



2008/ED/EFA/MRT/PI/68

Country profile prepared for the
Education for All Global Monitoring Report 2008
Education for All by 2015: will we make it?

Thailand

Non-formal education

Wisanee Siltragool
2007

This profile was commissioned by the Education for All Global Monitoring Report as background information to assist in drafting the 2008 report. It has not been edited by the team. The views and opinions expressed in this paper are those of the author(s) and should not be attributed to the EFA Global Monitoring Report or to UNESCO. The profile can be cited with the following reference: "Country Profile commissioned for the EFA Global Monitoring Report 2008, Education for All by 2015: will we make it? For further information, please contact efareport@unesco.org

Non-Formal Education in Thailand

By Wisanee Siltragool

PART 1

THAILAND OVERVIEW OF THE PROVISION OF NON-FORMAL EDUCATION FOR YOUTH AND ADULTS.

Provision of Non-Formal Education in Thailand.

Thailand in current situation aims to create “A Learning Society” so a great number of organizations intend to provide learning opportunities and non-formal education to the out of school population. Those organizations can be classified into two main groups; Group 1: The organization with **its main task** is to provide Non-Formal Education and Group 2: The organization with **its second task** is to provide Non-Formal Education. The first group falls into Office of the Non-Formal Education Commission, Ministry of Education while the second group falls into other Departments (Office) in the Ministry of Education and other Ministries, e.g. Ministry of Interior, Ministry of Public Health, Ministry of Agriculture, Ministry of Industry, Office of the Prime Minister, the Universities, Local Community Administration, Private sectors, and etc. They are to serve “All for Education”

Besides GOs, there are NGOs, which provides programmes and activities for the out-of – school population. Some NFE activities are for example, community development, forest reservation, gender empowerment and life-skills etc,

To meet the objectives and goal of EFA, the strategies of success and sustainable development are established at a national level and local level.¹ Ministry of Education takes full responsibilities to undertaken EFA Plan by two main organizations: The Office of Basic Education Commission (**OBEC**) taking care of Formal Education for school-aged group and Office of the Non-Formal Education Commission (**ONFEC**) taking care of Non-Formal Education for target population over 15 years of age.² As of July 2003, Thailand’s population was 63.2 million. The figure shows, 25% of the population is under the age of 15, 66.5 % is between 15-59 years and 9.4% is 60 years and over.³

Non-Formal Education in Thailand.

Non-Formal Education in Thailand plays important roles for the out of school youth and adults. ONFEC has undertaken two types of education: Non-Formal Education and Informal Education. These two types are in congruent. The Education Act of B.E. 2542 (1999)⁴ defined these two types of education as follows:

Non-formal education shall have flexibility in determining the aims, modalities, management procedures, duration, assessment and evaluation conditional to its completion. The contents and curricula for non-formal education shall be appropriate, respond to the requirements, and meet the needs of individual groups of learners.

¹Bureau of Policy and Strategy, Office of the Permanent Secretary, Ministry of Education, **The National Educational for All Plan of Action for Thailand (2002-2016)**,

² In the remote areas, such as mountainous areas and areas along border line the school-aged children study at Community Learning Centres (CLC) operated by ONFEC.

³ National Statistics Office. **Population and Housing Census 2000**.
http://web.nso.go.th/eng/en/pop2000/report/adv_e.htm

⁴ Office of the Educational Council. National Educational Act of B.E. 2542 (1999).
<http://www.edthai.com/act/index.htm#1>

Informal education shall enable learners to learn by themselves according to their interests, potentialities, readiness and opportunities available from persons, society, environment, media, or other sources of knowledge. Educational institutions are authorized to provide any one or all of the three types of education

ONFEC gives priorities to these two types of education to provide opportunities for youth and adults for basic education and are able to continue their study at higher levels. Therefore, the out of school population in this country, from being illiterate can get education by NFE tract by taking literacy class, primary education, lower secondary, and upper secondary education. Then, by the certificate they received which is equivalent to formal education, they can continue for higher education, or enter the Open Universities.⁵ This is why the number of Basis education learners is increasing. In 2005, the number of enrolled learners in total 1,689,261 classified as of elementary 176,715, Lower-Secondary 607,105, Upper-Secondary 905,441.⁶

ONFEC tries to reach the unreached. In 2005, the disabled graduated from NFE Basic Education in numbering 212,258⁷. The conscripts graduated in numbering 59,850, the juveniles and prisoners graduated 59,850.⁸

Non-Formal Basic Education Programmes and activities

NFE programmes and activities provided by ONFEC can be categorized into three main areas: Basic Education, Vocational Education and Skills Training, and Information Services. Those programmes and activities can be categorizes as in Table 1.

Table 1: Core categories for types of NFE activities in THAILAND

Core Types of NFE Activities	DESCRIPTION
1. Literacy and numeracy	Organized to provide adults with knowledge and tools to improve their lives, especially, in a rapidly change which individuals who are not functionally literate will fall further and further behind in terms of their intellectual, social and economic development, It also helps adult learners learn basic skills in reading, writing, calculating, problem-solving through “Khit-pen “process, which consists of information on academic knowledge, self knowledge, and environmental knowledge. Adult learners can make decision to solve their problems by considering those three areas of information. The

⁵ ONFEC, **Research on Equivalency Programme. 2007**, It is found that during 2005 – 2006, at tertiary education level, most NFE graduates enrolled in Rajabhat Universities which are regarded as community-based institutes (24.89%); secondly they enrolled in Ramkhamhaeng Open University (20.93%); Sukhothai Thammathirat Open University (15.50%); private vocational schools (13.91%); state vocational school (8.64%); private universities (4.37%); state vocational colleges (4.36%); community colleges (3.15%); private vocational colleges (1.65%); state closed universities (1.48%); and Rajamonkole University of Technology (0.57%)

⁶ ONFEC, Equivalency Programme for Promotion of Lifelong Learning. 2006.

⁷ lower than Primary Education 83410, Primary Education 108,468, Lower Secondary 16,241 and Upper Secondary 4,139

⁸ ONFEC. NFE Statistics, 2005. ONFEC, Bangkok.

⁹ Sheldon Shaeffer, UNESCO Asia and Pacific Regional Bureau for Education Director.
<http://www.unescobkk.org>

Core Types of NFE Activities	DESCRIPTION
	<p>curriculum of this programme is designed to be responsive to the needs and conditions of the target learners. There are specific curricula for various NFE target groups, such as for the southern Thai Muslims, northern hill-tribes, etc. The literacy programme has curriculum equivalent to grade four of formal schooling system. Main objective of literacy program is to enable the people to read, write, and make them realize duties of the citizens in the constitutional monarchy system.⁹</p>
<p>2. Equivalency Programme (Non-Formal Education Basic Curriculum)</p>	<p>Organized for youth and adults over 15 years old, who did not have access to or who withdrew or missed from formal primary/basic education. It is fundamental education prepared as an initial tool for individuals to use to acquire for further knowledge. Knowledge and experiences, which are essential for happy livelihood, are included. Three levels of NFE Equivalency Programme (Basic Curriculum) are equivalent to each level of formal education. They are Primary Education Adults Curriculum¹⁰; Secondary Education for Adult Curriculum¹¹; and Upper Secondary Curriculum¹².</p> <p>Youth and adults learners can select between two modes of study appropriate to them; NFE Distance Education and NFE Group Study.</p>
<p>3. Life-skills training programme</p>	<p>The programme comprising of knowledge, attitudes, and skills organized to increase abilities of individuals to solve the problems they are facing and prepare them for readiness to adjust themselves in the future. No matter the problems are related to family, health, medias, environment, ethics and moral, social problems, HIV, drug addict, etc., they can solve.¹³</p>
<p>4. Income generation / non-formal vocational training/</p>	<p>Vocational Education and Skills Training (Income generation) is designed to promote the public welfare or upgrade their quality of life through vocational development by providing four types of vocational education and skills training:</p> <p>(1) Interest Group: provided to serve specific vocational skills needs and interest of various groups of people.</p> <p>(2) Short-Term Vocational Course: ranges from 100 to 300 hours. People who are interested can register for any kinds of skills training they need with minimum expense for training materials.</p> <p>(3) Vocational Certificate Curriculum: It is a 3 year-vocational certificate curriculum programme provided for those who completed primary education or grade 6 and would like to seek for knowledge and understanding about the world of work, knowing</p>

¹⁰ Primary Education for Adults Curriculum. The curriculum integrated all subject contents into situations Therefore, it is thought to be suitable to adults working lives. This has been its outstanding point. The curriculum identified 2 subject areas as : Fundamental Experience Subject Area and Supplementary Experience Subject Area (Elective).

¹¹ Secondary Education for Adult Curriculum. This curriculum was modified and improved to make it more equivalent to the formal school's lower secondary education curriculum.

¹² The curriculum was modified and made it more responsive to the people's way of life, needs and socio-economic changes.

¹³ Department of Non-Formal education. **A Study of Life Skill Activities of Non-Formal Target Population.** Bangkok, DNFE. 2003:11

Core Types of NFE Activities	DESCRIPTION
	<p>oneself and society, the way to achieve and make decision to choose the occupation suitable to the needs of individuals and communities. The students who completed this programme will obtain the certificate equivalent to grade 9 or lower secondary education in formal schooling system.</p> <p>(4) NFE Occupational Certificate Curriculum: This 3 year-NFE occupational certificate curriculum programme is provided for those who completed lower secondary education and are working in business sectors or are being self-employed for at least 3 years. This curriculum is particularly designed to upgrade vocational skills of the learners who have already been in workplace or have skills experiences. The learners who completed this programme will be offered a vocational certificate equivalent to grade 12 or upper secondary education in formal schools.</p> <p>NFE skill training or Vocational Education, therefore, referred to livelihood training, with the aim to increase productivity and income, and to provide skills and knowledge for self-employment and employment. This type of training may be linked to access to micro-credit schemes and to the corresponding training. The credits can be transferred to NFE Basic Education or for further study.</p>
NFE activity not examined in detail	
1. Information Service (Informal Education)	<p>Provided in terms of informal education or lifelong learning through various kinds of media to give people access to educational opportunities at any time they need. The main activities organized in this area of services are Public Library (847 public libraries) regarded as the academic resource centre for people to search for knowledge and information they require. Community Learning Centre (8,057 CLCs) provide various kinds of knowledge in terms of lifelong learning for people in the communities, and the Educational Radio and Television Programmes which mostly produced by <u>the Centre for Education Technology</u> and Regional Non-Formal Education Centres aim to provide an opportunity for all population to acquire knowledge equally, as well as up-to-date information.</p>
5. Science Education	<p>Organized by The National Science Centre for Education to provide knowledge and exhibition of science and technology for the public. There are currently 14 Science Centres established in Bangkok and other provinces and operated under ONFEC.</p>

Organization and Structure of ONFEC

The organization and structure of ONFEC has been classified as levels; from Central Office in Bangkok to regional, provincial, and district level all over the countries

1.1 Office of the Non-Formal Education Commission (ONFEC). There are seven NFE Divisions at the main office. There are also NFE Centres at the national level. They are for examples, the Centre of Education Technology, the Centre for Distance Education, Informal Education Centre, and Science Centress.

1.2 Non-Formal Education Institutes. (at regional, provincial, district levels)

1.2.1 Regional Non-Formal Education Centres. There are five regional centre: North, South, East, Northeastern, and Central Centre. Each centre serves as a research and development centre for its region.

1.2.2 Provincial Non-Formal Education Science Centres. There are twelve Provincial Science Centres provides science education and knowledge for general people, NFE students, and formal schooling target groups.

1.2.3 Vocational Training Centre along the Border Areas. There are seven centres along the borderline of the country. These centre provide skills training for the border people an also serve many Royals projects.

1.2.4 Non-Formal Education Provincial Centres. There are 175 provincial centres (include Bangkok NFE centres)

1.2.5 Non-Formal Education District Centres. There are 895 centres in this type serving as NFE Institutes providing NFE programmes and activities for target learners (mostly youth and adults)

Besides these types, there are public libraries at provincial, district level in numbering of numbering 845 libraries

2. NFE Personnel all over the country (working under ONFEC)

In 2006 there are 9,911 NFE persons working all over the country. They are classified by there functions and responsibilities as follows:

▪ Civil Government Officials	813	persons
▪ Teachers	2,881	persons
▪ NFE permanent employed (working at grass-root level)	4,741	persons
▪ Employers	1,476	persons
▪ NFE Teachers at Community Learning Centres	7,405	persons

3. Budget allocation for NFE

ONFEC receives budget from the government annually.

- In 2006, the total budget of ONFEC was 4,136,984,300 Thai Baht
- In 2007, the total budget of ONFEC was 4,964,574,800 Thai Baht (20 % increased)¹⁴

The government allocates the budget to this program by calculating from the number of learners in the program for e.g., NFE Equivalency Programm, if compared with FE at the same level the budget is lower:

Level of Education	Each Learner (baht/ head/ year) ¹⁵	
	NFE Learner	Formal School Student
Elementary Education	452	1,100
Lower Secondary Education	1,162	1,800
Upper Secondary Education	1,162	2,700

4. Assessment of NFE Organizations.

As stipulated in the 1997 Constitution of Kingdom of Thailand, a national education law is required; hence, the drafting of the 1999 National Education Act, Chapter 6 of the Act on Education Standards and Quality Assurance mandates establishment of the Office for National Education Standards and Quality Assessment (ONESQA), enjoying the status of a public organization. The ONESQA develops the criteria and methods for external quality assessment; assessing educational achievements in order to check the quality of educational institutions. External quality assessment of all educational institutions will be made at least once every five years since the last assessment.

ONFEC is now developing NFE standards, indicators and criteria based on NFE programmes. This is to ensure the quality of NFE services for target population. Every NFE

¹⁴ 1 US\$ equivalent to 38 Thai Baht

¹⁵ ONFEC, 2004

Institute will do internal quality assessment based on standards developed by ONFEC. ONESQA will provide external assessment for all NFE institutes based on its standards.

PART II

Major Types of Non-Formal Basic Education

1. Literacy Programme.

This is a single programme as well as an integrated programme to other existing activities, e.g. Cooperative-saving, and other community development activities

Type of Literacy Programme Providers

- (1) Office of the Non-Formal Education Commission, under MOE, develops primer and supplementary reading materials for adult illiterate and neo-literate and distribute nation wide.
- (2) Regional Non-Formal Education Centres (five RNFECS) develop relevant literacy materials for the whole region. Functional Literacy curriculum and materials for literacy class are also produced at the regional level.
- (3) Provincial NFE Centres facilitate NFE District and NFE Community Learning Centres to organize literacy classes and undertaken Provincial Public Libraries.
- (4) District NFE Centres organize literacy classes, provide literacy materials, undertaken District Public Libraries.
- (5) Community Cooperative Shops run by the villagers help in integration of literacy and numeracy.
- (6) Military, Ministry of Interior, Ministry of Public Health
- (7) Religious organizations help to organizing literacy programme. (provide venue, facilities for literacy class)
- (8) APPEAL/UNESCO, UNICEF, ACCU, helping in training post literacy material for neo literate, piloting literacy projects.
- (9) Local wisdoms, indigenous people, experts serving as resource persons for NFE training programmes and courses.
- (10) Some local NGOs produce reading materials for their projects which help to maintain literacy skills
- (11) Sub-District Administrative Organizations facilitate literacy class.
- (12) Private bodies donate books, magazines, reading materials

Main objectives of literacy programme.

- to practice reading, writing, numeracy skills
- to impart useful knowledge indifferent areas (health, environment, culture, co-operation and etc.)
- to encourage learners to bring knowledge for improving the quality of life

Target groups of literacy programme

The illiterates which most of them are ethnic minorities, people along the border areas, street children and youth, migrant workers, people in refugee camps, and the handicapped.

People that the literacy programme reach.

Literacy programme tries to reach the above mentioned unreached. Therefore, literacy programmes provided for them vary from groups to groups according to the target conditions

and problems. Literacy curriculum and materials are designed and classified in seven categories as follows.¹⁶

1. Functional Curriculum for Adult Literacy Class region 2. (for Muslim people in the South)
2. Functional Literacy Curriculum for Adult Literacy Class B.E 2529
3. Curriculum to use Basic-hand symbols B.E 2541(for the deaf)
4. Functional Braille Curriculum B.E. 2541
5. Functional Literacy Curriculum for the Advantages B.E 2542
6. Functional Literacy Curriculum for the Autistics B.E 2543
7. Functional Literacy Curriculum for the Brain-handicapped B.E 2543

Teaching and learning activities.

ONFEC organize literacy class to teach Thai national language in duration 200 hours. (2-3 hours is set for each period). Normally, time and venue are set according to the agreement of learners. It is a teacher-oriented class. In rural area, classes are organized in the evening after work at CLC. In cities or town, classes are organized during the weekends at CLCs. Literacy primer developed by ONFEC will be provided. Content of primer relates to main functional areas of health, environment, basic law, ethic and moral, vocation, national unity, etc. Regional NFE Centres develop functional literacy materials, mostly for people in that region and Provincial NFE Centres also develop reading materials mostly for ethnic minorities in that province. In 2007, ONFEC in cooperation with Thai Army launch literacy programme to increase national security in the sensitive areas along the borderlines.

Teachers of literacy classes are NFE CLC teachers. In the remote areas, those teachers staying at CLCs, will spend their time to visit villagers. Informal speaking and listening Thai language will be encouraged during their visit and sometimes integrated in community development activities.

In order to encourage neo-literate or people with limited literacy skills to continue reading and to impart them with useful knowledge ONFEC produce post literacy materials and distribute to literacy groups. NFE Public Libraries in numbering of 847 also work closely to support literacy classes in the areas.

Outcomes of literacy programme.

In 2006 enrollment of literacy programme is **150,592** (male 73,109, female 77,483) graduate 83,944 (male 42,547, female 41,397)¹⁷.

2. Equivalency Programme (Non-Formal Education Basic Curriculum)

This is very important and main programme run by ONFEC and its branches all over the country.

Type of Equivalency Programme Providers

- (1) Office of the Non-Formal Education Commission, under MOE develops national curriculum, guidelines for administration, operation and implementation of the programme and NFE Standard Tests.
- (2) Regional Non-Formal Education Centres (five RNFECs) in cooperation with ONFEC Central Office to monitor and facilitate Provincial Centres. They also set model of NFE Advice Centres for every province in their regions.
- (3) Provincial NFE Centres monitor and facilitate NFE District
- (4) Centres to operate and manage EQ classes. They develop EQ curriculum appropriate and relevant to the situations of that province.

¹⁶ ONFEC. **Criteria and Method to Operate Non-Formal Education Basic Education 2001** (revised in 2006). Page 3. ONFEC, MOE, Bangkok, 2006.

¹⁷ ONFEC. **NFE Statistics**. Planning Division, ONFEC, Bangkok.

- (5) District NFE Centres organize EQ classes through CLCs. They are the operation units working closely with other agencies and networking.
- (6) Military, Ministry of Interior, Ministry of Public Health working close and in cooperation with ONFEC to provide EQ Programme for their target groups (conscripts, juveniles, prisoners, public health volunteers etc.)
- (7) Industrial factories, entrepreneurs
- (8) Religious organizations help to organize EQ classes (provide venue and facilities) material for neo-literate, piloting literacy projects.
- (9) UNESCO provided fund to undertake a research project on equivalency programme to promote lifelong learning.
- (10) Sub-District Administrative Organizations facilitate EQ learning groups.

Main objectives of Equivalency Programme

EQ programme aims to enable target people to be complete citizens with goodness, wisdom, and happiness, having Thai consciousness, potential in performing career and be able to live a good life. Main objectives are, therefore, to create required characteristics of learners as: To see values and self-disciplines, follow teaching of their religious, having moral, ethics, and good values; To have knowledge and understandings history of the nation and local community, proud to be Thai citizenship, be able to use Thai language correctly, preserve Thai culture, and stick to democracy way of life with His Majesty the King as Chief of the Nation; having vision mind, critical thinking, analytical thinking, and being able to solve problem systematically; Having creativity, be able to acquire knowledge, build body of knowledge, having life skills, and fond of lifelong learning; know how to identify and use learning resources, local wisdom, and technologies; having vocational skills and good attitudes in performing careers, being a good role model or leaders for career development and self improvement; being able to develop community for sustainable development, and having readiness to compete outside world with peacefulness; Having consciousness to protect and preserve nature, and environment.

Target groups of Equivalency programme

Target groups of EQ programme are people who do not complete compulsory and want to receive basic education at primary and secondary levels. It is for the disadvantaged, people who missed or lack opportunities to access formal schooling system and those who withdrew from school. It is also for school-age children and youth in the remote areas where formal schools are not provided.

People that the Equivalency programme reach.

Large groups are factory workers, youth and adolescences who missed or withdrew formal schooling both in rural and urban areas, conscripts, juveniles, prisoners, Thai migrant workers, the disabled, ethnic minorities, local community leaders, and people in refugee camps.

Teaching and learning activities.

Principles of teaching and learning of EQ programme are set to meet the nature and characteristics of target groups over 15 years of age. They are believed to be mature enough, having prior experiences, and be able to respond for themselves in acquiring new knowledge. Process of learning is based on principles of: Khit-Pen or critical thinking; Learner-centre; and Integration.

NFE students can decide before enrollment types of NFE EQ programmes. They can enroll for Distance Learning or Group Learning according to their constraints and needs. Learning activities comprise of (1) Self-study from texts and medias, (2) Group meeting with teacher or facilitator 3 hours at least (3) Learn specific or difficult content from resource person, and (4) Learn from practicing in their real life situations and compile experience in "Learning Profile"

Duration of EQ programme is two semesters in each educational year (20 weeks for each semester). In each level (Primary, Lower Secondary, Upper Secondary) it requires for 4 semesters. Time can reduce if there is transferring of credits according to their prior experience.

It is important to mention that at present ONFEC develops “Assessment for Equivalency Programme” in each level (Primary, Lower-Secondary, Upper-Secondary) for the people over compulsory-age. Applicants can apply for assessment, based on the setting criteria. If they can pass through NFE testing at that level, being interviewed by the appointed team, and their Learning Profile meet the criteria, then they can receive certificates equivalent to education at that level.

Content of the curriculum of NFE Basic Curriculum is divided into 8 subject areas. They are (1) Thai language (2) Arithmetic (3) Science (4) Foreign language (5) Social and community development (6) Life –Skills 1 (health education and physical education) (7) Life-Skills 2 (Art) and (8) Vocational course (work and career development and technology education)

Outcomes of equivalency programme.

NFE EQ programme is very popular among the out-of school population. It serves the national educational policy to provide basic education for the Thai people. In 2006, the number of NFE EQ is 1,970, 376 (male 1,097,722 and female 872,654)¹⁸

The national policy

Research finding of NFE Equivalency programme during 2003 – 2006 are as follow¹⁹:

The graduation rate of all levels for the whole country is **35.22** percent which can be broken down into 23.20 percent for elementary level; 30.76 percent for lower–secondary level; and 40.24 percent for upper–secondary level which can be broken down into 24.51% for elementary level; 27.24% for lower–secondary level; and 28.84% for upper–secondary level.

The drop–out rate of all levels, for the whole country is **36.94%** which can be broken down into 52.29% for elementary level; 42.00% for lower – secondary level; and 30.92% for upper – secondary level.

The sustaining rate of all levels, for the whole country is **27.84%** which can be broken down into 24.51% for elementary level; 27.24% for lower – secondary level; and 28.84% for upper – secondary level.

NFE Equivalency programmes have impacts on social and economic development.

3. Life-skills training

This programme is organized by various agencies and organization and also it is integrated in the existing educational curriculum.

Type of Life-Skill Providers

Life-skills training for out-of school youth and adults is provided by various providers as follow:

1. Ministry of Education(ONFEC), Ministry of Public Health, Ministry of Interior
2. Provincial NFE Centres, Provincial Public Health organize or facilitate Life-skills training.
3. District NFE Centres organize training courses for Life-Skill.

¹⁸ ONFEC, Planning Group. **NFE Statistics 2006**. ONFEC, Bangkok 2006.

¹⁹ ONFEC. **Research on Equivalency Programme for Promotion of Lifelong Learning**. ONFEC Supported by APPEAL/ UNESCO, 2007-page F,

4. National NGO (e.g. PATH who provide training of the trainers to MOE Departments and Education institutions)
5. Religious bodies facilitate and conduct Life-Skills training course in moral and ethic.
6. Local NGOs provide and cooperate for Life-skills training for their target groups.
7. Sub-District Administrative Organizations facilitate and support training for their population.

Main objectives of Life-skills training

The programme aims to increase knowledge, attitudes, skills and abilities of individuals to solve problems they are facing and prepare them with readiness to the future.

Target groups of Life-skills training

Mostly, the target groups of Life-skills training of all sectors are youth and early adults aging 16-25 average. They are classified as risky groups and sometimes lacking skills to solve problems and adjust themselves to the situations. They are both male and female, in rural and urban areas. Some are homeless children and youth, and juveniles.

Life-skills training is also provided to NFE Equivalency programme, both as a single training and integrated into the existing curriculum.

People that Life-skills training reach

Statistics for enrollment of Life-skills training in 2006 provided by ONFEC is 635,905 (comprising of 298,113 males and 337,792 females). Complete training in numbering of 619,015 (comprising of 289,893 males and 329,122 females).²⁰ Number of Life-Skills training provided by NGOs, Ministry of Public Health, Monasteries cannot be estimated.

Training content and activities

Main content of Life-skills training is to increase skills in daily life, e.g. prevent drug addict, HIV aids, imbed moral and good habit, sex education, and etc. ONFEC itself classifies the content Life-skills training into four areas of: Health; Safety in life and assets; Preservation of nature and environment; Moral, ethic, values, and qualified habits

Training activities are participatory approach aiming to provide opportunities for sharing knowledge and experiences, discussion and doing activities among group members. Training course always performs in camping varying for 2-3 days.

Outcomes of Life-skills training

Life-Skills training is very useful for the target groups. However, it is high-cost training and need to receive support from donors or INGOs.

4. Income generation /non-formal vocational training

The training is provided as a single training and combined or integrated to existing educational programme and community development activities.

Type of providers in income generation training.

There are many sectors and organizations provide income generation /non-formal vocational training as follows:

1. At the central level or Ministerial level, there are Office of Vocational Education Commission, Office of the Non-Formal Education Commission; Department of Labour Force Development; Ministry of Labour Force; Department of Community Development, Ministry of Interior, Ministry of Defense, Foundations.

²⁰ ONFEC, Planning Group. **NFE Statistics 2006**. ONFEC, Bangkok 2006.

2. Provincial NFE Centres facilitate NFE District and NFE Community Learning Centres to organize vocational training.
3. District NFE Centres organize non-formal vocational training.
4. Local wisdoms, indigenous people, experts serving as resource persons for training.
5. Local NGOs organize training at grass root level.
6. Sub-District Administrative Organizations facilitate and support budget for training and forming career groups, Community Cooperative Shop.
7. Private bodies provide short course training in vocation.

Main objectives of income generation /non-formal vocational training

Income generation/non-formal vocational training aims to provide people with vocational skills to increase income or reduce some expenses, spend their leisure time in appropriate ways.

Target groups of income generation /non-formal vocational training

They are people who want to have vocational skills and increase income. They are both rural and city people. both male and female.

People that the income generation /non-formal vocational training reach

ONFEC statistics in 2004 indicates the registered students for short-course training (vocational and other skill training) during 2 semesters in numbering of 320,686 and finished training in numbering of 305,446. Registered students in education for career development course in numbering of 659,415 and finished in numbering of 618,422.²¹

There are big number of vocational trainees provided by other GOs, NGOs, Private agencies, Foundations cannot be counted.

Training activities of income generation /non-formal vocational training

Normally, training courses varies between 3-300 hours according to the skills required. Practicing is emphasized, besides learning knowledge. Practicing at entrepreneur or working place might be possible. Study visit to learn from career groups is also encouraged.

In training vocational skills, there are some other content to be integrated e.g. how to calculate investment and profits in an account book, ethic for entrepreneurs, vocational and sustainable development, etc.

Outcomes of income generation /non-formal vocational training

Outcomes and impacts of income generation/non-formal vocational training is quite high and could be seen within a period of time. Target groups can bring the acquired knowledge and skills to increase income and reduce some expenses. Its impacts are also in community development and people living peacefully.

.....

²¹ ONFEC, Planning Group. **NFE Statistics 2006**. ONFEC- p3 , Bangkok 2006.

REFERENCE

- Bureau of Policy and Strategy, Office of the Permanent Secretary, Ministry of Education, **The National Educational for All Plan of Action for Thailand (2002-2016)**. MOE, Bangkok 2002.
- Department of Non-Formal education. **A Study of Life Skill Activities of Non-Formal Target Population**. Bangkok, DNFE. 2003:11
- National Statistics Office. **Population and Housing Census 2000**. available from http://web.nso.go.th/eng/en/pop2000/report/adv_e.htm
- Office of the Non-formal Education Commission. **Criteria and Method to Operate Non-Formal Education Basic Education 2001** (revised in 2006). ONFEC, MOE, Bangkok, 2006.
- Office of the Educational Council. **National Educational Act of B.E. 2542 (1999)**. available from <http://www.edthai.com/act/index.htm#1>
- Office of the Non-formal Education Commission. **Non-formal Education Statistics, 2005**. ONFEC, Bangkok, 2005.
- Office of the Non-formal Education Commission. **Non-formal Education Statistics 2006**. ONFEC, Bangkok 2006.
- Office of the Non-formal Education Commission. **Research on Equivalency Programme for Promotion of lifelong Learning**. ONFEC, Bangkok 2007.
- Shaeffer Sheldon, UNESCO Asia and Pacific Regional Bureau for Education Director. available from <http://www.unescobkk.org>.