

# PART

## FUTURE PERSPECTIVES OF THAI EDUCATION

### 1. Administration and Management

**I**n accord with the *1999 National Education Act*, administration and management of education in *Thailand* will be reorganized in terms of administrative structure, personnel management and financial management .It will be based on the principles in organizing the system,structure, and process of education as provided by the Act.

## 1.1 Reorganization of Administrative Structure

By 20 August 2002, the *Ministry of Education, Religion and Culture (MERC)* will be established by merging the *ONEC* under the *Prime Minister's Office*, *MOE* and *MUA*. Currently, the process of organizing the structures, organs and division of responsibilities is still in its initial stages. However, the Executive Committee of the *Education Reform Office* has so far agreed that education in *Thailand* will be administered and managed at two levels :

### 1) At National Level

The educational administration and management at the national level will be the responsibilities of *Office of the National Council for Education, Religion and Culture (ONCERC)*; *Office of the Commission for Basic Education (OCBE)*; *Office of the Commission for Higher Education (OCHE)*; *Office of the Commission on Religion and Culture (OCRC)*; *Office of the Permanent Secretary for the MERC*; and independent public organizations which are legal entities under the supervision of *MERC*. The new Ministry will be organized as presented in Figure 26 :

(a) **Secretariat of the NCERC** : *ONEC*'s original organs and responsibilities; together with those concerning policies, plans and laws of *MOE* and *MUA*, will be merged into this Secretariat which is a legal entity.

(b) **Office of the CBE** : This office will cover original organs and responsibilities of *DGE*, *ONPEC*, *DCID*, *OPEC* and *TCSC*.

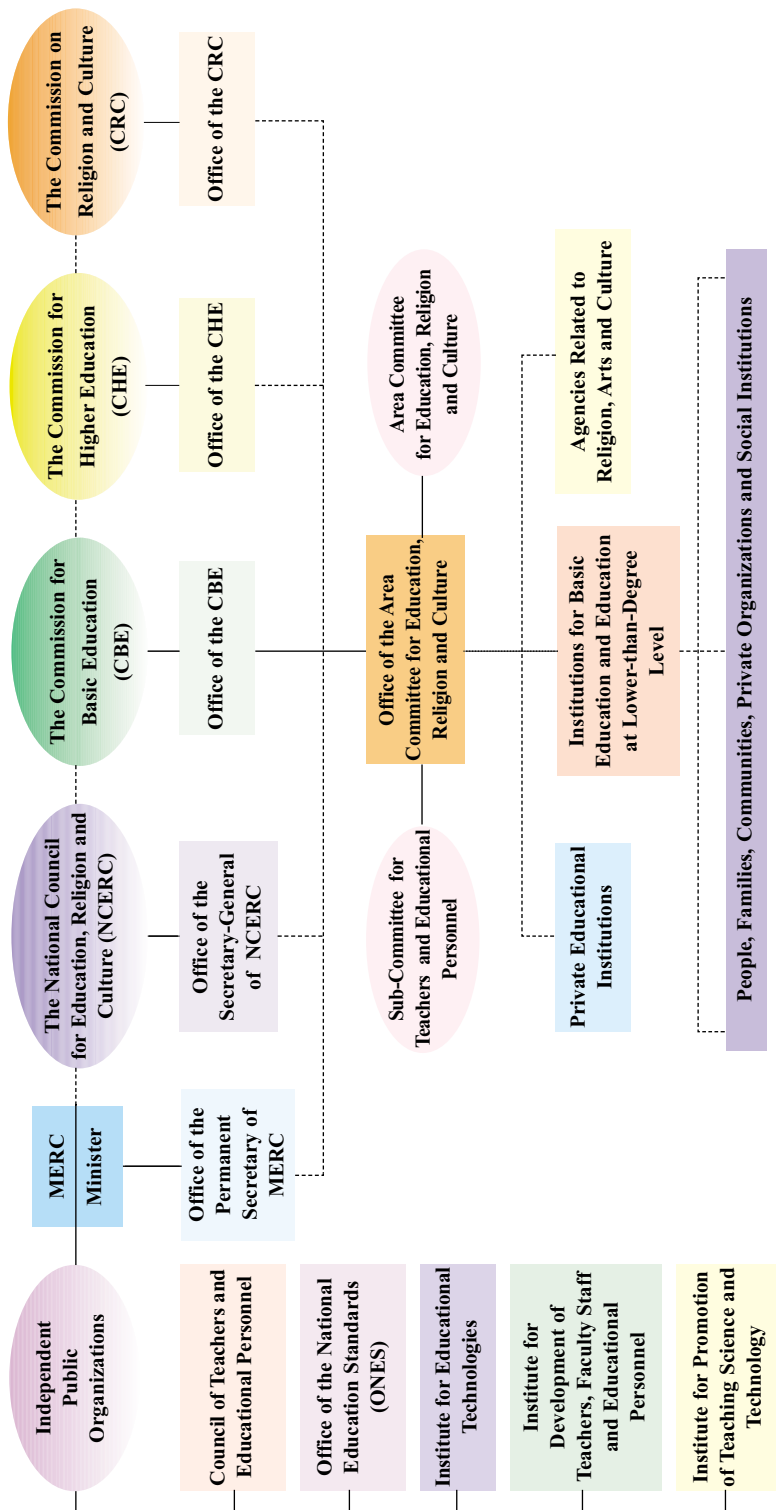
(c) **Office of the CHE** : This office will cover original organs and responsibilities of *ORIC*, *ORIT*, *ORIP* (originally under *DOVE*) and *Institute of Developmental Arts* (originally under *DFA*) and state educational institutions providing education at degree level.

(d) **Office of the CRC** : Original organs and responsibilities of the *Religious Affairs Department*; *DFA*; and *Office of the National Culture Commission*, will be merged into this office.



Supat Gricharkom, 1999 Master Teacher.

Figure 26 : Organization of the Ministry of Education, Religion and Culture (MERC)



The Secretariat of the *NCERC* and the other three offices mentioned above shall prescribe the number of their committee members as well as the qualifications, criteria, nomination procedures, selection of the chairperson and members who shall have a single term of office of three years and shall not serve for more than two consecutive terms.

(e) **Office of the Permanent Secretary for the *MERC*** :

This office shall be a central unit responsible for general administration and management. It shall oversee, monitor and coordinate the overall administration and management of related affairs within the *MERC* itself as well as between *MERC* and other agencies. The power and duties of this office will cover four types of education (vocational; physical; non-formal; and informal) which are not included in those four agencies as stated above.

(f) **Independent Public Organizations (IPOs)** which are legal entities shall be established. Meanwhile, the Executive Committee of the *Education Reform Office* has agreed upon the establishment of three IPOs as follows : (1) *Office of National Education Standards*; (2) *Institute for Educational Technologies* and (3) *Institute for the Development of Teachers and Educational Personnel*. Other IPOs are under consideration.



## 2) At Local Level

Educational administration and management at local level will be under the responsibilities of educational service areas and local administration organizations as well as private and state educational institutions.

### A. Educational Service Areas

At local level, decentralization of authority in educational administration and management as well as autonomy of private and state educational institutions will be the core of the reform process (Figure 27). The *Office of*



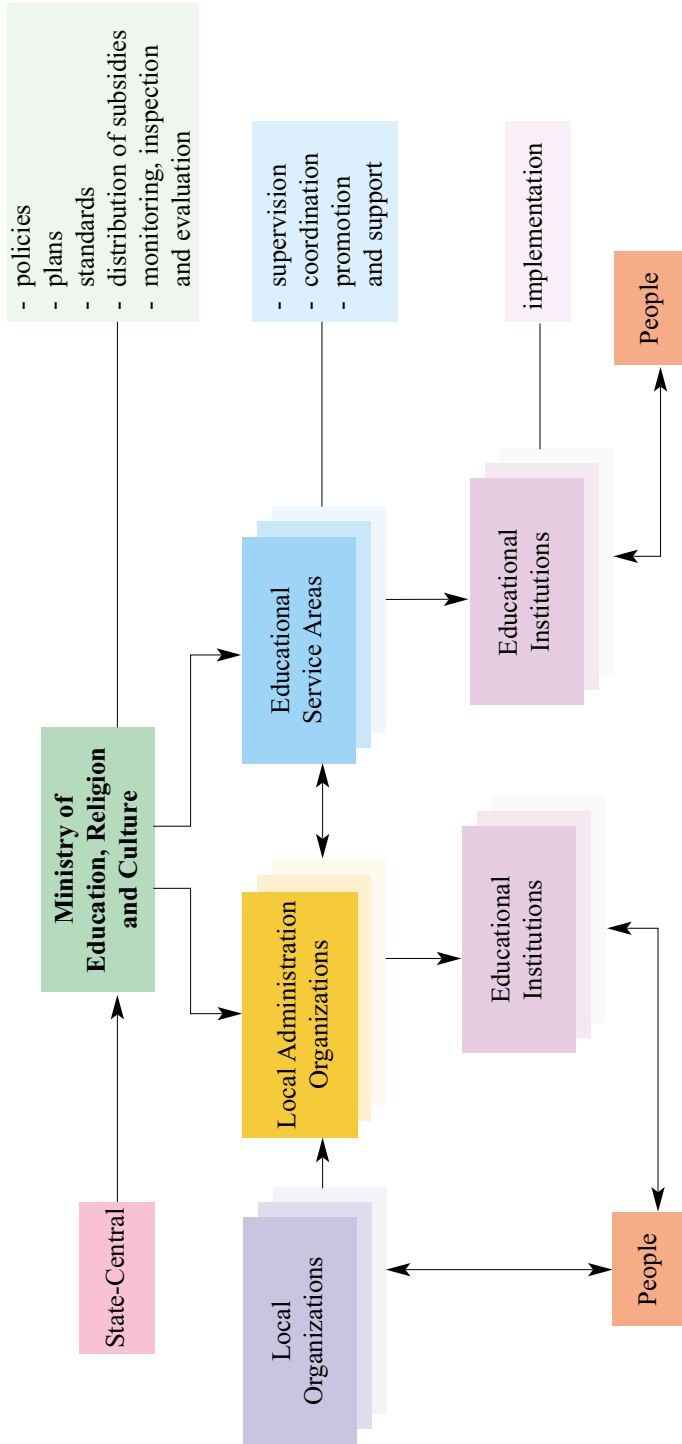
*All agencies concerned reported their progress to the public after one year of the enactment of 1999 National Education Act.*

*Area Committee for Education, Religion and Culture* will be established in each educational service area. As for other local administration organizations which have never experienced the provision of education; *MERC* will prescribe the criteria and procedures for assessing their readiness in doing so in the future.

The *Office of the Area Committee for Education, Religion and Culture* will be organized through merger of the following agencies so as to make them ready for decentralization from central organizations: *Provincial Education Superintendent's Offices*; *District Education Office*; *Provincial Primary Education Commission's Offices*; *District Primary Education Offices*; *Provincial General Education Offices*; and part of the responsibilities originally supervised by the *Provincial NFE Centres* related to non-formal and informal education.

In each educational service area, the powers and duties of the *Area Committees for Education, Religion and Culture* and their Directors, as well as those of the board members and directors of educational institutions, will be reorganized. The purpose of this reform is to create links between those educational service areas and educational institutions and prepare them for decentralization from central organizations.

**Figure 27 : Decentralization of Educational Administration and Management**





*Ampa Buisirirak ,1999 Master Teacher.*

*The responsibilities of the Offices of Area Committee for Education, Religion and Culture, after the restructuring, will be as follows : (1) to formulate plans and policies; (2) to promote standards and quality of education provided by state and private educational institutions; (3) to support the local administration organizations and concerned agencies in providing education in accord with their readiness, suitability and requirements; (4) to support education related to religion, art and culture; and (5) to support private educational institutions concerning their educational provision.*

## **B. Educational Institutions**

### **(1) Institutions at Degree Level**

All educational institutions providing education at degree level are legal entities and allowed to function with freedom. Each institution can develop its own administration and management system with flexibility and academic freedom under the supervision of the institutional council empowered by its own Act.

### **(2) Institutions at Basic Education or Lower-Than Degree Level**

To abide by the *National Education Act 1999*, the *Ministry of Education, Religion and Culture* will decentralize powers

in educational administration and management regarding academic matters, budget, personnel and general affairs administration directly to the educational institutions. Therefore, in each institution providing basic education or education lower-than-degree level, there will be a board supervising and supporting the management of the institution.

### **Responsibilities of Educational Institutions**

Following the school-based management model, the institution providing basic education or education at lower-than-degree level will have the following responsibilities:

- Formulate policy and development plan of the institution/school;
- Develop the local curriculum;
- Provide an appropriate environment and climate for teaching and learning;
- Submit budget requests and take charge of the institution's or school's expenditure;
- Supervise, follow up and evaluate school performance as well as make decisions on matters relating to promotion, development and the discipline of teachers and educational personnel;
- Mobilize resources for education; and
- Establish a quality assurance system in each institution/school and cooperate in external evaluation of educational quality as well as submit the report to the board.





### **The Institution/School Board**

#### ***Responsibilities :***

- Approve the policy, plan and budget of the institution/school;
- Promote academic matters and the development of teachers and educational personnel;
- Mobilize resources for education;
- Promote internal and external evaluation;
- Coordinate and promote relationships between the institution and external organizations;
- Provide suggestions and advice to the administrator;
- Participate in monitoring, inspection and evaluation of the administrator; and
- Promote and support the performance of the institution/school.

***Composition :*** The board will be composed of 7-15 members who are representatives of parents, teachers, community organizations, local administration organizations, alumni, and scholars.

## 1.2 Educational Personnel Management

According to the *National Education Act 1999*, the *Office of Education Reform* has proposed a system for administering personnel affairs of teachers, faculty staff and educational personnel. The new system is based on the principle of decentralization, taking into consideration the issues of standards, efficiency, and participation of teachers and educational personnel.

### ● Classification of Educational Personnel

1) **Teaching Staff** include in-service teachers who are required to have professional licenses.

2) **Administrative Staff** include educational institution administrators and educational administrators in local education areas. These administrators are required to have professional licenses.

3) **Educational Support Staff** include those providing direct support to teaching and learning e.g. educational supervisors; those who prepare and develop educational media; those responsible for the inspection, monitoring and evaluation of educational institution, including registration and report. Professional licenses are required for some of these staff.

4) **Other Educational Support Staff** refers to those who are not directly involved in the teaching and learning processes e.g. nurses, general administrative staff and accounting staff. These

personnel are not required to have professional licenses.

### ● Structure of Personnel Management for Basic Education

#### 1) At National Level

Apart from the *Institute for the Development of Teachers and Educational Personnel* and the *Council of Teachers and Educational Personnel* proposed to be established at the



national level, there will be a central organization responsible for the management of educational personnel for basic education, the *Commission for Teachers and Educational Personnel (CTEP)*.

## 2) At Local Level

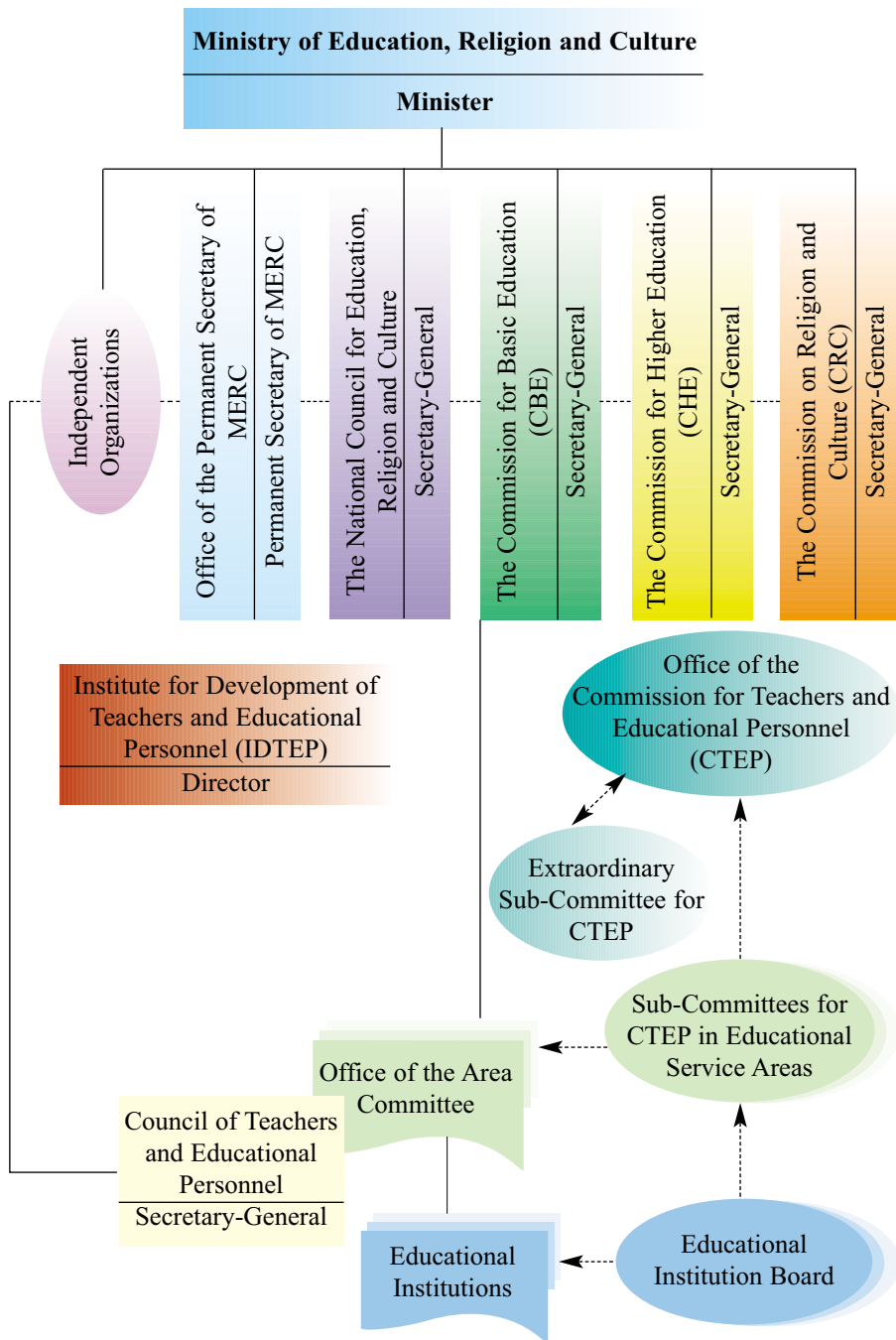
Under the *Office of the Area Committee for Education, Religion and Culture*, there will be an organization responsible for overseeing personnel management for teachers and educational personnel in the educational service area called the *Area Committee for Teachers and Educational Personnel (ACTEP)*.

Personnel management in an educational institution is the responsibility of the educational institution committee or school board and administrator of each institution. The personnel administration of other agencies under the supervision of education service areas is under the responsibility of the administrator of each organization.



*Teacher students in Rajabhat Institute of Nakorn Rachasima*

**Figure 28 Structure of Personnel Management for Basic Education**



## 1.3 Financial Management

### 1) Demand - Side Finance of Education

To achieve the objectives set out in the *National Education Act 1999*, there will be major changes in the allocation of educational resources. Education in *Thailand* is currently financed through the “supply-side”, that is, the government is the provider of education. The reform initiatives have proposed financing of education through the “demand-side”, i.e., those demanding educational services, parents and students. Accordingly, the government subsidies will be provided to learners instead of educational institutions.

### 2) Responsibilities of the Government

#### A. Allocation of Resources for Basic Education

- Distribution of budgetary allocations for capital costs of public educational institutions will be based on the proposed programmes/projects, taking into consideration the needs of each institution.

- Distribution of budgetary allocations for operating costs will be based on per head expenditure, excluding salaries for public educational institutions, and including salaries for private educational institutions.

#### B. Allocation of Resources for Higher Education

- Provision of matching grant for capital costs of public higher education institutions will be based on a long-term development plan which is in line with the Higher Education Development Plan.

- Distribution of budgetary allocations for operating costs of public institutions will be based on the Relative Funding Model.



### 3) Participation of Learners and Families

- **Basic Education Finance** : The Government will provide 12 years of quality education, and free of charge. However, learners or families will take responsibility for other expenses related to education such as personal expenses or other supplementary educational services. Learners from lower income families will be supported by the Government based on the poverty line.

- **Higher Education Finance** : Learners should be responsible for their educational expenses in response to the high rate of private returns to higher education. A programme of phased increases in tuition fees will be introduced as a mechanism for cost recovery. Scholarships and loans will be provided to learners who require financial aid in both public and private institutions.

### 4) Contributions from the Private Sector and Society

- Financial institutions will be encouraged to provide low-interest loans to private institutions.

- Financial support for education will be sought from public and private organizations both in *Thailand* and other countries.

- With additional tax exemption measures, all sectors of the society will be encouraged to be educational providers or participate in the provision of education.

- Levy of inheritance tax will be proposed so that its income can be earmarked for educational provision.

- Endowment fund will be established in each educational institution; and donations to the fund can be included in calculation of tax rebates.





### 5) Management , monitoring, auditing and evaluation in utilization of budget

- **Budget Management** As a financial entity, each basic education institution will specify its own financial requirements for submission through the educational service area to the *Basic Education Commission*. The *Budget Bureau* will distribute the budget directly to the educational service area for schools to manage by themselves.

At higher education level, request for government subsidies will be submitted to the *Higher Education Commission*. The budget will be allocated directly to each institution.

- **Accounting System** Each educational institution is required to establish its own accounting system on an accrual basis in order to show its actual performance and financial status.

- **Auditing** The internal auditing will be introduced in terms of financial audit, operation audit, and performance audit by internal inspectors and the inspection committee of each institution. External auditing will be under the responsibility of the *Office of the Auditor-General of Thailand* and licensed auditors.

## 2. New Culture of Learning

As learning reform can be implemented without required regulations, and the improvement of learning process is considered to be extremely important, various efforts have been initiated and carried out in parallel with the drafting of the *National Education Act* in order to move towards the new culture of learning.

### 2.1 Learners as the Centre of Learning

According to Section 22 of the *National Education Act 1999*, all learners are capable of learning and self - development and are regarded as being most important. To ensure desirable characteristics of future learners, child - centred learning has been promoted by all agencies concerned. Both teachers and learners are currently encouraged to change their roles. Teachers must change themselves from “tellers” to “facilitators”, while learners are encouraged to learn by themselves with the help of teachers.

- **Change Agents for the Learning Reform**

The most significant agents of teaching and learning reform are teachers. Therefore, *ONEC* initiated the National Teacher and Master Teacher Awards in 1998 in order to recognize and reward outstanding teachers and set them as models for other teachers in terms of teaching- learning reform.

The *MOE* has currently accepted the idea of learning reform through national teachers and master teachers. Any teacher who is likely to change his teaching



*Master teachers and their networks of teachers*

behaviour according to the child - centred concept will be selected as Spearhead Teacher. This type of teacher will attend workshops on child-centred learning, under the supervision of national teachers and master teachers. These teachers will create increasing agents of change for learning reform through their networks of teachers.

### ● **Research and Development on Learning Process**

Research and development projects on teaching - learning processes are essential for the success of learning reform. Teaching staff in all faculties of education and educational institutions as well as personnel in other public and private organizations will be encouraged to conduct R&D projects with financial support from the *Thailand Research Fund*.

The objectives of the R&D projects are to develop basic education institutions through participation of all parties concerned, focusing on the learning process reform of the whole school. The expected outcomes of the R&D projects are as follows:

- Changes in paradigm and learning process,
- Development of learners in line with standards set,
- Body of knowledge on research and development,
- Development of research skills and utilization of research as an instrument in work development and building the body of knowledge,
- Community participation in learning process,
- Networking of cooperation for development.





### ● **Leading Schools for Learning Reform**

In order to promote and support schools or basic education institutions that are in the process of teaching and learning reform or want to initiate the reform of learning, *ONEC* has launched a project to select 1,000 schools to be leading schools for learning reform. These schools will be

provided with documents on educational reform and learning reform, support for personnel development, and a part of financial support for reform of learning. They are required to improve the quality of education to conduct research and development on teaching and learning in their schools, and finally, create networks by providing knowledge and experience to other schools. This project is expected to effectively encourage more schools to participate in the reform of learning in line with the *1999 National Education Act*.

## **2.2 The Reformed Curriculum for Basic Education**

To achieve the objectives of learning reform, the curricula at all levels of education will be diversified and commensurate with each level. Both academic and professional substance will aim at human development with a desirable balance regarding knowledge, critical thinking, capability, virtue and social responsibility. As a result, the existing curricula for basic education have been developed and redesigned by *MOE* to ensure effective reform of learning.

### **A. Curriculum Framework for Basic Education**

The new Curriculum Framework for Basic Education has been developed based on the comments of all educational personnel,

both public and private. The framework consists of concepts and principles, curriculum structure, objectives, basic education standards, standards of groups of learning contents, assessment of learning contents, organization of learning, as well as monitoring, inspection, evaluation and report.

Standards of subject groups and their indicators have been drafted in line with four key stages of basic education : 1) primary education Grades 1-3, 2) primary education Grades 4-6, 3) secondary education Grades 7-9, and 4) secondary education Grades 10-12. The subjects are classified into 8 groups : 1) Health Education and Physical Education; 2) Art, Music and Dramatic Arts; 3) Mathematics; 4) Thai Language; 5) Social Studies 6) Science and Technology; 7) Foreign Languages; and 8) Career and Work Education.

The prescribed standards and indicators have been used for development of the national core curriculum which will provide the guidelines for all schools to prepare their learning contents in detail relevant to local conditions and wisdom.

The Curriculum Framework for Basic Education has been prescribed in line with Section 27 of the *National Education Act 1999*, with 3 components :

1) The curricular framework specifying its objectives, standards, as well as assessment and evaluation methods of teaching and learning.

2) The framework for the national core curriculum to be organized consistently through 4 key stages.

3) The framework for local curriculum providing schools with guidelines for adaptation of learning contents appropriate to their localities.





## **B. Preparation of National Core Curriculum**

Concepts and guidelines for curriculum management including strategies for the introduction of the new curriculum have been developed as follows:

1) Key structures of the core curriculum have been developed comprising 8 subject groups.

2) Four strategies have been set out for effective implementation of the new curriculum:

- A strategy for curriculum development includes a trial of curriculum management; research studies on the curriculum implementation process; improvement and development of curriculum implementation; curricular personnel development; and introduction of the new curriculum.

- A strategy for curriculum management includes public relations; guidance; academic networking system; supervision; monitoring, inspection and evaluation.

- A strategy for organization of learning experiences includes learning resources; professional associations, classroom research, development of learning media, and promotion of Master Teachers.

- A strategy for assessment of educational quality which sets out that all educational institutions are required to establish their own quality assurance system, with inspection and review as well as

the intervention of agencies concerned in their educational areas. Each educational institution must request evaluation of its quality, both internal and external.

### **C. Implementation Plan for the Reformed Curriculum**

The new curriculum for basic education will be introduced in the academic year 2002. It will start with the first year of each key stage and the second and the third for the following years as follows:

Academic Year 2002 : Grades 1, 4, 7 and 10.

Academic Year 2003 : Grades 2, 5, 8 and 11.

Academic Year 2004 : Grades 3, 6, 9 and 12.

## **2.3 A System of Educational Quality Assurance**

To ensure improvement of educational quality and standards at all levels, a system of educational quality assurance has been initiated, with both internal and external evaluation.

### **1) Internal Evaluation**

As internal quality assurance must be regarded as part of educational administration, educational institutions and agencies have been encouraged to conduct internal evaluation to improve the quality of education. So far, research and development on internal evaluation has been undertaken in 30 schools by *ONEC* for the preparation of guidebooks and internal evaluation models. *ONEC* has also conducted research on the status of internal evaluation in educational institutions so as to promote internal evaluation and prepare all schools for external evaluation.





*Sumalee Suntravirat, 1999 Master Teacher*

## **2) External Evaluation**

The *National Education Act 1999* requires that each educational institution will receive external quality evaluation at least once every five years and the evaluation results will be submitted to the relevant agencies and made available to the general public. The first round of external evaluation of all educational institutions will be completed by 20 August 2005.

The *Office of the National Education Standards* has been established as an independent public organization since 4 November 2000. The major role of the Office is to promote and set educational standards as well as to organize a system for quality assurance, evaluation and monitoring the educational standards of both public and private institutions. It will design a system of external and internal evaluation and prepare and implement a major reform of educational testing and measurement.

*In order to achieve these reform objectives, understanding and support of all parties concerned and the general public are most essential. Consequently, measures and strategies to mobilize public participation should be urgently introduced to move forward the reform of education for the new century.*