

# NATIONAL EDUCATION STANDARDS

## B.E. 2561 (2018)



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## **B.E. 2561 (2018)**

**Approved by the Cabinet on the 2<sup>nd</sup> of October 2018**



Office of the Education Council  
Ministry of Education








**Message  
From**

**His Excellency General Prayut Chan-o-cha (Ret.)  
Prime Minister of the Kingdom of Thailand**

The challenge for every nation is human resource development and the ability for governments to implement and sustain education policies that encourage excellence in learning and provide opportunities for quality education to all. For Thailand, education reform and human resource development is a vital aspect of our sustainable development. As a developing nation, the priority now has been to take advantage of the technological advances of the 21<sup>st</sup> Century and provide accessible education throughout the country, while also ensuring that our curriculums adequately prepare our students for modern careers, with an appreciation of life-long learning, and the skill-sets needed to thrive in the socio-economic conditions of the 21<sup>st</sup> Century. It is with this agenda that the Royal Thai Government has prioritised working with educational institutions and the private sector to enhance Thai education standards at all levels.

In this regard, on the 2<sup>nd</sup> of October 2018, the Royal Thai Government approved the “National Education Standards B.E. 2561 (2018)” for all educational institutes to uphold, which derive from our recent efforts to implement comprehensive reforms in education at the national level. These reforms, in general, are designed to encourage and nurture an innate will for self-development, a creative thinking process that favours innovation, a reliance on vigorous analytical ability, not to mention the notion of good citizenship based on principles, ethics, and a strong sense of social responsibility. As well, we have emphasised the importance of learning about the Thai identity, especially for the younger generation, so that our national and historical wisdom is shared and valued, and passed on to future leaders and thinkers.

With this initiative, I am hopeful that the “National Education Standards B.E. 2561 (2018)” will usher in a new era for Thailand’s educational institutions, with new standards ensuring that Thai graduates are resourceful and resilient to master the challenges of the 21<sup>st</sup> Century, and also contribute to our sustainable development and commitment to the common good.

General  (Ret.)

(Prayut Chan-o-cha)

Prime Minister of the Kingdom of Thailand



## **Statement by Minister of Education**

The Council of Ministers, under His Majesty King Maha Vajiralongkorn Bodindradebayavarangkun, with General Prayut Chan-o-cha acting as prime minister, have approved the National Education Standards B.E. 2561 (2018) on the 2<sup>nd</sup> of October 2018, where these National Education Standards are the regulations on the desired characteristics and qualities of Thai people to become the framework for the nationwide educational institutes in creating the Thais 4.0 that maintains Thainess and is able to compete on the world stage.

I do hope that major organizations and relevant agencies under the Ministry of Education will push forward these national education standards to be practically and successfully concrete.

With the collaboration of private sectors, provincial administrative organizations, and civil society, developing the desired learners and graduates who are a learner, innovative co-creator, and active citizen, which are the characteristics of the Thais 4.0, and which are expected in order to create security, prosperity, and sustainability to the country to improve the country's education supporting country development in competition on the world stage.

A handwritten signature in black ink, consisting of stylized, cursive letters that appear to read 'Teerakiat Jareonsettasin'.

**(Mr. Teerakiat Jareonsettasin)**  
**Minister of Education**





## Foreword

According to the National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2545 (2002) that have assigned the Office of the Education Council to submit the National Education Standards, thereby, the Office of the Education Council has consecutively developed the National Education Standards along with organizations, major relevant agencies, and related persons in order to be the guidelines for the development of national education standards.

The National Education Standards are to be considered as the regulations on the desired characteristics and qualities for Thai people so that nationwide educational institutes can uphold as a framework for developing Thais 4.0 according to the varied local way of life and educational institute contexts that can be the main power for country development in all dimensions. Therefore, this National Education Standards are the desired outcome standards regarding educational contexts, levels, and types.

According to the cabinet meeting on the 2<sup>nd</sup> of October 2018, the decision has been reached to approve the National Education Standards; whereas the Office of the Education Council is appointed to clearly and properly clarify the working process to the relevant agencies that correspond to education in order to have the desired outcomes be realized through rational and unidirectional practices. Also, all ministries and organizations related to education are expected to apply the National

Education Standards B.E. 2561 (2018) as the framework for determining educational standards and courses for each educational level and type; promoting, controlling, inspecting, assessing, and assuring education quality in order to enhance Thai education substantially in the future.

Accordingly, the Office of the Education Council has published the National Education Standards B.E. 2561 (2018) to distribute to the related persons for the purpose of enhancing educational standard qualities.



(Mr. Chaipreuk Sereerak  
Secretary-General of the Education Council

## **National Education Standards**

“The National Education Standards” are the regulations on the desired characteristics and qualities of Thai people so that nationwide educational institutes can uphold as a framework for producing the Thais 4.0 who, although different according to the varied local way of life and educational institute contexts yet share the common goals of “maintaining Thainess and competing on the world stage”, which can be the main power for country development in economic, social, and political dimensions.

### **National Education Standards Regulations**

The National Education Standards under the desired outcome frameworks of these National Education Standards have been made corresponding to the Constitution of the Kingdom of Thailand B.E. 2560 (2017), the National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2545 (2002), Thailand’s National Strategy B.E. 2561-2580 (2018-2037), the 12<sup>th</sup> National Economic and Social Development Plan B.E. 2560-2564 (2017-2021), the National Scheme of Education B.E. 2560-2579 (2017-2036), laws, strategies, and all these policies that have philosophies on developing learners to be people who are physically, mentally, and intellectually striving for perfection; nice; disciplined; proud to be Thai; experts in their fields; responsible for family, community, society, and nation; good citizens, have quality

and ability; able to continuously develop themselves for a whole life according to the Sufficiency Economy Philosophy. Also, all Thais are expected to be given to educational equality and be able to be innovative co-creators for the purpose of moving the country toward **security, prosperity, and sustainability.**

### **Objectives of National Education Standards**

The objectives of the National Education Standards are to provide guidelines to all educational institutes for developing learners to acquire the desired educational outcomes, prepared for parent agencies to use as the objective of educational administration by means of stipulating learners' desired outcomes suitable to educational levels and types of each age, and also to use as the objectives of educational institute support for centralized implementation in order to acquire the desired outcomes. Furthermore, they are objectives for the institutes relative to an educational administration to use as a model for supporting, controlling, inspecting, assessing, and assuring educational quality.

According to the principles of educational administration, the Office of the Education Council has provided the National Education Standards B.E. 2561 (2018) in the form of the desired educational outcomes so that the educational institutes and relevant agencies can use them as the guidelines in educational administration and provide essential basic educational standards

of each educational level and type in order to create the desired characteristics for current students, and lay a foundation for the current students so as to create the desired characteristics after graduation, which are regarded as those of the “**Thais 4.0**” who are able to create **security, prosperity, and sustainability** for the country.

The main objective of the National Education Standards in the form of the desired educational outcomes is to allow freedom for educational institutes to administer education in accordance with their own educational institutes’ contexts and learners’ aptitudes that correspond to ministerial regulations on Quality Assurance for Education B.E. 2561 (2018) prescribing the following: educational institutes will provide internal quality assurance system (self-assessment) by stipulating educational standards of educational institutes according to the educational standards of each educational level and type. Also, the Educational Institute Development Plan will be provided to contribute to the desired outcome frameworks according to each educational institute’s level and type; moreover, the Office for National Education Standards and Quality Assessment (Public Organization) will provide external assessment according to self-assessment reports of the educational institutes and other related aspects of assessment through the parent agencies, which assessment aims to be *the assessment for development*.

**National Education Standards B.E. 2561 (2018)  
Virtue, Skill, and Needed Knowledge  
on the Basis of Shared Values to the Desired  
Outcome Frameworks of Education**

The National Education Administration requires the desired outcomes, which are the characteristics of the learners that arise from the levels of educational administration starting from early childhood education, basic education, vocational education until higher education. However, the educational institutes have freedom in following the concepts, philosophies, and visions of educational administration as well as corresponding to the educational institutes' contexts and learner's aptitudes.

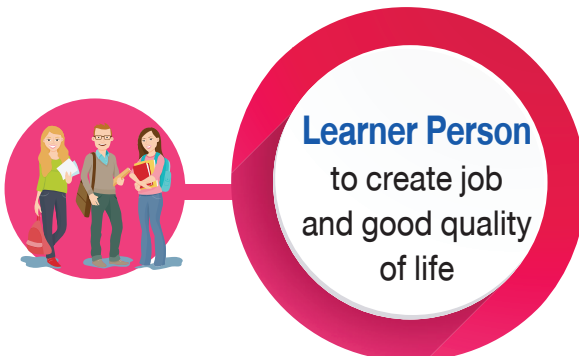
Parent agencies and relevant ones shall support, control, monitor, assess, and enhance quality of educational administration by aiming at accountability; providing management system on administrators, teachers, faculty staff and educational personnel, teaching curriculum, media, digital technology, resources, educational support, and assessment; including systems and mechanisms of continuous quality development, which cause the desired outcomes that are suitable for each educational level and type, and accumulated outcomes covering continuing educational level and type. Moreover, the production and development institutes for teachers as an essential mechanism for developing quality teachers shall play a role in teacher preparation before performing their duty and shall promote development of stationed teachers to have professional competence that corresponds to the modern age of learning management to acquire desired educational outcomes.

Desired Outcomes of Education (DOE Thailand) means the characteristics of Thais 4.0 that moves forward the country development visions to the **security, prosperity, and sustainability**, where Thais in the 4.0 Thais have to **preserve Thai identity and compete on the world stage**, which means being nice, moral, and adhering to shared values of society as a standard of self-development in order to have three aspects, which are the following basic characteristics.

## 1. Learner person



Being diligent; eager to learn; have lifelong learning skills in order to catch up with the digital world and the future, and have competency arising from knowledge, skills, aesthetics; and preserve and apply Thai wisdom, and life skills to get a job or create honest livelihood on basis of sufficiency, life security, and good life quality for oneself, family, and society.



2.

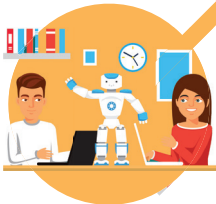
## Innovative co-creator



Having intellectual skills, 21<sup>st</sup> century skills, digital intelligence, creative thinking skills, cross-cultural skills, competency on inter-disciplinary science integration, and entrepreneurial skills in order to co-create and develop technological and social innovations, and increase opportunity and value for oneself and society.

### Innovative Co-creator

to acquire social well-being with security, prosperity, and sustainability





### 3. Active citizen



Being people who love nation and community; having responsibility, consciousness of being a good Thai and world citizen, volunteer spirit, ideology, and taking part in national development based on democracy, justice, and equality for management of natural resources and sustainable environment, and peaceful co-existence in society and global community.

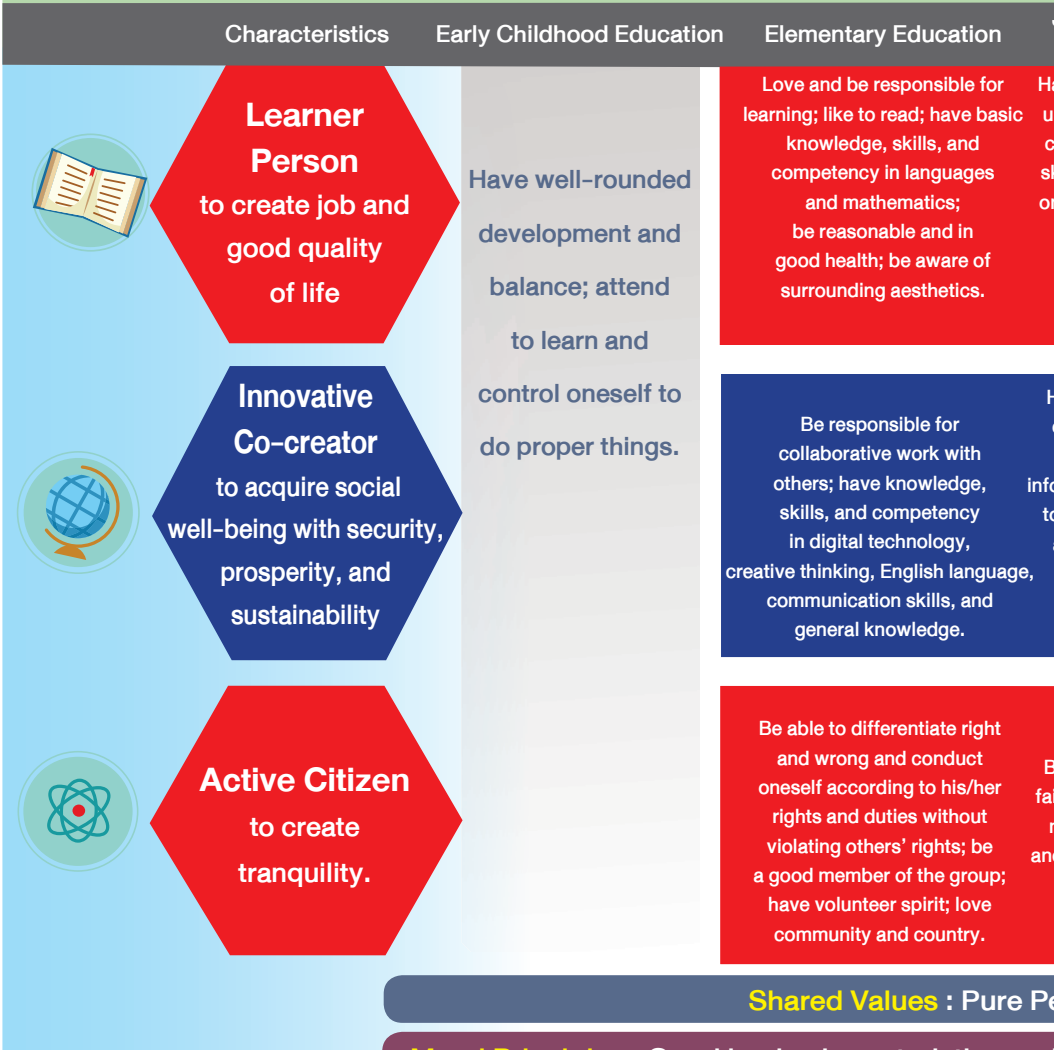
**Active Citizen**  
to create tranquility.

The three aspects based on age will continue, associate, and accumulate from early childhood education, basic education, vocational education until higher education as shown in Diagram 1 and detailed in Table 1.



However, the Office of the Education Council will be a coordinator between parent agencies and relevant agencies in applying the framework of the desired educational outcomes to action, which includes operating, controlling, monitoring, and assessing basic educational standards for each educational level and type in order to acquire connection of the desired outcomes of each educational level and type. The stated operations also require research-based participatory operations from all sections

Diagram1 The desired educational outcomes that accumulate



**Shared Values** : Pure Pe

**Moral Principles** : Good basic characteristics and

**Note** : Each parent agency may alter educational outcomes remain continually and practically related. The state a based on educational level, institute, or other infor

ate and continually relate to all educational levels and types.

Junior Secondary Education	Senior Secondary Education/ Vocational Education	Higher Education
<p>Have self-awareness and understand others; have clear goals and learning skills; be able to manage oneself; have life skills to create well-being and proper jobs.</p>	<p>Conduct self-learning; have lifelong learning skills; be well-rounded for change and adaptable in the digital age; have life skills; be able to overcome obstacles; have knowledge, be well-rounded, and able to apply to well-being, education/work/career to enhance quality of life.</p>	<p>Have lifelong learning skills; be ready for change; be adaptable, flexible, and confront change in digital and future world; have leadership skills, knowledge; be well-rounded and intelligent; be able to apply knowledge and skills to create jobs/right livelihood for oneself, family, and society.</p>

<p>Have collaborative and communication skills; be well-rounded in information and digital data to solve problems; have attentive and creative thinking that lead to achievement.</p>	<p>Be able to solve problems and positively communicate; have cross-cultural skills, reflective thinking skills, and criticism to create innovation and be an entrepreneur.</p>	<p>Collaborate on social issues and inter-disciplinary science integration; create innovations to increase opportunities and values for oneself, public, and nation.</p>
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<p>Believe in rightness and fairness; have democratic mind, conscious mind, and be proud of being Thai and ASEAN member.</p>	<p>Believe in equality and social fairness; have volunteer spirit; be an active citizen in creating sustainable Thai and world society; have work integrity for public.</p>	<p>Dare to oppose misbehavior; place priority on abilities; be active citizen; co-create sustainable and self-development; eliminate conflict and create peace in the domestic and world communities.</p>
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perseverance, Sufficiency, Democratic Path, Equality

l morals such as discipline, diligence, honesty, social- and self-responsibility.

of each educational level and type to be compatible with ages and educational levels of the learners but agencies should provide an indicator conveying concrete inputs, processes, methods, and measures information data reflecting achievement of operation according to educational standards.

## Definitions

### Shared values of society (4 factors)

1. **Pure Perseverance** – the learners are patient, willful, successfully complete things without discouragement to gain benefits for individual, public, community, society, and country.

2. **Sufficiency** – the learners possess balanced knowledge, morality, and related skills considering balance of oneself, community, and society.

3. **Democratic Way** – the learners adhere to participation; abide by the rules, rights and duties, and responsibilities; listen to different opinions and are able to stay together in multicultural society happily.

4. **Equality** – the learners respect differences and give priority to others without bias even though there are differences between economics, social, race, country, culture, and ability.

## Needed moral principles, knowledge, and skills for the learners

**1. Moral principles** are the good characteristics and properties of basic morality, sense of right and wrong, righteousness, ethics, and code of conduct for being a good social member including orderliness, responsibility, diligence, and loyalty.

**2. Learning and life skills** are the needed learning skills for digital and future worlds including lifelong learning skills, life skills, and adaptability skills for flexibility and change.

**3. Knowledge and technical skills** are knowledge bases for continued learning that are prepared for change including: 1) basic knowledge (languages, mathematics, reasoning) and curriculum-based knowledge; 2) self-awareness; 3) knowledge of Thai wisdom, local, and community; geosocial, weather, country, and world community; 4) all-around knowledge of health, finance, and information; and 5) knowledge for occupation.

**4. Intellectual skills** are the needed skills for creating technological or social innovations such as Thai wisdom and the King's Philosophy; 21<sup>st</sup> century skills; creative thinking skills; multiple intelligences; cross-cultural skills; ability in inter-disciplinary science integration; innovative creation; and have the knowledgeable entrepreneurial characteristics for a changing and digital world.

## APPENDIX

### **Methods for educational standards implementation of state agencies at policy level**

Standards implementation holds essential principles such as managing education to be suitable for the contexts of learner, area, community, and society as well as allowing freedom for educational institutes as a practical unit to determine identity and educational management direction that meet the needs of learner, society, community, and country development strategy under governmental support in managing quality education by adhering equity and equality so that people can access quality education thoroughly and equally; giving opportunity for people and all sectors in managing education and accountability. However, the relevant agencies should provide educational implementation to be in accordance with the following operations.

1. The Office of the Education Council is a unit coordinating between each parent agency and relevant organization in applying the desired educational standards based on national level, educational level, and type as a framework for standardizing education so that educational institutes adhere as an objective of educational management.

2. The parent agencies support educational standardization for educational institutes and curriculum so that the educational institutes can implement the standards.

3. The parent agencies regulate, monitor, and develop quality of education provisions of the educational institutes so that they can acquire quality based on educational standards or higher than the stipulated basic educational standards.

4. The parent agencies support educational institutes to continually enhance and develop their educational quality systematically according to the advice of parent agencies and subordinate organizations including advice from the Office of Nation Education Standards and Quality Assessment (Public Organization) in order to lead to the development of educational qualities and standards of the educational institutes.

### **Methods for educational standards implementation of state agencies at educational institute level**

1. Each level and type of educational institute can be properly administrated based on self-identity that corresponds to contexts and meets the needs of region, community, society, and national development strategy.

2. Educational institutes provide educational administration that abides by participation methods from all sectors, participation network provisions, professional learning community creation or learning organization.

3. Educational institutes provide the development for executives, teachers, faculty staff and educational personnel

who have professional competency in providing educational administration that is suitable for the digital and future world.

4. Educational institutes organize quality assurance system on quality of executives and teachers, curriculum suitability, learning management, technological media, learning resources, and learning assessment along with supervising, monitoring, and assessing to develop the quality of education according to educational standards systematically and continually with good governance and accountability.

### **Quality Assessment Methods of Educational Administration Classroom Assessment**

- Desired Outcomes of Education are based on the contexts of educational institute, factor, working process, and learner outcome.
- Formative assessment is utilized that emphasizes assessment to develop learning rather than assessment in order to consider outcomes or competition compared to others; and promote assessment that is a tool of learner autonomy.
- The self-referenced, peer-referenced, norm-referenced and criterion-referenced assessments are balanced, using appropriate assessment that meets the learners' potential and correspond to various learning methods.



- The assessments that integrate learning methods with technology from stipulated works according to reality and provide feedback immediately and use profiles of the learner that show learning results to create learning experience and communication to the learners' parents/related persons.
- Teachers need to be well-rounded in evaluation and quality assessment tools (accuracy, reliability, fairness).

### **School/Service Area Assessment**

- The assessments are based on desired outcomes of the basic education considering the contexts of educational institute, factor, working process, and learner outcome.
- The assessment is one of the control systems with accountable information.
- Formative evaluation and criteria-based assessment are balanced.
- Assessment for self-development are emphasized rather than competition and the others' comparison.
- Big Data from class assessment are used for better administration.
- Executives are required to be knowledgeable about assessment.

**National Assessment**

- Summative evaluation is one of the control systems with accountable information.
- The assessments of development process need to be rigorous (such as well-developed assessment tools with the examinations that can compare across the year) and the standard outcomes of education require national assessment using technology, test paper, and indicators for examination that are suitable for reality.
- Big Data from national examination providing feedback that benefits the learner, educational institute, service area, and policymaker are used.



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