

National Standard for Early Childhood
Development Center
(Abridged Version)

National Standard for Early Childhood Development Center (Abridged Version)

Unofficial Translation *

Approved by the Cabinet on 2 January 2019
National Committee for Early Childhood Development (NCECD)

* Translated by Humanities Academic Service Center, Faculty of Humanities Chiang Mai University and approved by the Office of the Education Council.

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Message

General Prayut Chan-o-cha, Prime Minister
On the Occasion of Preparation of the National Standard
for Early Childhood Development Center and Its Manual
B.E. 2562 (2019)

.....

The government of Thailand has aimed to develop the country under scheme of Thailand 4.0 to move Thailand toward “security, wealth, and sustainability” through the focuses on educational reforms for human resource development in all dimensions, including the preparation for manpower and potential enhancement of population of all ages to become the country’s human capital with high capabilities. In particular, child and youth development from early childhood is considered the most important stage of life to produce quality adults and serve as the main forces of country’s development in the approaching future.

The National Standard for Early Childhood Development Center was approved by the Cabinet on 2 January 2019 to upgrade the early childhood development and promote the national standard. This implementation is in conformity with the Constitution of the Kingdom of Thailand B.E. 2560 (2017), which put its focus on the development of

early childhood and equal accessibility of services with aims to care and develop all early age children in terms of physical, mental, disciplinary, emotional, and intellectual states suited to their age. The creation of this national standard is deemed as the primary standard required for child development in Thailand for quality of living, improvement of service quality, and educational arrangement for early childhood prior to the primary education level. It is also based upon the basic rights entitled to all children, which is regarded as the foundation of country's human resources and the early childhood development for the quality population of Thailand.

I hope that this national standard and its manual will serve as the tool for all early childhood development centers to be used as the guidelines for administration of educational institutions, preparation of academic curricula, and promotion of children's experience and learning, including children's quality. It is essential for all relevant agencies to implement a collaborative integration to move this national standard towards the efficiency and effectiveness of concrete operations.

General -Signed-
(Prayut Chan-o-cha)
Prime Minister

Preamble

The government of Thailand has realized the importance of child and youth development, particularly the stage of early childhood, regarded as the most important stage for a preparation of human resource development toward the quality population. It usually begins with development of early age children with good physical and mental conditions, intellectual ability, learning skill, and life skill to equally enhance their growth with quality and accessibility of health services, education management, and social welfares. Under the contextual changes of Thailand after the promulgation of the Constitution of the Kingdom of Thailand B.E. 2560 (2017), Section 54 paragraph one describes that the State shall ensure that every child receives quality education for twelve years from preschool to the completion of compulsory education free of charge, and paragraph two indicates that the State shall ensure that early age children receive care and development prior to education under paragraph one to develop their physical body, mind, discipline, emotion, society and intelligence in accordance with their age.

The early childhood development is considered an operation linked with several agencies and requires collaborations from all relevant ministries/agencies for an

integration to move forward the implementation in the same direction and in a concrete way. Moreover, it is to promote continuity of the country's early childhood development through the participation of all sectors, which will eventually result in development of all dimensions with quality in conformity with their age potential and in a consistent manner.

The Cabinet approved the National Standard for Early Childhood Development Center prepared by the National Committee for Early Childhood Development (NCECD) with collaborations of representatives from all relevant agencies proposed by Office of the Education Council, Ministry of Education, on 2 January 2019, to be used as the national guidelines. Meanwhile, the involved ministries were required to consider and use this new National Standard for Early Childhood Development Center as their guidelines on the promotion of early childhood development centers under their administration, care and responsibility for further administration and evaluation to improve the quality in line with such national standard and the same standard across the country. This will bring the utmost benefits to foster early age children with quality and proper development in accordance with their age to become good adults as the main forces for the country's development.

As Chairperson of National Committee for Early Childhood Development (NCECD), I have a strong hope that this document will serve as the operational guidelines and benefit all relevant agencies, operational personnel for early childhood development, and concerned parties in the early childhood development centers to help improve the quality of early age children in a concrete manner. I would like to express my thanks to all relevant agencies, four ministries such as Ministry of Education, Ministry of Social Development and Human Security, Ministry of Public Health, and Ministry of Interior, including Bangkok Metropolitan Administration, subcommittee, and Office of the Education Council in charge of the secretary, for their collaborative preparation of this National Standard for Early Childhood Development Center to achieve the targeted goals. Hopefully, cooperation from all bodies will move forward the further successful implementations.

ACM -Signed-

(Prajin Juntong)

Deputy Prime Minister

Chairperson of National Committee
for Early Childhood Development

Acknowledgement

The current government (Prime Minister General Prayut Chan-o-cha) has extremely realized the importance of human development of all ages, particularly the early childhood, which refers to newborn babies (including a fetus) prior to the primary education of Prathomsuksa 1. Under the provisions stipulated in the Constitution, Section 54 paragraph one and two, the government has launched a number of implementations for concrete and clear outcomes within the urgent timeframes.

With respect to the implementations of various agencies in charge of early childhood development, there were numerous standards adopted by different government bodies. Accordingly, the establishment of one standard will serve as the guidelines for all agencies with missions involving early childhood care, development and education at all levels. It is also easy for implementation and enforcement, including a follow-up process. Having the same standard will enable all early age children to receive care and development equally, whether they are at any development center of any agency or entity. This will eventually bring the utmost benefits to the early childhood development in Thailand.

The National Committee for Early Childhood Development (NCECD) agrees to formulate the National Standard for Early Childhood Development Center in connection with the Constitution of the Kingdom of Thailand B.E. 2560 (2017), national strategy, policies, and other development plans for the country's early childhood development as well as the quality standard framework of ASEAN early childhood services. It is also served as the guidelines for all relevant agencies at both policy and operational levels. It is hoped that the early childhood development will be on the same track so that all early age children will be well developed to their full potential as required for the quality population. This standard will be used as the central standard of the country to improve the quality of early childhood care, development and education management with equality and no disparity.

The National Standard for Early Childhood Development Center was completed through collaborations of all concerned parties in forms of three subcommittee panels under the National Committee for Early Childhood Development such as 1) subcommittee for early childhood quality development, 2) ad hoc subcommittee for drafting the minimum quality standard for early childhood care, development and education management for early childhood

development centers, and 3) ad hoc subcommittee for drafting the minimum quality standard for early childhood care, development and education management for kindergartens and other two subcommittee panels under the National Commission on the Promotion of Child and Youth Development (NCPCYD) such as 1) ad hoc subcommittee on the improvement of drafted minimum quality standard for early childhood care services in private childcare centers and 2) subcommittee on the coordination and promotion of child development. A total of five working committee on the preparation of National Early Childhood Center Standards (New Edition) were formulated and led by Associate Professor Nittaya Kotchabhakdi.

As Secretary to the National Committee for Early Childhood Development, I would like to express my sincere thanks to Associate Professor Nittaya Kotchabhakdi, the subcommittee chairperson, representatives from Ministry of Education, Ministry of Social Development and Human Security, Ministry of Public Health, Ministry of Interior, Bangkok Metropolitan Administration, and all relevant agencies of both government and private sectors for their collaborations to create this national standard and its manual, including their consistency of early childhood development. The Office of the Education Council holds a strong belief that this national

standard will serve as the country's central standard which truly connects and integrates the implementation of all sectors to enable early age children to be fully developed with quality based upon their potential and age in a consistent way and access to health services, education, and social welfares equally.

-Signed-

(Watanaporn Ra-Ngubtook)

Deputy General-Secretary Office of the Education Council
Committee and Secretary of National Committee for Early
Childhood Development

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National Standard for Early Childhood Development Center

Importance of Early Childhood

Early childhood is an initial stage of life and development. It is also the most rapid period of development and the most crucial foundation for further stages of development. Children at this stage are therefore the extremely important human resources of the country. Early age children who receive appropriate care in compliance with their age will turn to be quality adults to serve as the essential force for the country in the upcoming future. According to Prof. Dr. James J. Heckman, a Nobel Prize winning economist in 1999, “investing in a child development is the worthiest return on investment to the society in the long term”.

Hence, early childhood development is a basis for quality and efficiency of humans throughout their lifetime and it is the worthiest investment. In other words, children, youths and adults with good health, learning ability, outstanding work efficiency, and good citizenship to be successful in the 21st century’s challenging society must be provided an opportunity for full development during their early childhood. However, the quality of early childhood services is still a critical

weakness of Thailand which must be urgently addressed. Indeed, the State, all relevant sectors, parents, family, community, society, medical and public health personnel, teachers/caregivers, schools, local administrative organizations of all levels, social workers of both government and private sectors, religious bodies, and business sectors should have the knowledge and understanding of the importance of early childhood while realizing these missions and collaboratively developing the child's full potential under a safe environment.

“Early age child” pursuant to the regulations of Office of the Prime Minister on Early Childhood Development B.E. 2551 (2008) refers to a child under 6 years of age, including a fetus during the pregnancy.

Ideology and Principles of National Education Management for Early Childhood

The Constitution of the Kingdom of Thailand B.E. 2560 (2017) prioritizes the importance of early childhood development as shown in the following sections.

Section 54 Paragraph two describes that “...the State shall ensure that early age children receive care and development prior to education under paragraph one to develop their physical body, mind, discipline, emotion, society

and intelligence in accordance with their age, by promoting and supporting local administrative organizations and the private sector to participate in such undertaking”

Section 258 The country’s reform should be undertaken to generate the following results: E. Education (1) ensuring the commencement of care and development of early age children prior to education under Section 54 paragraph two with a view to develop their physical body, mind, discipline, emotion, society and intelligence in accordance with their age free of charge.

The National Education Act B.E. 2542 and Amendments on Second National Education Act B.E. 2545 and Third National Education Act B.E. 2553, Section 18 (1) ensures the education management provided in the early childhood development centers, namely: childcare centers, child development centers, pre-school child development centers of religious institutions, initial care centers for disabled children or those with special needs, or early childhood development centers under other names. According to Section 13 (1), parents or guardians are entitled to the benefits supported by the State for knowledge and competencies in bringing up and providing education for their children or those under their care.

The National Education Plan B.E. 2560 - 2579 in the Strategy 3 emphasizes the proficiency development for people of all ages and the promotion of a learning society. The main aim of 3.3 describes that education institutions at all levels can organize the activities/learning processes as required by the curriculum in conformity with the quality and standard. The main indicators include an increase in the number of childcare centers/pre-school centers that organize high quality and standardized activities, an increase in educational institutions/early childhood development centers that arrange the activities in consistency with the early childhood education, an increase in children's capabilities related to the standard academic achievements of ASEAN early age children, and an increase in the number of educational institutions having provided basic education management as required by the curriculum to develop students with the 21st century's qualities and learning skills.

The guidelines on the development of early age children (0 - 2 years) require these children to be fully cared and developed with quality in a consistent way whereas the system of early childhood care and development administration (0 - 2 years) and primary education (3 - 5 years) is adjusted to meet quality and standards, including curriculum development and manuals on parenting preparation and

promotion of early age children's development in accordance with their age. This also includes the development of primary education curriculum and children's competencies in line with the ASEAN and international standards to promote the quality and full development for early age children.

(Draft) Operational Plan on Early Childhood Development B.E. 2561 - 2564 (2018 - 2021) has set out the following early childhood policies.

1. All early age children must receive full development with quality to suit their potential in accordance with their age and in a persistent manner.

2. The child development described above in Item 1 must be systematically and relatively arranged through an integration among government entities, non-government bodies, professionals related to early childhood development, and different levels of public administration at the national, central, regional, and local levels.

3. The State and every sector must collaboratively supply the sufficient resources for such early childhood development according to the policy in Item 1.

Besides, it puts a focus on the development of early childhood quality as stipulated in the Strategy 3: the development of quality and service standards for early childhood. The first aim requires the development of all early

childhood development centers to meet the quality to comply with the National Standard for Early Childhood Development Center. Meanwhile, the second aim requires the quality improvement of service systems and early childhood development systems to be parallel with the National Standard for Early Childhood Development Center.

Reasons for Establishing the National Standard for Early Childhood Development Center

Currently, a number of early age children from newborn babies to 6-year-old children in Thailand are in a lack of proper development in accordance with their age. It is a critical problem for the development of human resource quality regarded as the most crucial component for the country's prosperity, security, wealth, and sustainability. Under today's social contexts, it is necessary for most parents and guardians to send their children to receive a variety of childcares and development services with different degrees of quality, particularly between the advantaged and the disadvantaged, or between the intensive study and the non-intensive study. Therefore, it is urgently required to develop the quality of early childhood development centers to suit the child development in terms of the development of human resource quality and educational reform.

Over the past years, there were several government entities, local organizations, and private enterprises in Thailand, providing various forms of early childhood care, development and education management. Indeed, each agency owned different standards and assessment criteria according to their missions. Despite the creation of the National Standard for Childcare Center B.E. 2554 (2011), there were several different standards in practice from numerous agencies with the evaluations mainly upon their mission and some limitations of using the previous national standard which covered only children age 2 - 5 years but not early age children from newborn babies to children prior to their primary education. Most of the early childhood development centers still adopted numerous standards which raised confusion and repetitiveness while the assessment results were not yet applied for further improvements.

Advancement of early childhood development in all sectors is seen through their collaborative operations such as opportunities for teachers or caregivers to study the bachelor degree of early childhood, the nationwide projects for child development promotion in honor of H.R.H. Princess Maha Chakri Sirindhorn commemorating the Fifth-Cycle Birthday Anniversary, safety standards, ministerial integrated implementations, and integration of four main ministries,

including the new constitution with attention to the development and education suited to early age children. It is therefore necessary to establish the central standard for all sectors to apply it uniformly.

The National Committee for Early Childhood Development (NCECD) agrees that the Early Childhood Quality Development Subcommittee prepares the National Standard for Early Childhood Development Center as the central standard for all agencies to apply it uniformly in order to improve childcare, development and education management to newborn babies to children prior to the primary education. It is to adjust the paradigm where children are mainly centered for standard preparations in respect of responses to the basic rights entitled to all children, deemed as a foundation for human development, in substitution of the previous authority-oriented contexts. Having only one national standard jointly formulated and used by all parties will truly ensure the operations uniformly and collaboration with each other to achieve the same goals. In other words, it is to enhance the quality in accordance with integrated operations for early childhood development by four main ministries and other relevant agencies according to the memorandum of agreement on an integrated collaboration for lifelong human development (early childhood and elderly groups) on

30 March 2017. It is expected to bring the quality improvement of early age children and build the strong foundation of quality population.

Objectives

It aims to enhance the quality of care and education management for all early childhood development centers which provide daycare services for newborn babies to 6-year-old children or prior to the primary education level so that they can apply it for operational assessments of their early childhood development centers to promote the service quality and consistency of early childhood development.

Targets

Early childhood development center means the center for care, development, learning experience, and education management to early age children, ranging from newborn babies to 6-year-old children or prior to the primary education level or Prathomsuksa 1 under other names organized by all sectors in Thailand below.

1. Ministry of Interior: child development centers under local administrative organizations and kindergartens
2. Ministry of Social Development and Human Security: private childcare centers

3. Bangkok Metropolitan Administration: pre-school child development centers (Social Development Department), daycare centers (Health Department), and kindergartens (Education Department)

4. Ministry of Public Health: hospital's childcare centers

5. Ministry of Education: kindergartens (Office of the Basic Education Commission) and private kindergartens (Office of the Private Education Commission)

6. Other agencies e.g., the university's demonstration kindergartens, Ministry of Defence, Royal Thai Police, foundations, and other private organizations

National Standard for Early Childhood Development Center

The National Standard for Early Childhood Development Center serves as the central standard of the country in substitution of the National Standard for Childcare Center (the Cabinet resolution on 3 May 2011) to enable all nationwide agencies and early childhood development centers, in both government and private sectors, to apply it as the guidelines on operational evaluations and quality enhancement, including internal quality assurance to ensure

the assessment of their relevant agencies and external quality assurance from Office for National Education Standards and Quality Assessment (Public Organization).

For the preparation of the National Standard for Early Childhood Development Center, all participatory agencies include Department of Local Administration Promotion, Ministry of Interior, Ministry of Public Health, Ministry of Education, Ministry of Social Development and Human Security, Bangkok Metropolitan Administration, and Office for National Education Standards and Quality Assessment (Public Organization). The research findings by Ministry of Social Development and Human Security and relevant standards such as ASEAN quality standard, safety standard, and Developmental Surveillance and Promotion Manual (DSPM) are also used for preparing this national standard.

This national standard is therefore deemed as a minimum standard required for child development of the country and a quality standard for the operation and the provision of services to early age children with an opportunity for living quality and equality to reduce disparity and increase the quality of human resources, leading Thailand to prosperity, security, and sustainability amidst the world's challenges in the 21st century.

In addition, the National Standard for Early Childhood Development Center is functioned as the tool for quality assessment of all early childhood development centers providing daycare services for newborn babies to 6-year-old children or prior to the level of primary education under all contexts in comparison with the available standards of all relevant agencies and ASEAN quality standard. If any early childhood development center with the potential for higher child development services than this national standard, they are allowed to add other criteria to suit their contexts, for example, private childcare and child development centers, early childhood development centers for those with special needs, government and private kindergartens, and international kindergartens.

Details of the National Standard for Early Childhood Development Center

The National Standard for Early Childhood Development Center consists of three aspects as follows:

- Standard 1: Administration of early childhood development centers

- 5 indicators/26 items

- Standard 2: Teacher/caregiver who renders care and learning experience as well as playing to develop early age children

- 5 indicators/20 items

- Standard 3: Quality of early age children

- 3 A from birth to 2 years (2 years 11 months 29 days): 2 indicators/7 items

- 3 B from 3 years to 6 years (prior to the primary education of Prathomsuksa 1): 7 indicators/22 items

Details of each standard are described as the followings:

**Standard 1: Administration of early childhood
development centers**

Indicator 1.1 Systematic administration

Sub-indicators

1.1.1 Systematic administration of early
childhood development centers

1.1.2 Curriculum administration of early
childhood development centers

1.1.3 Systematic data administration

Indicator 1.2 Administration of all personnel in
accordance with their agencies

Sub-indicators

1.2.1 Systematic personnel administration

1.2.2 Administrator of early childhood
development centers/head of early childhood education/
operator holds proper degrees/qualifications and effective
management

1.2.3 Teacher/caregiver with main responsibilities
for providing care and developing early age children holds
proper degrees/qualifications

1.2.4 Personnel administration with an
appropriate ratio of teachers/caregivers suited to the number
of children of different ages

Children (Age)	Ratio of teacher/ caregiver: children (Person)	Number of children in the activity group
Below 1 year	1 : 3	Not more than 6 persons
Below 2 years	1 : 5	Not more than 10 persons
Below 3 years	1 : 10	Not more than 20 persons
3 years - prior to Prathomsuksa 1 of primary education	1 : 15	Not more than 30 persons

Indicator 1.3 Environmental administration for safety

Sub-indicators

1.3.1 Systematic environmental administration
for safety

1.3.2 Strong structures and buildings located
in a safe area and environment

1.3.3 Safety management of playing areas/
playgrounds and outdoor environment

1.3.4 Management of indoor environment,
equipment, tool, instrument suited to its functionality in a safe
and sufficient manner

1.3.5 Providing toys with safety standards
adequately and cleanly suited to the level of child
development

1.3.6 Supporting early age children with safe transportation

1.3.7 Preparing the security system against people both inside and outside the early childhood development centers

1.3.8 Preparing the emergency system, fire/ disaster protection system based on the area risks

Indicator 1.4 Health and learning promotion management

Sub-indicators

1.4.1 Managing health promotion, monitoring the growth of children, and providing first aid care

1.4.2 Establishing plans and implementing the daily hygiene checkup, annual health checkup, and preventing contagious diseases

1.4.3 Preparing the usable area of the building to suit the daily routines for children of different ages and types of utilization

1.4.4 Arranging the area/corner for acquiring experience and learning sources both inside and outside the classroom

1.4.5 Arranging the bathrooms, toilets, tooth-brushing/hand-washing areas adequately, cleanly, and safely to suit the use of children

1.4.6 Managing the sanitary system in an effective way with coverage of cooking areas or kitchen, drinking water, usage water, removal of garbage, waste, and disease carriers

1.4.7 Preparing adequate personal containers and belongings for all children and taking care of cleanliness and safety on a regular basis

Indicator 1.5 Promotion of family and community participation

Sub-indicators

1.5.1 Making a communication to build up a good relationship and understanding between parents/guardians and early childhood development centers regarding their children and implementations of the centers

1.5.2 Arranging activities which allow the participation of parents/guardians/family and community

1.5.3 Implementing the early childhood development centers as a community learning resource for early childhood development

1.5.4 Establishing the committee for early childhood development centers

Standard 2: Teacher/caregiver who renders care and learning experience as well as playing to develop early age children

Indicator 2.1 Child care and development in all dimensions

Sub-indicators

2.1.1 Establishing plans for learning experience in accordance with the early childhood education curriculum along with their implementation and evaluation

2.1.2 Arranging areas/corners for acquiring suitable learning experience and playing

2.1.3 Arranging the activities to promote the development in an integrated way in response to the nature of children's learning through their senses, practices, interactions, and playing

2.1.4 Choosing the media/accessories, technology, toys and arranging the indoor-outdoor environment and learning resources which are adequate, suitable, and safe

2.1.5 Monitoring children's individual development periodically to apply the results for activity arrangements for the development of all children toward their full potential

Indicator 2.2 Physical development and healthcare promotion

Sub-indicators

2.2.1 Providing children over 6 months old with an adequate proportion of food and promoting proper food consumption behaviors

2.2.2 Arranging the activities which allow children to learn by doing in a suitable way for their healthcare and safety in daily life

2.2.3 Providing daily checkups of personal hygiene, cleanliness of body, teeth, and oral cavity for disease and injury screening

2.2.4 Monitoring children's individual development and recording the results of nutritional conditions continuously

2.2.5 Providing checkups for physical health, teeth and oral cavity, eyes, and ears as scheduled

Indicator 2.3 Promotion of intellectuality, language, and communication

Sub-indicators

2.3.1 Arranging the activities that enable children to observe, touch, practice, raise the questions, search for answers, solve the problems, have an imagination, and think creatively whereby children's different ideas and works should be accepted

2.3.2 Arranging the activities and experience of language that is meaningful to children for varied communications, practices of listening, speaking, questioning, answering, narrating, and talking in accordance with the stages of development

2.3.3 Arranging the activities to foster children with love of reading habits to enhance basic skills of picture looking, story listening, narrating, reading, drawing/ writing based upon the stages of development whereby teachers/caregivers are the role models for correct speaking and reading

2.3.4 Providing children with learning experience related to themselves, people, objects, places, and surrounding nature through approaches suited to their age and development

2.3.5 Arranging the activities and experience of basic mathematics and science in accordance with their age whereby children learn through senses and practices

Indicator 2.4 Emotional, mental-social development promotion and the instilling of morality and good citizenship

Sub-indicators

2.4.1 Building a good and stable relationship between adults and children while arranging the activities to promote a good relationship between children and solving the disputes in a creative way

2.4.2 Arranging the activities to promote children's happiness and cheerfulness with emotional expression and good feeling toward themselves through physical movement, arts, and music in response to their interest and ability

2.4.3 Arranging the activities and experience, instilling morality among children for their virtue, discipline, honesty, and awareness of rights and responsibilities for good citizenship, showing love to their family, school, community, and country through suitable approaches suited to their age and development

Indicator 2.5 Child promotion in a transitional period to enable their adjustment to the next stage

Sub-indicators

2.5.1 Arranging the activities with guardians to prepare children before leaving home to the early childhood development centers/schools and preparing the orientation activities to enable children's adjustment in a friendly atmosphere

2.5.2 Arranging the activities for children's adjustment prior to higher levels of education until they are in Prathomsuksa 1 of primary education

Standard 3: Quality of early age children

- **For newborns – 2 years (2 years 11 months 29 days)**

Indicator 3.1 A Children's growth suited to their age

Sub-indicator

3.1.1 A Children's weight suited to their age and having the proper height recorded in individual records

Indicator 3.2 A Children's development suited to their age

Sub-indicators

3.2.1 A Having the development suited to their age in five domains

3.2.2 A Domain of gross motor development

3.2.3 A Domain of fine motor-adaptive development and intellectuality suited to their age

3.2.4 A Domain of receptive language development

3.2.5 A Domain of expressive language development suited to their age

3.2.6 A Domain of self-help skill development and sociability

- For children aged 3 years – 6 years
(prior to Prathomsuksa 1 of primary education)

Indicator 3.1 B Children's development suited to their age with proper hygiene

Sub-indicators

3.1.1 B Having the weight and height suited to their age recorded in individual records

3.1.2 B Having good hygiene for personal healthcare suited to their age

3.1.3 B Having a good oral health with no cavities

Indicator 3.2 B Children's development suited to their age

Sub-indicator

3.2.1 B Having the development suited to their age in five domains

Indicator 3.3 B Children's development of body movement

Sub-indicators

3.3.1 B Having gross motor development and ability of body movement and balance suited to their age

3.3.2 B Having fine motor-adaptive development and eye-hand coordination suited to their age

Indicator 3.4 B Children’s emotional and mental development

Sub-indicators

3.4.1 B Expressing their cheerfulness and feeling of security, including good feeling toward themselves and other people suited to their age

3.4.2 B Having their interest and participating in various activities, including playing, working, arts, music, and sports suited to their age

3.4.3 B Being tolerant, waiting, self-controlling, being self-regulated, following the agreement, caring for other people’s feeling, recognizing the appropriateness, and adjusting themselves to new circumstances suited to their age

Indicator 3.5 B Children’s development of intellectuality, learning, and creativity

Sub-indicators

3.5.1 B Talking about themselves, people, natural surroundings, and things around them suited to their age

3.5.2 B Having basics of mathematics and ability to observe, classify, and compare the number, dimensional relationship (area/distance), and time suited to their age

3.5.3 B Having rational thinking and problem-solving skills suited to their age

3.5.4 B Having an imagination and creativity suited to their age

3.5.5 B Having an attempt and commitment to finish the activities suited to their age

Indicator 3.6 B Children's language and communication development

Sub-indicators

3.6.1 B Having an ability of listening, speaking, main-idea capturing, narrating, talking, and communication skills suited to their age

3.6.2 B Having skills of looking at pictures, symbols, book usage, alphabet recognition, word thinking and writing, and basic reading suited to their age and stages of development

3.6.3 B Having skills of drawing and writing in accordance with their stage of development, which enables them to write familiar words regarding their interest

3.6.4 B Having skills of proper communication suited to their age, mainly using Thai language, and feeling familiar with other languages

Indicator 3.7 B Children’s development of society, morality, discipline, and good citizenship

Sub-indicators

3.7.1 B Having a proper interaction with other people suited to their age and showing their acceptance of individual differences

3.7.2 B Having mercifulness, kindness, discipline, honesty, personal and public responsibility, and desirable social value suited to their age

3.7.3 B Playing and working in team with other people, serving as either leaders or followers, and solving the disputes creatively

3.7.4 B Feeling proud of being a good member in their family, community, and early childhood development centers and being aware of good citizenship of Thailand and ASEAN

Annex

Cabinet Resolution on 2 January 2019

Deputy Secretary-General of the Education Council
Received No.....71.....
Date.....11 Jan 2019.....
Time.....13.17 hr.....

Office of the Cabinet
Received No.....99.....
Date.....4 Jan 2019.....
Time.....14.12 hr.....

Office of the Education Council
Received No.....170.....
Date.....10 Jan 2019.....
Time.....15.35 hr.....

Most Urgent

No. Nor Ror 0505/414

[Official Emblem]

The Secretariat of the Cabinet
Government House, BKK 10300

3 January 2019

Subject: (Draft) National Standard for Early Childhood Development Center

To: Minister of Education

Minister of Education
Received No.....147.....
Date.....8 Jan 2019.....

Reference: Letter from the Ministry of Education No. Sor Thor 0305/4572 dated 26 November 2018

Attachments: 1. Copy of Letter from the Ministry of Interior, most urgent, No. Mor Thor 0816.4/21745 dated 24 December 2018
2. Copy of Letter from the Ministry of Public Health No. Sor Thor 0942.04/4846 dated 24 December 2018
3. Copy of Letter from Office of the National Economic and Social Development Council, Most Urgent, No. Nor Ror 1111/7631 dated 18 December 2018

In regard to the (draft) National Standard for Early Childhood Development Center as proposed for further implementations with thereof details,

The Ministry of Interior, Ministry of Public Health, and Office of the National Economic and Social Development Council, had already proposed the comments for further consideration of the Cabinet as detailed in the copies of letters hereto attached.

The Cabinet, having discussed about it in the Meeting on 2 January 2019, hereby concluded as follows:

1. The proposal by the Ministry of Education was accordingly approved.
2. The Ministry of Education and all relevant agencies e.g. Ministry of Social Development and Human Security, Ministry of Interior, and Ministry of Public Health, are required to implement the National Standard for Early Childhood Development Center in accordance with the master plans under the National Strategy upon the validity of such master plans, laws, regulations, Cabinet resolutions, and other relevant plans/strategies.

It was therefore affirmed. In addition, the Secretariat of the Cabinet has already notified other relevant parties of the matter hereto attached.

To: Minister of Education
For your consideration and forward to ONEC.
-Signed-
(ML.Priyada Disakul)
Secretary to the Minister of Education
8 Jan 2019

Yours sincerely,

-Signed-

(Mr.Panyapon Srisangkaew)

Consultant for the Secretariat of the Cabinet
For the Secretary-General

The Bureau of Strategic Development and Special Policy Monitoring
Tel. 0 2280 9000 ext. 1633 (Sukanya), 1531 (Supaporn)
Fax. 0 2280 1446 www.soc.go.th
E-mail: spt55@soc.go.th

Assigned to.....Samorn.....
-Signed-
(Mrs.Wattanaporn Rangabtuk)
Deputy General-Secretary of Education Council
For the Secretary-General
11 Jan 2019

Sor Ror Sor Thor,
Submitted.
-Signed-
9/1/19

Assigned AJ.Patcharaporn for further processing
-Signed-
15 Jan 2019

To be forwarded to Early Childhood
-Signed-
(Mr.Samnao Nuethong)
Educator, Senior Professional Level
Acting Director of Education Standards
and Learning Development
14 Jan 2019

To be assigned as proposed.
-Signed-
(Mr.Teerakiat Jaroensettasin)
Minister of Education
9 Jan 2019

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Mr. Supat Jampathong	Secretary General of Education Council
Mrs. Wattanaporn Ra-Ngubtook	Deputy Secretary General of Education Council
Mr. Samnao Nuethong	Director of Education Standards and Learning Development

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Early Childhood Quality Development Subcommittee
under National Committee for Early Childhood Development
(NCECD)

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