Association of Institutional Research and Higher Education Development

Annual Institutional Research Conference 2012

Thailand K-12 Education System

Progress and Failure

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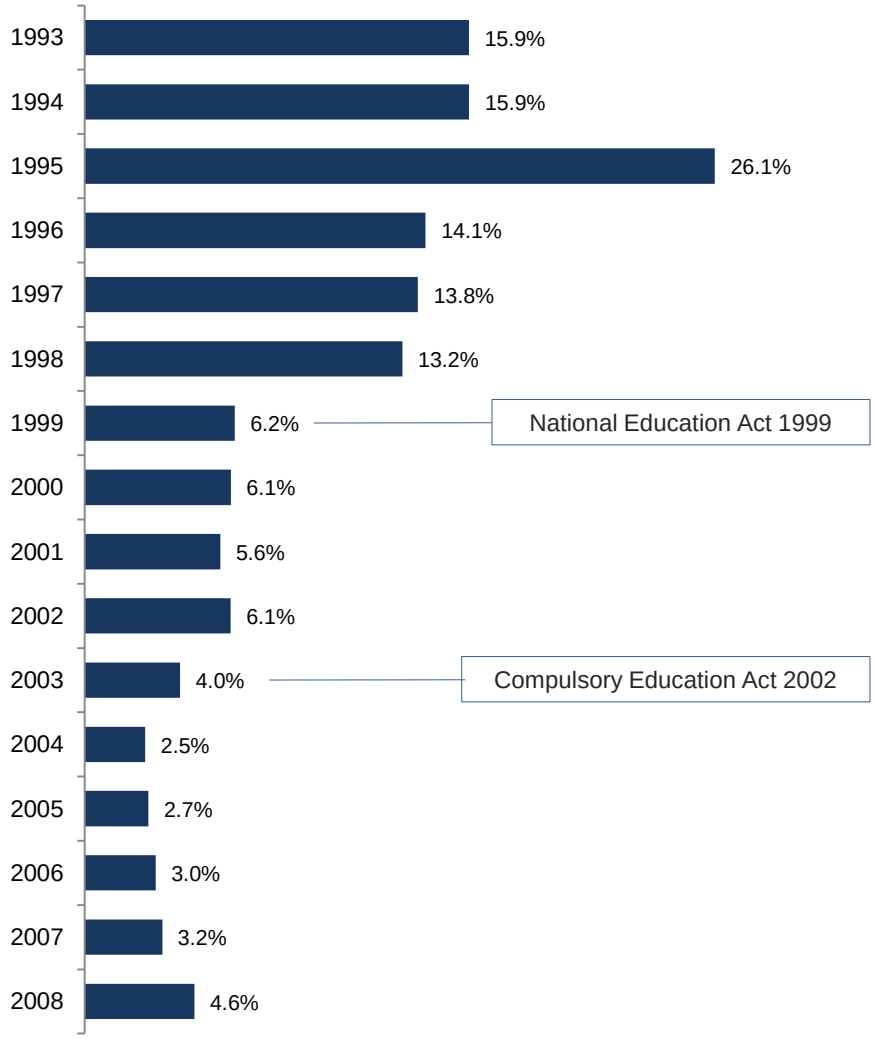
15 December 2012

Based on the Report prepared for **Education Knowledge Group, Pico Thailand CSV Institute**, *May 2012.*

OUTLINE

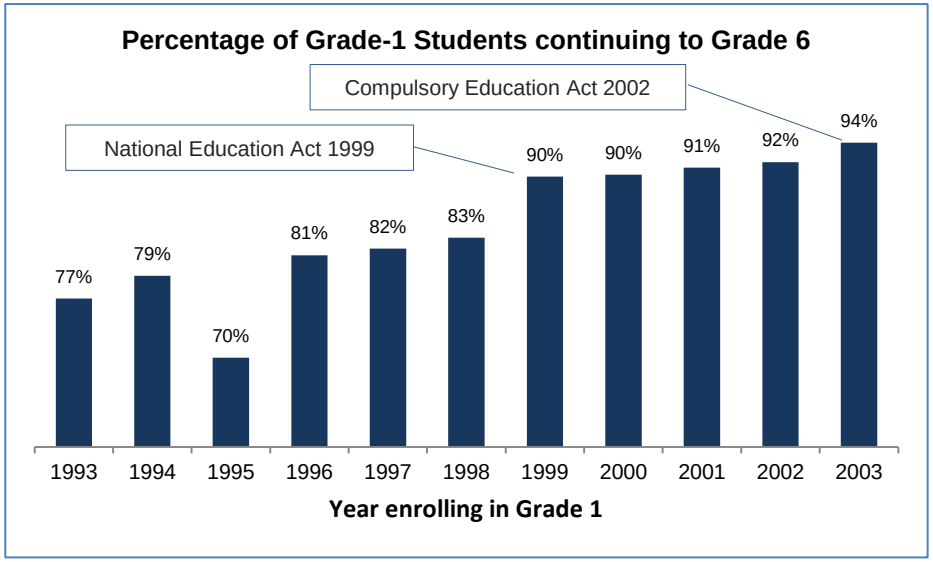
1. Our Education Attainments & Performances
2. Current Education System Perspectives
3. What happened and Why?
4. Understanding Education System

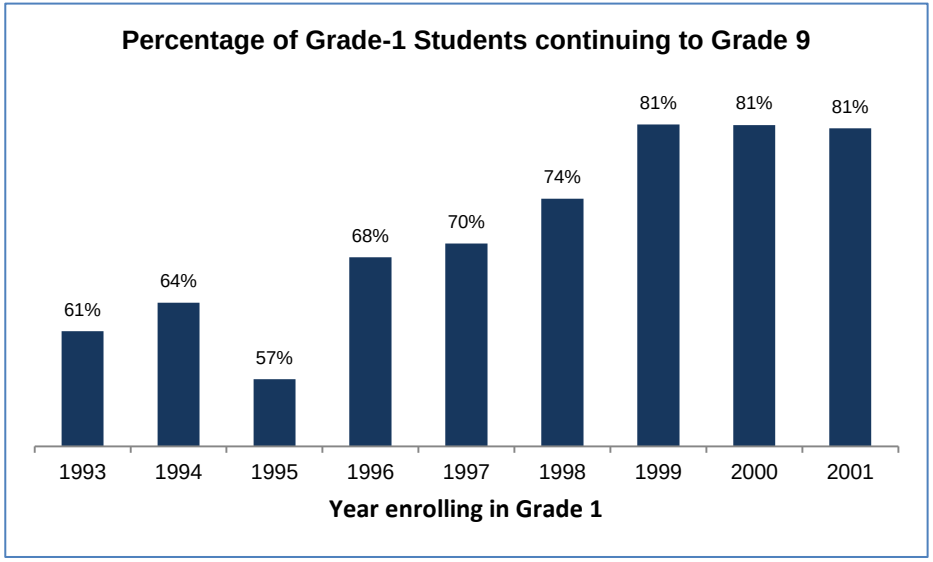
Grade-1 student attrition rates have dropped significantly over the past twenty years.



- The drop out rate has improved from the level of **16% in 1993 to 6% in 1999** after the promulgation of **National Education Act 1999 (2542).**
- This has **significantly dropped further from 2003** onwards to range of 2.5 – 4.6% that has been interpreted as due to **Compulsory Education Act 2002 (2545).**
- This trend may come from both the effect of conformance to legislations and also to improvement in access to education services and free education policy.

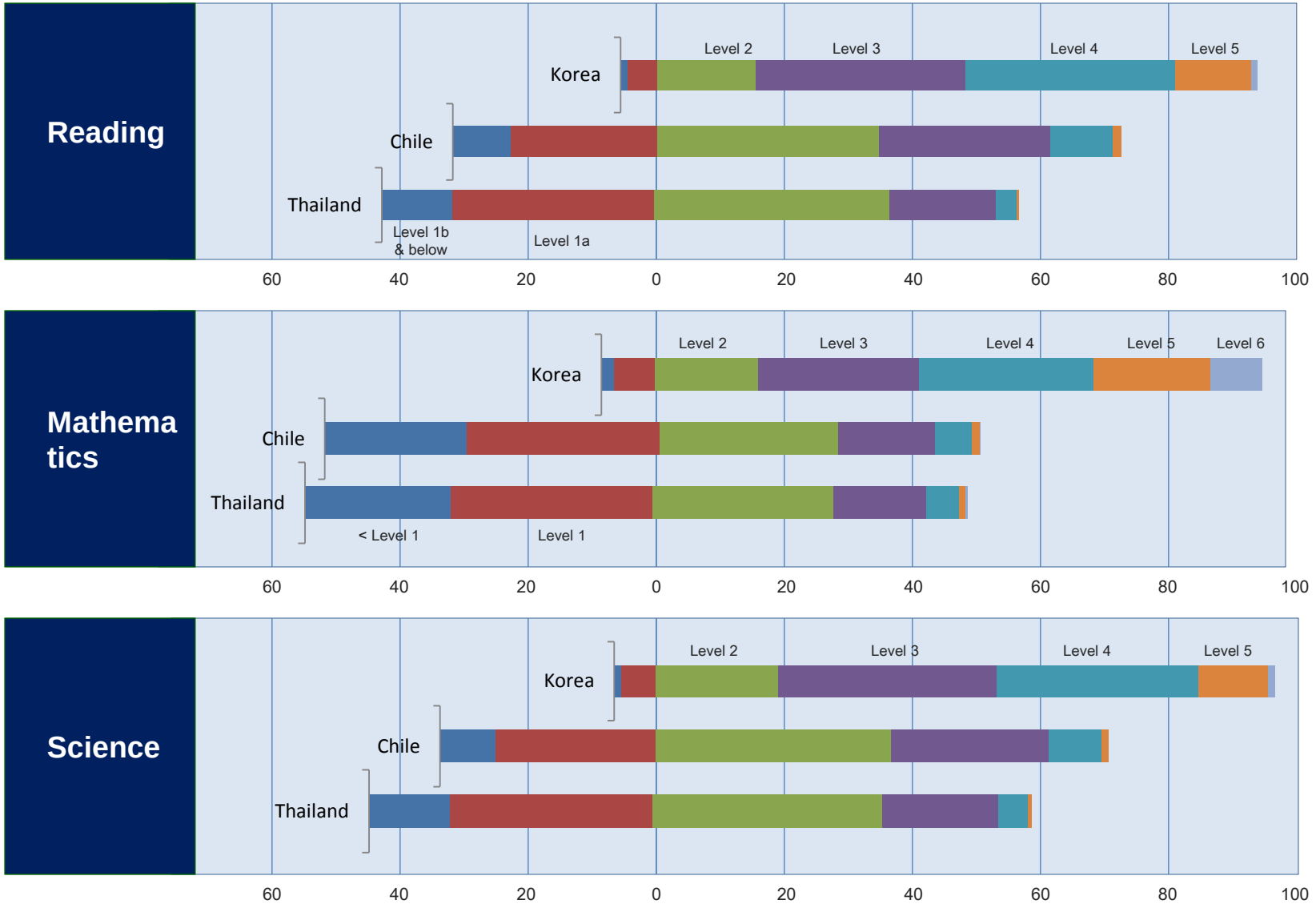
Student retention rates over their K-12 education have improved over the past twenty years.





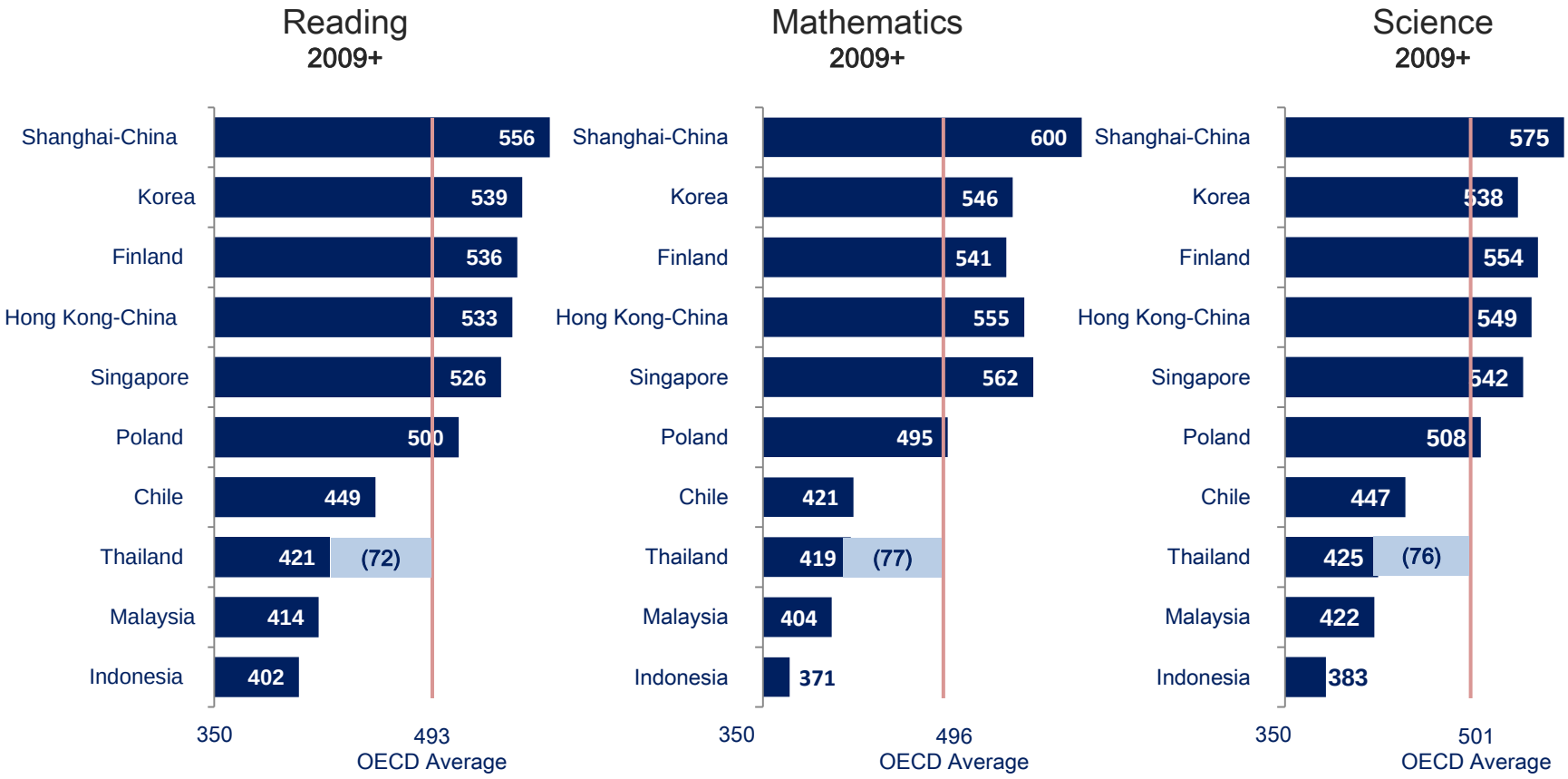
- A large improvement of 17% in student retention rate of 2003 grade-1 cohort (94%) as compared to 1993 grade-1 cohort (77%) in continuing their education to grade 6.
- Similarly the improvement of 20% in student retention rate of 2001 grade-1 cohort (81%) as compared to 1993 grade-1 cohort (61%) in continuing their education to grade 9.
- There is an outlier for 1995 grade-1 cohort.

However, distributions of PISA scores (2009) indicate large percentages of Thai students with low performance in all three subjects (level 1 and below).



Sources: OECD (2009, V5), this study analysis

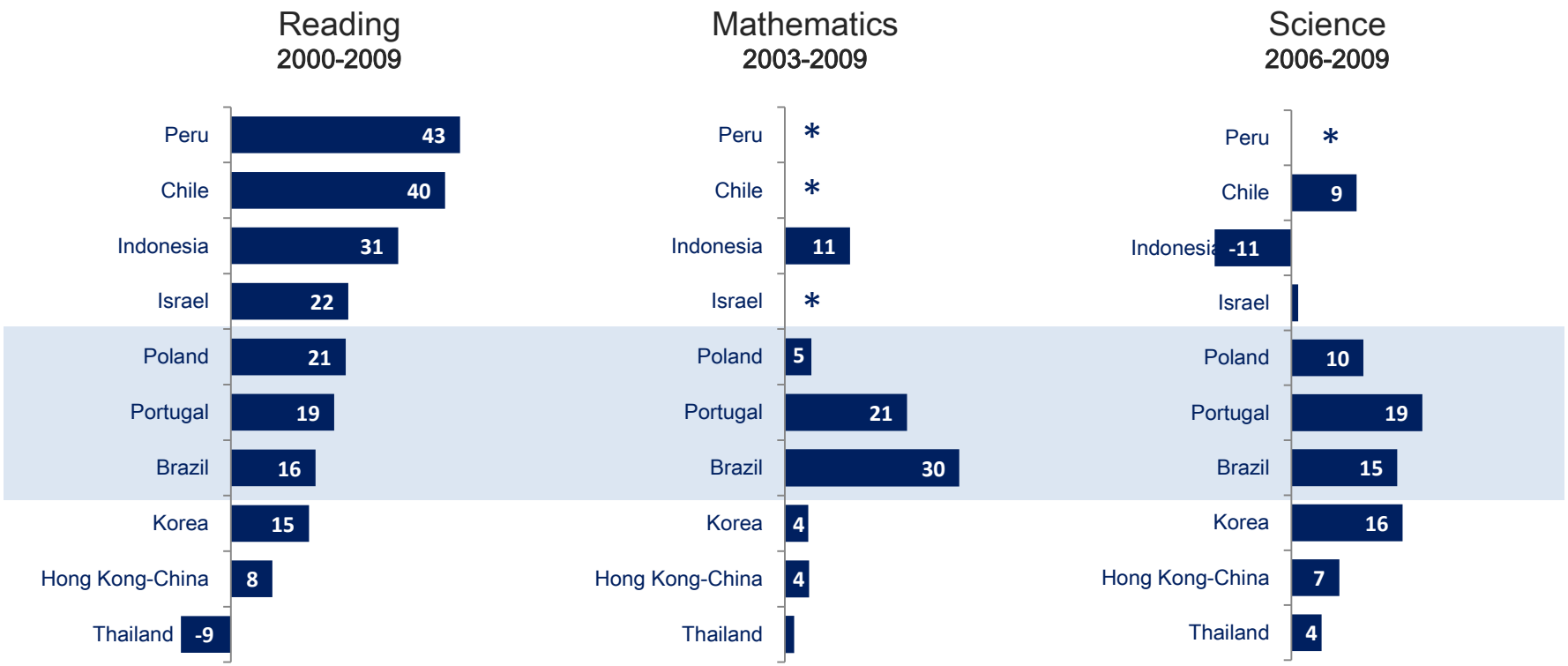
2009 PISA results show consistently poor mean scores in Thai student performance with significant gaps below OECD averages.



- Additional 10 countries/economies were tested in 2010 under the same framework as 2009 PISA Testing.
- Shanghai-China (population 20 million, 2010) tops in all three subject areas.
- Chile which was far behind Thailand in 2000 has overtaken Thailand by significant score differences both in reading and science; both Malaysia and Indonesia are catching up fast.

Sources: OECD (2009, V5), OECD (2010), this study analysis

Furthermore, 2009 PISA results show no improvement in Thailand reading performance over 2000, while many countries have leaped forward. Results for Mathematics and Science show no *significant* improvements.

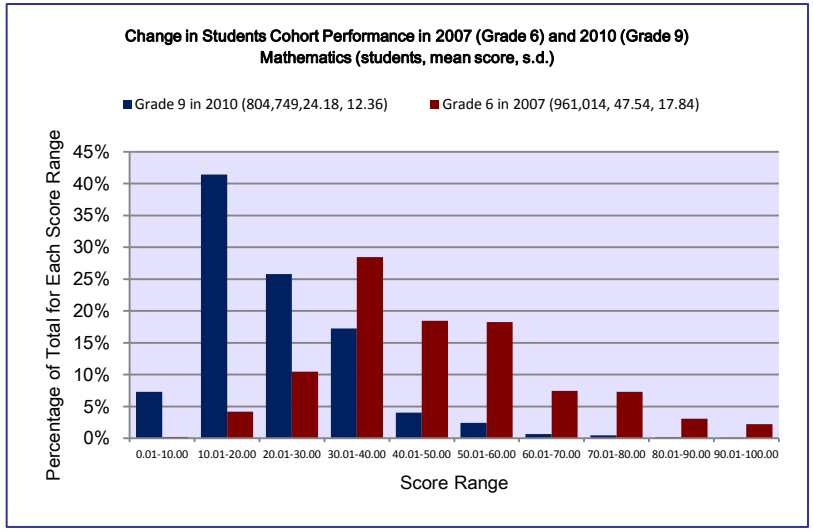


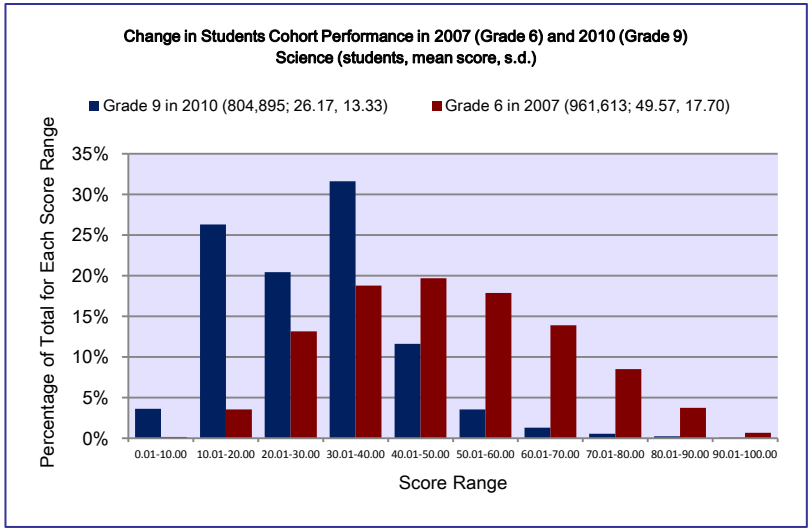
- Korea and Hong-Kong China (among top performers) keep on improving in all three subject areas.
- Peru, Chile, Indonesia (low performers in Reading in 2000) have made quantum improvements.
- Portugal and Brazil have made significant large improvements in all three subjects.
- **Thailand changes are almost static or slightly decline.**

* Not available

Sources: OECD (2009, V5), this study analysis

On national tests, declining students performance in O-NET tests, as they progress from grade 6 to grade 9 is a telling results of our education provision and management.





Sources: NIETS, this study analysis

- **The results for mathematics and science are as worrying as that of English.**
- One contributing factor could be **the impact of extended schools**, after the promulgation of Compulsory Education Act 2002, where many problems occur in the provision of lower secondary education in schools which previously were confined to primary education provision.
- **Results for Grade 12 do not fare much better**.
- Test scores for both PISA and O-NET show **significant differences between schools.**
- **A Failure of Thailand K-12 Education System?**

OUTLINE

1. Our Education Attainments & Performances
2. Current Education System Perspectives
3. What happened and Why?
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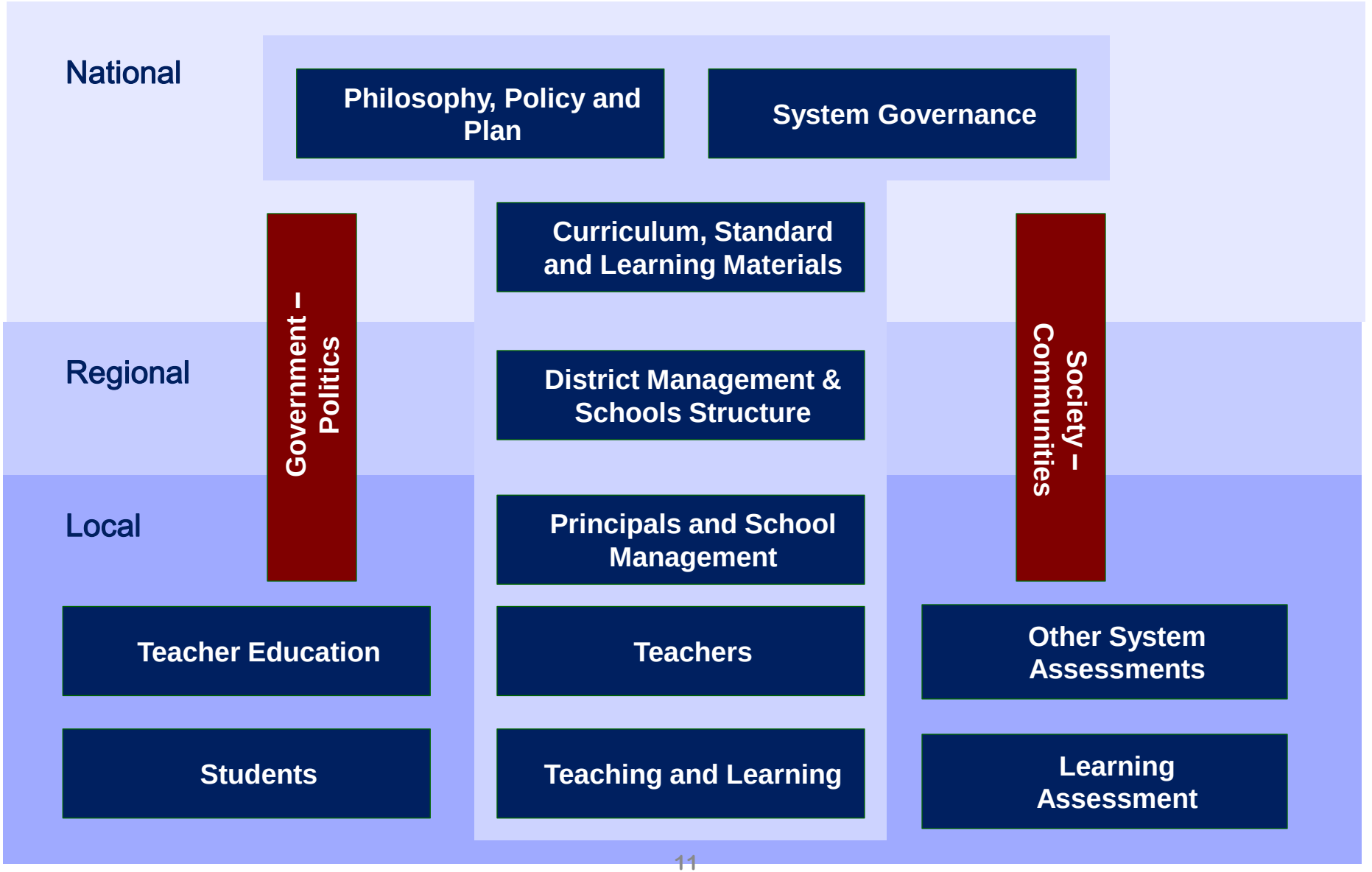
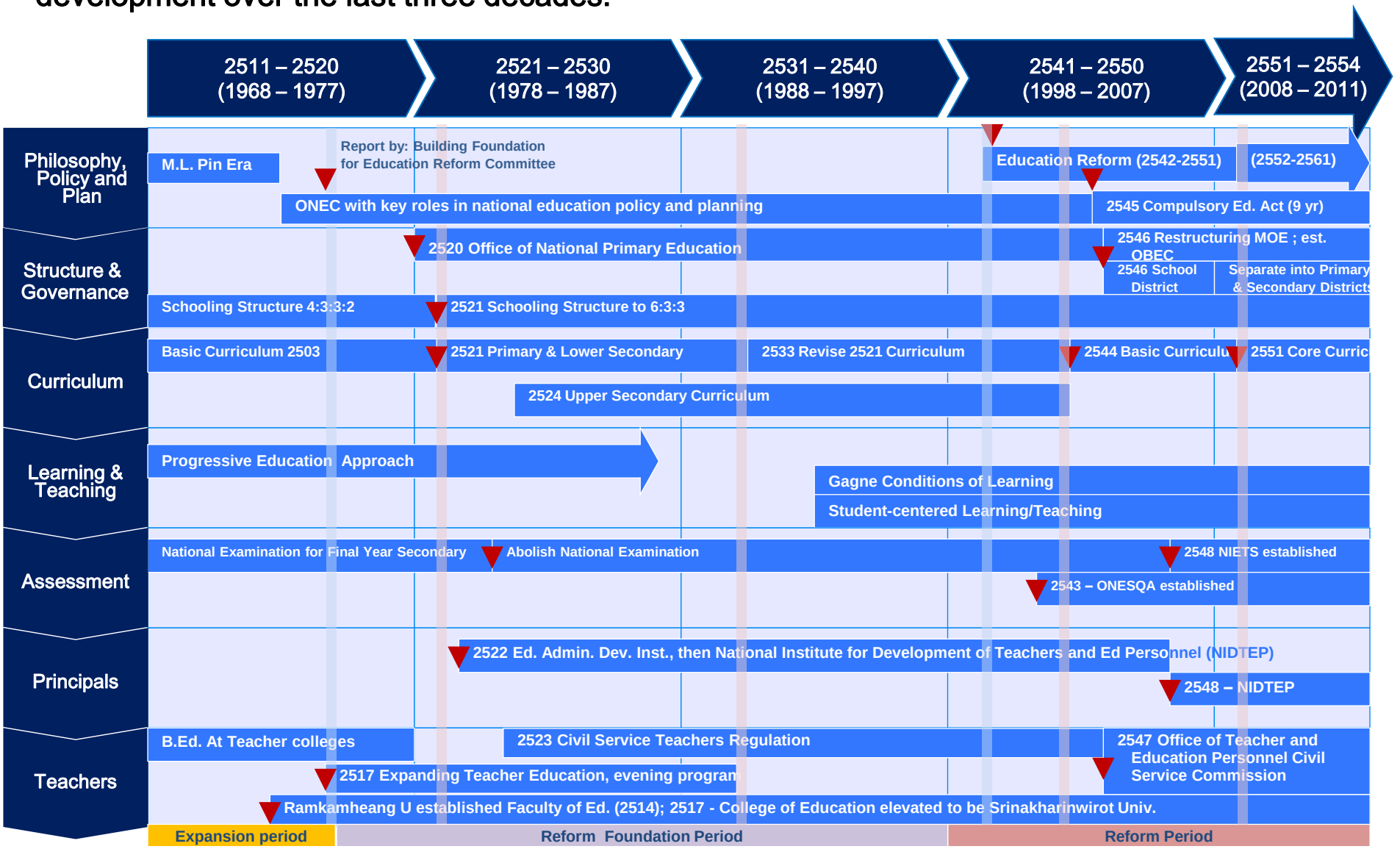
Systems Perspective of Our Education System – a whole system approach with complexity science lens.

Education System	An Education System consists of **interconnected and interdependence elements** that operate together for a common **purpose** - a **complex social system.**
Functions, connectivity and process of the system	Each element has unique **function** and characteristics (**capacity, capability, time to response**) and in their **relations** with other elements through **processes** according to their positions in the **structure** of the system.
Interaction with surrounding/outside of the system	System **interacts with the environment**, it contributes to and is constraint and enhanced by the environment.
Systems understanding and approach	Through deep **insight** into system behavior as a whole, **effective approach** can be found to guide development to desired system outcomes.

Our K-12 Education System Framework – a framework for understanding dynamic interrelations of education elements that affect outcomes – through qualitative reasoning supported by quantitative evidences – a whole system approach.



An overview of historical development. Our Education System has undergone uneven development over the last three decades.



Sources: Building Foundation for Education Reform Committee Report (2517), National Education Plans, National Education Acts, OEC, and Pholpoke, among others, this study analysis

Report of “Building Foundation for Education Reform Committee” (2517) is the key document foundation for subsequent development and reforms.

	KEY REFORM STUDY RECOMMENDATIONS WITH HIGH IMPACTS
EQUALITY	• **Child’s right in receiving quality compulsory education.** • Opportunities and freedom to equally receive non-compulsory education and support for disadvantaged groups.
SCHOOLING STRUCTURE	• **Change from 4:3:3:2 into 6:3:3 Schooling; Unity in Policy and Diversity in Operation.** • Vocational subjects are to be arranged in K-12 curriculum particularly for secondary education; specific (vocational) institute established in higher education or part of universities as appropriate.
EDUCATION SYSTEM MANAGEMENT	• **Ministry of Education has sole responsibility** for education, **restructuring Ministry of Education.** • **Decentralization of education provision and management** to local administration. • **Establishment of Office of Education District and Committees** for local education Mgt.
CURRICULUM, LEARNING & ASSESSMENT	• **Central government is to set guideline, structure and core contents; local (government/ schools) has the freedom to develop detail contents and learning materials.** • **Provision of education to individual needs.** • **Abolish national examination.**
TEACHERS	• Professional Council to be established; Quality teacher education and development; Incentives for disadvantaged areas. • Abolish evening teacher education program; expand rural teacher training; develop education personnel.
HIGHER EDUCATION	• Ministry of University Affairs is to be under Ministry of Education. • Colleges are to merge into Community Colleges providing teaching and academic services to communities.

Source: Building Foundation for Education Reform Committee Report 2517, MOE (2507)

OUTLINE

1	Our Education Attainments & Performances
2	Current Education System Perspectives - Governance
3	What happened and Why?
4	Understanding Education System

Our Education Philosophy, Policy and Plan are not coherent and have subsequent impacts on education development.

Conception

- **Quality education for all**; **equal opportunity** in education and that **every child can learn form a foundation in education provision.**
- Education Philosophy and Principles have in general laid a foundation for aims and objectives of education provision with National Education Plan set the framework for education development for 15 years to be executed by 5-year National Education Development Plans.

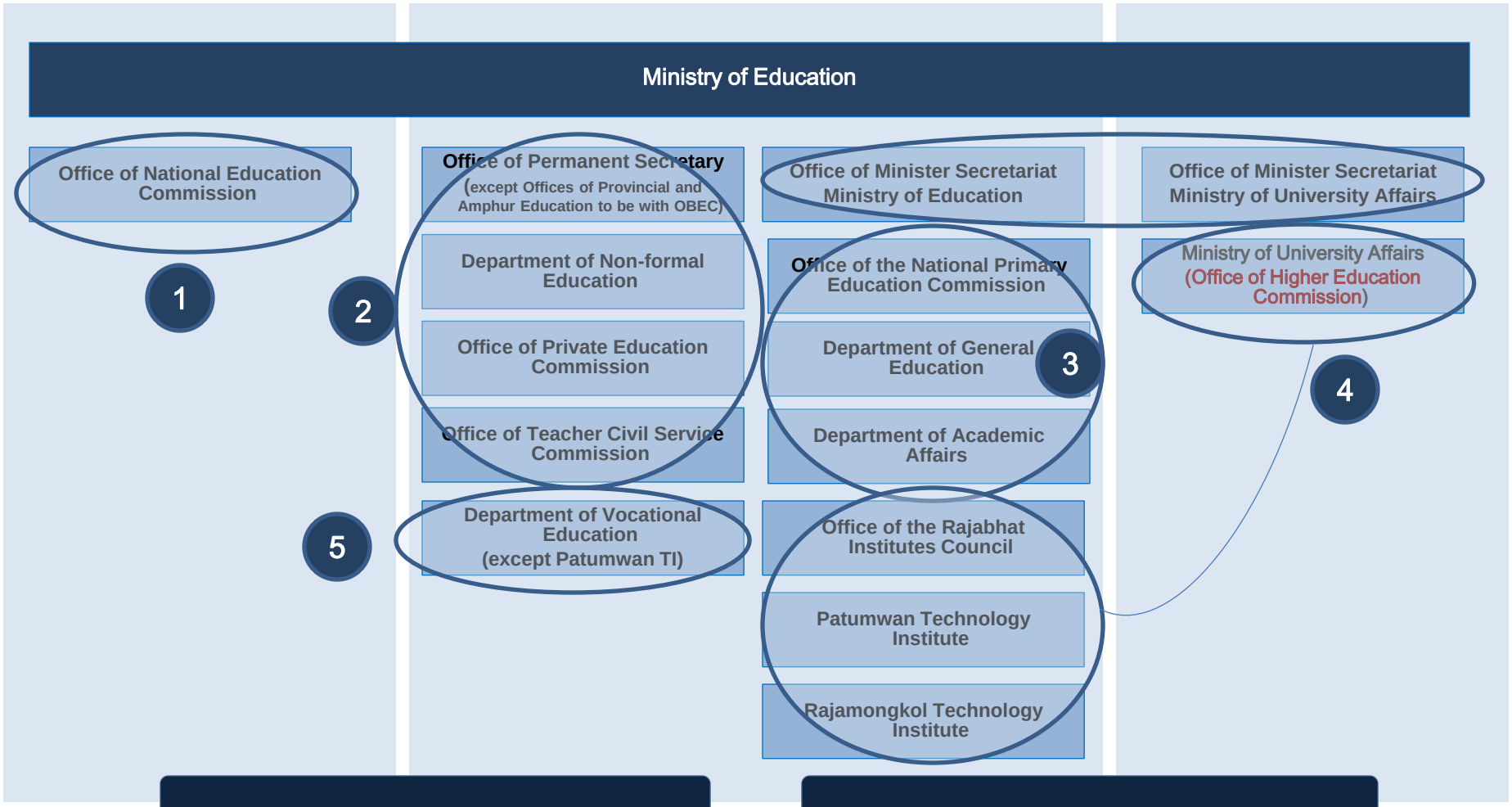
Planning & Policies

- National Education Plans have at times been **labeled as "Strategic Plans"**, but strategies are mostly ineffective. **Deep analyses, background and position papers are not the norm. Planning process of participation has not been effective** in spite of large number of stakeholders involved**. Policies do not always follow plan.**
- Policy interventions are often **ad hoc with frequent changes. Little policy research and policy evaluation is rare**. **Disconnected between policies and situation on the ground .**

Execution

- Execution has been another weak point in education development. **It is not clear who is directing, monitoring and evaluating the Plan**.
- **Communications have always been weak.** Key stakeholders are not familiar with the plan and do **not deeply understand and commit to these high level framework.**
- There are **no unity in commitment, co-ordination and collaboration**.

Restructuring to achieve unity in education policy – resulting in five Offices of equal level in the Ministry – ideal for collaborative culture with collective leadership.

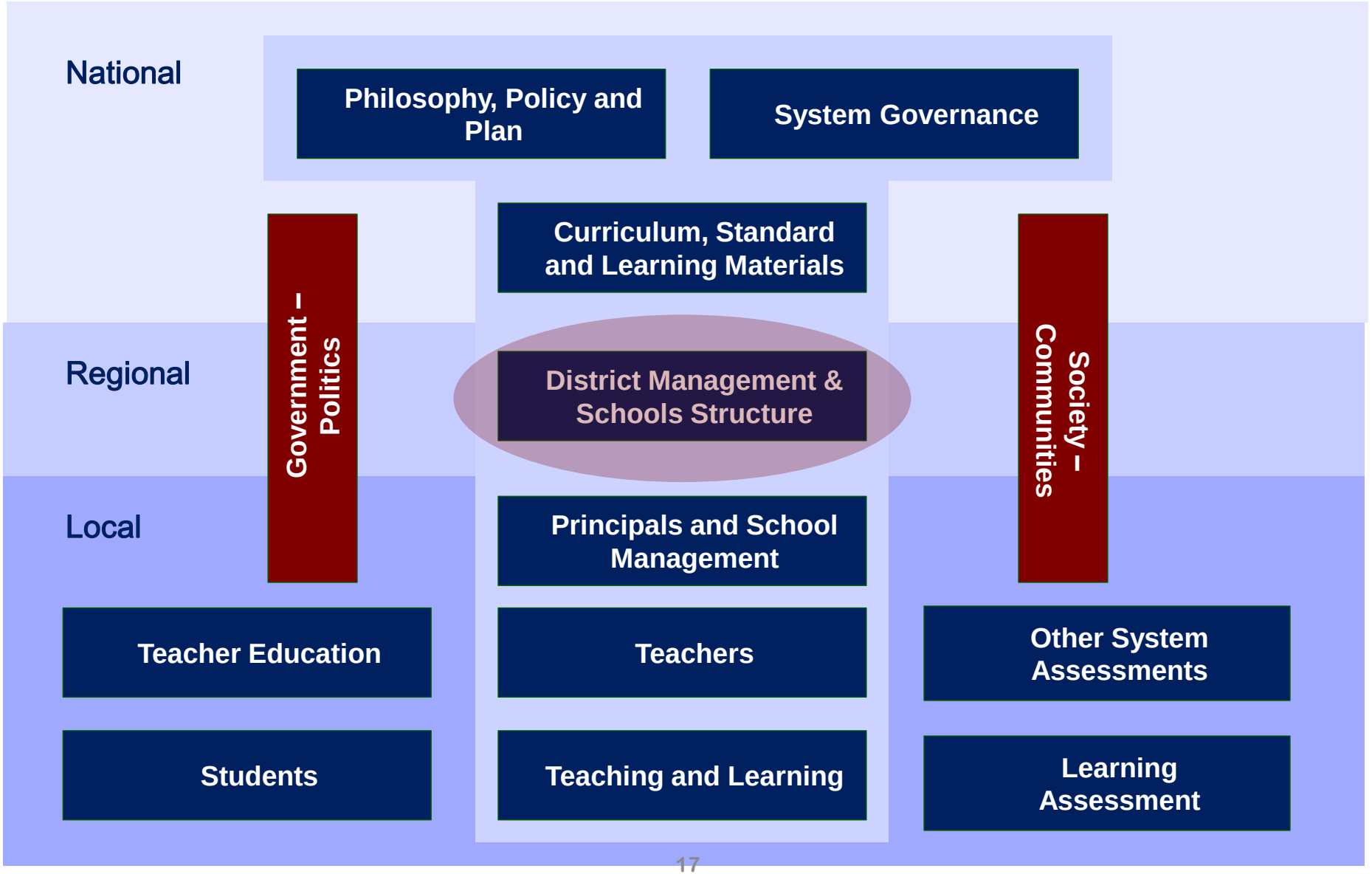


1. Office of Education Council
2. Office of Permanent Secretary
3. Office of Basic Education

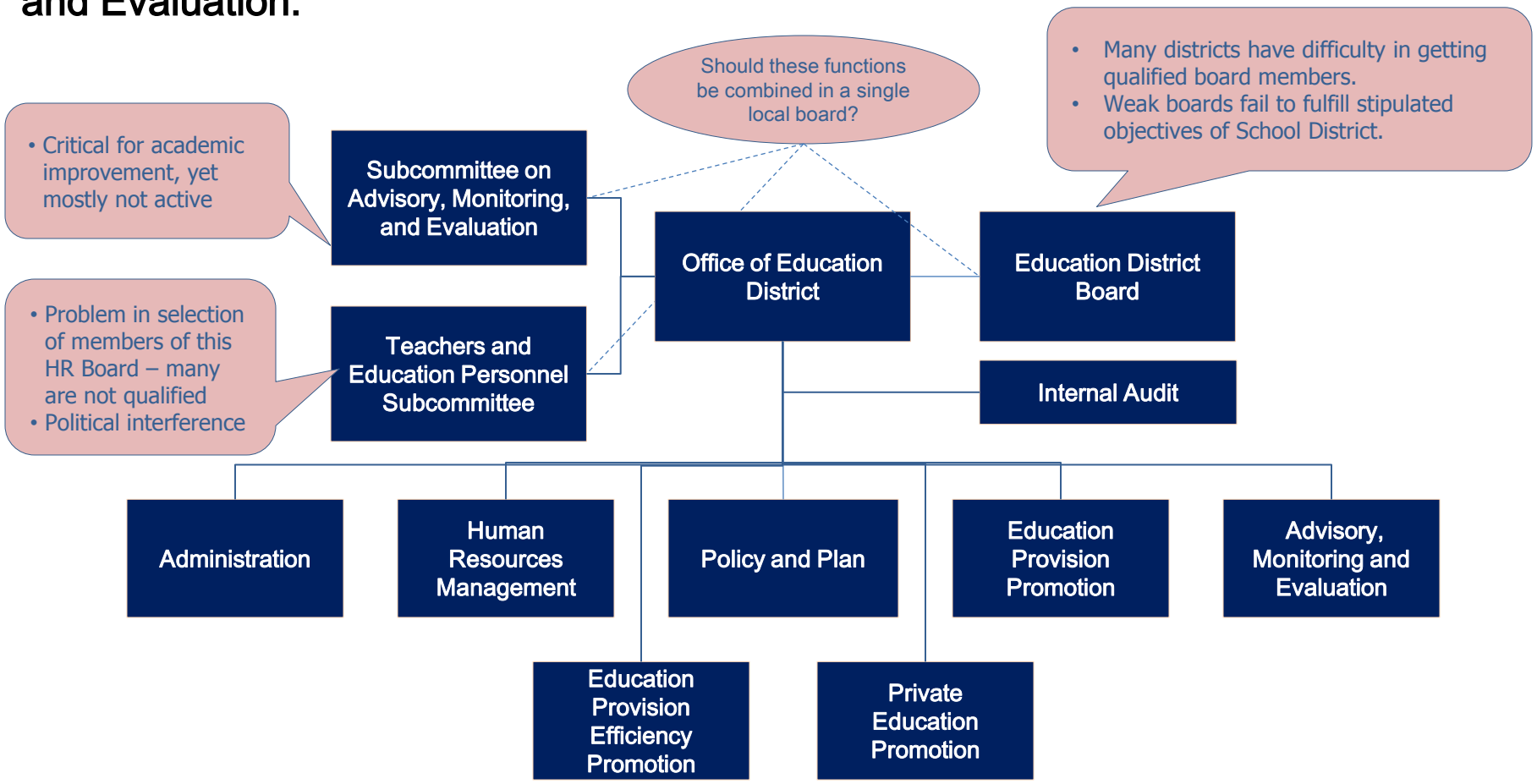
4. Office of Vocational Education Commission
5. Office of Higher Education Commission

Office of Minister Secretariat

The System is restructured into a tri-level System with Education Districts as key elements linking national policies and plans to school level.



Management of an Education District is critical for decentralized system – structural issues include District Board, Human Resource Management and School Advisory and Evaluation.



- Apply to all districts – districts with weak capacity will not be able to fulfill required roles – critical for decentralization to work.

Failure of School Districts to perform as planned can be viewed as systemic failure more than the failure of school districts which are just consequences.

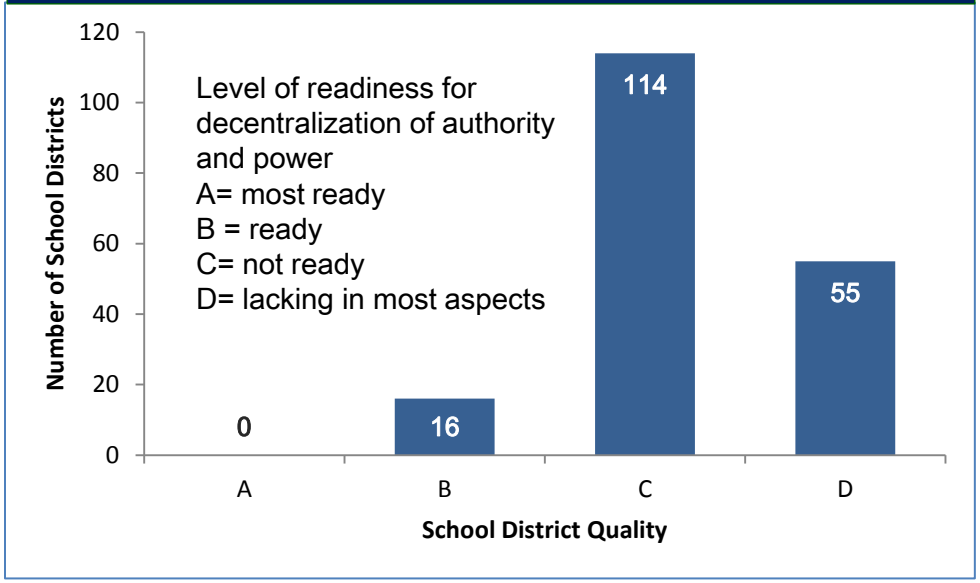
Academic Admin.	Human Resource Management	Budgeting (Financial Management)	General Administration
• Still directed from central office in operational approach and projects. • One-size-fits-all approach. • Curriculum does not correspond with current situation. • Assessment and evaluation are set from central office.	• Mostly directed from central office. • HRM is under Teachers and Educational Personnel Subcommittee operating under the guideline set by TEPC. • District HR personnel competencies have not been upgraded to the level required by the tasks.	• Mostly directed from central office, particularly on procurement and staff promotion. • District budgeting personnel competencies have not been upgraded to the level required by the tasks.	• Frequent changes in policies render administrative tasks ineffective and inefficient. • Weaknesses prevail in many areas including monitoring and assessment. • Little have been achieved in co-ordination and collaboration with other agencies.

- It is common to put the blame on district offices and directors for failing to achieve desired operational goals and for failure to resolve operational problems. It is common to implement “readiness” assessment but less so in “Capacity Development”
- The problems run deeper at systems level and in change management when restructuring and reform were implemented.
- Changes were implemented in the face of “Un-readiness”.
- Inefficiency in coordination between school districts and other local administration authorities

Source : Samkoses, et al. (2010), Pitiyanuwat, et al. (2012), this study analysis

District Capability – recent assessment of School Districts (performance during 2008-2010) indicate low average level of performance with wide range of school district capacity

School District Quality (@2011)



Measures and Indicators

I. Effectiveness and Impacts (60%)
   1. KPI Report System (KRS)
   2. Action Plan Report System (ARS)
   3. School Quality within District – Education Quality Assurance (EQA)
   4. Student Performance (NT; O-NET)

II. Standard and Quality (20%)
   5. School Satisfaction
   6. District Website Quality

III. Operational Efficiency(10%)
   7. Management Efficiency (EFF)
   8. Budget Utilization Efficiency (FEFF)

IV. Development (10%)
   9. Public Management and Quality Assessment (PMQA)

Source : Pitiyanuwat et al. (2012)

- Secondary School Districts are not yet ready for assessment at this time
- Eight years after the restructure of Ministry of Education and the amalgamation of School District Act in 2003, primary school districts still have much of their problems and obstacles in performing their roles and responsibilities – a major concern under the concept where they are supposed to be key agents of development of the education system.
- Currently school districts, as opposed to schools, are not “legal entities”, management of education provision is by de-concentration of authority from central office with broad statements causing uncertainties in execution.

OUTLINE

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2. Current Education System Perspectives - Curriculum
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Curriculum, Standards and Learning Materials – the heart of education with profound impacts on children.

Curriculum	Key changes in the last thirty years include introductions of broad field curriculum, local contents, standard-based curriculum, structural changes in stages, 9-year compulsory, and core curriculum.
Implementations	All changes have high implications in implementation. With varying school capacities, school curriculum and local contents are not always realized. Problems are recurring. Curriculum evaluation is rare.
21st century skills	Key question remains: Is curriculum valid, balance and relevant for the 21st century learning and curriculum experiences?
Standards & Learning Materials	Most learning materials are developed by private sectors, either approved by OBEC or self-assurance process by publishers. These become sources for curriculum for many.

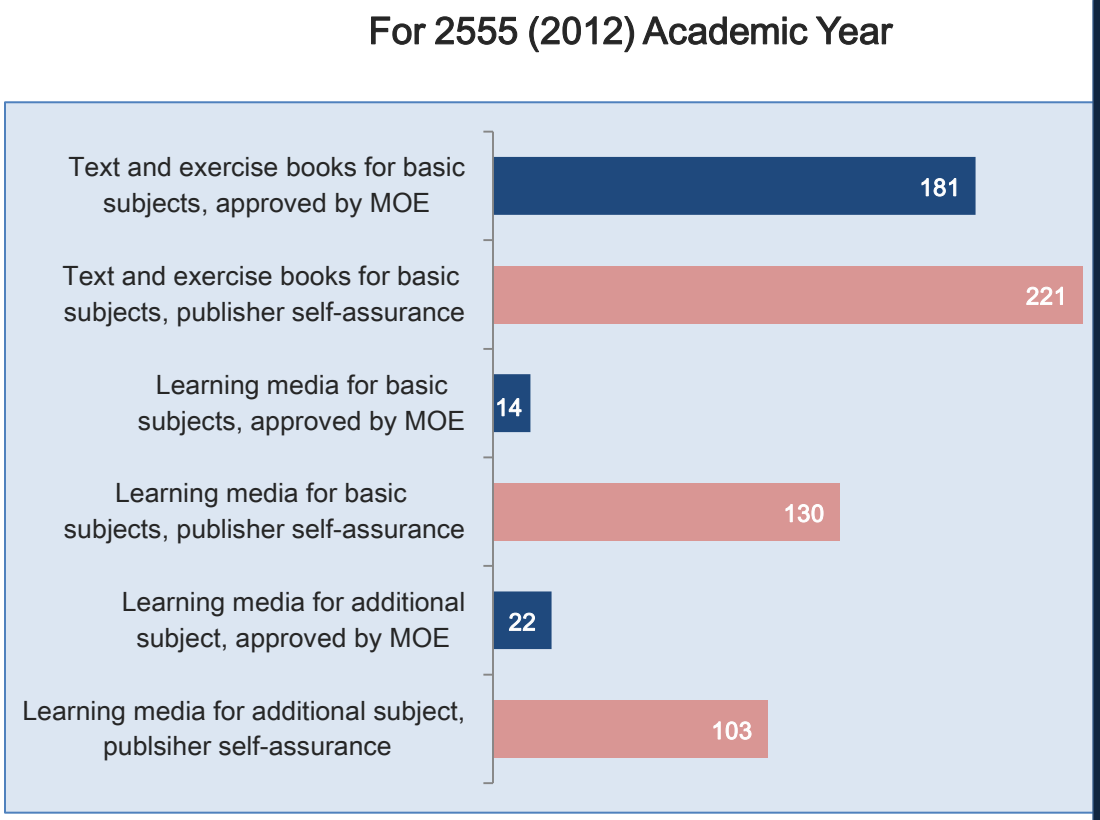
Key issues in implementing 2551 Curriculum – somewhat similar to those encountered in implementing 2544 curriculum - no clear answers were found.

- School District capacity in setting framework for local content of the curriculum representing a significant part of the whole.
- School capacity in preparing school curriculum.

- Problems have been identified in previous curriculum, but no clear picture of scale and scope of the problems have been elaborated – what was the proportion of teachers that did not understand the curriculum? Why? How can these be overcome? How far have the objectives been achieved? How were the results measured? What are the causes for not achieving the targets? Have the desirable goals been tracked when students grow up? …

- Strategies for implementing this new curriculum is not clear on how to deal with expected problems which are embedded in the system (school capacity, resources and time); Are all teachers competent in learner-centered approach and process? How can individual education be provided (particularly in very large classes? How will learning materials play in the process? What learning materials need be developed by state?

Learning Materials are currently provided mainly by the private publishers through OBEC approval or publisher self-assurance – the latter is of higher proportion.



Source: OEC (2555), this study analysis

- Of the total listed 671 items for 2555, only around 30% are of the MOE-approval category, the remaining 70% are of publisher self-assurance category .
- Key publishers include Trading Organization of Office of the Welfare Promotion Commission for Teachers and Educational Personnel (OTEP) and 16 other private publishers (Aksorn Charorn Tat, TO of OTEP, Institute of Academic Development, Watana Panich, MAC, Aimphan Press, Academic Promotion Center, Prasarnmitr Publisher, Thai Watana Panich, and Se-Education are key suppliers).
- Currently all learning subjects are open to private publishers.

How well do these learning materials perform in reaching the desired learning outcomes?

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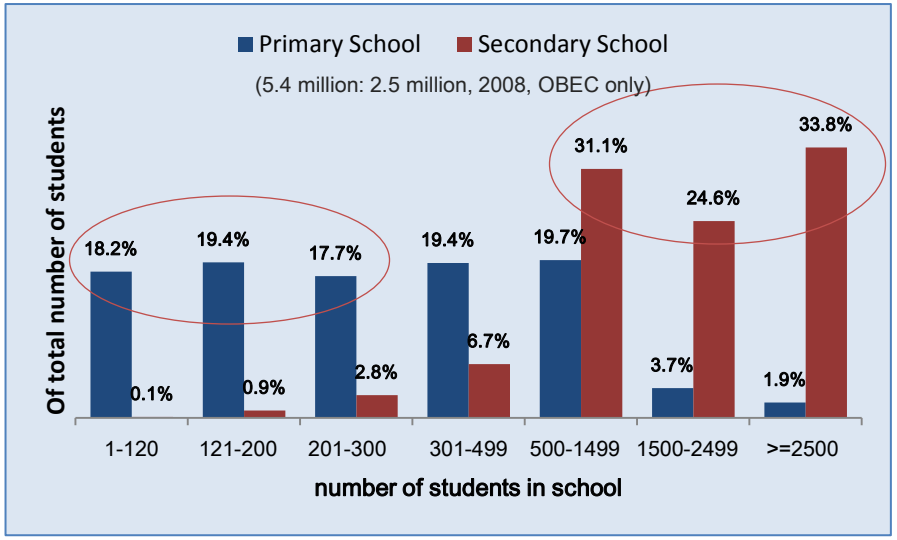
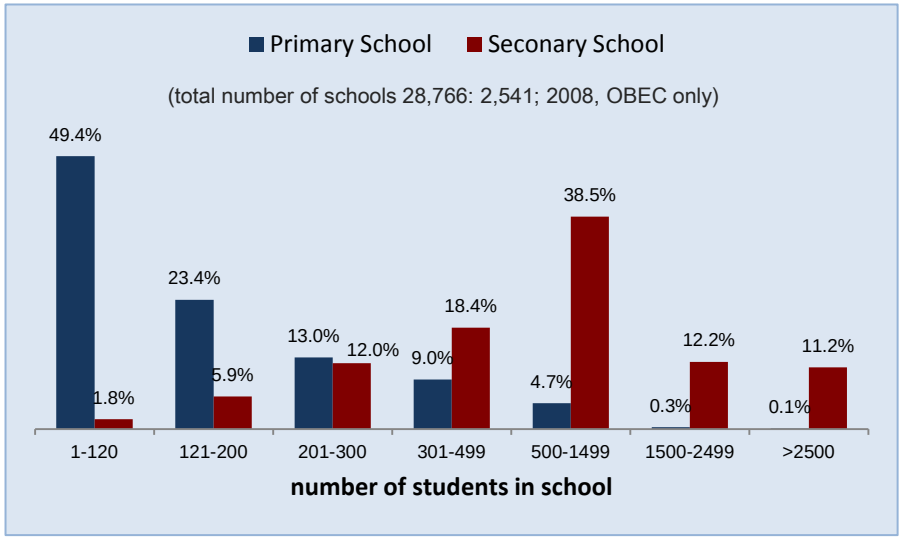
Thai school structure is unique in its size distribution with a large proportion of small schools (predominantly in primary education). With a wide range of school sizes, one-size-fits-all policy is destined to fail.





Sources: OBEC (2552), this study analysis

- The situation is pronounced for primary school where nearly 18% of students are in small schools with students less than 120.
- Around 74% of primary schools have under 200 students, 50% with less than 120 students.
- Small-school impacts are mainly associated with primary schools.
- Most secondary school students (90%) are in medium and large school (>500), with 34% in extra large schools (>2,500).
- What would be an optimal size of school for primary and secondary education?

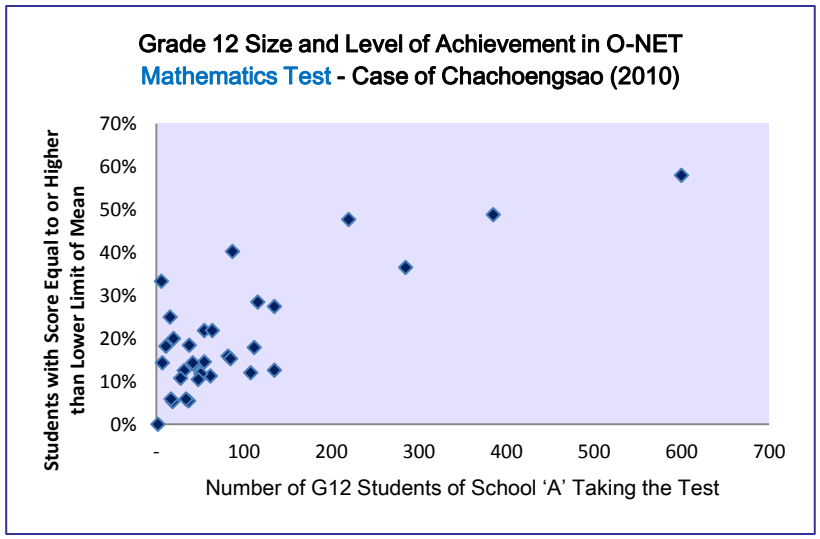
School segmentation reveals characteristics in terms of location, number of teachers, type of school, local curriculum development capacity and learning/teaching processes. Each school needs to be approached individually.

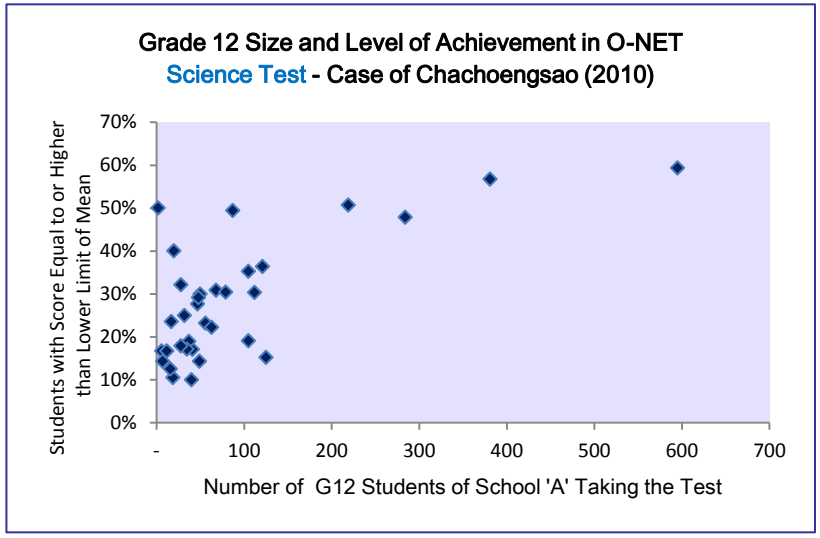
ILLUSTRATIVE ONLY

Size (number of students)	Average number of teachers	School Management Capacity	Curriculum Capacity	Provision of Individualized Education	Infrastructure Quality
Very Small Schools (<120)	 6, less for <50students				
Large Schools					
Extra Large Schools (>2,500)	 >100				

Sources: OBEC, ONSQA, Interview, this study analysis

School size does affect outcomes of student performance – a case of Chachoengsao Province *(Illustrative only).*



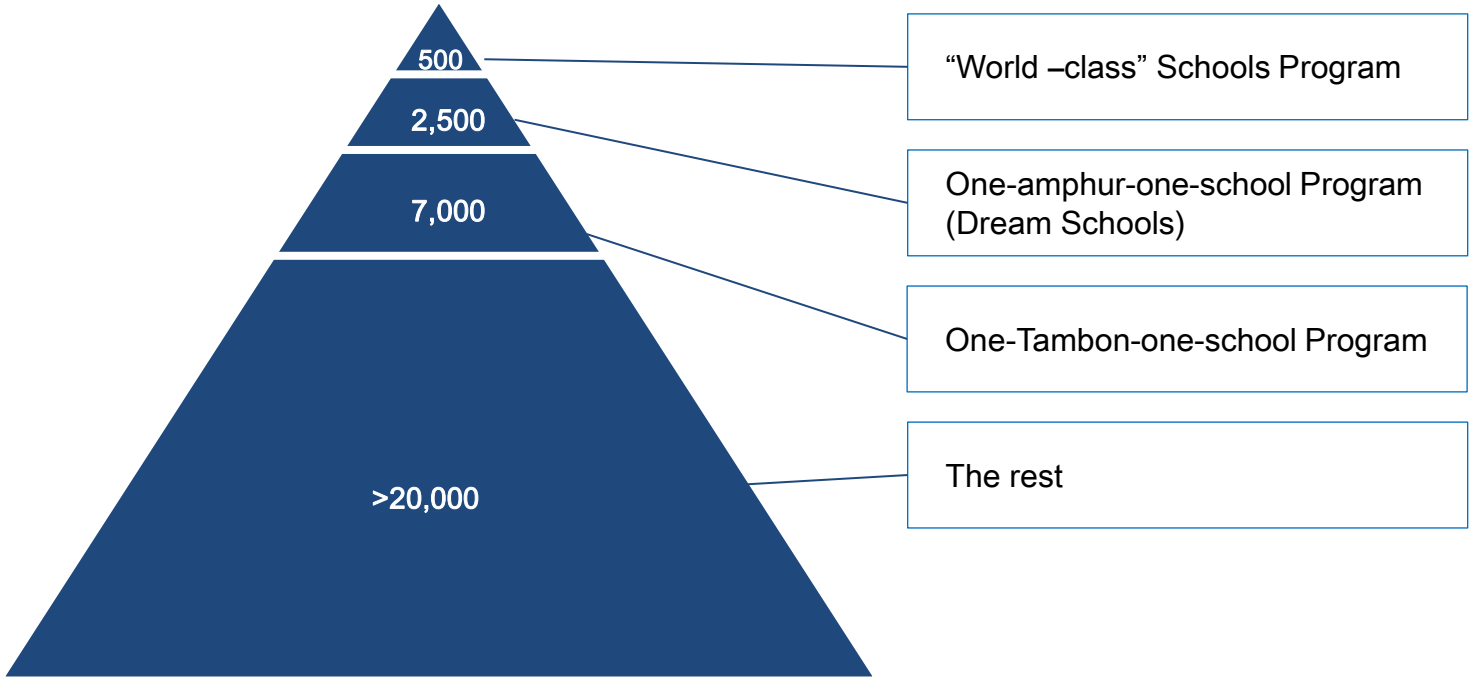


- Science and mathematics show similar trends. **Results cluster around low number of students (implying small schools) and improving with higher number of students in school.**
- The marked difference of attainments of these schools is a matter of concern. **The problems lie in how each school manage its education provision** which in turn depends on school resources.
- **Outliers of results indicate possibility to overcome such limitations** with effective school management for small schools.

SIZE DOES MATTER

Source : NIETS (2011) made available by ONESQA, this study analysis

Various approaches in school segmentation for development have been proposed. OBEC focus has been on top tiers and is based on school performance and/or location.



- While each school is unique, school segmentation can be an approach in strategic implementation for education improvement – it facilitates alignment between policies and school characteristics of each segment.

Source : OBEC (2555), this study analysis

Another approach is based on capacity/capability and potential in gaining legal status, while another has added collaborative partners as classification characteristics.

Models of Schools based on Readiness for Decentralization

1	**Independent school under government supervision (similar to public organization)**	• Most ready with high performance • Public organization model
2	**School with full "legal entity" status**	• School-based Management Model • Strong School Boards
3	**Schools with high potential to become full "legal entity"**	• Balanced decentralization development on four areas of authority and power.
4	**Schools with special needs for supports**	• School districts are to provide special supports for these schools.

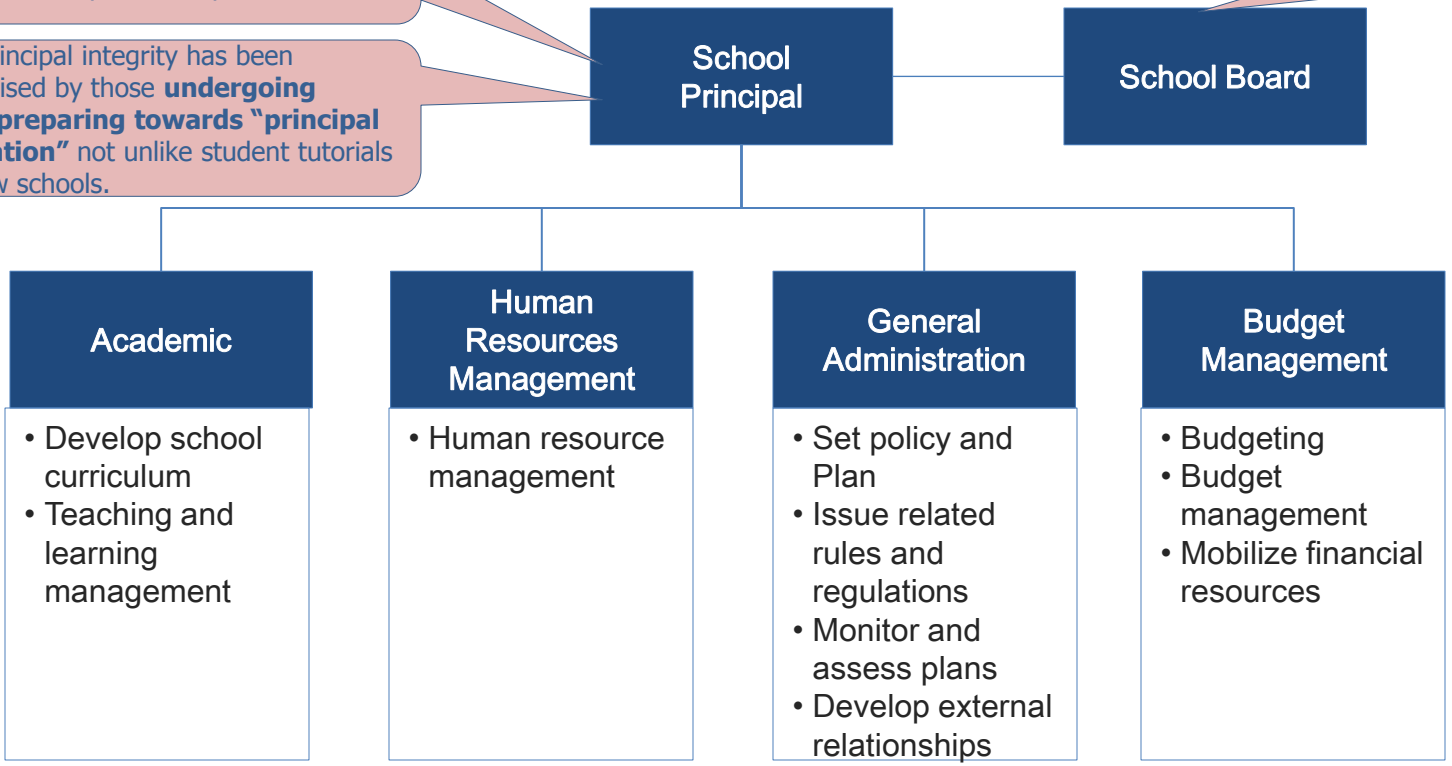
Source : Tangkapipop (2010)

5	**Collaborative Schools among key stakeholders**	• Stakeholders include local administrative authority, local health authority, police forces, …

Source : Siritharangsri et al. (2012)

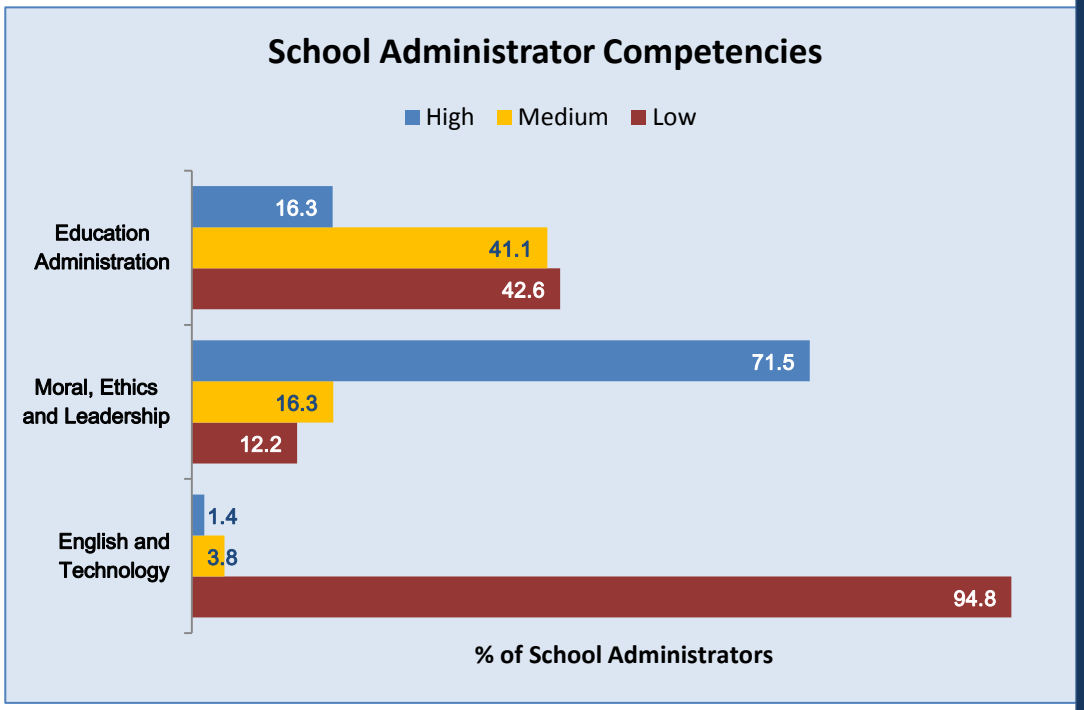
School has similar structural issues. Principals have key roles in education provision with high implications and impacts on student learning.

- **Current selection process is based more on examination which** is no guarantee for required competencies
- School principal integrity has been compromised by those **undergoing tutorial preparing towards "principal examination"** not unlike student tutorials in shadow schools.
- **School Board Quality** varies widely and subsequently has little impact on school provision of education



- **Small schools** with less than 120 students which normally have an average of 6 teachers (many schools without educational personnel) **would find such organization structure impossible to mange and operate**.
- School Board has a critical role in the running of school. Its roles and responsibilities include monitoring, promoting and supporting school operation. **Board qualifications and experiences are a major stumbling block**. There **are limitations in operating as "Legal entity."**

Few policies or development strategies explicitly prepared for education leadership roles of principals. Recent assessment of school administrator competencies (2010) reveals a troubled picture.



Sources: OBEC (2553), this study analysis

- Even for fundamental roles in education administration, nearly half are not up to the tasks.
- Strong points are on moral, ethics and leadership. It is still questionable on leadership competency.
- Most astonishing result is that on English and Technology, in the modern world, both are critical tools for knowledge access and for deployment in education provision. Even providing for inaccuracy of assessment, such outcomes raise an important question on education leadership development.

Implications on Teacher Council's standards for principals and the Principal Professional License.

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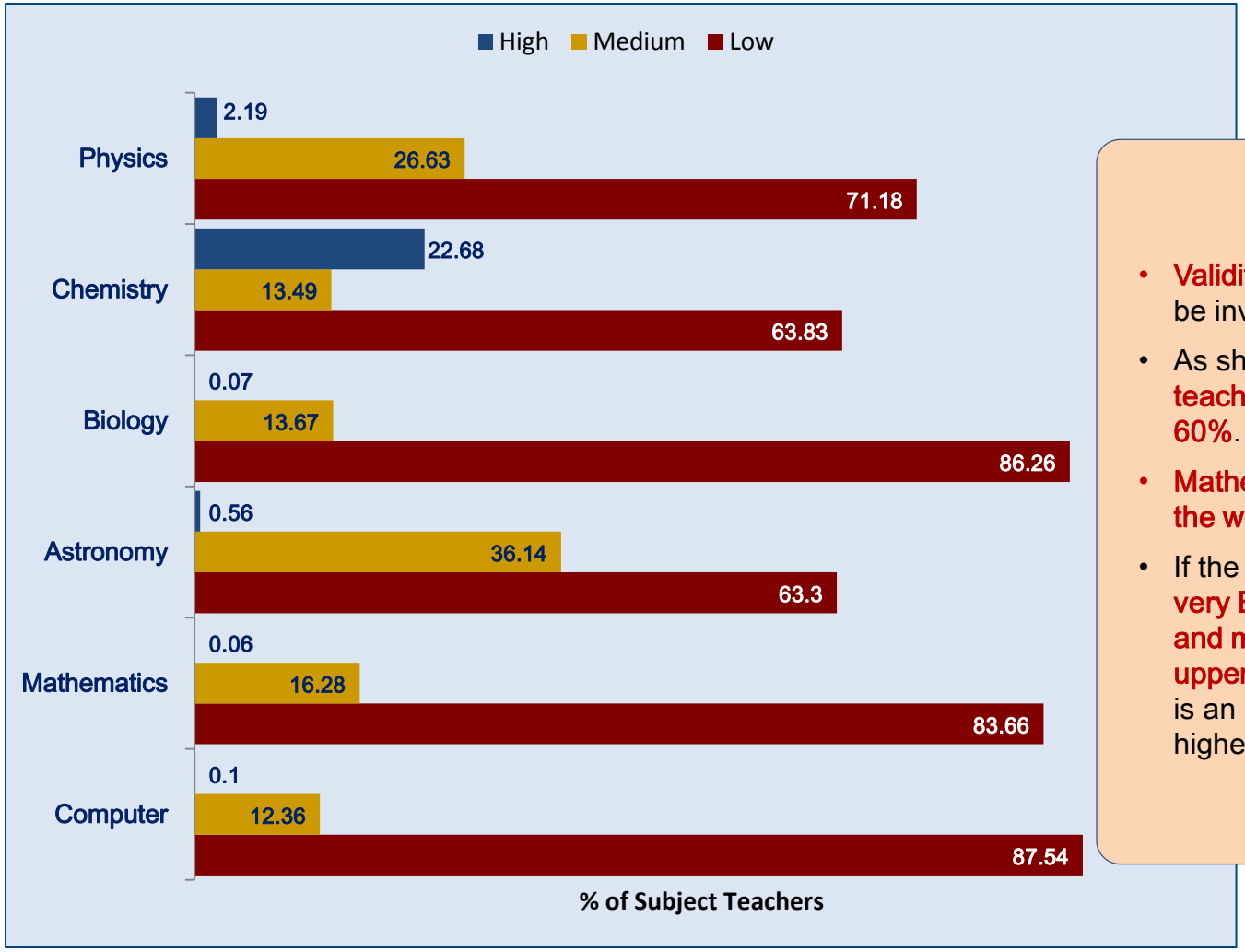
Upper Secondary Teacher Subject Competencies in all key science and mathematics subjects need urgent remedies.

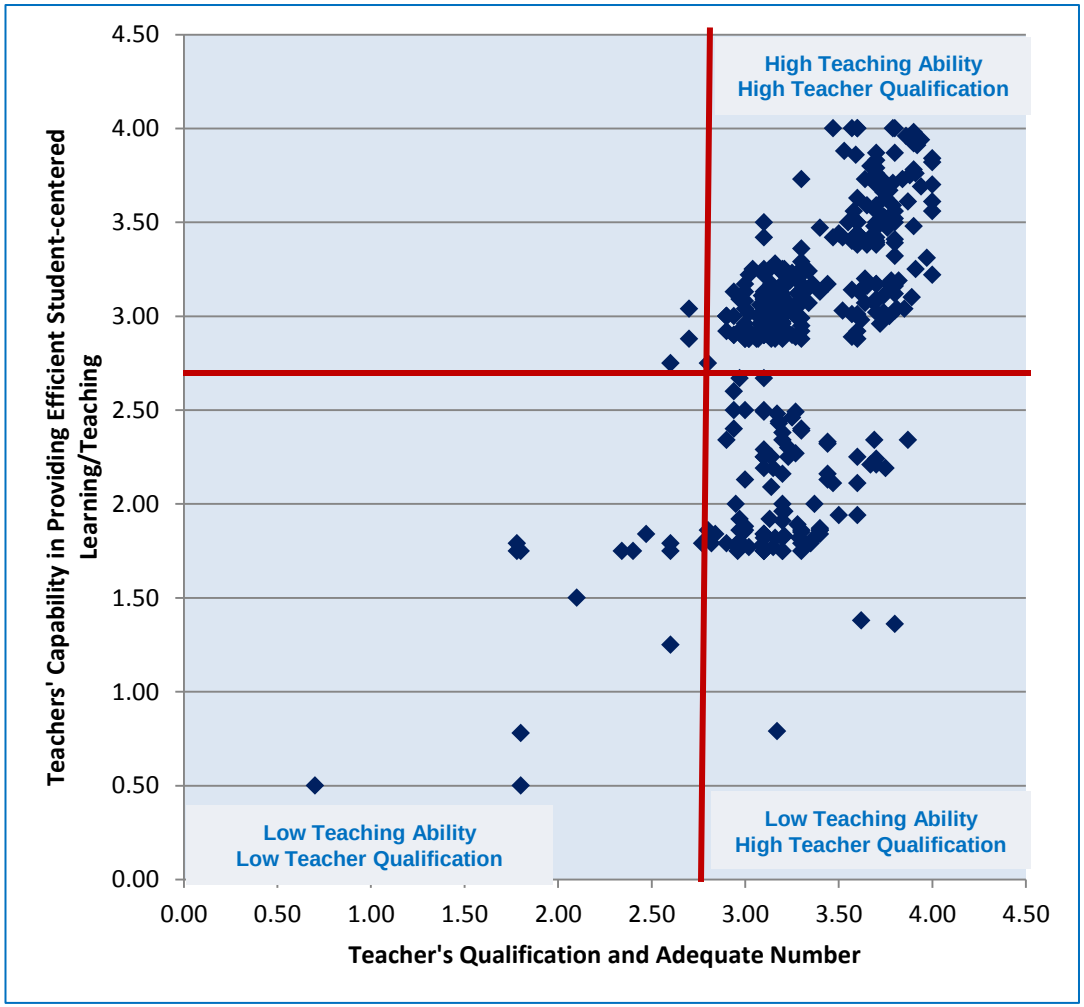


- Validity of test results needs to be investigated further.
- As shown, the majority of subject teachers has scores lower than 60%.
- Mathematics and biology share the worst overall competencies.
- If the results are valid, it begs a very BIG question on science and mathematics teaching at upper secondary schools which is an important stage for entering higher education.

Notes: Low < 60% score, Intermediate = 60 – 79%, High > 80% (2553)

Sources: OBEC (2553), this study analysis

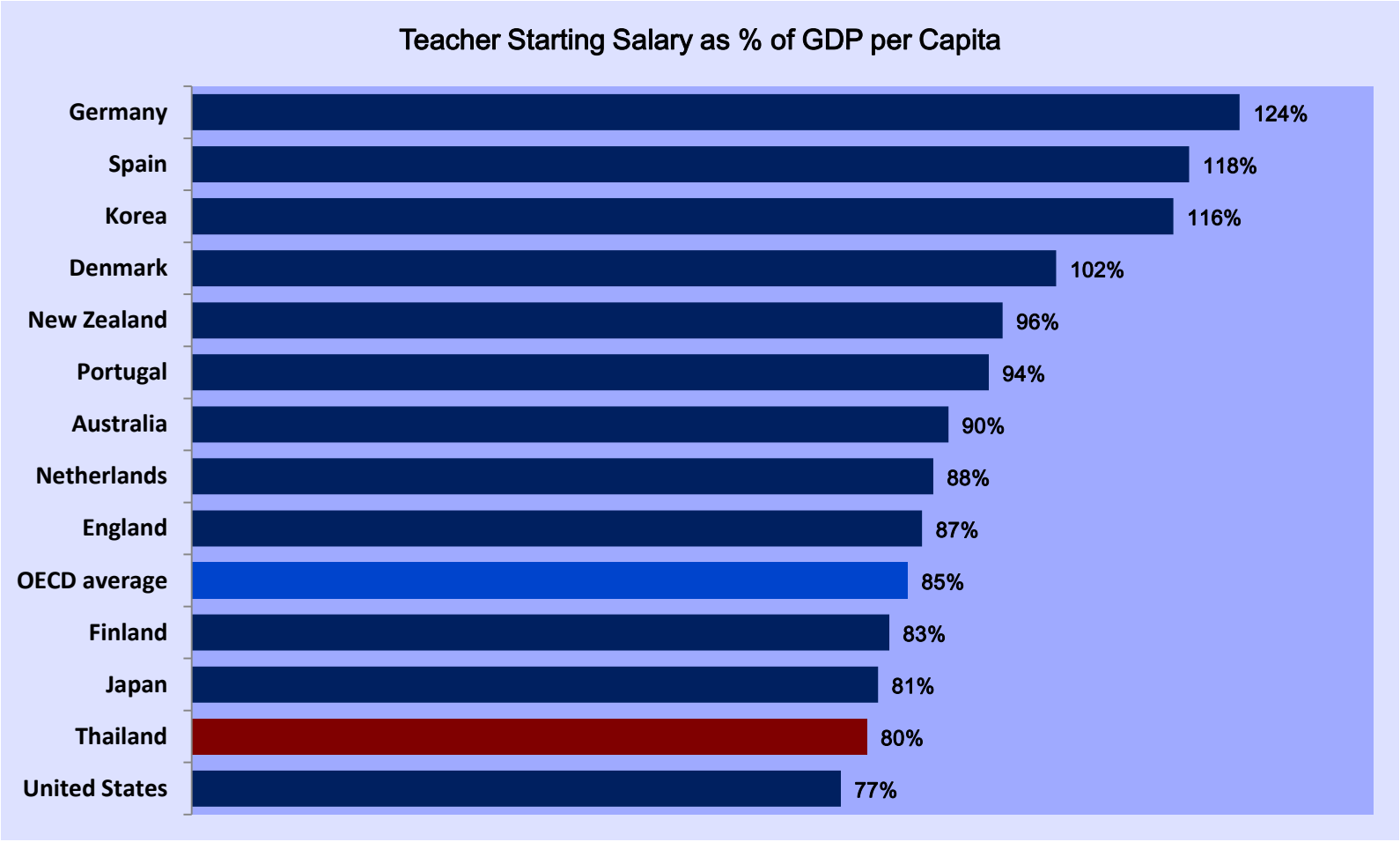
The results of ONSQA also indicate that having adequate number of teachers with academic qualifications do not always translate into high teaching capability (an illustrative case of Chachoengsao province)



- These are the two key indicators used by ONSQA in assessing school quality.
- A significant portion in Quadrant II is disturbing.
- Implications are many folds: questions on quality of teacher education, the accreditation validity, teacher instructional management capability and teacher professional development effectiveness .

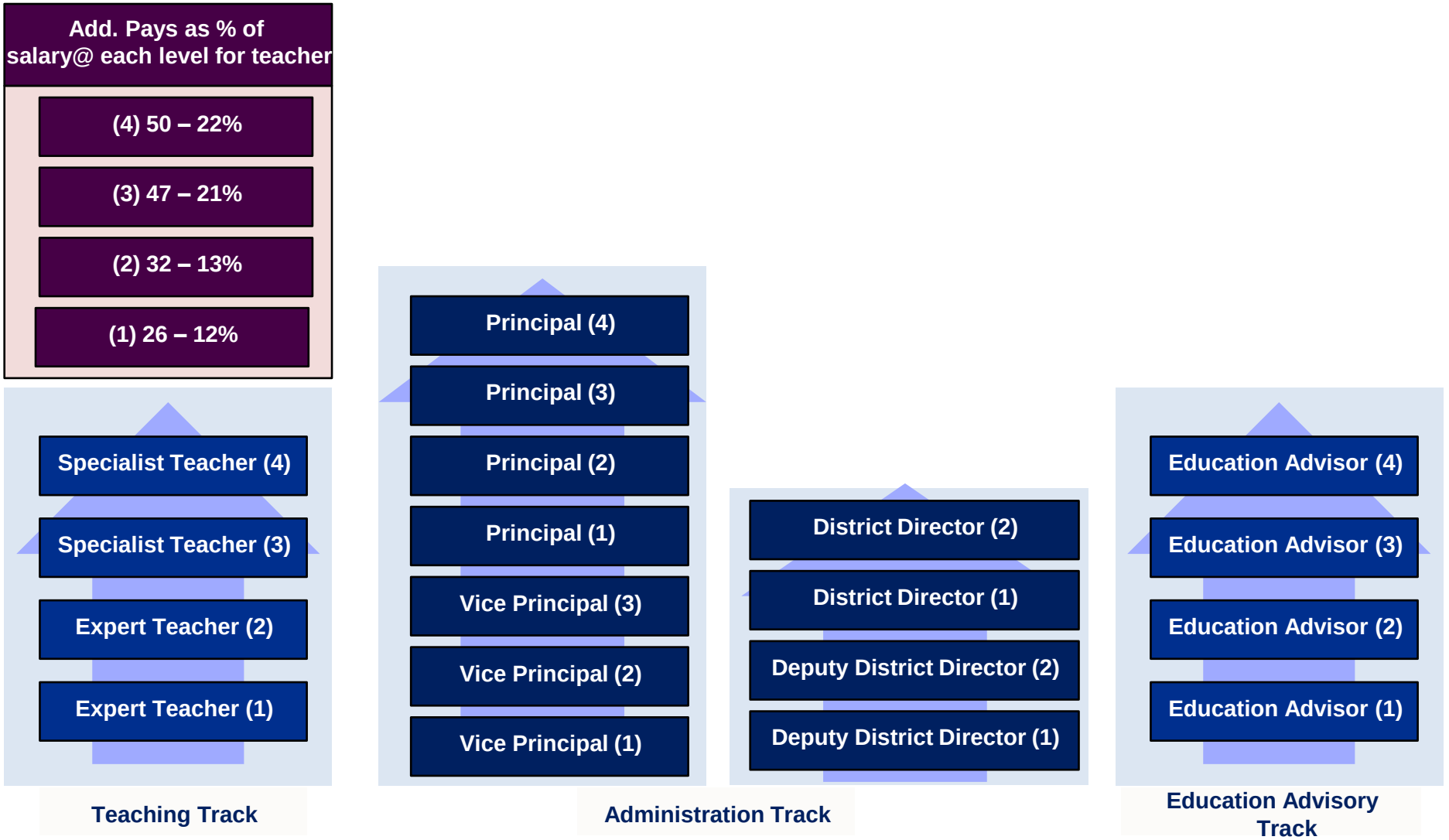
Sources: ONSQA (2554), this study analysis

Teacher as a profession has enjoyed improvements in terms of starting salary and incentive payments that go with academic ranking.



Sources: OECD Education at a Glance (2010), All data are for 2008 except Thailand which is at 2010 (MOE announcement)

Additional Payments for Academic Ranking for all Career Tracks have been an incentive but have not been effective as an instrument for quality uplifting.



Sources: Salary, Academic Ranking and Position Appointment Top-ups for Teacher and Educational Personnel Act 2547, this study analysis

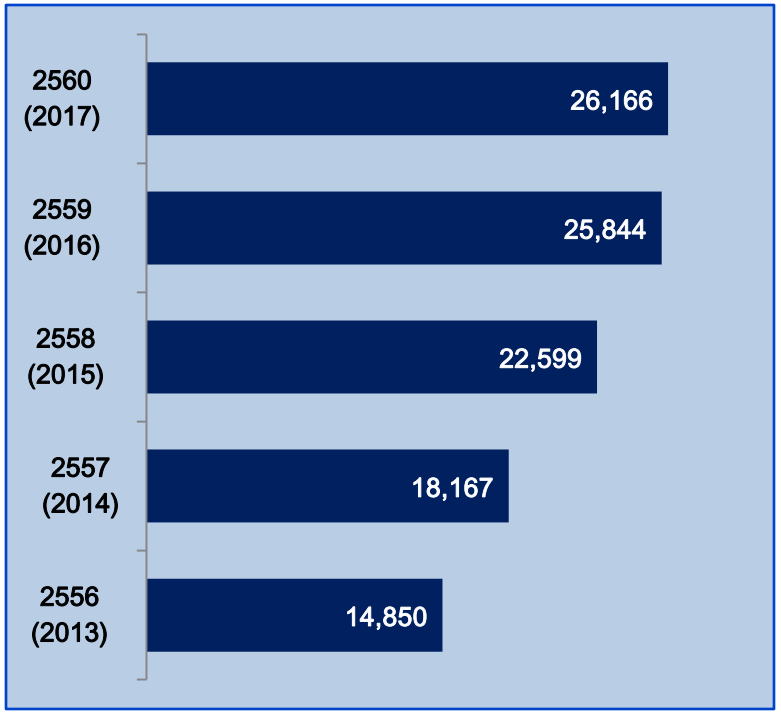
Despite limited demands for newly qualified teachers, supplies are still far exceed demands leading to wastes in teacher education. The problem is further exacerbated by varying quality of graduates even in the presence of program accreditation and professional licensure.

SUPPLY

- Some 50,000 teacher graduates each year (B.Ed. and Diploma.)
- Open universities represent some 25% of the graduates.

- Some 170,000 teacher license holders waiting to enter the system.

DEMAND



- This critical supply-demand issue needs to be resolved in an effective manner taking into consideration all related factors.
- Related issues include accreditation and licensing processes that underlying the quality issue, selection process to ensure that only the best enter the system.

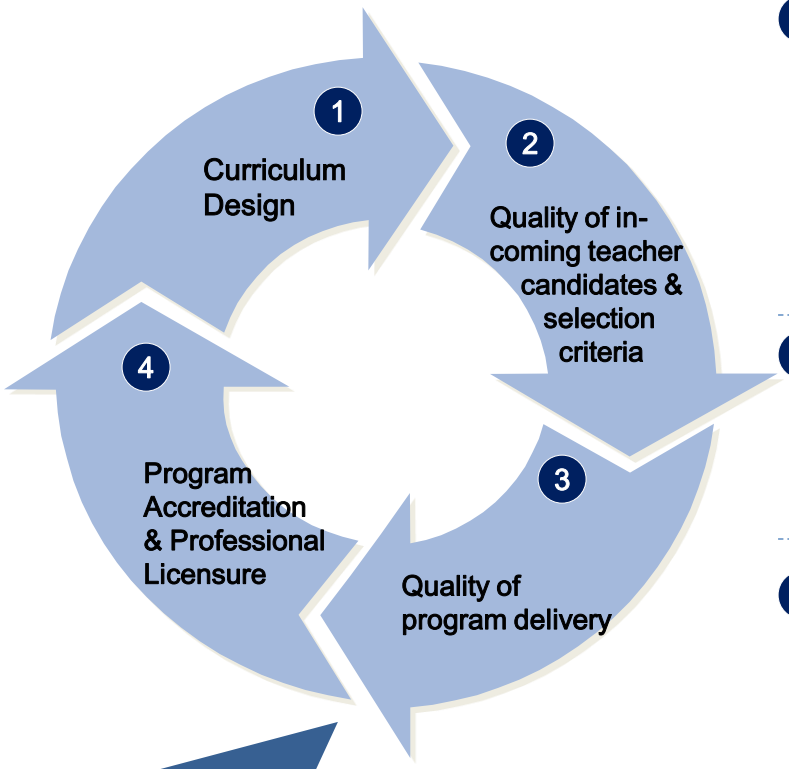
Sources: OHEC, University websites, Teacher's Council of Thailand annual report, OBEC, this study analysis

Professional licensing options and process make professionalism hard to achieve.

Professional licensing has not been deployed strategically to upgrade capability.	• All in-service teachers were automatically granted licenses when the Teacher Act came into effect. • While the renewal requirements after five years are very slack and standards are not adhered to.
Routes to professional license are wide open for almost everyone.	• Six alternative routes available; the first three for 4- and 5-year and diploma teacher education program graduates. • The other three based on credit equivalent, examination, and approved training program – open to everyone (including partially accredited programs).
Weak assessment in licensing process.	• Practicum requirements are more of a check list: "practiced" or "not practiced", instead of level of competency implied by standards. • No standard for Mentor Teacher during practicum; no induction period.
Weak accreditation with large number of accredited institutions.	• Accreditation process lacks detail on-site process; currently some 143 institutions approved for Graduate Diploma programs, 56 for Graduate Diploma Programs in Education Management and 168 for 5-year programs.

Sources: Teacher's Council of Thailand, conversations, this study analysis

Key Factors in Teacher Education Quality and Effectiveness



- Teacher education is a foundation of education system and can play key role in professional development.
- We simply do not have teacher education strategy.

1
- Classical Model – self contained within faculty – **Rajabhat model.**
- Applied Classical Model – linkage with subject specialized faculties – **traditional state university.**
- Modern Model – Subject specialized faculties design this part of the curriculum – **Srinakarinwirot Model.**
- New Modern Model – Dual degrees in Education and Specialized Discipline – **Naresuan Model.**

2
- **No minimum requirements** – admission and entrance selection are **group-referenced – some accept nearly all applicants.**
- **PAT results** are also used **- questions on applicability on attitudes and social skills.**

3
- Schools report **on incompetency of newly graduate teachers on key skills and knowledge.**
- **Staff profiles vary greatly** among the institutions.
- **Associated schools** with the programs are not always the norm.
- Large number of Teacher Education Program providers, both public and private.

4
- Some are **approved only to have "teaching permit" not professional license**, some are approved for "knowledge standards" **or only some of knowledge standards by TCT.**
- **Accreditation process both by OHEC and TCT fail to result in standards specified.**

Sources: Nopparak (2553), House of Rep. Education Standing Committee (2552), Teacher's Council of Thailand, conversations, this study analysis

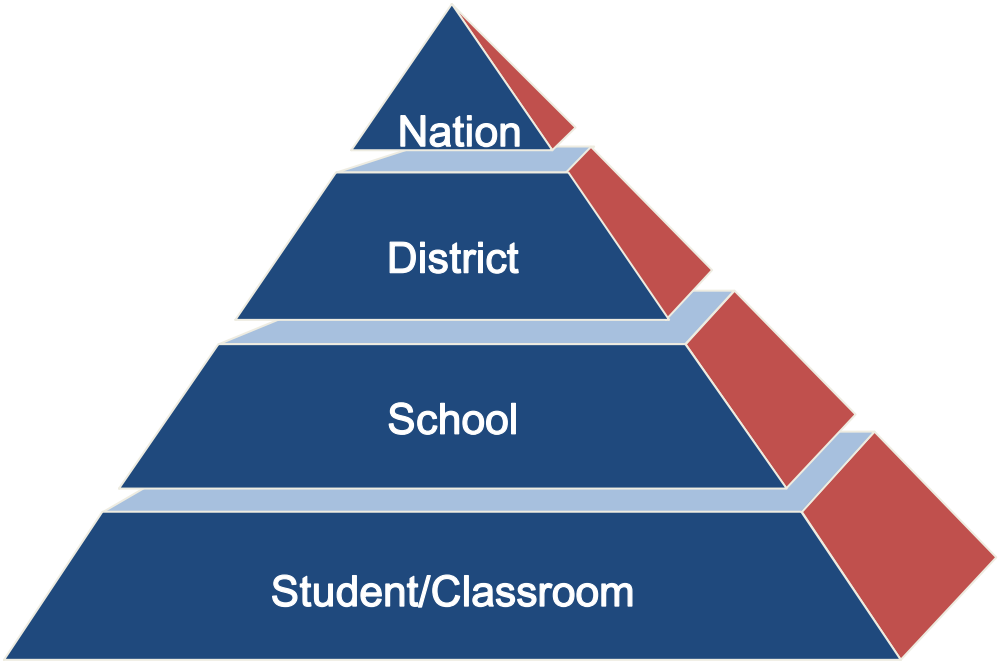
OUTLINE

1	Our Education Attainments & Performances
2	Current Education System Perspectives – Assessments
3	What happened and Why?
4	Understanding Education System

Assessments – further improvements and deployments are still possible.

System Assessments are not linked while some are still weak	Not all key areas of education system have received proper assessments. Only national testing and school quality assessments are institutionalized. Other areas receive varying treatments and are not linked into national education assessment system.
Policy, Plan and Curriculum Assessments	Policy evaluation is weak while education plans have received little evaluation. No formal curriculum assessment was found, only indicative responses from schools.
School Assessment	Contradictory results shed lights on problems within schools and the system. Some criteria of categorization appear to be arbitrary, while some results are questionable on reliability (e.g. student creativity).
Implications of National tests results	National tests results indicate different passing thresholds on student learning attainments from those of OBEC. While student learning assessments during the process of education are of paramount importance and are the basis of educational assessment.

No readily available assessment information at various level of education system for policy makers and decision makers.

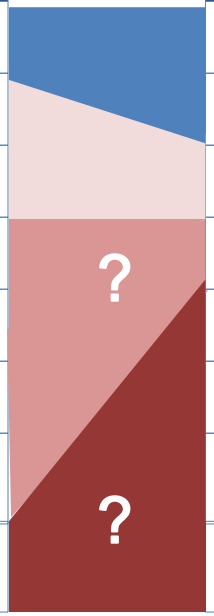


- **Student learning assessment in classroom** is of paramount as National Tests are only at the end of second, third and fourth stage of basic education.
- **Teachers' assessment capability and standards and assessment process** are key factors.

- How can available information on students' learning attainment be utilized? What are other related information that are needed to help realizing the full benefits of these information?
- Should all student learning assessments be based on the same standard and outcome classifications?
- How can students' performance be measured in the current system which measures mainly knowledge domain?
- How can we fully measure whether the objectives of our education system has been met, which are not, and at what level?
- All key elements in the system need to be assessed/evaluated – student learning, teaching and learning process, learning materials, teachers, principals, directors, curriculum, policy and plan, educational personnel.

Learning Assessment - Level Classification

Result Level Classification as recommended by a School District			Result Level Classification as used by NIETS for O-NET Results	
Grades	Scores	Level of Attainment	Scores	Level of Attainment
4.0	80-100	Excellent	90.01-100.00	Excellent (ดีเยี่ยม)
3.5	75-79	Very Good	80.01-90.00	Very Good (ดีมาก)
3.0	70-74	Good	70.01-80.00	Good (ดี)
2.5	65-59	Fair	50.01- 70.00	Fair (ค่อนข้างดี)
2.0	60-64	Adequately Fair	30.01-50.00	(ปานกลาง)
1.5	55-59	Adequate	20.01-30.00	Adequate (พอใช้)
1.0	50-55	Pass Minimum	10.01-20.00	Fail (need to improve ควรปรับปรุง))
0.0	0-49	Fail	0-10.00	Abjectly Fail (highly need to improve ควรปรับปรุงอย่างยิ่ง)



- There **are no details of description for each level** of learning attainment.
- Apparently**, passing threshold for OBEC is different from that of NIETS**, considering the range of resulting scores of the two. Scoring for such fine categories of outcomes is very sensitive to the interpretation of what is considered to be baseline standard.
- **Differing score ranges and level classifications do not render clear meaning of learning objectives and standards to students** – national harmonization is needed?
- Teachers' assessment capability is critical in in-school assessment.

Sources: Songkha School District 1 as complied to OBEC Guideline, NIETS, this study analysis

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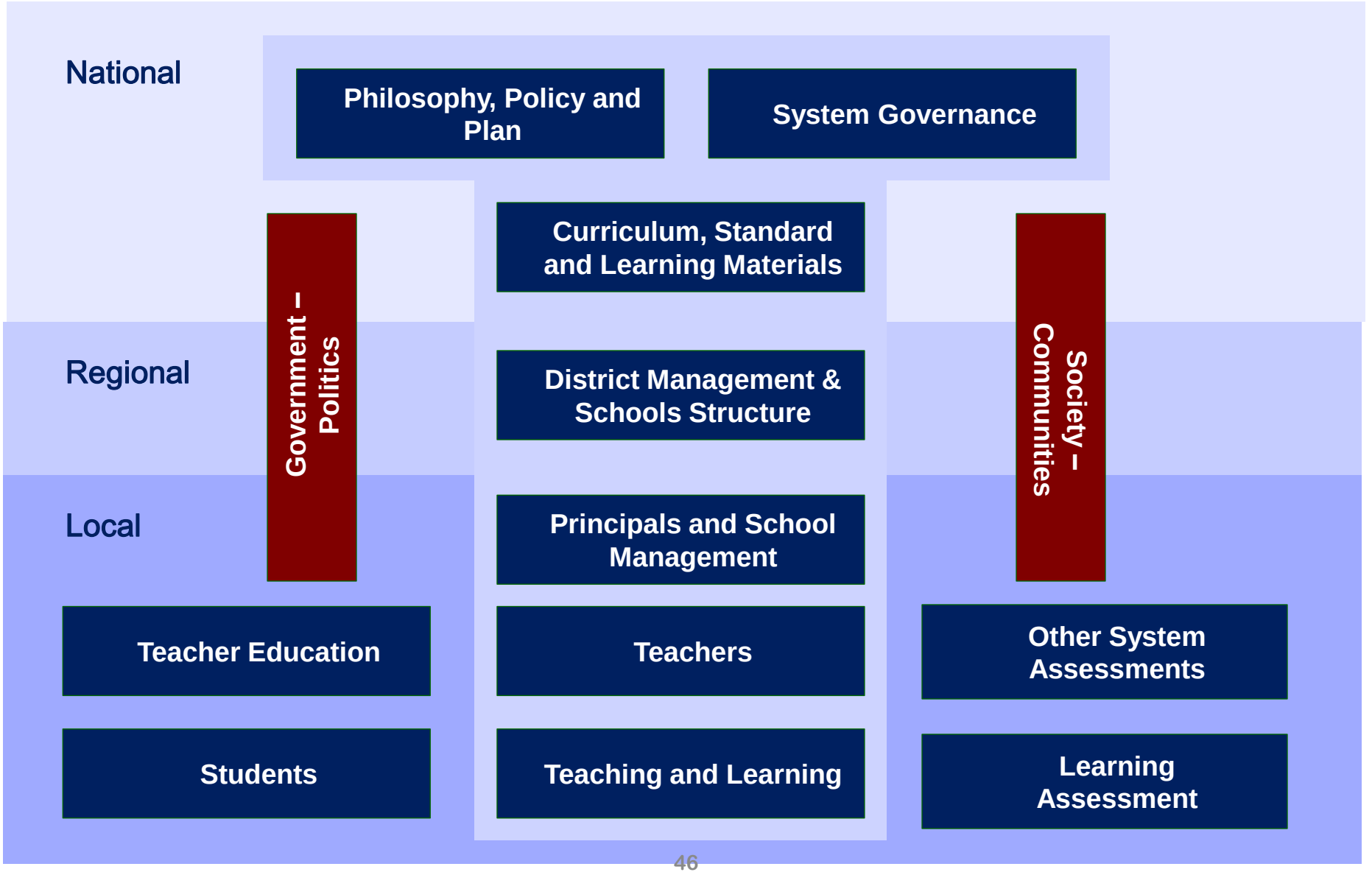
Our K-12 Education System Framework – a framework for understanding dynamic interrelations of education elements that affect outcomes of the system – through qualitative reasoning supported by quantitative evidences – a whole system approach.



Key Finding 1 – Weak System Governance

Philosophy, policy and plan	Our Education Philosophy, Policy and Plan are **not coherent** and have subsequent impacts on education development. **Ineffective planning process**. Little **policy research, policy evaluation** leading to **no policy learning**.
Education Reform – Legislation-driven	**Legislation as reform driver has proved not to be effective** in directing development **as anticipated. Cultural and behavioural changes have not been affected resulting in centralized decentralization.**
Education Reform - restructuring	Restructuring **has led to loss of expertise in the process and no clear leadership at ministry level**. New structure **does not bring collaboration, commitment, data and information sharing and unity in policy.**
Capacity Building	**Decentralization without capacity building** bring more confusion and false sense of achievements than real value in education improvements.

Key Finding 2 – Weak School District Capacity – a weak link in the system with varying school-based management capability and resources

Weak School District Capacity	School Districts are key to the current education development structure with responsibility for development in all aspects of schools in jurisdiction. Weak capacity and current governance do not abode well for the intents.
School Management	Widely varying capability in school management and resources.
School size still matters	Small schools are predominant in primary education while the opposite is true for secondary education. Student performances still correlate with school size in general with some exceptions. A key issue of concern.
Development and selection of Education Management	Current policy with emphasis on selection through examination can lead to long-term unintended consequences. Lacking credible education leadership development institution is a critical issue.

Key Finding 3 – Curriculum development and implementation have failed to deliver.

Curriculum	Key changes in the last thirty years include introductions of broad field curriculum, local contents, standard-based curriculum, structural changes in stages, 9-year compulsory, and core curriculum.
Curriculum development	Teachers have less roles in curriculum development.
Implementations	All changes have high implications in implementation. With varying school capacities, school curriculum and local contents are not always realized. Problems are recurring. Curriculum evaluation is rare.
Standards & Learning Materials	Most learning materials are developed by private sectors, either approved by OBEC or self-assurance process by publishers. These become sources for curriculum for many schools and teachers.

Key Finding 4 – Teacher Education is over-supply and of varying quality while professional licensure has not been a professional standard bearer.

Teacher Graduates are over-supplied	Current enrolments are at least **two to three times over demands** for teachers, with open universities accounting for some 25% of supply. There are also **some 170,000 license holders waiting for opening in the system**. A critical issue.
Teacher Education is of varying quality	Each institution has its **own policies and criteria in teacher student selection** with some sharing common entrance policy. **Quality is still an issue** in teacher education in spite of accreditation by both OHEC and TCT.
Faculty of Education	Roles are confined mainly in pre-service teacher education. Weak linkages with schools and in-service teachers and little roles in in-service teacher and principal development. No significant roles in policy research and in directing policy process.
In-service Teachers	**No strategic national CPD Plan. No effective plans at all levels.**

Key Finding 5 Assessments – further improvements and deployments are still possible

System Assessments are not linked while some are still weak	Not all key areas of education system have received proper assessments. Only national testing and school quality assessments are institutionalized. Other areas receive varying treatments and are not linked into national education assessment system.
Policy, Plan and Curriculum Assessments	Policy evaluation is weak while education plans have received little evaluation. No formal curriculum assessment was found, only indicative responses from schools.
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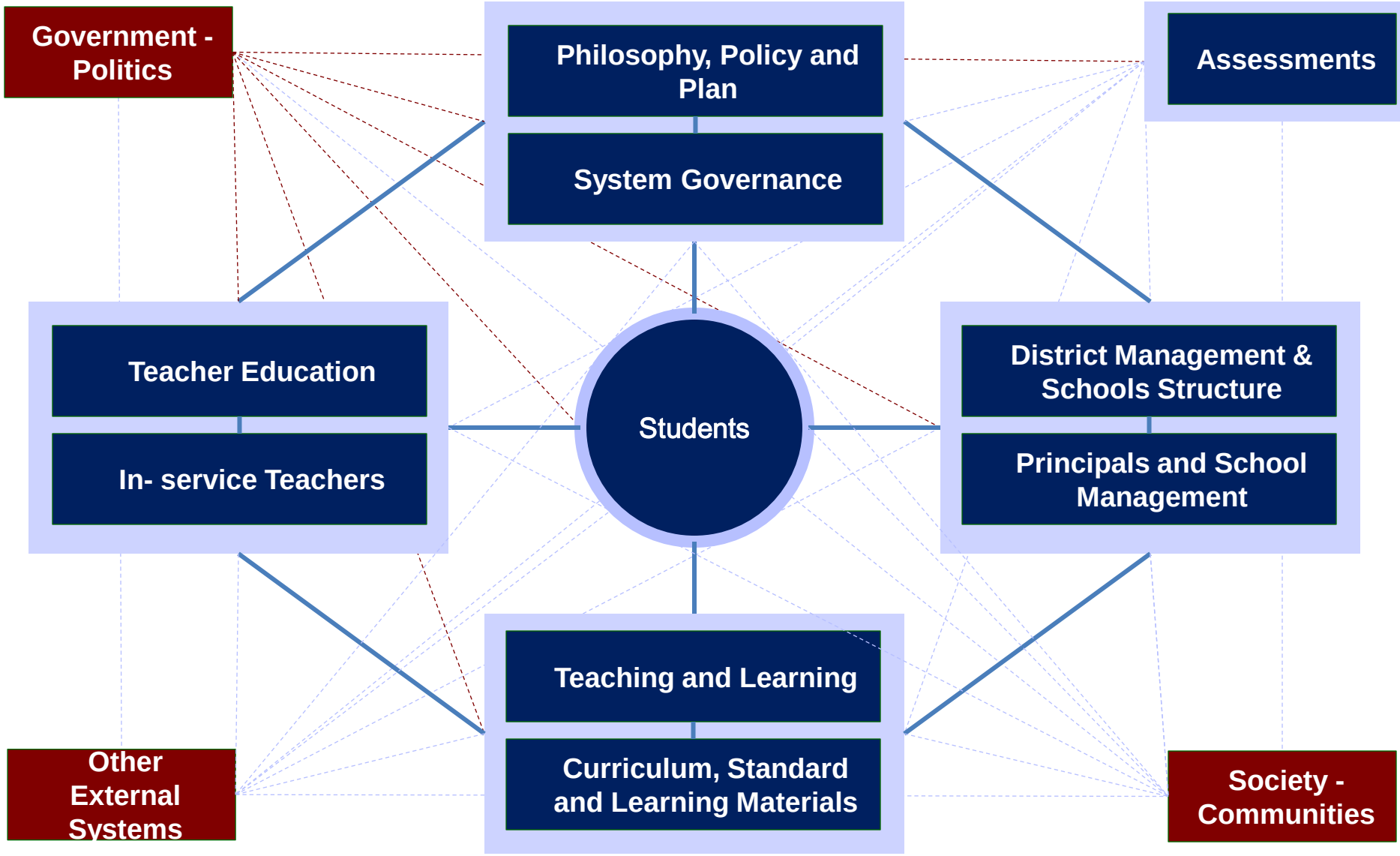
Understanding education system dynamics forms a foundation for insight into system behaviours and outcomes – a necessary condition for development.



Understanding Education System

Complexity	• Education System is a complex social system where elements are interacting and are interdependent. It is multi-level, multi-scale and multi-dimensional. • Thailand K-12 Education System is massive and diverse. Centralized decentralization will not work in such a complex system.
Evolutionary	• Complex system evolves and learns. All need to be involved and all need to evolve together.
Governance	• Local development is the key and autonomy needs to be encouraged and supported.
Capacity Building	• Capacity Building is a foundation. • Capacity Building needs to be at all levels. Leadership and adaptive capacity development are essential.

Understanding Education System

Knowledge	• Knowledge and support are keys. Knowledge needs to be created through research. All stakeholders can be sources/parts of knowledge system. Global knowledge is a critical source.
Interrelatedness, policies and support	• A system of coherent and aligned policies is necessary to aid system evolution. • Barriers need to be removed. • How intervention policies are implemented is critical to their success.
Assessments	• Assessment system is essential where it can provide effective feedback at appropriate time and place throughout the system.
Rethinking	• National Education Philosophy and its realization. • Planning and implementation processes. • Roles of Institutions and institution development.