

## Chapter 10

### The National Education Act 1999 : Towards the New Century of Learning

Despite greater efforts to improve the provision of educational services in terms of both quantitative and qualitative aspects, there remain weaknesses in the education system preventing significant development of education and training in *Thailand*. Fortunately, the 1997 Constitution introduced challenging guidelines for educational development, particularly the enactment of the national education law. The first National Education Act was promulgated in August 1999 to serve as the fundamental law for the administration and provision of education and training in accord with the provisions in the Constitution. New initiatives and reforms outlined in the National Education Act 1999 and the implementation plan of the Act are presented below.

#### 10.1 Essential Features of the National Education Act 1999

##### 10.1.1 Ensuring Access to Basic Education for All

- All individuals will have equal rights and opportunities to receive basic education of quality and free of charge for at least 12 years.
- Special education will be made available to the disabled and the disadvantaged. Education for the disabled will be provided free of charge at birth or at first diagnosis.
- Education for gifted persons will be provided in appropriate forms according to their abilities.
- Education will be compulsory for 9 years from grade 1 to 9. Children aged 7 are required to enrol in basic education institutions until the age of 16, except those who have already completed Grade 9.

##### 10.1.2 Reform of Curriculum and Learning Process

- Three types of education have been recognized : formal, non-formal, and informal. Credits accumulated by learners will be transferable within the same type or between different types of education, including experiences from non-formal or informal education, vocational training, or from work experience.
- Formal education is divided into two levels : basic education and higher education.
- Early childhood and basic education will be provided in early childhood development institutions, schools, and learning centres organized by non-formal education agencies.
- Higher education will be provided in universities, institutes, colleges or those under other names.
- Vocational education and occupational training will be provided in educational institutions belonging to the government or the private sector, enterprises, or those organized through cooperation of educational institutions and enterprises.

- The establishment and running of all types of lifelong learning sources will be promoted.
- Ministries, bureaus, departments, state enterprises, and other state agencies will be authorized to provide specialized education according to their needs and expertise.
- Core curricula for basic education will be prescribed by the Basic Education Commission. Basic education institutions will be responsible for prescribing curricular substance relating to needs of the community and the society, local wisdom and attributes of desirable members of the family, community, society, and nation.
- Curricula at all levels of education will be diversified, aiming at human development with a desirable balance regarding knowledge, critical thinking, capability, virtue and social responsibility. In addition, higher education curricula will emphasize academic development, with priority given to higher professions and research for the development of bodies of knowledge and society.
- The teaching - learning process will aim at enabling learners to develop themselves at their own pace and to the best of their potential.
- The provision of education will emphasize knowledge, morality, learning process and integration of the knowledge about oneself and the relationship between oneself and society; scientific and technological knowledge and skills; knowledge about religion, art, culture, sports, Thai wisdom, and the application of wisdom; knowledge and skills in mathematics and languages as well as in pursuing one's career and the ability of leading a happy life.
- In organizing the learning process, educational institutions and agencies concerned will
  - (1) provide substance and arrange activities in line with the learners' interest and aptitudes;
  - (2) provide training in thinking processes, management, and how to face various situations ;
  - (3) organize activities for learners to draw from actual experience;
  - (4) achieve a balanced integration of subject matter, integrity, values and desirable attributes;
  - (5) enable instructors to create the environment for learners to learn, to be able to benefit from research as part of the learning process; and
  - (6) enable learning to occur at all times and in all places.
- Educational institutions will develop effective learning processes and will assess learners' performance through observation of their development, personal conduct, learning behaviour, participation in activities and results of the tests. Instructors will also be encouraged to carry out research for developing suitable learning.
- A variety of methods will be used for providing opportunities for further education, and learners' performance will be taken into consideration.

### **10.1.3 Encouraging Participation and Partnership in Education**

- Other than the State, private persons and local administration organizations, individuals, families, community organizations, private organizations, professional bodies, religious institutions, enterprises and other social institutions will have the right to provide basic education. They will be given government support and grants, tax rebates or exemptions in bringing up children and providing basic education.
- Educational institutions in cooperation with all sectors of society will contribute to strengthening the communities by encouraging learning in the communities themselves.

- As providers and partners in educational provision, individuals, families, communities, local administration organizations, private persons, private organizations, professional bodies, religious institutions, enterprises, and other social institutions will mobilize resources, donate properties and other resources to educational institutions and also share educational expenditures.

The Government and local administration organizations will encourage and provide incentives for mobilization of these resources by promoting, providing support and applying tax rebate or tax exemption measures as appropriate and when necessary.

- Private education institutions are allowed to provide education at all levels and of all types. The Government will define clear – cut policies and measures regarding participation of the private sector in the provision of education.

#### **10.1.4 Restructuring of Educational Administrative Structure**

##### **A. Public Educational Administration and Management**

Public education will be administered and managed at three levels aiming at decentralization of authority to local organizations and educational institutions as follows:

##### **1) At the National level**

The Ministry of Education, Religion and Culture will be established within 3 years to oversee all levels and types of education, religion, art and culture; formulate education policies, plans and standards; and mobilize resources for education. It will also take charge of monitoring and performance evaluation of the Ministry.

The new Ministry will consist of four organizations as follows:

**(1)National Council for Education, Religion and Culture** will be responsible for proposing national education policies, plans and standards; policies and plans for religious , artistic and cultural affairs; mobilization of resources; evaluation of the provision of education; assessment of management of religious, artistic and cultural affairs; as well as scrutinizing various laws and ministerial regulations.

**(2)The Commission for Basic Education** will be responsible for proposing policies, development plans, standards and core curricula for basic education in line with the National Scheme for Education, Religion, Art and Culture; mobilization of resources; monitoring; inspection; and evaluation of basic education provision.

**(3)The Commission for Higher Education** will take charge of proposing policies, development plans and standards for higher education in line with the National Scheme of Education, Religion, Art and Culture; mobilization of resources; monitoring; inspection and evaluation of the provision of higher education.

**(4)The Commission on Religion and Culture** will be responsible for proposing policies and development plans for religion, art and culture in accord with the National Scheme for Education, Religion, Art and Culture; mobilization of resources, monitoring, inspection, and evaluation of work in the fields of religion, art and culture.

##### **2) At the Level of Educational Service Area**

- The administration and management of basic education and higher education at lower-than-degree level will be based on the educational service areas, taking

into consideration the number of educational institutions and the size of population as well as other appropriate criteria.

- In each educational service area, there will be an Area Committee for Education, Religion and Culture and its Office to take charge of overseeing educational institutions at the basic and lower-than-degree levels; establishment, dissolution, amalgamation or discontinuance of educational institutions; promotion and support for local private educational institutions, local administration organizations, education provided by individuals, families, community and private organizations, professional bodies, religious institutions, enterprises and other social institutions, as well as overseeing the units responsible for religious, artistic and cultural affairs in the area.

- The Area Committee will be comprised of representatives of community, private and local administration organizations; teacher and educational administrator associations; parent-teacher associations; religious leaders; and scholars in education, religion, art and culture. The director of the Office for Education, Religion and Culture of the educational service area will serve as a member and secretary of the Committee.

### **3) At the Educational Institution Level**

- In each institution providing basic education and that of lower-than-degree level, there will be a board supervising and supporting the management of the institution. The board will comprise representatives of parents; those of teachers, community and local administration organizations, alumni of the institution and scholars. The administrator of the educational institution will serve as a member and secretary of its board.

- The Ministry of Education, Religion and Culture will decentralize authority in educational administration and management regarding academic matters, budget, personnel and general administration directly to the Committees and Offices of the educational service areas and the educational institutions in the areas.

## **B. Educational Administration and Management by Local Administration Organizations**

Local administration organizations will have the right to provide education at all levels according to readiness, suitability and requirements of the local areas. The Ministry of Education, Religion and Culture will prescribe the criteria and procedure for assessing the readiness to provide education of the local administration organizations and will coordinate and promote the capability of those organizations to provide education in line with the policies and standard required. It will also advise on the budgetary allocations for education provided by those organizations.

## **C. Educational Administration and Management by the Private Sector**

- Education by the private sector will be administered and managed independently with the government's overseeing, monitoring and assessment of educational quality and standards following the same rules for assessment as those for public institutions.

- Private education institutions will establish their own boards comprising private education administrators, representatives of parents, those of teachers and alumni, and scholars.

- Effects on private education will be considered in formulating policies and implementing plans of education provided by the government, educational service areas or local administration organizations.

- Private institutions providing education at degree level will be allowed to function with freedom, develop their own system of administration and management,

flexibility, and academic freedom. They will be under the supervision of their own council according to the Act on Private Higher Education Institutions.

- The government will provide support in terms of grants, tax rebates or exemptions and other benefits as well as academic support to private education institutions.

### **10.1.5 Enhancing Educational Standards and Quality Assurance**

- There will be a system of educational quality assurance to ensure improvement of educational quality and standards at all levels, comprising of both internal and external quality assurance.

- Quality assurance systems will be established in educational institutions as part of educational administration which must be a continuous process. Annual reports of each educational institution must be submitted to parent organizations, agencies concerned and made available to the public and external quality assurance.

- An Office for National Education Standards and Quality Assessment will be established as a public organization responsible for the development of criteria and methods of external evaluation.

- All educational institutions will receive external quality evaluation at least once every five years. The evaluation results will be submitted to the relevant agencies and made available to the public.

- In cases where the results of the external evaluation reveal that an educational institution has not reached the standards required, the Office for National Education Standards and Quality Assessment will recommend measures for that institution to improve its functions. If those measures are not implemented, the Office for National Education Standards and Quality Assessment will report to the Commission for Basic Education or the Commission for Higher Education so that necessary remedial action can be taken.

### **10.1.6 Reform of Teachers, Faculty Staff, and Educational Personnel**

- The Ministry of Education, Religion and Culture will promote the development of a system, including production and refinement, for teachers and educational personnel so that teaching will become a highly respected profession.

- An Organization for Teachers and Educational Administrators will be established as an independent body administered by a professional council under the supervision of the Ministry of Education, Religion and Culture. It will be responsible for setting professional standards; issuing and withdrawal of licenses; overseeing maintenance of professional standards and ethics; and development of the profession of teachers and educational administrators.

- Teachers, administrators of educational institutions, educational administrators and other educational personnel of both the public and private sector, with the exception of faculty staff, educational institution administrators and educational administrators for higher education at degree level, are required to have professional licenses. This will not include those providing informal education and education organized in learning centres, administrators at the educational levels above education service areas, and specialized resource persons.

- There will be a central organization responsible for administering personnel affairs of teachers. All teachers and educational personnel will be civil servants under this

organization. The personnel administration will be decentralized to educational service areas and institutions.

- There will be a law with regard to salaries, remuneration, welfare and other benefits for teachers and educational personnel.

- A Fund for Promotion and Development of Teachers, Faculty Staff and Educational Personnel will be established to be used for grants for innovations, outstanding achievements and rewards to teachers, faculty staff and teaching personnel. Sufficient funds will also be allocated for establishing the Fund for Development of Teachers, Faculty Staff, and Educational Personnel.

### **10.1.7 Mobilization of Resources and Investment for Education**

- Resources and investment for education in terms of budgetary allocation, financial support and properties will be mobilized from the government, local administration organizations, individuals, families, communities, community organizations, private sector, professional bodies, religious institutions, other social institutions, and foreign countries.

- The government and local administration organizations will be authorized to levy educational taxes as appropriate.

- Public educational institutions will be empowered to take charge of, oversee, maintain, utilize and earn interest from their properties, earn income from their services and charge tuition fees.

- The government will be responsible for distribution of general subsidies for per head expenditure of those receiving compulsory and basic education provided by the government and the private sector.

- Grants will be distributed in terms of loans for those from low-income families.

- Budgetary allocations and other special resources will be distributed for educational provision for those with special needs.

- General subsidies will be allocated for public degree-level institutions which are legal entities and are state-supervised or public organizations.

- Low-interest loans will be distributed to private educational institutions.

- The State and Private Education Development Fund will be established.

- Government subsidies will be distributed for education provided by individuals, families, communities, community organizations, professional bodies, religious institutions, enterprises and other social institutions.

- There will be a system for auditing, following-up and the evaluation of efficiency and effectiveness in utilization of the educational budget.

### **10.1.8 Utilization of Technologies for Education**

- The government must arrange for radio broadcasting, television, telecommunication radio and other media of communication for use in provision of education.

- The government will promote and support the production and refinement of textbooks, other publications, materials and technologies for education by ensuring fair competition.

- Steps will be taken for the development of both producers and users of technologies for education.

- Learners will have the right to develop their technological capabilities for acquiring knowledge.

- The government will promote research and development , production and refinement of technologies for education.
- The Technology for Education Development Fund will be established through mobilization of resources.
- A central unit will be established to take charge of proposing policies, plans, promotion and coordination of research, development and utilization of technologies for education.

## **10.2 Implementation of the National Education Act 1999**

Following the promulgation of the National Education Act 1999, all agencies concerned are required to take the following action as provided by the Act including its transitory provisions.

### **1. Action to be taken immediately :**

1.1 Establishment of an Education Reform Office as an ad hoc public organization by virtue of a royal decree as provided by the Public Organizations Act, with a nine-member Executive Committee of the Education Reform Office.

The Executive Committee is composed of a chairperson and members appointed by the *Council of Ministers* from among those with knowledge, capability, experience and expertise in educational administration; state affairs administration, personnel administration; budgetary, monetary, and financial systems; public laws; and educational laws.

The Secretary - General of the *Education Reform Office* will serve as a member and secretary of the Executive Committee. Both the Executive Committee and the Secretary – General will have a single term of office of three years, at the end of which their tenures will be terminated and the *Education Reform Office* will be dissolved.

The responsibilities of the *Education Reform Office* are to :

- propose the structures, organs and division of responsibilities as provided in Chapter 5 of the Act ;
- propose systems of teachers, faculty staff, and educational personnel ;
- propose mobilization of educational resources and investment ;
- submit proposals to the *Council of Ministers* regarding the necessary bills ;
- submit to the *Council of Ministers* proposals regarding amendments to legislations, rules, regulations, statutes and orders ; and
- carry out other functions as provided by the Public Organizations Act.

1.2 Establishment of a fifteen – member Nominations Committee for the *Executive Committee of the Education Reform Office* to propose twice the number of the chairperson and members of the Executive Committee from among those qualified for submission to the *Council of Ministers* for appointment.

### **2. Actions to be taken within one year of the enactment date (by 20 August 2000)**

2.1 Issuance of the ministerial regulations to differentiate the levels and types of basic education.

2.2 Issuance of the ministerial regulations for differentiation or equivalence of the various levels of non-formal or informal education.

**3. Actions to be taken within three years of the enactment date (by 20 August 2002)**

3.1 Educational rights and duties :

1) All individuals will have equal rights and opportunities to receive basic education provided by the State free of charge for at least 12 years.

2) Education will be compulsory for 9 years, requiring children aged 7 to enrol in basic education institutions until the age of 16 with the exception of those who have already completed grade 9.

3.2 Educational Administration and Management

1) Mergence of the *Ministry of Education, Ministry of University Affairs*, and the *Office of the National Education Commission* to be established as the *Ministry of Education, Religion, and Culture*.

2) Establishment of an *Office for National Education Standards and Quality Assessment* as a public organization.

3) Establishment of the *National Council for Education, Religion, and Culture; Commission Basic for Education; Commission for Higher Education; and Commission for Religion and Culture*. Their secretariat offices will be established as legal entities.

4) The state educational institutions providing education at degree level will be legal entities and enjoy the status of government or state-supervised agencies except those providing specialized education.

5) The administration and management of basic education and higher education at lower – than – degree level will be based on the educational service areas.

6) Decentralization of educational administration and management.

7) Educational administration and management by local administration organizations.

8) Educational administration and management by the private sector.

3.3 Development of a system, including production and further refinement, for teachers and educational personnel.

1) Establishment of the *Fund for Development of Teachers, Faculty Staff, and Educational Personnel*.

2) Establishment of an *Organization for Teachers, Educational Institution Administrators, and Educational Administrators* as an independent body administered by a professional council under the supervision of the *Ministry of Education, Religion, and Culture*.

3) Establishment of a central organization responsible for administering personnel affairs of teachers.

4) Provision of a law on salaries, remuneration, welfare and other benefits.

5) Amendments of the Teachers Act 1945 and Teachers Civil Service Act 1978.

**4. Actions to be taken within five years of the enactment date (by 20 August 2004)**

- Amendments of all legislations, rules, regulations, statutes, announcements, and orders pertaining to education, religion, art, and culture applicable on the enactment date of the National Education Act 1999 to be in line with the Act.

**5. Actions to be taken within six years of the enactment date (by 20 August 2005)**

- The *Ministry of Education, Religion, and Culture* will have completed the first round of external evaluation of all educational institutions.

*In conclusion, the first National Education Act 1999 is paving the way for true comprehensive reform of education in Thailand. The Act has introduced new initiatives and reforms of Thai education which has been moving into a new era of national education in the 21<sup>st</sup> century. The next important step to be taken is the implementation of educational reform in accord with the National Education Act.*

# Chapter 11

## Strategies and Plans for Educational Reform

The enactment of the National Education Act 1999 to serve as the master legislation on education in *Thailand* has introduced a nationwide comprehensive reform of education. Preparations for the implementation of educational reform have been made by all agencies concerned in parallel to the drafting process and deliberations of the Act.

The *Office of the National Education Commission* which is the main body responsible for the implementation of the National Education Act has made various studies for effective strategies for educational reform through the Committee on Strategic Planning for Education Reform appointed by the National Education Commission. Currently, major strategies used for the implementation of educational reform are : 1) consultations with ad-hoc committees and experts or through surveys and public hearings; 2) communications through various types of media i.e. newspapers, radio and television; and 3) networking of all concerned parties including the general public in order to mobilize cooperation and resources for reform.

The Committee on Reform of Educational Administrative System and the Committee on Learning Reform have also been established to make preparations for the implementation of the National Education Act. Major tasks following the guidelines of the Act are the reform of educational administrative structure, the reform of learning, and legal measures.

### 11.1 Reform of Educational Administrative Structure and Management

In accordance with the provisions of the National Education Commission Act, various steps will be taken to implement the reform of educational administrative structure on the principle of decentralization of authority to educational service areas, educational institutions, and local administration organizations. In this connection, an *Education Reform Office* will be established as provided in Section 75 to take the responsibility of making the reform proposals of educational administration and management in terms of general administration, budget, personnel and academic decentralization.

In carrying out the mission of the reform of educational administrative structure, the Committee on Reform of the Educational Administrative System, Personnel and Investment for Education has formulated the implementation plan for reform of the educational administrative system, personnel and investment for education as well as the implementation plan for decentralization of educational administration and management to local administration authorities as presented below.

- 1) Restructuring the administrative system :
  - Downsizing the central body through merger of the Ministry of Education, Ministry of University Affairs, and the Office of the National Education Commission to be established as the Ministry of Education, Religion and Culture.

- Establishment of four bodies under the new Ministry of Education, Religion, and Culture :
    - (1) The Office of the National Council for Education, Religion, and Culture ;
    - (2) The Office of the Commission for Basic Education ;
    - (3) The Office of the Commission for Higher Education ; and
    - (4) The Office of the Commission on Religion and Culture.
  - Delineation of educational service areas throughout the country.
  - Decentralization of administration and management authorities to educational service areas and educational institutions.
- 2) Personnel management reform : teachers, faculty staff, and other educational personnel :
- Establishment of a Professional Organization for Teachers, Educational Institutions Administrators, and Educational Administrators,
  - Issuing of licenses for teachers and educational administrators, Establishment of a central organization responsible for administering personnel affairs of teachers and system management of personnel administration at basic education level,
  - Establishment of a central organization responsible for administering personnel affairs and system management of personnel administration at higher education level,
  - Setting of salaries, remuneration, and welfare for teachers and educational personnel, and
  - Establishing a Fund for Development of Teachers, Faculty Staff and Educational Personnel.
- 3) Reform of educational finance and investment for education :
- Develop a new system of financing basic and higher education,
  - Provide incentives for mobilization of resources through tax rebate or tax exemption measures,
  - Decentralization of fiscal management to educational service areas and institutions, and
  - Develop a system for auditing, monitoring and evaluation of efficiency and effectiveness in utilization of the educational budget : preparation of accounting and information systems for educational institutions.

Major activities to be conducted for the implementation of the above action plans are :

- 1) Study of the body of knowledge relating to the reform of educational administrative systems, personnel and investment for education.

2) Preparation of necessary data base e.g. information on educational personnel at district and provincial levels including administrators and teachers, different organizations in educational service areas with representatives in the composition of the Area Committee for Education, Religion and Culture.

3) Conducting research and development pilot projects e.g. the pilot project on the decentralization of educational administrative and management authorities of basic education to educational service areas and educational institutions.

The main objective of these activities is to prepare necessary information for the Executive Committee of the Education Reform Office after the Office is completely established.

## **11.2 Reform of Learning**

Central to educational reform in accordance with the National Education Act is the reform of learning which can be implemented immediately without required regulations. In carrying out this task, the Committee on Learning Reform chaired by Professor of Medicine Emeritus Dr. Prawase Wasi, a prominent scholar and member of the *National Education Commission*, has the responsibility to propose the reform strategies and plan to ensure their successful implementation.

### **A. Learning Reform Strategies**

During the first meeting of the Committee on Learning Reform, a strategic model for reform of learning was proposed by Professor Dr. Prawase Wasi. He pointed out that it was primarily necessary to understand the concept and vision of future learning as stipulated in the National Education Act and communicated it to a network of the institutes for research and development on learning. The implementing units would then pass on the body of knowledge acquired from the institutes to educational institutions. Importantly, it would be necessary to have a supporting fund to push the reform ahead.

Based on the model of learning reform proposed by Professor Dr. Prawase Wasi, the strategies of learning reform have been developed as presented below.

#### **1) Formulation of Conceptual Framework of Learning for the New Century**

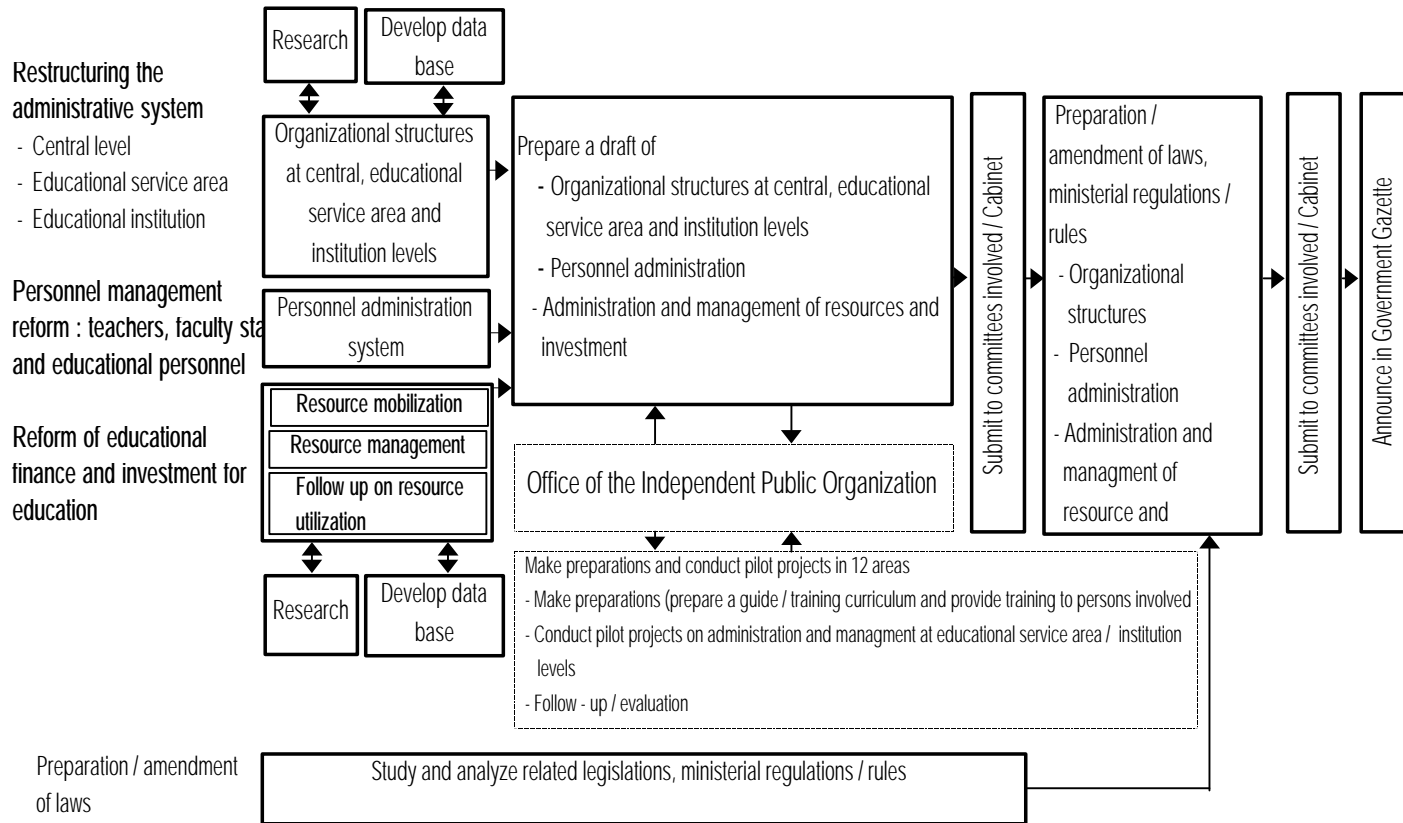
The concept of learning and the desirable characteristics of future learners has been designed. When learning vision involving the roles of teachers, media and the whole context of learning is available, the master plan of learning process reform will have been formulated. After that, consultation will be undertaken to ask for suggestions and advice from various groups of people through meetings, seminars and public hearings. This will encourage participation from different groups so that acceptable conclusions will be reached.

The vision of learning characteristics agreed by the majority will be made public through posters and publications. The learning vision announced by the National Institute for Learning Reform will provide information regarding desirable characteristics of the Thai people and the learning process.

#### **2) Establishment of the National Institute for Learning Reform**

To ensure the successful implementation of learning reform which is an important and complicated issue, the National Institute for Learning Reform has been

**Chart 11.1 Mission of Educational Administration Reform**



established to take the responsibility of promoting and supporting research and coordinating reform of learning throughout the country. The Institute has been developed from the National Institute for the Development of Learning under the *ONEC* as mentioned in Chapter 9.

### **3) Establishment of Research and Development**

#### **Network**

A network of research and development institutes is essential for the success of learning reform. With the support from *ONEC*, the Research and Development Centre will be established in schools, faculties of education and other educational institutes. The research and development institutes will cooperate with schools, teachers and students in developing learning models. Currently, at least three networks for reform of learning have been promoted and supported by *ONEC* : 1) the constructionism learning network of Suksapattana Foundation conducting the Lighthouse Project which adopts a concept of constructionism developed by MIT's Professor Seymour Papert, 2) the network of Srinakharinwirot University Research and Development Institute which includes various types of schools in conducting research and development on their learning models, and 3) the research and development network of Kasetsart University with its learning model being operated in various schools.

#### **1) Establishment of a Network for Reform of Teachers and Educational Institutions**

At the school level, each school is regarded as a node that can develop its own learning models. Apart from the responsibility for development of an effective teaching – learning process, the educational institutions must play a role in promoting their teaching staff to be able to conduct research for the development of learning appropriate for learners at each level of education. Being a learning node, each educational institution can provide training, supervision, and assistance to other schools. Announcements will be made to inform all which schools are nodes for learning reform. This learning network will be rapidly expanded throughout the country. It is expected to reach 40,000 schools within 3 years i.e. by 2002.

#### **2) Support for Supervision Training of Research Institutes / Reform Networks**

Any school organizing learning activities for members of its network will be granted financial support for school – based training or supervision. The R & D units will cooperate with or provide assistance to the schools.

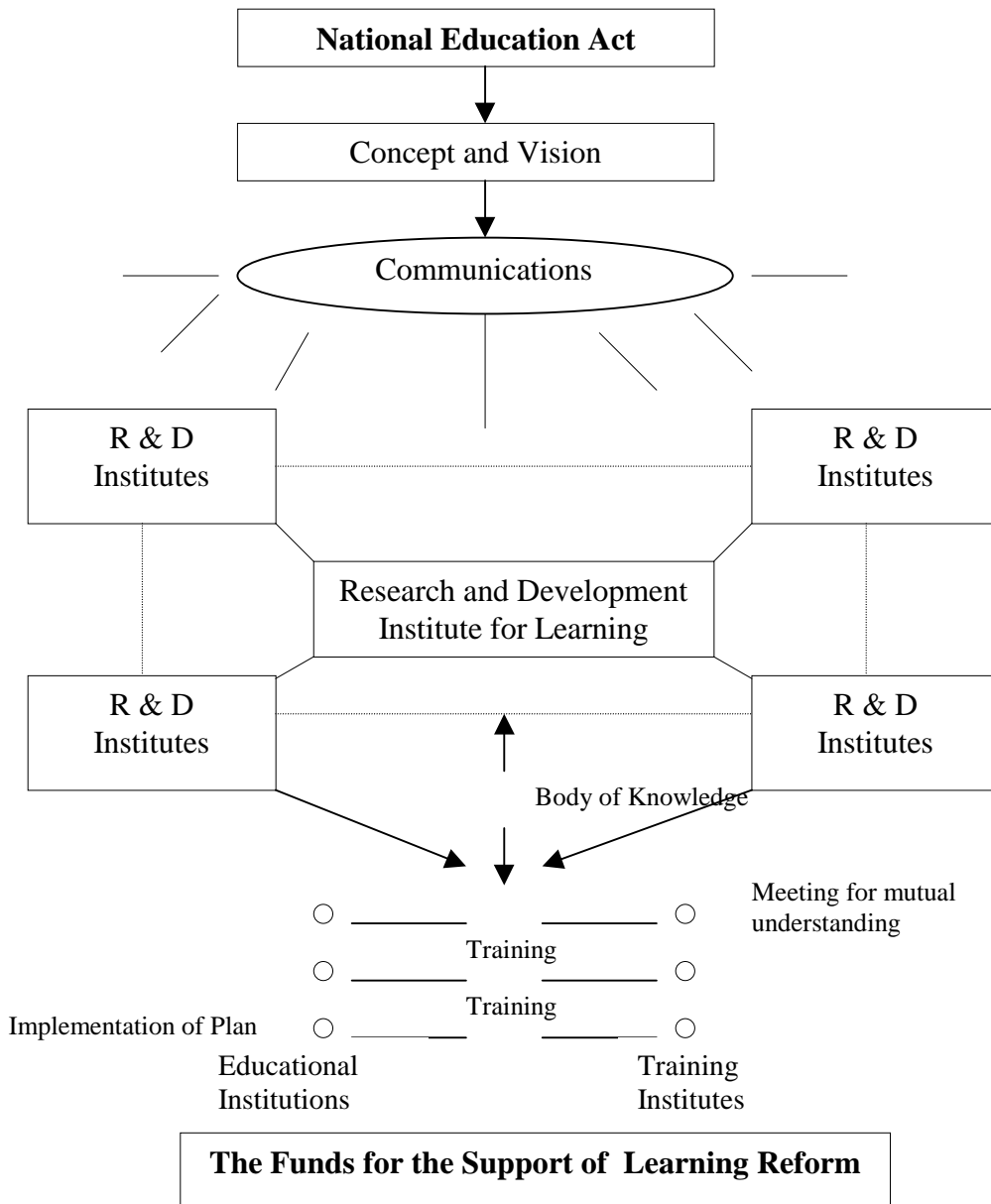


Figure 11.2 A Strategic Model for Learning Reform

**6) Seminars / Communications**

Central to the success of learning reform is the public relations strategy to inform parents and students about operational guidelines of the National Institute for Learning Reform. The public relations strategy must involve various forms of media, such as publications as well as radio and television for reform of learning, with at least a 1-2 hour programme to communicate with the public everyday.

**7) Evaluation and Assessment**

Without the reform of assessment, it is rather different to achieve learning reform. All agencies must conduct a complete evaluation of educational quality throughout

four stages : **Plan, Do, Check and Action (PDCA)**. The PDCA process will be followed within one academic year for some issues, while for others it may be done within one semester or one month in order to reflect all stages of implementation.

### **8) Learning Reform Symposium**

A national and several regional symposiums on learning reform will be organized every year to allow researchers to present their findings on learning reform. Prior to a national symposium, those at regional level will be organized in cooperation with educational research and development networks as an attempt to make this issue into a national agenda.

### **9) Establishment of Funds for Support of Learning Reform**

Some of the R & D Centres of Learning Reform have currently been financially supported by *ONEC*. However, a “Learning Reform Fund” will be established by the Committee on Learning Reform in order to encourage teachers to change their teaching behaviour from teacher – centred to student – centred.

In addition, *ONEC* will establish the “Teacher Promotion Fund” to take further responsibility for the selection and rewarding of National Teachers and Master Teachers. The promotion of teachers will be tied with the system of teachers’ licenses and the monetary incentives to be provided by the new salary scale especially designed for teachers.

### **10) Recognition / Rewarding**

As mentioned in Chapter 9, the National Teachers and Master Teachers, rewarded through highly selective and competitive screening process, have been highly recognized by scholars, teachers and all concerned. The *Ministry of Education* has accepted the idea of learning reform through the roles of National Teachers and Master Teachers. Teachers who are likely to change their teaching behaviour under the child – centred concept will be selected as the so – called “Spearhead Teachers.” They will attend workshops on child – centred learning, under the supervision of national teachers and master teachers. It is expected that about 30,000 teachers will have participated in the workshops by 1999. While implementing their teaching style, these spearhead teachers will also expand their methodology to their network of ten teachers. Thus, within two years, approximately 600,000 teachers will be transformed to be “Teachers of the new Millennium.” These teachers will be agents of change for learning reform in schools all over the country.

## **B. Implementation Plan for Learning Reform**

The Committee on Learning Reform has formulated an implementation plan for the reform of learning for the year 1999 – 2000 as presented below.

1. Formulation of conceptual framework and learning vision :
  - 1.1 Preparation of a draft of conceptual framework and learning vision ;
  - 1.2 Organizing a meeting for consultation with distinguished scholars, parents, children and youth; and
  - 1.3 Conducting a poll.
2. Development and promotion of Spearhead Teachers in cooperation with the MOE :
  - 2.1 Synthesizing the characteristics of Master Teachers/ National Teachers ;

- 2.2 Synthesizing the teaching methods of Master Teachers/ National Teachers ;
- 2.3 Selection of Spearhead Teachers in cooperation with the MOE ;
- 2.4 Production of teaching media concerning organization of learning process ;
- 2.5 Encouraging Spearhead Teachers, Master Teachers and National Teachers to exchange their learning ; and
- 2.6 Multiplication of Spearhead Teachers to all provinces.
3. Communications for public relations :
  - 3.1 Preparation of contents on learning process ;
  - 3.2 Dissemination of contents to various types of media ;
  - 3.3 Production of video tapes on teaching models ; and
  - 3.4 Provision of Learning Clinic on television.
4. Organization of national and regional academic symposiums.
5. Establishment of a Network of Research and Development Institutes :
  - 5.1 Organizing a meeting to clarify the framework/concepts ;
  - 5.2 Submission of proposals by institutes/organizations ; and
  - 5.3 Consideration of proposals.
6. Establishment of a Fund for Support of Learning Reform.
7. Recognition and rewarding of individuals/agencies for their success in learning reform.
8. Follow – up and evaluation.

### **11.3 Legal Measures for Educational Reform**

As stipulated in the National Education Act 1999, a number of legislations and regulations need preparation and / or amendment as follows.

- **Preparation on New Legislations**

- 1) Nine-year Compulsory Education Act
- 2) Vocational Education and Training Act
- 3) The Act on Salaries, Remuneration, Welfare and Benefits for Teachers and Educational Personnel
- 4) The Act on Salaries, Remuneration, Welfare and Benefits for Faculty Staff and Educational Personnel
- 5) The Act on Bureaucratic Practice of the Ministry of Education, Religion, and Culture.

- **Amendment of Laws**

- 1) Private School Act 1982
- 2) Private Higher Education Institution Act 1992
- 3) Teachers Act 1945
- 4) Teachers Civil Service Act 1980, Revised in 1995
- 5) University Civil Service Act 1964
- 6) Ministerial and Departmental Improvement Act 1991, in order to establish :
  - the Ministry of Education, Religion, and Culture;

- Four Offices for the National Council for Education, Religion, and Culture; the Commission for Basic Education; the Commission for Higher Education; and the Commission on Religion and Culture.

- **Preparation of Royal Decrees**

- 1) Royal Decree on Establishment of the Education Reform Office
- 2) Royal Decree on Establishment of Office of National Education Standards and Quality Assessment

- **Preparation of Ministerial regulations**

- 1) Ministerial Regulations on Education for the Disabled
- 2) Ministerial Regulations on the Rights to Provide Basic Education
- 3) Ministerial Regulations on Differentiation of Levels and Types of Basic Education
- 4) Ministerial Regulations on Differentiation of Levels or Equivalency of Non-formal or Informal Education
- 5) Ministerial Regulations on Criteria and Methods of Calculating Children's Age for Compulsory Education
- 6) Ministerial Regulations on Criteria and Conditions for Provision of Specialized Education
- 7) Ministerial Regulations on Selection of the Chairperson and Members of the Committee for Area Education, Religion, and Culture
- 8) Ministerial Regulations on Decentralization of Educational Administration and Management
- 9) Ministerial Regulations on Qualifications, Criteria, Nomination Procedure, Selection of Chairperson and Members of the Boards of Institutions at Basic Education and Lower – than – Degree Levels.
- 10) Ministerial Regulations on Boards of Private Education Institutions
- 11) Ministerial Regulations on the System of Educational Quality Assurance
- 12) Ministerial Regulations on the Fund for Promotion and Development of Teachers, Faculty Staff and Educational Personnel
- 13) Ministerial Regulations on Distribution of Budgetary Allocations and Educational Resources for Persons with Special Needs
- 14) Ministerial Regulations on the Criteria and Procedures for the Auditing, Follow – up, and Evaluation of Educational Budgetary Allocations
- 15) Ministerial Regulations on the Criteria and Procedures for Distribution of the Fund for the Production, Research and Development of Technologies for Education

- **Announcements**

- 1) Announcement on Delineation of Educational Service Areas
- 2) Announcement on the Criteria and Procedures for Assessing the Readiness of Local Administration Organizations to Provide Education.

- **Preparation of Rules**

- 1) Ministry of Finance's rules on granting permission to educational institutions not being legal entities to utilize their income and interest.

- **Preparation of By - Laws**

- 1) By – Law on Establishment of the Fund for Development of Teachers, Faculty Staff, and Educational Personnel
- 2) By – Law on Establishment of the Fund for Promotion and Development of Teachers, Faculty Staff and Educational Personnel
- 3) By – Law on Establishment of Loans for those from Low – Income Families
- 4) By – Law on Establishment of Low – Interest Loans for Private Educational Institutions
- 5) By – Law on Establishment of the State and Private Education Development Fund
- 6) By – Law on Establishment of the Technology for Education Development Fund

- **Submission of Recommendations to the Executive Committee of the Education Reform Office for Amendment of Laws**

- 1) The National Education Commission Act 1992 will be amended as the National Council for Education, Religion, and Culuture Act.
- 2) The Act on Bureaucratic Practice of the Ministry of University Affairs 1997 (Revised in 1994) will be amended as Commission for Higher Education Act
- 3) The National Culture Commission Act 1979 (Revised in 1992) will be amended as the Commission on Religion and Culture Act
- 4) The National Primary Education Commission Act 1980 (Revised in 1992) will be amended as the Commission for Basic Education Act.