

Synopsis of the National Scheme
of Education of B.E. 2545-2559 (2002-2016)

Office of the National Education Commission
Office of the Prime Minister

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INTRODUCTION

Past experiences from our developmental efforts have provided us with most valuable conclusions, particularly the fact that our quality of life represents a holistic integration of various factors in all aspects, which deserve our equal attention. These aspects include the well-being resulting from economic growth ; equal political rights ; justice derived from the rule of law ; work opportunities ; good health in a pollution-free environment ; education conducive to creation of wisdom and moral values ; peaceful and purified mind blessed with religious teachings; and a wealth of art and culture of the country and so forth .

Quality of life has thus become the overriding principle of developmental change. It is precisely this quality of life that enables us to attain balanced and sustainable development. Such attainment is evident in our success in enabling the “human beings” to reach the full development in all aspects : physical , moral , spiritual , and intellectual . With these attributes, they will indeed be able to create a society of quality, a society of learning and a society imbued with harmony and mutual care and concern.

Mandated by the constitutional provisions and Section 33 of the National Education Act of 1999, the Office of the National Education Commission (ONEC) has taken the necessary measures to prepare the **National Scheme of Education, Culture, Art and Culture**, which will be renamed “the **National Scheme of Education** ,” to serve as a strategic plan to ensure harmonization of the efforts for education reform throughout the country during the 15-year period of 2002-2016. The Scheme is aimed at the integration of all aspects of the quality of life. It is also attuned to other visions

policies, measures and legislations relating to the development of the Thai society during this period of reform.

In preparing the National Scheme, priority has been given to as much participation of all segments of the society as possible. The process began in January 2000 with the preparation of the draft, which was subjected to myriads of brainstorming and detailed and extensive review until it received the approval of the National Education Commission in January 2002. At its meeting on June 17 of the same year, the Council of Ministers authorized proclamation of the National Scheme for subsequent implementation.

The next step to be followed is implementation of the National Scheme, for which priority will be given at all stages to mobilizing the efforts of all segments of the society. It also calls for necessary mechanisms for efficient management, monitoring, follow-up, checking and evaluation of the National Scheme. All these actions will be guided by our common goal and determination to see the Thai people and the Thai society, together with the international community, on their path of progress with equal dignity, shrewdness and highest capability, while maintaining nevertheless the cultural values of the Thai way of life, which is based on generosity, regardless of the prevailing situations.

On behalf of the Office of the National Education Commission, allow me to express my thanks to all concerned, whose collective efforts have led to the successful completion of the National Scheme. However, the success of the implementation entirely depends on the active collaboration of all responsible for its effective translation into action.

(Rung Kaewdang)

Secretary-General

National Education Commission

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National Scheme of Education of B.E. 2545-2559 (2002-2016)

Prevailing Situations of the Thai Society

During the past five decades , the Thai society has undergone rapid changes in all aspects . In terms of sustainability , however, imbalance still prevails. There are as yet several important problems , some of which are critical , that need remedying . The root causes of these problems are to be found within our own society ; many have resulted from being swept by the tide process of globalization. A review of the major problems is hence called for in order to attain a common awareness of the situations , which can be thus summarized :

The economic crisis has led to an increased unemployment together with its corollary problems i e. poverty, drug abuse, crime, broken homes etc.

The new world order at both regional and international levels accompanying the globalization process has led to heightened competitiveness, thus necessitating strengthening of the knowledge base for the entire country for self–adaptability and shrewdness, so as to avoid being among the disadvantaged.

The severe degradation of natural resources and the environment has resulted in an increase in social conflicts.

The quality of education of the Thai people has on average become lowered, while the educational standards are relatively low in comparison with those of other countries at the same developmental level.

Education lacks unity in policy, while the educational institutions lack freedom and flexibility in administration and management. Participation of the public sector, communities and social institutions is also absent.

The society has been swept by consumerism, with priority being given to self- interest rather than the public interest. Most people are deprived of an ability to scrutinize and make the best selections in cultural matters.

The valuable local wisdom, Thai wisdom and Thai art have been neglected.

The religious institution, once regarded as a significant force providing sources of education and training for the young, has been less recognized as a source of spiritual support. Religious ceremonies also provide prominence to rituals rather than religious teachings .

New Orientation

The development of the Thai society with priority accorded to economic development with the sole intent on economic growth rate, based on a weakened and unjust social structure, mainly dependent on other countries, has proved that the wrong path has been followed. There is thus a need to formulate a new vision, strategy and policy for developmental efforts. Such formulation must be guided by **the principle of equal importance attached to all types of capital – economic, social, human and natural, with strong adherence to the Thai cultural way of life, deeply rooted in religious principles for maintaining our unique identity** amidst the new economic order.

Our society of to-day and to-morrow represents a knowledge-based society in which learning, knowledge and innovation are essential developmental factors. There is thus a critical need to promote and create situations for continuous learning in order to raise the quality, efficiency and competency of the majority of the people. The overriding principle for the necessary action is the involvement of all segments of the society to participate in designing and decision-making concerning public activities relating to themselves personally and to the local communities. Providing

support to all sectors and all levels of the society to develop to their highest potentialities as well as creating an environment conducive to success will empower the local communities to become the firm foundation for a steady and sustainable national development.

The 1997 Constitution of the Kingdom of Thailand provides the fundamental national policy on education in Section 81, which includes a requirement for enactment of a national education law ; improvement of education in harmony with economic and social change ; development of science and technology ; instilling of right awareness ; and promotion of local wisdom and national and culture .

The National Education Act of 1999 has therefore been legislated to serve as the master law as mandated by the constitutional provisions. The Act serves as the foundation_for the national policy regarding education, religion, art and culture as well as provides the framework for the education reform of Thailand.

Section 33 of the National Education Act requires preparation of the National Scheme of Education, Religion, Art and Culture , which will be renamed “the National Scheme of Education,” to serve as the framework for formulating the Basic Education Development Plan, Vocational Education Development Plan , Higher Education Development Plan and Religion, Art and Culture Development Plan as stipulated in Section 34. The National Scheme also provides guidelines for formulating operational plans at the levels of educational service areas and educational institutions, so as to achieve harmonious development with respect to education, religion, art and culture for the whole country.

By virtue of Section 10(2) of the 1992 National Education Council Act and Section 74 of the National Education Act, the ONEC has therefore taken

steps to draft the National Scheme of Education based on the following philosophy, conceptual framework and intent.

Sufficiency Economy Philosophy

The philosophy has been derived from the royal address by His Majesty the King, advocating adherence to the middle path based on moderation, ability for reasonable appraisal and sensitivity to world trends and events. It provides guidance “for leading our lives for the sustainable and well-being of the Thai people.”

Human-Centered Development

The purposes of the National Scheme are to enable the Thai people to be happy, self-reliant, and sensitive to the world trends and events, while maintaining the Thai identity. They will thus be able to make a wise and suitable selection of knowledge and technology; endowed with a satisfactory immunity system and flexibility for change, while maintaining moral values and integrity.

An Integrated and Holistic Scheme

The National Scheme is the outcome of the holistic integration of education, religion, art and culture to attain an equilibrium in life, mutual reliance, encouragement and support , with continuous lifelong development and with highest importance being attached to the family institution.

Attaining the Full Development of the People

Another intent of the National Scheme is to enable the people to become virtuous, competent and happy. They will attain the full development in all aspects : physical and spiritual health ; intellect ; morality ; integrity and desirable way of life so as to be able to live in harmony with other people .

Developing the Society to Become a Society of Strength and Equilibrium

Thus the Thai society will become :

- 1) A society of quality ,with justice , security and transparency ; with its people enjoying all their rights and complete freedom ;
- 2) A society of wisdom and learning in which all people and all segments are avid for knowledge and always ready to learn ; and
- 3) A harmonious society of mutual care and concern, dedicated to revitalizing, transmitting and safeguarding the Thai identity, art and culture.

Formulation Process of the National Scheme

The ONEC has completed preparation of the National Scheme of Education through various steps summarized as follows :

1) Brainstorming for the views of representatives of agencies/ organizations concern from the state, private and public sectors at an academic seminar attended by approximately 350 participants from the Bangkok and provincial areas ; this seminar on “Mid-Term Evaluation of the Eight Plan : Strategies for the Ninth Plan“ was held on January 7, 2000 to formulate the conceptual framework for the National Scheme, based on the evaluation outcomes of the first two years (1997-1998) of the Eighth National Education Development Plan, and supplemented by additional views and recommendations of the participants .

2) Meetings of the Sub-Committee for Formulation of the National Scheme, comprising scholars and high-level representatives of the agencies / organizations concerned, held in June –September 2000, to formulate the conceptual framework, intent and strategy for the implementation .

3) Another brainstorming for relevant views took place at a seminar on “National Scheme on Education , Religion , Art and Culture : From the National Education Act to Reform Strategies”, held on November 10 , 2000 and attended by approximately 300 participants .

4) The National Education Commission, at its 9/ 2543 meeting on November 17, 2000 for views and recommendations of its members, gave its initial approval to the (Draft) National Scheme. It also mandated the ONEC to seek additional views of the people concerned as well as those of the stakeholders, both in the Bangkok and provincial areas.

5) Another brainstorming for relevant views at the workshops held in April – June 2001, attended by approximately 1,200 participants from both the state and private sectors from the Bangkok and provincial areas.

6) The Sub-Committee for Formulating the National Scheme, at its 1/ 2544 meeting on June 7,2001, gave its approval to the (Draft) National Scheme, to be submitted for consideration of the National Education Commission.

7) The National Education Commission , at its 2/ 2544 , 3/ 2544 and 1/ 2545 meetings held on November 5, 2001, December 3, 2001 and January 7, 2002 respectively, deliberated as follows :

7.1) The (draft) National Scheme on Education of B.E. 2545-2559 (2002-2016) was approved with the following recommendations : additional provisions should be included for promotion of activities for the benefit of children , youth and the public for enhancing capacity in science and technology ; additional provision should also be included in **Chaper 5 : Translation of the National Scheme into Action** , assigning the responsibility for implementing the National Scheme to the Secretariat of the National Council for Education , Religion and Culture .

7.2) The ONEC was authorized to submit the (Draft) National Scheme on Education of B.E. 2545-2559 (2002-2016) for consideration of the Council of Ministers, while the Secretariat of the National Council of Education, Religion and Culture would be responsible for implementation of the National Scheme.

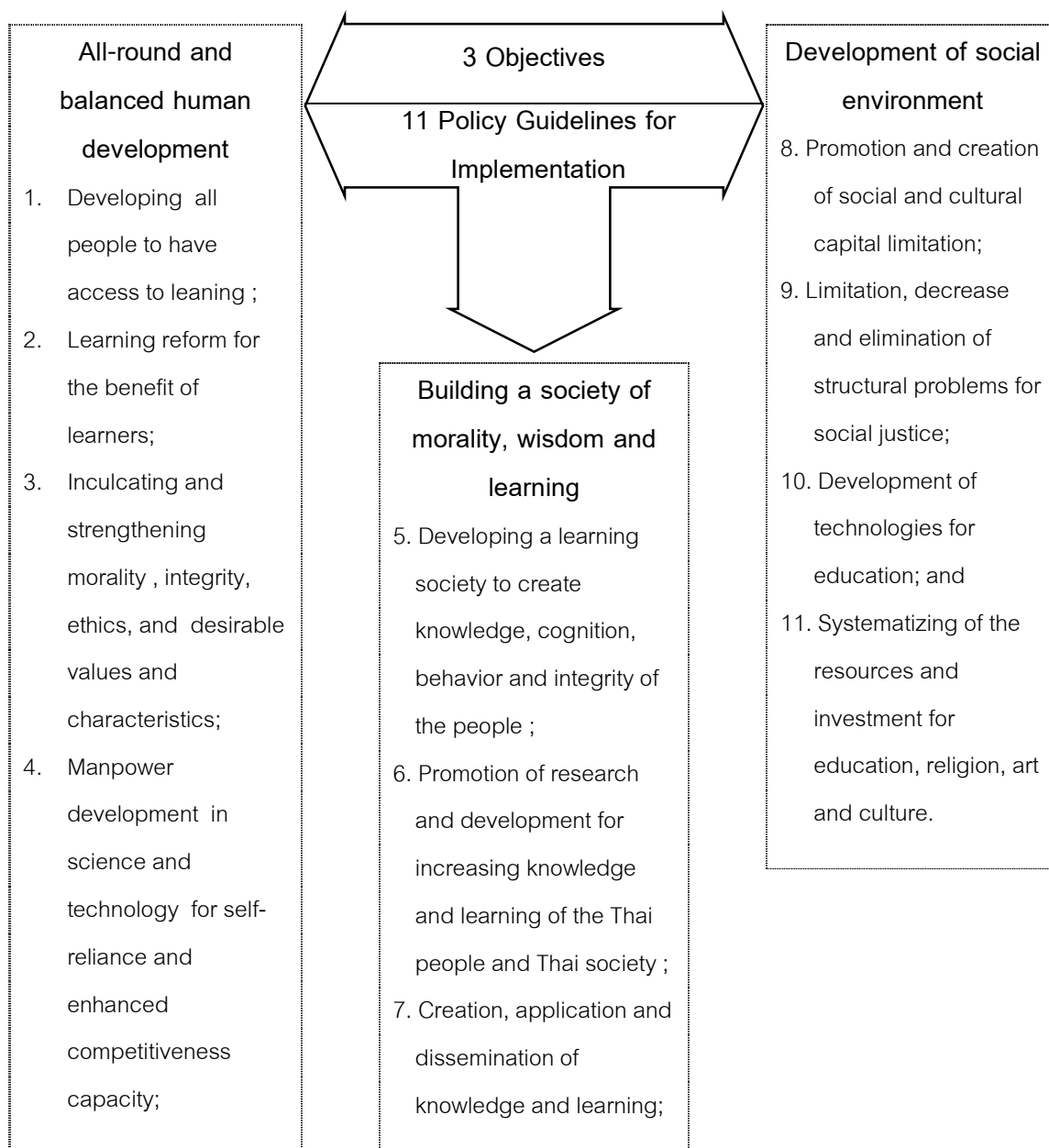
7.3) The proclamation of the National Scheme should be made through a resolution of the Council of Ministers.

8) The Council of Ministers, at its meeting on June 17, 2002, gave its approval to the National Scheme on Education, Religion, Art and Culture of B.E. 2545-2559 (2002-2016) and authorized its subsequent proclamation.

Objectives and Policy Guidelines

The National Scheme is a strategic plan, providing guidance for harmonious continuity of implementation at the national level of each plan/project for education reform , and administration and management of affairs relating to religion , art and culture for the 15- year period between 2002-2016 . The National Scheme represents the major reform plan, bringing together the relevant provisions of the Constitution and the National Education Act. It is also based on the government policy aimed at transforming the society into a society of knowledge, leading to a knowledge-based society, enabling all Thai people to have equal access to lifelong learning and training, and endowed with intellect, serving as a capital for income-generating employment, thus saving the country from the economic and social crisis. The National Scheme is also in harmony with the vision of the long-term development of 20 years, enunciated in the Ninth National Economic and Social Development Plan as well as the Act Stipulating the Plan and Steps for Decentralizing authority to the Local Administration Organizations of 1999 and other relevant laws and regulations.

The National Scheme on Education stipulates 3 objectives and 11 policy guidelines for implementation as follows ;



Objective 1 :

All-round and balanced human
development serving as foundation of
overall development

Policy guideline for implementation 1 : Enhancing access to learning for all from birth to the end of life

Targets	Implementation Framework
<ol style="list-style-type: none"> 1) All children aged 0-5 years will receive pre-school development programme for readiness in all aspects before entering the education system; 2) All children will complete nine-year compulsory education ; 3) All Thais will have access to twelve-year basic education ; 4) Availability of quality graduates of vocational education at different levels to meet the requirements of the labour market and those for national development ; 5) Skill development for quality and standard through a variety of models and methods ; 6) Graduates of twelve –year basic education will have access to higher education provided through diversified modalities ; and 7) Availability of educational services provided through diversified modalities and methods 	<ol style="list-style-type: none"> 1) Promotion and support for development and readiness preparation of those in early childhood through a variety of modalities, especially provision of knowledge for parents, guardians and would-be parents ; 2) Promotion and support for early childhood education of quality, covering the entire target group , so as to provide foundation for appropriated development for all ; 3) Provision of basic education services for all types of education, namely, formal, non-formal and informal, so as to allow access to diversified educational services for learning and self-development on a continuous basis in accordance with their needs and interests; 4) Promotion and support for provision of vocational education and professional training so as to allow manpower development at all levels of the production sector; it will also allow individuals to increase their knowledge and

Targets	Implementation Framework
<p>to increase educational access and alternatives for all learners .</p>	<p>upgrade their professional skills on a continuous basis;</p> <p>5) Reform through diversification of higher education to enhance the country' s competitiveness and to respond to the requirements of local communities ;</p> <p>6) Provision of educational services availing of appropriate modalities for the benefits of those with special talents ;</p> <p>7) Promotion of provision of specialized education to meet special requirements , bearing in mind the national education policy and standard ; and</p> <p>8) Promotion of provision of education on Buddhism and other officially recognized religions as well as dissemination of religious teachings at all levels and through all types of education : formal , non-formal and informal.</p>

Policy guideline for implementation 2 : Learning reform for learners' development at their own pace and to the best of their potentialities

Targets	Implementation Framework
<p>1. Learners will become competent persons capable of self-development to their highest potentialities ; they will also be endowed with virtue and happiness;</p> <p>2. All teachers will acquire knowledge and ability to organize the learning process through the learner- centred approach;</p>	<p>1. Learning reform through the learner- centred approach ;</p> <p>2. Reform of teachers , faculty staff and educational personnel ;</p> <p>3. Setting of standard and assurance of quality of education.</p>

Targets	Implementation Framework
3. All teachers will acquire professional licenses ; and 4. All educational institutions will have quality assurance.	

Policy guideline for implementation 3 : Inculcation and enhancement of morality, integrity , ethics, values and desirable characteristics of a righteous way of life

Targets	Implementation Framework
1) Integration of various aspects of education , religion , art and culture into the learning content , process and activities so as to enhance the learners' morality, integrity, ethics, values and desirable characteristics ; 2) Joint efforts by individuals, families, community organizations , private persons, private organizations, professional bodies, religious institutions , enterprises and other social institutions in conceptualizing and implementing activities , so as to allow all Thais to be endowed with morality , integrity, ethics, values and desirable characteristics in accordance with the traditional way of life; and 3) The majority of the Thai people will adopt desirable values and behaviour in accordance with the traditional way of life.	1) Reform of curricular structure and content at all levels of education, so as to include knowledge of the realities of life and nature, religious discipline, integrity, ethics and desirable values of the traditional Thai way of life and identity for the attainment of good characteristics, both spiritual and behavioral ; 2) Encouraging individuals , families, community organizations , private persons, private organizations, professional bodies, local administration organizations, religious institutions , enterprises and other social institutions to significantly contribute to the enhancement of morality , integrity, ethics, desirable values and good characteristics of the Thai people as well as to serve as learning sources and centres for learning ; 3) Integration of education and religion through the education process with emphases on both knowledge and morality. Such integration will enable learners to be knowledgeable and appreciate of the essence of the teachings of their respective religions. The teachings will serve as moral discipline as well as guiding light for sustainable development of the people

Targets	Implementation Framework
	<p>themselves, their families, communities, societies and the nation ; and</p> <p>4) Promotion and support for adoption of democratic outlook through the process of education and training .</p>

Policy guideline for implementation 4 : Manpower development in science and technology for self-reliance and enhanced competitiveness at the international level

Targets	Implementation Framework
<p>1) All Thais will have knowledge , critical thinking ability and thirst for knowledge in science and technology as well as social and human sciences ;</p> <p>2) Production of teachers , faculty staff and personnel in science and technology in quantity sufficient for the needs ; their knowledge and competencies will be enhanced for organizing teaching-learning activities of quality ;</p> <p>3) Graduates of science and technology will have the quality and proportion comparable to leading countries at the international level ;</p> <p>4) Development of professionals in science and technology of quality , endowed with knowledge and competencies in their respective fields .</p>	<p>1) Promotion and support for access to basic education for all, with emphasis on scientific learning process ; they will thus be able to apply their knowledge and understanding and benefit from the potential of science and technology in pursuing their careers and leading their daily life ;</p> <p>2) Promotion and support for production of teachers , faculty staff and personnel in science and technology on a systematic and continuous basis ;</p> <p>3) Promotion and support for those with special competencies in science and technology to receive development to their highest potentialities since childhood;</p> <p>4) Promotion and support for development of professionals in science and technology so as to have the quality, knowledge and competencies in their respective fields ; and</p> <p>5) Promotion and support for production of scientists and technologists capable of research and development activities. The</p>

Targets	Implementation Framework
	activities will be appropriate and sufficient in quantity, conducive to learning and creation of knowledge and innovation, based on local and Thai wisdom.

Objective 2 :

Transformation of the Thai society
into a society of wisdom and learning

Policy guideline for implementation 5 : Development of a learning society to enhance knowledge, thinking , behaviour and moral values of the people

Targets	Implementation Framework
<p>1) All Thais will acquire the skills and master the processes of thinking, analysis and problem-solving. They will have a thirst for knowledge which will be appropriately applied. They will also be capable of self-development to their highest potentialities on a continuous basis;</p> <p>2) All Thais will be endowed with honesty, integrity, discipline , frugality, ability to save earnings, sense of responsibility for public interest and good health ; and</p> <p>3) All Thais will have access and various alternatives to learning on a continuous basis through different stages in their lives. Such learning can take place in educational institutions and lifelong learning sources through various modalities and diversified methods. The learning, which will be of</p>	<p>1) Provision of education which is of quality , diversified, flexible , wide open and easily accessible to all ;</p> <p>2) Promotion of lifelong learning through development of teachers and personnel responsible for lifelong education as well as encouraging all parties concerned to participate in provision of lifelong education ;</p> <p>3) Development of learning sources to include diversified learnings for formal, non-formal and informal education as well as creating lifelong learning networks from the community level to the national level ;</p> <p>4) Development of information , media and information and communication technologies for lifelong learning; and</p> <p>5) Organizing the learning process to enable</p>

Targets	Implementation Framework
<p>quality, will be flexible and adjusted to meet the needs, interests and aptitudes of the learners .</p>	<p>the learners to have knowledge in all aspects - technical , general professional and religious–beneficial to both themselves and others .</p>

Policy guideline for implementation 6 : Promotion of research and development for increasing knowledge and learning of the Thai society

Targets	Implementation Framework
<ol style="list-style-type: none"> 1) Increase in the percentage of financial support for national R&D activities from the public sector to not less than 1.5 % of the annual budget, and to be increased in accord with the national economic performance and urgent needs for R&D on specific subjects through a continuous and efficient allocation system ; 2) Research activities in science and technology , social sciences, religion and culture and human sciences, which include both basic and applied research for increased benefit in the context of the Thai society ; and 3) Availability of research and development personnel of quality and efficiency with the proportion comparable to those of leading countries at the international level . 	<ol style="list-style-type: none"> 1) Establishment of effective policy mechanisms for research and development activities ; 2) Research and development activities will be included in the curriculum. The activities will accordingly be suitable to the learners' age ; 3) Promotion and support for research and development activities for creation and further development of knowledge and learning for the benefit of the Thai people in leading their daily life , in pursuing their careers and for improvement of productivity ; and 4) Promotion and support for development of research and development personnel of quality and efficiency.

Policy guideline for implementation 7 : Creation, application and dissemination of knowledge and learning to build society of wisdom and learning

Targets	Implementation Framework
<ol style="list-style-type: none"> 1. Development of innovative knowledge and learning suitable to the context of Thai society ; 2. The knowledge gained will form the basis for development of the quality of life of the Thai people ; and 3. The knowledge gained will form the basis for the development of all production sectors for added values of goods and products, leading to increased income of the Thai people. 	<ol style="list-style-type: none"> 1) Encouraging creation of innovative knowledge , based on both local wisdom and innovations , which will contribute to sustainable national development; 2) Encouraging an exchange and application of knowledge to be appropriately and timely used in keeping with various changes ; and 3) Encouraging utilization of technology for the search for creation, application and dissemination of knowledge.

Objective 3 :

Development of social environment to form a basis for human development and to create a society of morality, wisdom and learning

Policy guideline for implementation 8 : Promotion and creation of social , cultural and natural resources capitals, based on religion and local/ Thai wisdom

Targets	Implementation Framework
<ol style="list-style-type: none"> 1. All social institutions will be able to contribute to the continuous protection , development of the mind and enhancement of the quality of the fine and happy life of the Thai people and Thai society ; 2. Revival, initiation and development of desirable human behavior and environment for development of the mind and quality of the fine and happy life of the Thai people and Thai society . 	<ol style="list-style-type: none"> 1. Strengthening organization of religious affairs to attain happiness and fineness of the Thai society and world peace ; 2. Development , promotion and creation of knowledge and learning relating to art , culture and local/ Thai wisdom , appropriately linked to universal wisdom ; 3. Promotion of activities relating to art and culture ; 4. Promotion of activities relating to society and culture 5. Promotion of activities relating to physical education , recreation and sports ; and 6. Production and development of personnel with knowledge and competencies in art and culture, particularly in the fields in which there is a shortage, including promotion and development of artists .

Policy guideline for implementation 9 : Limitation , reduction and elimination of structural problems conducive to generating and/or sustaining poverty and deprivation of opportunity and dignity of the Thai people and Thai society

Targets	Implementation Framework
<ol style="list-style-type: none"> 1. The school-age population, particularly the underprivileged, which includes the poor, the disadvantaged living in remote areas, those at risk, the crippled and the disabled, both in the urban and rural areas, will have access to twelve-year basic education. Such education of quality will be provided through diversified modalities and on a nationwide basis ; 2. All groups of disadvantaged will have access to and receive educational services and professional training justly provided on a nationwide basis; 3. Autonomy in educational administration and management so as to respond to the needs of learners and communities. The education provided will be of quality and meet the standard required ; and 4. The people, communities and community organizations will be strengthened and hence able to contribute to the collective conceptualization, decision-making, monitoring, supervision, checking and provision of support for public activities affecting the communities and the local areas as a whole. 	<ol style="list-style-type: none"> 1. Promotion and support for the underprivileged groups to have increased access to twelve-year basic education of quality ; 2. Reform of the budgetary system for equality conducive to efficient provision of education , which will be regarded as an investment for solution of problems arising from poverty ; 3. Reform of the administrative and management structure of education for diversification conducive to efficient provision of education, particularly the decentralization of authority to local administration organizations and educational institutions , effective as from the 2002 budgetary year ; and 4. Application of educational measures as investments for strengthening social foundation for poverty elimination.

Policy guideline for implementation 10 : Development of technologies for education and national development

Targets	Implementation Framework
<ol style="list-style-type: none"> 1. Application of technologies to develop education of comparable quality and effectiveness; such education will be equally provided in all educational service areas which will be systematically linked to form network; and 2. All people will appreciate the importance and benefit of the application of technologies for education; they will be able to utilize the technologies for continuously increasing knowledge and learning for the benefit of their careers and their daily life. 	<ol style="list-style-type: none"> 1. Strengthening of offices at all levels and all educational institutions to have a system of networked databases providing mutual services; 2. Application of technologies to reduce inequality and to increase the quality of education effectively provided on a nationwide basis; 3. Promotion and support for users and producers of technologies for education to inculcate among the latter, in particular, conscience, ethics and responsibility to the society, resulting in production of educational media of quality; and 4. Development of receivers and users of technologies for education to enhance their capacity for self-learning; they will thus be able to select, screen and benefit from information provided through different media.

Policy guideline for implementation 11 : Management of resources and investment for education, religion , art and culture for development of the Thai people and Thai society

Targets	Implementation Framework
<p>(a) All sectors of society, both in the country and abroad, will participate in mobilizing funds for the learning of all Thai people ;</p> <p>(b) Increased opportunity for the private sector to invest in activities relating to education, religion, art and culture at the level which it has the potential ; and</p> <p>(c) Distribution of resources from the joint investment of all sectors of society for efficiency, diversity and in accordance with the needs of the target groups.</p>	<p>1) Sufficient mobilization of resources and investment for sufficiently organizing activities relating to education, religion, art and culture;</p> <p>2) Organization of system and method for allocating resources for education, religion, art and culture conducive to equality and justice;</p> <p>3) Organization of system for managing and utilizing resources for education, religion, art and culture in accordance with the decentralized structure for increased efficiency and effectiveness of resource utilization; and</p> <p>(4) Organization of system for follow-up, inspection and evaluation of resource utilization by educational institutions for transparency and accountability.</p>

Translation of the National Scheme into Action

With the view to attaining an integrated and harmonious implementation of the National Scheme through holistically interlinked processes under the above-mentioned 11 policy guidelines, operational strategies have been identified, based on the principle of requiring a structure for implementing the National Scheme. The agencies and organizations of both the public and private sectors, local administration organizations, educational institutions, the public, community organizations independent/professional organizations are required to actively participate in including the objectives, policy guidelines, goals and implementation frameworks of this National Scheme into provisions of their 5-year development plans and operational plans of agencies at the area level. Plans / projects are therefore required for action, specifying the desired goals and criteria indicating success of the implementation in a specific period of time ; and necessary resources and clear designation of responsible persons . The plans will be arrived out for attaining success on the basis of adding, supplementing and expansion in harmony with the state basic policies and those of the government, depending on the capabilities and responsibilities entrusted to them.

The agency in charge of the implementation of the National Scheme is required to set mechanisms for monitoring, follow-up, checking and evaluation of the outcomes in order to amend, improve and provide appropriate advice for each plan/ project for achieving the objectives, policy guidelines and targets of the National Scheme. Such mechanisms include development of clear criteria for action with emphasis on achievements for each specific time period ; support for participation of the agencies / organizations concerned in the monitoring and checking for periodic revision of the plans as well as

evaluation of the plan implementation ; and improving remedying or formulating a new plan, if the measures identified have not lead to an effective and efficient achievement of the plan objectives .

The following **administrative guidelines** have therefore been formulated for translating the National Scheme into action :

1) Preparing and developing mechanisms for implementing the National Scheme, beginning with formulating measures to promote knowledge and understanding of the provisions of the National Scheme ; identifying mechanisms for co-ordinating its various aspects in co-operation with the agencies and organizations concerned through the participatory process by the people ; adjusting the system of budgetary allocation with emphases on achievements in terms of quantity , quality and productivity ; and improving and amending the laws , rules and regulations , hampering the translation of the National Scheme into action ;

2) Preparing the frameworks and guidelines for implementing the National Scheme by mobilizing the efforts of all parties concerned in the implementation process at all stages ; in so doing , the approach of collective learning and thinking will be adopted ; creation of conceptual frameworks and principles harmonizing the development and operational plans with the National Scheme . These plans should also contribute to problem solving and meet the needs of people in each area. Responsible agencies and organizations will be designated for preparation of the development and operational plans on specific aspects , depending on the respective functions ;

3) Promoting formulation of the development plans relating to education , religion , art and culture , including the area operational plans in accord with the National Scheme, the context and the needs of the community in each area ; promoting and support for administering and implementing the

plans through a holistic and human-centered approach , based on the areas , tasks and participation of the people and the organizations concerned ; and promoting horizontal co-ordination and action among the various agencies ;

4) Developing systems and mechanisms for monitoring , follow-up, checking and evaluation of the plans , beginning with promoting establishment of databases at all levels required ; the databases of the agencies and organizations concerned will be systematically interlinked to form a network providing mutual services ; developing indicators of success of plan implementation relating to input , process and output in terms of quantity , quality and productivity ; establishing a system for monitoring , follow – up, checking and evaluation so as to reach the same standard through networking, the supervision and follow-up results will provide guidance in improving or adjusting the working methods in order to effectively solve the problems arising in the plan implementation ;

5) Plan evaluation at the stage of readiness preparation includes evaluation of the knowledge and understanding of the provisions of the plans ; readiness of the organizations and mechanisms based on the structure of plan implementation , co-ordinating systems and mechanisms etc.; evaluation of the implementation processes includes process of preparing the development and operational plans, process of plan implementation at all stages and evaluating the extent to which the output , outcome , and benefit obtained by the people meet the goals and intent . In this regard, a central organization will be entrusted with the evaluation tasks, with the participation and data provided by the people.