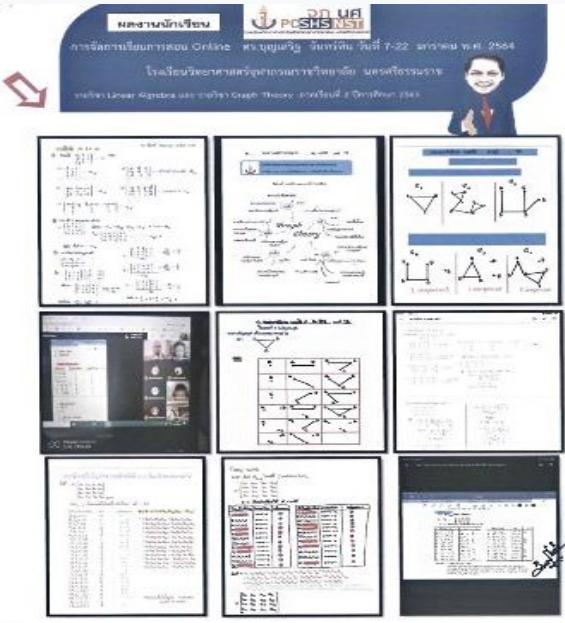


ตารางเรียนออนไลน์ช่วงสถานการณ์ COVID 19 ระลอกใหม่ ระดับชั้นมัธยมศึกษาปีที่ 5 ภาคเรียนที่ 2 ปีการศึกษา 2563

โรงเรียนวิทยาศาสตร์จุฬาลงกรณ์มหาวิทยาลัย นครศรีธรรมราช

ตั้งแต่วันที่ 11 มกราคม 2564 ถึง วันที่ 22 มกราคม 2564 (เฉพาะวัน วันที่ 7 และ 8 ม.ค.64 ใช้ตารางสอนปกติเดิม)

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จันทร์	330201 บูธผลการ ม.5 (501-503) (ครูสุภาวดี)	330201 บูธผลการ ม.5 (504-506) (ครูสุภาวดี)	330201 สังคมฯ (501-503) 330104 ประชาสัมพันธ์ (504-506) ครูสุพิศพนันท์	330201 สังคมฯ (504-506) 330104 ประชาสัมพันธ์ (501-503) ครูสุพิศพนันท์	330201 สังคมฯ (501-503) 330104 ประชาสัมพันธ์ (504-506) ครูสุพิศพนันท์	330201 สังคมฯ (504-506) 330104 ประชาสัมพันธ์ (501-503) ครูสุพิศพนันท์	330201 สังคมฯ (501-503) 330104 ประชาสัมพันธ์ (504-506) ครูสุพิศพนันท์	330201 สังคมฯ (504-506) 330104 ประชาสัมพันธ์ (501-503) ครูสุพิศพนันท์	330201 สังคมฯ (501-503) 330104 ประชาสัมพันธ์ (504-506) ครูสุพิศพนันท์
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Source : Mr. Boonsert Chantin



# Blended learning online teaching, focusing on the use of digital technology for learning.

Ms. Komjit Donpirom

Teacher “Kunakorn” of Prince Maha Chakri Award Foundation  
2021, Kamalasai School Kalasin Province.

- The school has a policy to provide 100% online teaching. But in practice, it was found that about 40 % of students were not ready to acquire learning tools,
- Teachers have therefore designed a teaching style that combines online teaching and teaching through direct experience of the learners. in the manner of integrated subjects in 8 subject groups together with fellow teachers Emphasis on all forms of learning management to be suitable for learners and safe from the spread of the corona virus. Encourage students to learn on their own and learn with their families and communities. including adjusting the assessment process and attracting communities to participate in learning management





#### 4) Online to support the development of teaching and learning

Many teachers have tried to develop online teaching and learning to use digital technology to develop teaching and learning systems. and management to take care of students in the situation of COVID-19 and building relationships with parents to support their children's learning



**Mr. Werayut Petpraphai**, Teacher Ying Khun Award, 2015 in the Prince Maha Chakri Award Foundation Art teacher from Soeng Sang School Nakhon Ratchasima Province

- Use technology to develop an individualized student care support system. A Facebook group has been launched, student groups to help with teaching and learning, the use of the zoom meeting program to organize learning and to support students' self-study. And also using the technology to promote the building of professional communities. (Professional Learning Community/PLC) of the school to share knowledge and develop teaching and learning as well.







- In addition, the Princess Maha Chakri Award Foundation  
There is also an opportunity to work on developing Digital Literacy for teachers with the Digital Economy Promotion Agency (DEPA), especially during the years 2020-2021. Training for teachers of the Princess Maha Chakri Award Foundation network for many generations. To enable teachers to be skilled and able to use digital technology to help manage teaching and learning to their full potential.

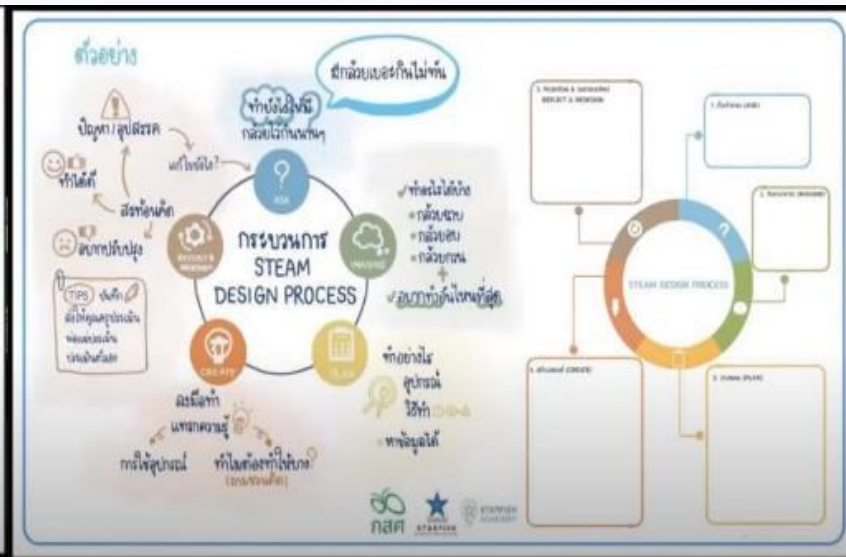




## 5) Mobile Learning, learning that brings knowledge to the home or where students live.

### Innovative Learning Box, a set of learning activities

- The case of the "Royal Life Saving Bag" to the development of the Learning Box and various learning activities series
- “Learning Box“ of Ban Pla Dao School, Mae Taeng District, Chiang Mai Province A private school of welfare education under the Ministry of Education The education in kindergarten - primary school, which found that about 20% are ready online, the other 80% do not have a TV at home. Have a phone but no internet There is no computer, Learning box is therefore a medium and a series of learning activities designed both offline and online for students of Ban Pla Dao School.





## Mobile classroom

- In 2020, a group of leading teachers from 5 areas in 4 provinces, namely Khon Kaen, Sisaket, Kalasin, and Chiang Mai provinces, under the name of the "Kor Karn Teacher" network, supported by Thammasat University. The Future Leaders Project created the "Pumpoung Learning Cars" project to drive into the community.
- to organize learning for children who are still stuck at home By taking the concept of a "Pumpoung Car" (food truck/market truck) that sells consumer products that drive to reach the community like a small mobile market as an educational tool by bringing activities, media and learning to the students' homes during school closures





Dr. Sadat B. Minandang

PMCA 2019 Recipient

Cotabato City, BARMM, Philippines

Push Cart Knowledge 2020-201  
(TulaKaalaman) For Out of School Children

Has 5 Components

- 1) Basic Literacy & Numeracy
- 2) Water, Sanitation and Hygiene
- 3) Education in Emergency (EiE)
- 4) Child Protection Policy
- 5) Feeding Activity

+ Livelihood Program exclusive for Bajao  
Community (Phase 3)





# Preparation of School Opening School Year 2020-2021 in the “NEW Normal : Alternative Delivery Modes.

Dr. Sadat B. Minandang

Adapted the Basic Education - Learning Continuity Plan (BE-LCP)

Implementation of blended learning modalities

➤ Online Class / Offline Class

Self Learning Module (SLM) / Learning Activity Sheet (LAS)

➤ Printed or Online

•TV-Based Instruction Radio-Based Instruction

•Byaheng Kaalaman Approach / Sadat Minandang’s Learning Scheme





# Policy : Thailand in the Southeast Asian Context

School opening-closing section according to the covid-19 situation with guidelines to follow the World Health Organization and the Ministry of Health

## BATTENING DOWN THE HATCHES

The Centre for Covid-19 Situation Administration (CCSA) yesterday announced new nationwide Covid-19 zoning.



<b>Maximum controls with extra restrictions (29 provinces)</b>	Bangkok, Kanchanaburi, Chon Buri, Chachoengsao, Tak, Nakhon Pathom, Nakhon Nayok, Nakhon Ratchasima, Narathiwat, Nonthaburi, Pathum Thani, Prachuap Khiri Khan, Prachin Buri, Pattani, Ayutthaya, Phetchaburi, Phetchabun, Yala, Rayong, Ratchaburi, Lop Buri, Songkhla, Sing Buri, Samut Prakan, Samut Songkhram, Samut Sakhon, Saraburi, Suphan Buri and Ang Thong.
<b>Maximum controlled areas (37 provinces)</b>	Kalasin, Kamphaeng Phet, Khon Kaen, Chanthaburi, Chai Nat, Chaiyaphum, Chumphon, Chiang Rai, Chiang Mai, Trang, Trat, Nakhon Si Thammarat, Nakhon Sawan, Buri Ram, Phatthalung, Phichit, Phitsanulok, Maha Sarakham, Yasothon, Ranong, Roi Et, Lampang, Lamphun, Loei, Si Sa Ket, Sakon Nakhon, Satun, Sa Kaeo, Sukhothai, Surin, Nong Khai, Nong Bua Lamphu, Uttaradit, Uthai Thani, Udon Thani, Ubon Ratchathani and Amnat Charoen
<b>Controlled area (11 provinces)</b>	Krabi, Nakhon Phanom, Nan, Bung Kan, Phayao, Phangnga, Phrae, Phuket, Mukdahan, Mae Hong Son and Surat Thani

## WHAT YOU CAN AND CANNOT DO

Restrictions to contain the spread of Covid-19 in each zone

Zone/ Activity	Travel	Activities	Restaurants	Shopping malls	Beauty parlours/ massage parlours/ beauty clinics	Educational establishments	Sports venues/ sports stadiums
<b>Maximum and strict controlled areas</b>	Curfew 9pm-4 am / No public transportation across provinces	No public gatherings of more than 5 people	No dine-in services, take away only - open until 8 pm	Restaurants can open only for take away services - supermarkets and pharmacies can open until 8 pm	<b>Closed</b>	Cannot use venues for large gatherings	<b>Closed</b>
<b>Maximum controlled areas</b>	Establish checkpoints and screening for inter-provincial travel	No public gatherings of more than 20 people	Dine-in allowed until 11 pm, no alcohol to be served	Open for business as usual with restrictions on the number of people - no trade promotion activities	Open for business as usual	Venues can be used for teaching large groups of people, pending approval from the provincial disease control committee	Open until 9 pm
<b>Controlled areas</b>	No Travel restrictions	No public gatherings of more than 50 people	Dine-in allowed, open for business as usual	Open for business as usual, games centres and amusement parks closed	Open for business as usual	Open for teaching as usual under disease control measures determined by authorities	Open as usual

Source: CCSA

BANGKOK POST GRAPHICS

Unable to open classes Do not use the building and must study distance only

Open for classes, follow guidelines, limit the number and consider the risks in the area.

Can open a school Able to manage on-site teaching.

Map of areas controlled areas in Thailand by the Coronavirus Disease Epidemic Situation Administration Center 2019 (Covid-19/BDC) August 30, 2021

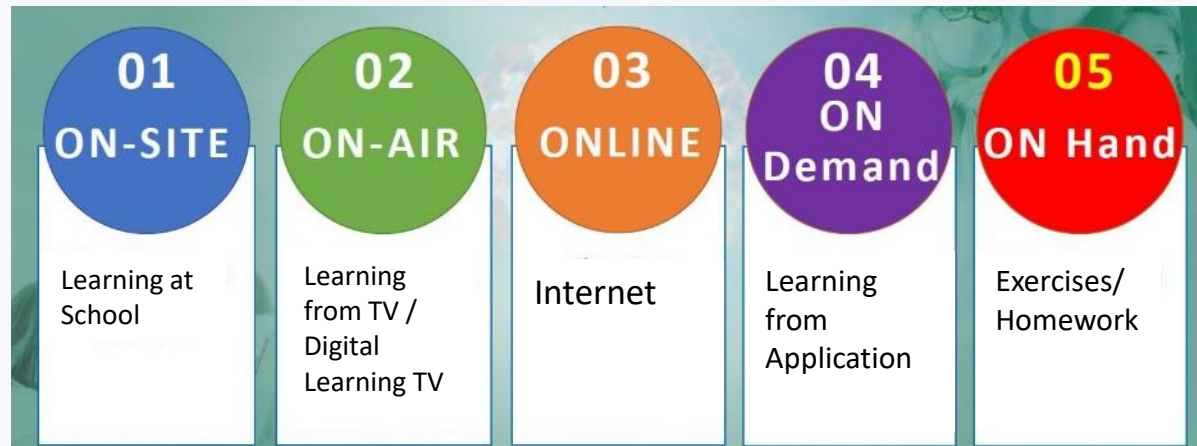
Source : COVID-19 Information Center Announces Requirements C.32 to open 8 measures to adjust the level of covid control

This shall be in accordance with public health measures.



## The Office of the Basic Education Commission (OBEC)

Guidelines for teaching and learning /Learning management in 5 formats for application in real context



School can open

- have access to technology +

Not equipped with technology/assisted exercises for young children/elementary school



## Educational support.

The Prime Minister's Office has passed a cabinet resolution on measures to help alleviate the burden of education expenses during the Covid-19 epidemic.

- Measures to reduce the burden of learning costs by helping students studying in educational institutions under the Ministry of Education, both public and private. and educational institutions outside the Ministry of Education at the basic education level Kindergarten - Secondary 6 and Vocational level Vocational certificate (vocational certificate) and higher vocational certificate (vocational certificate) at the rate of 2,000 baht per person.
- Support the Internet and the pilot idea of the Sandbox Safety Zone in School (SSS) school project "Measures to open school, ensure safety without COVID-19 in boarding schools"





- Many countries have implemented interesting policies, such as Vietnam, the Ministry of Education has a policy of "Giảm Tải" or "reduce the load" by reducing the content of the curriculum. Concise teaching content Emphasis is placed on self-learning. and monitoring and care mechanisms Timor-Leste, Lao PDR, Cambodia and Thailand provide long-distance television via satellite. and supporting the development of teachers in online teaching
- Indonesia emphasizes "COVID education" and focuses on online teaching as Brunei's home learning pack, and many other countries have used activity/training/assignment/home learning packs as tools. Help create learning cases for learners who do not have access to online technology.
- Singapore case and Malaysia, focusing on providing full online teaching and learning. and to promote and support teacher development and provide technology equipment for thorough learning



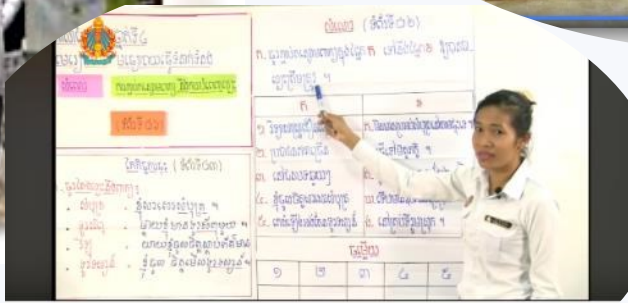
- On line & Off line
- School – Home - Community



Lao



Cambodia



កម្ពុជាខ្មែរ #ផ្នែកទី៧ មេរៀនទី៦ : មធ្យោបាយធ្វើការកម្រិត (សំណេរ)

Like 1.8 លើក ការងារលើ 108 ថ្ងៃទៅ

Facebook Profile: Cambodia @sany



Philippines



Ho lalais, nia la'o hakbesik lian ne'e. To'o iha ne'ebé, labarik ne'e haree lafoek-oan ida-ne'ebé besik atu mate

Timor-Leste



Philippines (2020)



Vietnam



Brunei Darussalam



Malaysia



Rudi Haryadi, Indonesia

Indonesia



Singapore.

Source : The Straits times (PHOTO: MARK CHEONG)



## Part 3

# The Challenges and perspectives in education: lessons from Thailand and South East Asian Countries



## 1. Various teaching methods of teachers to overcome the crisis with challenging questions of teaching and learning management

How to teach **On Line** so that learners can learn like normal teaching. Awakening is an active learning where teachers and students can interact together. This often goes hand in hand with the challenges of **On Demand** teaching that require teachers to have the knowledge and application selection. or a suitable media library. This often goes hand in hand with the challenges of On Demand teaching that require teachers to have the knowledge and application selection. or a suitable media library.

How to teach **on site** in situations where schools are still closed (Or open and close) in some areas to have activities. And the number of students is an important condition for a large school. while medium or small schools that can open. How to manage quality learning in an atmosphere that requires space, time, and proper interaction in the New Normal? Integrated learning activities.

How to teach **on hand** with innovative Learning Box creation, Home learning Pack to help build student learning (Extension/ Application Homework, Integration Homework), which can also be integrated with online teaching activities. Make the problem of creative homework through "giving assignments" or "creating learning outcomes" in the New Normal era.



## Borderless Classroom

Mr. Zainuddin Zakaria PMCA 2015 :

“Fabulous ASEAN Breakfast Project” 2020-2021

A project-based learning collaboration between students from twenty-three schools in ten South East Asia countries. The project is coordinated by the PMC Awardees 2015-2019. In this virtual exchange activity, the students share recipes of simple to make breakfast they normally eat before going to school everyday. Apart from creating the awareness of the importance of taking good and healthy breakfast, they are also expected to acquire the 21st Century learning skills at the end of the project.





## 2) Parents as a teachers, the community is a learning area

- Migration of learning from school to learning from home Or even learning from home and learning by the community (Home-based Learning / Community-based Learning) is related to the factors that affect the success or failure of learning from. The cooperation of parents who come together to support their children's learning.
- Parents need help including support/subsidy from relevant agencies.



Brunei Darussalam



Cambodia



**3) Early childhood education.** It is an education that teachers and parents must work closely together to take care of.

- In the case of Thailand in small children in many areas, children are allowed to come to school or teachers to visit homes to monitor their development. Take care of the child's development thoroughly. closest Because young children still have to rely on food, milk from school and there is also building knowledge and understanding with parents in promoting the development of young children.
- Many countries are trying to invest in early childhood education, students with special needs and children of school age thoroughly.



Thailand

Source : PMCAF Teacher



Philippines



Cambodia





# Timor-Leste

- Ms. Lourdes Rangel Goncalves, the 2019 Prince Maha Chakri Award Teacher. Teacher in Matata Elementary School.
- The Association School Collaboration (ASC) program has been developed specifically to prepare students from early childhood. (in remote and remote areas) to encourage parents to recognize the importance of education and to send students to participate in the program during which the school is unable to provide normal teaching

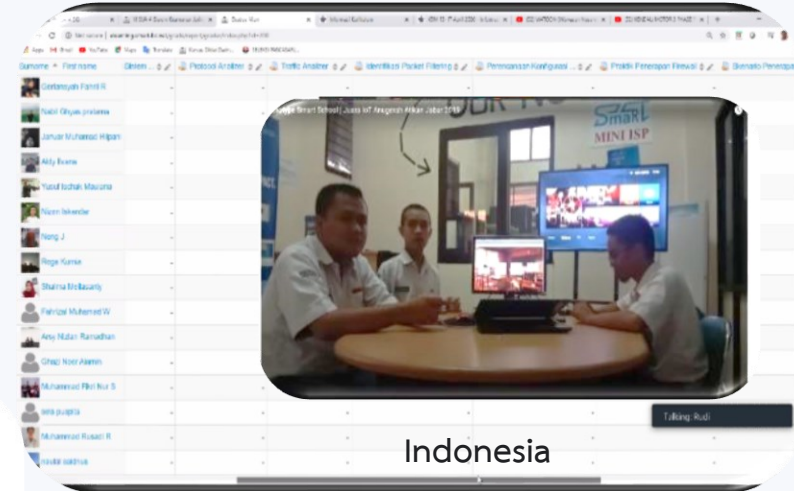




## 4) Various methods for measuring and evaluating learners

What form and method of measurement and assessment should be appropriate? It is still a question for many teachers and parents.

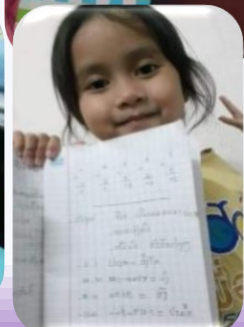
- common assessment process in many countries. Is to measure and evaluate according to real conditions, such as asking parents to help send clips to their children. sent to the teacher to evaluate the learning
- Laos, Thailand, Cambodia and Vietnam Secondary education includes quizzes, activities or exams. both online and on-hand teachers in Indonesia and Brunei The Ministry of Education has played a role in the development of the Ministry of Education's web-based learning assessment system as a tool for schools to share.



Indonesia



Timor-Leste



Lao



Cambodia



Malaysia



## 5) Educational Management in Crisis. Communication is an important process.

- communication between teachers and students The fact that schools or teachers have communication channels that reach parents is an important factor.
- Communication between policy and action units in crisis situations is paramount, as is the case with Singapore, Malaysia, Brunei, and Vietnam, where clarity from policy to action level is important. and continuous support and assistance in a concrete manner



Brunei Darussalam



Philippines



Thailand

Sources : - Dayang Hajah Noorliah binti Haji Aspar. Brunei Darussalm, PMCA 2019

- Dr.Jesus Catigan Insalada. Philippines, PMCA 2017

- Kru Suthep Tengprakit . Thailand, PMCA 2019



## Summary of ideas from the approach and teaching management model

- It combines several teaching methods. to find appropriate answers in the New Normal situation as a teacher as a researcher and learning development .
- Online classrooms are a must-have guide. Whether ready or not, the state must invest, the local authorities must support.
- Offline teaching There is a learning kit to help. (Which media is suitable for each age group, must be selected and must help parents feel good and learn together)
- Any form of learning management Refers to educational principles that must prepare important basic skills of learning according to age. to support self-learning to develop both teachers and students
- Teacher manages to teach and learned Continue to develop yourself Make it a habit in a new context
- Distance teaching innovation no ready-made answers Need to search from teachers and knowledgeable people to help support. including innovative learning to access “Difficult children” (Mobile learning)
- Follow-up is always necessary. for accessibility and continual development



# Overview

## Macro Level -

- having a survey information system for learning readiness Spatial data for educational development
- Prepare the infrastructure Access to technology both overall and by area.
- Preventive care, safety and sanitation are monitored at the overall and local level.
- Policy Units help support the guidelines and key materials needed both overall and locally.

## Micro Level – School Family Community

- Make schools and communities ready in terms of health and safety.
- Design learning according to the context of the area using a variety of methods.
- Teachers have to adapt using a variety of methods. And must not escape the opportunity to use technology to create learning mixed with real-world learning in the real life of the learners.
- Create a learning process that is appropriate for the child's condition and context.
- Do it to learn and find answers periodically. There is information for continuous development.
- cooperate with parents promote knowledge and understanding in education And there are tools to help parents to support learning. and together with the community.



## Conclusion

- Lessons and thoughts from teachers' experiences in Southeast Asia. The shared educational crisis facing many countries, including Thailand. This can be of varying severity and scale. village and family Princess Maha Chakri Award Teacher of Thailand and in Southeast Asian countries It reflects the adjustment in education at both the policy and strategic level. and practical driving
- Overall, many countries have guidelines for managing distance learning. The state has a policy to encourage the use of information technology to help manage learning. There are also measures to support schools in terms of practice and flexibility in managing the area level in accordance with real conditions. by the cooperation of parents and the community
- Education management amid the COVID-19 situation There are still many challenging problems that Thai teachers, schools and families have to work together to develop and find answers according to the context. changing world situation Under the support and strategic management of the educational policy unit that will help drive the delivery of quality basic education for children in the future.