

# Early Childhood

Care and Education in Thailand

(Global Monitoring Report : Goal 1)



Office of the Education Council, Ministry of Education



# Early Childhood Care and Education in Thailand (Global Monitoring Report : Goal1)



Office of the Education Council

Ministry of Education





## Preface

The Office of the Education Council (OEC), Ministry of Education initially published the document “Early Childhood Care and Education in Thailand (Global Monitoring Report: Goal 1)” in order to distribute at the International Conference on Education during 23 – 25 June 2013, the Centara Grand and Bangkok Convention Centre at CentralWorld, Bangkok, Thailand. According to the high demand of this document from the related organizations and people who are interested in Early Childhood Care and Education in Thailand, the Office of the Education Council takes great pleasure in providing the 2nd edition of **“Early Childhood Care and Education in Thailand (Global Monitoring Report: Goal 1)”**.

The document provides general information on Early Childhood Care and Education in Thailand related to current status of Early Childhood Care and Development (ECCD), current government’s policy and ECCD projects as well as specific strategies and measures to increase school-preparedness among all children. It also presents the indicators for Education for All (EFA) Goal1: Early Childhood Care and Education.

The Office of the Education Council expects that this document will be useful for people who are responsible for Early Childhood Care and Education in Thailand as well as the ones related to the issue (i.e. children and parents).



Dr. Sasithara Pichaichannarong  
Secretary-General



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## Early Childhood Care and Education in Thailand (Global Monitoring Report : Goal1)

Several studies indicate that effective human development must begin right from conception, and that the first 5 years of life are critical for brain development. An independent survey has confirmed that children aged 3-6 years who have participated in pre-primary education programmes are less likely to suffer personality disorders and will on average be healthier and perform better than those without kindergarten experience, especially during the first few years in primary school. In line with these studies, Thailand is attaching great importance to the harmonious physical, intellectual, emotional and social development of children in the 0-5 age group (Education in Thailand 2005-2006). Moreover, Thailand has taken a number of steps to increase access to early childhood care and development in an attempt to achieve Goal 1 of Education for All (EFA) : “Early Childhood Care and Education”.

### Current Status of Early Childhood Development and Pre-Primary Education

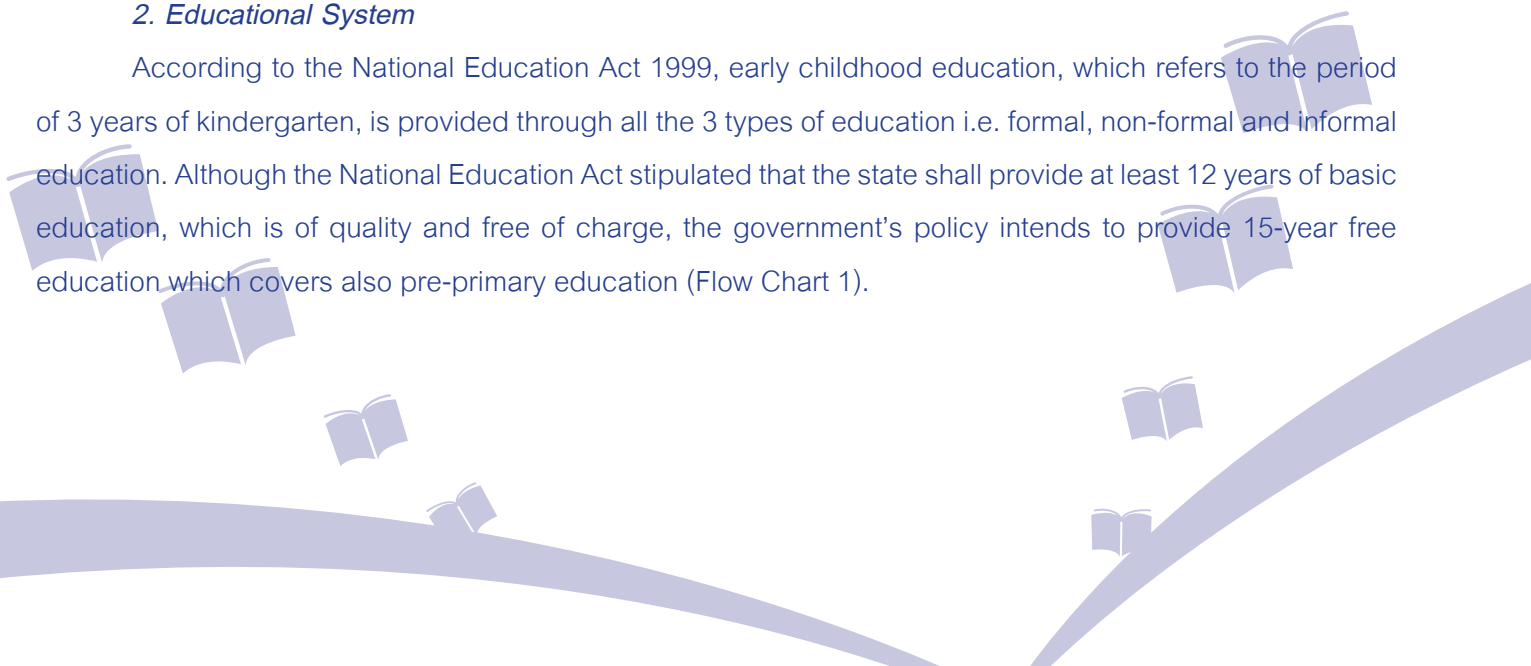
#### *1. Definition of Early Childhood Care and Development in Thailand*

**Early Childhood** means the newborn to pre-first graders; they include children in general, those disadvantaged and disabled as well as children of foreign origin living in Thailand (National Strategic Plan for Early Childhood Development, 2012). Early Childhood could be divided into 2 groups; children aged 0 – 3 years which should be reared by the family, and children aged 3 – 5 years which usually enroll in the Children Development Center.

**Early Childhood Care and Development** means any process whereby parents, guardians, teachers, childcare providers and those responsible for early childhood care and development are provided with knowledge, understanding and awareness of the importance of nurturing, giving experiences, encouragement and support for those in early childhood to learn and develop to their highest potentiality, and also means activities organized in accordance with the said process (Regulation of the Office of the Prime Minister on Early Childhood Care and Development, 2008).

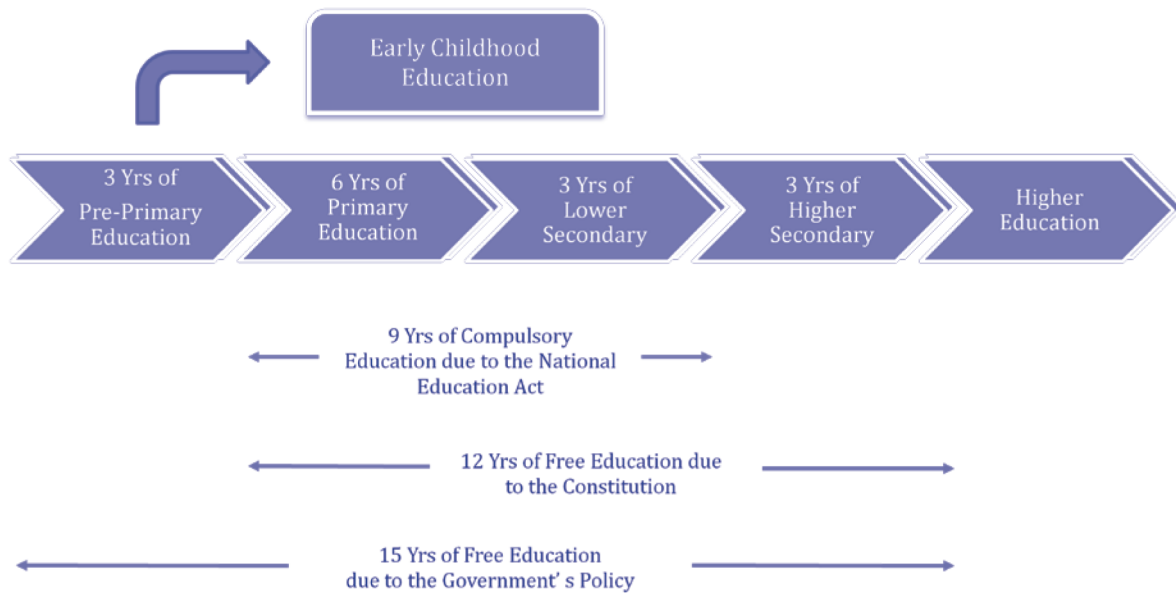
#### *2. Educational System*

According to the National Education Act 1999, early childhood education, which refers to the period of 3 years of kindergarten, is provided through all the 3 types of education i.e. formal, non-formal and informal education. Although the National Education Act stipulated that the state shall provide at least 12 years of basic education, which is of quality and free of charge, the government's policy intends to provide 15-year free education which covers also pre-primary education (Flow Chart 1).





Flow Chart 1. Educational System



### 3. Facts and Figures regarding Early Childhood Development

Based on the 2011 Education Statistics, the facts and figures regarding early childhood development were released as follows:

- In 2011, the national budget was allocated to education approximately 424 billion baht (9.72 billion Euros), approximately 312 billion (7.23 billion Euros) went to basic education, including pre-primary, primary and secondary education (Appendix).
- Families remain the main providers of care and development among the 0-3 age group while the majority of 3-5 year olds attend kindergartens and pre-primary institutions.
- In 2010, the proportion of children attending public pre-primary institutions was 81.1% and private 17% while in 2011, it was 77.5 : 21.5% respectively (Table1)

Table 1 Number of preschoolers enrolling and not enrolling to the preschool or childcare in year 2011

Total Number of Children Aged 3-5 Years	Number of Enrolling Student			Number of Non-Enrolment Student
	Public Sector	Private Sector	Total	
2,805,537	2,176,869	619,364	2,796,233	9,304
	(77.5%)	(21.5%)	(99%)	(1%)

#### 4. Main Policies concerning Early Childhood Care and Development (ECCD)

The provision of early childhood care and development was emphasized in the 1999 National Education Act, which has been a blueprint for education reform of Thailand. ECCD is also an important issue stipulated in the National Education Plan and the National Education Development Plan. Moreover there are at least 4 main policies that support the development of education for pre-primary children as follows:

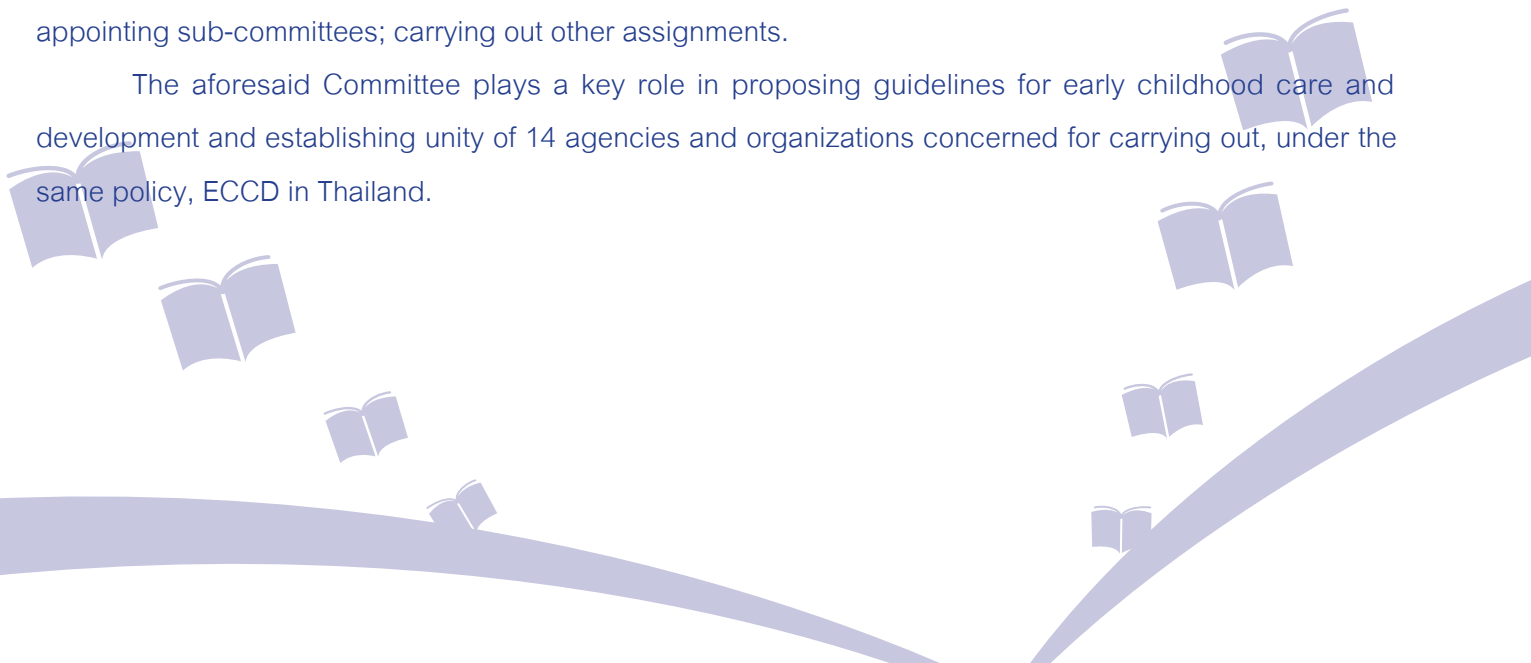
##### Long-Term Policy and Strategy for Early Childhood Care and Development (0-5 Age Group) 2007-2016

It focuses on development with quality and to the best potentiality of children aged 0-5. Family acts as a main anchor of child rearing. It also promotes encouragement of participation among all segments of society in providing children with pleasant services and environment relevant to localities and conducive to early childhood care and development. The mentioned policy is composed of 3 main strategies: 1) Strategies for Strengthening Early Childhood Care and Development, 2) Strategies for Strengthening Parents and Persons concerned for Early Childhood Care and Development, and 3) Strategies for Strengthening the Environment Conducive to Early Childhood Care and Development.

##### Regulation of the Office of the Prime Minister on Early Childhood Care and Development B.E. 2551 (2008)

It establishes a committee entitled “**National Committee on Early Childhood Development**” (Flow Chart 2). The committee consists of the Prime Minister acting as Chairperson, the Minister of Education as First Vice-Chairperson. The Ex-officio members include Permanent Secretary of the ministries concerned scholar members with expertise in the fields of early childhood education, public health, psychology etc. The representative of Office of the Education Council serves as Member and Secretary. The powers and duties of this Committee comprise of coordinating and integrating activities relating to early childhood care and development carried out by organizations of both public and private sectors; recommending and advising the Council of Ministers on a complete cyclical process on early childhood care and development; recommending the Council of Ministers to make amendments to the law, rules, regulations or relevant decisions in harmony with early childhood care and development; encouraging and providing support for research, innovations in learning management for the benefit of early childhood care and development; considering appropriate models of agencies concerned; appointing sub-committees; carrying out other assignments.

The aforesaid Committee plays a key role in proposing guidelines for early childhood care and development and establishing unity of 14 agencies and organizations concerned for carrying out, under the same policy, ECCD in Thailand.







Flow Chart 2. Policies and Regulations concerning ECCD

**Long-Term Policy and Strategy for Early Childhood Care and Development (0-5 Age group) 2007-2016**

- An institutional joint strategy that integrated care to early childhood

**Regulation of Office of the prime Minister on Early Childhood Care and Development B.E. 2551 (2008)**

- Regulation that created a mechanisms of early childhood care and development

**The National Committee on Early Childhood Development**

- A mechanisms which integrated early childhood care and development

**National Strategic Plan for Early Childhood Development in accordance with the Government Policy 2012-2016**

- A joint schemes between different entitles (health, education, etc.)



## The 15-Year Free Basic Education

Although the National Education Act stipulated that the state shall provide at least 12 years of basic education, which is of quality and free of charge, the government's policy intends to provide 15-year free education which covers also pre-primary education. The free education was meant to offer children free textbooks, uniform, tuition, teaching equipment and child development activities, demonstrating the government's high commitment to the development of early childhood by giving them more opportunity to equally receive education.

## Policy on a Love of Reading Enhancement for Young Children

The policy was endorsed on 2nd November 2009 by the National Committee for Early Childhood Development. This policy encourages all segments in society to recognize an importance of love of reading beginning from young children. The activities include storytelling and book reading as well as promoting participation of parents and persons concerned in storytelling and reading together with their children. Furthermore, the Cabinet passed the solution to declare April the 2nd as the National Children Book Day and launched the campaign at the Government House in 2012.

## 5. Sectors/Agencies regarding ECCD

### 5.1 ECCD Service Providers

Early childhood development institutions, i.e. home cares and nurseries, child care centers, initial care centers for disabled children or those with special needs, have primarily catered for those at the age of 0-3 years old. For the other group, 3- 5 years old they have been serviced in child development centers and kindergartens.

Table 2. Classification of ECCD Service Providers

Age	Type of Services	Agency
0-3	<ul style="list-style-type: none"> <li>- Home care</li> <li>- Nursery</li> <li>- Initial care center for disability</li> </ul>	Ministry of Health Ministry of Social Development and Human Security
3-5	<ul style="list-style-type: none"> <li>- Child development center</li> <li>- Child care center</li> <li>- Kindergarten</li> </ul>	Ministry of Interior/Local Administration Organizations (LAOs) Ministry of Education

### 5.2 Early Childhood Education Administration and Management

The agencies which are in charge of early childhood development for children in 0-5 age group are explained as follows :

**1) Ministry of Public Health (MPH) :** It provides parent preparation; pregnant care; mother and child health care – physical, mental and nutritional; vaccination to produce immunity to disease; iodine supplementation, E.Q. and I.Q. enhancement,



2) **Ministry of Social Development and Human Security (MSDHS)** : It provides assistance to poor family and children, disabled children, children in the difficult situations, and orphans.

3) **Ministry of Education (MOE)** : It is directly responsible for policy on development of education provision, educational quality and teaching and learning with the aim of developing children as a perfect human in various aspects – physical, emotional, mental and social.

4) **Ministry of Interior (MOI)** : Local Administration Organizations (LAOs) are responsible for 17,821 early childhood development center and prepare budget for remunerations of babysitters, materials, lunches, supplementary food (milk) etc.

5) **Ministry of Culture (MOC)** : Religious institutions, with parents' participation, hold religious activities for children through temple-based child care centers.

6) **Ministry of Labour (MOL)** : It promotes development of labourers' children and child care centers in the workplaces.

7) **Office of the Prime Minister** : The Border Petrol Police Bureau promotes development of pre-school children living in borders of Thailand.

8) **Institute for Gifted and Innovative Learning** : It plays a key role in establishment of knowledge and understanding about a comprehensive approach to instruction using current research from neuroscience (Brain-Based Learning – BBL).

9) **Book for Children Foundation** : It produces books for children and launches campaign for parents and teachers to encourage children to appreciate reading in the form of Book Start project.

Furthermore, there are more than 20 foundations and private agencies concerned such as Thai Breastfeeding Centre that promotes breastfeeding to newborn baby to 2 year old children, Mother- Child Foundation under the royal patronage of the Princess Consort, Thailand Knowledge Park (TK Park), and Children Museum etc.

Table 3. Number of children aged 3-5 years and involved ministries, 2011

Ministry	Number
Ministry of Education	1,607,634
Ministry of Interior (MOI)/Local Administration Organizations (LAOs)	1,141,184
Ministry of Social Development and Human Security (MSDHS)	331
Others	6,242
<b>Total</b>	<b>2,755,371</b>



## Current Government's Policy Priority

Under the current government, ECCD policy has been highlighted by the current and first female Prime Minister, Ms. Yingluck Shinnawatra, as the crucial policy in the national agenda (4 January 2012) because the research findings confirm the fact that investment in the early childhood development can be economically justifiable in reducing future social problems and increasing learners' knowledge and skills in later years. As such, she declared the urgent need for all children (0-5) should be developed according to their ages and holistically with high quality and continuity. The Committee is expected to be the focal point of all concerned ministries to make actions plans as follows;

### *1) Ministry of Public Health (MPH)*

- All newborn babies should weight more than 2500 grams, and
- The early monitoring and developmental screen should be introduced nationwide. More than 65 % of the age group should get into the normal stage.

### *2) Local Administration Organizations (LAOs)*

- The service benchmarks should be increased to the minimum requirements at all day care centers.
- All day care centers should improve children development indicators up to the national child development competencies (419 indicators).

### *3) Ministry of Education (MOE)*

Learning kits and media should be introduced to the family level, regardless of the location and social status.

### *4) Ministry of Labour (MOL)*

Day care centers in the workplace should be targeted and stipulated by law.

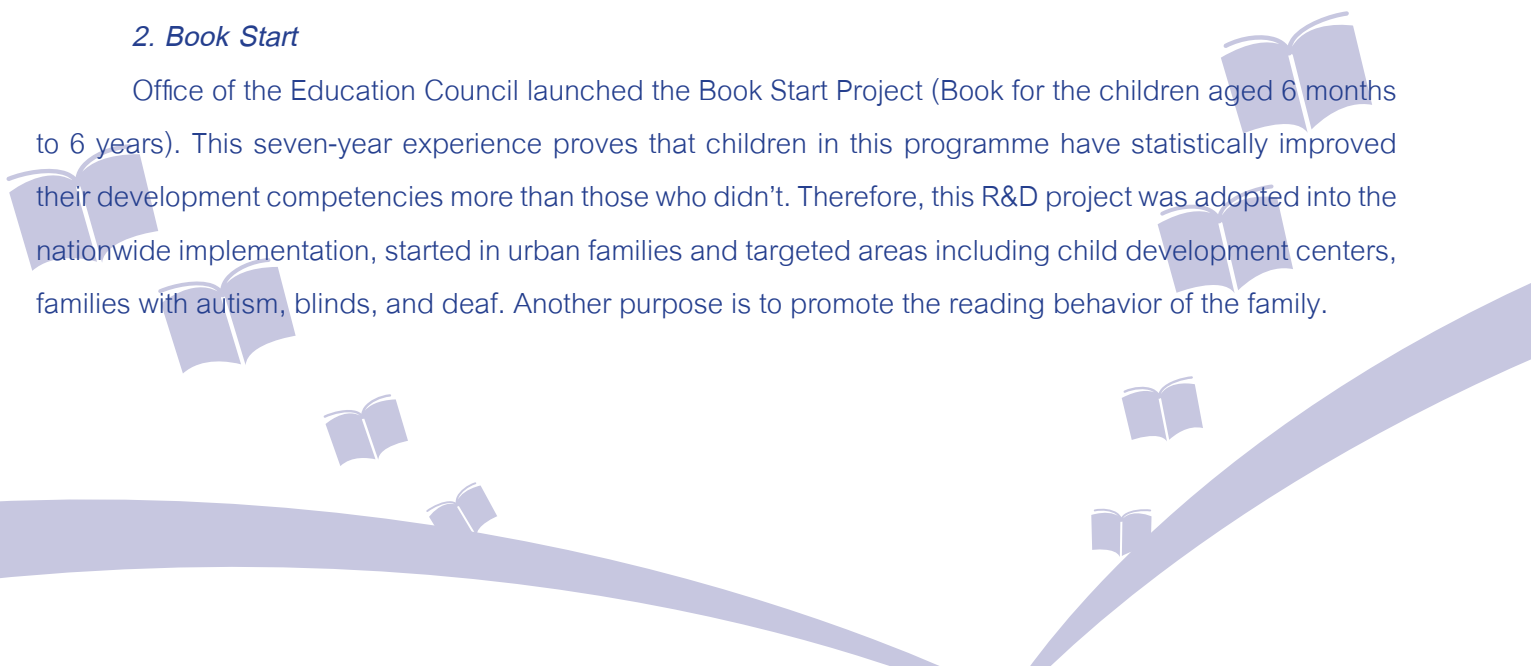
## Government's ECCD Projects

### *1. Family's Gift Set for the Newborn Babies*

Ministry of Public Health launched the Family's Gift Set for the Newborn Babies Project. Gift set is the tool for the parent to stimulate the development of the newborn babies' brains. It intended to promote parent education and guidelines for raising the new members of the family by giving the novice parent with a gift set composed of books, lullaby CDs, toys, and blankets etc.

### *2. Book Start*

Office of the Education Council launched the Book Start Project (Book for the children aged 6 months to 6 years). This seven-year experience proves that children in this programme have statistically improved their development competencies more than those who didn't. Therefore, this R&D project was adopted into the nationwide implementation, started in urban families and targeted areas including child development centers, families with autism, blinds, and deaf. Another purpose is to promote the reading behavior of the family.





### **3. Breastfeeding**

Breastfeeding Project was implemented for promoting the breastfeeding culture and supporting mother taking care baby by herself until 2 years and rearing baby only by breast milk until 6 months. Mothers are well aware of children's healthy well-being under this program. However, approximately 20% of the mother believes so. The further step would be increasing the number of urban mothers through various techniques such as breastfeeding units in the workplaces, public places etc.

### **4. Iodine for the Expecting Mothers and the Babies**

Lack of sufficient iodine in expecting mother was the significant problem. It effected the development of newborn's brain. Ministry of Public Health provided all expecting mothers with sufficient iodine in supplemented with iodine tablets which contained 150-200 microgrammes.

The sustainable solution that government used was Universal Salt Iodization which means iodization of salt for both human and animal consumption, including salt for food industry to ensure sufficient iodine consumption of all Thai people. By law, many food products should be added with this type of nutritional supplementary that helps expecting mothers and newborn babies to gain benefits from the consumption.

### **5. The Project on Development of Behavioral Competencies for Children Aged 0-3 Years**

Office of the Education Council in cooperation with UNICEF Thailand undertook the Project on Development of Behavioral Competencies for children aged 0-3 years and aged 3-5 years with the purpose of understanding of the behavioral abilities of children aged 0-3 years and 3-5 years, respectively. The details of research methodology and the results approved in Guidelines for teachers and caregivers and Guidelines for parents or guardians, which utilized individual child observation.

The behavioral competencies of children aged 0-3 years consist of 286 indicators, under 4 main domains. These are Motor Development and Physical Well-Being, Learning Development, Language Development and Emotional and Social Development. The behavioral competencies of children aged 3-5 years consist of 419 indicators, under 7 main domains : Motor Development and Physical Well-Being, Social Development, Emotional Development, Cognitive Development, Language Development, Moral Development, and Creative Development.

For the research implementation, OEC launched the pilot project on implementing the guidelines and behavioral competencies in real classroom situations, where the 419 behavioral indicators can be used and the guidelines are carried put in action.

### **6. Summer Reading Caravan for Small Kids**

Office of the Education Council organized the summer reading caravan on children awareness of reading in 11 provinces covering all regions of Thailand. It aimed to raise awareness of reading among related public and private sectors in the provinces; encourage them to create the reading activities and make collaboration to drive the National Strategic Plan for Early Childhood Development. The activities were divided into 2 parts; the morning part was about the learning development activities i.e. storytelling, reading, writing, recitation. The afternoon part was about the focus group on children rearing. It would be the guideline for the parent, the teachers and stakeholders to understand how to develop children in accord with their age.

## Children Right and Accessibility to Education

In terms of the unreached group, the EFA implementation in Thailand has provided the educational accessibility through MOE's primary schools and increased the national enrolment up to 93 percent of the age group. Due to this, most children aged 3-5 years have somehow accessed to preschool experience in this setting. The increase role of LAOs in the recent years even fills in the gap for the underprivileged to get the preschool services at free of charge. The definition of the unreached in ECCD in Thai context therefore is limited to those who live in the remoting areas including the highlanders or minorities.

However, the most far concern group remains in the disadvantaged ones who are from non-Thai families and the handicapped. By law, Thailand has adopted the Convention on Right of the Child (CRC) and offered the places of service to children from these groups, regardless of the social and economic status, through ECCD network of services.

On top of that, the government's 15 year basic education scheme subsidies to any 3 to 5 year old children nationwide. These national policies therefore aim to narrow down the service gap in this group. For the handicapped, the health care network run by MOH includes the early monitoring program to screen those with potential learning disabilities, particularly the deaf and the blind. Thai agencies concerned has invested in the study on how family with these types of children can cope with the potential difficulties at the early stage through parent education.

## Specific Strategies and Measures to Increase School-Preparedness Among All Children

By 2016, all young children will be given an opportunity for desirable, suitable, all-round and balanced development to the best of their potentiality, enabling them to enjoy learning and growth of quality in accord with their age, thus forming an essential foundation for their subsequent development (Table 4).





Table 4. National Strategic Plan for Early Childhood Development

Strategy	Goal	Principal responsible agency
1. All children receive essential services for development to their full potential	<p>By 2016</p> <ul style="list-style-type: none"> <li>- All children in the 0-5 age group will receive essential health service</li> <li>- 90% in the 0-5 age group will develop in accordance with their age</li> <li>- All children in the 3-5 age group will be enrolled in any early childhood development institution.</li> <li>- All 6-year-old will enrolled in Grade 1</li> </ul>	<ul style="list-style-type: none"> <li>- Ministry of Education</li> <li>- Ministry of Interior</li> <li>- Ministry of Public Health</li> </ul>
2. Iodized supplementary	<ul style="list-style-type: none"> <li>- All children in the 0-5 age group, expecting mother, and breastfeeding mothers will be provided with sufficient iodine in food</li> </ul>	<ul style="list-style-type: none"> <li>- Ministry of Public Health</li> </ul>
3. Early Childhood upbringing	<ul style="list-style-type: none"> <li>- All those in early childhood (newborn to preschooler) to receive continuous all-round development of quality in accord with their age.</li> </ul>	<ul style="list-style-type: none"> <li>- Ministry of Education</li> <li>- Ministry of Social Development and Human Security</li> </ul>
4. Innovative programs for early childhood development	<ul style="list-style-type: none"> <li>- Set up a system for database on early childhood, data survey and research activities, which will be useful for effective planning and monitoring as well as assessing situations.</li> </ul>	<ul style="list-style-type: none"> <li>- Ministry of Education</li> </ul>





## ECCD Main Strategies

According to the Long-Term Policy and Strategy for Early Childhood Care and Development (0-5 Age Group) 2007 – 2016, the 3 main strategies, providing the concept and orientation for framework for preparation of concrete operational plans, as follows :

1. Strategies for strengthening early childhood development;
2. Strategies for strengthening parents and persons concerned for early childhood development; and
3. Strategies for strengthening the environment conducive to early childhood development.

### 1. Strategies for strengthening early childhood development

#### Guidelines/measures

1) Strengthening and support for quality services offered by early childhood development institutions, schools, and institutions of other types for the benefit of all those in early childhood by agencies of the public, private, private business sectors and communities are required. Particular attention will be given to character building and strengthening the children's holistic development in all aspects – physical, intellectual, emotional, mental, social, moral and ethical. Special attention will be given to the importance of continuously creating wisdom to attain virtue, righteousness (spirituality), culture, local wisdom, desirable values and personality in accord with their age; adherence and devotion to the institutions of nation, religion and monarchy; provision of learning experiences through the learner-centred approach, with emphases on creative thinking; initiation; imagination; active participation in self-learning and ability for free and suitable expression of thoughts, points of view and sentiments; ability to inculcate self-discipline; enjoying good relationship with others; self-help and assistance for others; optimistic view of the world; enthusiasm and thirst for knowledge and curiosity, and appreciation of the beauty of nature. There will also be a reform of methods of child rearing; provision of learning experiences; development of thinking process; and all types of learning media, so as to allow the children to develop themselves through suitable process or modality; environment and ambiance conducive to learning. These measures will contribute to kindling the children's desire to learn all the more, and provide them with contentment and happiness.

2) Support is required for various projects aimed at holistic and all-round early childhood development e.g. Family Development Project, Happy Family Project etc., by encouraging communities to effectively and efficiently proceed with their existing programmes on a continuous basis; support will also be given to other projects beneficial to communities in towns and groups of villages/villages aimed at children's development, with local leaders playing the leading role. There will be coordination with public and private agencies providing such support.

3) Those in early childhood need physical check-up and developmental assessment for early diagnosis and warning. Should deficiencies are found, childcare providers (parents, guardians, doctors, nurses etc.) have to provide immediate medical care and treatment, or transfer the children to centres or agencies providing specialized services.





4) The state is required to provide developmental and educational services to meet the needs of all children, particularly the gifted and talented, those with special needs and disadvantaged groups. Such services must be sufficiently provided on a continuous basis.

5) There is a need for prescription of criteria and national standards requiring quality indicators and standards for early childhood education services at the international level, as well as attuned to new bodies of knowledge and innovative methodology for child development. There is also a need for follow-up and quality evaluation, as prescribed by the Office for National Education Standards and Quality Assessment (Public Organization) in accord with Sections 47, 48 and 49 of the National Education Act 1999 and Amendments 2002.

6) Childcare institutions will be encouraged to adopt a suitable system of internal and external quality assurance, so as to allow users to examine and choose appropriate services.

7) There is a need to develop a participatory transition system for transfer of services in accord with the children's age, linking homes to nurseries/ childcare institutions/ kindergartens. Special attention will be given to the transition system for transfer of those with deficiencies to specialists or provide early diagnosis and treatment to these children. There will be a system linking parents and guardians with different caregivers providing services for the benefit of young children.

8) Public, private, and private business organizations and early childhood development practitioners will be encouraged to produce low-cost learning materials suitable to development of young children's skills in all aspects.

## 2. Strategies for strengthening parents and persons concerned for early childhood development

### Guidelines/measures

1) Providing services for strengthening knowledge, understanding and skill-training for parents, family members, newlyweds, nurse maids, childcare providers, teachers regarding early childhood psychology and appropriate and suitable methods of rearing all young children in different situations in accord with their age. There will also be an awareness-raising for the former to appreciate the value of bringing up their children with responsibility, love, warmth and care; they will also be able to provide them with learning experiences and serve as good examples for their children. The parents and guardians will have access to modern bodies of knowledge on child development, and have skills in providing rearing of high quality for the benefit of their children, especially those in the rural or remote areas.

2) Providing incentives, strengthening and support for production of different types of media to give accurate knowledge on early childhood care and development for the benefit of parents, expecting mothers, guardians, childcare providers, teachers, those concerned with children, communities and society; these media will be in the diversified forms of printed material; journal; poster, pamphlet; radio and TV programmes; VCD; CD-ROM and other electronic media.

3) Development of advance guidelines for evaluation of child development suitable to their ages for application by persons and agencies concerned; there will also be appropriate evaluation methods for early childhood development, and simple manuals for child development observation, which the parents, guardians

and childcare providers can avail of. They will thus be able to diagnose the children's deficiencies right from the beginning. Such early diagnosis will lead to timely treatment and care. There should also be data collection on sources of knowledge and services provided, so that the parents and guardians can conveniently and speedily contact for advice or assistance for early childhood care and development. The agencies and persons concerned are encouraged to share these media to avoid overlapping of effort and for economizing the budget required.

4) Reform of the process for production of nurse maids, childcare providers, teachers and other personnel e.g. doctors, nurses, psychologists, social welfare personnel, public health workers, volunteers etc., so as to be better qualified and more suited to work for children of this age group; particular attention will be given to knowledge and skills in child psychology, concept and orientation for child development psychology of perception and the art of transmitting knowledge and desirable values to children.

5) Development of all types of personnel in childcare centres and early childhood educational institutions to become "professionals" and capable of working together on a multidisciplinary basis, by providing systematic, diversified and continuous training for childcare providers, teachers etc. with differences in basic knowledge and educational level, so as to increase their specialized knowledge and skills, including those needed for assisting children with behavioural, intellectual and learning problems. They will thus be able to provide child rearing at the lowest standard prescribed.

6) Raising remuneration and improvement of welfare of childcare providers and those providing services to the children; an awarding system will be initiated to boost the morale of personnel of quality, serving as role models for their peers.

7) Promotion, support and strengthening of professional associations of early childhood personnel and other associations concerned e.g. Kindergarten Teachers Associations in the various regions, enabling them to acquire advance knowledge, apply different technologies, increase their innovative experiences, become interested in all types of media for the benefit of young children as well as acquire professional ethics. A legislation recognizing such professional ethics will also be enacted.

8) Promotion and support for establishment of parents associations for early childhood to raise the quality of life of children in this age group; special attention will be given to grouping for parents associations for the benefit of groups of children with special needs, in order to have exchange of learnings and assisting the children to develop to their highest potentiality.

### 3. Strategies for strengthening the environment conducive to early childhood development

#### Guidelines/measures

##### 1) Encouragement of participation

- Encouraging the community and society to participate in taking responsibilities and warning activities required for early childhood development, by promoting and supporting parents and guardians to contribute to administration and management of early childhood development, and joining personnel of child development centres in caring for the children in the community; the private sector and community will be encouraged to



establish and expand services for the benefit of those in early childhood to cover all areas.

- Promotion and support for educational institutions, institutes of education and agencies or organizations concerned from both the public and private sectors, private organizations, local administration organizations and communities for the provision of early childhood education, regarded as a binding commitment requiring sufficient measures of quality and budgetary support from the public and private sectors for holistic approach to development.

- Educational institutions, early children development institutions, agencies responsible for early childhood development of both the public and private sectors, and mass media will join efforts in campaigning for awareness-raising among the general public, who will appreciate the importance of early childhood development as well as that of their contributions through active participation in such process.

- Encouraging expansion of the role of early childhood development institutions to also serve as resource centres for the community through provision of premises, personnel, media and equipment; the communities will thus be stimulated to participate in various activities organized by the early childhood development institutions.

- Encouraging provision of informal learning sources e.g. young children's libraries (books, toys and various types of media), playgrounds, public parks, recreation areas and institutions for promoting increased family activities and at the same time in strengthening there to become places for creating desirable interaction among family members.

- Launching of a campaign for all political parties and governments to have a continuous policy, strategy and measures for early childhood development, which we clear and based on sound academic principles.

## 2) Research and development and building of knowledge

- Promotion and support for study and research including experimental and action research, and building of knowledge on early childhood for formulation of pertinent policy for translation into concrete actions: multiplication and dissemination of research findings to those concerned as well as the general public will also be carried out.

- Support for production of research findings and programme development to strengthening of programme for early childhood development, including production of learning media for those in early childhood; such support is aimed at attaining suitable and diversified modalities for early childhood services, including evaluation methods appropriate to young children and modalities for assessing the services provided.

- Promotion of research for professional development for the benefit of those engaged in the profession of early childhood development will also be conducted.

- Development of organs and mechanism for administration, coordination and follow-up and evaluation.

- A National Committee for Early Childhood Development will be established through announcement of a regulation of the Prime Minister's Office for continuity and for linking actions required with those of the 4 main ministries and other ministries concerned. The Committee will comprise representatives of the public and private sectors, scholars and all segments involved and responsible for early childhood development. It will have the task of coordinating policies, plans, budget, follow-up and evaluation. It will also coordinate with

existing organs or agencies responsible for children and youth programmes, including the translation of this Policy and Strategy into effective implementation.

- A unit at bureau level of the Office of the Education Council will serve as secretariat of the Committee, responsible for coordinating all tasks required. There will also be established a system for data and information collection to meet the requirements of the tasks for early childhood development; creating, coordinating and linking of networks of relevant, up-to-date, timely and reliable data and information.

### 3) Resource mobilization

- The state will support and encourage budgetary allocation for early childhood development on integrated and ad hoc arrangements, based on the main tasks of the agencies participating in overseeing and promoting early childhood development. These budgetary allocations are regarded as an important investments for laying the foundation for all-round human development.

- Adjusting tax measures and other requirements to provide incentives for individuals; families; community, private professional organization; religious institutions are encouraged to join efforts in early childhood development; these efforts include provision or support for administration of various modalities of service for the benefit of those in early childhood.

- Resources will be mobilized from all segments of society for effective and continuous early childhood development.

- Strengthening the role of mass media in early childhood development

- Encouraging all types of mass media to use their capacities in disseminating knowledge beneficial to early childhood development and the families, regarded as their binding commitment; all segments of society should be stimulated to participate in the care and protection of those in early childhood. There should be production of all types of programmes and media with accurate content suitable to early childhood development, and not detrimental to their rearing and development. Support should also be given to establish groups or organs to watch over the production and presentation of the media.

### 4) Support for early childhood development by local administration organizations

- Promotion and support for local administration organizations for preparedness for transfer of provision of early childhood education from public agencies or other entities, or those established and run by the local administration organizations themselves for access to early childhood education of quality to all young children in the local area, thereby allowing them to enjoy development to their highest potentiality.

- Local administration organizations provide the necessary personnel responsible for early childhood development in accord with a clearly established structure.

- Local administration organizations conduct a public relations campaign and seek cooperation of local communities for awareness-raising of the importance of owning child development centres or educational institutions themselves. Parents, guardians and communities should be made to recognize, accept and appreciate the significance of early childhood development; participation in responsibilities, warning system



and promotion of local childhood development in the local area. These local administration organizations will encourage persons; families; communities; community organizations, private and professional organizations; religious institutions; enterprises and other social institutions to provide or participate in services for early childhood development; as well as mobilize funds and/or establish funds for early childhood development in their local area.

#### 5) Legal affairs


- Amendments will be made to relevant laws, rules and regulations on those in early childhood and their development and protection as required by provisions of the Convention on the Rights of the Child.
- Support will be given to effective enactment of these laws, rules and regulations.



## Appendix : Indicators for EFA

### Goal1: Early Childhood Care and Education

#### Indicator 1 : Gross Enrolment Ratio (GER) in pre-primary education and other ECCE programmes by gender

DATA	Gross enrolment ratio. Pre-primary. Total 														
YEAR	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
COUNTRY	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓
Thailand	76	91	92	95	93	...	(**) 97	(**) 94	86	88	89	94	99	100	101

\*Sources: UIS UNESCO

Indicator	Total	Number of enrollment	Percentage	Boy (%)	Girl (%)
Gross Enrolment Ratio (GER) in pre-primary education and other ECCE programmes by gender	2,690,592	2,805,537	104.3	51.7	48.3

\* Sources: 2011 Education Statistics, Office of the Education Council

The statistics from UIS are in the same line with those from 2011 Education Statistics, from Office of the Education Council (OEC) . However, the percentage of Gross Enrolment Ratio in pre-primary education is more than 100 because this statistics also included children who received pre-primary education before 3 years old, that means children aged 2-5 years. By law, pre-primary education is optional but the government financially support each child; while attending primary Grade 1 is mandatory. As such, every child no matter what nationality has right to attend the school at this level (aged 6-8 years)





## Indicator 2 : Percentage of new entrants to primary Grade 1 who have attended some form of organized ECCE programme by gender

DATA	New entrants to Grade 1 of primary education. Total <sup>†</sup>														
YEAR	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
COUNTRY	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓
Thailand	...	(**) 1,037,372	...	...	...	...	...	894,931	...	...	...	...	...	...	...

\* Sources: UIS UNESCO

Indicator	Number of students in primary Grade 1 in 2011	Number of students completed pre-primary education in 2010	Percentage	Boy	Girl
Percentage of new entrants to primary Grade1 who have attended some form of organized ECCE programme by gender	867,986	838,272	96.58	469,232	433,886

\*Sources: 2011 Education Statistics, Office of the Education Council

According to Thai education system, pre-primary education is optional. As such, some children attend primary Grade 1 without receiving the pre-primary education while others (96.58%) attend primary Grade 1 after completed ECCE programmes.

## Indicator 3 : Enrolment in private pre-primary education and other private ECCE programmes as a percentage of total enrolment in pre-primary education and other ECCE programmes

DATA	Enrolment in pre-primary. Public and private. All programmes. Total														
YEAR	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
COUNTRY	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓
Thailand	2,334,247	2,745,213	2,752,290	2,769,826	2,706,441	...	(**) 2,774,799	(**) 2,712,047	2,462,356	2,511,039	2,540,140	2,660,035	2,768,318	2,755,371	2,731,480

\* Sources: UIS UNESCO

Indicator	Enrolment in pre-primary education	Enrolment in private pre-primary education	Percentage
Enrolment in private pre-primary education and other private ECCE programmes as a percentage of total enrolment in pre-primary education and other ECCE programmes	2,805,537	619,364	22.08

\*Sources: 2011 Education Statistics, Office of the Education Council

UIS shows statistics in enrolment in pre-primary education, in public and private institutions, all programmes as total while those from OEC describe the overall information and also the enrolment in private (22.08%) and public pre-primary education (77.92%), separately. Based on the statistics from OEC above, most of Thai students attended public pre-primary education. As such, the public sectors play an important role in early childhood care and development.

**Indicator 4 : Percentage of trained teachers in pre-primary education and other ECCE programmes with required academic qualifications to teach at pre-primary education and/or ECCE according to national standards by gender**

DATA	Percentage of trained teachers. Pre-primary. Total 														
YEAR	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
COUNTRY	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓
Thailand	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

\* Sources: UIS UNESCO

Indicator	Total number of teachers	Percentage of teachers in pre-primary education	Male	Female
Percentage of trained teachers in pre-primary education and other ECCE programmes with required academic qualifications to teach at pre-primary education and/or ECCE according to national standards by gender	742,320	Approximately 8.36	-	-

\*Sources: 2011 Education Statistics, Office of the Education Council

The number of teachers who teach only in pre-primary education was not collected. Moreover, the number of teachers was not identified by gender and level, rather by their organizations and degree of education. However, the number of teachers in pre-primary education can be roughly identified based on the number of the pre-primary classes which are 62,047.

**Indicator 5 : Public expenditure on pre-primary education and other ECCE programmes as a percentage of total public expenditure on education**

Indicator	Public expenditure on education	Public expenditure on pre-primary, primary, and secondary education	Percentage	Public expenditure on pre-primary education
Public expenditure on pre-primary education and other ECCE programmes as a percentage of total public expenditure on education	423,562 (Million THB) 14,605 (Million USD) 10,860 (Million EUR)	311,529 (Million THB) 10,742 (Million USD) 7,988 (Million EUR)	73.55	-

\*Sources: 2011 Education Statistics, Office of the Education Council

UIS did not provide the statistics regarding public expenditure on pre-primary education while 2011 Education Statistic, OEC did not provide the information about public expenditure on education by level. That is because the government provide the free basic education (15 years) from pre-primary, primary through secondary education for all students. Therefore, the statistics of public expenditure on pre-primary education can be collected from Bureau of the Budget only.





## Indicator 6 : Pupil/Teacher Ratio (PTR) in pre-primary education

DATA	Pupil-teacher ratio. Pre-primary														
YEAR	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
COUNTRY	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓
Thailand	...	25	25	...	...	...	...	...	25	25	24	...	...	27	29

\*Source: UIS UNESCO

Indicator	Total number of students in pre-primary education	PTR based on Office of the Basic Education Council	PTR based Office of the Private Education Commission	Department of Local Administration, Ministry of Interior	Other public organizations
Pupil/teacher ratio (PTR) in pre-primary education (and/or Children-Caregiver Ratio in early childhood care programmes)	2,805,537	16 : 1	-	20 : 1	-

\* Sources: 2011 Education Statistics, Office of Basic Education Commission, Department of Local Administration

UIS revealed that PTR in pre-primary education in 2011 is 27 :1 while PTR based on statistics from Department of Local Administration is 20:1 which one more teacher can be provided if the number of children more than 10, i.e. 31:2. Based on the statistics from Office of the Basic Education Commission (OBEC) PTR is 16:1. However, Department of Local Administration and OBEC provide different forms of educational services, named *child development center* and *kindergarten*, respectively.



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## สำนักงานเลขาธิการสภาการศึกษา กระทรวงศึกษาธิการ

### แบบสอบถามการนำผลผลิตด้านงานวิจัยและองค์ความรู้ไปใช้ประโยชน์

#### Early Childhood Care and Education in Thailand

#### (Global Monitoring Report : Goal1)

##### คำชี้แจง

สำนักงานเลขาธิการสภาการศึกษา ขอความร่วมมือจากท่านในการตอบแบบสอบถามเพื่อติดตามการใช้ประโยชน์จากเอกสารของสำนักงานฯ พร้อมทั้งเป็นข้อมูลในการจัดทำเอกสารในคราวต่อไป

โปรดทำเครื่องหมาย ✓ ลงในช่อง ☐

##### ตอนที่ 1 สถานภาพทั่วไป

- สถานภาพผู้ตอบ ☐ ผู้บริหารสถานศึกษา ☐ ครู/คณาจารย์  
☐ ผู้บริหารสำนักงานเขตพื้นที่การศึกษา ☐ ศึกษานิเทศก์  
☐ ผู้บริหารหน่วยงานส่วนกลาง ☐ นักวิชาการศึกษา  
☐ ผู้บริหารหน่วยงานภาคเอกชน ☐ บรรณารักษ์ห้องสมุด  
☐ อื่น ๆ .....

##### ตอนที่ 2 การนำผลการวิจัย/งานวิจัยไปใช้ประโยชน์

- 1) ท่านได้รับเอกสารจากช่องทางใด ☐ การประชุม/สัมมนา ☐ สกศ.จัดส่งทางไปรษณีย์ ☐ website สำนักงานฯ
- 2) ท่านได้นำองค์ความรู้ไปใช้ประโยชน์หรือไม่ ☐ ใช่ ☐ ไม่ใช่
- 3) ท่านนำองค์ความรู้ไปใช้ประโยชน์ในด้านใดบ้าง (เลือกได้มากกว่า 1 ข้อ)
- ☐ การจัดทำนโยบายและแผนการศึกษา(โปรดระบุ).....
- ☐ การพัฒนาคุณภาพการศึกษา(โปรดระบุ).....
- ☐ การบริหารจัดการ(โปรดระบุ).....
- ☐ การพัฒนาครู/อาจารย์(โปรดระบุ).....
- ☐ การพัฒนาผู้เรียน(โปรดระบุ).....
- ☐ การพัฒนาหลักสูตรและการจัดการเรียนการสอน(โปรดระบุ).....
- ☐ การพัฒนาสื่อการเรียนการสอน(โปรดระบุ).....
- ☐ การวิจัย (โปรดระบุ).....
- ☐ อื่น ๆ (โปรดระบุ).....

- 4) ข้อคิดเห็นและข้อเสนอแนะเพิ่มเติมเกี่ยวกับผลงานวิจัยที่สำนักงานเลขาธิการสภาการศึกษาควรดำเนินการต่อไป

.....

.....

ขอขอบคุณในความร่วมมือ

โปรดส่งกลับมายัง กลุ่มพัฒนามาตรฐานการศึกษาและการเรียนรู้  
สำนักมาตรฐานการศึกษาและพัฒนาการเรียนรู้ สำนักงานเลขาธิการสภาการศึกษา  
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หรือ ทางโทรสาร หมายเลข 0 2243 1129



กรุณาส่ง

กลุ่มพัฒนามาตรฐานการศึกษาและการเรียนรู้  
สำนักมาตรฐานการศึกษาและพัฒนาการเรียนรู้  
สำนักงานเลขาธิการสภาการศึกษา  
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