Educating for the Future We Want

Thailand

29 May 2013
Outline

➢ Educational Authority

➢ Education System

➢ National Policies in Education

➢ OBEC’s Priority

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EDUCATIONAL AUTHORITY

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Ministry of Education

Office of the Education Council

Office of the Permanent Secretary

Office of the Basic Education Commission

Office of the Vocational Education Commission

Office of Higher Education Commission

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Before 2004:

- Department of General Education (DGE)
- The Office of the National Primary Education Commission (ONPEC)
- Curriculum and Instructional Development (CID)

→

- Office of the Basic Education Commission (OBEC)
EDUCATION SYSTEM
1. Basic Education
   • Pre-primary Education (2-3 years)
   • Primary Education (6 years)
   • Secondary Education (6 years)
   • Lower Secondary Education (3 years)
   • Upper Secondary Education (3 years)

2. Higher Education
   • Lower than Bachelor’s Degree
   • Bachelor’s Degree
   • Graduate Level.
Education system

Pre-Primary Education

Primary Education

Lower Secondary Education

Upper Secondary Education

Higher Education

Graduate Level

Lower than Bachelor's degree & Bachelor degree level

Vocational Edu.

Special vocational Edu.

Short-course training

Special Education

Approximate age

Graduate Level

4 Key Stages

Grade

Approximate age

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OBEC in a Glance

Number of Schools              31,255
Number of Students        7,686,871
Number of Teachers          403,492
Number of administrators    17,872

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Inconvenient Truth of Thailand

1997  Economic crisis
2004  Tsunami
2010  Political crisis
2011  Big flooding

19th Century – Now
Effect of globalization
THE NATIONAL ECONOMIC AND SOCIAL DEVELOPMENT PLAN (NESDP)
A ROAD TO THAILAND'S DEVELOPMENT

Gold Era of Planning
Plan 1 (1961-66)
Plan 2 (1967-71)
Economic Growth and Infrastructure Development and the Beginning of Social Development

Political Fluctuation
Plan 3 (1972-76)
Plan 4 (1977-81)

Democracy Era
Plan 5 (1982-86)
Plan 6 (1987-91)
Plan 7 (1992-96)
Plan 8 (1997-2001)
Plan 9 (2002-06)
Plan 10 (2007-2011)
Plan 11 (2012-2016)

Paradigm Shift
People Centred Development Paradigm
Participation Approach
Sufficiency Economy

Economic Growth Led Development
Community Plan

Political Crisis

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A shift in Development Paradigm..Towards Sufficiency

From Economic Development
To people centered development - well being

From Compartmentalization
To integration of all dimensions

From top-down approach
To bottom-up approach

Benefit to people

People

Popular participation

A focus on people, development benefit to people, and well being

a focus on "geographical conditions" that vary according to landscape and way of life in each locality

“order” of development from self-reliance-grouping-networking “exploding from the inside”

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Sustainability calls for a decent standard of living for everyone today without compromising the needs of future generations.

What kind of future do you want?

Changing the Way We Think, to Create the World We Want
How can we help people move out of poverty and get good jobs, while protecting the environment?

How can we provide access to clean energy for everyone, and make sure that the energy we produce doesn’t contribute to climate change?

How can we make sure that everyone can get the water, food and nutrition they need?

How can we shape our cities so that everyone can enjoy a decent quality of life?

How can we build better transportation systems that allow us all to get where we want to go, without causing too much congestion and pollution?

How can we make sure that our oceans are healthy and that marine life is not threatened by pollution and climate change?

How can we make sure that our communities are resilient in the face of natural disasters?
Sustainable Future

HOW?
“Education is the most powerful weapon which you can use to change the world.”

-Nelson Mandela-

former president of South Africa
1993 Nobel Peace Prize laureate
“Education is not preparation for life, Education is life itself.”

-John Dewey-
Learning: The Treasure Within

การศึกษาคือขุมทรัพย์ภายใน

จุดประสงค์การศึกษา (Four Pillars of Education)

กำหนดแนวทางการจัดการศึกษาที่เหมาะสมสำหรับศตวรรษที่ 21
Four Pillars of Education

- Learning to know
- Learning to do
- Learning to live together
- Learning to be
Ban Ki-moon
UN Secretary-General
“Education has the power to strengthen the capacities of every woman and man, to allow them to dream the world a new and shape it in this direction.

Ban Ki-moon UN Secretary-General
Education has the power to build healthy, inclusive societies, and to fight the scourges of disease and discrimination.

It is at the heart of nation building.

This is why I have made a top priority of my second terms as Secretary-General.”
Quality and Equity of Basic Education for Sustainable Future

Building Capacity for Every Learner
What Education Policy Says...?
National Policies in Education

- Constitution of the Kingdom of Thailand 2007
- National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2545 (2002))
- 11th National Economic and Social Development Plan (2012-2016)
- 11th National Education Development Plan (2012-2016)
- Basic Education Core Curriculum 2008
- The Cabinet declaration 2005 and 2009

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National Education Act 1999 guarantees the right of all children, without discrimination, to a quality education.

2005 The Cabinet declaration reaffirmed the right of all children to receive an education, including non-Thai children living in Thailand.

Constitution of the Kingdom of Thailand 2007 Sect. 49 requires that government provide a minimum 12 years of basic education of quality, free of charge.

2009 the extension of a mandatory free education from 12 years to 15 years by the Government.
To keep up with the globalization, Thailand realizes the need to reform education to prepare our citizens to be the good, active, competent, and responsible global citizens. We are now at

The 2nd Decade of Education Reform (2009-2018)

Vision:

All Thai people are able to access high-quality lifelong learning.
Equal Access to Education
for all children
- Ethnic (Thai and Non-Thai Children)
- Highland and Remote areas
- Disable Children
  etc

Thailand and Education for All
Children have right to equal quality education, regardless of their ethnic, country of origin, birth to migrant, provided the government.

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The schools located in areas where there are high concentrations of migrants offer classes in both Thai and the mother language of those migrants.
Equal Access to Education for Disabled Children

OBEC provide education and services that build productive, meaningful lives for children with special needs children throughout the country.
92,986 children with disabilities
155,139 children with learning disability
were enrolled in primary and secondary school

Inclusive education programs
Within regular schools
16,910

Special Education Centers
76

Regular schools
14,207

Special schools
62

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Education Development for Disadvantaged Children Highland and Remote Areas

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No Matter How Far We’ll Reach
Promotion of access to and completing compulsory education for all children through various processes.

1) **Mobile classroom** and teachers delivery provided for communities.

2) **Flexible curriculum** and schedule in teaching and learning.

3) **Lodging School**
Who proposed the solution, implemented it and were stakeholder?

Participation of stakeholders in a form of Multiple Network

Promoting Child Rights to End Child Poverty Thailand (PLAN) UNICEF, World Vision, People parents, community leaders, intellectuals with local wisdom, school committee, religion institutions

All local efforts for success resulted from their will and sacrifice. They have paid voluntarily to the project ever since the beginning.
Equal Access/Opportunity to Education for all children

Thailand and Education for All

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Implementation of the 15-Year Free Education with Quality Policy for all children.

Thailand and Education for All
List of free items

- Tuition fees
- Textbooks
- Learning materials
- School uniforms
- Activities to promote quality improvements among students

15-Year Free Education with Quality Policy

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Student Achievement

Students have higher academic achievement (National Education Test or O-NET) by 3% in main subject areas such as language, mathematics and science.
EQ: Emotion Quotient

All young children from birth to age five are developed in their physical, emotional, social and intellectual aspects, while taking each individual child’s nature, development, and potential into consideration.
Focus 3

Literacy, Numeracy & Reasoning Abilities

Grade 3 students can read, write and have basic numeracy skills with reasoning abilities.

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Focus 4

Sufficiency & Public Mind

All students follow a sufficiency economy lifestyle and have public mindedness.

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Excel to Excellence

All students, including children with special needs and disadvantaged children, are developed to their full potential; gifted and talented receive full support to excel in their intelligences.
Focus 6

**Alternative Access**

Every school age child has equal access to all forms of education including alternative education in order to reduce school drop out rates.

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Southern - Border Provinces

All students, teachers, and education personnel in the three southernmost border provinces enjoy quality education, and professional development, and special funding according to the local needs.
ASEAN Community

All students, teachers, and education personnel are prepared for the ASEAN community and are ready for multiculturalism.

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Focus 9

Quality School

All education institutions are fully developed both in terms of infrastructures as well as receiving full support in upgrading internal quality assurances.

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Focus 10

Effective Service Areas

All education service area offices are continuously developed in their quality and effectiveness.

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Crucial Role of Basic Education in Building the Capacity of All for Sustainable Future
Supporting Students Development & Investing in Teacher Quality
Supporting Students Development
Basic Education Curriculum
2008
Skills Development in Basic Education

National core curriculum

Local / school needs

School curriculum

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Skills Development in Basic Education

Areas of Learning

- Thai Language
- Mathematics
- Science
- Social studies, religion and culture
- Health and physical education
- Art
- Career and technology
- Foreign languages
- Student Development activities
Key Competencies

- Communication
- Critical thinking
- Life Skills
- Problem-solving
- IT Skill
 Desired characteristics

1. Patriotism
2. Honesty
3. Self-discipline
4. Active learning
5. Sufficiency lifestyle
6. Diligence
7. Thainess
8. Public mindedness
Basic Education
and the Principle of Sufficiency Economy Philosophy

Building all learner's Sufficiency Economy Capacity for a Sustainable Future
His Majesty King Bhumibol Adulyadej bestowed the Sufficiency Economy Philosophy during the economic crisis in 1997.
“Sufficiency Economy” is a philosophy that stresses the middle path as an overriding principle for appropriate conduct at all levels of society.
Sufficiency Economy Philosophy

the means to ...

1. Knowledge Based Economy
2. Ethnic Economy
3. Happiness Economy
4. Sustainable Economy

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Sufficiency Economy Philosophy: Composition

Goal

Outcome

Means

Input

Sufficiency Economy Philosophy

Economy/society/environment/culture in a balanced, stable and sustainable way

Immunity to materialism and social/environmental/cultural changes

Lead to

The Middle Path

Moderate

Sufficiency

Reasonableness

Self-Immunity

Knowledge Condition

(Prudent and appropriate knowledge)

Integrity Condition

(honesty, diligence, wisdom, sharing, perseverance)
Sustainable Learning process

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Thailand
“...We strongly believe in the power of education to help solve social problems and hopefully create a more peaceful and sustainable society in the future.”

-Chinnapat Bhumirat Ph.D.-
Secretary-General
Office of the Basic Education Commission
Ministry of Education, Thailand
Thailand will be concentrating on developing 3 kinds of qualifications to help meet these needs:

1. Thinking ability to construct knowledge
2. Ability to communicate
3. Social problem alleviation ability

To this end we have identified "5 Learning Steps."

Benjalug Namfa Ph.D. OBEC MOE Thailand
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Focus on learning skills development for lifelong learning.

“5 Learning Steps” which will ideally provide a “Staircase”

- Learning to Question
- Learning to Search
- Learning to Construct
- Learning to Communicate
- Learning to Serve

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Example of Best Practice
Good Students are guaranteed places in universities
Selection processes for university admission quotas

**School level**
- Responsible person
  - Portfolio
  - Morality records
  → **Selected students**

**ESALevel**
- Selection committee
  → **Selected students**
  - Sub-committee
    - Portfolio
    - Morality records
    - Other sources: school/teachers’ comment
    → **Selected students**

**Higher Education Level**
- Selected students
  → **Selected students**

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Investing in Teacher Quality
Sustainable Teacher Development
Learning to teach

Changing Teacher Practice!

The most difficult...
but the most important

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Learning to teach

Teacher’s learning Experiences

In-service Programs

1st year Teaching

4 years in Teacher Ed

12 years Schooling

Learning process
Teacher-Centered

Passive Learning Experience

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Learning to teach

In their long apprenticeship of observation as students, teachers have acquired a mass of information about school teaching.

Apprenticeship of Observation

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Learning to teach

The need to change teacher’s Practice

from

Passive Learning Experience

Active Learning Experience

How?

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Learning to teach

Sustainable Teacher Development Program

- Teacher as a Learner Workshop
- One on One Supervision/Coaching
- Teacher Collaboration

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“Unless we, education planner, believe in education for sustainable development & learn to live together……
Our students will successful living together and create a sustainable future…
So.. Are we ready?”
Thank You