



# **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**

Since the wide spreading of COVID19 in the late of 2019, not only the pandemic has killed lots of people, but it has also affected directly to every aspect: education, economic, social and culture. From the pass two years, all countries in the South East Asia provides the pandemic's prevention and controlling strategies, they still try to cope with any constant risks and control the continuous spreading of COVID19.

Thailand also confronts with the coronavirus outbreak like other countries. For almost two years, many children, teenagers as well as their families have been affected from the COVID19 restrictions under the Declaration of an Emergency Situation or so-called national Lockdown. Everyone adjust themselves to the New Normal way of living in order to reduce the risk of getting COVID19 such as social-distancing, working from home. Thai students have to turn their learning

from the school setting to “online-learning from home” which becomes a big challenge for all parties; students, parents, teachers and school principals. As a result, the closure of schools and educational institutions affect directly to Thai students and the quality of education.

However, the crisis has turned into this research which aims to investigate the phenomena; how COVID19 outbreak affects education in Thailand and other countries in the South East Asia by synthesizing teaching methodology and experiences from the Princess Maha Chakri Awardees and the teacher network of the Princess Maha Chakri Award Foundation. Many cases are provided hereby in order to reflect how those teachers manage their teaching throughout the pandemic in the different contexts. Hopefully, this will be helpful for further policy implication and strategy to support learning continuity towards the COVID19 outbreak for the New normal education opportunity and for the future of us.

## **Part 1 The Effect of COVID19 Outbreak on Children and Youth From COVID19 to the Fate of Children and Youth in Thailand and the South East Asia Countries towards the Education Crisis**

Since the outbreak of Coronavirus or COVID19 started in the late of 2019, the pandemic has affected people worldwide; patients, fatalities and vulnerable groups. According to World Health Organization (WHO) the number of infected people ascents to more over 8 million cases from the first wave of COVID19 (on 23<sup>rd</sup> July, 2020) to over 192 million infected cases on the same date of this year. More than 4 million people die from the pandemic all over the world which indicates the severe of the outbreak. Therefore, many countries issue the COVID19 restrictions (known as Lockdown) and provide some guidance like stay at home, wear a mask, and keep social distancing in order to lower the infection risks of widespread.

As a result, the COVID19 transmission affects directly and indirectly to children and youth on their education as following;

- **If their families get COVID19 infection, the children will get it as well.** Nowadays, there is an increasing number of children who

tested positive for COVID-19. According to the statistic of COVID19 patients from 103 countries collected by John Hopkins University, it shows that there are about 13.3 children and youth (aged under 20 years old) get infection among 98 million of COVID19 infected cases. In addition, the report of the U.S. Centers for Medicare & Medicaid Services indicates that about 11-15 percent of youth patients might be affected by post COVID19 condition or "Long COVID syndrome" which causes physical and mental illness as well as their long-term learning.

In Thailand, according to the Centre for Covid19 Situation Administration (on the date of 4<sup>th</sup> August, 2022) reports that from 1<sup>st</sup> January to 4<sup>th</sup> August, 2022, the youth patients of COVID19 cases have rocketed up to more than 65,086 cases (15,465 cases in Bangkok and 49,621 cases in other provinces). It means that the children tested positive for COVID19 at around 2,194 cases per day. Some of these children might be indirectly affected from the pandemic such as their parents get infection (some might lose the parents in this situation), the negative consequences of family separation on children, including stress, anxiety and fear. Some of them are inaccessible to the healthcare, lack of basic requisites (food) and dropout from school.

- **The high rate of poverty causes the educational inequality.** The children from low-income, or marginalized families will be severely affected from COVID19. They might get into a higher risk of exposure to violence, drugs, abuse, neglect and exploitation. WHO reports the increasing cases of mental problems among school-aged children and their families. According to the students granted by the Equitable Education Fund (students from low-income families who have limited opportunities to education), their domestic incomes reduce from 1,159 baht (monthly per head) to 1,077 baht due to the COVID19 as their parents are unemployed (about 44 percent) and might be worse because of the prolonged crisis.

- **The Closure of schools leads to the Trap of Learning.** From May – August 2022, many countries confront with the new wave of COVID19 due to a new variant of COVID19 which make the educational situation even worse. More children (from primary level to higher education) are out of school while some of them get into the

distance learning. This is the most disastrous crisis of educational system. The Department of Mental Health stated that more than 200,000 of Thai students are considered as learning disorder and more importantly the closure of schools or educational institutions affect these students. Hence, they should be rapid response from the government since they tend to drop out from the education easier than the remaining students.

- **More students are out of school.** UNICEF revealed that in September, 2021 more than 24 million students might drop out from schools due to the school closure. Thus, it is necessary that the government should prioritize to reopen schools when the relaxation of regulations take place.

In Thailand, according to the Information System for Equitable Education by the Equitable Education Fund reports by the end of the first semester of 2022, there will be 65,000 drop-out students due to the COVID19 outbreak. There is a correlation between school closure and the number of drop-out students as well as their family's financial status which make those students confront the difficulties to re-enter to school. Around 242,081 from 294,454 students (around 82.82 percent) at the transit level from very low-income families further to their next level of education (reported in July 2022). While 43,060 students or about 14.6 percent are not found to further their education in the record (33,710 students at the secondary 3 and 8,699 students at the primary 6). The main reasons are lack of budget for school uniforms, transportation, tuition fees and their physical problems.

- **Learning Loss causes Discontinuity of Learning** According to the World Bank's report in 2021 indicated the average years of students' graduation was 11.2 years or 7.9 years if considered on the quality of education at the pre-COVID19 outbreak. The model of COVID19's effect on education (learning and schooling outcomes: A set of global estimates) shows that 5 months of school closure leads to the loss of learning about 0.6 years to reinforcing the quality of education and the average years of students' graduation reduce to 7.3 years.

In Thailand, we face the Learning Poverty at the rate of 23 percent in 10-year-old students who are unable to read or write fluently comparing to Finland, Singapore or Vietnam which only 2-3 percent of

the case are found (Human Capital Index, 2020). Moreover, the actual year of Thai students' knowledge is just around 8.7 years comparing with those abovementioned countries. It means the actual year of Thai students' knowledge are 4 years lower than other countries without COVID19 outbreak. Therefore, Thai students struck even more during the pandemic crisis. It is important to acknowledge that Learning Loss affects the early childhood students more than other groups because the teenagers tend to cope with online learning more effectively. The early childhood students need the support from the teachers and parents, so it is difficult for the parents (especially poor families) to convey their work and take care of their young children for the distance learning at the same time.

- **Technological readiness, Content readiness and Educational Disruption**

The technological readiness plays important role in education due to the digital disruption effect on the learning revolution. The Global Risks Report (2022) reports that over 87 percent of high-income countries population can access to the internet; meanwhile just only 36 percent of population from low-income or middle-income countries can access to the internet for their distance learning. The OECD report indicates that 9 percent of students from OECD countries don't have appropriate place for learning at home. On the other hand, if consider the South East Asia countries; Thailand, Indonesia and Philippines, over 30 percent of students state the abovementioned problem. While 95 percent of students in Europe countries; Switzerland, Norway and Austria have their own computer device with the internet for learning, but in Indonesia only 30 percent can access to computer device. (15 percent of students from developed countries lack of leaning space)

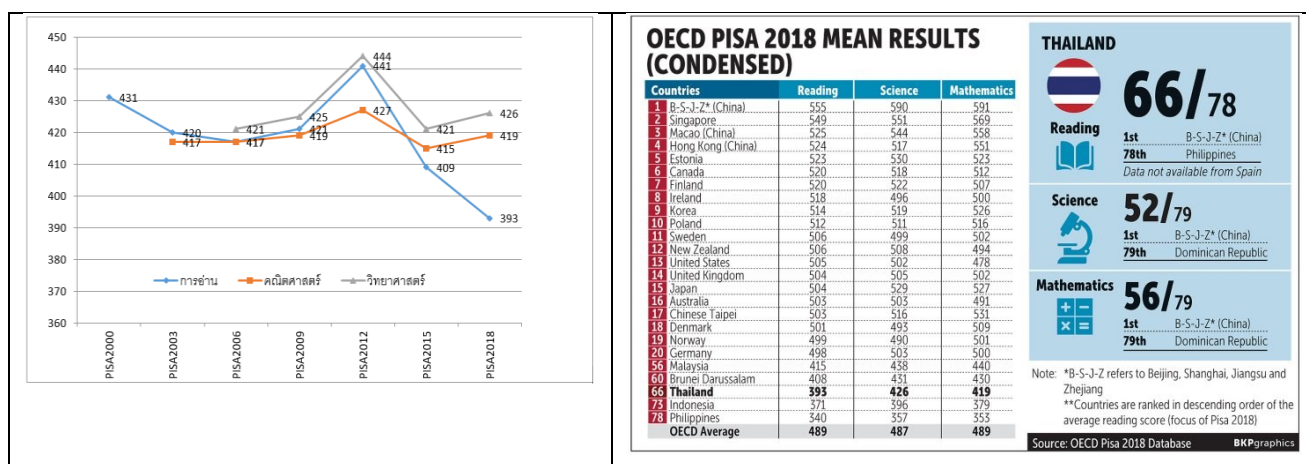
The survey in April 2021 (held by National Statistical Office) found that 50.8 percent (of the respondents) said they didn't have computer or personal laptop device at home and 26.3 of them with the inadequate of internet access. While the Equitable Education Fund revealed that the students from the very poor families in 29 provinces (The most found cases were Narathiwat, Pattani, Tak, Nakhon Ratchasima and Yala) faced the difficulty in online learning because they lacked of electricity and computer devices. The inadequate

resources and inaccessible to learning devices become the key obstruct of distance learning. This also causes other problems like loss of learning and drop-out rate.

- **Chronic Problems; the weakness of Thai education quality.**

The Quality of Education is still the biggest challenge in Thai education from many decades which reflect on reading, mathematics and science knowledge and skills of Thai students performing on the Programmed for International Student Assessment or PISA. In PISA 2018, Thai students are ranked at the least score of Asia – Pacific Region (68<sup>th</sup> for reading, 59<sup>th</sup> for mathematics and 55<sup>th</sup> for science). About 60, 53 and 44 percent of Thai students can perform their reading, mathematics and science knowledge and skills lower than the minimum capacity respectively.

Emphasizing on the previous performance, it found that **students from disadvantages or marginalized families, low level of education parents and poor countries perform lower scores than the students with higher socio-economic status.** This reflects the correlation between educational inequality and poor quality of Thai education.



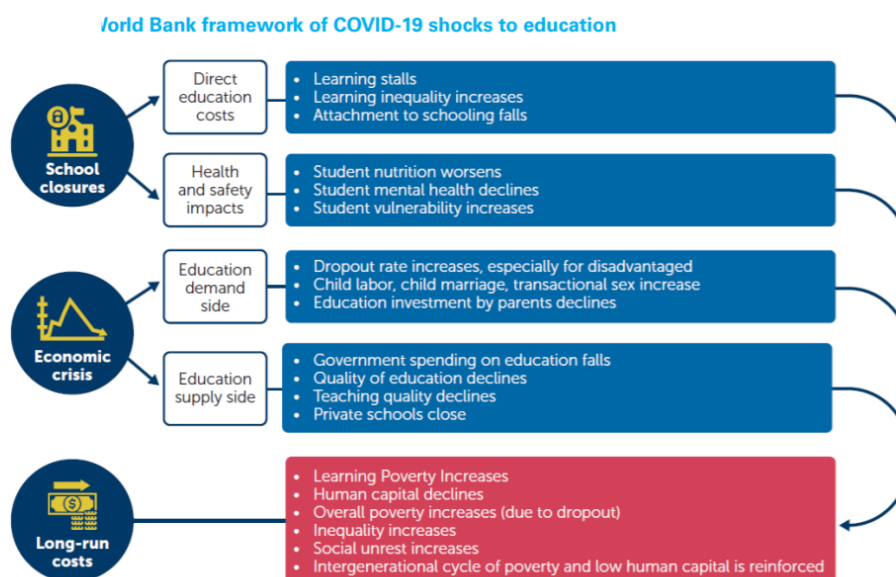
Source : OCED and Ministry of Education, Thailand.

**Literacy is still considered as chronic problem among Thai students in remote area or small-sized schools in the marginalized area. COVID19 outbreak makes this problem even worse. The marginalized students are not only lack of learning resources but they also lose their learning opportunity.** As a result, these students might perform worse in literacy and numeracy competence. They might take longer time to complete their education level and probably drop out of school. The internal problem should be emphasized more than enhancing students to meet the international assessment criteria.

As abovementioned, Thai education systems should be rearranged by setting the fundamental to enhance Thai students from the early childhood to the basic education level in order to cope with unprecedented challenge; the emerge of COVID19 pandemic, which has changed our way of living since then.

## Part 2 Educational Movement: Some practices to cope with the crisis

In World Bank's report on COVID19 Shocks to Education System, the pandemic becomes international, regional, national and local challenge on how to cope with crisis as the following chart:



Source : World Bank 2020

In accordance with accumulation of Thai teachers from all regions, the lesson learned of the Princess Maha Chakri Awardees and the Foundation's network from other countries and related documents/ educational seminars reveal that every countries in the Soth East Asia try their best to cope with the crisis in order to drive the education. Some of best practices and interesting cases are shown as follow.

### **Teachers and Schools: how do they as the primary performers confront the COVID19 outbreak?**

In the midst of educational movement to cope with the COVID19 outbreak, the personal information of students such as the infected children's backgrounds, hygiene, educational readiness, economic readiness become important indicators for educational subsidy. Over last year, it is obvious that there is some attempt to gain the mentioned information from the teachers ( considered as primary resource), schools, region to the national level.

- **School/Area-based information:** There are plenty of teachers (including volunteering teachers) who work on information gathering in order to aid their students in learning and living. Teachers from the Border Patrol Police Schools along with the Basic Education Schools are granted assistance from Her Royal Highness Princess Maha Chakri Sirindhorn "the Learning Survival Kits" which comprise of learning materials, vegetable seeds for students' food security. The teachers also gain other on-hand learning materials for the distance learning system.

Pol. Snr. Sgt. Maj. Kanit Chang- Ngern, Principal of Ban Mae Klom Kee Border Patrol Police School, Amphoe Umphang, Tak , Kru Kunakara Awardee, 2019 who takes a great care of hill tribe students in Amphoe Umphang. He and his team distribute "the Learning Survival Kits" under the patronage of Her Royal Highness Princess Maha Chakri Sirindhorn to his students in order to help them in learning at home and living their lives while school is closed. Each student will receive both learning material and some hygiene stuffs to help them safe from COVID19. Some of secondary students still help teachers' agricultural task to prepare for school lunch project. At Border Patrol Police School, students not only study content of basic education



curriculum, but they also practice life skills such as planting vegetables, feeding fish to guarantee students' food security.

Setting Community Learning Center by Kru Klomjit Donpirom, Kamalasai School, Kalasin. One of the Foundation's teacher network, Kru Kwansit Awardee 2015 and Kru Kunakara Awardee 2022. She changes her workplace to be ready for distance learning. Kru Klomjit along with her team initiate a **Community Learning Center project** as knowledge and information provider service for students and people in 13 sub-districts around the school. Start in 2021, she surveyed technological readiness for online learning, then the Community Learning Center provides learning materials and sets a tutoring group for students who are inaccessible to online learning.



Community Learning Center Chart

Source : Kru Klomjit Donpirom, Kamalasai School, Kalasin

The concept of Community Learning Center (Ban Kru) is applied to other areas. Interestingly, the abovementioned concept can be found in many countries in South East Asia during the outbreak such as the case of Kru Kunwilai Kenkitisak, Princess Maha Chakri Awardee 2017, Principal of Thong Kang Primary School, Vien Tien, Laos PDR or the case of Kru Dy Sophorn, Princess Maha Chakri Awardee 2017,

English teacher at Kumroukrong Primary School, Kampong Chhnang Province, Cambodia. These two teachers also set the learning center and rotate teachers for each village (1 teacher 1 village) to help students in the community.

Since April 2022 when the third wave of COVID19 occurred, some schools in the red zone area (severe infection area) have turn their roles to assist students and their families from the pandemic especially in slums like Klong Toei, Bon Kai. With high rate of infected cases, teachers become more active and do other jobs besides teaching.

Kru Natcha Thamthanakhom, Kru Kunakara 2014, Thai Dancing Teacher at Soon Ruam Nam Jai School, Klong Toei District, Bangkok. Kru Natcha is one of the frontier teacher in the red zone area. She confronts with the effect of COVID19 outbreak on students' lives and their learning. During school closure, students and their families have to join home quarantine and the outsiders are not allowed to entry to the community. Kru Natcha and her colleagues try to hold the crowdfunding from many agencies including the Princess Maha Chakri Award Foundation for the COVID19 survival kits to help marginalized groups in slums. The COVID19 survival kits comprise of (1) necessary consumer goods (rice, dried food, soap, toothpaste, alcohol gel, facial mask and medicines) and (2) learning materials: stationery, exercise book which are distribute to primary students by the teachers. While helping students, some teachers may get infected or have to quarantine themselves which will reduce the number of staffs. Therefore, the situation turns worsen as teachers have to handle their online class as well as to help students with COVID19 risk. The students themselves also face the obstruct in accessing the online learning. Full online classes have to be implicated in this situation for example the students have to learn how to do Thai dance via online class and make a video clip to hand in their teachers.

Kru Natcha said “Whenever I have to set the online class, I always find some students missing from the class because of COVID19. In the red zone, cheering up each other is much more important than teaching. As a teacher, I have to encourage students to join the class as much as they can. All chaos happen at the same time, teachers have to teach and help students to survive from the pandemic

Another case in the red zone, Samut Sakhon. When the new wave of COVID19 happens in 2022, the provincial governor has to announce the Lockdown causing the school closure. Samut Sakhon's teacher network by supporting from the Equitable Education Fund corporately work in order to help students and their families ( especially marginalized group) to overcome the crisis.

The power of teachers' collaboration also happens in other countries. For example, in Indonesia, they have the village volunteering culture, known as Ronda, acts as the social mechanism to help the villagers during Lockdown. This mechanism is quite similar to Village Health Volunteer in Thailand (known as Or-Sor-Mor). Only Ronda is allowed to enter to the Lockdown restricted area. People from different areas including teachers can't travel freely as the government wish to reduce the infection rate. Like the case of Kru Rudy Haryadi, a computer engineer teacher in Vocational School of Chimahi1, Chimahi in the west Java, Bundung, Indonesia. Kru Rudy is the Princess Maha Chakri Awardee in 2019 and during the crisis he/she has to work in the high level of COVID19 infection.

Working as the frontier teachers can also be found in other countries in the South East Asia. Children in rural or remote area or living in the closed community seem to be affected more. Another important teacher's talk in this area is to avoid or reduce the number of drop-out students. Teachers try their best to make sure that vulnerable students can still access to the education. Likewise, the teachers in Philippines, Cambodia and Myanmar have to do fieldwork in small and closed community.

Both Thai and foreign teachers have to confront with the COVID19 outbreak. The main point to consider is how educational system or government support system will help these teachers to accomplish their work. The big challenge is how to guarantee every teacher gets vaccinated, and how to support learning material adequately for every student. Because the teacher is a key linkage between home and school which affect directly to students' academic performance with No Child Left Behind concept.

- **At Macro Level** Besides their teaching task at school, teachers have to take

part in data accumulation as many research agencies tend to study more about COVID19 shock and effect on education such as the Ministry of Education, the Ministry of Health etc. In the early of 2021, many researcher interest in students' data especially the marginalized group in order to design the policy to respond and enhance education quality. Thailand's Department of Children and Youth, in cooperation with the Equitable Education Fund (EEF), Child and Adolescent Mental Health Rajanagarindra Institute (CAMRI) and UNICEF Thailand, have launched the "Care Center for Children with COVID-19" scheme to help children affected by the COVID-19 crisis. The Care Center provides temporary accommodation for children whose parents have been infected by the virus, while officials work on finding them a permanent home. Many are either infected, have not been treated, are vulnerable to infections, have lost one or both their parents to the virus, have mental disabilities or are likely to fall out of the education system.

Up-to-date information is a significant requirement for managing the crisis. Vietnam implies the area-based data to the policy making and decision. Myanmar also divides the infected zone as same as Thailand and the decentralization was applied in order to make a right policy match with its context (This was the pre-Myanmar troupe). Indonesia and Philippines are set the policy due to the archipelago topography and the severe of COVID19 infection case. **Area-based data should be collected and implicated as the important tool to cope with COVID19 outbreaks.**

Dr Kraiyos Patrawart is the Deputy Managing Director at the Equitable Education Fund reflects his point of view on how area-based data are so important. *"From my three-year experience, data becomes more important to deal with education inequality. Area-based data help us understand the context which lead to the effective policy recommendation which is going to be more practice and impact on what people in each region needs. Access to the high valid and qualified data, make teachers, principal and other agencies work for the best of Thai education quality in the future."*

## **Various Approaches for Teaching and Learning Management in COVID19 Crisis: Some best practices and lesson learned from school and community.**

One of the consequence of the COVID-19 pandemic on education systems around the world is school closure. These are some best practices and lesson learned from Thailand and the South East Asia countries on how teachers adjust their teaching and learning during COVID19 Crisis.

### **1) Learning must be continuing: Live Skills should be taught**

Plenty of Thai teachers seek other ways to handle their class besides follow the Ministry's policy which focuses only "distancing learning". Since the students' contexts are different, the teaching and learning management should be various to response individual learners. Furthermore, the obstructs are waiting in a row.

**Early Childhood and Primary Level case: Kru Suthep Tengprakit, the Princess Maha Chakri Awardee 2020, a teacher from Ban Klong Nam Sai School, Yala.** Kru Suthep has to set up the online classroom in the context of inadequate technology readiness. His school also focuses on students' **hygiene and well-being along with providing online learning.** 3 Groups of students are divided; (1) Students with technology readiness continue their learning through online classroom provided by the Educational Service Area (2) Students without any technology devices but stay with parents will learn from doing worksheet provided by school, and (3) Students without any devices and live with grandparents will join the on-site classroom (20 students per classroom) and on alternate days.

Kru Suthep also prepares the kindergarten 1 class to **foster Child Development through playing and learning approach.** For the kindergarten 2-3, parents have to take part in their children learning. Meanwhile, the primary 1 students will be emphasized on life skills embedded in their learning by the community's cooperation.

Another case is **Kru Sumittra Klinbuppha, Kunakara Awardee 2022, a teacher from Ban Nong Dan School (Ban Loh Koh Branch), Kampangpetch.** Ban Nong Dan School (Ban Loh Koh Branch) is located in remote highland area. That's why the students at this school are mainly hill tribe who neither communicate in Thai nor access to any technology devices (as well as the internet signal). Therefore, it focuses on setting **safe**

**school with quality learning** on local context. Teachers stay in touch with parents and build trust on each other by taking care students and their families' good health well-being. Students mainly learn through on-hand worksheets. The school curriculum is adjusted from the central curriculum, it focuses on life skills and communicative skills. **Thai language is taught as fundamental. School's challenge is how to build trustworthy to the hill tribe community by respecting their decision.**

This case shows that the approach of teaching and learning management is not only about learners' context, but learner readiness (i.e. students' background or family status, accessibility to technology device and internet, learning difficulty) should also be concerned to shift to the new paradigm. Learning should effectively respond to the crisis and learner differences particularly in secondary school. It can be seen that many schools have adjusted to the crisis disruption by "blended-learning" where classroom uses distance learning together with different strategies. Although educational innovation is somewhat important, many teachers seek their own methodology which is expected to work on well with their students. Student-centered activity and project still plays important role to foster student competence. The central curriculum doesn't match with context and learner difference. Therefore, the Ministry of Education issues 5 forms of teaching: On Site, On Air, Online, On Hand, On Demand which teachers are free to choose one (or more) for their classroom during COVID19 disruption. For the red zone, distance learning is compulsory.

Laos PDR can be outstanding example in teaching and learning management during COVID19 crisis. The Ministry of Education and Sports pushes the effort to continue students' learning. The Ministry uses distance learning as a tool by getting great teachers to compile lessons and broadcast on Laos PDR national TV channel. Teachers can redesign content based on Ministry's curriculum which is proper to context and learner difference. Kru Kunwilai Kenkitisak, Princess Maha Chakri Awardee 2017, Principal of Thong Kang Primary School, Vien Tien, Laos PDR has attempted to set an onsite classroom for early childhood students (from kindergarten to Primary 2) with alternate days and small-sized classroom. While primary students study online at home about fundamental skills like literacy, numeracy, and life skill.

The parent collaboration also supports on-hand learning as well. Moreover, the Ministry supports teachers to be ready for student care by subsidizing mobile service charge, tablet devices (rental) for upper-primary level which ensures technology readiness for all students. The private and technological agencies provide Laos Think Tank application along with developing and redesigning the learning lessons with the Ministry.

There are still best practices from the far reaching remote area like the cases of Kru Hesus Insilada, the Princess Maha Chakri Awardee 2015, a principal of Canninguan National High School, the west of Visayan; Kru Sadut B Minundhang, the Princess Maha Chakri Awardee 2019, a principal of Darping Elementary School, Cotabato City, Mindanao Island, Philippines; and Kru Lourdes Rangel Goncalves, the Princess Maha Chakri Awardee 2019, Eskola Basica Matata Elementary School, in the valley of Emera City, Timor Leste. These three cases face difficulty in setting online classroom. Teachers have to prepare worksheet, lesson or any on-hand material to allow the students to practice along with online learning. Students can still continue their learning from family and community context which become meaningful for their development under the limitation of resources.

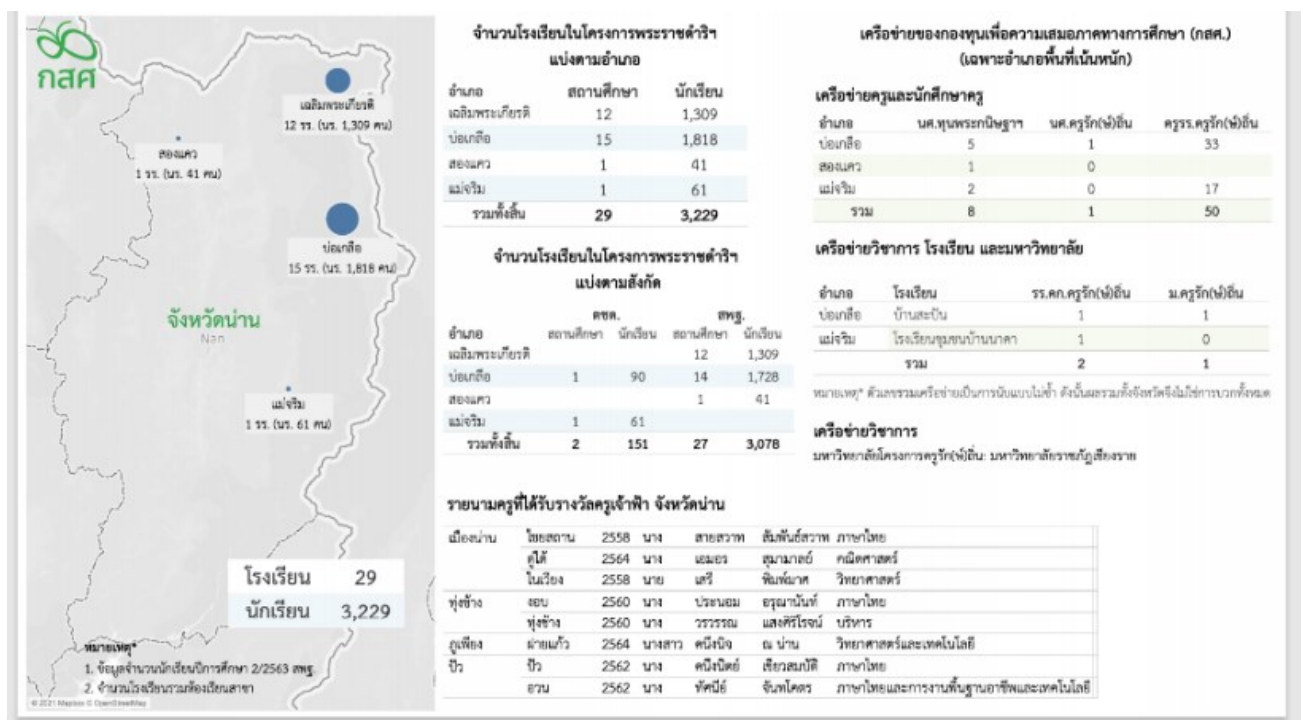
## **2. Prepare for Fundamental Literacy and Inquisitive: Practices from Area-based Approach**

In light of the far-reaching consequences of the COVID19 pandemic on education system, government and other relating agencies have ramped up efforts to facilitate the continuity of learning for all places in Thailand no matter it is located in outreach area. In the Southern Border provinces, an early childhood literacy has been a key issue for over a decade. Thai Health Promotion Foundation and Yala Rajabhat University create a reading culture plan to promote reading culture among early childhood students through tales, activity kits and early childhood learning media and then distribute to families in order to support childcare.

**The project on enhancing children and youth learning in remote area or The Speaking and Reading in Thai Language in the under patronage schools in Nan and Ratchaburi are the**

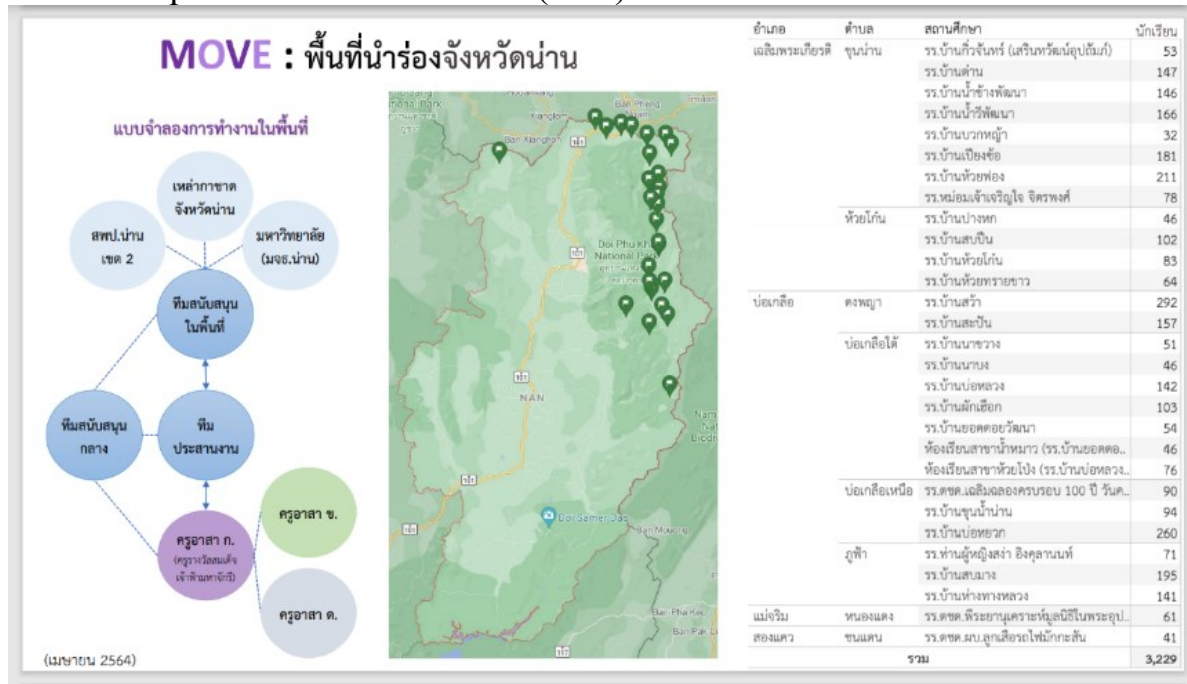
collaborative projects of Thai Red Cross, the Princess Maha Chakri Foundation, the Equitable Education Fund and Higher education institutes. These projects emphasize on students who perform poorly in literacy and numeracy by (1) developing teachers for better Thai language teaching (2) providing teachers and volunteers who can communicate in dialects to support each particular need area (3) responding to teacher and school need (4) providing other learning materials i.e. children and youth encyclopedia from the Royal Project to foster Thai language skill for tribe students or slow learners and digital media for language learning. The teachers from the Princess Maha Chakri Awardees and the Foundation network also take part in these project to support their colleagues.

*Example : number of schools in The project on enhancing children and youth learning in remote area or The Speaking and Reading in Thai Language*





Source : Equitable Education Fund (EEF)



Source : Equitable Education Fund (EEF)

All these attempts to support the outreach learners from the PMCA awardees, the networks along with the local staffs are the key for success. Every agency is taking part to foster young children to continue their learning because Thai language competency is a fundamental to further other necessary skills for them in the future.

### 3. Online Learning and Hybrid: Blended-Learning Management Approach

One of the movement to reform education in previous decades is to apply digital technology devices as a learning device particularly when "Internet of things" becomes everything in the world. Many countries declare their strategy on digital technology devices application for borderless learning. They emphasize on technological and digital infrastructure. However, there are still some limitation in hardware and software among teachers and learners. COVID19 pandemic is somewhat forcing factor to apply digital technology devices in learning. Thus, digital related policy is very important to be concerned.

**Distance Learning is a strategy which many countries in the South East Asia and other regions around the world apply in common.**

Thai government promotes digital technology device in teaching and learning management when students' home become study place such as On-Air Learning from Satellite TV, On-Line Learning as well as provide On-Site Learning at school/community.

Therefore, challenge in the era of Digital is how to foster digital literacy and skill among new generations especially teachers in the new era. Teachers nowadays have to be able to handle online course through any digital forms. COVID19 pandemic is a cause why digital devices are so important in educational context. Plenty of teachers turn this crisis to the opportunity to develop teaching approach when everyone has to live their lives on New normal way. These are some good examples from the Foundation's network to deal with digital disruption in education.

• **Full Function Online Classroom** can be proceeded in high readiness schools which they always improve their own online course continuously as well as the digital devices are adequate. For example, in the case of **Kru Boonsert Chantin**, Kwansit Awardee 2020, a teacher from Princess Chulabhorn Science High School Nakhon Si Thammarat. Kru Boonsert has turned his class to the full function online classroom via google meet และ google classroom since the first wave of CC

ตารางเรียนออนไลน์ช่วงสถานการณ์ COVID 19 ระลอกใหม่ ระดับชั้นมัธยมศึกษาปีที่ 5 ภาคเรียนที่ 2 ปีการศึกษา 2563

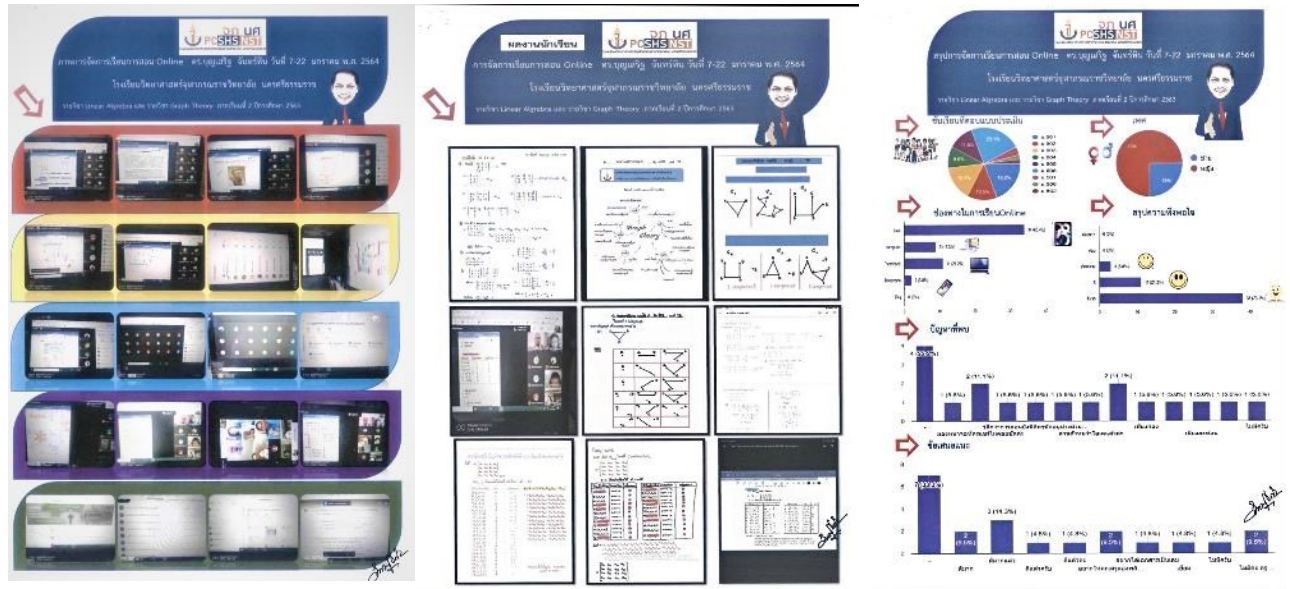
โรงเรียนวิทยาศาสตร์จุฬาลงกรณ์มหาวิทยาลัย นครศรีธรรมราช

ตั้งแต่วันจันทร์ ที่ 11 มกราคม 2564 ถึง วันศุกร์ ที่ 22 มกราคม 2564 (หมายเหตุ วันที่ 7 และ 8 ม.ค.64 ใช้ตารางสอนปกติเดิม)

วัน/เวลา	คาบ 1	คาบ 2	คาบ 3	คาบ 4	คาบ 5	คาบ 6	คาบ 7	คาบ 8	คาบ 9
จันทร์	30201 บูรณาการ ม.5 (501-503) (ครูโบonser)	30201 บูรณาการ ม.5 (504-506) (ครูโบonser)	30201 สังคมฯ (501-503) ครูชุกรณ	30204 ประวัติศาสตร์ (504-506) ครูชุกรณ	พัก	30201 สังคมฯ (504-506) ครูชุกรณ	30204 ประวัติศาสตร์ (501-503) ครูชุกรณ	30287 ไร่องาม และสวนกุหลาบข้างล่าง (501-506) ครูชุกรณ	
อังคาร	30203 ฟิล์ม (501-503) ครูชุกรณ		30204 ภาษาอังกฤษ (501-503) ครูชุกรณ	30203 ฟิล์ม (504-506) ครูชุกรณ	พัก	วิชาเลือก และสวนกุหลาบข้างล่าง (501-506) ครูชุกรณ		30282 ไร่องาม/อุทยานฯ 2.100/4.100 (เฉพาะนักเรียน ม.5 ที่ลงทะเบียนเรียน ประมาณ 40 คน)	
พุธ	30204 ภาษาอังกฤษ (501-503) ครูชุกรณ	30203 ฟิล์ม (504-506) ครูชุกรณ	30204 ภาษาอังกฤษ (504-506) ครูชุกรณ		พัก	30223 ชาติ (504-506) ครูชุกรณ			
พฤหัสบดี	30204 ภาษาอังกฤษ (504-506) ครูชุกรณ	30203 ฟิล์ม (501-503) ครูชุกรณ	30203 วิชาวิทยาศาสตร์ (501-503) ครูชุกรณ		พัก	30243 วิชาวิทยาศาสตร์ (504-506) ครูชุกรณ			
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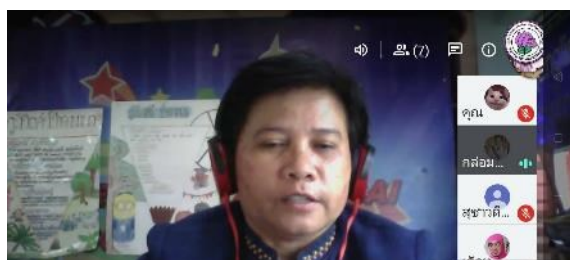
The virtual classroom is set to provide virtual classroom practices like assign and hand in tasks which teachers can evaluate student performance here. Other supportive programs and Individual

Care are still running. Moreover, Kru Boonsert also brings digital technology to coach his colleagues, and will initiate innovation in school as well.



Source : Kru Boonsert Chantin, Kwansit, Princess Chulabhorn Science High School Nakhon Si Thammarat.

• **Online classroom with Blended learning: Digital Technology is being used for learning** in many schools since the Ministry of Education and school ask for online classroom as much as teachers can. But in the real context, even schools are ready to convey the online course, some students may not be able to access to technology or any devices for full function online learning. Thus, in this case Blended learning is applied and digital technology plays supportive role in learning.



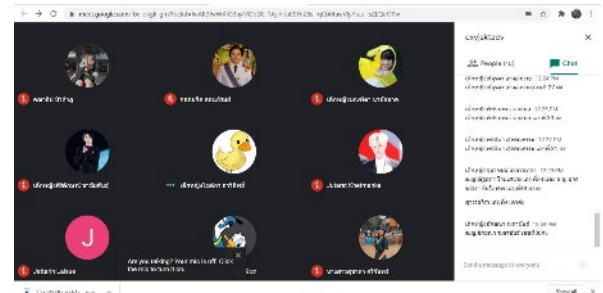
Let's learn from the case of Kru Klomjit Donpirom, Kamalasai School, Kalasin. Kru Kunakara Awardee 2022. Kru Klomjit and her colleagues are asked for 100 percent of online course. But in the real situation, she found that 40 percent

of students lack of any devices to join the online class. Kru Klomjit designs her classroom with blended learning which student experience is being applied. All contents are integrated and downsized to meet the limitation



of learning time and resources due to the crisis. The classroom is restricted as social distancing so no face-to-face activity. The activity should be match with learner difference and health-concerned. Assessment is also adjusted to meet with blended learning which learning can happen everywhere.

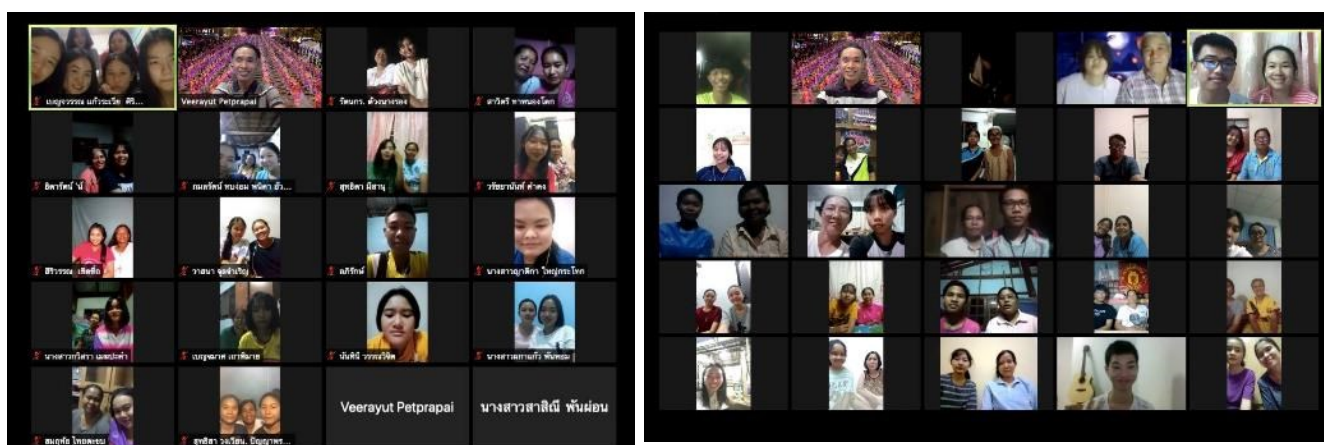
In Kru Klomjit's science class, she applies digital technology as learning material. Her class emphasizes on how students can apply what they learn from the class for their real life in community. Students practice scientific skills, solve scientific problems, apply to real life and do research on their own.



Source : Kru Klomjit Donpirom, Kamalasai School, Kalasin

In Singapore, teachers provide hybrid classroom where students in secondary level will both learn through blended-learning and home-based learning. Students have to manage their time to study online and onsite as same as what they did in Loas, PDR. In Indonesia, students have to join onsite on alternate days with a small-sized class. These prove both students and teachers have to adjust their learning and teaching to deal with crisis with the new-normal context.

**4. Online as a Supportive to develop Teaching and Learning Approach.** Many teachers confront with a new challenge relating to digital disruption in education. Some are learning to design their online course for classroom with digital technology along with setting the student care system during COVID19 pandemic and taking parents to collaborate with school to support their children learning. **Kru Weerayuth Petchprapai, Ying Khun Awardee 2015**, an art teacher in Serng Sang School, Nakhon Ratchasima applies digital technology to develop student care system which can monitor individually. Kru Weerayuth also uses social media, Facebook as the open group to be the discussion space for students. He uses Zoom meeting for his class and takes the advance of technology to support school's Professional Learning Community where everyone shares knowledge and experience to improve teaching and learning approach.



Source : Princess Maha Chakri Award Foundation

**Kru Kijwat Saensrira, Kru Kwansit 2020**, a deputy-principal of Chaturamitrwittayakarn School, Choom Phae, Khon Kaen applies the advance of digital technology to manage his classroom in COVID19 crisis. Kru Kijwat develops his art online course via Google classroom and QR for further learning. He also coaches his colleagues on online classroom design and the network platform for teacher, student, artist and anyone who is interested in art to share their interests, appreciation and for further development.

**Kru Suwimon Chobngern**, Kru Kwansit 2020, a volunteering teacher at Non-formal and Informal Education Centre, Amphoe Aranyaprathet, Sa Kaeo is one of many teachers who attempt to apply technology for remote area. Kru Suwimon found that during COVID19 outbreak, there are 60 percent of registrants. The center applies QR code to compile learner data on technology readiness in 13 sub-districts 49 communities, and also uses Facebook as a tool to communicate with parents and for knowledge sharing. A library, the main learning resource, is set to be compact on QR so learners can do self-learning at home.

Furthermore, the PCMA foundation collaborates with Digital Economy Promotion Agency (DEPA) to foster Digital Literacy for teachers during COVID19 outbreak. For example, **a project to coach PMCA teacher network to train some necessary computer skill for providing online course** (using web browser, download and upload files, using email safely and effectively, data searching, podcast for learning). **This project aim is teachers be able to apply digital technology for effective teaching and learning approach.**

### **5. Mobile Learning when Learning can mobilize and reach everywhere.**

In the midst of the pandemic, education in crisis is on spot. Learning activity is designed and created in many ways as an education innovation. Teachers from the under patronage schools in outreach area attempt to create learning activity which match the contexts and a limitation of resources. Some examples of education innovation are as followed;

**Learning Box Innovation** at a Ban Pla Dao Private Suksasongkhao School (a kind of school with free of charge for marginalized students), Amphoe Mae Tang, Chiang Mai. This school is for kindergarten – primary level. Most of students here are hill tribe. From a survey, only 20 percent of students are ready for online classroom, while a majority (80 percent) confront with inadequate technology devices (have no TV, have mobile phone without internet access, have no computer). Thus, Learning Box is deigned to be able to use in both online and offline classrooms for students.



How to use Learning box, Pla Dao Private uksasongkhao School

Source : Dr.Nanthaporn Seributra, starfish country home school foundation

Learning Box is also used as an innovative model for learning in a TSQP project and the Online Workshop – Teacher Boot Camp to give the idea to teachers to create their teaching based on their context. Learning box is not similar to worksheet or any other learning materials which can be only used in particular content. The Equitable Education Fund with Office of Research and Innovation Development, Sripatum University at Chonburi create **Black Box: Self-Learning Materials in the 21<sup>st</sup> century** as a learning materials for technological inaccessible students to continue their learning during school closure. 500 Black Boxes are distributed to very-poor students in upper primary level in 5 pilot provinces: Samut Sakhon, Chonburi, Ayudhaya, Petchaburi and Kanchanaburi.

**In Brunei, Dayang Hajah Noorliah Binti Haji Aspa**, the PMCA Awardee 2019, a principal of Lambak Kanan Jalan 49 Primary School also invents “**Home Learning Pack**” as an important learning material to learn at home. This learning material is distributed to internet inaccessible students and to students with special needs or disabilities. Home Learning Pack comprises of learning material, worksheet, activity that students and parents can do own their own to practice, and a manual for parents. “Home Learning Pack” is considered as educational innovation that support Learning together with Family, the national policy of Brunei.



• **Classroom Mobile Unit:** the concept of classroom mobile unit is initiated from Mobile Library by the Ministry of Education and other foundation which promoted learning accessibility for outreach people. To cope with learning difficulty, the learning mobile is one of interesting approach to reach learners in remote area.

In 2021, “Koh-Karn-Kru” one of leading teacher groups from 5 areas in 4 provinces: Khon Kean, Srisaket, Kalasin and Chiang Mai come up with the Classroom Mobile Unit project with support by Thammasart University, Leadership for Future and Thai Health Promotion Foundation. **Classroom Mobile Unit aims to deliver knowledge for learners at home** which idea is from a grocery mobile car selling things to the villagers in the countryside.







Source : <https://www.leadershipforfuture.com/>



**Kru Sanya Makkarin, a teacher from See Chom Phu School, Khon Kaen is one who initiated Classroom Mobile Unit in 2021.** Kru Sanya and his colleague in the Northeastern part of Thailand observe the students are unready for online classroom in various aspects; inadequate technology device, family financial limitation and mental status. Thus, he designed the teaching approach which is mainly community-based activity and aims to facilitate this group of children to continue their learning along with expertise in necessary life skills with the community participation.

**Kru Chutintorn Hatthapanom, Khum Nong Koo Municipal School, Khon Kaen** is another leading teacher who applies Classroom Mobile Unit to work with students in 5 communities: Khum Nong Koo Community, Sri Chandra Community, Ban Hua Thanon, Ban Tao Nor and Ban Nong Hin. He and his colleagues found that the consequence of COVID19 pandemic will make people relocate and move to other areas more. Therefore, learning activity should be match with students in particular area and emphasize on life skills, individual interest and learning through context and environment. Similar to **Kru Sarawut Pol Tue, a teacher from Hua Hin Wittayalai School, Kalasin**, he agrees that students grow up with their community background for example knowing about fishing. Even though these students may not perform well in academic, they still survive by their implicit background knowledge. His Classroom Mobile Unit is mainly about environmental knowledge through biking activity. **Kru Pollawat Luarnsri, Rai Som Learning Center, Chiang Mai** shared his experience as over 90 percent of his students are hill tribe labours. Most of their parents work in agricultural field. Students have to go to school, if not they must work with their parents. Therefore, Kru Pollawat designs his course related to agriculture, life skills and environmental concern.

	
<p>Students in Rai Som, Chiang Mai learn about Food Security ( Kru Pollawat Luarnsri)</p>	<p>Students from Na Kabuon, Srisaket learn how to fix bike from his dad (Kru Thada Udomsap)</p>
	
<p>Students with enviromental activity, Hua Hin Wittayalai School, Kalasin (Kru Sarawut Pol Tue)</p>	<p>Classroom Mobile Unit, Non Chai School, Khon Kaen (Kru Sanya Makkarin)</p>

Source : Future Leadership project and Kru Sanya Makkarin

We can also see the idea of Learning Mobil Unit in Philippines. **Dr.Sadat B. Minandang the PMCA Awardee 2020, a principal of Darping Elementary School**, Cotabato City, Mindanao Muslim Autonomous Region, Philippines is known as the legendary teacher who always move education forward. Dr. Sadat uses **The Push Cart Knowledge** as a mobile unit to deliver learning service to the out-of-school children in this area. He has been awarded many rewards in teaching, as a great teacher and innovation driven in national and international level. He is also a role model for other teachers in Philippines. **The Push Cart Knowledge** is now turned to **Learning Motorbike Unit or Rider the Happiness Sharer** for students in community which are very poor. Dr. Sadat and his colleagues will get on a motorbike to serve the learning service in in-service community. Learning Motorbike Unit comprises of Nutrition Facts and Student Care Center in the assigned area.

## Policy Advocacy in Thailand

After the COVID19 outbreak in Thailand in 2021, Thai government launched COVID19 restrictions under the Declaration of an Emergency Situation or so-called national Lockdown and proposed some New Normal strategy in order to reduce the risk of getting COVID19 such as social- distancing, working from home. The consequences of the COVID19 pandemic on education system are shifting from face-to-face activity to social-distancing activity, and use technology communicative device as learning material. Thai government has ramped up efforts to facilitate the continuity of learning for all students via digital device. There are some of the Ministry of Education's policies to cope with the crisis in each period of time.

**1)Postpone 1<sup>st</sup> Semester of 2021 – 2022: School Closure and Changing teaching approach.** The Ministry of Education issued the school closure announcement in March – April, 2021 due to the second wave of COVID19 outbreak. When the government alleviated COVID19 restrictions, the Ministry came up with “School Closure Will Not Discontinue Learning” campaign and set the school practices for Reopening on 1<sup>st</sup> July 2021 as follow;

**1<sup>st</sup> Phase: Prepare to get ready** (7<sup>th</sup> April – 17<sup>th</sup> May, 2021) by surveying technology readiness and internet accessible of every sectors: students, teachers, schools and systems. **2<sup>nd</sup> Phase: Pilot the distance learning** (18<sup>th</sup> May – 30<sup>th</sup> June, 2021) by testing distance learning system on digital TV and online collaborating with Distance Learning Foundation under The Royal Patronage to broadcast the learning content on 17 free channel on Distance Learning Television: DLTV during COVID19 outbreak with Standard Definition : SD. The learning content was broadcasted on 18<sup>th</sup> May 2021. **3<sup>rd</sup> Phase; Teaching and Learning Management in COVID19 crisis** (1<sup>st</sup> July- 30 April 2022) is planned into 2 cases; (1) if there are increasing rate of infection, the distance learning is set on DLTV (2) if there are decreasing rate of infection, reopen school on 1<sup>st</sup> July 2021, the on-site classroom is provided under social distancing strategy. The crisis management is planned to deal with pandemic collaborate with Department of Health. The new normal practices are set for downsize of classroom, keep social distancing. Switching learning on alternate

days. In the large-size group, students are ask stay at home so online learning is very important. Effective online learning should depend on each school context and management.

**The Policy Advocacy in 2022** The Ministry of Education still focuses on online learning which postponed the 1<sup>st</sup> semester, 2022 of schools under the Ministry of Education from 17<sup>th</sup> May to 1<sup>st</sup> June and postponed again to 14<sup>th</sup> June. If any schools were ready to reopen before 14<sup>th</sup> June, they should follow the order of the Center for the Administration of the Situation due to the Outbreak of the Communicable Disease Coronavirus 2019 which depends on each province. For schools in the red zone, it is restricted to close the schools or any education institutes, so there is only distance learning provides via On Air, Online, On Demand, On Hand. While other areas with lower cases of infection can use On Site, On Air, Online, On Hand, On Demand or Blended Learning depend on school decision. There is another attempt to reopen school on 1<sup>st</sup> September, 2022 in particular areas.



Area map controlled by the Coronavirus Disease 2019, Epidemic Situation Administration Center, August,30,2021

Source : Epidemic Situation Administration Center of the Situation COVID-19

About educational subsidy, the Cabinet's resolution agreed on Ministry of Education measures to relieve financial burden on education fee during COVID19 crisis. (1) subsidize tuition fee 2,000 baht per head for all students both public and private institutes from

kindergarten – Secondary 6 and vocational college. (2) request cooperation from private schools (with no subsidy from government) and international schools to reduce or postpone tuition fee payment as well as set up the petition center for parents and (3) reduce learning gaps and impact of learning loss by subsidize more on tuition fee, learning materials, uniforms and learning activity in order to support learning in crisis. Moreover, 34,887 schools under the Ministry of Education will gain more budget (about 400 million baht) for teaching and learning management/learning materials and healing COVID19 effect on student health.

The Sandbox Safety Zone in School (SSS) is applied in boarding schools. The Ministry of Education and the Ministry of Public Health will do the fieldwork to ensure those schools joining the SSS are ready to reopen their schools in Hybrid learning (online and onsite) and reassure the health well-being in every student.

There are some interesting policies in the South East Asia countries. For example, in Viet Nam, the Ministry of Education launches “Giảm Tải” which means to reduce. The learning content in curriculum is reduced and concise and mainly focuses on student self-learning along with the monitoring and evaluating system. Timor Leste, Laos PDR, Cambodia and Thailand provide distance learning based on national curriculum, alternate class (take turn for onsite class), reduce classroom size and adjust teaching and learning content to the context. Promote technological or digital literacy for teachers and subsidize their expense on internet access. In Thailand, a measure to support internet access seems complex and inadequate to use in real context.

In Indonesia, COVID19 literacy will be taught at school and also use online learning like other countries. Home Learning Pack in Brunei and other worksheet/learning materials are distributed to inaccessible students. Singapore and Malaysia are different as they use full function of online learning and they support everyone with technology readiness.

### **Part 3: Challenges and Further Implication: Lesson Learned from Thailand and neighboring countries**

It is obviously seen that the co-issue of Thailand and neighboring countries is the impact of COVID19 on education which has reformed learning and teaching approach to New Normal School since the first wave of outbreak. Health well-being comes first and before we think about how to handle with the social-distancing on our traditional classroom. Distance Learning is the answer. School-Home-Community Partnership play important role to continue learning during school closure. The interesting lesson learned as a challenge and for further implication are as follow;

#### **1. Teacher attempt to overcome the crisis.**

As students have to learn at home which is a new setting of learning, teachers have to design virtual classroom based on their context and individual needs with resilience. For outreach students in remote area (i.e. Thailand, Laos PRD, Cambodia and Timor Leste), teachers have to set blended learning for them via online or distance learning TV along with on-hand learning to support students as much as they can. Here are some challenges:

- **How to make online learning to be virtual classroom** and build up the Active learning atmosphere where teachers and students interact instantly? This challenge comes with on-demand challenge that teacher should be able digital literacy and choose the right application or appropriate learning media. Mr. Zainuddin Zakaria, the PMCA Awardee 2015 from Malaysia reveals the example to drive borderless classroom with other PMCA awardees. The Fabulous ASEAND Breakfast project supports project-based learning in youth. This project shows what the students learn from online classroom can be further to research, self-learning culture and to develop for their next steps.

- **How to handle the on-site during school closure and with the limitation of social-distancing in classroom?** It seems to be more difficult for large-sized school than medium or small-sized school. New Normal Classroom is somehow limitation: space and time. How to provide quality classroom as same as the traditional classroom, and how to interact to each other in New Normal way of living. How to



adjust the classroom content to foster student basic skill and for deep learning?

- **How to teach by on-hand learning which is not just about worksheet and homework concern?** Learning Box and Home Learning Pack are good examples in this case. On Hand activity should be **extension or application homework** which students apply what they learn to adapt for their real life. **Integration Homework** can be useful for learners to practice their self-learning culture or prepare them for future research or even innovation. Homework in New Normal learning should be meaningful and creative.

According to the abovementioned case, there is **no only one blueprint for teaching. It should be blended various teaching approach.** Integrated content is what should be taught in this context. Like Kru Suthep Tengprakij, the PMCA 2019 and other cases that prove blended learning work well on new normal context. For early childhood and special need students are provided Home Learning Package or Self-Learning at Home Package which customize to individual learning. Online and onsite are well-prepared for teachers in order to carry classroom to everyone including technology inaccessible students. Student care is also provided in a package to ensure that teacher can still help students especially the students with special needs. Teachers have to work together with parents, and parent partnership can support school for student utmost benefit.

**2. When parents become teachers and community becomes learning space are new phenomena due to the impact of COVID19.** Lesson learned shows that parents are significant in children education. Parent participation is a key to succeed in “Learn from home or Home-based Learning or Community-based Learning”. But how about some parents who still have to work and handle their children online class? That’s the reason why the parents need support. Parent education along with school and community will be the future point to focus besides resource allocation.

**3. Teachers should take care of early childhood students closely by taking school to children.** Some countries attempt to reopen school for early childhood student first or teacher would visit student at home in order to monitor their development closely because

these children especially marginalized group still need food and milk from school. School with the Department of Health educate parents to make sure they will be able to take a good care of children. This is a big challenge in term of early childhood care with collaboration between Child Care Center, Kindergarten and Primary school.

Many cases in many countries invest on early childhood education; for example, the project on Association School Collaboration by Ms. Lourdes Rangel Goncalves, the PCMA awardee 2019, a teacher from Matata Elementary School, Emera, Timor Leste. This project aims to facilitate early childhood students in remote area and provoke their parents to continue children learning while school closure. Another case is **the Push Cart Knowledge** for very poor students in remote area community during the severe spreading of COVID19. Dr. Sadat B. Minandang, **the PMCA Awardee 2020, a principal of Darping Elementary School**, Cotabato City, Mindanao Muslim Autonomous Region, Philippines designs a Motorbike Learning Unit to serve the learning service in in-service community.

**4. Various Assessment becomes one challenge in teaching and learning management in crisis.** How can teacher evaluate learner performance appropriately? Authentic Assessment is being used in Laos PDR, Thailand, Cambodia and Viet Nam such as parents help their children to make a video clip and hand in so that teacher can evaluate their performance. For higher level, the students have to do the online test via Google Platform. Teachers in Indonesia and Brunei, the Ministry of Education try to develop assessment system via Ministry web-based in order to be used in general.

**5. For teaching and learning management in crisis, communication is very important.** Communication in this context means the communication between teacher-student, school-parents in order to reduce gaps or misunderstanding each other especially when parents' mental status is fragile. Communicative tools can be various; depend on which application is famous: Line, Facebook or Telegram, or even home-visit is still appropriate for those who are unable to access to the online communication.



Communication also includes how policy level agencies and practical level agencies convey and respond the message. When the policy is clear from the macro to micro level like in Singapore, Malaysia, Brunei and Vietnam, it is easy for adaptation and continuity of support.

All in All, it can be concluded that lesson learned and experiences from the South East Asia teachers reflect the education reform is correlated with building up new learning culture in Post COVID19. No matter which forms of teaching or learning are arranged, online or actual class, we can succeed by the participation of teacher, parent, community and other related sectors. They are all significant mechanics to move education forward together. From all cases, it is expected to see the well-designed teaching and learning approach which is able to cope with current crisis. New normal learning is still a challenge for today and for the future.

## **Conclusion**

In the midst of educational crisis, we are all facing the consequences of COVID19 pandemic, severely or less due to the inequity issue in each context. However, 11 countries in the South East Asia countries including Timor Leste have ramped up efforts to facilitate the continuity of learning in crisis. The best practices and lesson learned from PMCA awardees and the PMCA Foundation network together with other agencies show how they work together to overcome the pandemic outbreak. These valuable experiences are interesting and should be concerned for further movement in basic education.

**Distance learning is co-shared education strategy.** Governments support to apply digital technology in education disruption such as Distance Learning TV programs, Satellite TV (on air), online learning and onsite learning at school/community setting. Moreover, governments provide plenty measures for resilience content/curriculum, downsize classroom, decrease classroom hour, reduce homework burden and shift to promote self-learning among those students. Supportive system

and incentives are also provided to support school and community participatory.

At the practical level, teacher becomes frontier in a new normal learning approach and parents become teacher-at-home. Although we need to use distance learning due to social-distancing to avoid any COVID19 transmission risk, it is impossible for those who are lack of technology devices and internet access. Outreach group still faces inequity and disparities. Learner difference and context are difficult to just put in ready-made approach or one size fit all policy. Teacher's job is changed to be a risk manager to help students in learning and ensure their health well-being. The learning content is far-beyond from traditional curriculum which tend to customize for individual needs. Traditional classroom has been changed from face-to-face interaction to virtual classroom with social distancing interaction. The important conditions which affect quality in education are teaching effectiveness and learning loss.

Early Childhood Education becomes on spot especially in crisis of COVID19 pandemic since education and childcare directly affect on children' brain and their development. Online classroom is not appropriate for this case. Early childhood students need any developmental activities such as learning from playing, reading fairy tales and the support from parents. Primary students can engage in blended learning with cooperation from parents in order to foster their fundamental skills for the 21<sup>st</sup> century like literacy, numeracy, science, social skill and life skills. For secondary students, they should promote self-learning culture in order to be inquisitive and even build up their own knowledge through any kinds of learning. Learning to learn is still a challenge as well as how to enhance "Multiliteracy" and some other skills needed for future to ensure that we can prepare our young generation be ready as a Post COVID19 citizen.

All best practices abovementioned is not the final or absolutely correct answer for how to continue or reform education for crisis. There are plenty of open-ended questions that await for being answered or even further acquisition. New challenges may occur day by day with different contexts and rapid change of the world (probably emerging infectious diseases). All sectors: teachers, schools and families are still

mechanics that move Thai education forward together with a great support and a crisis educational plan from educational agencies in order to ensure a good foundation for Thai students to become qualified ASEAN citizen and Global citizen in the rapid and dynamic change in the future.