

**Education Policy of
Police General Permpoon Chidchob
Minister of Education of Thailand**

Police General Permpoon Chidchob, the Minister of Education of Thailand delivered his education policy “**Happy Learning**” and its implementation guidelines on September 14, 2023, at 9:00 a.m. in the Rajawallop Room, Rajawallop Building, at the Ministry of Education.

The “**Happy Learning**” education policy tackles the challenges faced by two groups: the first comprises teachers and educational personnel while the second centres on students and parents. To ease the burden of teachers and educational personnel, there are 4 main focus areas: (1) adjusting the performance appraisal system; (2) ensuring transparent mechanisms to enable teachers to transfer back to their hometown/province; (3) solving debt problems; and (4) providing teaching materials and 1 tablet or PC per teacher. To accelerate the reduction of the burden of students and parents, there are 6 key focus areas: (1) learning anywhere and anytime for students; (2) establishing the 1 district, 1 quality school system; (3) establishing study guidance/counselling and a life goal coaching system; (4) developing the Skill Certificate system; (5) developing the academic equivalency and evaluation system; and (6) enabling students to gain paid work experience while studying so they enhance their employability after graduation. The objectives of this policy are closely in line with the Ministry of Education’s vision: “Learners of all ages will be developed to their full potential, be moral and ethical, have the necessary skills, be ready to adopt lifelong learning, and be able to adapt to the way of life in the modern world by the year 2027”.

The Ministry of Education will operate under the framework of the Constitution of the Kingdom of Thailand 2017, the 20-Year National Strategy, as well as incorporating the government’s policy to improve the quality of Thai education to its fullest capacity under the working guideline’s simple mottos: “**Join hands and walk together.**” and “**Happy Learning**”. The road to enhance Thailand’s quality of education requires everyone’s participation and a concerted effort to work together. A supportive learning environment for all learners, teachers and parents, will have a positive impact on learning outcomes, and this will make everyone happier.

Therefore, the Ministry needs cooperation among management, teachers, educational personnel, parents and communities to support and push forward the proposed improvements. In providing education, there are 2 main concepts that the Ministry will consider: education for excellence and education for stability in life. Based upon these concepts, the Ministry’s policy will focus on 2 principal issues: the policy that focuses on the works of the Ministry and the policy that needs to be implemented immediately.

The policy that focuses on the work of the Ministry: Easing the burden of teachers and educational personnel in 4 areas:

1. Adjusting the performance appraisal system for teachers and educational personnel:

- Reducing processes and documentation;
- Focusing on student achievement with actual conditions;
- Providing simple and fair assessment processes.

2. Promoting transparent mechanisms to facilitate teacher transfer:

- Ensuring teachers and educational personnel can transfer back to their hometown with transparency and without bribery;
- Conducting a survey to identify teacher shortages in each area.

3. Solving debt problems incurred by teachers and educational personnel:

- Developing an understanding on budgeting and saving;
- Embracing the principles of the Sufficiency Economy Philosophy in daily life and urgently assisting NPL debtors.

4. Providing teaching materials and welfare for “1 Teacher, 1 Tablet”:

- Providing teachers with equipment to help organise effective teaching and learning;
- Providing teacher-friendly online systems to support widespread usage.

Policies that must be implemented immediately: Reducing the burden on students and parents in 6 areas:

1. Study anywhere, anytime:

- Providing free, "learner-centered" education with learning systems or platforms to reduce educational inequality (1 Student, 1 Tablet) by promoting the role of the private sector (establishments) to support and organise education by providing appropriate compensation for students during their studies or vocational training;
- Combining the National Learning Platform with traditional teaching in the classroom and the online teaching (Hybrid Education). Learners will be given opportunities to participate in learning activities both in and outside the classroom;
- Expanding the provision of education for people of all ages across the country;
- Developing education through the accumulating learning units system (Credit Bank System) to provide opportunities for learners, as well as the general public, to study and work at the same time.

2. “1 District, 1 Quality School”:

- Arranging for the development of at least 1 model quality school in each district or educational area to pilot the development of quality schools;
- Supporting the development of school infrastructure;
- Providing media, equipment, and budget to improve the learning environment;
- Allocating budget for this cause every fiscal year.

3. Learning and life goal coaching system:

- Improving and modernising the curriculum and learning process with the aim to equip learners at all levels with the skills necessary for life;
- Providing a curriculum that responds to learners' interests and needs, and enables them to earn an income while studying, and at the same time, meets the needs of the labour market after graduation;
- Providing a guidance/counselling system from elementary to secondary level to enable learners to discover their learning paths to achieve their life goals throughout the study period.

4. Developing the Skill Certificate system (the educational assessment system that reflect professional standards):

- Allowing learners to take additional classes or subjects in order to receive the certificates needed for their professions;
- Using learners' accumulated credits to recognise and certify the equivalency of learners' professional standards and qualifications. Learners can then receive their certificates and begin to work in their chosen professions;
- Allowing vocational students to apply for the recognition and certification of their professional standards during their programme of studies. This policy measure is in place in the hope that students can earn some income, even during their studies.

5. Developing the academic equivalency and evaluation system:

- Allowing high-ability learners to pursue higher education faster with a system to determine learners' academic level, recognise and transfer academic results, skills, knowledge, experiences or competencies between different educational institutions that use the same, or different, academic and evaluation systems or between Thai and foreign academic and evaluation systems.

6. Learn to Earn: earn an income while studying, being employed after graduating:

- Providing lifelong vocational education at the professional level to develop the competency of manpower at the technical level by focusing on producing and developing manpower in urgently needed fields to meet the needs of the labour market in line with the National Economic and Social Development Plan and National Education Plan;
- Encouraging learners to put their knowledge into practice. This will help build learners' careers and life skills to ensure that vocational education graduates will be ready to work and meet the country's manpower needs.

Regarding the above education policy, the Minister of Education has issued the following instructions and guidelines:

1. The management in all agencies under the Ministry's supervision shall adopt and implement the Action Plan for the Cabinet's policy regarding education that was announced to the Parliament, as well as the education policy of the Minister of Education.
2. Enforcing measures to prevent and suppress corruption in bureaucratic procedures, such as the hiring, appointing or transferring of personnel. Emphasis will be given to prohibiting bribery and corruption in appointing higher level government positions, procurement of supplies, materials, equipment, school uniforms and lunches, while at the same time, ensuring the procurement of supplies, materials and equipment of the Ministry shall be of the highest quality.
3. Embracing and applying the practice of the Sufficiency Economy Philosophy.
4. Working together to protect the environment and promoting the use of clean energy.
5. Systematically promoting reading. Teachers shall be a role model to demonstrate the love of reading.

6. Only persons whose duties are related to the on-site inspection process are allowed to join and receive the inspection teams' site visits or join the inspection teams for the site visits. The procedures for receiving or going out to the site visit shall be done in a simple and economical manner, i.e. no welcome sign presented and no tokens or souvenirs given. In addition, the Minister of Education requires that all students will be well taken care of, both spiritually and academically, while the management of the Ministry must follow through with the effective implementation of education policy.

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Resource: <https://moe360.blog/2023/09/14/minister-ed-statement-ed-policy/>