

National Education Standards



**Office of the National Education Council
Ministry of Education**

The Council of Ministers gave its approval to the National Education Standards, at its meeting on October 26, 2004. It also instructed education agencies at all levels to avail of the guidelines for conformity with the standards prescribed.

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**Message
from
His Excellency Thaksin Shinawatra
Prime Minister of Thailand**



It is indeed well recognised that national development efforts, empowering a country to enter the highly competitive world arena, require elevating academic standards to those at the international level. It is therefore gratifying that the National Education Act 1999 and the Second National Education Act 2001 have mandated the Education Council to propose some standards for national education, which would serve as guidelines for further improving the quality of education provided. In compliance with the mandate, the Education Council has accordingly set, for the first time in Thailand, the National Education Standards.

The Council of Ministers, at its meeting on 26 October 2004, duly approved the National Education Standards proposed by the Education Council. Such approval is not only an important milestone in the setting of standards for national education, but it also provides direction for enhancing the quality of the people. The development of human resources in such a manner will undoubtedly enable Thailand to enter the highly competitive international arena on a solid footing.

I wish to take this opportunity to thank all concerned for the preparation of the National Education Standards. I would also like to urge the Education Council, together with the main agencies of the Ministry of Education, to accelerate their efforts towards the successful implementation of the National Education Standards in accordance with all its objectives.

**(Thaksin Shinawatra)
Prime Minister**

**Message
of
H.E. the Minister of Education**



The Council of Ministers under the leadership of Pol. Lt. Col. Thaksin Shinawatra, Prime Minister, gave its approval to the National Education Standards on October 26, 2004. It is indeed for the first time that national education standards have been set in Thailand. It is widely accepted that national education standards are specifications of desirable characteristics, quality and standards required of all educational institutions. They serve as benchmarks for the purposes of promoting and supervising, inspection, evaluation and educational quality assurance.

I therefore call upon the principal agencies concerned of the Ministry of Education to exert their efforts in bringing about successful and effective implementation of the National Education Standards. They are urged to cooperate with other ministries and departments concerned, including the private sector, local administration organizations, public sector and family institutions. Such collaboration is aimed at elevating the quality of national education for the benefit of all Thai people as well as enhancing their competitiveness in the international community.



**(Dr. Adisai Bodharamik)
Minister of Education**

Foreword

It is for the first time in Thailand that the National Education Standards have been set. As we all realize, **National Education Standards are prescriptions of desirable characteristics, quality and requisites we wish to see in all educational institutions. The standards will serve as benchmarks for the purposes of promoting and monitoring, auditing, evaluation and educational quality assurance.** The standards set are indeed easily accessible and flexible, conducive to diversification of the different aspects of education provision i.e. type, form, method and party concerned. They are also implementable.

Provisions of the National Education Act 1999 and the Second National Education Act 2001 mandate the Education Council to propose the National Education Standards. During 2002-2004, therefore, the Office of the Education Council (OEC) have taken measures to prepare the National Education Standards in collaboration with relevant agencies, core organizations and persons concerned. The National Education Standards will henceforth serve as guidelines for further enhancing the quality of national education.

At its meeting on October 26, 2004, the Council of Ministers gave its approval to the National Education Standards. It also instructed educational agencies at all levels to avail of the guidelines for conformity with the standards prescribed.

The Office of the Education Council has therefore published the National Education Standards, which will be distributed to all agencies concerned, and accordingly serve as guidelines for their efforts in furthering educational development.



(Prof. Dr. Voradej Chandarasorn)
Secretary-General of the Education Council



National Education Standards

Ideals and principles of national education provision

Relevant provisions of the Constitution of the Kingdom of Thailand 1977, the National Education Act 1999, the Second National Education Act 2001 and the Education Policy of the Thai Government presented to the Parliament - all share the ideals and principles of education provision with the objectives of transforming the Thai society into a knowledge-based one; enabling all Thais to have equal access to education; and development of human resources through continuous lifelong learning, essential for the knowledge-based economy desired.

Significant ideals of education include provision of lifelong learning and transforming the Thai society into a knowledge society. Education aimed at enhancing the quality of life and creating a society with balanced and harmonious integration of wisdom, morality and culture is in fact lifelong education for the benefit of all Thai people. It is aimed at providing the children with a sound foundation; instilling in them attributes of desirable members of society right from basic education level; and enabling them to acquire knowledge and competence required for work of quality. All sectors of the society participate in education provision that meets the learners' actual needs. It can be ascertained that such education is a development process of life and society; an essential factor for sustainable development of the country, resulting in the people's abilities for self-reliance, mutual support for one another and vigorous competitiveness in the international arena.

For realization of the objectives of the above ideals and principles of educational provision, 3 standards and 11 indicators have accordingly been set. These are:



National Education Standards

- First standard: Desirable characteristics of the Thai people as both citizens of the country and members of the world community;
- Second standard: Guidelines for educational provision; and
- Third standard: Guidelines for creating learning society/ knowledge society.



First standard: Desirable characteristics of the Thai people, as both citizens of the country and members of the world community;

The Thai people will be competent, virtuous and lead a happy life.

Educational provision is aimed at the full development of all Thais to be "competent, virtuous and happy people". Such development will be appropriate for the different stages in their life, in accord with their natural inclinations and their highest potentiality. It will serve the learners' needs in all aspects: physical and mental health; intellect; knowledge and skills; morality; integrity; and ability to live in harmony with others.

Indicators

1.1 Sound physical and mental health

- 1.1.1 The Thai people are endowed with sound physical and mental health, with full development in all aspects: physical, mental and intellectual growth in accord with the age-development norm.

1.2 Required knowledge and skills sufficient for leading a meaningful life and social development

- 1.2.1 Thai people are able to learn to the best of their potentiality.
- 1.2.2 Thai people will be able to find full employment and apply their knowledge for job creation and for social benefits.



1.3 Skills in learning and self-adjustment

- 1.3.1 Thai people are capable of self-learning. They will be avid for knowledge, ingenious and able to avail of different sources of knowledge and media for enhancing their capacity themselves as well as contributing to social development.
- 1.3.2 Thai people are able to adjust themselves; enjoy good human relations; and able to work harmoniously with others.

1.4 Social skills

- 1.4.1 Thai people will appreciate and recognize the important roles of nature, environment and society. They will have the essential skills and competencies for leading a happy life in the society.
- 1.4.2 Thai people will have a sense of responsibility. They will understand, accept and appreciate the values of cultures different from their own. As members of the Thai society and of the world community, they will be able to find solutions to various problems through peaceful means.

1.5 Righteousness, public-mindedness and consciousness of their citizenship of Thailand and of the world

- 1.5.1 Thai people will have righteous bodily conduct, righteous speech and righteous mentality.
- 1.5.2 Thai people will have moral and social responsibility and keen awareness of the dignity of being Thai. They will be proud of their forefathers and deeply rooted to their motherland. They will also observe a democratic way of life. Besides, they will be good citizens who offer voluntary services for the benefit of the community, society and, ultimately, the whole world.



Second standard: Guidelines for educational provision

Emphasis on learner-centred approach and school-based administration for education provision

The learning process will be organized through a learner-centred approach. The students will be exposed to desirable models; receive training in critical thinking; and learning from diversified actual experiences. Their real needs will be met through learning which provides them with great pleasure. Teachers and faculty members will know their students individually; effectively prepare their lessons and utilize instructional media integrating universal knowledge with Thai wisdom; create an ambiance conducive to learning; identify and strengthen diversified learning sources; and enhance the learners' logical and creative thinking.

The success of the learning process through the learner-centred approach largely depends on the following factors: 1) Personnel factor i.e. learners, teachers, parents and community members; and 2) Administrative factor i.e. principles of management and good governance.

Indicators

2.1 Development of diversified curricula and ambiance enabling the learners to develop themselves in line with their natural inclinations and to the best of their potentiality

2.1.1 Availability of diversified curricula suitable to the learners in all types of education, in line with the needs of the learners themselves and the respective communities and conducive to development of the learners' potentiality;



- 2.1.2 All learners have equal opportunity/access to diversified curricula;
- 2.1.3 Organizations offering educational services provide an ambiance conducive to learning; with appropriate buildings and facilities, health promotion and safety measures; and
- 2.1.4 Development of innovations for education provision, instructional media and availability of all types of ICTs for self-learning and participatory learning.

2.2 Systematic and effective development of administrators, teachers, faculty staff and educational personnel

- 2.2.1 Administrators, teachers, faculty staff and educational personnel are given opportunities for development on a systematic and continuous basis for academic and professional strengthening;
- 2.2.2 Administrators, teachers, faculty staff and educational personnel have high moral values, satisfaction with and loyalty to their profession; decrease in early retirement rate and disciplinary measures; and
- 2.2.3 Movement to establish independent bodies setting norms for specific groups, monitoring performance of educational personnel and institutions as well as accumulating diversified bodies of knowledge.

2.3 Practice of school-based management

- 2.3.1 Various organizations and communities participate in learning development in line with local situations, personnel in school and out of school, and solving problems faced by learners. Education provision will meet the students' real needs;



- 2.3.2 All groups of beneficiaries of service/those concerned are satisfied with the educational service management of educational institutions; and
- 2.3.3 Internal quality assurance system is an integral part of educational administration conducive to enhancing quality and readiness for external quality assessment.



**Third standard: Guidelines for creating learning society/
knowledge society**

*Enhancing ways of learning and strengthening
learning sources*

Learning, knowledge, innovation, media and technology are essential factors for development towards a knowledge society, promotion and creation of mechanisms providing all Thais with opportunities and options for attaining these factors. Lifelong learning is assured on a continuous basis through diversified models and methods. All sectors of the society will readily co-operate, leading to enhancement of quality, efficiency and competency of the Thai people for national development as well as capacity for competitiveness in the international arena.

Indicators

3.1 Provision of academic services and establishing co-operation between educational institutions and community with the objective of transforming the latter into a learning society/ knowledge society

3.1.1 Educational institutions co-operate with all parties, individuals and organizations in the community concerned for attaining essential factors and facilitating the learning process in the community; and provision of academic services beneficial to human resources development in the community, thus transforming the Thai society into a knowledge society as well as providing the Thais with lifelong learning opportunities; and



3.1.2 The community where the organizations offering educational services are based are transformed into learning society/knowledge society with security and stability, curtailment of conflicts, peace and continuous development and progress.

3.2 Research and study, strengthening and support for learning sources and mechanisms

3.2.1 Research and study, investigation, identification and establishing lifelong learning sources of all types;

3.2.2 Mobilization of resources (personnel, budget, buildings, facilities, wisdom etc.) and co-operation in school and out of school for creating mechanisms for all types of learning, enabling the Thai people to have access to learning sources and real opportunities for lifelong learning; and

3.2.3 Research and study for creating new bodies of knowledge for national development.

3.3 Creation and management of knowledge for the benefit of all levels and all components of the society

3.3.1 Families, communities and organizations at all levels combine efforts in creating and benefitting from knowledge. There will be exchanges of learnings until learning becomes part of life.



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