

EARLY CHILDHOOD DEVELOPMENT ACT

B.E. 2562 (2019)



Office of the Education Council
Independent Committee for Education Reform

EARLY CHILDHOOD DEVELOPMENT ACT

B.E. 2562 (2019)

HIS MAJESTY KING MAHA VAJIRALONGKORN BODINDRADEBAYAVARANGKUN

Given on the 26th Day of April B.E. 2562;

Being the 4th Year of the Present Reign.

His Majesty King Maha Vajiralongkorn Bodindradebayavarangkun is graciously pleased to proclaim that:

Whereas it is expedient to have an enabling act on the law on early childhood development;

Be it, therefore, enacted by the King, by and with the advice and consent of the National Legislative Assembly acting as the parliament, as follows:

Section 1. This Act shall be called the “Early Childhood Development Act, B.E. 2562 (2019)”.

Section 2. This Act shall come into force on the following date of its publication in the Government Gazette.

Section 3. In this Act:

“Early age child” means a child being under 6 years of age and includes a child who must be developed prior to the primary education.

“Early childhood development” means care, development, and learning management for early age children, pregnant woman or child caregiver.

“Child caregiver” means a parent, guardian or a person who rears a child.

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

“Early childhood development center” means a childcare center, child development center, initial care center for disabled children or those with special needs, nursery, and foster home in accordance with the law on child protection, whose early age children are under its care or protection, or early childhood development center under other names, including a school, learning center, educational agency or other government or private bodies, and religious institution, with aims of providing education to early age children.

“Committee” means the Early Childhood Development Policy Committee.

Section 4. The Prime Minister and the Minister of Education shall have charge and control for the execution of this act.

CHAPTER I

General Provisions

Section 5. Early childhood development under this Act contains the following objectives:

(1) enabling a mother to receive care during the stage of pregnancy to promote a child’s well-being and development.

(2) ensuring the safety of early age children and the protection against any form of harassments.

(3) promoting well-rounded development of early age children in terms of physical body, mind, discipline, emotion, society, and intelligence in accordance with their age to develop basic skills for lifelong learning and be able to learn in consistency with the principles of individual potential development and special needs.

(4) instilling characteristics of early age children with morality, virtue, discipline, learning curiosity, creativity, and ability of perceiving aesthetics and distinctive cultures.

(5) nurturing attitudes of early age children regarding their respect toward values of other people, having the spirit of living together in the society equally, and having self-awareness of being a Thai and global citizen.

(6) enabling child caregivers to acquire the knowledge, skills, and positive attitudes for early childhood development.

Section 6. The government entities, local administrative organizations, private sectors, and involved civil society sectors have the missions to collaboratively carry out the early childhood development and implementation in accordance with the standards and good practices relating to early childhood development as specified by the Committee, including a promotion of child caregivers to provide the development to early age children under their care pursuant to those standards and good practices relating to early childhood development.

Section 7. Parents and guardians shall have the duties for early age children under their care to be developed in accordance with the standards and good practices relating to early childhood development.

Section 8. Provision of learning management by early childhood development centers shall accord with the preparedness of early age children, but it shall not be the learning management targeted at competitive examinations among early age children.

CHAPTER II

Early Childhood Development Policy Committee

Section 9. There shall be the Early Childhood Development Policy Committee consisting of:

- (1) the Prime Minister or the assigned Deputy Prime Minister as a chairperson;
- (2) incumbent members, namely Minister of Social Development and Human Security, Minister of Interior, Minister of Education, Minister of Public Health, Governor of Bangkok, President of the National Municipal League of Thailand, President of Provincial Administration Organization Council of Thailand, and President of Subdistrict Administration Organization Council of Thailand;
- (3) eight qualified members with knowledge and expertise appointed by the Prime Minister: one each with expertise in early childhood development, education, special education, public health, social work, and mass communication; two persons of early childhood development center administration; including one person from government and the other from private early childhood development centers.

The Office of the Education Council shall serve as the member and secretary and shall appoint its public servant or official for not more than two persons as secretary assistants.

Section 10. Qualified members under Section 9 (3) shall have the qualifications and not possess the prohibited characteristics as follows:

- (1) being of Thai nationality;
- (2) being at least 35 years of age;
- (3) not being or having been fraudulent bankrupt;
- (4) not being incapacitated or quasi-incapacitated person;
- (5) not being imprisoned by a final judgment to imprisonment, except for an offence committed through negligence or petty offence;
- (6) not being a political official, political office-holder, committee member or holder of an executive position in a political party, consultant of a political party, or officer of a political party;
- (7) not having been dismissed, discharged or expelled from the government service, government entities, or private agencies due to malfeasance.

Section 11. Qualified members under Section 9 (3) shall hold office for a four-year term and may be reappointed, but holding office for more than two consecutive terms is not allowed.

Upon the expiration of term, if a new qualified member has not yet been appointed, the qualified member whose office term has expired shall be in office to perform the duties until a new appointed member assumes the duties.

Section 12. Apart from the end of their terms, qualified members under Section 9 (3) shall vacate office upon:

- (1) death;
- (2) resignation;
- (3) not having the qualifications or possessing the prohibited characteristics under Section 10;
- (4) not being present at the meeting for three consecutive times without any reasonable ground under the criteria specified by the Committee;
- (5) dismissal by the Prime Minister due to nonfeasance, dishonorable conduct, or a lack of ability.

Section 13. In case where a qualified member under Section 9 (3) vacates office prior to an expiration of term, there shall be an appointment of a qualified member to replace the vacated member within 60 days as from the date the vacancy occurs and the new appointed member shall be in office for an unexpired term of office of the replaced one, except where the office term of such vacated member remains not more than 90 days, an appointment of the replaced member shall not be required. While a new member has not yet been appointed to replace the vacancy, the remaining members shall assume the Committee.

Section 14. The Committee shall have the powers and duties as follows:

(1) to create the national policies on early childhood development in accordance with the law on national education, national strategy, and national reform plan, approve the early childhood plan, and propose them to the Cabinet for an approval so that agencies and personnel relating to early childhood will put them into practice;

(2) to approve the budgetary plans and annual integrated operation plans of government entities and local administrative organizations relating to early childhood development;

(3) to propose and provide a consultation to the Cabinet in the early childhood development and early childhood education management from kindergarten to primary levels to link with the early childhood development;

(4) to propose the formulation or amendment of laws required for the implementations under the national policy on early childhood development and its plan;

(5) to integrate the early childhood development of government entities, local administrative organizations, private and civil society sectors to accord with the national policy on early childhood development and its plan;

(6) to determine the standards and good practices relating to early childhood development;

(7) to determine the criteria regarding an admission of early age children to the kindergarten and primary levels to prevent any impact on early childhood development;

(8) to prescribe the competencies and indicators for early childhood development;

(9) to follow up and support the relevant agencies to collect the early childhood data systematically;

(10) to promote the research studies and the creation of innovation relating to early childhood development;

(11) to support child caregivers and teachers with an ability to care and develop early age children with quality in conformity with the principles and philosophy of early childhood development;

(12) to coordinate and provide information to the Equitable Education Fund under the law on the Equitable Education Fund to consider assistance for early age children who are shortage of money or disadvantaged to receive the development of physical body, mind, discipline, emotion, society, and intelligence to suit their age;

(13) to perform other duties under this Act or other laws describing such duties or powers to be executed by the Committee or assignments by the Cabinet.

Section 15. In a meeting of the Committee, members must be present at the session of not less than one-half of the total number of members shall constitute a quorum.

In the meeting of the Committee, if the chairperson is not present at the meeting or is unable to perform a duty, one member shall be selected by the meeting to preside over the meeting.

Decision of the meeting shall be made by a majority of votes. Each member shall have one vote. In case of an equality of votes, the presiding person of the meeting shall have an additional vote as the casting vote.

The meeting of the Committee shall be held at least four times per year.

Section 16. In the performance of duties under this Act, the Committee shall have the powers to appoint the consultant and subcommittee to execute any assignment by the Committee.

The provision of Section 15 shall apply *mutatis mutandis* for the meetings of the subcommittee.

Section 17. There shall be the Early Childhood Development Integration Subcommittee appointed by the Committee to the powers and duties in proposing and giving opinions to the Committee in the following matters:

(1) to create the early childhood development plans in accordance with the law on national education, national strategy, and national reform plan;

(2) to determine the collaborative work among government entities, local administrative organizations, private and civil society sectors relating to early childhood development, including an integration of service arrangement in each transitional period of early age children;

(3) to set up the budgetary plans and annual integrated operation plans of government entities and local administrative organizations relating to early childhood development;

(4) to determine the guidelines on evaluating the performance of government entities, local administrative organizations, private and civil society sectors relating to early childhood development;

(5) to establish the standards and good practices relating to early childhood development;

(6) to establish the competencies and indicators for early childhood development;

(7) to perform any relevant matters to achieve the goals as assigned by the Committee.

The components, numbers, qualifications, prohibited characteristics, office terms, and dismissal of the subcommittee in paragraph one shall accord with the requirements by the Committee.

Section 18. The Office of the Education Council shall assume a duty of the Office of the Secretary to the Committee to take charge of the administration, meeting, academics, information study, and other businesses relating to the Committee and its subcommittee, with the powers and duties as follows:

(1) to collect the supportive data for creating the national policy on early childhood development and its plan;

(2) to analyze and propose the measures to move forward and promote implementations of the national policy on early childhood development and its plan into practice, including considering and giving opinions to the Committee regarding the guidelines and methods for addressing the problems and obstacles of the implementations;

(3) to establish and develop a mechanism and coordination system for early childhood development to build the administrative efficiency, including cooperation and coordination with government entities, local administrative organizations, private and civil society sectors relating to early childhood development in the execution under this Act and other relevant laws;

(4) to promote and support the network building at provincial and district levels for early childhood development;

(5) to give advice to government entities, local administrative organizations, private and civil society sectors;

(6) to propose the guidelines on resource seeking and allocation to promote, support, and develop early age children in an effective manner to the Committee;

(7) to arrange the research studies and the creation of innovation relating to early childhood development;

(8) to survey and collect the early childhood data for creating the databases, including tracking the early childhood situations and disseminating the early childhood information and statistics;

(9) to establish the performance evaluations to comply with the national policy on early childhood development and its plan to enhance the implementation efficiency and propose them to the Committee to be submitted to the Cabinet for acknowledgement at least once per year;

(10) to perform other duties as assigned by the Committee or the subcommittee.

The Secretary-General of Education Council may assign any of Deputy Secretary-General of Education Council to assume the responsibility for commanding the work of early childhood development and reporting to the Secretary-General of Education Council.

CHAPTER III

Early Childhood Development Plan

Section 19. The Committee shall propose the early childhood development plan to the Cabinet for an approval and proclamation for public acknowledgement.

In case where the situations change during the enforcement of early childhood development plan, it may be subjected to modifications by the Committee to suit those situations, the provision in paragraph one shall apply *mutatis mutandis*.

Section 20. The early childhood development plan under Section 19 shall describe obvious details of its enforcement term, administration and early childhood development, practices, relevant agencies, and operational periods, and at least establish the guidelines for performing the followings:

- (1) the plans and projects of government entities and local administrative organizations and budget spending for early childhood development in a systematic way;
- (2) the integration of collaborative work among government entities, local administrative organizations, private and civil society sectors to move forward the implementations under the early childhood development plan;
- (3) the promotion and support of implementations by agencies relating to early childhood development with quality, standards, and environmental settings suited to early childhood development;
- (4) the promotion and support of environmental setting in the family and community that facilitates early childhood development, including the safety of early age children and the protection against any form of harassments;
- (5) the personnel enhancement for early childhood development to acquire competence, potential, and virtue;
- (6) the creation of the early childhood database.

Section 21. Upon the proclamation of the early childhood development plan, government entities and local administrative organizations with duties to execute the missions as prescribed in the early childhood development plan shall formulate the operational plans in accordance with the early childhood development plan and perform actions conforming to such plan.

Section 22. The Committee shall follow up to ensure that government entities and local administrative organizations with duties under the early childhood development plan or private sectors as assigned for the implementation under such plan have performed or executed the early childhood development plan. In case of non-performance or non-execution of such plan, the Committee shall inform those government entities, local

administrative organizations, or private sectors as the case may be, to solve or discontinue the actions not conforming to such plan within the periods specified by the Committee. Upon an expiration of such periods, if the actions have not yet fully performed or executed, the Committee shall issue a letter to the authorities with powers of monitoring and supervision to be acknowledged along with the reasons for further consideration and implementation under their powers and duties.

CHAPTER IV

Early Childhood Development

Section 23. The production and development of teachers for early childhood development, the higher education institutions shall provide instruction for building teaching spirituality, virtue, ethics, knowledge, skills, and ability of learning management to care and develop early age children conforming to the principles and philosophy of early childhood development.

In child caregiver development, the agencies in charge of developing child caregivers shall provide instruction for building the spirituality of caregivers, virtue, ethics, knowledge, skills, and ability of caring early age children conforming to the principles of early childhood development.

Section 24. Healthcare centers belonged to the government entities, local administrative organizations or private sectors with duties to provide public health to pregnant women and early age children shall provide healthcare services to all the mothers and children. These services range from family planning, reproductive health, prenatal care, parenting preparation, including immunity promotion, nutrition promotion, development promotion, and breastfeeding promotion at least for the first six months of life.

Section 25. Early childhood development centers with duties to provide early childhood education shall arrange the childcare training, increase experiences, promote learning development, and provide education management to all early age children, including the on-going development promotion of early childhood suited to the transitional period from kindergarten to primary education.

Section 26. Government entities, local administrative organizations or private sectors in charge of early childhood development shall provide the welfare and right protection service to early age children, including a follow-up process to ensure the welfare and right protection service to all early age children.

Section 27. Apart from the execution under Section 24, Section 25 and Section 26, government entities, local administrative organizations, and private sectors in charge of public health and education management, welfare and right protection service to early age children shall implement the followings:

(1) to provide knowledge, enhance skills, and build positive attitudes to child caregivers and other persons relating to early childhood development in respect of early childhood development;

(2) to provide the systematic and standardized screening to promptly detect early age children with disabilities or impairments of physical body, mind, emotion, society, or intelligence or early age children with no caregivers or being disadvantaged or those with special needs and enable these children to have access to the rights and opportunities for the development with a special quality, facilities, media, and services, including any other assistance for the development and education in consistency with the necessity pursuant to the criteria and methods prescribed by the Committee.

Section 28. For the purposes of early childhood development, government entities, local administrative organizations, and private sectors may perform an integrated action by providing public health, education management, or welfare and right protection service to early age children in the same office.

Transitory Provisions

Section 29. At the initial stage, the Committee shall consist of members under Section 9 (1) and (2) and Secretary-General of Education Council shall serve as a member and secretary to temporarily perform duties of the Committee under this Act until qualified members under Section 9 (3) are appointed, but shall not exceed 90 days from the date of enactment of this Act.

Section 30. At the initial stage, the Bureau of the Budget shall allocate the budget to the Office of the Education Council, local administrative organizations, and relevant government entities as it is necessary to perform duties under this Act.

Section 31. While the criteria and methods under Section 27 (2) have not been issued yet, the provisions regarding accessibility to the rights and opportunities for the quality development, facilities, media, and services, including any other assistance for the development and education in consistency with the necessity pursuant to the law on education management to persons with disabilities and the law on Empowerment of Persons with Disabilities, shall apply *mutatis mutandis* until the criteria and methods under this Act are issued by the Committee.

Countersigned by

General Prayut Chan-o-cha

Prime Minister

Remarks: - The reasons for the promulgation of this Act are as follows. Section 54 and Section 258 E. Education (1) of the Constitution of the Kingdom of Thailand describe that the State shall ensure that early age children receive care and development for their physical body, mind, discipline, emotion, society and intelligence in accordance with their age. It is therefore expedient to ensure that early age children during their childhood receive the protection and care, well-rounded development, and education in a systematic, continuous, and equal way, with the suitable learning promotion and preparation for early age children during the transitional period from kindergarten to primary education in order to be grown as a good and quality citizen. It is also to promote the integrated collaboration of all sectors uniformly and efficiently. It is therefore necessary to enact this Act.

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ANNEX

Most Urgent

[Official Emblem]

No. Sor Wor (Sor Nor Chor) 0007/762

The Secretariat of the Senate
Acting as the Secretariat of
The National Legislative Assembly
U-Thong Nai Road, BKK 10300

11 February 2019

Subject: Four letters with remarks made by the extraordinary committee for considering the bill

To: The Secretariat of the Cabinet

Attachments: 1. Remark of the extraordinary committee for considering the bill of National Defence Technology B.E.
2. Remark of the extraordinary committee for considering the bill of Industrial Product Standards (No...) B.E.
3. Remark of the extraordinary committee for considering the bill of Community Enterprise Promotion (No...) B.E.
4. Remark of the extraordinary committee for considering the bill of Early Childhood Development B.E.

In reference to the Special Meeting of the National Legislative Assembly No. 10/2562 on Friday 8 February 2019, the Meeting had already considered the bill of National Defence Technology B.E., the bill of Industrial Product Standards (No...) B.E., the bill of Community Enterprise Promotion (No...) B.E., and the bill of Early Childhood Development B.E. Upon the completion of such consideration, some remarks of these four bills were accordingly made by the extraordinary committee and these remarks were agreed by the Meeting.

The Secretariat of the Senate acting as the Secretariat of the National Legislative Assembly therefore submits these remarks to the Cabinet pursuant to the Meeting Regulations of the National Legislative Assembly B.E. 2560 (2017), Article 97 paragraph two, as detailed in the Attachments No.1 to No.4.

For your information and further consideration.

Yours sincerely,

-Signed-

(Ms.Supangchit Triphatpisai)

Deputy Secretary-General of the Senate

For Secretary-General of the Senate

The Bureau of Parliamentary Proceedings

Tel. 0 2831 9451 - 2

Fax. 0 2831 9452

Remarks of the extraordinary committee for considering the bill of
Early Childhood Development B.E.

The extraordinary committee has already considered the bill of Early Childhood Development B.E. and made the following remarks.

1. Early childhood development during transitional period from kindergarten to primary education (aged 6 - 8 years) should be properly undertaken by relevant agencies to suit the developmental stage of this transition in terms of public health, education, welfare, and children's right protection, including the arrangement of early childhood curriculum and basic education curriculum which must be collaboratively developed to enable early age children to receive the quality development without any impact on their development.

2. The budget allocation for early childhood education should be modified to allow the government entities and organizations to apply it as the operational guidelines in an effective way without causing any problem of the budget spending, mainly emphasizing on the expenditures for the management of early childhood development centers and personnel budget. The budgetary support for early age children should be allocated directly to individual children so that they will be able to receive comprehensive care and it will promote the spending of national budget in a more effective manner.

3. The Early Childhood Development Policy Committee should take into the consideration the promotion and the budgetary support to the early childhood development centers of the private sector to increase the effectiveness of those institutions in developing and providing education management to early age children from the kindergarten level to the primary level.

4. To implement this bill, the Early Childhood Development Policy Committee should appoint the subcommittee to support its varied operations: (1) development of the screening system and transfer of children with disabilities or impairments of physical body, mind, emotion, society or intelligence or early age children with no caregivers or the disadvantaged or those with special needs, (2) development of knowledge, research, innovation and personnel, and (3) follow-up and performance evaluation. The components of such subcommittee, including duties and powers, should be accordingly determined by the Committee as seen necessary.

5. The Office of the Education Council should determine the organizational structure which includes personnel with expertise in early childhood development in order to benefit the implementation of this bill.

6. To effectively move forward the early childhood development at a provincial level requires operational connectivity of the subcommittee on the promotion of provincial early childhood development pursuant to the law on the National Child and Youth Development Promotion and the implementation of this bill.

7. Upon the promulgation of this bill in the Government Gazette, all relevant agencies and entities should publicize and launch campaigns for building knowledge and understanding of key concepts in this bill among parents, guardians, teachers, early childhood development centers, and educational institutions to be fully acknowledged.

These are true and correct in conformity with the resolutions of the National Legislative Assembly.

Pol.Capt. -Signed-

(Wirunya Phasupsuk)

Director, Bureau of Parliamentary Proceedings

The Secretariat of the Senate

Acting as the Secretariat of the National Legislative Assembly

Office of the Secretary

Independent Committee for Education Reform

Received No.....187.....

Date..4.../...March.../...2019.....

Time.....16.13 hr.....

Office of the Education Council

Received No.....887.....

Date.....4.../...March.../...2019.....

Time.....09.02 hr.....

[Official Emblem]

No. Nor Ror 0503/Wor (Lor) 8063

The Secretariat of the Cabinet

Government House, BKK 10300

1 March 2019

Subject: Bill of Early Childhood Development B.E.

To: The Chairperson of Independent Committee for Education Reform

Reference: Letter of the Secretariat of the Cabinet No. Nor Ror 0503/Wor (Lor) 912 dated 7 January 2019

Attachments: A copy of letter of the Secretariat of the Senate acting as the Secretariat of the National Legislative Assembly, Most Urgent, No. Sor Wor (Sor Nor Chor) 0007/ 761 dated 11 February 2019 and the bill thereof

In pursuance of the meeting agenda of the extraordinary committee for considering the bill of Early Childhood Development B.E. for your information as already detailed,

The Secretariat of the Senate acting as the Secretariat of the National Legislative Assembly informed that in the Special Meeting of the National Legislative Assembly No.10/2562 on 8 February 2019, this bill was considered and approved by the Meeting to be proclaimed as law, with details shown by the attachment.

It is accordingly informed for acknowledgement. In addition, the Secretariat of the Cabinet will present this bill to His Majesty the King for further proclamation as law.

Yours sincerely,

-Signed-

(Mr.Narut Thunyawong)

Director of Law Division

For Secretary-General to the Cabinet

Law Division

Tel. 0 2280 9000 ext. 1342 (Wanit)

Fax. 0 2280 9058

Intentions and Main Aspects of the Early Childhood Development Act

This bill aims to put more focuses on the importance of early childhood development to be top-listed in the National Agenda and enable all early age children in Thailand to receive the quality care, development, and education management in conformity with the academic principles, describing that the early childhood stage (from conception – 8 years of age) is extremely crucial because it is the age when the brain can develop to reach its maximum level with fast-paced learning whereas the suitable promotion of early childhood development will build up a strong foundation of human capital essential for children's lifelong living qualities. Early childhood development is therefore the worthy investment, which can reduce disparity, create a sense of fairness in the society, and promote early childhood development in a continuous and equal way. All of these can be achieved through collaborations of relevant sectors at all levels, ranging from the nation, region, locality, community to family to diversify the processes of early childhood development uniformly, effectively, and efficiently.

Establishing the law on early childhood development will guarantee early age children in this crucial stage to receive care, development, education, and special protection.

National reform plans on education for early childhood development

The Independent Committee for Education Reform was appointed by the Cabinet on 30 May 2017 pursuant to Section 261 of the Constitution of the Kingdom of Thailand to assume the responsibility for conducting the study and preparing the suggestions and drafting the laws related to the reform under Section 258 E. Education. The appointed committee therefore prepared the plans on education reform to be proposed to the National Strategy Commission and the Cabinet pursuant to Section 12 of National Reform Plans and Procedures Act B.E. 2560 (2017). The Cabinet then approved in principle the national education reform (draft) on 7 May 2019.

The national education reform consists of four objectives, namely 1. to enhance quality of education; 2. to reduce disparity in education; 3. to leverage excellence and competitiveness; 4. to improve efficiency, agility and good governance. The national education reform is divided into seven issues and categorized into 29 aspects. All of these contain the details regarding early childhood development to be implemented by relevant agencies as concluded below.

Issue 2: Reform of development of early age children and pre-school children

Aspect 2.1: Development of the system for care, development and learning management to enable early age children to receive the development of physical body, mind, discipline, emotion, society, and intelligence in accordance with their age.

■ Goals and desirable outcomes and results

The overall goals

Early age children, both general children and those with special needs, can access and receive quality care and early childhood education management properly and equally, including an appropriate admission system for Prathomsuksa 1 students (primary education) and learning management to suit their age. In addition, the database system which facilitates the inter-office management and personnel development should be established. These include the movement mechanisms and integration between the relevant ministries and agencies in a uniform way.

The urgent goals

1. Enforce the law on early childhood development and prepare subsidiary legislations.
2. Establish the guidelines on the admission of Prathomsuksa 1 students suited to their age.
3. Propose the screening system for supporting and promoting the development of children with special needs by service providers, including a proposal for personnel and parent development on knowledge of screening and providing care to early age children as already screened.
4. Formulate the guidelines on transitioning the development of every range of age, from birth to 8 years, consistently and smoothly, which mainly require parents and guardians to provide care and develop their children in conjunction with early childhood development centers.
5. Establish the collaborative operational plans between four main ministries of early childhood development, at least covering the investment, implementation and arrangement of key activities to prepare those parents and guardians and boost early age children's readiness.
6. Propose the operational plans on improving the quality of childcare centers and early childhood development centers, including the implementation of Early Childhood Education Curriculum B.E. 2560 (2017).

Short-term goals

1. Enact all of the subsidiary legislations on early childhood development to be effective within 1 year after the law on early childhood development becomes effective.
2. Enable all early age children, from the stage of pregnancy to 8 years of age or prior to Prathomsuksa 1, to have access to the screening system, care, and education management as stipulated in the law on early childhood development, with a rate of charges suited to their economic status or free of charge as the case may be under the specified law.
3. Implement the admission for Prathomsuksa 1 following the admission guidelines for Prathomsuksa 1 students within a suitable range of age in educational institutions nationwide.
4. Arrange the curriculum, learning experience, and development during the age transition for Prathomsuksa 1 and 2 students as informed to be put into practice in the educational institutions across the country.
5. Establish the system and database related to screening and transfer of children with special needs with an effective linkage between those relevant agencies.
6. Adhere to the development of teachers, personnel, and professionals on early childhood development, including parents and guardians, with knowledge and skills to increase their potential for any response to the context of a changing world as required by the personnel development plan.

Moderate and long-term goals

1. All nationwide childcare centers and early childhood development centers have quality assurance and are subject to the quality assessment for continuous quality development under the proper quality requirements.
2. All early age children, from the stage of pregnancy to 8 years of age or prior to the primary education of Prathomsuksa 1, have access to the screening system, care, and education management as specified by the law on early childhood development in a suitable, comprehensive, and equal way.
3. Children with special needs, those with disabilities, the disadvantaged, ethnic children, including children of migrant workers and non-Thai family children, are able to access the quality education management and receive the supports to suit their special needs individually.
4. All early age children receive learning experiences in accordance with Early Childhood Education Curriculum B.E. 2560 (2017).
5. All educational institutions which provide education management to early age children are able to arrange the quality inclusive education for all early age children.

6. The development plans for parents and guardians to have knowledge of screening and caring their children after being screened should be reviewed and persistently implemented as regular routines by relevant agencies.

- **Timeframe for operations**

Urgent term:	Within May of 2019
Short term:	Within 2021
Moderate and long term:	Within 5 - 10 years

- **Indicators**

Percentage of early age children accessible to care and education management for early childhood in a suitable, comprehensive, and equal way

Aspect 2.2: Social communication for building the understanding of early childhood development

- **Goals and desirable outcomes and results**

The overall goals

Parents, guardians, and relevant personnel adjust their mindsets of correct understanding toward the pre- pregnancy preparation, child rearing, childcare, and child development.

The urgent goals

Plans for the public release and media production for increasing knowledge and understanding to the relevant agencies and society regarding the correct and suitable childcare, development, and preparedness in accordance with children's age should be made.

Short-term goals

1. Parents, guardians, and personnel related to early age children in general obtain knowledge and adjust their attitudes as planned.
2. Parents, guardians, and personnel related to early age children with special needs obtain knowledge and adjust their attitudes as planned.

- **Timeframe for operations**

Urgent term:	Within May of 2019
Short term:	Within 2021

- **Indicators**

1. Percentage of parents obtaining the development of parenthood and pre-pregnancy preparation
2. Percentage of parents and guardians with correct knowledge and understanding of childcare and early childhood development

Issue 3: Reform for a reduction of disparity in education

Aspect 3.2: Education management for people with disabilities, the gifted, and those with special care

- **Goals and desirable outcomes and results**

- The overall goals**

- People with disabilities, the gifted, and those with special needs receive comprehensive development to their full potential and can live in the society with happiness and dignity.

- The urgent goals**

- 1. Screen people with disabilities such as slow learning and autism and create the information system of people with disabilities, the gifted, and those with special needs as the database for management, which uniformly links all the databases.

- 2. Enable relevant personnel across the country to develop understanding toward education management for people with disabilities, the gifted, and those with special needs.

- **The target group of people with disabilities**

- Create the innovations for hosting education management to accommodate people with disabilities in terms of both learning and living.

- **The target group of the gifted**

- Establish the rules or regulations on having a screening mechanism for gifted children in all educational institutions, both government and private.

- Propose the suggestions to the government regarding the strategy on developing the gifted and enhancing their potential for further professional security.

- **The target group of people with special needs**

- Create the innovations for hosting education management, particularly reading, writing, arithmetic, and living skills.

- Propose the suggestions to the government regarding the strategy on developing those with special care and enhancing their potential for further professional security.

Short-term goals

1. Arrange school psychologists, teachers, and relevant personnel in making a correct diagnosis for learners with disabilities and autism or the gifted and provide the necessary supports to other schools in all areas.
2. Develop school psychologists, teachers, and relevant personnel in providing proper care, assistance and consultation.
3. Establish the screening and diagnosis system which can be operated by school psychologists, teachers, and relevant personnel.
4. Allow all children from early childhood to be surveyed and tested for their aptitude in order to screen those with special gifts.

Moderate and long-term goals

People with disabilities, the gifted, and those with special needs all receive comprehensive development to their full potential and can live in the society with happiness and dignity.

■ Timeframe for operations

Urgent term:	Within May of 2019
Short term:	Within 2021
Moderate and long term:	Within 5 - 10 years

■ Indicators

1. Coverage of the screening system and screening mechanism for people with disabilities, the gifted, and those with special needs
2. Percentage of teachers and relevant educational personnel having the understanding of education management for people with disabilities, the gifted, and those with special needs
3. Number of students to be screened, diagnosed, transferred, and assisted

Memo

[illegible]

