

**CLC Regional Conference:
for Lifelong Learning and Skills Development**

NQFs

Thailand

Country Report



Office of the Non-Formal and Informal Education

National Qualifications Frameworks for Lifelong Learning and Skills Development Thailand Country Report

1. Updated Information on Community Learning Centres

1.1 Are there any national policies and strategies concerning CLCs in your country?

National policies and strategies concerning CLCs in Thailand are as follows:

1) The National Education Act of B.E. 2542 (1999), Section 18 provides that *“Early childhood and basic education shall be provided in the following institutions: (1) Early childhood development institutions; (2) Schools; and (3) Learning centres.”*

Further, Section 25 states that *“The State shall promote the running and establishment, in sufficient number and with efficient functioning, of all types of lifelong learning resources, namely : public libraries, museums, art galleries, zoological gardens, public parks, botanical gardens, science and technology parks, sport and recreation centres, data bases, and other sources of learning.”*

2) The Promotion of Non-Formal and Informal Education Act, B.E. 2551 (2008) , Section 18 states that : An educational establishment shall perform the duties of promoting, supporting, coordinating and providing non-formal and informal education in collaboration with network parties. The operations of an educational establishment may provide for a community learning centre as a unit organizing and promoting learning activities and process for the community.

3) The second decade of education reform B.E.2552-2561 (2009-2018): The Thai government is committed to providing high-quality lifelong learning to all Thai people with emphasis on improving its quality and standard, increasing educational and learning opportunities and strengthening educational participation of all segments of society, so as to allow all Thai people access to high-quality lifelong learning through formal,

non-formal and informal education at all levels and all types. Additional, community learning sources are filled in every area for completing education system so as to serve and bring about the true learning society.

The Office of the Non-Formal and Informal Education plays a crucial role in MOE's Second-Decade Education Reform by expediting the provision of non-formal and informal education to the general public, allowing them an equal opportunity to learn and progress. One of its notable policies is the establishment of Sub-District Non-Formal and Informal Education Centres as a "learning hub" at a sub-district level. With a goal to provide every Thai citizen with quality life-long education, these sub-district NIE centres are equipped with state-of-the-art tools and media.

1.2 What are the objectives of CLCs? What groups are targeted by CLCs?

Objectives of CLCs entail:

1. To serve as a hub for learning as well as non-formal and informal education activities to ensure public access to inclusive and quality lifelong education
2. To form and expand the network of partners in organizing non-formal and informal education activities in a community
3. To promote and support non-formal and informal education activities performed by network parties
4. To collaborate and link with other agencies in the public, private and civil sectors in the provision of education

Target groups of Thai CLCs are Thai people literally of all ages, races and faiths.

1.3 Please describe the number of CLCs in your country in the table below.

CLC	Other learning or	Adult literacy
-----	-------------------	----------------

		non-formal education centres (with multiple learning programmes)		centres (only focusing on literacy)	
Government	NGO/others	Government	NGO/others	Government	NGO/others
8,764	Not Applicable	Not Applicable	Not Applicable	761 “Mae Fah Luang” Hill Area CLCs	Not Applicable

2. National Qualifications Frameworks (NQFs)

2.1 Is there a National Qualifications Framework in your country to connect education and training programmes?

A National Qualifications Framework currently in place is developed by the Office of the Education Council. However, the Office of the Non-Formal and Informal Education has not yet developed NQFs.

If not, are there any other similar kinds of frameworks to connect education and training programmes in your country?

ONIE has other similar kind of the above-mentioned framework, such as developing “Grade 12 for All in 8 Months” Curriculum. This curriculum is developed for employed learners over 18 years old, so vocational knowledge and experience can count as their credit study. To satisfy the programme’s completion requirements, learners must pass the required courses specified in the National Education Act and score at least 50% on a standardised examination. These courses maintaining a balance between 70% theory and 30% practice, aimed to equip learners with life skills essential for a happy living, are taught by contracted teachers with a bachelor’s degree.

3. Recognizing and Validating Lifelong Learning through NQFs.

3.1 How are programmes for lifelong learning under CLC/NFE centres legitimately recognized by the Government?

Given the second decade of education reform (2009-2018), the government puts the emphasis on providing lifelong learning to allow all Thai people to access to high-quality lifelong learning through formal, non-formal and informal education at all levels and all types. CLCs across the country are therefore used as lifelong learning hub in the communities for helping achieve the government's goal in this regard.

3.2 Are there any equivalency programmes that link formal and non-formal education in your country?

The Office of the Non-Formal and Informal Education has developed Basic NFE Curriculum of 2008 which promotes equivalency transfer of educational results from formal, non-formal and informal education which has been accredited by the Ministry of Education like other equivalency transfer methods, such as knowledge and experience method or the equivalency determination of educational levels for completing Grades 6, 9 and 12 in a shorter period of learning than normal learning for completing each level. ONIE's responsibilities for promoting, supporting, and undertaking the equivalency transfer of all levels are a must in the Promotion of Non-Formal and Informal Education Act, B.E. 2551 (2008).

4. Skills Development in your Country

4.1 Please describe the current policies concerning skills development in your country under formal and non-formal education. Is it discussed under the National Education Policy?

Formal Education

Under the National Education Act of B.E. 2542 (1999), Section 20 states that "Vocational education and occupational training shall

be provided in educational institutions belonging to the State or the private sector, enterprises, or those organized through co-operation of educational institutions and enterprises, in accord with the Vocational Education Act and relevant laws. ”

Non-Formal Education

Some of sub-district NIE Centres also act as Community Vocational Training Centres under the Community Vocational Training Centre Project implemented by ONIE who has laid out key guidelines for organising learning activities in the Centres as follows :

- Providing vocational training to equip learners with practical skills necessary to earn a living with an emphasis on the disadvantaged members of the working-age population (those between 15 and 59 years old)
- Appointing the Provincial Committee for Community Vocational Training Centres with the duties to take part in identifying management policies, and to supervise, follow up and support the performance of the training centres in respective provinces so as to ensure their compliance with the set policies
- Extending the role of Community Vocational Training Centres to include that of Community Vocational Knowledge Management Centres, thus creating the Communities of Practice with a nation-wide linkage of network parties
- Engaging technology and innovations in the management of Community Vocational Training Centres, linking every level of centre operations for enhanced efficiency
- Developing a vast array of vocational training courses to meet people’s needs with a focus on Competency-based Curriculum
- Developing OTOP Mini MBA Curriculum, which is the short-term vocational training course on business administration and export management with an aim to assist learners in raising product quality, adding value to their products and increasing distribution channels. In view of these goals, the curriculum includes the following core subjects: 1) OTOP Business Management; 2) OTOP Export Business; 3) Marketing and Distribution Channels; and 4) Business English

4.2 Please describe any recent initiatives of the Government to address skills development for unemployed youth.

The current government has a key policy on skills development for unemployed youth by providing occupational training for students and general public before embarking on careers through vocational training centres, especially to help unemployed youth to be employed in the current force market.