

**“Vision: All Thai people
able to access high-quality lifelong learning”**

**Proposals for the
Second Decade of Education Reform
(2009 - 2018)**



**Office of the Education Council
Ministry of Education, Thailand**

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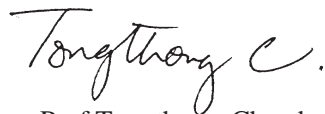
Foreword

In his government policy statement to the Parliament on December 29, 2008, Mr. Abhisit Vejjajiva, Prime Minister of Thailand, highlighted the need for systemic reform of education provision. Pursuant to the Prime Minister's directive, Mr. Jurin Laksanawisit, Minister of Education, assigned the task required of education reform in the second decade to the Office of the Education Council (OEC). At its meeting on February 5, 2009, the Education Council duly established an Ad Hoc Sub-Committee for the Second Decade of Education Reform, under chairmanship of Prof. Yongyuth Yuthavong, to spearhead for successful implementation of this vital reform.

Under the aegis of the OEC, the Ad Hoc Sub-Committee conducted studies and analyses of relevant documents, reports and outcomes of reform efforts for the past 9 years. Observation of the present trends has also enabled the Ad Hoc Sub-Committee to make sound projection for future educational development. Large-scale symposia were organised in all the 4 regions of the country as well as in the Bangkok Metropolitan Area. Based on the views and comments from these symposia, **Proposals for the Second Decade of Education Reform (2009 - 2018)** was formulated. It was submitted for scrutiny by the Education Council, which, at its meeting on June 4, 2009, gave its favourable consideration. The Education Council also recommended the Ministry of Education (MOE) to submit the Proposals for deliberation of the Council of Ministers, which, at its meeting on August 18, 2009, gave its approval. The Ministry of Education also submitted a draft regulation of the Prime Minister's Office, to come into force in 2009, on accelerating the requisite education reform efforts. The Council of Ministers gave its approval

to the draft regulation in principle. Pending deliberation of the Committee To Scrutinise Draft Laws and Draft Subordinate Legislations, the proposed regulation can then be enforced accordingly.

For the second decade of education reform (2009 - 2018), the Thai government is committed to providing high-quality lifelong learning to all Thai people, with the following 3 overriding objectives: attainment of desirable quality and standard of education and learning of the Thai people; increased opportunities for high-quality education and learning for universal access; and strengthening participation of all segments of society in educational provision, administration and management. The education reform framework is based on the following 4 pillars: quality development for the new generation of Thai people; quality development for the new generation of teachers; quality development for revitalising educational institutions and learning sources; and quality development for revitalising educational administration and management. In this connection, the OEC would like to take this opportunity to thank the Ad Hoc Sub-Committee, various Sub-Committees of the Education Council as well as others concerned. Their valuable contributions have resulted in the successful completion of the **Proposals for the Second Decade of Education Reform (2009 - 2018)** as targetted. The OEC fervently hopes that all segments of our society will cooperate in accelerating the reform, leading to concrete actions, which will bring untold benefits for development of future generations of Thai children and youth.



(Assoc.Prof.Tongthong Chandransu)

Secretary-General

The Education Council

Executive Summary

During the past decade Thailand has witnessed vigorous attempts at systemic reform of education provided at national level. Evaluation of reform efforts in compliance with the 1999 National Education Act has indicated gratifying outcomes on some issues and points of concern. Structural adjustment among different agencies responsible for education provision has resulted in their unification. Some offices were established such as educational service areas, Office for the National Education Standards and Quality Assessment (ONESQA). Nonetheless, several issues require urgent measures for development, improvement and further elaboration. Notable among these points of concern are: quality of learners, teachers and faculty staff, and educational personnel; efficiency of administration and management; and need for increased educational opportunities.

In his government policy statement to the Parliament on December 29, 2008, the Prime Minister of Thailand, highlighted the need for systemic reform of education provision. Pursuant to the Prime Minister's directive, the Minister of Education, assigned the task required of education reform in the second decade to the Office of the Education Council (OEC). At its meeting on February 5, 2009, the Education Council duly established an Ad Hoc Sub-Committee for the Second Decade of Education Reform, under chairmanship of Prof. Yongyuth Yuthavong, to spearhead for successful implementation of this vital reform.

Under the aegis of the OEC, the Ad Hoc Sub-Committee conducted studies and analyses of relevant documents, reports and outcomes of reform efforts for the past 9 years. Observation of the present trends has also enabled the Ad Hoc Sub-Committee to make sound projection for future educational development. Large-scale symposia were organised in all the 4 regions of the country as well as

in the Bangkok Metropolitan Area. Based on the views and comments from these symposia, **Proposals for the Second Decade of Education Reform (2009 - 2018)** was formulated. The Ministry of Education (MOE) submitted the Proposals for deliberation of the Council of Ministers, which, at its meeting on August 18, 2009, gave its approval.

The vision, goals and framework of actions are as follows:

Vision: All Thai people able to access high-quality lifelong learning

Goals: By 2018, systemic reform of education and learning will be achieved, with emphases on the following 3 main areas of concern:

1. Developing quality and standard of education and learning of Thai people.
2. Education and learning opportunities.
3. Strengthening participation of all segments of society in educational administration and management.

Framework of actions for education reform: Systems approach will be used to reform education and learning by:

1. Quality development of the new generation of Thai people

- 1.1 Quality development of education and learning
- 1.2 Production and development of high-quality manpower endowed with knowledge, skills and competencies

2. Quality development of a new generation of teachers who serve as learning facilitators

- 2.1 Development of system for production of teachers, faculty staff and educational personnel

- 2.2 Development of teachers, faculty staff and educational personnel
- 2.3 Utilisation of teachers, faculty staff and educational personnel

3. Quality development for revitalising educational institutions and learning sources

4. Quality development through adoption of new approaches and practices for educational administration and management

- 4.1 Decentralisation of power in administration and management to educational service areas and educational institutions
- 4.2 Revitalising system of educational administration and management based on principles of good governance, justice, transparency and accountability
- 4.3 Revitalising administration and management for increasing universal access to education of high quality
- 4.4 Revitalising administration and management system for increased participation and contribution of the general public, private sector and all segments of society
 - 4.4.1 Strengthen involvement of individuals, families, communities, community organisations, professional organisations, religious institutions, enterprises and other social institutions for increased participation and contribution to education
 - 4.4.2 Increase the role of LAOs in providing and supporting education
- 4.5 Developing an effective system for administration and management of resources for education

Mechanisms for advancing education reform are as follow:

1. Two committees will be duly established

1) Policy-level Committee for the Second Decade of Education Reform will be established by virtue of a regulation of the Prime Ministers Office, under chairmanship of the Prime Minister and

2) Operation-level Committee for Advancing the Second Decade of Education Reform will be under chairmanship of the Minister of Education.

A five-year sunset clause is set for the functioning of the two committees.

2. Establishing new agencies and/or adjusting the roles of existing organizations to serve as mechanisms for recognition of quality and standard and for increased opportunities for continuous lifelong education/learning such as Teacher Education Institute, National Vocational Qualifications Institute, National Institute for Educational Technologies and Fund for Development of Educational Technologies and Adjusting the roles of the Office of the Non-formal and Information Education Commission for transformation to Office of Lifelong Learning.

3. Additional assignments to existing agencies or accelerating operations are as follow: Learning quality assurance and certification of learners standards, accelerating power decentralisation to educational service areas and educational institutions and promoting and providing support for alternative education.

Concurrent mandatory development/improvement of supporting mechanisms includes developing system for educational budgetting and financing, developing system of information and communication technologies (ICTs) for education, and amending and enforcing educational laws and related legal instruments.

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Proposals for the Second Decade of Education Reform (2009 - 2018)

1. Background information and rationale

A decade has passed since the enactment of the National Education Act 1999. During the past 10 years, Thailand has witnessed vigorous attempts at systemic reform of education provided at national level. Evaluation of reform efforts has indicated gratifying outcomes on some issues and points of concern. Structural adjustment among different agencies responsible for education provision has resulted in their unification; we have seen amalgamation of the Ministry of Education, Ministry of University Affairs and the Office of the National Education Commission (previously under aegis of the Prime Minister's Office) to come under the umbrella of a single Ministry of Education. In response to the requirement to decentralise authority for educational administration, educational service areas were established, serving as pivotal points for integration and coordination of efforts for educational development. The Office for National Education Standards and Quality Assessment (ONESQA) was established as a public organisation, responsible for external quality assessment and standard certification for educational institutions at all levels and of all types. State universities have been liberated from the stifling bureaucracy, and have enjoyed greater freedom and flexibility in administration and management.

Nonetheless, review of past performance has revealed many problems which need urgent solution. Several issues and points of concern have emerged. These issues require urgent measures for development, improvement and further elaboration. Notable among these points of concern are: quality of learners, teachers and faculty staff, and educational personnel; efficiency of administration and management; and need for increased educational opportunities. It is disconcerting to observe a large number of educational institutions with low standard; poor achievements among learners who lack essential attributes for attaining thinking skills, analytical acumen, avidity for learning and acquiring knowledge on continuous basis as well as widely accepted moral and ethical values. Regarding teachers and faculty staff, inadequacies have been found in terms of both quantity and quality. There is a lack of high-quality teachers with competence, moral values and true dedication to the teaching profession. As for decentralisation of administrative authority, it has been found that such power has not been truly transferred to educational institutions, educational service areas and local administration organisations (LAOs) as targeted. Participation and contribution from all segments of society to education provision and administration still leave much to be desired.

In view of the above problems, the Education Council, at its meeting on February 5, 2009 under chairmanship of the Minister of Education (Mr. Jurin Laksanawisit), unanimously agreed to assign to the OEC the task of carrying out education reform for the second decade in collaboration with all agencies concerned. To expedite the education reform, the Education Council established an Ad Hoc Sub-Committee for Education Reform for the Second Decade. The Ad Hoc Sub-Committee comprises scholars, selected EC members, chairmen of all EC Sub-Committees, chairmen of the Basic Education, Vocational Education and Higher Education Commissions. It is under chairmanship of Prof. Yongyuth Yuthavong, with the EC Secretary-General serving as sub-committee member and secretary.

At this session, the EC confirmed appointment of its 7 sub-committees. An additional sub-committee was also established to be in charge of preparing strategic recommendations and educational reform measures on the following 9 areas of concern: quality development of learners; production and development of teachers and faculty staff; increasing efficiency in educational administration, management and participation; increasing educational opportunities; manpower production and development; financing of education; technologies for education; educational laws; and lifelong learning as well as non-formal and informal education.

2. Actions taken

2.1 Studies were made of relevant documents and reports, with particular attention paid to outcomes of education reform during the past 9 years (1999 - 2008).

2.2 Brainstorming sessions were organised at the OEC on December 24, 2008 and January 28, 2009 to solicit views of scholars and specialists in various fields.

2.3 Five large-scale symposia were organised in the central and provincial regions to solicit views of all concerned and those in all segments of society. The theme adopted for these symposia was “*Reform of Thailand ... through Our Collective Efforts for Reform of Education*”. Dates and venues of the symposia were:

- February 13, 2009 for the central region (OEC, Bangkok Metropolitan Area);
- February 14, 2009 for the northern region (Chiang Mai Province);
- February 22, 2009 for the southern region (Songkhla Province);
- February 25, 2009 for the northeastern region (Khon Kaen Province); and
- March 11, 2009 for the central region once again in the Bangkok Metropolitan Area.

A total of approximately 2,000 people participated in the above symposia.

2.4 Polling was conducted for views and opinions of participants to those symposia for prioritisation of the areas of concern for reform efforts.

2.5 All EC sub-committees met to study prevalent problems and propose strategic recommendations and reform measures for the 9 areas of concern. Deliberations of the EC sub-committees were forwarded to the Ad Hoc Sub-Committee for consideration and preparation of the overall Proposals.

2.6 Working groups were also established for indepth study and for proposing recommendations on specific issues e.g. working group on proposed establishment of the National Teacher Education Institute; working group on manpower production and development; working group on decentralisation of authority for educational administration and management etc..

2.7 Compilation was made of the views and recommendations from all the above sources i.e. from studies of relevant documents and reports; articles and suggestions through the mass media; views of scholars and members of the general public through postal service and personal delivery; outcomes of the symposia; and strategic recommendations and reform measures proposed by the respective EC sub-committees.

2.8 The Ad Hoc Sub-Committee duly studied and synthesised the views and recommendations thus received for preparation of the Proposals, which was submitted to the Minister of Education. With authorisation of the Minister of Education, the Proposals was considered by the EC at its meeting on June 4, 2009 during which the EC gave its favourable view. The EC also recommended the MOE to submit the Proposals for deliberation of the Council of Ministers.

2.9 The Council of Ministers, at its meeting on August 18, 2009, gave its approval to the Proposals as submitted by the MOE,

which is authorised to proceed with necessary actions. In this connection, the MOE also submitted a draft regulation of the Prime Minister's Office, to come into force in 2009, on accelerating the requisite education reform efforts. The Council of Ministers gave its approval to the draft regulation in principle. Pending deliberation of the Committee To Scrutinise Draft Laws and Draft Subordinate Legislations, the proposed regulation can then be enforced accordingly.

3. Summary of outcomes of education reform efforts in the past

The Office of the Education Council has monitored and assessed outcomes of efforts for education reform since 1999. An overview of past efforts has shown several problems and areas of concern requiring urgent solution, improvement and further elaboration. The outcomes can be summarised as follows:

3.1 Quality development of learners/educational institutions

From the first round of ONESQA's quality assessment of more than 30,000 basic education institutions in the whole country, as many as 65% failed to meet the criteria set for the standard required. Most of these were small-sized schools in the rural northern and northeastern regions. Regarding learners' quality, the students scored less than 50% in the core subjects i.e. English language, Mathematics, Science and Social Studies. Many graduates of vocational and higher education still lacked basic knowledge and skills; nor did their competencies meet requirements of the industrial sector. However, from the second round of ONESQA's assessment of a total of 22,425 primary and secondary schools, 79.7% were found to reach the standard set, while the remaining 20.3% still needed further improvement.

3.2 Production and development of teachers to solve problems of inadequacies in terms of quantity and quality

The government's civil servant downsizing policy together with the early retirement scheme implemented during the period 2000 - 2006 resulted in a loss of 53,948 positions for teachers (for 74,784 positions lost through retirement, only 20,836 were re-allotted). Some graduates in the field of Education / Pedagogy did not enrol as teachers, while others were assigned to teach the subjects for which they were not qualified. Some areas also had to face the problem of shortage of teachers. It can therefore be confirmed that overall inadequacies of teachers in terms of quantity and quality at all levels of education - basic, vocational and higher education - had adverse effects on the quality of education provided. From the projection of the situation in the next 5-10 years, more than 50% of the present in-service teachers will have met mandatory retirement age. Thus there is an urgent need to find appropriate solution, so as to be well prepared for the challenge lying ahead. Regarding personnel recruitment for the teaching profession, it was found that Education / Pedagogy did not figure highly among the fields of study coveted by applicants for university places; many who were not admitted to the discipline of their choice had to be contented with the field of Education / Pedagogy, resulting in a lack of teachers with high qualifications and dedication to their profession. In regard to development of in-service teachers, absence of systematic, efficient and continuous development has led to an impression of being neglected and not receiving genuine care and concern.

3.3 Increasing efficiency in educational administration and management, strengthening participation and decentralising power in educational administration and management from central authorities to educational service areas and educational institutions

Although the Ministerial Regulation Concerning the Criteria and Methods for Decentralising Power in Educational Administration and Management 2007 has become effective, implementing agencies and schools still feel the need for more freedom and flexibility. Regarding participation in education provision, only 381 schools have been transferred to be under jurisdiction and responsibility of the Local Administration Organisations (LAOs). Expansion of education provided by the private sector has not been as extensive as desired. In 2007, the ratios of private students at basic and higher levels were only 17.8% and 17.1% respectively. Participation of enterprises and other institutions in education provision has increased, yet the ratio of their participation still remains almost negligible.

3.4 Increasing educational opportunities

For academic year 2007, 85.7% of the population of the 3-17 age group received basic education. There was a perceptible decrease in the number of children receiving early childhood and primary education when compared with those in 1999, while those at lower and upper secondary levels increased. The number of students with special needs also had an annual increasing trend. Enrolment of students in the vocational stream constantly decreased during academic years 1999 - 2003, but rebounded in 2004 - 2007. Higher education increased at the rate of 1.5% per annum. Increasing trends were also noted for provision of non-formal and informal education. For 2006, average education received by the labour force of the working age group (15-59 years) was 8.7%, while the target set for 2011 is 10 years.

The problems encountered arose from several causes among which was the unpreparedness of local authorities to provide early childhood education and developmental care. Drop-out rates of compulsory education were rather disconcerting. Students preferred to choose the general rather than vocational stream of education. Not all disadvantaged children had access to services provided. For education

of those with special needs, lack of knowledge / instruments and clear mechanism was quite perceptible.

3.5 Manpower production and development

The problem arose from the fact that more than 70% of graduates of vocational education continued their studies at bachelor's degree level, resulting in continuous acute shortage of middle-level work force. Many graduates were also found to have inadequate knowledge and skills required. The imbalance in the large number of bachelor's degree graduates in the field of Social and Human Sciences resulted in high rate of unemployment among new graduates.

3.6 Financing of education

Problems arose due to inefficiency in administration and management and utilisation of resources for education. Prevalent state mechanism did not facilitate participation of all segments of society conducive to effective administration and management and mobilisation of resources required. Involvement of the society was consequently minimal. Budgetary allocation to meet production requirement did not lead to desirable output. Bureaucratic red tape also led to inflexibility, resulting in lack of incentive among educational institutions to improve administrative efficiency so as to enjoy higher competitive edge.

3.7 Technologies for education

Problems arose due to lack of development of content for delivery through media of quality as well as teaching-learning methods and development of teachers' capacity. Teachers and students applied their knowledge of educational technologies for teaching-learning process and self-learning on a rather small scale. Computers and other equipment available in schools were inadequate as well as out of date.

3.8 Educational laws

Announcements on enactment of several educational laws have been made; some, however, are being drafted, while others are undergoing legal processing. Problems arose due to inefficient application of the laws already in effect. Implementation of certain educational issues is still pending, since the necessary laws have not yet been issued. Central authorities have taken action to apply the laws with emphasis on reform of organisational structure rather than on improvement of teaching and learning.

3.9 Lifelong learning and non-formal and informal education

Although some progress has been made due to availability of ICTs which provide more instruments, lack of suitable content and delivery method has led to low level of achievement. Rules and regulations need to be adjusted so as to allow self-learning by learners. As a result, at this stage, lifelong learning has not as yet become a way of life of the Thai people.

4. Proposals for the Second Decade of Education Reform

Due consideration has been given to outcomes of education reform efforts in the past decade; results of research and study on future educational trends, orientation and factors affecting Thai education in the years to come; application of the Constitution of the Kingdom of Thailand 2007; educational policy of the present government; and projected change in various aspects - economy, society, population, energy and environment, science and technology - in the tide of globalisation with free flow and transfer of human and financial resources, technologies, data and information, knowledge etc.. Based on information from the above sources and under guiding principles of the National Education Act 1999 and Amendments 2002, the Proposals for the second decade of education reform

has been formulated. The fundamental principles and conceptual framework, vision, goals and framework of actions are as follows:

Principles and conceptual framework Emphasis is given to holistic approach to reform of system of education and learning. Mechanism beneficial to development of education and learning is proposed on a systemic basis, and not for particular parts of the system. The system of education and learning is regarded as part of national development, and is thus necessarily linked with other systems e.g. economy, society, agriculture, public health, employment etc.

System of education comprises several factors. Notable among these factors are teachers, curriculum, educational institutions and process of creating and transferring knowledge. The most important features of the forthcoming reform include: **development of educational quality and standard; strengthening and raising professional standard of teachers, faculty staff and educational personnel on a sustainable basis, so that the prestige of the teaching profession will always be recognised.** Other essential factors include: adoption of the principle of good governance in administration and management; decentralisation of authority and resources to the local areas; increasing educational opportunities for universal access; and strengthening participation of all segments of society in education provision for the benefit of all learners, regardless of their social and financial status and places where they live, whether in urban or rural areas.

Learning system advocated is conducive to continuous self-learning throughout learners' lives. It encourages avidity for learning and enables learners to acquire thinking skills, ability for analysis and problem solving as well as morality-based knowledge. These attributes can be attained in both formal and non-formal systems of education. Appropriate resources and instruments are also required to allow learners to learn at their own pace and to their highest potentiality. These resources and instruments can be obtained

from within the normal education system as well as from outside e.g. learning media accessible to learners at all times and in all places. The salient feature of reform of the learning system is emphasis on the importance of the factors conducive to learning i.e. teachers, parents, communities, outstanding personalities, mass media, teaching-learning media and technologies etc..

Vision: All Thai people able to access high-quality lifelong learning Adoption of systems approach to reform of education and learning, with emphases on improving quality and standard, increasing opportunities for education and learning and strengthening participation of all segments of society, so as to allow all Thai people access to high-quality lifelong learning through formal, non-formal and informal education at all levels and of all types.

Goals: By 2018, systemic reform of education and learning will be achieved, with emphases the following 3 main areas of concern:

1) Developing quality and standard of education and learning of Thai people Steps will be taken for development of learners, educational institutions, learning sources, environment, curriculum and content. The teaching profession will be strengthened, so as to attract teachers and faculty staff of high calibre, moral values and dedication to their vocation on a sustainable basis. Development of all these aspects will be achieved through efficient administration and management.

2) Education and learning opportunities Measures will be taken to increase opportunities for universal access to high-quality education and learning, enabling all Thai people, regardless of gender and age level, to benefit from continuous lifelong education and learning.

3) Strengthening participation of all segments of society in educational administration and management by increasing the role of those outside the system of education as well.

Actions taken for strengthening the above 3 areas of concern will enable the new generation of the Thai people to acquire:

- Ability for self-learning; avidity for reading and lifelong learning;
- Rational and creative thinking skills; ability to analyse and solve problems as well as to communicate;
- Public-mindedness; concern for matters of public interest; discipline; capacity for teamworking; and
- High moral and ethical values; awareness of and pride in Thai identity; attachment to democratic form of government under a constitutional monarchy; aversion to dishonesty and corruption and opposition to electoral vote-buying; and ability to keep pace with global achievement and progress.

Furthermore, learners at all levels and of all types of education will attain higher learning achievement. Those in the labour force and the elderly will receive additional lifelong education and learning on a continuous basis; leading to a better quality of life. Basic knowledge and skills acquired will enable all learners to live happy lives and engage themselves in fruitful employment. Pre-school children will receive proper education and developmental care, so as to acquire ability to learn and to proceed to higher level of learning. Their development in all aspects will be commensurate with their age level. Equal opportunities and universal access to high-quality educational services will be provided to the disadvantaged, destitute and crippled, those in difficult situations, those with physical, mental and intellectual deficiencies and those from different culture.

Framework of actions for education reform

Systems approach to reform of education and learning

Study main problems and major issues of education and learning which are interrelated, with emphasis on holistic approach to identification of remedial measures and not on individual areas of concern. The reform should begin with **improvement of quality of education and learning** for development of a new generation of Thai people. Adjust learning paradigm so as to allow learners to acquire desirable characteristics and attributes. Develop teachers, faculty staff and educational personnel who serve as facilitators for learning, so as to create a new generation of teachers with knowledge, competence, high moral and ethical values, and dedication to the teaching profession. Streamline the system of administration and management for more flexibility and higher efficiency. **Increase educational opportunities and strengthen participation** in education provision, with highest importance attached to learners.

These exigencies call for establishment of a mechanism or a body responsible of analysing problems encountered in the education and learning system, which is intrinsically linked with other systems of the nation e.g. economy, society, culture, legislation etc.. Proposals for systemic reform are also called for. At this juncture, **4 major issues** requiring urgent reform measures have been identified as follows:

1. Quality development of the new generation of Thai people

The new generation will have avidity for learning since early childhood; capability for self-learning and seeking knowledge on a continuous lifelong basis; ability to communicate; analytical thinking skills for problem-solving; creativeness; discipline; public-mindedness and concern for matters of common interest; high moral and ethical values; awareness of and pride in Thai identify; attachment to democratic form of government under a constitutional monarchy;

aversion to dishonesty and opposition to corrupt practice and electoral vote-buying; ability to keep pace with world progress and achievement; strong physical and mental health. All these attributes contribute to a workforce of high quality. Endowed with the requisite basic knowledge and skills, the new generation will become a knowledge-based labour force with highest competence and efficiency. The new generation will also be able to benefit from equal opportunities for learning. Implementation of reform measures should therefore follow the guidelines proposed below.

1.1 Quality development of education and learning

To develop quality of education and learning at all levels and of all types so as to meet the criteria for the standard set, the following measures should immediately be taken:

Principal measures

1) Set a system of education and learning together with standardised measurement and evaluation of learners' achievements; measures for equivalency purpose should also be introduced. National tests should be conducted at the last grade level of each key stage of education; outcomes of these national tests will provide data and information required for rectifying shortcomings in teaching and learning activities. For other grade levels, the tests should be conducted at level of educational service area. Regarding vocational and higher education, national tests should be administered at the completion of the entire courses.

2) Solve problems of small-sized schools and those with poor performance; improve their quality, so that they can efficiently deliver teaching-learning services which meet the criteria for the standard set.

3) Wider role of families should be encouraged; families should also be considerably strengthened, so as to contribute to development of their children's education at all levels and of all types.

Measures

4) Provide pre-school children with developmental care for their readiness for learning, especially through provision of education for parents and would-be parents. Young children will thus enjoy high-quality development in accordance with their age level and will be well prepared to proceed to higher level of education.

5) Recommend curriculum, teaching-learning process, activities, measurement and evaluation of high quality for education and learning at all levels and of all types. Learners will thus enjoy all-round development in various aspects - physical, emotional, social and intellectual. They will be endowed with critical thinking skills; ability to solve problems; high moral and ethical values as well as other desirable attributes. Their learning achievements will be enhanced. For those gifted and talented, special educational services will be provided through appropriate modes of delivery.

6) Streamline internal quality assurance system of educational institutions at all levels and of all types; encourage and provide necessary support for external quality evaluation the results of which will be useful for further improvement of quality.

7) Improve quality and raise standard of vocational education for production of qualified labour force with academic and occupational competencies as well as knowledge and skills required for their careers. Vocational education will thus be able to produce knowledge-based workforce of skilled technicians and technologists endowed with morality and ethics as well as working habits required by their employers.

8) Introduce drastic reform for higher education with emphasis on quality enhancement for attainment of excellence; encourage grouping of higher education institutions, based on criterion of the point of emphasis of their mission and function. Networking of clusters of these institutions is also recommended. Higher education requires firm linkage with basic and vocational education so as to

improve the quality and raise the standard of the entire education system. Research and development of innovations will also be strengthened, with the ultimate aim of attaining a knowledge-based society. Liberal arts education, which provides a firm foundation for specialised fields and disciplines, should be revitalised. For fraudulent practices in awarding degrees or falsification of qualifications, severe penalty will be meted out to punish both the institutions and individuals concerned.

9) Promote preservation and correct usage of Thai language. Other than Thai language, a widely used foreign language should be studied as a second language right from basic education level. Study of the third language, which can be chosen from among those of neighbouring ASEAN countries, or those of interest to students, should also be encouraged.

10) Strengthen application of technologies for education, covering both content and method for the benefit of classroom learning under teachers' discreet guidance and self-learning.

1.2 Production and development of high-quality manpower endowed with knowledge, skills and competencies

Principal measures

1) Develop the National Qualifications Framework for certification of knowledge, skills and competencies of graduates at all levels and all types of education. Special attention will be given to vocational qualifications for recognition of knowledge, skills and competencies to meet requirements of professional standards and demands of employers. Competency - based curriculum will be prescribed. Recruitment system will be streamlined, together with offer of attractive competency-based salary scale/remuneration, so as to attain higher enrolment of students for the vocational stream.

Measures

2) Improve management of vocational education and learning with much higher emphases on practicum rather than theoretical grounding and simply learning about various occupations. Dual and cooperative education programmes should be expanded; strategies of learning by doing and earning while learning should be encouraged for adoption. Develop a credit accumulation system in the form of a credit bank, so as to encourage those in the workforce to continue to learn while being employed.

3) Develop a system of inducing preparedness and educational and occupational counselling right from basic education level. Such counselling will enable students to know their own strengths. Information on various occupations will allow a wise choice of courses of study in accord with the students' interests, aptitudes and needs.

4) Design an occupation-based curriculum as an extension of compulsory education, thus allowing graduates with occupational knowledge and skills, who do not wish to continue their studies, to embark on their careers. Encourage and provide support to education and learning for self-employment.

5) Establish vocational education institutes in line with development of provincial clusters. Provide for linkage of vocational education at different various levels i.e. first level (3 years leading to a lower certificate of vocational education); middle level (2-3 years leading to a higher vocational education certificate); and specialised technologies (2-3 years for a bachelor's degree). Such linkage will strengthen manpower production in accord with the needs of the labour market, emphasis being given to meaningful and dynamic cooperation of enterprises.

6) Create mechanism for research and transfer of knowledge and technology between private enterprises and higher and vocational education institutes.

7) Based on projected manpower requirement for various occupations, orientation of technical and vocational education can be determined. Create cooperative network for manpower production and development in collaboration with different bodies i.e. professional associations, enterprises/organisations requiring labour force and educational institutions/producers of graduates.

2. Quality development of a new generation of teachers who serve as learning facilitators

The teaching profession will enjoy a high prestige, as it will have a system and process for production and development of teachers, faculty staff and educational personnel of quality and standard of a highly respected profession. Such recognition will be attractive to highly qualified professionals with competence, moral and ethical values and dedication to their vocation. The sufficient number of these educational professionals will meet the criteria set. They are able to deliver services of high quality and standard and are at the same time capable of self-development through seeking knowledge on a continuous basis. A strong professional council administered under guiding principle of good governance will enable educational professionals to enjoy better quality of life, job security, high morale and loyalty to this prestigious profession. Reform measures should therefore be based on the following guidelines:

2.1 Development of system for production of teachers, faculty staff and educational personnel

Principal measures

1) Improvement should be made to the systems of production and selection, remuneration and welfare so as to attract those with high qualifications, competence, moral values and dedication to join the teaching profession. For instance, provide scholarships for students with high academic performance and with a favourable attitude towards the teaching profession; scholarship holders will have a job guarantee upon graduation. Arrange for

students in the field of Education / Pedagogy to practise teaching in an educational institution for a period of not less than 1 year. Such attachment is to be regarded as part of the standard required of the teaching profession.

2) Services of higher education institutions outstanding in teacher production should be available. Such institutions should be actively engaged in R&D activities for the teaching profession. There should also be established a system for assurance of quality and standard of the teaching profession and quality assurance of teacher education institutions.

Measures

3) Make systematic plans for production, development and utilisation of teachers, faculty staff and educational personnel to meet requirements of education at all levels - basic, vocational and higher, and for both formal and non-formal education.

4) Make provision of recruitment of college graduates in fields other than Education/Pedagogy who wish to join the teaching profession, on the proviso that they complete mandatory teacher training as prescribed. Educational institutions are encouraged to tap local human resources i.e. local wisemen, scholars in the community/local area. These valuable sources can make significant contributions to both instruction and development of learning.

5) Strengthen the system for production of teachers, faculty staff and educational personnel by taking into account teaching competency, workplace experience and achievement in research and development of innovative and commercial products.

2.2 Development of teachers, faculty staff and educational personnel

Principal measures

1) Streamline and develop system and criteria for assessing competencies required of the teaching profession, to be

linked with ability to organise teaching-learning activities aimed at learners' development.

2) Accelerate establishment of the Fund for Promotion and Development of Teachers, Faculty Staff and Educational Personnel.

3) Organise school-based development of teachers, so as to competently apply the learner-centred approach for teaching and learning. Particular attention will be given to in-service teachers who do not teach the subjects of their major or specialisation, so as to enable them to organise teaching-learning activities of high quality. A system and measures to motivate teachers, faculty staff, administrators and educational personnel for continuous self-development are also advocated.

Measures

4) Strengthen capacities of faculty staff, administrators and educational personnel at vocational and higher education levels for organising teaching-learning activities, research and development of innovations and technologies.

2.3 Utilisation of teachers, faculty staff and educational personnel

Principal measures

1) "Return teachers to the learners" by reducing the workload of responsibilities other than their main task of teaching. Sufficient number of support staff for administrative affairs will also be provided, so that teachers can devote their full time to learners' development as well as self-development on a continuous basis.

2) Streamline the criteria for determining the ratio of teacher : students and the number of teachers required, based on clear job descriptions and workload. There will be sufficient number of teachers as set in the criteria, with qualifications required for the subjects they are assigned to teach.

Measures

3) Separate salary scale and academic ranking of teachers in civil service from those of educational personnel.

3. Quality development for revitalising educational institutions and learning sources

The main objective is to revitalise educational institutions at all levels and of all types to serve as dynamic seats of learning of high quality. Vigorous efforts will also be made for revitalising other sources of learning for formal, non-formal and informal education and learning. These include public libraries, museums, art galleries, zoological gardens, public parks, botanical gardens, science and technology parks, and sport and recreation centres. All these sources contribute in no small measures to strengthen learners' continuous lifelong learning of quality. Guidelines for reform measures are therefore proposed as follows:

Principal measures

1) Campaign for the Thai people to acquire reading habit will be launched as a national agenda; steps will also be taken to promote production of high-quality materials at reasonable prices.

Measures

2) Improve quality of educational institutions and their fundamental structure for facilitating provision of educational and learning opportunities.

3) Spread out the revitalised community libraries which provide lively services accessible to as many community members as possible.

4) Strengthen other learning sources for diversity, quality and easy access. Among these sources are: community learning centres, lifelong learning centres, science parks, historical parks etc., so as to widen opportunities for continuous lifelong education and learning of high quality.

5) Promote creation of an ambience in the local area, community and society conducive to stimulating education and learning. Valuable local wisdom can also be tapped through mobilisation of human resources i.e. local wisemen and scholars in the community and local area. These learning sources can make significant contributions to learning development in the community.

4. Quality development through adoption of new approaches and practices for educational administration and management

Emphasis will be given to decentralisation of power in administration and management to educational institutions, educational service areas and local administration organisations (LAOs). Participation of parents, community, private sector and all segments of society will be intensified. Administrative and managerial system will be based on principles of good governance, justice, transparency and accountability. New approaches and practices will be adopted in conjunction with creation of a corps of change agents. Financing and budgetting of education will be on the demand side, thereby allowing learners to make a choice of their courses of study. Guidelines for reform measures are therefore as follows:

4.1 Decentralisation of power in administration and management to educational service areas and educational institutions

Principal measures

1) Set a mechanism to move forward systematic decentralisation of authority to educational service areas and educational institutions depending on their capacities and readiness.

Measures

2) Setting in motion the above mechanism requires planning for step-by-step actions based on capacities and preparedness of the educational service areas and schools. A plan for strengthening

these bodies will also be formulated, so as to attain the capacities and preparedness required. Criteria for assessing capacities and readiness will be set for the purpose of grouping these educational service areas and schools into clusters.

3) Create change leaders and introduce new administrative strategies for attaining quality. Provide support to educational institutions to enjoy freedom and flexibility in management with the ultimate aim of enabling them to become independent juristic bodies. Higher education institutions will also be encouraged to intensify efforts for further development for transformation into state-supervised institutions.

4) Develop dynamic leadership of educational service areas and educational institutions. A leadership development plan should be formulated by following the normal path as well as benefitting from the support of special measures. Attention will be given to specification of qualifications required, recruitment, career path and provision of incentives.

5) Revamp offices of educational service areas by giving prominence to strategies for academic affairs and lessening their preoccupation with administrative matters and issuing commands. Emphasis will be shifted to advisory services and strengthening of educational institutions under their jurisdiction. Mechanism will also be in place to pre-empt recruitment through dishonest practices.

6) Promote area-based administration and management of education at all levels and of all types, ranging from levels of provinces, provincial clusters and such special development areas as the three southernmost provinces. Establishment of a “Provincial Board of Education” for each province is also recommended for integration and coordination of efforts for educational development at all levels and of all types.

4.2 Revitalising system of educational administration and management based on principles of good governance, justice, transparency and accountability

Principal measures

1) Revise the system of collegial administration of education at all levels and of all types as well as methods for recruiting administrators and appointing various committees. Composition and powers and duties of the collegial administration and various committees will be based on the principles of good governance.

2) Revamp the personnel administration system of civil servant teachers, so that good governance could be applied. Such system will also strengthen and support teachers' development, resulting in higher standard and prestige of the teaching profession which will enjoy greater recognition in society. The mechanism for recruitment of teachers will also be based on the principle of justice and fairness.

Measures

3) Strengthen capacities and potentials in collegial administration at various levels i.e. through school boards, boards of offices of educational service areas, councils of higher education institutions etc.. These bodies should play wider roles in educational administration and management, based on principles of good governance, responsibility, justice, transparency and accountability for achieving highest benefits for all concerned.

4.3 Revitalising administration and management for increasing universal access to education of high quality

All Thai people, regardless of gender and age level - from cradle to grave - will have access to education and learning of quality on a continuous lifelong basis. These include the disadvantaged, the destitute, those with physical disabilities or the crippled, people in

difficult situations, people with physical, mental and intellectual deficiencies, those from different culture, the workforce and the elderly. Guidelines for reform measures are therefore prescribed as follows:

Principal measures

1) Organise a flexible and diversified system of education and learning with easy access. An equivalency system for transfer of learning outcomes and experiences will also be established, allowing all people regardless of gender and age level to access continuous lifelong education and learning. Those in the workforce and the elderly will also have opportunities to further their education and learning to meet their needs.

2) To achieve equality and justice, provide universal access to basic education of quality for all, with a target of at least 15 years in educational institutions, with particular attention to gender equality and opportunities for the disadvantaged, the destitute, people with physical disabilities or the crippled, people in difficult situations, those with physical, mental and intellectual deficiencies and those from different culture.

3) Strengthen non-formal and informal education so as to facilitate lifelong learning and create a knowledge-based society.

Measures

4) Strengthen provision of education for the disadvantaged through such schools as Welfare Schools, Rajapranugroh Schools, Border Patrol Police Schools etc.. Access to the General Ecclesiastic Schools should be increased, so as to allow much larger attendance of disadvantaged children, novices and monks.

5) Promote and provide necessary support for education provided by community colleges, which serve as effective mechanisms for developing and strengthening communities. These colleges have proved to offer commendable services which meet real needs of the communities.

6) Streamline the admission system for further education at higher level, to be linked with teaching-learning and developmental activities at basic education level.

7) Make necessary adjustments to the learning process, system for measurement and evaluation of learning outcomes, as well as system of admission for further education, so as to facilitate provision of alternative education. These measures will result in availability of a flexible and diversified educational system with the ultimate aim of attaining learners' development.

4.4 Revitalising administration and management system for increased participation and contribution of the general public, private sector and all segments of society

Increased participation and contribution to education and learning are sought from individuals, families, communities, community organisations, professional organisations, religious institutions, enterprises and other social institutions. Guidelines for reform measures are therefore prescribed as follows:

4.4.1 Strengthen involvement of individuals, families, communities, community organisations, professional organisations, religious institutions, enterprises and other social institutions for increased participation and contribution to education

Principal measures

1) Provide support and incentive measures in terms of tax rebate or tax exemption as well as other benefits for increased participation of the private sector in provision of education and learning at all levels and of all types. At the same time, provide support for academic affairs, development of teachers, faculty staff and educational personnel and/or fair distribution of per head subsidy for necessary expenses to ensure high standard and quality of private education. These measures will also ensure justice for all learners. All practices adopted for implementation of these measures for the private sector will be similar to those provided for in the public sector.

2) Decrease the role of the state as the main provider of education. State responsibilities should be shifted to monitoring implementation of policies, plans, standards, educational supervision and follow-up and evaluation of outcomes and achievements. Outstanding teachers and administrators should be identified and given recognition at national level, support will be provided for dissemination of information on their best practices, for which other teachers and administrators can benefit for their professional development. Such shift of emphasis, which is in line with the state policy, will significantly improve the quality and standard of education and learning provided.

Measures

3) Promote public participation in formulation of policies and plans for educational development at both local and national levels.

4) Provide support for alternative education and establishment of learning centres by individuals, families, communities, community organisations, private organisations, professional organisations, religious institutions and enterprises to meet different and diversified needs. These measures should be under guidance of a national committee responsible for moving forward policy implementation and other operations required.

5) Strengthen offices of educational service areas regarding their functions to provide support and develop quality and standard of private education and alternative education.

6) Promote and provide support for family institutions (parents, guardians), religious institutions and educational to increase their capacities for development of education and learning, as well as attainment of morality, ethics and desirable characteristics among learners through a variety of methods. Mechanisms should also be streamlined for flexible administration and management by educational institutions.

7) Promote education and learning at all levels and of all types - formal, non-formal and informal - provided by religious and social institutions, which also contribute to attainment of morality, ethics and desirable characteristics through a variety of methods.

8) Streamline the system for measurement and evaluation of learning outcomes, admission for further education at higher level, curriculum design, and organisation of teaching-learning activities, so as to facilitate alternative education and non-formal education, with the ultimate aim of attaining learners' development.

9) Encourage and provide support for family institutions, religious institutions and educational institutions, private sector, community organisations, private organisations, professional organisations, Thai Chamber of Commerce, Federation of Thai Industries and other social institutions, for increasing their contributions to education and learning, as well as attainment of morality, ethics and desirable characteristics among learners through a variety of methods.

4.4.2 Increase the role of LAOs in providing and supporting education

LAOs should be encouraged to participate and contribute to provision of and support for education at all levels and of all types. Such appropriate participation will meet the real needs of the local areas, taking into account exigencies of the national education system and observance of national education standards. Guidelines for the reform measure are therefore prescribed as follows:

Principal measures

1) Increase and strengthen the role of LAOs in providing and supporting education and learning to meet the real needs of the people in the local areas. Also provide support for curriculum development by availing of local wisdom, customs and

traditions, and resources in order to enhance the quality of life and strengthen the communities.

2) Strengthen capacities of LAOs for readiness in educational administration and management. Also strengthen capabilities of teachers, administrators and educational personnel of LAOs so as to become dynamic professionals, with the Ministry of Education serving as the focal point for academic affairs and supervision of academic quality and standard.

Measures

3) Formulate an integrated plan serving as a master plan for educational administration and management by LAOs. School mapping will also be conducted, with the target set for the number of learners participating at all levels and in all types of education.

4) A committee for development of education at local level provided by LAOs will be established, with responsibilities for formulating policies, plans and direction for educational development. A committee for educational quality development will also be appointed for improving quality and standard of education provided by LAOs.

5) Streamline the system and mechanism for educational administration and management of LAOs, so as to facilitate education provision by LAOs in cooperation with educational institutions run by LAOs. These educational institutions will enjoy greater administrative freedom, and will be grouped into clusters, based on the criterion of their readiness.

6) LAOs will be encouraged to form networks among themselves. Dynamic cooperative networking for education provision will also be initiated, with participation of LAOs, offices of educational service areas, higher education institutions and other institutes/agencies in the local areas.

4.5 Developing an effective system for administration and management of resources for education

Principal measures

1) Adjust administration and management of educational financing and budgeting, by shifting emphasis to the demand side, consequently educational services offered by educational institutions will depend on learners' demands.

2) Formulate step-by-step plan and re-organise system of administration and management to meet exigencies of abolition or amalgamation of small-sized schools. These measures will ensure efficient utilisation of educational resources and are in line with the population decreasing trend. Necessary steps will also be taken to ensure that both teachers and students will not be adversely affected.

Measures

3) Budgetary allocation will be made by taking into account specific needs and requirements of different areas/target groups. Allocations aimed at quality development and strengthening administrative and managerial efficiency, problem-solving, developmental actions to meet particular demands of each area, per head subsidy for learners with special needs (e.g. the disadvantaged, the crippled and those gifted and talented) should be separated from line items for regular activities.

4) Streamline the system for allocating government support funds to LAOs to ensure efficient budgetary utilisation. LAOs will also be encouraged to allocate more funds for education and learning.

5) Streamline the system for distribution of educational funds in terms of both scholarships without obligations and loans which have to be paid back. Such measure will provide an effective mechanism for increasing educational opportunities and

facilitating manpower production and development to meet national needs.

6) Intensify mobilisation from all segments of society necessary resources and investment for education and learning in various forms and through diversified methods. State mechanism to facilitate and meet requirements of such mobilisation will be accordingly adapted.

7) Streamline the system for follow-up and evaluation of efficiency and effectiveness in utilisation of educational resources.

5. Mechanisms for advancing education reform

In order to drive forward actions required for education reform, based on the above guidelines which will ensure concrete and successful outcomes, it is necessary to establish core mechanisms, and assign responsibilities to core agencies working in cooperation with other bodies concerned in both the public and private sectors.

5.1 Committees for advancing education reform efforts

Two committees will be duly established.

1. Policy-level Committee for the Second Decade of Education Reform will be established by virtue of a regulation of the Prime Minister's Office, **under chairmanship of the Prime Minister**, with the Minister of Education serving as Vice-Chairman; members of the committee comprise ministers of ministries other concerned, scholars and representatives of the civil society, with the Secretary-General of the Education Council serving as member and secretary.

2. Operation-level Committee for Advancing the Second Decade of Education Reform will be under chairmanship of the Minister of Education, with top executives of the core agencies of the MOE, scholars and representatives of the civil society as members, and with the Secretary-General of the Education Council serving as member and secretary.

A five-year sunset clause is set for the functioning of the two committees. At the end of the five-year period, the Office of the Education Council will assume secretarial functions required for the reform.

Core responsible agency: Office of the Education Council

5.2 Establishing new agencies and/or adjusting the roles of existing organisations to serve as mechanisms for recognition of quality and standard and for increased opportunities for continuous lifelong education learning

5.2.1 Organisation responsible for recognition of quality and standard of teacher education institutes to be known as **National Kuru Suksa Institute** (National Teacher Education Institute)

This state-supervised agency will function at the national level. With flexibility in administration and management, the Institute will work through cooperative networking with existing institutions. Its responsibilities include: 1) Study and research and development of innovations for teaching profession development; strengthening capacities of teacher-trainers in teacher education institutions, and provide quality assurance and recognition of standard of institutions responsible for production and development of teachers; and 2) conduct research for development of a desirable system for education and learning, and propose developmental guidelines for such system.

Core responsible agency: Office of the Education Council

5.2.2 National Vocational Qualifications Institute

This national organisation, which is independent of bureaucracy, will enjoy full freedom and flexibility in its operation. Its responsibilities include: development of vocational qualification system, and assessment for recognition of professional capacities based

on standard criteria. Through linkage with other agencies concerned, it will make significant contributions to manpower production to meet requirements in terms of both quantity and quality. The labour force thus produced will serve the real needs of the enterprises; those in the workforce will have clear career paths and will receive remuneration commensurate with their qualifications and abilities, thus bringing a welcome change to the overall system of workforce production and development.

Core responsible agency: Office of the Vocational Education Commission

5.2.3 National Institute for Educational Technologies and Fund for Development of Educational Technologies

The Institute will serve as central body responsible for proposing policies and plans. It will promote and coordinate R&D activities for application of educational technologies; assess quality and effectiveness of production and utilisation of technologies for education for the purpose of strengthening the people's education and learning. Fund for Development of Educational Technologies will also be established to support production and R&D activities required.

The state will allocate a transmission signal for the proposed Education TV Station, a non-profit-making organisation, responsible for broadcasting a variety of programmes of wide interests in order to increase opportunities for continuous lifelong education and learning of the people.

Core responsible agencies: Office of the Education Council and Office of the Permanent Secretary for Education

5.2.4 Adjusting the roles of the Office of the Non-formal and Information Education Commission for transformation to Office of Lifelong Learning

Steps will be taken to establish lifelong learning centres in all areas for provision of appropriate services. Such enrichment

of education will make significant contributions for attainment of a knowledge-based society.

Core responsible agency: Office of the Permanent Secretary for Education

5.3 Additional assignments to existing agencies or accelerating operations

5.3.1 Learning quality assurance and certification of learners' standards

Assessment of learners' learning achievements will be made at the last grade level of each key stage of education. The assessment will be administered nationwide and will enjoy recognition at national level. Serving as a reliable mechanism for quality assurance and certification learners' standards at each key stage, the assessment is also useful for equivalency purposes. Such measure will bring about a welcome change to the existing evaluation at educational institution level in which disconcerting discrepancies have been found.

Responsible agencies: National Institute for Educational Testing Service and Office of the Basic Education Commission

5.3.2 Accelerating power decentralisation to educational service areas and educational institutions

Establish groups of well-qualified persons with extensive knowledge, understanding and experience in power decentralisation. Review existing legislations, rules and regulations and guidelines for the selection process for appointment of local boards of education.

Steps will also be taken to streamline the powers and duties of educational service areas and educational institutions to ensure good governance in their functioning.

Responsible agency: Office of the Education Council

5.3.3 Promoting and providing support for alternative education

Groups of persons will be established for promoting and supporting alternative education for effective implementation of high quality. Observance of the principles and guidelines for education provision articulated in the National Education Act and relevant government educational policy will be ensured.

Responsible agency: Office of the Education Council

6. Concurrent mandatory development/improvement of supporting mechanisms

6.1 Developing system for educational budgetting and financing

1) Adopt performance-based budgetting, with quality of output serving as criterion for budgetary allocation.

2) Shift the prevalent emphasis on supply-side budgetting to demand-side budgetting, thus allowing learners to choose their preferred services. Educational voucher can serve as a useful tool for shifting to the new approach to budgetting.

3) Use tax measures to promote and provide incentives for participation in education provision and mobilisation of resources for education and learning.

4) Budgetary allocation can serve as useful financial tool for lessening differences in services provided and raising quality and standard of education.

Core responsible agencies: Office of the Education Council and other MOE core agencies in cooperation with various bodies concerned

6.2 Developing system of information and communication technologies (ICTs) for education

1) Provide support to organisations of both public and private sectors to produce teaching-learning media including books,

textbooks, lessons and contents of high quality delivered through normal as well as electronic media, which are conducive to self-learning. A system for testing achievements of learners, who learn with the aid of electronic media, should also be introduced.

2) Provide support for all types of mass media to produce programmes and contents of high quality for the benefit of the people's education and learning.

3) Encourage and provide support for application of ICTs for quality development of education, increasing opportunities and strengthening teaching capacities of teachers and faculty staff, by availing of the technologies of the high speed and wireless networks e.g. WIMAX, ADSL and EdNet Systems etc..

4) Streamline the system of ICTs for education for easy access to the media which are user-friendly and economical, by linking existing computer system with educational radio and TV networks for transition into the national ICT network for education. Such measure will provide opportunities for universal access to learning.

5) Set the target for ratio of computer : students at all levels and of all types of education.

6) Urgent measures should be taken for education, training and development of teachers and educational personnel concerned for application and maintenance of ICTs for education, with priority given to training the trainers.

7) Strengthen system of administration and management, and accelerate provision of support for establishing an academic cooperative network between the Office of the Permanent Secretary for Education and public and private education institutions for production, utilisation and maintenance of ICTs for education. These measures will contribute to organisation of effective teaching-learning activities and provision of high-quality education for all.

Core responsible agencies: Office of the Permanent Secretary for Education, Office of the Education Council and other MOE core agencies in cooperation with various bodies concerned

6.3 Amending and enforcing educational laws and related legal instruments

1) Amend educational laws to serve as mechanisms for enhancing quality and effectiveness of education and promoting participation of the private sector and all segments of society. Among these legislations are: laws on personnel administration in line with those with the electoral system adopted by the Teachers' Council, Sub-Commission of the Teacher Civil Service and Educational Personnel Commission etc.. Such practice ensures observance of the principles of good governance, justice, transparency and accountability. Amendment should be made to the Fiscal Code for strengthening resources mobilisation for education.

2) Pressure should be made on enforcing the laws already in effect e.g. those on transferring authority for education provision to LAOs.

3) Encourage legislation of mechanisms in support of the laws already in effect in the form of organic laws or ministerial rules and regulations e.g. Ministerial Regulations on Establishment of Learning Centres by Community Organisations, Private Organisations, Professional Organisations and Individuals; Ministerial Regulations on the System, Criteria and Methods for Educational Quality Assurance; decrees on establishment of the various Funds stipulated in the National Education Act etc..

4) Accelerate announcement of other laws required e.g. Act on Establishment of the National Institute of Educational Technologies etc..

Core responsible agencies: Office of the Education Council, Office of the Permanent Secretary for Education, in coordination with other agencies concerned

7. Proposed urgent measures to be implemented within 1-3 months

7.1 Appointment of two committees for advancing education reform efforts

7.1.1 Policy-level Committee for the Second Decade of Education Reform to be established by virtue of a regulation of the Prime Minister's Office, **under chairmanship of the Prime Minister**, with the Minister of Education serving as Vice-Chairman; members of the committee comprises ministers of other ministries concerned, scholars, and representatives of the civil society, with the Secretary-General of the Education Council serving as member and secretary.

7.1.2 Operation-level Committee for Advancing the Second Decade of Education Reform to be established **under chairmanship of the Minister of Education**, with top executives of the core agencies of the MOE, scholars and representatives of the civil society serving as members, and the Secretary-General of the Education Council serving as member and secretary.

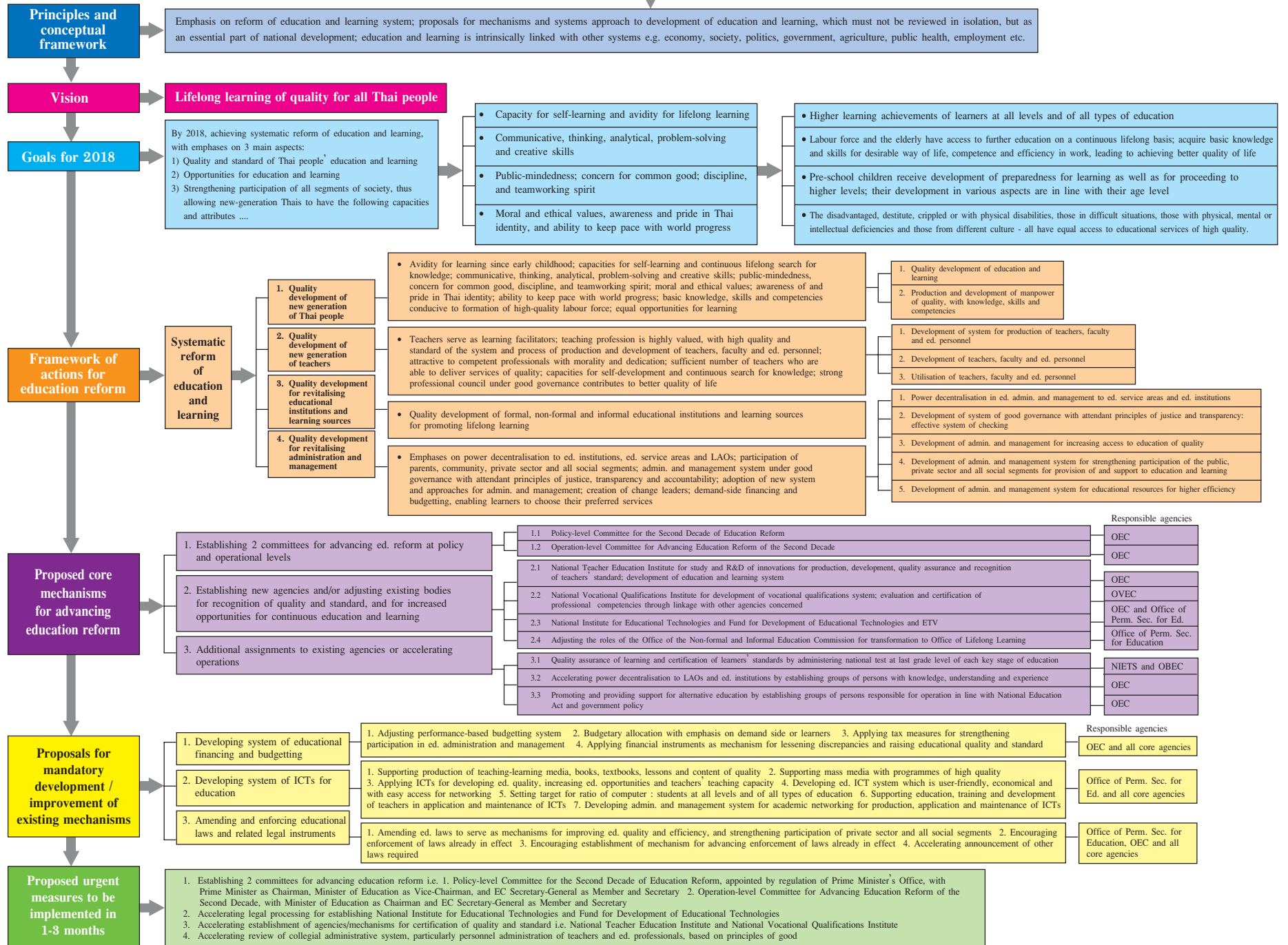
A **five-year sunset clause** has been stipulated for the functioning of the above two committees, which will be accordingly be dissolved at the end of their term of office.

7.2 Acceleration of legal process for establishing the National Institute of Educational Technologies and the Fund for Development of Educational Technologies

7.3 Acceleration of steps required for establishing agencies/mechanisms for certification of educational quality and standard e.g. National Teacher Education Institute, National Vocational Qualifications Institute etc.

7.4 Accelerated review of collegial administrative systems particularly personnel administration of teachers and educational professionals, whose recruitment methods and powers and duties will be based on principles of good governance, justice, transparency and accountability.

Figure: Proposals for the Second Decade of Education Reform (2009 - 2018)





Order of the Education Council

No. 7/2009

**Subject: Appointment of an Ad Hoc Sub-Committee
for the Second Decade of Education Reform**

For preparation of proposals for strategies and measures required for the second decade of education reform, and for the translation of these strategies and measures into concrete actions,

By virtue of Section 18 of the Act on Administrative Procedures of the Ministry of Education, there shall be established an Ad Hoc Sub-Committee for the Second Decade of Education Reform. Membership and powers and duties of the Ad Hoc Sub-Committee shall be as follows:

a. Membership

- | | |
|--|----------------------|
| 1. Emeritus Prof. Kasem Watanachai | Adviser |
| 2. Mr. Sumet Tuntivejkul | Adviser |
| 3. Prof. Yongyuth Yuthavong | Chairman |
| 4. Mr. Khemadhat Sukondhasingha | Sub-Committee Member |
| 5. Assoc. Prof. Tong-In Wongsothorn | Sub-Committee Member |
| 6. Prof. Teravuti Boonyasopon | Sub-Committee Member |
| 7. Mr. Panom Pongpai boon | Sub-Committee Member |
| 8. Assoc. Prof. Woothisarn Tanchai | Sub-Committee Member |
| 9. Prof. Siracha Charoenpanij | Sub-Committee Member |
| 10. Mr. Sommai Parichart | Sub-Committee Member |
| 11. Emeritus Prof. Somwung Pitayanuwat | Sub-Committee Member |

12. Prof. Surapon Nitikraipot	Sub-Committee Member
13. Mr. Amornwich Nakornthap	Sub-Committee Member
14. Mr. Amphon Jindawatthana	Sub-Committee Member
15. Chairman of the Basic Education Commission (Mr. Paron Israsena)	Sub-Committee Member
16. Chairman of the Vocational Education Commission (Prof. Teravuti Boonyasopon)	Sub-Committee Member
17. Chairman of the Higher Education Commission (Prof. Vicharn Panich)	Sub-Committee Member
18. Secretary-General, EC (Assoc. Prof. Tongthong Chandransu)	Sub-Committee Member and Secretary
19. Deputy Secretary-General, EC (Mr. Nopporn Suvanruji)	Sub-Committee Member and Assistant Secretary
20. Deputy Secretary-General, EC (Ms. Sudhasinee Vajrabul)	Sub-Committee Member and Assistant Secretary

b. Powers and duties

1. Advises all the 8 EC Sub-Committees on proceedings for the second decade of education reform;
2. Proposes overall strategies for the second decade of education reform;
3. Appoints working groups for specific tasks required; and
4. Responsible for other matters assigned by Chairman of the Education Council.

Effective as of this date

Given on March 1, 2009



(Mr. Jurin Laksanawisit)
Minister of Education
Chairman of the Education Council

Sub-Committees of the Education Council

1. Sub-Committee on Educational Policy and Planning

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