

**THE DEVELOPMENT AND STATE OF
THE ART OF ADULT LEARNING AND
EDUCATION (ALE)**

National Report of Thailand

By

Office of the Non-Formal and Informal Education

Ministry of Education

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National Report of Thailand**

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Tel. 0 2224 1648-9 Fax. 0 2622 1395

FOREWORD

This National Report on the Situation of Adult Learning and Education (ALE) is prepared by the Kingdom of Thailand for submitting to UNESCO Institute for Lifelong Learning (UIL). The purpose of this report is to generate information on the development of adult learning and education in the past decade from 1997-2007 after the CONFINTEA V (The 5th International Conference on Adult Education) held in Hamburg, Germany in 1997. This national report will constitute a major input and provide the basis for the CONFINTEA VI to be held in Brazil in May 2009. The output of CONFINTEA V led to the adoption of two documents: the *Hamburg Declaration on Adult Learning* and the *Agenda for the Future* which were the agreements of the conference to recognize and to push forward the adult learning and education as the key tools for sustaining human resource development and equal opportunity in education in ten years to come.

This national report is prepared in accordance with the guidelines provided by UNESCO Institute of Lifelong Learning (UIL). The key essence of the report comprises two major parts: the general overview which provides brief contextual information of Thailand, and the adult learning and education in details.

On behalf of the Ministry of Education, Office of the Non-Formal and Informal Education (ONIE) wishes to convey deep gratitude and appreciations to those who had rendered their time and efforts to help make this report successfully completed. Not only the report will be an informative document for CONFINTEA VI, the information appeared therein will as well be of most benefit to all concerned.

Office of the Non-Formal and Informal Education (ONIE)

Executive Summary

It has been universally recognized that basic education is one of the vital factors in economic, social and political development.

Since early history of Thailand, education not in the form of formal education has been long valued. Educating the Thai people was performed by Buddhist monks, village elders, local wisdom and folk artists, etc., in terms of adult education which has played important educational roles for the vast majority of the population even after a formal school system was established in the late nineteenth century. Therefore, adult education was found to have existed in Thailand since the country was settled. For a long time, adult education progressed gradually until the year 1944, when the effects of World War II brought adult education to a halt. After the war, the adult education in Thailand was revised and improved in order to have its scope of activities fit the many changes which resulted from the war, particularly the economic situation. Thus, the scope of adult education programmes was widened to include not only adult literacy as before-general basic knowledge and various types of vocational education were as well introduced to suit the needs of people in each era enabling them to improve their performing occupations that led to their better quality of life, as well as economic situations.

By the early 1970s, a broader concept of non-formal education had evolved. It became an indispensable component of the education system in developing the country's manpower and in increasing opportunities for continuing lifelong education. Since then lifelong education and equal access to education for all have been focal points of the national economic and social development scheme. The term "non-formal education" – any educational activities organized outside schooling system – has therefore replaced the term "adult education".

In 1997, Thailand had undergone drastic change on various fronts. Structural adjustment and educational reform were two major components of the government's reform scheme in line with the requirement of Section 81 of the 1997 Constitution. The

reform of the national education system resulted in the promulgation of the National Education Act of 1999, which subsequently led to the restructuring of the administrative system within the MOE a major shift in the policy and practice of literacy and non-formal education in Thailand. In addition, the Department of Non-Formal Education became the Office of the Non-Formal Education Commission (ONFEC) under the administration of the MOE Permanent Secretary since 7 July 2003.

According to the National Education Act of 1999 and the Amended Act of 2002, all individuals are to have equal rights and opportunities to receive basic education provided by the state of the duration of at least twelve years. Such education, provided on a nationwide basis, shall be of good quality and free of charge.

In conclusion, there are two major national policy frameworks that have affected the policy and practice of NFE in Thailand. The first is the Ninth National Economic and Social Development Plan of Thailand (2002-2006), which states that :

The Thai society should be a knowledge-based and learning society. Learning opportunities should be created for all Thai people, designed to promote logical and critical thinking and lifelong learning, so that people will be able to cope with changing conditions. Science and technology should be strengthened, so that Thai society can benefit from local innovation, creativity, and the accumulation of intellectual capital, in order to increase international competitiveness and to appropriately supplement Thai local wisdom and national traditions, culture and religion.

The second framework is the National Education Policy. Section 4 of the National Education Act of 1999 states that Thai education should be lifelong education, resulting from the integration of formal, non-formal and informal education so as to provide the means for the lifelong enhancement of people's quality of life. Chapter 3, section 15 of this Act also emphasizes that :

There shall be three types of education : formal, non-formal and informal.

1. Formal education shall specify the aims, methods, curricula, duration, assessment, and evaluation conditional to its completion.

2. Non-formal education shall have flexibility in determining the aims, modalities, management procedures, duration, assessment and evaluation with regard to its completion.



The contents and curricula for non-formal education shall be appropriate, respond to meeting the requirements, and meet the needs of individual groups of learners.

3. 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.

Presently, the MOE has developed and issued a national curriculum which has been partly adjusted to be a guideline for developing local curriculum based on local needs and situations. Thus, ONFEC has started to re-conceptualize NFE, reframe and redirect its policy, and redesign appropriate approaches. In addition, the range of opportunities is also expanded through a variety of adult and non-formal education programmes and activities. These programmes take into account the rights guaranteed in the current Constitution, which states that Thai citizens of all ages, regardless of gender, must have access to equal rights and opportunities. As the body directly responsible for the promotion and development of adult education, ONFEC has developed a variety of adult and non-formal education programmes : basic education (which includes literacy promotion, the basic education equivalency programme and continuing education based on the needs of the target groups), education for occupational development, education for life skills development, and education for community and social development, in which the contents can be adjusted to meet the needs of individual groups of learners. Besides, the Act also specifies that credits accumulated by learners will be transferable within the same type or between different types of education, regardless of whether the credits have been accumulated at the same or at different educational institutions, including learning from non-formal or informal education, vocational training or work experience.

Currently, the government has recognized the importance of non-formal and informal education and considered them the means of solving national education problems, such as providing the out-of-school adult and youth population, the disadvantaged, people with disabilities, etc. with the access to the state educational services in order to assist them to acquire knowledge, skills and up-to-date information essential for their quality of life improvement. The learning-teaching process as well puts emphasis on the enhancement

of critical thinking and the empowerment of individuals to achieve self-reliance and self-sufficiency.

However, the national education problems still occur since the non-formal and informal education still lacks operational mechanism in terms of rendering an effective continuing lifelong education services to the people. Thus, the government through the Ministry of Education has realized to the need of driving the legislation for promoting good strategies and most effective mechanism in such a way that it will help contribute to highly effective success in providing continuing lifelong education to the public through more active participation from all sectors in the society. As agreed upon, the cabinet then unanimously passed the Act which was officially promulgated on 4th March 2008 the Promotion of Non-Formal and Informal Education Act of 2008. This also resulted again in the status change on the Office of the Non-Formal Education Commission to the new status called Office of the Non-Formal and Informal Education or so-called in short as ONIE. The tasks of ONIE are being administered in the form of committee members called a Coordinating Committee for Promotion and Support of Non-Formal and Informal Education whose functions are to undertake the administration and management of the non-formal and informal education or NIE programmes and activities for more coverage of and greater benefits to every NFE target group across the country.

This report presents the overall picture of the development and state of the adult learning and education in the past decade from 1997-2007 after the 5th International Conference on Adult Education (CONFINTEA V) held in Hamburg, Germany in 1997. Adult education of Thailand is deemed to make a start of non-formal education which now turns to the lifelong education that enables adults to learn throughout life without frontiers, everywhere and all the time. As a key to sustainable development of the Country, continuing lifelong education or lifelong learning must be made a real progress to build Thailand a true learning society. ONIE as a body playing a leading role to open up of opportunities for each individual's access to educational equity and lifelong learning is now trying most to put more effort to achieve the said objectives as the ultimate goal of the Hamburg Declaration and the Agenda for the Future.

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PART ONE

1. General Overview

1.1 Contextual information on the Kingdom of Thailand

Thailand, or the “Kingdom of Thailand” as its formal name, is situated in the heart of the Southeast Asian mainland, covering an area of 513,115.02 sq.km. or approximately 198,953 sq.miles and extends about 1,620 kilometers from north to south and 775 kilometers from east to west. Thailand borders the Lao People’s Democratic Republic and the Kingdom of Cambodia to the East, Malaysia and the Gulf of Thailand to the South, the Union of Myanmar and the Andaman Sea to the West, and the Union of Myanmar and Lao People’s Democratic Republic to the North separated by the Khong River.

The country has its population of approximately 62.83 millions (A.D. 2006), of which are 32.01 millions males and 32.83 millions females. Bangkok is the biggest and present capital city of the country.

Thailand has been a democratic constitutional monarchy since 1932. Under the present constitution, the parliament is a bicameral House composed of Senators and Representatives, elected by the people. The Prime Minister, as the leader of the country, is selected from among the members of the House of Representatives.

Thailand’s economic system has connected to the world’s economic system with high competition in terms of production and merchandising as well as free trade system. The growth national product which provides highest income to the country is found derived from the agricultural produce which is as high as 60 per cent of all export products. Of all employed workforces, 70 per cent of them are engaged in the agricultural field. The country therefore has particularly put the most significance to the development of agriculture, while another significances aim at the development of the country’s

industry, communication, commerce and tourism respectively. Thailand has its GDP of 7.88 billion baht and the average income per head is 109,696 baht.

Education system in Thailand holds to the principle of lifelong education in which the formal education refers to basic education with six years of primary level, three years of lower secondary level and three years of upper secondary level. The compulsory education of Thailand is 9 years but all Thais are to legally receive 12 years of free basic education. There are presently 759 vocational institutions and 892 higher education institutions in which 516 of them are under the government administration, while 376 institutions belong to the private sector. In terms of the continuation of further education, It was found that the students who completed lower secondary education in academic years 2001/2002 and continued to further their studies at higher education are as high as 90%, while those who completed upper secondary education are 88% and higher education are 39.5% (Office of the National Education Commission 2003: p.20-21, 37, 39-40) The survey of literacy rate undertaken in 2005 by the National Statistical Office was found that the number of literate population whose ages were 15 years and older had reached to 93.5 %.

Thai national language is used as the country's official communicating language and Buddhism is the national religion. In terms of non-formal and informal education, there are several institutions under the government administration. Of which are 964 centres for the promotion of non-formal and informal education, 849 public libraries, 8,697 community learning centres, and 4,280 private institutions conducting non-formal and informal education. There are also other forms of non-formal and informal education such as educational radio and television programmes, IT media and science centres.

The number of population at school aged classified by educational levels is shown as follows in Table 1.

Table 1 : The number and percentage of students in the formal school system comparing with the total number of school-aged population classified by educational level in the year 2006

Educational level	Age	Number of students			School - aged population	Percentage of students per school age population	Percentage of students per all school children
		Total number	Male	Female			
Grand total	3-21	14,622,128	7,274,669	7,347,459	17,264,876	84.69	100.00
Total pre-primary education	3-5	1,772,190	910,500	861,690	2,362,114	75.03	11.73
Kindergarten 1	3	185,897	94,044	91,853	782,739	23.75	10.66
Kindergarten 2	4	779,922	401,720	378,202	787,981	98.98	5.15
Kindergarten 3	5	795,282	408,956	386,326	791,394	100.49	5.26
Pre-school	5	11,089	5,780	5,309	(791,394)	1.40	0.07
Total primary education (Pratom Suksa)	6-11	5,696,461	2,941,634	2,754,827	5,505,594	103.47	37.49
Pratom 1	6	885,995	460,123	425,872	836,465	105.92	5.80
Pratom 2	7	870,070	448,281	421,789	835,039	104.20	5.74
Pratom 3	8	959,513	495,124	464,389	894,694	107.24	6.32
Pratom 4	9	1,006,541	521,291	485,250	969,034	103.87	6.60
Pratom 5	10	1,000,095	515,841	484,254	990,676	100.95	6.59
Pratom 6	11	974,247	500,974	473,273	979,686	99.44	6.44
Total lower Secondary educ.(Mathayom Suksa)	12-14	2,781,715	1,409,353	1,372,362	2,877,822	96.66	18.68
Mathayom 1	12	957,909	491,156	466,753	948,997	100.94	6.35
Mathayom 2	13	928,152	470,717	457,435	956,467	97.04	6.23
Mathayom 3	14	895,654	447,480	448,174	972,358	92.11	6.10
Total Upper Secondary educ. (Mathayom Suksa)	15-17	1,868,999	873,902	995,097	2,841,512	65.77	13.54
Mathayom 4	15	744,079	357,273	386,806	967,851	76.88	5.26
Mathayom 5	16	595,454	273,488	321,966	956,590	62.25	4.38
Mathayom 6	17	529,466	243,141	286,325	917,071	57.73	3.90
Total Higher education	18-<21	2,502,763	1,139,280	1,363,483	3,677,834	68.05	18.56
Bachelor's degree and lower	18-21	2,298,704	1,044,305	1,254,399	3,677,834	62.50	17.07
Higher than Bachelor's degree	<21	204,059	94,975	109,084			

Source : "MOE Information Technology Centre" Ministry of Education

According to the table, when compared the number of students in the formal school system with the school-aged population in 2006 academic year, it was found that the number of primary school students was the highest leading to 103.47 per cent of all school-aged children. Of the rest, the lower percentage were those in the lower secondary level, the pre-school level, the higher education level, and the upper secondary level, with the total number of 96.66 %, 75.03 %, 68.05 % and 65.77 % respectively.

However, as shown in Table 2 below, it was found that the number of adult population aged 15 years and above in 2006 had approached to 48,270,192 in which it was 76.83 per cent of the total population of the country.

Table 2 : The number of the population aged 15 years and above in 2006 classified by geographical area

Geographical area	Number of population classified by age group				
	15-39	40-49	50-59	60 and above	Total
Grand total	25,702,908	9,644,794	6,389,116	6,533,374	48,270,192
North	4,503,250	1,978,827	1,345,856	1,356,372	9,184,305
Northeast	9,207,582	3,114,709	2,073,383	2,073,866	16,469,540
Central	3,878,118	1,574,049	1,025,527	1,100,057	7,577,751
South	3,592,356	1,168,303	747,226	881,233	6,389,118
East	2,287,096	861,579	535,519	540,362	4,224,556
Bangkok Metropolis	2,234,506	947,327	661,605	581,484	4,424,922

Source : Department of Defense

Table 3 below has shown the status of the workforce population aged 15 years and above classified by age groups according to statistical survey of the National Statistical Office.

Table 3 : The number of the workforce population aged 15 years and above classified by age group, working status and sex

Age group	Total Number of the workforce			Population not in the workforce aged 15 and above			Population not in the workforce aged under 15		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Grand Total	19,924.0	16,943.1	36,867.2	4,593.1	9,080.7	13,673.7	7,559.5	7,241.5	14,801.0
Lower than 15	-	-	-	-	-	-	7,559.5	7,241.5	14,801.0
15 - 19	975.4	549.4	1,524.8	1,702.7	2,017.1	3,719.8			-
20 - 24	2,088.6	1,543.0	3,631.6	606.3	1,072.9	1,679.2			-
25 - 29	2,524.0	2,156.3	4,680.3	172.2	494.0	666.2			-
30 -34	2,592.7	2,320.1	4,912.8	81.3	456.8	538.1			-
35 - 39	2,568.0	2,456.4	5,024.3	81.6	408.7	490.3			-
40 - 49	4,668.0	4,368.2	9,036.1	158.1	854.8	1,012.9			-
50 - 59	2,965.4	2,512.0	5,477.4	259.6	1,009.2	1,268.8			-
60 years and above	1,542.1	1,037.8	2,579.9	1,531.3	2,767.3	4,298.6			-

Source : "Report of the Survey on Working Status of the Overall Thai Population during cycle 3 period (July-September 2006)", National Statistical Office

According to table 3 it was found that there were approximately 50.5 million adult population aged 15 years and above. Of which number, it was found that 36.8 million or 72.95% were in the workforce, while 13.6 million or 27.05% were not in the workforce. However, the number of population lower than 15 years of age were 14.8 million. Nevertheless, it was noticed that the number of population aged 15 years and above as identified by the National Statistical Office was 2.3 million higher than that identified by the Department of Defense. However, according to the National Statistical Office, the following table 4 has shown the number of adult population aged 15 years and above as classified by educational achievement.

Table 4 : The number of adults aged 15 years and above classified by educational achievement, sex and working status

Unit : 1000

Levels of educational achievement	Population in the workforce			Population not in the workforce		
	Male	Female	Total	Male	Female	Total
Grand total	19,924.0	16,943.1	36,867.2	4,593.1	9,080.7	13,673.7
Uneducated	527.9	799.9	1,327.8	330.7	987.7	1,318.3
Lower than primary education	6,449.8	6,064.5	12,514.3	1,293.1	3,249.6	4,542.7
Primary education	4,502.6	3,503.0	8,005.5	524.3	1,186.8	1,711.1
Lower secondary education	3,247.8	1,981.2	5,229.0	1,377.2	1,957.4	3,334.6
Upper secondary education						
-General education	1,871.4	1,370.8	3,242.2	557.1	940.2	1,497.3
-Vocational education	737.0	440.0	1,177.0	232.8	260.8	493.6
-Academic field	6.8	7.0	13.8	6.4	4.4	10.8
Higher education						
-Academic field	1,270.1	1,511.4	2,781.5	120.6	206.1	326.6
-Vocational field	835.7	668.6	1,504.4	86.1	171.9	258.1
-Education field	361.5	509.6	871.1	46.8	83.7	130.5
Others	8.5	16.6	25.0	1.7	5.2	6.9
Unknown	105.0	70.7	175.7	16.4	26.9	43.3
Levels of educational achievement	Population in the workforce				People not in the workforce	Grand total
	Employed	Unemployed	Seasoning employed	Total		
Uneducated	1,320.7	5.6	1.6	1,327.8	1,318.3	2,646.2
Lower than primary education	12,431.2	50.7	32.4	12,514.3	4,542.7	17,056.9
Primary education	7,895.7	90.0	19.8	8,005.5	1,711.1	9,716.6
Lower secondary education	5,100.8	113.5	14.7	5,229.0	3,334.6	8,563.6
Upper secondary education						
-General education	3,168.5	70.2	3.5	3,242.2	1,497.3	4,739.5
-Vocational education	1,162.2	14.0	0.8	1,177.0	493.6	1,670.6
-Academic field	13.8	0.0	0.0	13.8	10.8	24.6
Higher education						
-Academic field	2,703.7	77.6	0.1	2,781.5	326.6	3,108.1
-Vocational field	1,482.7	21.6	0.0	1,504.4	258.1	1,762.4
-Education field	866.2	4.9	0.0	871.1	130.5	1,001.6
Others	25.0	0.1	0.0	25.0	6.9	31.9
Unknown	174.1	1.6	0.0	175.7	43.3	219.0

Source : "Report of the Survey on Working Status of Overall Thai Population , Cycle 3 Period (July-September 2006)", National Statistical Office

According to table 4, working status of the work force population aged 15 years and above when classified by sex was found that 54.04% were male workers, while 45.96% were female. When considered in terms of their educational achievement it was found that 33.94% of them were the most major number who were not completed their primary education. The second most were 21.71% of those who completed primary education, while those completed lower secondary education were 14.18%, followed by 13.99% of higher education, 12.02% of upper secondary education, 3.60% of uneducated and the least amount were 0.54% of those completed other educational programmes as well as those whose information were uncertain whether they had or had no education at all. When classified the actual working status of the workforce population, it was found that the majority of them with 93.58% were the employed group, while 1.22% were unemployed, and 0.20%, the least number, were those seasoning employed or looking forward to being employed on particular seasons.

When considered educational achievement of each group, it was found that 34.20% of which were the majority of the employed group who had achieved only lower than primary education. This was followed by 21.73% of those having primary education achievement, 14.04% of lower secondary education, 13.90% of higher education, 11.95% of upper secondary education, 3.63% of uneducated, and 0.55% of others and unknown respectively. For those who were unemployed had mostly achieved lower secondary education which showed 25.24%. The lower percentage of them were those achieved higher education, primary education, upper secondary education, lower than primary education, uneducated and others/unknown which were 20.01%, 18.72%, 11.27%, 1.24%, and 0.38% respectively. For those who were seasoning employed had achieved 0.14% of higher education, 44.44% of primary education, 27.16% of lower secondary education, 20.16% of upper secondary education, 5.90% of uneducated and 2.20% of others/unknown respectively. As for those who were not in the workforce and whose ages were 15 years and older, it was found that 33.59% of them were male and 66.41% female. When considered their education achievement, it was shown that the majority of them achieved lower than primary education and the rest had achieved lower secondary education, upper secondary education, primary education, uneducated, higher education, and others including unknown, the percentage of which were 33.22%, 24.39%, 14.64%, 12.51%, 9.64%, 5.23%, and 0.37% respectively.

Table 5 : The number of students attended formal and non-formal education classified by educational level in 2006 academic year

Educational level	Number of students			Number of students	
	Total	Formal school	Non-Formal school	Formal school	Non-Formal school
Grand total	17,348,069	14,622,128	2,725,941	14,622,128	2,725,941
Pre-school	2,530,625	1,772,190	758,435	1,772,190	758,435
Primary education	6,057,360	5,696,461	360,899	5,696,461	360,899
Secondary education	6,257,321	4,650,714	1,606,607	4,650,714	1,606,607
Lower secondary	3,501,495	2,781,715	719,780	2,781,715	719,780
Upper secondary	2,755,826	1,868,999	886,827	1,868,999	886,827
Higher education*	2,502,763	2,502,763	-	2,502,763	-
Bachelor's degree and lower	2,298,704	2,298,704	-	2,298,704	-
Higher than Bachelor's degree	204,059	204,059	-	204,059	-

Source : "Information and Technology Center 2007" Ministry of Education

*Higher education in formal school included 174,739 students in Sukhothai Thammathirat Open University

According to table 5, the overall students in Thailand in 2006 were 84.29% in formal school and only 15.71% in non-formal education system. As for those in the formal school system, it was found that 38.96% of them were in the primary school and the rest were respectively 19.02% in the lower secondary school, 15.72% in bachelor's degree level and lower, 12.78% in upper secondary school, 12.12% in pre-primary school, and 1.40% in post graduate school. When considered the number of students in non-formal education system, it was found that the highest number was 32.54% in the upper secondary level, followed by the lower number of 27.82% in the pre-primary, 26.40% in the lower secondary and 13.24% in the primary level respectively.

The government of Thailand has long promoted various forms of lifelong learning which include non-formal education, informal education, continuing education, training of life skills development activities being conducted by both government and private sectors. These programmes intend to solve the problems and to provide appropriate needs to the

great numbers of underprivileged who lack the opportunity in formal schooling. These groups of underprivileged today are the working aged group and the elderly who have become a major group of the country. This is due to the fact that the structure of younger population of the country tends to decline continuously. This changing status has made Thailand enter into the situation so called the “Population Aging” in which the idea of lifelong learning will be the best and vital instrument for promoting Thai society into the world of knowledge-based economy. This will enable the people to use their knowledge for improving their quality of life in order to live happily in their society among the rapid change of the world today which currently has the impact on daily living of all walks of life.

Thailand has proclaimed the use of National Education Act B.E. 2542 (A.D.1999) as the rule for promoting the country’s educational development so as to be in compliance with and relevant to the 9th National Economic and Social Development Plan (B.E. 2545-2549). The country has installed His Majesty the King’s philosophy on “Sufficiency Economy” to lead the country onto sustainable development. This philosophy is adopted for administering the country in parallel with the integrated human development process having “people as the centre for sustainable development”. This has been in connection with the present development plan or the 10th National Economic and Social Development Plan (B.E. 2550-2554). All of these plans have been in compliance with the National Education for All Plan of Action for Thailand according to Dakar Framework for Action (B.E. 2545-2559) in which the operation goals are divided into 2 phases as follows:

Phase 1: Operation goals for the period of 2002-2006

1.1 Expansion and development of comprehensive early childhood care for the children aged 3-5 years.

1.2 Expansion of all-round development programmes to reach all children aged 3-5 years prior to their entry to the education system.

1.3 Transition of all grade 6 and 9 graduates to lower and upper secondary levels.

1.4 Provision of vocational job training for grade 9 or 12 graduates who are not continuing their education to a higher level.

1.5 Increase in access to compulsory and basic education for the disabled and the disadvantaged children and the provision of proper forms of education and educational aid for these groups.

1.6 Upgrade of knowledge for at least 50 % of the workforce to a lower secondary level.

1.7 Increase in the average level of education for those 15 years old and older to at least 9 years.

1.8 Increase in the learning achievement of learners, especially in Thai and foreign languages, mathematics, science, basic applications of information technology and life skills,

1.9 Continue and wider the expansion of educational services and training in various forms to promote learning and life skills development as well as literacy retention.

1.10 Reduce drug addiction and HIV/AIDS infection.

Phase 2 : Operation goals for the period of B.E. 2007-2016

2.1 All-round development of all children grade 3 years and younger.

2.2 Access of all school-aged children to 12 years of basic education.

2.3 Equal access and opportunities of all Thais to quality education services.

2.4 Equal access and opportunities of all Thais to various high quality and flexible continuing education programs in accordance with their needs, interests, and their actual skills.

2.5 Increase level of education of the workforce to at least lower secondary education level.

2.6 Provide opportunities of all Thais to enroll in and complete twelve years of education.

2.7 Make “Drug-free and HIV-free” society.

2.8 Make better quality of life of the elderly.

To meet the goals of Education for All, the Thai government has adopted 3 national operational strategies as follows:

1. Strategy for instituting EFA policy as a public policy and sustaining over time national political commitment on EFA policy by :

1.1 ensuring that EFA policy has received approval by the government and become a sustainable national and political commitment over time, including supporting EFA provisions associated with lifelong education.

1.2 encouraging all sectors of civil society to join and participate in provisions of EFA as well as to raise social awareness in aspect of education from birth through life.

1.3 implementing Child Right Protection Act to protect children from child labor and child abuse, especially for the children in difficult circumstances or the disadvantaged, and create a safe and healthy educational environment for them.

1.4 establishing a multi-cooperating organization in the form of a national EFA commission to act as a core coordinating unit to coordinate, provide assistance and publicize EFA achievements as well as mobilize resources available within and outside the country.

2. Strategy for mobilizing resources to promote and support achievement of EFA and lifelong education by :

2.1 allocating national budget to support and promote basic education as a priority of the country's sustainable development, especially for the disadvantaged children in difficult circumstances and inaccessible areas.

2.2 establishing an Information Communication Technology (ICT) system to accomplish an EFA and lifelong education provision.

2.3 mobilizing resources from local authorities, enterprises, NGOs and private sectors through educational tax collection in order to motivate educational provision and training in lifelong education for all.

2.4 mobilizing funds and financial aid from international organizations through national cooperation.

3. Strategy for promoting and supporting efficient provision of EFA by :

3.1 undertaking research and analysis of country's situation regarding educational assess barrier in all aspects relating to disadvantaged out-of-school group such as cultural difference, gender disparity, etc.

3.2 promoting and supporting Educational Service Area (ESA) Offices, particularly those located in an area with many vulnerable and disadvantaged children and have capacities in developing EFA planning, management, budgeting and implementing the plan to serve those groups.

3.3 establishing EFA information centre and technical team/taskforce to collect EFA data, report and publicize achievements of EFA in Thailand.

3.4 adopting and developing suitable UNESCO's EFA core indicators in accordance with Thailand's situation and setting up a data collection system, classified by gender, so that all ESA offices can utilize them to monitor their EFA progress precisely.

3.5 continued undertaking EFA monitoring and progress assessment at both national and local levels to enhance the EFA provisions.

1.2 Promotion of Non-Formal and Informal Education Act 2008

The Government of Thailand through Ministry of Education has pushed forward to enforce the *Promotion of Non-Formal and Informal Education Act B.E. 2551* in which its significant essences are identified in many sections/articles as follows:

Article 6 : To promote and support non-formal and informal education, the following measures are to be considered :

(1) Non-Formal Education

1.1 Equal access in quality educational opportunity in an equitable wider scale as appropriate to the people living condition.

1.2 Decentralize the roles to enable all educational organizations and networks to participate in conducting educational programmes and activities.

(2) Informal education

2.1 Access to learning resources which are relevant to the needs and interest as well as the way of life of all target learners.

2.2 Developing varieties of learning resources both in terms of the local wisdom and new technologies to support quality education.

2.3 Identifying appropriate framework or learning guidelines which are beneficial to the learners.

Article 7: Promotion and support of non-formal education in mobilizing the programmes according to the following target goals :

(1) People are continued to access education for promoting potentiality of manpower and society in which knowledge and local wisdom are used as the bases for overall developments — economic and social development, environmental development, security development, and quality of life improvement. This is in line with the country's development plans.

(2) Inducement occurs among non-formal education networks in which they are ready to get involved and participate in organizing the educational activities.

Article 8: In promotion and support of informal education, some measures are to be recognized according to the following goals:

(1) The learners have capability in obtaining continuing knowledge and basic skills for acquiring their lifelong learning.

(2) The learners obtain knowledge and essence which are conformed with their interest and necessity for raising their quality of life and improving their understanding in terms of political, economic, social and cultural development.

(3) The learners are to benefit from their knowledge obtained by applying its results into the accreditation programmes in the formal and non-formal education systems.

Article 9 : The Ministry of Education will do to promote and support the non-formal and informal education by recognizing the significances of concerned parties in terms of their roles and duties as follows :

(1) The learners as the beneficiaries have the right to participate in the learning activities, being able to attend varieties of programmes according to their needs and interests.

(2) Learning programme organizers for non-formal education as well as learning resource organizers for informal education undertake their roles in conducting a variety of programmes in accordance with their potentialities to serve the particular needs of the learners through the integration of knowledge and fostering the ethic and value judgment.

(3) The supporters and organizers who render the services to benefit the learners are to undertake their consideration to develop varieties of learning programmes in promotion and support of continuing education.

Article 10: *To benefit the promotion and support of non-formal and informal education, the concerned governmental organizations as well as other networks may consider developing and supporting the services of the following:*

(1) Rendering supports of learning materials and educational technology necessary for non-formal and informal education as well as providing financial support for development of non-formal education.

(2) Arrangement of educational programmes, undertaking academic and personnel development, benefiting all kinds of educational resources, honoring the prestige of non-formal and informal education organizers.

(3) Recognizing appropriately the right of those who render the promotion and support of non-formal education.

(4) Installing and developing the varieties of learning resources to enable the informal education learners to access the services appropriately.

(5) Providing other resources and operations concerned to enable the people and community to learn according to their needs and interests which are relevant to the necessity of the informal education society.

Apart from the aforementioned, the government of Thailand has as well set the objectives for human resource development in the 10th National Economic and Social Development Plan (B.E. 2550-2554) in order to provide continuing opportunity in terms of acquiring knowledge and understanding ethical norm by integrating family role with religious organization and educational sector, and building up strength of manpower to have the ability to undertake their appropriate roles in earning for living. Besides, the government also supports the national competition by putting more knowledge and basic skills for earning a living and arranging the learning system as appropriate to its citizens to undertake the occupation by integrating the programmes of basic level into the programmes of occupational level by setting the goals of human resource development as follows:

- (1) The average length of time for education of Thai citizens is 10 years.
- (2) The accomplishment of education on the principal subjects for every level should exceed more than 55 per cent.
- (3) Increase more quality of middle level workforce up to at least 60 per cent of the overall country's workforce.
- (4) Increase the number of personnel on research and development up to 10 personnel per 10,000 population.

1.3 Problems and obstacles of Thai education

1.3.1 Lack of opportunity for some target groups

Thailand has since from the past found that the group of underprivileged who lack opportunity in education is the youth group or those who have “missed the chance or opportunity” in education. No matter this has caused by poverty, lack of opportunity, or any other causes, these people have low educational background and most of them have obtained only primary education or lower. Some of them have undergone onto lower secondary education, but have to drop out and discontinue their education due to their poverty, having no supporting fund to complete their programme. These people are in need of development and support to make them raise their skills and knowledge up to a higher level. Such development and support can be done through the provision of non-formal education and training for job employment opportunities to enable them to earn for a living and help their families. However, due to the limitation of educational background among this group of people, there should be some limitation in terms of technological development among them who should be provided with a single knowledge and skill only. It is found that the work force or human resource, which is regarded as the centre of all development, have not yet been able to adapt themselves to the rapid change of the world today. It is observed that the need of workforce in the industrial service sector of most countries have aimed to those who have obtained upper secondary education or lower. However, it is found before the end of the 9th National Economic and Social Development Plan that the raising of 50 % of educational levels among the workforce to higher than primary level had

not yet been succeeded as planned. This is due to the fact that Thailand had overcome only 38.0% in 2003, while in 2005 was only 39.8%.

1.3.2 Economic disparity

Although the poverty problem in Thailand has been solved continuously, the problem of economic structure of the country has been of more concern. It was found in the 9th Plan that the country's economic structure continued to increase due to the fact that the government had put more intention to the policy called "economic at the glass-root" which aimed for job building, income generating, and lessening family expenses. This had made the grass-root communities increase their income, while the poverty problem decreased rapidly and continuously from 21.3% in 2000 to 15.5% or 9.5 million people in 2002 and 11.3% or 7.1 million people in 2004. However, the outcome of development remained in disparity because 70% of the country's GDP mostly fell into Bangkok and the central region. The difference of the average income per head in the northeast region when compared to that of Bangkok was found 8 times behind.

1.3.3 Distribution of the people's income

While some minor groups of people are increasingly very rich, the majority of the people become poor and poorest. This has impacted the disparity of educational opportunity since the cost for education is high. Even though all Thais are to receive free general education for 9 years according to the National Education Act, but the learners have to acquire some other expenses for attending education such as transportation, clothes, lunch and learning materials. However, the 10th National Economic and Social Development Plan, which is the present plan, has given the opportunity for every young people to receive free quality education up to the upper secondary education. It is hoped that 5-10 years from now the number of people, whose basic educational qualification is upper secondary education, will be increasingly high. As a result, the man-power composition will be as well changed, and the strategy for man-power development will be more successful.

1.3.4 Expansion of educational opportunity

The Thai government has undertaken the measures in expanding educational opportunity to every target group especially the poor and the disadvantaged. The poorest

of the poor includes the orphans, homeless people, street children, the elderly, persons with disabilities and ethnic minorities. In 2001 the Office of the Primary Education Commission undertook a survey and found that approximately 140,000 school-aged children, mostly the hill tribes, had their problem in attending schools and continuing their studies until the end. Besides, there are still some other groups having the same problem such as the seaman, street children, migrant children, children with no nationality and children at risk of HIV/AIDS. Although the present constitution has provided the right of every citizen to receive free education for 12 years, the problem still occurs due to the lack of other necessary expenses concerned which has caused important obstacle to the poor. The result of a survey of educational needs done in 1999 found that lacking of supporting fund had been the most significant cause that forbid the children aged 12-17 years from proceeding onto their education at a higher level or secondary education. To give the opportunity for children to continue their schooling, the parents have to bear the burden of 70% of their actual budget to support their children to school. Therefore, in order to expand educational opportunity to the poor the government has to set appropriate measures for solving this problem.

Apart from the poor and disadvantaged group, there are some other groups who are to receive the same opportunity in education as follows:

The Orphans: in 1999, out of a total of 8 million children younger than 15 year-of-age, there were approximately 290,000 orphans, 200,000 deserted children, and 1.2 million children not living with the mother or a father. Most of them had no or little education living in poor households headed by their grandparents. These children had to help make ends meet and were likely to enter into labor market prematurely.

The Elderly: In 2002, 9.4% of the Thai population, or almost 6 million people, were older than 60 years of age. Most of them (91%) had only 4 years or less of schooling. One third of them are the head of the household. Although almost all of the elderly were reported having some source of income, nearly 2 million did not have sufficient income to lead the life. Also, 6.3% of the elderly lived alone, a noticeable number increased from 1984. At present, 400,000 of the elderly poor (16%) receive 300 baht per month assistance, which accounts for a very small part of their cost of living.

Persons with disabilities: In 2001, persons with disabilities comprised 1.8% of the population or 1.1 million people. Approximately three quarters of people with disabilities either had no or less than a primary education. Less than half the number of people with disabilities were employed, and they received an average of only two thirds of the income earned by other workers. People who are registered as disabilities (357,753 in 2003) are entitled to some stage of assistance. Persons who are severely disabled and cannot work receive a 500 baht per month allowance.

Ethnic minorities: In 2002, there were 900,000 ethnic minorities living in 1,600 villages in Thailand. Ethnic minorities, particularly highland people in northern Thailand, have traditionally been one of the poorest groups. About half of the total number of people from ethnic minority groups are located in remote areas – often beyond the Government’s outreach assistance programmes.

1.4 Progress on problem solving of Thai education

According to a report on the aspect of Thai education in 2004-2005 regarding the government’s continuing efforts to undertake educational reform for the past 6 years ever since the proclamation of 1999 National Education Act, it was found that school-aged population (including the disadvantaged and the disabled) had more opportunity in 12 years of education at a higher figure. However, the measures taken in terms of 9 years of compulsory education still encountered some problems and obstacles that made a number of people have no opportunity to undergo for compulsory education in the formal school system. Those problems were, for example, migration of people from place to place especially those having to follow the parents who often moved for construction works or others, thereby caused them to miss the formal schooling.

Nevertheless, according to the follow-up report regarding the target of educational development in 2004, it was found that Thailand had nearly reached its goal in making all children and youths, both male and female, complete their primary and secondary education within the year 2005, and to be completed every educational level within 2015. This is because the figures of school-aged population who continued to further their

education to higher levels, as well as those who remained in schools, had already indicated that Thailand will reach the target goal in the near future. In terms of equal opportunities between male and female, it was shown that Thailand had as well reached its target goal because there were slightly more males than females at the primary level but more females than males at the higher levels.

At present, the literacy rate among youth group is as high as almost 100% and Thailand has realized that information communication technology (ICT) is the new knowledge that help build a learning society. According to a survey in 2002, it was found that 43% of Thai youths had been computer literates and 60% had already accessed computer in schools.

Although the past development is seen to continue to raise the quality of life of Thai people, but the result does reflex some problems in Thai society in terms of “people’s quality” which has been the main factor for development. However, it is noticed that Thai people have not yet been developed enough in terms of their potentiality, knowledge on both educational quality and lifelong education promotion as well as participation in development process of the country. Besides, they have not yet realized to the significance of using social asset available in the country for increasing their ability in self-reliance. This has caused the decrease of people’s immunization in this millennium world.

As mentioned from the foregoing, to access all forms of sustainable development, Thai government has adopted the philosophy of sufficiency economy bestowed by His Majesty the King for developing the 9th National Economic and Social Development Plan as well as the 10th Plan in order to be the guiding principle for national development and all management. This philosophy is adopted for administering the country in parallel with the integrated human development process having “people as the centre for sustainable development”. The goal of this sustainable development is considered integrating all dimensions of development – economic dimension, social dimension, cultural, environmental and political dimensions, all of which are to be made ready for adapting the country to the rapid changes which impact the millennium world today.

PART TWO

1. Policy, Legislation and Financing

1.1 Legislative, policy and administrative frameworks of ALE

Adult education has first appeared in Thailand since 1937 which was 5 years after the country had changed its administrative regime from an absolute monarchy to democratic constitutional monarchy (The change was made on the 24th June 1932). The main problem of Thai education by that time was illiteracy among its population, in which the state considered the problem as the most significant obstacle for development of the country. To solve the problem at the first stage, the government then established in 1937 an agency called Adult Education Division to take the direct roles and responsibility in solving this illiteracy problem. The efforts to develop the adult education programmes to solve the problem have been thoroughly continued in which emphasis of the operational goal is planned to respond to the context of the country and the world as well as the state policies in each different periods. When the Adult Education Division was promoted in terms of its status on 24th March 1979 to be the Department of Non-Formal Education, the extents of adult education programmes and activities were much expanded into a wider scale by having adult education as one of the activities of the non-formal education. Not until 2003 when the country had a bureaucratic reform, the Department of Non-Formal Education was degraded into a division status on 7th July 2003 called Office of the Non-Formal Education Commission and its administrative structure was under the Permanent Secretary for Education. However, the tasks of adult education have remained in recognition in terms of the significant parts in the national education plan and the state policies as well as the National Education Act and each period of National Economic and Social Development Plans. Adult education has always been one of the principle frameworks in identifying

the directions of Thai education as well as the direction for adult learning organized by several sectors. In the part of Non-Formal Education Department or the Office of the Non-Formal Education Commission which used to be the main government organization undertaking the tasks of adult education activities, policies were also set forth as the framework for action until 2007, and Office of the Non-Formal Education Commission had proposed to the parliament a draft of the Promotion of Non-Formal and Informal Education Act. This Act was then approved by the legislative assembly on 14 January 2008 and His Majesty the King generously endorsed the new Act on 25 February 2008. The announcement of the Act for government gazette was made on 3 March 2008, resulting to the expansion of adult education management and administration by various sectors into a wider scale. The significant issues regarding policies and legislations of adult learning and education are summarized as follows:

1.1.1 Policies and legislation on adult learning and education

In the past decade (1997-2007), adult learning and education mainly intended to provide equal opportunity and promote lifelong learning to all people at all ages and sexes. The essence in terms of policy and legislation are summarized as follows:

(1) The essence in terms of policy

(1.1) It was before the country undertook educational reform in accordance with the former National Education Act B.E. 2540-2542 (A.D.1997-1999), the government set the policy in expanding educational opportunity mainly to the underprivileged, making education a significant tool for human resource development and for building job opportunities among the people in order to earn for living and to improve their quality of life and their society. In terms of adult education, the policy appeared in the Department of Non-Formal Education by that time, the essences of which were as follows:

The policy in 1997 fiscal year

Adult education by that time intended to serve the underprivileged by targeting to the illiterate group, the group of people not complete primary and secondary education, and the group of emergency needed. To serve these groups, need assessments were made in order to develop the appropriate plan of action and to extend the services according to the Department's potentiality.

The policy in 1998 fiscal year

During this period, one of the outstanding programmes conducted to solve illiteracy problem was Functional Literacy programme. Through this programme, survey of the target needs and services were made in depth for each district area. The micro planning for educational services was made by concentrating on the learners whose ages were 18 years and older. According to the Functional Literacy programme, volunteer teachers were to conduct the teaching-learning activities. In terms of general programme of adult education, the curriculum was reviewed and developed into 3 major educational plans: the plan for continuing onto higher education, the plan for job opportunities, and the plan for quality of life improvement.

The policy for 1999 fiscal year

The development and provision of non-formal general education in 1999 had focused on the improvement of curriculum, the learning-teaching processes and learning media of all educational levels as appropriated to all target groups. These developments were to respond to the government policy in expanding an access of quality educational opportunity for 12 years of basic education, as well as promoting all forms of self-learning methods in order to give the opportunity to the learners to select which had been of their learning interests so that their acquired knowledge and experiences could be evaluated for further recognition and accreditation.

(1.2) It was after the country undertook educational reform in accordance with the National Education Act B.E. 2548-2550 (A.D.2005-2007), Thailand had taken educational legislation as the important mechanism for mobilizing the principal measure – the enforcement of the National Educational Act on 14 August 1999 (later it was modified in 2002 called National Education Act 1999 and the Amended 2002). The enforcement of the said Act had made Thai educational policies including the adult education policy very conclusive with obvious framework and direction. In terms of adult learning and education, the essences of the outstanding policies were under the strategic framework on educational reform through National Education Act and framework on human and social development. These two strategic frameworks aimed to firstly, promote lifelong learning by making learning

atmospheres, both in and outside the classroom, appropriately attentive to the learning situation. Secondly, it aimed to promote learning habit among children and youths as well as general public, and to build up the learning society and local wisdom. Thirdly, to raise educational level of the working aged population (15-59 years) up to lower secondary education or higher to enable the country to enter into the industrial competition.

However, new policy came into use when the country had new government on 27 October 2006 and it was effective only until 17 February 2008, during which time the government had speeded up educational reform with the aim of not only expanding the access of educational opportunity, but also concentrating on development of quality and standard of all educational levels and promoting the evident and value of sufficiency economy philosophy, undertaking ethics as the basis for learning process linking with the collaboration among families, communities, religious and educational organizations. Included also was active participation among people and private sectors to make use of education as a tool for constructing people and mobilizing efficient and quality knowledge to an ethics society.

(2) The essence in terms of legislation

(2.1) Before the period of educational reform made according to the National Education Act B.E. 2540-2542 (A.D.1997-1999), adult education at that time was partly arranged in accordance with the Constitution of the Kingdom of Thailand B.E. 2540 article 43 that the individual has equal right in basic education at least 12 years provided free of charge by the state.

(2.2) After the period of educational reform made according to the National Education Act B.E. 2543-2550 (A.D.2000-2007), the Act was made a principal law for administering and implementing educational activities and trainings as relevant to the 1997 constitution which stated that the government would promote the support of private sectors in taking the role to provide and conduct education and training activities.

When considered adult education in terms of legislation, what has included therein are the essences of both National Education Act and the Constitution of the Kingdom of Thailand, Promotion of Non-Formal and Informal Education Act, as well

as the agreements and resolution derived from the Ministering Meeting. The outstanding and essences concerned are as follows:

- **The National Education Act B.E. 2542 (1999) and the Amended Act of B.E. 2545 (2002)** states that the educational management must be done through lifelong and continuing process by identifying the meaning of lifelong education as the integration of formal, non-formal and informal education, enabling the learners to improve their quality of life continuously throughout their life span. Thus, through this lifelong process, it will make Thai people a complete human beings and live a pleasant life with intelligence, knowledge, ethics, value, culture and being happily in their society.

- **Agreement and resolution derived from Ministerial Meeting, 2 December 2003 regarding strategies on the reform of non-formal and informal education in promotion of lifelong learning** stated that the main purpose in promoting effective participation on lifelong learning among individuals was to signify the recognition of non-formal and informal education reform as same as that of the formal education system, in which administration and budgeting support should be equally alike. This recognition would make Thai society a learning society which will be a tool for mobilizing strategies for economic and social development and giving an access to continuing lifelong educational opportunity to all Thai citizens throughout their life time. Besides, every social sector had the right to undertake responsibilities in developing lifelong education, making it an *education for life and society* by integrating the learning essences into the course of life of the people in the society.

- **The Constitution of the Kingdom of Thailand B.E. 2550 (2007)** states that every individual shall have the same right in free quality education at least 12 years. This has included any training programmes provided by professional or private bodies, alternative education programmes, self-learning programmes, all of which shall be promoted appropriately by the state.

- **Promotion of Non-Formal and Informal Education Act, B.E. 2551 (2008)** states that all sectors of the society shall participate in the provision of education. Besides, educational establishments shall provide formal, non-formal and informal education,

either in one or in all three forms, through a combination of all three forms of education in terms of lifelong education in order to enable the continual development of education and the people's quality of life. However, due to the lack of laws which support the mechanisms and proceedings relating to the provision of non-formal and informal education, therefore, in order to achieve such guidelines and goals, it is expedient to have a law for promoting and supporting the provision of non-formal and informal education which is systematic and continuous, with efficient administration and provision of education so as to extend learning opportunities to the people, and with the ability to develop one's quality of life according to individual capacities. This would create a learning and intellectual society, which would have an effect in the development of manpower and the further advancement of the nation. It is therefore necessary to enact this Act.

1.1.2 Outstanding goals of ALE

Adult education is significantly linked with the formal education in terms of raising the quality of population, enlarging and change of society as well as solving the complicated problems occurred in the society. Education is made a significant tool for solving the problems and developing the country, thereby it is seen also as an outstanding factor of life and the principal cause of world revolutions from an era to another, especially in the present era of information communication technology which makes the world a large community. With this change, it makes education more significant role in building the “*knowledge-based society*” that every country bears the burden in providing resources for development of the population of its nation so that they will have a competency on every competition. It is believed that *if the people have been developed effectively, they will be the significant tool for development of the country.*

Generally, what had believed in the past was that only knowledge received in the actual formal schooling was enough for leading one's life. However, at the present time it is believed that education does not mean to start and to end in itself at the formal school, but it actually covers the learning from birth to the end of life which can happen in every single place no matter it is in the household or in school as well as in any community, each of these places is counted as one of the lifelong learning institutes

providing knowledge according to the needs of all people at all ages. In the past, adult education was aimed at serving the underprivileged adults in which the objectives were to promote literacy skill, being able to read and write, understanding the civic duties as Thai citizen, promoting occupation, improving life quality, and making profit use of leisure time. *It is seen that adult education has now become one of the vital tools in promoting economic and social development.*

The 9th and 10th National Economic and Social Development Plans (B.E. 2545-2554) have given most important to human resource development that lead into sustainable development of the country. It is believed that human has undertaken significant role in identifying the direction of all developments and, similarly, it should be the human who has the benefit or the impact over the development. This has meant to say that “**development by people and for the people**” (*National Economic and Social Development Board 1998*).

As adult education today is in the hand of the Office of the Non-Formal and Informal Education which is the principal organization in coordinating and developing all plans and activities in parallel with the policy framework of National Education Plan and each period of National Economic and Social Development Plan, the tasks’ objectives are altering according to the government strategies. The main targets of adult education development today are as follows:

(1) Upgrading and expansion of educational opportunity – to raise the levels of basic education among Thai population by concentrating on the working-aged population as well as to expand an access of educational opportunities for the elderly, the underprivileged, and the general public, the summary of which are as follows:

(1.1) Target at individual level

Every Thai citizen has the opportunity to learn continuously throughout his life. He will upgrade his educational levels according to the need of the country’s manpower. He will be a learned person who uses his knowledge as the basis for leading his life. As one of the working – aged population, he will be upgraded his educational level to at least the secondary education and continuing education. In terms of the elderly

target group, they are to receive basic continuing education and to be supported with other appropriate programmes of informal education. For those underprivileged (other nationalities, children from poor families, prostitutes, children and youths in prisons, border areas population, people in remote rural areas, and people with disabilities), they will be served with various programmes of non-formal and informal education. As for those who are Thais but have to stay in abroad, they will as well be supported by the Thai government through long distance programmes of non-formal and informal education.

(1.2) Target at household level

Every household will be served with non-formal and informal education

(2) Community construction

Every community, especially which is the best and appropriate environment in terms of learning venue for community members at all ages, sexes and educational levels, with no exceptional measures in terms of economic condition, difference of culture, norm and religious and disabilities. Through the pleasurable environment the community will be conducting well system of continuing educational activities which are relevant to the needs and well beings of every community member.

(3) Development of quality education

Thai society in general is a learning society in which every member has tendency to continue to obtain a learning-minded throughout his life. For example, the learners continue to exchange their view and knowledge through the conduct of learning activities in a wider scale which makes community have several formal and informal learning spots and widen their activities as the *learning network* all over the country, thus, making the country a learning society with well system of administration. The qualities of learning-teaching as well as curriculum of basic education at all levels are developed. Follow-up and evaluation according to learning objectives of continuing education are as well developed effectively.

(4) Target groups

Non-formal and informal education in Thailand have extensively served a variety of target groups through good collaboration of various parties and networks which are parts of Thai society both within and outside the country. The target groups

of non-formal and informal education are the workforce adults and youth (aged 15-59 years). Particularly those between the ages of 15 and 39 are to be upgraded their educational levels up to the secondary education. As the main group of manpower, they will be raised their capacities in their actual productivities. However, adult education today has been developed to serve the following target groups:

(4.1) Compulsory education target group (aged 6-14 years) who are out-of-school and have no opportunity in the services of formal school. This group is, for example, Thai people living in abroad.

(4.2) Working aged group (aged 15-59 years)

(4.3) The aged (60 years old and older)

In terms of administration and management as well as the services of the target groups, the Office of the Non-formal and Informal Education which is the main organ in promoting and coordinating non-formal and informal education has considered providing services in accordance with the developmental needs and policies of the government in parallel with the needs of the local community and all parts of society. The expansion of the equal right in educational opportunity has benefited a variety of target groups as follows:

- The workforce group (industrial workforce, agriculture, general services, factories, and unemployed)
- The aged
- Military group
- The imprisoned
- Children and youth in detention home
- Ethnic group
- Women at risk
- Street children
- Disabilities
- Local leaders
- Various developing groups

- Thai people in abroad
- Formal school students
- Other interest groups who want to upgrade their abilities

1.1.3 ALE in Thailand

(1) General background

Thailand in the past had for long realized to the importance of adult education and tried to undertake various measures to decrease illiteracy rate among Thai citizens and to make them understand their civic responsibilities as Thai citizens in a democratic society. Adult education became to know in general in Thailand since 1904 until sometime before 1997, during which time the government had started to establish adult education institutions to serve the adult citizens. Adult education had then continued to transform its essences and structures into non-formal education which had called much more attention among people and institutions concerned

The period of 1999 was regarded as very important period for Thai education due to the proclamation of National Education Act 1999 as the educational legislation which helped make lifelong education the outstanding essence for the present Act and the education reform. However, the period of 2003 was as well important to the tasks of non-formal education resulting from various causes: the educational reform, the proclamation of National Education Act 1999, the bureaucratic reform of the Ministry of Education, the reform of monetary system considering task outcomes, and the change of other circumstances. All of these causes had made non-formal education change its actual direction in terms of providing quality and continuing education as a lifelong process to the out-of-school population.

(2) Curriculum of ALE in Thailand

In the former time, adult or non-formal education aimed to serve the group of disadvantaged adults who lacked the opportunity in formal schooling. The objectives of the learning were varieties, depending on the courses of particular groups and societies. However, the adult education curricula in general were to provide reading/writing or literacy skill and to promote the profitable use of leisure time. Adult and non-

formal education later on not only limited to the adults but also covered the school-aged disadvantaged and underprivileged children.

Owing to the principle of non-formal education and the results pertaining to educational reform, the proclamation of National Education Act 1999, the bureaucratic reform of Ministry of Education, the monetary reform considering task outcomes as well as the courses of economic, social, political and environmental changes, it therefore makes the Office of the Non-Formal and Informal Education which undertakes the main role in developing and coordinating non-formal education become considerate concerns on various types of programmes in order to support the said changes. These supporting programmes are as follows:

(2.1) Basic education – is developed to serve the out-of-school population. The curriculum and essences of programme are varieties with extensive basis ranking from literacy promotion, equivalency programme, basic education and continuing education responding to the variety needs of the learners. The programme has 3 types: (1) distance learning type, (2) group meeting type, and (3) literacy promotion type.

(2.2) Occupational development – the programme intends to develop the abilities in vocational and occupational skills among individual and particular groups of people whose aims of life are different. The programme emphasizes on real performances which integrated into the courses of life in order to solve the unemployment problem of the people and community. There are various types of skills training as follows:

- Short course vocational training is developed to respond to the needs of the learners who wish to obtain basic skills on vocational knowledge.

- Skills training for job employment is provided in terms of the continuation of the former skills training and particular interest groups training to enable the learners to enter into job employment and world of work.

- Occupational development is organized in terms of group learning process to serve those having engaged in the same occupation to make them learn and exchange experiences among themselves as well as planning for the improvement of their occupation.

- Occupational development through technology application is provided to serve the workplaces or the individuals who wish to bring in technology for improving their capacities and their own workplaces.

(2.3) Education for life skills development – is the learning process that aims to promote knowledge and ability of individual in dealing with himself and environment around him so he can live happily, appropriately and safely in his society. The essences of life skills development programme are, for example, health and hygiene, safety life and personal effects, natural resources and environment, moral and ethics, value judgment and desirable attitudes, etc.

(2.4) Education for community and social development – is the programme which integrates together the knowledge and skills the learner has already obtained. The programme is very varieties, using community as the basis for learning development and social asset. The programme is made an important tool for mobilizing strength and development into the community and society to enable the people to be self-reliance.

Apart from the said programmes, other programmes of non-formal education have been organized in adult schools in the forms of general education and skills training curricula as follows:

(2.5) Non-formal general education – the programme comprises the following curricula :

- Basic functional education curriculum – is a special curriculum designed for variety groups, i.e., the hill tribes group, Thai-Muslim people (equivalent to grade 4)
- Hill area education curriculum (equivalent to grade 6)
- Non-formal primary education curriculum B.E. 1988
- Non-formal lower secondary education curriculum B.E. 1987
- Non-formal upper secondary education curriculum B.E. 1987

Through these general non-formal education curricula, the teaching / learning methods are provided in 3 different categories :

- Classroom type is actually conducted between 5.00 p.m. to 8.00 p.m.
- Distance education type is a self-study programme in which the learners are assigned to study from the texts, radio and television programmes and attending group discussion once a week.
- Self-study method is assigned to the learners who have undertake self-study at home but have to attend group meeting for conducting quality of life development activities at a minimum of 75 % duration.

(2.6) Non-formal vocational education – the programme is designed to comprise the following:

- Short-term vocational courses
- Interest group vocational courses
- Vocational certificate curriculum B.E. 2533 (equivalent to lower secondary education of formal school system)
- Non-formal occupational certificate curriculum B.E. 2539

(2.7) Informal education – comprises the following programmes and activities:

- Public library is designed as community.
- Learning place to serve the general public informally
- Chalermrajagumari public library is established through the initiative of Her Royal Highness Princess Maha Chakri Sirindhorn.
- Community reading centre is designed to serve all community members and to be the centre for collecting news and updated information.
- Mobile boat library is designed to serve the people living along the river edge.
- Book donation centre is responsible for receiving the donated books and distributing them to the rural areas where there is no access of news and up-to-date information.
- Science centre for education is designed to serve the general public with sciences and technology knowledge.

- Satellite distance education is designed to bring the updated information communication technology into serve among educational institutions.

- Radio education programme is broadcast via radio education station of the Ministry of Education.

- Community learning centre is served as the centre for conducting lifelong learning for community members.

- Non-formal education for disadvantaged learners is organized in varieties of methods to provide an access of educational opportunity according to the needs and ways of life of the target beneficiary.

When considered all types of non-formal education programmes from above-mentioned, it is seen that non-formal education has been the outstanding tool that make the people know of their strengths pertaining to their own self-development, being able to identify their own ways of life. At the same time this will help them upgrade and widen their levels of education after they have finished their studies at the formal school system. Non-formal education has continued to develop varieties of programmes and methods to suit the target learners. The learning/teaching method is done through the integration of various experiences into the present needs and way of life of the learners.

(3) Organizations and networks involved in development of ALE

There are many organizations and networks both GOs and NGOs as well as higher education institutions and local organizations who join in organizing various programmes to serve the adults. They are:

1. Ministry of Education

There are 5 organizations in the Ministry of Education being responsible for providing adult education programmes. Of them are :

● ***Office of the Non-Formal and Informal Education*** – undertaking the main role in promoting development of non-formal and informal education through the services of 5 programmes: basic education, vocational development education, life skills development education, education for social and community development and education for promoting informal learning. The types of the services are developed into 3 categories (1) basic education

equivalency programme – is a compulsory education serving both general education and vocational/occupational training by targeting to those school aged group having no opportunity to access the formal education system. (2) continuing education – is the programme to serve the people who have already had basic level of educational qualification but wish to continue their studies at a higher level. It may be provided in terms of training courses of interest to promote more knowledge and skills. This type of education comprises education for vocational training, education for life skills development, and education for social and community development. (3) education for promoting informal learning – is provided to the group of people who wish to extend their continuing educational opportunity throughout their lives. This type of programme is organized through educational radio and television broadcasting, educational media development, sciences education programme and exhibition, reading promotion and public libraries.

- ***Office of the Private Education Commission*** – is responsible for coordinating and controlling the arrangements of education conducted by the private schools at pre-primary, primary and secondary levels as well as vocational education programmes of both formal and non-formal systems.

- ***Rajamangala University of Technology*** – is responsible for organizing vocational education and trainings for higher education or college level. The courses being provided are, for example, tailoring and dress making, food and bakery, etc.

- ***Office of Rajabhat Institutes Council*** – is responsible for organizing vocational education programmes and skills training for community development in higher education. The institute as well conducts academic programmes and courses of higher vocation and undertakes the research for social development.

- ***Office of the Vocational Education Commission*** – undertakes responsibilities in promoting and development of vocational education at general certificate level and higher vocational certificate. The programmes being organized are both short-courses and special courses curricula.

● *Office of the National Culture Commission* – is responsible for research development and promotion of Thai culture. Besides, the Office also disseminates, preserves, restores, develops and collaborates the programmes and activities concerning culture.

● *Office of the Higher Education Commission* – is responsible for organizing educational programmes in higher education of both government and private sectors. It also undertakes the role in coordinating teaching programmes of demonstrative schools organizing primary and secondary education curricula. Besides, it takes care of providing special courses under the requests of concerned networks, and being the training centre for special training courses such as computer and software training.

2. Ministry of Defense

This ministry provides adult education in terms of specific courses having several units/departments under the air force, the army, the navy as the planning and coordinating units for controlling and training of all educational programmes conducted by military/cadet and academy under the air force, the army, and the navy. Apart from providing the essences concerning military, other supplementary knowledge is as well added for widening the skills of military personnel.

3. Ministry of Labour and Social Welfare

This organization undertakes the role in conducting vocational training for promoting the standard of workmanship as well as developing better craftsmanship skills. There are several departments/units at the central, regional, and provincial levels being responsible for these tasks.

4. Ministry of Interior

There are several units under the Interior Ministry being responsible for conducting specific courses under identified needs of each unit. Of them are :

● *Bangkok Metropolitan Administration* is responsible for coordinating and conducting general education for primary and secondary schools including specific courses for higher education as well as providing short courses training for the general public.

● **Community Development Department** is responsible for providing education in the daycare centres to promote readiness and abilities of the pre-school children in the rural areas. This department also provides vocational education on special needs of interest to promote the quality of life of the rural poor.

● **Department of Social Development and Welfare** is responsible for specific vocational training to the disadvantaged and groups of people having social problems such as the poverty group, women group, children and the aged who are in care of the welfare centres.

● **Department of Corrections** is providing general education and vocational training for the imprisoned.

5. Ministry of Public Health

The Office of the Permanent Secretary for Public Health undertakes the main role in conducting training on health education and hygiene, both short-courses and long-term training.

6. Ministry of Transport

There are several departments/units under this ministry being responsible for developing educational programmes for producing skilled personnel on particular fields such as post and telecommunication, aviation, etc.

7. Ministry of Agriculture and Cooperatives

This ministry undertakes responsibility in providing education on several kinds of cooperatives such as training for village cooperative account.

8. Ministry of Industry

The Department of Industrial Promotion is being responsible for undertaking the major role in providing training for development of family industries.

9. Private bodies

There are several private bodies taking care of providing various forms of education for particular target groups. The programmes and processes have varieties and specific curricula such as the varieties of Royal projects.

10. NGOs

These organizations comprising foundations, councils, clubs and other organs, whose roles are to provide educational programmes and trainings to various target groups aim at developing efficiency of individual learners according to particular objectives.

Apart from the aforementioned agencies, there are some other education units taking care of providing education in which their services are varieties to serve adults' needs most. For example, family unit, public relations institution, public libraries, museums, arts galleries, zoo, public parks, botanic gardens, science and technology parks, sports and recreation centres, local wisdom, etc.

(4) Scopes of ALE in Thailand

As mentioned from the foregoing part, Thai national education legislation has significantly made the reform of education become a lifelong education in which the people are to receive education in terms of continuing lifelong process throughout their lives. When considered the school-aged population, it is found that only 14,622,128 people are in the formal school system, while those out-of-school population are amounting to 2,725,941. These out-of-school population are in need of various forms of learning according to their working conditions, as well as their different lives due to their being different target groups. Therefore, the work of adult education in this reform period has been systematically managed and promoted.

Office of the Non-Formal and Informal Education which undertakes the main role in promoting and coordinating non-formal and informal education has realized to the importance of rendering efforts from networks concerned for development and promotion of non-formal and informal education in terms of the following :

1. *Promoting participation of the networks concerned* to help develop operation plan at various levels by linking or integrating the operation plan into the strategies of the non-formal and informal education promotion plan in order to promote lifelong learning through the following measures :

(1) Distribution of major roles to all networks to be able to coordinate and undertake their tasks appropriately under the support of one another. Besides, the following consideration should be undertaken:

(1.1) The government organizations have to change their roles from being conductors, controllers and operators to become the coordinators, supporters and facilitators able to work closely with their networks in terms of developing partnership according to people's needs and interests.

(1.2) The private sector has to realize to its significant roles and responsibilities in dealing with society, community, consumer, having good manufacturing process positively appropriated to environment, having awareness in terms of cultural value and desirable environment.

(1.3) Other institutions such as religious institution has to take the role in disseminating dharma principle, while the educational institution takes its role in providing knowledge and identifying effective learning process for every learning group of all ages, and the public media institution undertakes its role in watching and inspecting as the central media, taking role in reflecting the right things positively.

(1.4) The community sector should have self-reliance capacity in terms of promoting strength among its people, being able to participate in every process of community development effectively.

(2) Supporting the use of development plans at all levels as the tool for building and mobilizing the plans into operation process. Supporting the integration of local plan with the plans of all levels to build community strength in terms of understanding itself, its own resources, social capital, being able to deal with itself effectively in order to reach the goal as desired, making the community, the family and its members live happily in the society.

(3) Supporting the establishment of an advisory mechanism for the public sector at operations level – provincial, district, and local levels, in order to provide the opportunity for the people to participate in presenting their opinions regarding development strategies, administration and services as well as follow-up and evaluation which

reflect people's desirable attitudes. This will benefit the improvement and operation on the government part to work according to the need and benefit of the people and the locality.

2. Identifying significant scope of investment in accordance with development strategy in the promotion plan in order to encourage participation of all sectors so that they can push forward their tasks by coordinating with others to locate resources from every sector concerned.

3. Hastening the Improvement and development of legislation to mobilize the plan and put it into practice effectively under the framework of development plan of country's administrative tasks on solving the poverty problem, promoting the efficiencies of country's competition, protecting undesirable corruption, and hastening the development of legal personnel to enable them to know of the news and up-to-date information regarding the progresses of the rapid changing world. The up-to-date information will be used for development of the Promotion of Non-Formal and Informal Education Act 2008.

4. Undertaking the research and building up knowledge and learning process for supporting and mobilizing into practice the non-formal and informal education promotion plan for promoting lifelong learning in the period of the 10th Economic and Social Development Plan B.E. 2550-2554 (2007-2011).

5. Promoting an efficiency of educational units and organizations to be able to serve and mobilize the plan into practices such as development of Public Sector Management Quality Award (PMQA), promotion of Knowledge Management (KM) so as to make the organizations be ready for the Learning Organization (LO).

6. Initiating mechanisms in support of the mobilization of plan into practice by building up networks with various sectors concerned in order to facilitate the extensive plan, and making MOU (Memorandum of Understanding) regarding the integration of development plan into policies and strategies of the master plans of the provincial and community levels as well as that of the Ministry of Education.

1.1.4 Relationship between ALE policy and its operational strategy and other policies

The adult learning and education policy and its strategy are related to other policies in terms of being a significant tool and mechanism for development of the quality of population and human resource. To make the human resource have a high capacity in solving various problems and reaching the ultimate goal, the adult learning and education policy has to be related to the following policies:

(1) ALE policy in relation to other policies as follows:

(1.1) *Manpower policy* – through this policy, the government will facilitate training to improve the skills of the workforce to give them opportunity in entering into production sector with high level of technology.

(1.2) *Religious, art and cultural policies* – it is one of the government policies that cultural and recreation learning resources are to be developed to promote learning among teenagers regarding national arts, cultures, values and ethics as well as profitable use of leisure time.

(1.3) *Policy on life and security of society* - as far as this policy is concerned, the government intends to make Thai society a **lifelong learning society** by promoting morality among people since birth to all ages of life and building awareness of good environment, family relationship, schools with well-attended teachers and up-to-date knowledge, Thai cultural values, etc.

(1.4) *Economic and industrial improvement policy* – through this policy, the government will develop the effectiveness and productivity of industrial sector as well as will raise the industrial value and skills of manpower, improve management and administration of transporting the production and industrial services on the bases of cooperative efforts amongst the government, private and educational sectors.

In connection to this policy, the government through the 10th Economic and Social Development Plan B.E. 2550-2554 (A.D. 2007-2011) has set a strategy for manpower development in terms of raising the competitive capacity of the country on business and industrial terms that at the end of the last year plan (2011), Thai people will

have to access an average of 10 years of education, and the middle level of quality workforce will be improved up to 60% of the whole workforces.

(1.5) *Good governance policy on legislation and justice* – the government will provide the opportunity for all people to get access to news and up-to-date information from the government and other free media in a wider scale.

(2) ALE policy as related to other goals

(2.1) *Promoting fairness in society* – in accordance with the National Education Plan B.E. 2545-2559 (A.D. 2002-2016), one of the aims states that all disadvantaged groups will have fairly opportunities to access the services of education and vocational training. Besides, the Constitution of the Kingdom of Thailand B.E. 2550 (A.D. 2007) states that people are to be provided with equal opportunity to get access at least 12 years of free education with good quality. This opportunity has also covered those poverty group, the disabled, the handicapped and the people with difficulties.

(2.2) *Promoting the effectiveness of Thai people in the international competition* – according to the National Education Plan B.E. 2545-2559 (A.D. 2002-2016), it states that all Thai citizens have competencies and interest on sciences and technological knowledge in parallel with the social science and humanity.

(3) Building of knowledge-based economy and/or knowledge-based society

The government today has set the policy on life and social stability that the state will promote lifelong learning society by supporting knowledge on morality among its people since birth, and putting the important issue to the awareness of appropriate environment, the happy family, fostering the value of Thai culture, promoting understanding among parents regarding the appropriate way in raising children. The 10th Economic and Social Development Plan B.E. 2550-2554 has set the strategy on human quality development by mobilizing Thai society into the wisdom of learning society by putting importance to human development in terms of letting virtue lead the people's knowledge so they will have social immunity and will live happily in their society. People will have strength to search for knowledge continuously throughout their lives, and they

will be the significant resource to bring into use both local wisdom and new up-to-date knowledge for promoting the country's economic and social development.

(4) The 10th National Economic and Social Development Plan B.E. 2550-2554

This plan has identified the goal of human quality development that every Thai will be developed physically and mentally in terms of their competency and skills for earning a living. They will be secured in their lives, having abilities in building their own strengths that will lead to having strong and happy family, community, and society, all of which will be developed through their performances. The development of human quality according to the 10th Plan has put more importance to people competency and the abilities to survive within the rapid changes around them. Therefore, the 10th plan has put more importance to development of human quality by extending the period of education to Thai people up to the average of 10 years, as well as developing skills of the middle level of quality workforce up to 60 % of the whole workforces.

1.1.5 Significant challenge for development of the country in relation to adult education

As mentioned from the foregoing, human quality will be developed through the extension of educational opportunity among the workforce to higher than lower secondary education. Besides, the potentiality of the country in the international competition will be developed by increasing an average of 10 years of education to every Thais, and improve more skills of the middle level of quality workforce up to 60 % of the whole workforces. The result of strengthening the upgrading of educational levels for Thai workforce were found that those who completed education at higher level than primary education were increased from 35.6% in 2002 to 39.6% in 2005. However, it was found in the same year that Thai people had only 8.2 average years of education which was seen lower than the target which was set at 9.5 years in the 9th National Economic and Social Development Plan (2002-2006).

1.1.6 Other important policies which impact on ALE

(1) *Workforce policy* – the government will promote training for development of the employed people and the laid-off workforces to increase their opportunities in the

production and service sectors with higher level of technology.

(2) *Restructuring policy on economic and industrial sectors* – the government will strengthen development of industrial efficiency and production, and will increase the value of the product by upgrading the potential skills among the workforces as well as improving administration of the entrepreneur and production standard, upgrading the efficiency of production machines and export administering system, all of which will be developed on the bases of collaborative efforts among the government, the NGOs and the educational organizations.

(3) *Good governance policy on legislation and justice* – the government will promote an access of news and information among people through government and other free media.

(4) *Policy on development of manpower in terms of science and technology in promotion of self-reliance and increase efficiency of the international competition* – through the National Education Plan 2002-2016, the government will promote among people the competencies on science and technology in parallel with social science and humanity.

(5) *Promoting establishment of social capital for sustainable development of the country* – under the 10th Plan of National Economic and Social Development 2007-2011, the government has put most importance to development of human potentialities on every dimension – physical, mental and competency by promoting knowledge and ability in confronting with all changes and stepping onto knowledge-based society which will lead to a happy life.

1.2 Financing of ALE

1.2.1 Distribution of finance for ALE through education budget

The Ministry of Education (MOE) is the main government organization taking care of educational management and administration, having Office of the Non-Formal and Informal Education (ONIE) as the main role in development of adult learning and education. During the period from 2000-2007, ONIE was provided the budget for management and administration of ALE as stated in the following table 6

Table 6 : The allocation of the budget from the Ministry of Education to the non-formal education organizations classified by fiscal year (2000-2007)

Fiscal years	MOE budget	ONIE budget	Budget for literacy promotion (million baht)	Percentage of literacy budget compared to MOE budget	Percentage of literacy budget compared to ONIE budget
2000	159,141,540,000	3,047,946,600	8.0	0.0051	0.2625
2001	160,853,772,560	3,468,840,000	8.0	0.0050	0.2306
2002	162,393,462,500	3,566,458,600	8.0	0.0049	0.2243
2003	186,285,900,000	3,621,760,100	8.0	0.0043	0.2209
2004	190,262,836,200	3,795,241,900	8.0	0.0042	0.2108
2005*	203,752,400,000	3,579,756,000	12.5	0.0061	0.3492
2006	225,610,700,000	4,136,984,300	27.5	0.0122	0.6647
2007	282,266,700,000	4,869,730,400	44.0	0.0156	0.9035

Remarks : The target groups were increased in 2005 from 10,000 to 30,000 people

Source : Development of Literacy and Non-Formal Education in Thailand, p.67

According to the above table, the budget provided for the promotion of literacy programme during 2000-2004 fiscal years was seen rather stable with 8 million baht per year. However, it was seen very low when compared to the budget of the Ministry of Education and that of ONIE which was not exceed 0.26% in the fiscal year 2000, but it did increased to 12.5% in the fiscal year 2005. The said figures were not surprising since ONIE in 2005 had increased its target group for literacy promotion from 10,000 people to 30,000 people. Nevertheless, although the literacy budget was very limited, ONIE was still provided the budget for conducting other programmes for youths, adults and other disadvantaged groups who had to be served or involved in literacy promotion as well. These programmes were, for example, the continuing education programmes for vocational training, life skills development, community education and social development, equivalency programme for general and vocational education, etc.

As for other organizations, both government and private sectors who involved in development of adult education, the budgets were provided in accordance with their main roles and not particularly defined as the literacy budget.

1.2.2 International financial support

Most of the international supports on adult education had derived from the United Nations budget and organizations concerned such as UNESCO, UIL, UNICEF, UNHCR, FAO, ACCU, JICA, etc. and most of the supports were given to the research studies, conferences and workshops, media and innovation development, curriculum development for particular target groups and so on, the details of which are shown in the following table 7.

Table 7 : The projects under the international supports during 2004-2008 fiscal years

Fiscal year	Project	Budget	Source of funding
2004	Equivalency Programme for Promotion of Lifelong Learning	US \$6,000	UNESCO
2004-2005	Bilingual Literacy Programme for Ethnic Minority in Omkoi, Chiang Mai	US \$10,000	UNESCO
2004-2005	Project on Promoting Local Network and Linkages through CLC	US \$4,000	UNESCO
2004-2006	Development and Production of NFE Prototype Multi-Media/ Materials for HIV/AIDS Prevention	US \$20,000	UNESCO
2006	Research Study and Materials Development of Literacy Programme for Ethnic Minority in Omkoi, Chiang Mai, Thailand	US \$20,000	UNESCO
2006	The Production and Utilization Scheme of PLANT 3 (Package Learning Materials on Environment 3)	US\$ 12,000	ACCU
2006	A Study on the Development of Community Learning Centers to Serve as Lifelong Learning Centres	BHT1,061,580	UNESCO
2006	Project Proposal on Equivalency Programme for the Promotion of Lifelong Learning	US\$7,000	UNESCO
2006-2007	Pilot Project "Integrating HIV/AIDS into 5 Selected Community Learning Centres (CLCs) in Thailand"	US \$13,000	UNESCO
2006-2008	Parenting Education	BHT2,027,800	UNICEF
2006-2008	Life Skills Learning through NFE	US \$25,163	UNESCO
2006-2008	Thai Language Training in Myanmar Refugee Camps	BHT17,456,200	UNHCR

Source : Summary report of the international supports on non-formal education programmes during 2005-2007 fiscal years

1.2.3 Financial supports on adult education from private sector

Adult education in Thailand has as well received some supports from the NGOs and other private sectors as well as adult education networks. The supports are facilitated through various forms comprising finance, materials and equipment, staff personnel, location/venue, etc., all of these supports are in terms of, for example, the venues for conducting activities, the volunteer resource personnel and the contribution of used media/materials in which these said supports have not been recorded into budget values.

1.2.4 Budget motivation in support of adult education

ONIE has initiated a project called *education coupon for promotion of lifelong learning* which aims to provide opportunity for every target group to get access of the services of non-formal and informal education. The said coupon, coming in the form of single card, will be used by learners as the government support per head. They will have to show their coupon cards which will represent the tuition fee to their schools or learning venues organizing basic education and short course training programmes.

The lifelong learning coupon for primary level is worth 776 baht and can be used for only 1 semester. For lower and upper secondary levels, it is worth 1,732 baht, while the coupon for NFE occupational course is worth 4,240 baht, and for 100 hour short-course training is worth 700 baht.

1.2.5 Special target groups with special supports

The target groups who are given the special priorities in terms of financial support are those the underprivileged such as the disabilities, street children, the hilltribes and ethnic groups. It is because these groups of people are incapable of attending the services as convenience as other general groups. Therefore, providing lifelong learning coupons to these special target groups have made them access to either general education or short course skills training depending on their particular needs or interests.

2. Quality of Adult Learning and Education: Provision, Participation and Achievement

Adult learning and education in Thailand has long been developed through the collaborative efforts among networks concerned which comprise various government organizations, private sector and NGOs. They work in coalition as the partnership having one of them as a host coordinating the programmes and activities being launched at national, regional, provincial, district, village and community levels. The outstanding activities are mainly literacy promotion, raising competencies among the workforce, occupational development, educational programmes in support of His Majesty the King's philosophy on sufficiency economy, etc. The programmes and activities have applied the varieties of appropriate technology which are relevant to particular life condition of the target groups in each area. The teachers or facilitators are regarded as the significant media in mobilizing the programmes to meet the target goal of sustainable development in which the whole community will be capable of adapting themselves in their actual environment through their self-directed and self reliance.

2.1 Provision of ALE and institutional frameworks

2.1.1 Responsible organizations – the responsible units undertaking the management and administration as well as coordination of ALE at the national level within the Ministry of Education are as the following:

- During 1997-2003 the ALE tasks were under the Department of Non-Formal Education (DNFE)
- During 2003-2007 the ALE tasks were under the responsibility of the Office of the Non-Formal Education Commission (ONFEC)

● From 2008 to the present time, ONFEC has been promoted its status according to the country's educational and bureaucratic reform and whose name has been changed to the Office of the Non-Formal and Informal Education (ONIE) since 4th March 2008 in accordance with the new Act called the Promotion of Non-Formal and Informal Education Act, which is the present Act as the guideline for administering non-formal and informal education.

2.1.2 Summary of adult learning and education projects

Names of the project	a) Providers			b) Area of learning		c) Target groups	d) Programme cost	e) Funding source
	GOs	NGOs	Private sector	General competencies	Technical skills			
1. Royal initiative projects	<ul style="list-style-type: none"> ✓ - RDPB (Office of the Royal Development Project Board) - ONIE 	<ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none"> ✓ - Royal projects - Phra Dabos Foundation - Mab Aung Natural Industrial Foundation, Chonburi 	<ol style="list-style-type: none"> 1. Being capable of applying Royal initiatives into use appropriately to actual life 2. Having capacity in disseminating ideas of the Royal initiatives to the general public 	<ul style="list-style-type: none"> - New theory on agriculture - Gam-Ling project - Irrigating development project - Soil treatment project 	<ul style="list-style-type: none"> - Demonstration centre - Education development centre 	General public	<ul style="list-style-type: none"> -GOs -NGOs -private sector
2. Literacy promotion projects	<ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none"> - Having capabilities in reading, writing and basic numeration 	<ul style="list-style-type: none"> - Reading, writing and numeration 	<ul style="list-style-type: none"> - Curriculum for special target groups - Central and particular learning media - Varieties of teaching and learning processes 	<ul style="list-style-type: none"> Illiterates, minority group, street children, non-citizen workforce 	<ul style="list-style-type: none"> -GOs -UNESCO 	

Names of the project	a) Providers			b) Area of learning			c) Target groups	d) Programme cost	e) Funding source
	GOs	NGOs	Private sector	General competencies	Technical skills	Knowledge/ Innovation			
3. Project for increasing educational level of work-aged population	✓	✓	✓	<ul style="list-style-type: none"> - Being capable of applying knowledge in daily life and working performance - Having basic skills for extending higher levels of education 	<ul style="list-style-type: none"> - Having skills in thinking, analyzing, solving problem and presentation - Having good attitude toward seeking knowledge 	<ul style="list-style-type: none"> - Curriculum for particular target groups - Education coupon system - Accreditation of educational levels - Transferring of learning experiences - Various methods of learning (distance learning, group meeting, self learning) - Building of networking 	Work- aged population (15-29 years-of-age)		<ul style="list-style-type: none"> - State - NGOs - Private sector

Names of the project	a) Providers			b) Area of learning			c) Target groups	d) Programme cost	e) Funding source
	GOs	NGOs	Private sector	General competencies	Technical skills	Knowledge/Innovation			
4. Project for development of non-formal education for special groups	<ul style="list-style-type: none"> ✓ - ONIE - Min. of Labor - Min. of Interior - etc. 	<ul style="list-style-type: none"> ✓ Foundation for Children - CARE EM-POWER - etc. 	<ul style="list-style-type: none"> ✓ 	Each target group performing life skills appropriately to daily life	Obtaining skills in thinking, analyzing, synthesizing, decision making and problem solving	<ul style="list-style-type: none"> - Learning materials and management appropriate to the target group - Having learning essences/ curriculum for particular group such as learning manual for hill tribes - Building networks and partnership 	<ul style="list-style-type: none"> Imprisoned group, risky women group, the aged, hill tribes, three southernmost provinces, manier, street children, disabilities, HIV infection, alien labor force, etc. 		<ul style="list-style-type: none"> - GOs - NGOs - Private sector

Names of the project	a) Providers			b) Area of learning			c) Target groups	d) Programme cost	e) Funding source
	GOs	NGOs	Private sector	General competencies	Technical skills	Knowledge/Innovation			
5. Occupational Development Project	<ul style="list-style-type: none"> ✓ - MOE - Industrial Ministry - Labor Ministry 	<ul style="list-style-type: none"> ✓ - PDA - CARE 	<ul style="list-style-type: none"> ✓ - Cement Thai Co.Ltd. - Toyota Co.Ltd. 	<ul style="list-style-type: none"> - Having career - Having income - Increasing knowledge and occupational skill/ gaining more income - Decreasing expenses 	<ul style="list-style-type: none"> - Production - Marketing - Administration and management - Entrepreneur training 	<ul style="list-style-type: none"> - Curriculum and materials - entrepreneur - OTOP - Practical skills - Curriculum bank - Local/school curriculum - Local technology - Local wisdom - Networks and partnership 	<ul style="list-style-type: none"> - General public - Community 		<ul style="list-style-type: none"> - GOs - NGOs, - Private sector

Names of the project	a) Providers			b) Area of learning			c) Target groups	d) Programme cost	e) Funding source
	GOs	NGOs	Private sector	General competencies	Technical skills	Knowledge/Innovation			
6. Project for learning management based on sufficiency economy philosophy	✓	✓	✓	<p>1. Adapting life style in accordance with sufficiency economy</p> <p>2. Following the principle of sufficiency economy</p>	<p>Ideas</p> <ul style="list-style-type: none"> - Reasonable thinking - Appropriate thinking - Having immunity <p>Condition</p> <ol style="list-style-type: none"> 1. Knowledge 2. Moral <p>Issues</p> <ol style="list-style-type: none"> 1. Mental 2. Social 3. Natural resources and environment <ol style="list-style-type: none"> 4. Technology 5. Economy 	<p>Community level</p> <ol style="list-style-type: none"> 1. Bann Wang project 2. In-num project 3. Non-na Kae jon proj. 4. Tung-Kam model 5. Ban Samka proj. <p>National level</p> <ol style="list-style-type: none"> 6. Learning centre for sufficiency economy 7. Lifelong learning process for mobilizing sufficiency economy 8. Household accounting 9. Technology and local wisdom 10. Lessons learned from best practices 11. Building networks and partners 			

Names of the project	a) Providers			b) Area of learning			c) Target groups	d) Programme cost	e) Funding source
	GOs	NGOs	Private sector	General competencies	Technical skills	Knowledge/Innovation			
7. Project for Development and Promotion of Informal Education	<ul style="list-style-type: none"> ✓ - ONIE - TK Park - Bangkokkok Metro politant Administration - Provincial Administration - Organizational 	<ul style="list-style-type: none"> ✓ - Thai Creative Council - Children Foundation - YMCA - Rural Reconstruction - Provincial Administration, etc 	<ul style="list-style-type: none"> ✓ - Radio and TV stations - Bank - Dhamma retreat centre 	Application of knowledge and information in daily living and adapting oneself to the present condition appropriately	<ul style="list-style-type: none"> 1. Information searching skill 2. Abilities in approaching data 3. Abilities in selecting information and appropriate technology 	<ul style="list-style-type: none"> 1. Various forms of learning centres 2. Living libraries 3. Online media 4. Public relations 5. Information technology 6. Learning process in the science centres 	General public		<ul style="list-style-type: none"> - GOs - NGOs - Private sector

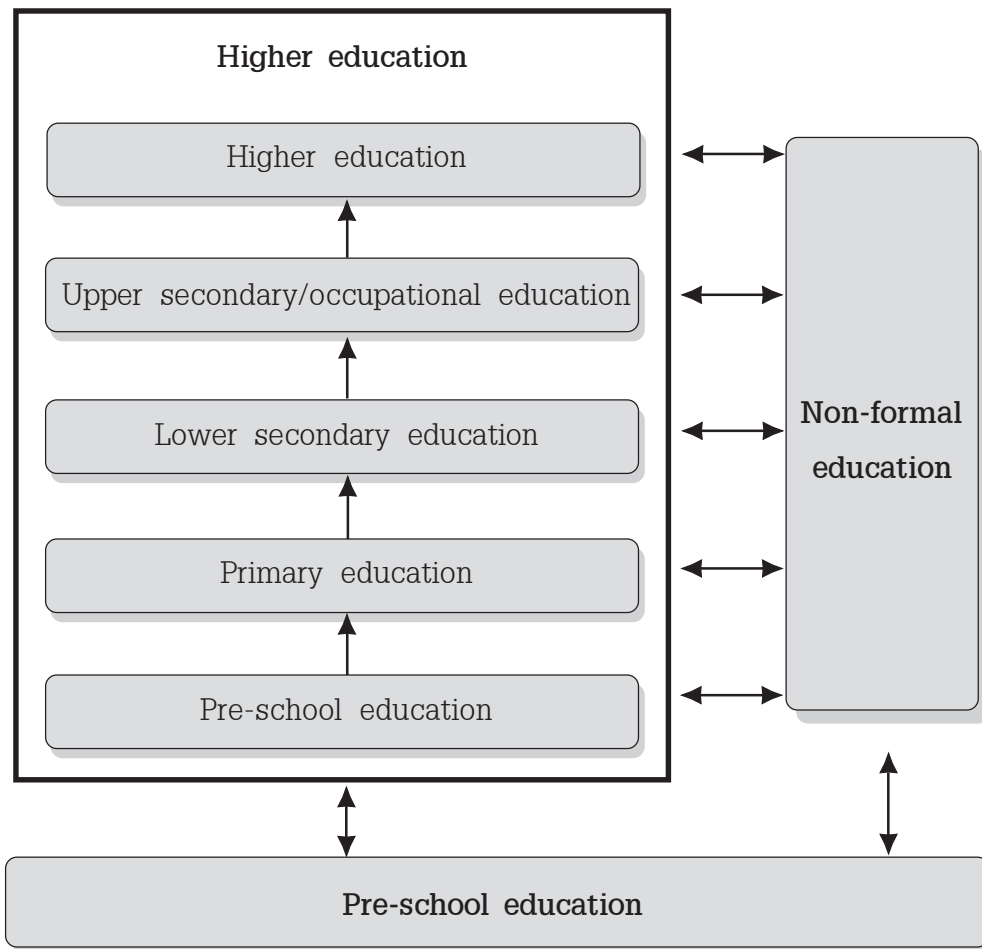
Names of the project	a) Providers			b) Area of learning			c) Target groups	d) Programme cost	e) Funding source
	GOs	NGOs	Private sector	General competencies	Technical skills	Knowledge/Innovation			
8. Project for Development and Support of Formal Education	<ul style="list-style-type: none"> ✓ - ONIE - National Police Office - Drug Ad-dicted Conquer Office etc. 	<ul style="list-style-type: none"> ✓ - Path UNICEF etc. 	<ul style="list-style-type: none"> ✓ - To Be Number One etc. 	<p>1. Attaining more skill in general subjects</p> <p>2. Acquiring life skills for earning a living happily, being capable of decision making and problem solving appropriately</p>	<ul style="list-style-type: none"> - General subjects (science, math, Thai language) - 10 life skills of the WHO - Social issues (environment, global warming, health, children rights, gender, HIV/AIDS, drug addict, etc. 	<ul style="list-style-type: none"> - ETV, school radio - Learning process in the form of life skill camp - Activities on To Be Number One - Multi-media (picture, sound, VCD, personnel) 	Students in the formal school system		<ul style="list-style-type: none"> - GOs - NGOs - Private sector

2.1.3 The interrelation or linkage between formal and non-formal education

The linkage of the two systems have 3 forms as follows:

(1) *Interrelated linking between the two systems* – the linkage from the formal system to the non-formal one and, similarly, the linkage from the non-formal system to the formal one in which it has described in the National Education Act 1999 that all education units are capable of organizing 3 forms of educational systems – formal, non-formal and informal education.

Chart 1 : The linkage of formal, non-formal and informal education



(2) *Linking by organizing 3 forms of education in one school* - to provide opportunity for the learners to select their own learning interests. For example, Nam Pong Pattana Suksa School in Khon Kaen province where the students are grouped according to their interests. They may undertake formal education, non-formal education (most of whom are disadvantaged students), or they may undertake the alternative education.

(3) *Linking by promoting each other* – this linkage is, for example, the formal education through distance learning (television and school radio programmes), learning through libraries searching, both provincial and district libraries as well as community resource centres, learning through facilitators in deficient subjects such as science, mathematics, foreign languages, and using school's science lab for supplementary teaching on non-formal education.

2.1.4 Recognition of ALE for certification and national honorable mention

Adult learning and education in Thailand has long been recognized and brought into the particular essences of non-formal education into some training curricula of some higher institutes as follows:

- (1) King Pradjadhipok's Institute
- (2) Top Governance Training (Nor-Por-Sor)
- (3) Continuing education curricula conducted by universities

2.2 Participation in ALE

2.2.1 Statistical data regarding ALE participation

- (1) Perspective participation

Table 8 : The comparison of the growth and the decline rates of students registered in adult education during 1998-2005 classified by educational level

Courses	Registered students		Growth/ decline rates	Registered students		Growth/ decline rates	Registered students		Growth declin- e rates
	Fiscal year 1997	Fiscal year 1998		Fiscal year 1998	Fiscal year 1999		Fiscal year 1999	Fiscal year 2000	
Primary education	287,295	184,080	-35.9	184,080	140,836	-23.5	140,836	155,868	10.7
Lower secondary	1,085,564	1,012,621	-6.7	1,012,621	563,914	-44.3	563,914	669,888	18.8
Upper secondary	901,829	823,694	-8.7	823,694	568,341	-31.0	568,341	645,637	13.6
Functional literacy	60,504	35,242	-41.8	35,242	41,944	19.0	41,944	33,364	-20.5
Hill area education	30,624	38,625	26.1	38,625	43,379	12.3	43,379	77,243	78.1
Vocational Ed. Cert.	32,744	21,574	-34.1	21,574	29,722	37.8	29,722	38,331	29.0
Occupational Ed. Cert.	3,079	7,396	140.2	7,396	9,010	21.8	9,010	11,850	31.5
Voc. short courses	448,328	357,684	-20.2	357,684	696,370	94.7	696,370	636,369	-8.6
Interest groups	337,773	251,404	-33.5	251,404	301,655	20.0	301,655	373,738	23.9
Grand Total	3,227,740	2,732,320	-15.3	2,732,320	2,395,171	-12.3	2,395,171	2,642,288	10.3

Courses	Registered students		Growth/ declin- e rates	Registered students		Growth/ declin- e rates	Registered students		Growth/ declin- e rates
	Fiscal year 2000	Fiscal year 2001		Fiscal year 2001	Fiscal year 2002		Fiscal year 2002	Fiscal year 2003	
Primary education	155,868	211,677	35.8	211,677	189,624	-10.4	189,624	116,338	-38.6
Lower secondary	669,888	938,580	40.1	938,580	927,298	-1.2	927,298	657,530	-29.1
Upper secondary	645,637	630,888	-2.3	630,888	777,854	23.3	777,854	841,410	8.2
Functional literacy	33,364	36,297	8.8	36,297	74,762	106.0	74,762	195,102	161.0
Hill area education	77,243	98,578	27.6	98,578	95,358	-3.3	95,358	142,684	49.6
Vocational Ed. Cert.	38,331	49,552	29.3	49,552	55,314	11.6	55,314	44,614	-19.3
Occupational Ed. Cert.	11,850	9,946	-16.1	9,946	11,688	17.5	11,688	11,642	-0.4
Voc. short courses	636,369	672,440	5.7	672,440	638,292	-5.1	638,292	906,697	42.1
Interest groups	373,738	511,451	36.8	511,451	374,157	-26.8	374,157	598,557	60.0
Grand Total	2,642,288	3,159,409	19.6	3,159,409	3,144,347	-0.5	3,144,347	3,514,574	11.8

Courses	Registered students		Growth/ declin- e rates	Registered students		Growth/ declin- e rates
	Fiscal year 2003	Fiscal year 2004		Fiscal year 2004	Fiscal year 2005	
Primary education	116,338	131,961	13.4	131,961	176,715	33.9
Lower secondary	657,530	556,959	-15.3	556,959	607,105	9.0
Upper secondary	841,410	882,809	4.9	882,809	905,441	2.6
Functional literacy	195,102	83,878	-57.0	83,878	96,002	14.5
Hill area education	142,684	66,186	-53.6	66,186	70,423	6.4
Vocational Ed. Cert.	44,614	47,698	6.9	47,698	17,467	-63.4
Occupational Ed. Cert.	11,642	11,756	1.0	11,756	15,210	29.4
Voc. short courses	906,697	1,172,138	29.3	1,172,138	1,282,363	9.4
Interest groups	598,557	628,429	5.0	628,429	739,668	17.7
Grand Total	3,514,574	3,581,814	1.9	3,581,814	3,910,394	9.2

Sources : Department of Non-Formal Education and Office of the Non-Formal
Education Commission statistics 2002, 2004, 2006

According to the above table, it is shown that in the fiscal years 1997-1999 the perspective participation of NFE students was declined due to the country's economic downturn during that period, having impact on most of the people's economic condition. However, since 2003 up to 2005 fiscal years, the perspective number of students were growing respectively.

Table 9 : The number of students registered with the Department of Non-Formal Education during 1998-2005 fiscal years classified by sex

Courses	Fiscal year 1998			Fiscal year 1999			Fiscal year 2000		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary education	100,927	83,153	184,080	76,564	64,272	140,836	82,387	73,481	155,868
Lower secondary	538,941	473,680	1,012,621	328,892	235,022	563,914	384,840	285,048	669,888
Upper secondary	409,257	414,437	823,694	307,404	260,937	568,341	354,688	290,949	645,637
Functional literacy	16,978	18,264	35,242	19,859	22,085	41,944	16,062	17,302	33,364
Hill area education	20,330	18,295	38,625	20,654	22,725	43,379	40,220	37,023	77,243
Vocational Ed. Cert.	10,088	11,486	21,574	13,902	15,820	29,722	17,739	20,592	38,331
Occupational Ed. Cert.	2,585	4,811	7,396	3,055	5,955	9,010	3,762	8,088	11,850
Voc. short courses	120,138	237,546	357,684	239,204	457,166	696,370	212,470	423,899	636,369
Interest groups	88,668	162,736	251,404	100,990	200,665	301,655	122,382	251,356	373,738
Grand Total	1,307,912	1,424,408	2,732,320	1,110,524	1,284,647	2,395,171	1,234,550	1,407,738	2,642,288

Courses	Fiscal year 2001			Fiscal year 2002			Fiscal year 2003		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary education	109,847	101,830	211,677	103,300	86,324	189,624	61,793	54,545	116,338
Lower secondary	520,292	418,288	938,580	530,068	397,230	927,298	384,219	273,311	657,530
Upper secondary	353,253	277,635	630,888	444,678	333,176	777,854	483,205	358,205	841,410
Functional literacy	17,965	18,332	36,297	33,762	41,000	74,762	94,765	100,337	195,102
Hill area education	51,246	47,332	98,578	47,720	47,638	95,358	73,497	69,187	142,684
Vocational Ed. Cert.	23,827	25,725	49,552	26,327	28,987	55,314	25,034	19,580	44,614
Occupational Ed. Cert.	3,065	6,881	9,946	4,533	7,155	11,688	5,554	6,088	11,642
Voc. short courses	220,335	452,105	672,440	206,518	431,774	638,292	352,250	554,447	906,697
Interest groups	191,306	320,145	511,451	128,828	245,329	374,157	244,103	354,454	598,557
Grand Total	1,491,136	1,668,273	3,159,409	1,525,734	1,618,613	3,144,347	1,724,420	1,790,154	3,514,574

Courses	Fiscal year 2004			Fiscal year 2005		
	Male	Female	Total	Male	Female	Total
Primary education	69,590	62,371	131,961	96,746	79,969	176,715
Lower secondary	339,964	216,995	556,959	364,618	242,487	607,105
Upper secondary	522,286	360,523	882,809	530,762	374,679	905,441
Functional literacy	40,046	43,832	83,878	42,167	53,835	96,002
Hill area education	32,998	33,188	66,186	34,257	36,166	70,423
Vocational Ed. Cert.	23,859	23,839	47,698	8,880	8,587	17,467
Occupational Ed. Cert.	5,967	5,789	11,756	7,679	7,531	15,210
Voc. short courses	467,522	704,616	1,172,138	467,229	815,134	1,282,363
Interest groups	287,453	340,976	628,429	337,325	402,343	739,668
Grand Total	1,789,685	1,792,129	3,581,814	1,889,663	2,020,731	3,910,394

Sources : Department of Non-Formal Education and Office of the Non-Formal Education Commission statistics 2002, 2004, 2006

According to the above table, it was shown that there were more male than female students who registered in basic non-formal education equivalency programmes in both primary education and lower - upper secondary education, while there were more female than male students registered in the vocational education certificate course and the short course vocational training consequently.

(2) Participation in special programmes of literacy concerned

The Office of the Non-Formal and Informal Education has organized many special programmes and literacy activities which are effectively operated each year by every region. All of these programmes have supported and promoted the capacities of the people in sustaining literacy skill, making them raise their quality of life effectively. The outstanding literacy promotion programmes / projects are as follows:

1. Village reading centre project
2. Project for promoting development of community learning centre as the lifelong learning centre
3. Project for promoting the quality of primary education

4. Put the heart in the library project
5. Mobile library project
6. Floating library project
7. Electronic library project
8. Project for extending and dissemination of learning resources

2.2.2 Survey of non-participating and hard-to-reach groups

There have been some groups of people who do not participate in the literacy programmes as well as those hard-to-reach groups who live far away in the remote areas. These groups of people are those minority group and special target groups. In order to provide the educational opportunities to these groups, the surveys of appropriate educational programmes according to the government policies were undertaken and the development of appropriate curricula were as well made for each particular group such as the hill tribe group, the Morgan minority group, Thai Muslim students in Pondok schools, street children, etc. The programmes being served comprise the activities in promotion of literacy skill such as bilingual teaching and quality of life promotion in which the teaching methods on “understanding, getting access and developing” are conducted through the collaborations among non-formal education networks.

2.2.3 Survey of the learners’ motivation

The survey of learners’ motivation and participation comprises the following activities:

1. *survey of needs and interests* of community teachers and local organizations in participating educational activities.
2. *Undertake the local problems as information* for curriculum development and learning activities in order to solve the problems of each particular target group.
3. *Survey of needs and interests of personnel in the factories and entrepreneur* in accordance with the needs of the organizations of common interest and benefit.
4. *Survey of needs and interests of those who wish to get certificates* for continuing their education at a higher level for earning more income or upgrading their

qualifications for particular purposes i.e. to run for election of village headman, community leader or higher positions as well as promoting the progresses of their occupations

2.2.4 Measures in raising numbers of the learners

1. *Put more strategies on public relations and guidance* in order to gain more learners. Educational guidance should concentrate on the presentation of target goal and objectives of all forms of learning – formal, non-formal and informal learning. The following measures may be done in terms of public relations and guidance :

1.1 Strategy on reaching the places. This may be done by making use of alumni or the present students in doing public relations to encourage more people to join the learning activities, especially the local leaders and the housewives of the leaders.

1.2 Guidance through various forms such as

- making use of NFE teachers/facilitators to visit the household to present the application for admission at the household area. In the mean time, the teachers have to do appropriate guidance and not just leave the applications there at the household, but take back the applications already filled out by the learners.

- doing public relations through various forms of media such as general radio and television channels, school radio programme, education television station (ETV), newspapers, printed materials, etc.

- organizing non-formal educational expo.

- making use of the senior learners in doing guidance.

1.3 Building attraction to the NFE community learning centres, or conducting vocational education programme to present new invention.

1.4 Locating educational sources of fund to support the hard-to-do learners.

1.5 Organizing income generation programme during the learning.

2. *Develop non-formal education in the form of networking* by working together, supporting resources and techniques.

3. *Provide educational accreditation and transfer learning experiences* in order to motivate learning among the target groups.

4. *Adapt teaching and learning procedures* by building desirable attitudes towards the learning organizations.

5. *Coordinate with Industrial Council and the entrepreneur* in developing the learning centre with all networks concerned such as local administrative organizations, co-op members, military personnel, Department of Correction, CP, 7- eleven, MK Restaurant, Big C Supercenter, etc.

6. *Promote new entrepreneurship* by conducting vocational short courses, arranging roadway to occupation, teaching 108 vocations, etc.

2.2.5 *Activities for special groups*

The various concerned organizations, both government and private, have undertaken varieties of non-formal education programs to serve the special target groups. For example, the Ministry of Education through Office of the Non-formal and Informal Education has organized education programs for the imprisoned, the hill tribes, the mariners, the aged, the disabilities, street children, stationed military, women at risk group, HIV/AIDS infectious group, etc. Besides, most of the private sectors aim their services to the disadvantaged group.

2.2.6 *Measurement standard of participation*

In the past 10 years, the work of non-formal education received more respective interest and coordination as well as participation from many social sectors of both government and private. The Ministry of Education, through ONIE had tried to collect data and to produce the information on NFE networks in which, at the beginning, it was based on school / academy level. The questionnaires were distributed to schools classified by the types of networks – the government, the NGOs and the private sector. Later on, the data base was developed through better system by inviting schools/organizations to send their data to NFE central office every academic term in order to make a central data base, while the Ministry of Education will produce the information regarding the indicators of the working success among all networks. Besides, the memorandum of understanding (MOU) made among education organizations were collected.

In terms of students participation, they should participate in sharing the ideas of teaching/learning methods, and should attend group meeting 18 times per semester. The students also have to participate in the quality of life improvement activities through their own selection. They are given the opportunities in selecting varieties of activities in accordance with their keen of interest. It is the standard of every academy that the students have to earn at least 100 hours of the quality of life improvement activities.

2.3 Monitoring & evaluating programmes and assessing learning outcomes

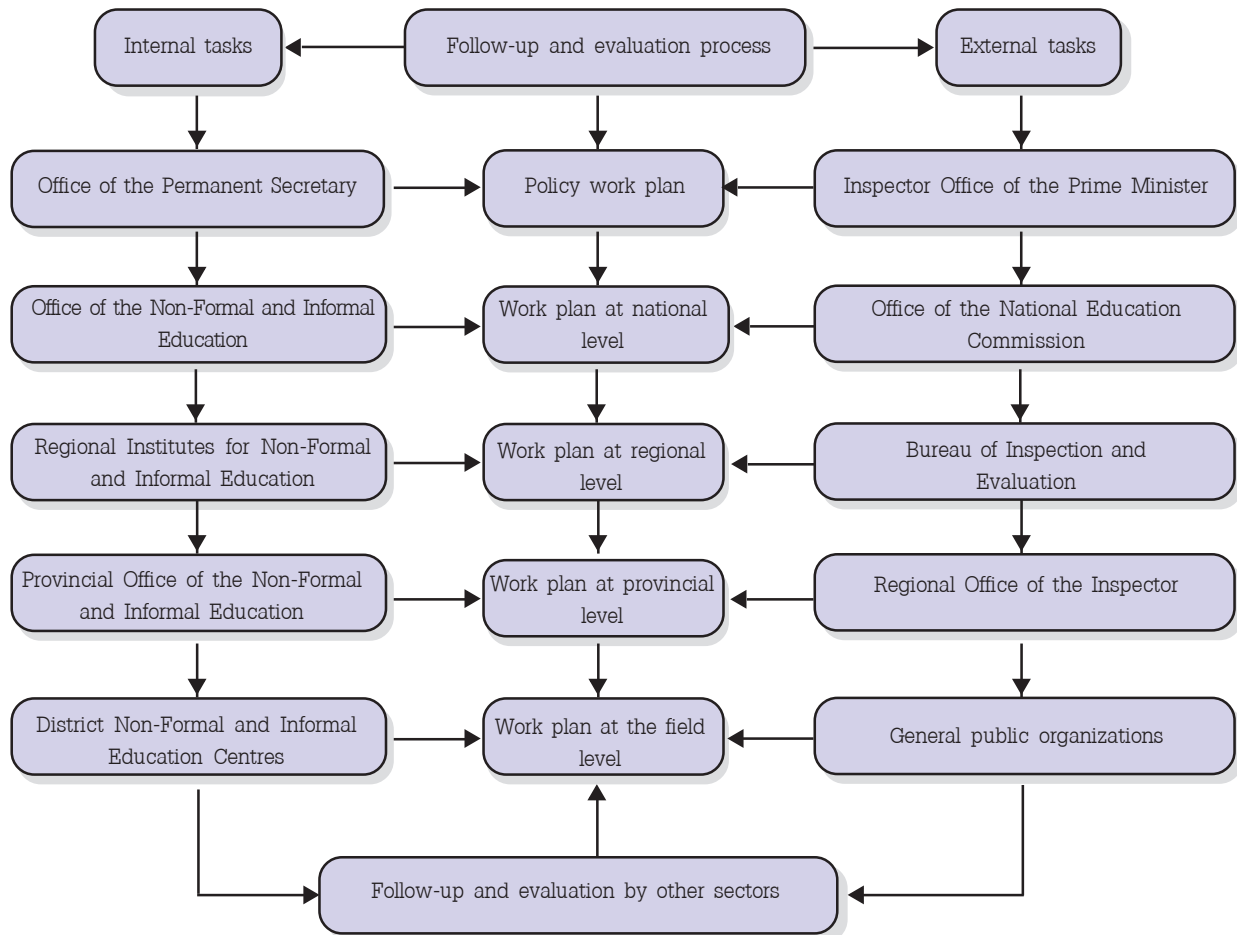
2.3.1 Evaluation of programme achievement

As aforementioned, adult learning and education are organized by various sectors concerned, the government agencies, private bodies, and NGOs each of which has its own objectives related to particular purposes and missions. According to the follow-up and evaluation of the work plan and the outcomes of adult learning activities, it was found that each organization had varieties of methods and strategies as follows:

1. Follow-up and evaluation of the work plan

This task is regarded as the process or the regular work cycle of every organization undertaking ALE activities. However, the non-formal and informal education organization will be the one who undertakes the main or direct role in development of ALE programme. Therefore, in terms of follow-up and evaluation of the work plan this NFE organization will already have its own structure for follow-up and evaluation.

Chart 2 : The structure on the follow-up and evaluation of the ALE work plan



According to the above chart, it is shown that the follow-up and evaluation of the ALE work plan are done at every level in which from the top level is the policy work plan concerning urgent or emergency plan, and the work plan at national level is conducted in every area, while the work plans at regional level, provincial level, and field level have been done in accordance with the problematic condition and the needs of the target groups. In terms of the organizations undertaking the follow-up and evaluation of the work plan, there will be internal organs and project owners who take up their roles in organizing the work plan at each level, while the follow-up and evaluation will be done by internal organizations concerned under the system and mechanism of official inspection.

The follow-up and evaluation of ALE work plan as having been described are that developed by the Ministry of Education which have covered all programmes and activities under non-formal education. These programmes comprise basic education and continuing education or vocational short courses for occupational development. Besides, there are lifelong learning and social development which comprise the services of learning resources such as public libraries, science centres, and the learning services through various forms of media such as radio, television, printed materials and electronic media.

In terms of the follow-up and evaluation done by other sectors who do not have direct role in serving educational programme to the public, their ALE programmes are mostly concerned in the particular roles and responsibilities of that particular organization through the presentation of various forms of media and training process. Besides, the evaluation processes of each organization will correspond to the activities and policies of that particular organization.

2. Achievement of the learners

In evaluating the achievements of the target learners in adult learning and education of the Ministry of Education, the achievement and the impacts of the learning activities in terms of programme's objectives will be as well done in accordance with the conditions being set. The following are the summaries of the achievement results of ALE learners:

2.1 Achievement of basic education learners – as derived from the evaluation of learners' achievement, it was found that most of the learners had achieved their learning at a fair level and being able to find jobs after completing their education. They also had good attitude toward non-formal education. They achieved computer literacy, being able to use computer for communication and for their own works. They were quite interested in the follow-up of news and information as well as developing themselves thoroughly during their participation in the activities for social development.

2.2 Achievement of the learners in vocational training for occupational development – it was found that most curricula being provided could be able to respond to the needs and interest of the learners. They were capable of applying their vocational skills in their actual living, making them improve their occupation and gain more income.

2.3 Achievement of the learners in life skills development training programme – It was found that the learners had developed their life skills, having ability in dealing with themselves and taking more opportunities in participating problem solving and development of their community.

2.4 Achievement of the learners in educational training for social and community development – It was found that this activity had been able to increase more interest in learning and participation among the learners.

In regarding to the adult learning in terms of informal education, most of the activities were provided in the services of news and information through learning resource centres and various forms of learning media. Thus, the evaluation of achievement had been done by studying the satisfaction of participants in which most of them were found very satisfied in the activities being served.

2.3.2 Equipment and mechanism for the follow-up and evaluation of the programmes

The follow-up and evaluation of ALE in Thailand has been done in various levels depending on the aspect of the programmes and the objectives of the evaluators. However, most of the evaluations are conducted as follows:

1) Evaluation at national level – the projects under the national administration plan will be evaluated by the Inspectors-General from Office of the Prime Minister. For example, the project for upgrading educational level of the work-aged population has been filled in the national administration plan 2005-2008. Therefore, the Inspectors-General from Office of the Prime Minister who work in cooperation with the Inspector-General of the Ministry of Education will undertake the follow-up and evaluation by using the varieties of equipment and mechanisms.

2) Evaluation at ministerial level – the follow-up and evaluation of ALE at ministerial level has been conducted in various forms as follows:

(a) Follow-up and evaluation by the Inspectors-General of the Ministry of Education (MOE) who actually have the direct role in inspecting and follow-up the achievements of non-formal education programmes conducted by the Office of the Non-Formal and Informal Education (ONIE) by having the regional inspectors as the evaluating network. Apart from working in relation with the Bureau of Inspection and Evaluation, Office of the Prime Minister, the MOE Inspectors-General have to undertake the main role in follow-up and evaluation of every ALE programme/project organized by ONIE, especially the project under the MOE's policy such as the project for development of learning process in respond to His Majesty the King's philosophy on sufficiency economy.

(b) Follow-up and evaluation by external organizations taking the role as the central agency – such as Office of the Public Sector Development Commission, Thailand Productivity Institute whose roles are to follow-up, to inspect and to evaluate the commitments to the contract for the government plans' achievement in each fiscal year. Although these central agencies do not undertake direct evaluation on ALE programme, but they have the role in inspecting, follow-up and evaluating the standard of the organizations according to the indicators of the determinant factor or composition of ALE programme. Besides, there are some other central agencies such as Office of the Education Council whose roles are to set the educational policies and plans as well as to evaluate educational programmes at the national level. This organization has also undertaken the

follow-up and evaluation of the ALE programmes conducted by ONIE such as development of non-formal education curriculum, promoting development of learning resource centre as the lifelong learning centre, promotion of non-formal education opportunity.

3) Evaluation at organization level – In general, most organizations have their own processes of follow-up and evaluation of their ALE responsible programmes. The follow-up and evaluation may be undertaken through the actual operations process or it may be done in terms of setting a special plan for follow-up and evaluation. Most ALE programmes organized by ONIE have already set the follow-up and evaluation plan in their actual operations process. As for those particular programmes/projects being set to have the special plan for evaluation are, for example, the evaluation of the project in promotion of learning for development of sufficiency economy, project for development of public living libraries, etc. In operations term, the regional institutes for NFE and IFE and the provincial ONIE, as the organizations at the regional and provincial levels, may be assigned to join the evaluation team from the central office.

4) Evaluation at the operations level – In the conduct of ALE programmes by the operations units which are the educational institutions of both under the ONIE and other NFE networks, these institutions will actually put their evaluation plan within their operations process. Particularly, the conduct of quality auditing has been one of the quality assurance processes of the educational institutions in which they will take all information derived from the auditing for further development of quality and standard of education programmes. The educational institutions themselves have to do self assessment report to enable them to know whether or not the outcomes of their ALE operations are in good quality and standard. Besides, they are able to learn of their future development directions. Apart from the quality assurance that the institutions have to conduct, they also have to be evaluated of their qualities by the external evaluator or the Office for National Education Standards and Quality Assessment whereas the good qualities of evaluation process, equipment and mechanism are obtained.

2.3.3 The outcomes of the follow-up and evaluation of ALE programmes

The outcomes of the follow-up and evaluation of ALE programmes have been used beneficially in the legislation process and policy setting as well as programme development. These measures may be summarized as follows:

1) Benefit for legislation process

(1) *Legislation for implementation* – being conducted by modifying the rules and regulations of official practices so as to be relevant and correspond effectively to the promotion of ALE. These are, for example, rules and regulations for working, rules and regulations for follow-up and evaluation, etc.

(2) *Legislation in terms of policy* – being conducted by developing the legislation that will mobilize and support the ALE activity in terms of its policy. These are, for example, the ministerial resolutions on projects implementation (such as hill area education project, project for promoting non-formal education in military base, project for promoting non-formal education for village headman and community leaders, etc.), the ministerial resolution concerning strategies for the reform of non-formal and informal education in promotion of lifelong learning A.D 2003, Promotion of Non-Formal and Informal Education Act 2008.

2) Benefit for policy setting

The outcomes of follow-up and evaluation have been used for development of the policies and coordination of project implementing strategies so as to be corresponding to the problems, needs and situations. In the past 10 years, various significant policies were developed as the following:

- (1) Policy on distance education through satellite
- (2) Policy on the promotion of non-formal education through coupon system
- (3) Policy on the development of learning resources
- (4) Policy on the promotion of non-formal education through decentralized system
- (5) Policy on the promotion of non-formal education for the disabilities, etc.

3) Benefit of project development

The outcomes of follow-up and evaluation have been used for development of the projects so as to be more appropriate to the implementation and the target beneficiaries. The following projects are those having been developed since the past 10 years :

- (1) Project for upgrading educational level of the work-aged population
- (2) Project for development of non-formal education networks
- (3) Project for development of living libraries or new dimensions of library
- (4) Project for non-formal education quality assurance
- (5) Project on evaluation for level accreditation, etc.

2.3.4 Consistency of evaluation criteria

Since there are varieties of ALE programmes, the follow-up and evaluation of the ALE activities have to as well facilitate varieties of equipment, processes, and criteria to be in accordance with the objectives and goals of particular project and curriculum, as well as to have relevant standard as agreed by the public.

Apart from the criteria and actual standard of the evaluation, the identification of the criteria for evaluating ALE programmes should be concentrated on the fact that it is in compliance with the context of the adult learners. For example, the evaluation of basic education curriculum A.D. 2001 was developed into 3 steps – evaluate before starting the learning programme, during the learning activities, and at the end of the term by setting the proportion of evaluation as 60 by 40 for the evaluation during the study term and evaluation at the end of the term. Hence, the learners will have to take the exam at the end of term and accomplish a score of 50 % of the score at the end of term. Besides, the learners' total scores accumulated during the term and at the end of term should be at least 50 % so they are considered as passing that particular subject course. This has shown that the evaluation of ALE has concentrated on the quality of each subject course being taken by the learners.

Besides, the quality assurance within the institution and the external evaluation have developed the same corresponding criteria / standard which is regarded as the international standard, having the evaluating scores as follows :

- scores of **90-100** means ***excellent***
- scores of **75-89** means ***good***
- scores of **50-74** means ***fair***
- scores of **0-49** means ***to be modified***

It could be seen that the criteria or standard of evaluation for each ALE programme is corresponding to its objectives and goals.

2.4 Adult educators/ facilitators' status and training

To promote development of adult education, Thailand has put great importance to human resource development, in which the adult education responsible personnel at all levels ranking from higher administrators to operational staff as well as coordinating network parties, all of whom are made to realize to the importance of and understand their roles in ALE programmes and activities in the same direction. Since 1999 Thailand has conducted the reform of its educational system as well as the development of the state services system to the general public, thereby have made several organizations adapt their courses of direction in order to respond to varieties of ideas. These are, for example, the ideas on good governance, making use of information technology for tasks effectiveness, working as professional workers, etc. The government therefore realizes to the need of setting an appropriate frame for development of human resource in terms of non-formal education. This frame comprises the essences of curriculum, significant issues, substantial contents, work processes and responsible persons. The details of which are as follows:

2.4.1 Desirable appearances

Knowledge Worker, People-Centred, NFE Person

The non-formal education personnel who have passed the processes of development will be recognized as those having the following characteristics :

1. A person who has a paradigm and abilities in performing his/her tasks successfully, being in compliance with the present development condition.

2. A person who has knowledge, skills and capability in managing non-formal education effectively.

3. A person with potentiality in promoting and supporting the operations of his/her organization and networks.

4. A person who has discipline and core value in conducting his/her responsible task in which his/her performances, have gained faithful recognition from the people surrounded.

In training of non-formal education personnel, the extent of essential substances will be developed in 4 frames.

Frame 1 : Modifying paradigms and work performances in this modern world by undertaking the following measures:

● Modifying paradigms and values on work performances through people-centred

● Developing wisdom, creative thinking and tactical thinking

● Developing oneself to reach the aims of work successfully

● Developing environmental surrounding and working atmosphere

● Setting appropriate working strategies by having the host and network parties

Frame 2 : Basic knowledge in performing non-formal education

● Non-formal education ideology and attitude

● Lifelong education philosophy, belief and principle

- Policies on non-formal education administration
- Basic knowledge on non-formal and informal education
- Designing the pattern of non-formal education activities
- Testing and evaluation of non-formal education
- Media development for learning activities and for public relations
- Arrangements of local forum and community plan
- Rendering cooperation and building networks on non-formal education
- Project planning
- Promoting development of learning resources as the lifelong education centres
- Non-formal education quality assurance

Frame 3: Promoting capacities for work performances

- Research and basic statistics
- Computer literacy and internet
- Time administering technique
- Coordination onto success
- Tactical ability on presentation
- Communication art and appearance development
- Documentation and management tasks
- Provision of superb services

Frame 4 : Knowledge on legislation and regulations concerned

- National Education Act B.E. 2542 (A.D. 1999)
- Other legislation concerned
- Rules, regulations and disciplines on work performance
- Other needed issues

Hence, the training should be continued with the following standards:

► ***As the government sector***

1. Conducting training of personnel at all levels before work performances.
2. Conducting training once a year by organizations at the central office to upgrade skills and capacities of the personnel during work performances.

3. Conducting training twice a year by organizations at provincial level to promote more skills for undertaking policies into practices and putting more strategies needed for work performances.

4. Teaching and presenting how to develop work performance by organizations at district level once a week.

5. Conducting training by organizations at the regional level for upgrading knowledge and skills on new technology. The duration of training are in accordance with the necessity or whenever the situation has changed.

6. Distance education television (ETV) should be provided to present new knowledge as needed or according to situation changed.

7. promoting the involvement of personnel in the training programmes conducted by other institutions and organizations such as universities, academic institutions GOs and NGOs.

► ***As the NGOs and private sectors***

1. Conduct the seminars at least once a year to promote understanding among networks concerned in sharing the implementation of non-formal education.

2. Conduct the workshops as seen needed to share in development of handbooks and supplementary media for work performances.

2.4.2 Adult education in particular vocational course

Thailand has regarded the adult and non-formal education as the particular vocational course in which it has been taught at the university level for the bachelor's degree as well as master's and doctoral degrees using various names for the courses such as the course of adult education, lifelong education and continuing education as shown in the following table.

Table 10 : The names of colleges/universities which open for the courses of adult and non-formal education

No.	Names of institutions	Degree levels			Remarks
		Bachelor's	Master's	Doctoral	
1	Chulalongkorn University	✓	✓	✓	
2	Kasetsart University	-	✓	-	
3	Srinakarinwirot University (Prasarnmitra)	✓	✓	✓	
4	Silpakom University	✓	✓	✓	
5	Chiang Mai University	✓	✓	-	
6	Maha Sarakham University	-	✓	-	
7	Mahidol University	-	✓	-	
8	Naresuan University	-	✓	-	
9	Sukhothai Thammathirat Open University	✓	✓	-	
10	Rajabhat University	✓	✓	-	

2.4.3 The ratio of adult education teachers and personnel

When observing the number of teachers all over the country, it is found that the ratio of adult education personnel and teachers is 24.33% comparing with the teachers of the whole country*

2.4.4 Employment status and remuneration

Non-formal education personnel who are employed by government organizations will receive the compensation / remuneration as follows :

* Computation

1. The total number of all teachers across the country is 816,474 (MOE ICT. 2007: P.168)
2. The total number of ONIE personnel is 17,534 (ONFEC Statistics. 2006: P.5, 55)
3. The total number of NFE network parties is 181,078 (Executive Summary of the Research on Education, Coverage and Quality for Providing Lifelong Education at Village Level. 2007: P.18-19)

Table 11 : The employment status and remuneration of adult education personnel

No	Types of education personnel/teacher	Status	Remuneration (Baht)	Welfare (health service)	Special welfare (rent of accommodation)	Promotion of employment status
	Government organization					
1	Officials	Permanent status getting monthly wage and to be raised every fiscal year. To be retired at aged 60	6,000 – 64,340	✓	✓	✓
2	Permanent employee	Having same status as government officials but no opportunity in promotion in terms of academic standing or award of royal decoration Having same status as full-time employee and	4,630 – 15,260	✓	✓	-
3	Government employee	more stable than temporary staff. Having chance in raising yearly wage but will be evaluated every 5 years to extend the contract Having status as temporary and monthly	6,000 – 7,940	✓	-	-
4	Temporary employee	employee and no welfare	6,000 – 7,940	-	-	-
	NGOs / Privates	Being full-time staff with salary rate as identified in				
1	Permanent staff	the list for promotion. To be retired at aged 60 Being part-time staff with monthly stipend. The	9,000 – 80,000	✓	Depend on the employer	Depend on the employer
2	Temporary staff	contract may be extended yearly or per project	9,000 +	Depend on the employer	Depend on the employer	Depend on the employer

Summary

As described from the foregoing, it is worth saying that the quality of adult learning and education depends on the composition and factors concerned. The factors of which are, for example, the effectiveness of administration developed by particular organizations as well as their good management and cooperation on the programmes and activities concerning problems and needs. The activities are provided with interesting learning essences and innovation. The implementation of the programmes are done through participation of the learners and organizations concerned as well as community itself. The follow-up and evaluation system can identify the achievement of the learners. Besides, the development of information technology has led to the process of legislation, policies and programmes that serve developments, as well as appropriately effective implementation.

3. Research, Innovation and Good Practices

In development of education today, Thailand has realized to the necessity of making the services more accessible to the people by means of **coverage, equality, equity and quality** under the **efficiency** of administration and management.

From the past decade, Thailand has continued to develop the researches and to seek for best innovative measures and good practices for promoting development of lifelong education among people as well as supporting participation of all sectors concerned in the society.

The research, development and innovation of ALE have aimed for two important issues. One of which is to seek for the system, pattern, and appropriate way in promoting development of the quality of education to enable all target people to gain more access of appropriate educational opportunity, particularly the group of disadvantaged. The second aim is to seek for the system, pattern, and appropriate way in developing the quality of education and learning for the people.

3.1 Research studies on adult learning

Thailand has undertaken a wide variety of researches and development activities with the aim to promote the access of opportunities among people in terms of learning resources and services of appropriate continuing education which respond to the needs and interests of the people. The researches also aim to strengthen the people or their community to become a learning society. The researches are mostly conducted through the participations of all levels concerned both at the target area and community level. The outcomes of the researches have been used for development of adult education programmes. For the past 5 years, R&D researches have been conducted continued effectively until today. The following are some good practices of them undertaken by Thailand.

3.1.1 Project on research study and materials development for ethnic minority in Omkoi district, Chiang Mai – This is one of the pilot projects funded by UNESCO in promotion of literacy development through **bilingual education**. The project is aimed at

strengthening the essences and understanding of Thai language and Thai culture, as well as the tribal culture itself which will promote development of the people's quality of life so they will be able to live happily and peacefully in their society.

(1) project objectives

1.1 To study the problems and learning needs of the *Pwo Karen hill tribe* in the target area.

1.2 To develop the scope of curriculum and substances for producing the learning media in promotion of bilingual learning.

1.3 To develop the learning materials for promoting bilingual literacy teaching through people participation.

1.4 To test / produce and disseminate the learning materials in promotion of bilingual learning.

(2) Project findings

It was found from the study that the outcomes of the project were the attainment of non-formal education innovation in terms of bilingual education, in which the tasks were at the beginning seen very difficult due to the problem of consuming more time and burdensome. The project needed to render supports and collaboration as well as more efforts among the organizations both at the policy and operation levels and the target people themselves, including the wisdom from various organizations who had got experiences on bilingual teaching or multi-language teaching or used to work closely with the tribal groups. The innovation derived was the methods of learning / teaching which strengthened the opportunity of the learners in learning Thai language and culture of the tribes through making use of their mother tongue as the strong bridge connecting to other national languages.

(3) Applications of the research outcomes

Although the Pwo Karens have their own speaking language, this tribal group has remained lacking its own use of alphabetical letter. The project, therefore, tried to compare the sound of Pwo speaking language with the Thai sound and develop a set of alphabet for Pwo written language by making use of Thai alphabets to compose easy

way of Pwo written language. The comparison between Thai national language and Pwo local language is continued to use as the principle measure for teaching Thai language to other tribal groups. Besides, this measure has been used for the production of the supplementary reading materials in promotion of bilingual learning as well as in management of informal education programme for adults.

3.1.2 Equivalency programme for promotion of lifelong learning in Thailand – is one of ONIE's projects funded by UNESCO

(1) Project objectives

1.1 To study the achievement number of the learners who attended the equivalency programme between the periods of 2003-2005.

1.2 To study the possible rate of attending the formal education institutions of those who completed the equivalency programme between the periods of 2003-2005.

1.3 To study how the equivalency programme have the role or impact on economic and social development.

1.4 To give suggestions / recommendations and to identify the factors which help improve the present status of the equivalency programme.

(2) Project findings

2.1 In considering the achievement rates of non-formal education at all levels in Thailand during 4 academic terms, it was found that only the upper secondary education (34.07%) had achieved higher than the standard of educational achievement (33%).

2.2 The rate of students continuing onto formal education institutions during the periods of 2005-2006 academic year was found below the standard (25%).

2.3 It was found that educational equivalency programme had high impact over the economy and society both at individual and community levels.

2.4 Suggestions and recommendations derived from the findings comprised the improvement of the quality and effectiveness of curriculum and administration,

the development of teachers' quality, the involvement of SWOT Analysis, and the review of philosophy, visions, and policies, all of which led to the organization reform.

(3) Applications of the research outcomes

The research outcomes were used as the information for improving more effectiveness of the operational strategies, the operation plan, the organization reform and its new legislation.

3.1.3 The study of the effectiveness of education provision based on Non-Formal Basic Education Curriculum B.E. 2544

This study was a quantitative and qualitative research conducted by Office of the Non-Formal and Informal Education through the Central Regional Institute for Non-Formal and Informal Education in Ratchaburi in the form of committee.

(1) Project objectives

This research aimed to study the outcomes of the implementation of non-formal basic education curriculum B.E. 2544 as applied to the students registered for non-formal education programme conducted since the 1st semester of the academic year 2003 to the 1st semester of the academic year 2006 totalling 5 classes.

(2) Project findings

It was found that the implementation of basic education according to the principle and standard of non-formal education was one of the best appropriate tools in filling and extending the educational opportunity of the people who had missed and lacked it since the methods of teaching/learning were very flexible and the learning venue was in the community. More significantly, the programme could raise the quality of life of the people and could build up more strengths among community people themselves. However, the achievement rate of the people who completed the programme was still low due to some undeniable causes and limited circumstances among the learners such as their having other family responsibilities, paying less attention because of old aged and had not been in school for long, unable to adapt themselves to the learning environment, etc. All of these causes had made the learners unable to attend group assignment/meeting, to follow the lessons, and as well made them miss the tests and fail in the exams.

Apart from the problems in terms of the learners, there were some problems regarding the learning contents of some courses curricula such as Mathematics, Science, and English, the contents of which were not relevant to the life style of the middle-aged adults who engaged in some particular occupations such as agriculture. Besides, it was found that the passing score of 50 % as set in the exams could not make the adult learners successfully pass the courses.

(3) Applications of the research outcomes

The research findings, including the suggestion/ recommendation in terms of policy and practices as derived from the research were considered as the significant data on information technology for the Office of the Non-Formal and Informal Education as well as other organizations concerned. The research outcomes were studied and brought into better practices among concerned in which their implementation was improved and adapted in terms of both management and directions of the learning process, the management and administration, the follow-up and evaluation, as well as the research and development of basic education itself, all of which were considered very significant for reaching the goals of effective educational management and administration.

3.2 Innovation and examples of good practice

It has been more than a decade that Thailand continued to develop the country's educational programmes including adult learning and education, both in terms of promoting educational opportunity and improving the quality of education.

At the beginning of the decade, Thailand had to face with the crucial crisis of economic downturn which had impacted on the people and caused many problems and changes to follow. In addition to these changes, Thailand had got the new constitution in 1997 in which according to this new constitution every Thai citizen had the equal opportunity in receiving quality basic education not less than 12 years which the government had to provide free of charge. Besides, the government had to give the opportunities for local administration organizations and private bodies to participate in all educational training activities. The government also had to promote development of the national education legislation.

The new constitution as well as the economic and social changes had become the bases and significant measures for mobilizing educational reform in Thailand in which it tended to concentrate more on the decentralization of educational administration. These had brought about the absolutely changes in terms of educational management and administration, resources management, educational investment, teachers development, and development of educational quality.

In terms of innovation and good practices in ALE programmes, the government had promoted development of the following:

1. Establishment of educational legislation
2. Equivalency determination of educational levels
3. Development of educational coupons for promotion of lifelong education
4. Extending educational opportunity on higher education for adult learners
5. Promoting learning process for solving poverty problem according to the philosophy of sufficiency economy
6. Bringing the local wisdom into use for educational management and administration
7. Development of learning resources and appropriate learning channels

The details of these development measures are as follows:

3.2.1 Establishment of educational legislation

(1) National education legislation

It was in 1999 when Thailand had the first National Education Act, and later on had the Amended Act in 2002. These Acts were then the outstanding bases for undertaking educational reform of the country in which it had covered the issues concerning people rights and duties on education, education systems, educational management and administration conducted by the government, the local administration organization and NGOs / private sectors, educational standard and quality assurance, developments of teachers and non-formal education personnel, educational resources and investment, and technology for education.

The said legislation had identified the significant issues for setting the frame and guidelines for development of education for every Thai citizen. These measures, included as well adult learning and education, were as follows:

- Development of education shall be done in terms of making Thai citizens a complete human beings. They shall be developed physically, mentally, intellectually, and shall fully obtain knowledge and humanity, morals and ethics and culture in earning for living, being able to live happily and in harmony with other people.

- The Provision of education shall take into consideration the following measures :

- (1) Being lifelong process for all population

- (2) The society shall be given opportunity to participate in helping provide education

- (3) The issues and the learning process shall be developed continuously

- Education shall be arranged to provide equal opportunity for 12 years of basic education for all citizens with good quality and free of charge.

- Education shall be arranged to cover 3 systems – formal education, non-formal education and informal education

- In principle, the education providers shall be aware of the fact that every learner has his/her own skills in self-development, and realize that the learners are the most important of all concerned, while the education management process shall promote skills and abilities which are in compliance with the nature and capacities of the learners themselves.

- The quality assurance system shall be promoted in all forms of educational management in order to develop the quality and standard of education at all levels. This shall be done through internal and external quality assurance systems.

(2) Legislation of non-formal and informal education

It was early this year when the state had proclaimed the first Promotion of Non-formal and Informal Education Act, B.E. 2551 (A.D. 2008). The Act has been in line with the National Education Act which significantly states that education today shall be

lifelong process which provides the access of participations among person, family, community, communal society, local administrative organization, private body, professional body, religious institution, business operator and other bodies. The system is aimed to mobilize the principle of lifelong learning process into effective practices, to enable the people to promote their quality of life continuously throughout their lives which will bring about the development of a learning society and wisdom, and will in turn lead the country onto the competency for international competition. This Act will guarantee the right and equal opportunity of the underprivileged to access lifelong education. This legislation has framed up the directions and guidelines for promoting and supporting non-formal and informal education in which the essences are as follows:

- Providing opportunities for those who have or have not completed basic education to participate in the non-formal and informal education.

- In the promotion and support of non-formal education, the following principle and practices are to be taken into consideration (1) the right in getting justice and in accessing wide varieties of quality education in appropriate with people's actual life condition (2) decentralization of education management is undertaken so as to give authorities to all educational institutions and network parties to participate in providing learning activities.

- To promote the support of informal education, some measures are to be considered such as (1) accessing the learning resources which are relevant to the interest and way of life of the target learners. (2) developing the learning resources as a variety source of knowledge including local wisdom and information technology for education (3) identifying appropriate frame or the learning guidelines which can mostly benefit the learners.

- Assigning the Office of the Non-Formal and Informal Education (ONIE) as the leading office whose tasks are to set the policies to be brought into practices as well as undertaking the follow-up, inspection and evaluation of the activities.

- The educational institutions undertake their roles in promoting, supporting, coordinating and implementing the non-formal and informal education programmes in collaboration with their network parties. In so doing, the community learning centres may be established as a unit organizing and promoting learning activities and process for the community.

The two educational laws (the National Education Act and the NFE Act) are regarded as having the most important roles over educational quality and opportunity of Thai people in access of quality education, as well as helping promote the effectiveness of education management and implementation in which it as well includes the ALE.

According to the evaluation report on education quality and opportunity of Thai people in access of quality education conducted by Office of the Education Council, Ministry of Education, it was figured that the average number of academic years which the people attended has been the indicator of people’s opportunity in education as a whole. The study had concentrated on two age groups – the adults of 15 years and older, and the working aged population at 15-59 years. The outcomes of the study are shown in table 12 below.

Table 12 : The average schooling years the people obtained during 2002-2006

Age groups	Average years of education obtained					Average per year
	2002	2003	2004	2005	2006	
15 years and older	7.41	7.50	7.60	7.78	7.85	-
No. of average years rising	-	0.09	0.10	0.18	0.07	0.11
15-59 years	8.10	8.23	8.35	8.55	8.65	-
No. of average years rising	-	0.13	0.12	0.20	0.10	0.14

3.2.2 Accreditation of achievement

Accreditation of educational achievement is the evaluation of the holistic knowledge and experiences of the individuals in terms of their knowledge, skills, ethics, morality and core value. The accreditation of achievement will be done in accordance with the learning standard of basic education, both primary and secondary levels. As stated in the National Education Act B.E. 2542 (A.D. 1999) and the Amended Act B.E.2545 (A.D. 2002), Thai education comprises 3 forms or systems – formal education, non-formal education and informal education. The educational institutions may arrange to conduct one of those three or they may organize all of the three systems and give the opportunity for the learners to transfer their credit earned from one of the three systems or from all of the three. This may include all knowledge earned from informal education or from vocational training as well as from their working experiences. The extent of accreditation of educational achievement has concentrated on 4 significant components: basic knowledge, vocational development, quality of life improvement, social and community development.

- **Basic knowledge** – to evaluate academic knowledge needed for the actual time. This academic knowledge is Thai language, Mathematics, Sciences and English.

- **Vocational development** – to evaluate knowledge and abilities in vocational / occupational skills, abilities in solving the problems and occupational administration, ability in computer skill, including the attitude towards humanity and morality in job performance.

- **Quality of life improvement** – to evaluate the perception of family life value, skills in leading one's life happily, skills in promoting good health both physically and mentally and having strong faith in holding the principle of religious ethical practices

- **Social and community development** – to evaluate the ability in applying self potentiality for living, building a happy and firm family, participating and supporting the activities that have benefited the community and society.

The applicants who are to be evaluated for accreditation of achievement must have the qualifications appropriate to and in accordance with the criteria set by the

Office of the Non-Formal and Informal Education. They are to be Thai nationality, having completed educational level lower than the level being requested for evaluation. They are to have work experiences or being engaged in occupation. They are not the applicants or being students in the formal school.

The instruments to be used for evaluation comprise the test sheet, interview questionnaires, personal port folio and practical demonstration. The applicants will have to pass the score of 50 % from each component as mentioned earlier, and they are to pass all of the 4 components as well as to attend the seminar for completing the required characteristics in order to complete the accreditation of achievement as requested. For those who do not pass all components can collect the passed components for 5 years and further get evaluation to complet the rest.

3.2.3 Non-formal education coupon for promotion of lifelong learning

It was in December 2, 2003 when the strategy for non-formal and informal education reform had got the Ministerial approved. Through this major strategy, the government had approved a minor strategy regarding the allocation of the budget for decentralizing the support to reach directly the target beneficiaries by providing an education coupon or credit card for promotion of lifelong learning to the individual, especially the disadvantaged. This coupon system has promoted the support of every target group to access the services of non-formal and informal education as well as the training and other appropriate learning programmes. The Office of the Non-Formal and Informal Education has the direct role in promoting and organizing this coupon learning system. This coupon will be the document or evidence to represent the budget for supporting the learning costs per head in which the learner has to show as the monetary document for supporting the costs of learning or the tuition fee for undertaking basic education or short-course training.

3.2.4 The extension of higher educational opportunity for adults

The result of upgrading education level of the work aged population organized by Office of the Non-Formal and Informal Education has raised more numbers of upper secondary education graduates who are mostly adults in the rural communities and some

of whom are community leaders. In the mean time, some of them wish to continue their education to the college / university level but have to encounter many limited circumstances, especially in terms of money, time and fields of studies. These circumstances are seen very important among many institutions concerned and some of them have done to develop more appropriate curricula and teaching-learning processes so as to be more appropriate to the adults in the rural community. One of the best practices programmes using such method of teaching / learning is the *University for life project*.

University for life project - utilizes the availability of learning centres which are scattered in every province all over the country as the bases for teaching/learning activities (Learning Centre Based – LCB). The University for life programme is the semi-distance education system by having the community learning centres as the learning venue where they are not the branches of any university or of any institute for promotion of community enterprise. The learning activities mainly take place in the local communities, although in some academic semesters many district centres have to join in the same centre at provincial level, especially whenever the teachers from universities or from institute for promotion of community enterprises come to attend their teaching. These teachers will be assigned by educational institutions as the teaching facilitators and the evaluators of students' accomplishment, who learn in groups through various kinds of learning materials/ media. The idea of establishing university for life is to render cooperation and support from the community people themselves and local organizations such as local administration organization, local government organization, etc., who will be forming the committee. The committee will develop the programmes by seeking for supports from higher education institutions in terms of academic, curriculum, learning and teaching, follow-up and evaluation of standard as well as conducting quality assurance. This project has provided the opportunity for the local people to upgrade their knowledge and to earn a degree from educational institutions, making them have more potential in developing themselves and their community.

Key points of view and practices

- Quality of life of the students must be better during their studies, having self-confidence, self-respect and of others. They as well have a healthy mind in a healthy body with debt decrease or free finally. They certainly can be self-reliance and have better society. The contents for learning are therefore related with and applicable to the real life of the students.

- Learning and teaching process is not limited to the classroom but in the locality instead after work time or on holidays. This makes the students not emigrate from their home town to stay nearby the educational establishments.

- The students learn in groups and meet their teachers/ facilitators in an appropriate place. Each group comprise 5-10 persons to help one another to learn, in which there will be a person able to use computer.

- Learning and teaching are implemented through community cooperation for community data and for local forum to conduct analysis and research by the community people themselves.

- The life university learning centre is not attached to any educational establishments but is established through community collaboration. They will help mobilize human resources inside the community to be the teacher/ facilitators and honourable persons of the life university.

- There is an orientation course for both provincial and regional levels before starting the class of every semester.

- This project believes in the knowledge acquired from direct experiences. The teaching and learning process is then focused on learning by doing.

- Sharing knowledge among the students is the heart of knowledge management through presentations or websites for all able to learn.

- Learning materials comprise people, materials/ media and equipment and activities, as well.

- Evaluation comprises the marks from practice and from making the test with the ratio of 40/60 percent in every subject both general and major.

3.2.5 The promotion of learning process for solving the poverty problem through the philosophy of sufficiency economy

As mentioned earlier, the sufficiency economy philosophy is graciously bestowed by His Majesty the King of Thailand who kindly wishes every Thai citizen to bring into application as the method and appropriate way for leading a happy life. This philosophy has been pushed into practice since the Eighth National Economic and Social Development Plan until the Tenth Plan or the present plan (2007-2011). This philosophy has been applied to all walks of life – from family level to community and state levels. It is the significant method in mobilizing individual’s pleasurable life and turning the country into a grateful and happy society.

In the promotion of learning process for solving the poverty problem, the most significant principle and practices should be considered as follows:

- Taking the sufficiency economy philosophy as the guideline for any development. Through this philosophy, one should understand the concepts about “sufficient”, “reasonable” and “good immunity” which are regarded as the bases of knowledge and humanity and as the guideline for leading the happy life.

- The learning programmes should be collaboratively conducted and participated by community people together with non-formal education facilitators and other personnel of development organizations.

- Participation process is used in the planning of problem solving.

- Undertaking the fact about life experiences of the people for building up awareness and change of performances.

Important steps for promoting the learning process

- 1) Collecting data and information of the population at family level both in terms of expenses, debts and sources of income

- 2) Organizing community forum to identify the problems, to analyze the causes of problems and to find out the causes that have made more exceeding expenses, especially the needless expenses of the families. In the forum, brainstorming of problem solving solutions, both family and community levels are to be identified.

3) Organizing planning for problem solving at family and community levels by starting from the decrease of needless expenses to the increase of more income, and from the decrease of family debts to the increase of family savings, freeing from debts, and community helping hands respectively.

The following measures are the examples of some solutions regarding the decrease of needless expenses :

- growing vegetable garden and animal raising by families
- cutting down on the family's needless expenses and undertaking family saving habit
- decreasing and stopping allurements which lead to ruin of the family
- making family accounting
- making use of community resources for all productions
- making use of economical energy
- initiating community grocery store or co-op.

The following are some examples of increasing or raising more family incomes :

- doing vegetable gardening
 - undertaking sideline jobs for supplementary income
 - improving more skills on actual occupation
- 4) Implementing the plan
 - 5) Undertaking follow-up and evaluation
 - 6) Reflection of the success

3.2.6 Making use of local wisdom for implementing education programmes

During the cause of problem regarding economic downturn in the country, many community learning institutions were established by community people themselves in terms of university for life, associations, clubs, networks, centres and groups. These learning institutions had provided the opportunity of learning together among the community people by transmitting the skills and experiences among them. These were done through the help of community leaders, key informants or the local wisdoms or others who

transferred their thought, their knowledge and skills to the community members or others who were interested in applying such ideas for improving their actual living.

Later on, more government organizations, NGOs and private sectors as well as Office of the Non-Formal and Informal Education have undertaken their roles in strengthening more development of the local communities by providing academic knowledge and necessary resources which promote the existence of the integration of indigenous knowledge / local wisdom and the new technological knowledge within the communities. Both of the internal and external community resources are also mobilized for community learning process and problem solving through the help of network and indigenous team of local wisdom. Until by the end of the past decade, the idea of “Knowledge Management (KM)” occurred and is being used effectively to promote learning process of community learning institutions.

3.2.7 Development of lifelong learning resources and learning channels

As mentioned earlier, the national education law has made Thai education a lifelong process for all citizens and have promoted all forms of learning resources adequately and effectively. These lifelong learning resources are, for example, public library, museum, arts gallery, zoo, public park, botanical garden, science and technology park or Thailand knowledge park (TK park), sport and recreation centre, resource centre and other sources of knowledge. The development of these sources of knowledge has strengthened the informal education among people, in which they can learn according to their own interest, potential, readiness and opportunity as well as can develop their extensive capacities according to their own nature. Examples of lifelong learning resources are as follows :

1) Community learning centre – is established in Thailand according to the government’s strong intention to mobilize the educational services into the community and its people. The government, then, improved and extended the existing old community learning centres and, at the same time, developed the new form of learning resource centres in order to serve more learning needs of the people. The first existence of

community learning centre was in 1996 which was originated from the village reading centre and the hill area education centre.

The community learning centre is regarded as the significant mechanism for serving education need of the people at the grass-root level. It is the centre for promotion of lifelong learning for the out-of-school population in every community which provides the opportunity for community people to learn and to participate in organizing the educational activities. It is the place where varieties of educational media are being served such as book, magazine, newspaper, text, learning manual, computer, video, television, satellite set, etc. through the support of local administration organizations in terms of encouraging all sectors in the community to take part in administering, coordinating, and mobilizing the activities of the community learning centre to most serve the needs of the community people with the most effectiveness. Up to the year 2007, there were a total of 8,691 community learning centre all over the country.

2) Living public library and electronic library – are the learning resources being established in Thailand since many years and a number of 848 are presently being in operations. Since the past 5 years, the public libraries have been developed into the “living libraries” which provide the opportunity for the general public to use for self-learning and to access more needed information continuously through their searching skill. The living libraries have promoted the learning habit among people.

Presently the public library is under the administration of the Office of the Non-Formal and Informal Education, the administrative system of which is promoted onto the “e-Library” (<http://elibrary.nfe.go.th>) and will be further developed as the on-line public library for lifelong learning.

3) TK park (Thailand Knowledge Park) – has been established according to the idea of preparing Thailand for a “knowledge-based society” through development of the “living library” to promote the reading habit among Thai citizens. The TK park has been approved of its status by the cabinet as the learning resource centre since 13 January 2004 and was established as a prototype TK park on 24 January 2005 at Central World Plaza, floor 6. The TK park is the modern source of learning which has pleasurable

environment and atmosphere as well as being very convenient to get access of knowledge and information through self-study. TK park provides many good books for self study and promotes the reading habit among the youth and adults.

Within the TK park, there are the services of living library, virtual media room, music library, IT library, theatre room, multi-purpose learning centre and souvenir shop. Besides, TK park also provides the service of e-Library through the web site www.tkpark.or.th.

4) Educational television station (*ETV*)

During 1994-1999 the Ministry of Education had assigned the Department of Non-Formal Education (ONIE at the present time) to launch a pilot project for development of Distance Education through Satellite in order to extend the educational opportunity among people and to upgrade the level of education standard to enable the people to develop their quality of life. After the pilot project had terminated, the educational television station (*ETV*) was then established under the administration of the Department of Non-Formal Education.

The *ETV* station conduct its broadcast in 5 different types of programmes.

1. TV programme for promotion of children, youth and family knowledge
2. TV programme for support of the formal education
3. TV programme for support of the non-formal education
4. TV programme for development of the teachers and educational personnel
5. TV programme for development of the quality of life of the people

The *ETV* broadcasts everyday for 16 hours per day from 06.00 hours – 22.00 hours. The *ETV* target groups are children, youths and families, children in the formal school, students of non-formal education, teachers, educational personnel and general public. In broadcast, the Centre for Educational Technology will link its broadcast digital signal with the Thaicom satellite system being stationed in Nonthaburi and Pathum Thani province. The signal will be compressed and uplinked to the satellite and downlinked directly to the receiving system comprising a small satellite dish, an integrated receiver

and decoder (IRD) installed at the educational institutions as well as community learning centres, networks and homes to receive the broadcast through digital system or DSTV. The ETV programmes can be accessed via 4 different channels (1) via satellite dish system at channel 96, (2) access through internet at <http://www.etvthai.tv>, (3) via UBC station or True Vision channel 96 and (4) via local cable TV as their member respectively nationwide.

5) Science centre for education

During the middle period of the past decade, Thailand had established 12 science centres for education to promote development of science intellectual thinking by concentrating on variety forms of learning promotion activities, thinking process, analysis, synthesis, problem solving, creative thinking, etc. The promotion of science thinking is seen as the basic human resource development which increases the capacities in the international competition. Science centres for education provides the services to both formal and non-formal education students as well as the general public who would like to seek knowledge informally. Most of the activities focus on hands-on exhibitions, as well as explanations, experiments, science projects, science camps and mobile exhibitions, etc.

4. Adult Literacy

Literacy has been the most important factor for development of the nations and it has been the significant issue being considered among the international countries all over the world. Every nation has been aware that literacy is the human rights which all people of all nations have to be provided as a tool for continuing their higher education and for the benefit of their daily living.

Literacy is seen as the necessity of life in this rapid change of the world today. As graciously stated by Her Royal Highness Princess Maha Chakri Sirindhorn at the opening ceremony of the Fourth World Assembly on Adult Education held at Sukhothai Thammathirat Open University on January 1990 that ...

“Literacy is needed for every developing nation.

It is the activity which needs cooperative efforts among sectors concerned who are to share the supports in promoting literacy among people. If the nations lack literate citizens, the efforts to meet the developmental goal will be unsuccessful. Literacy therefore is a part of a means to achieve the ultimate goal”.

4.1 Definitions and meanings of literacy

The meanings and definitions of “Literacy” seen by Thailand are very varieties depending upon the organizations involved in the assessment and survey of literacy situation. The description in this report is based on the literacy definitions identified by the National Statistical Office which is the major organization at the national level responsible for the survey of literacy and the country’s census. It is found that the literacy definition has been changed from time to time depending on particular years. The following are some of the definitions described by the National Statistical Office:

1. Literacy means the abilities in reading and writing simple words of any language. If one can only read but cannot write, it does not mean that he/she is the literate person (National Statistical Office’s report on the literacy survey of Thai population in 1985).

2. Literacy means the abilities of the people from aged 6 and older in reading and writing simple words of any language. If one can only read but cannot write, it does not mean that he/she is the literate person (National Statistical Office on the survey of literacy skill of Thai population in 1994).

3. Literacy means the abilities of the people from aged 5 and older in reading and writing simple words of any language. If one can only read but cannot write, it does not mean that he/she is the literate person (National Statistical Office's census report in the year 2000, 2002).

4.2 Policy and legislation of literacy

4.2.1 The Constitution of the Kingdom of Thailand B.E. 2540 (A.D. 1997)

Literacy is one of the human rights that every citizen has the right to undertake it as a tool for seeking continuing knowledge and earning for living. Since Thailand has realized to the importance of literacy, the country then put this issue within the Constitution B.E. 2540, section 43, which states that every person has an equal right to receive at least 12 years of basic education with good quality and free of charge.

4.2.2 National Education Act B.E. 2542

The National Education Act B.E. 2542 and the Amended Act B.E. 2545, section 10, stipulates that the State must provide the right and equal opportunity for all individuals to receive at least 12 years of basic education with good quality and free of charge. It is also the responsibility of the State to provide education to the people with disabilities in terms of physical, mental, intellectual, emotion, social and communication. This includes the disabilities in terms of self-help and self-reliance as well as the under-privileged, all of whom are to be provided with special opportunity in free basic education.

Education for the disabilities as stated therein the National Education Act should be provided free of charge since newly born, and to be continued until they grow up and pursue their rights to educational services provided by the State according to the ministerial regulations.

Education for specially gifted persons shall be provided appropriately in accordance with the abilities of particular individuals.

Section 60(3) states that the allocation of the budget and educational resources shall be particularly and appropriately provided by the State so as to be relevant to the education need of each particular target group as identified in *section 10* in which the educational provision shall be based on the awareness of equal opportunities and justice among people. *Section 22* states that education shall be organized to all learners who have their abilities to learn and to develop themselves and shall recognize the concept of the learner-centred as being most important. The teaching-learning process shall support the learners' abilities to develop themselves at their own pace and full capacities.

4.2.3 Dakar Framework for Action

To put all mentioned - legislation into practices and to be in compliance with the Dakar Framework for Action, Thailand has set the significant goals in the National Education for All Plan of Action for Thailand (2002-2016). Within the plan, the 4th principal goal states that development of the quality of all forms of education shall be promoted in order to get the superior results in all aspects which can be clearly measured, especially in terms of learning skill, arithmetical skill and other necessary skills for life¹.

In the said goals, there are several major and significant activities of learning resources to be developed. For example, reading centres, museums, sports ground, science centres, etc. These learning resources shall be developed to strengthen the conduct of learning activities which are to concentrate most on the centred-learners in terms of self-learning and lifelong learning. (Bureau of Policy and Strategy 2004 : 41)

4.3 Literacy situation in Thailand

According to the survey of the National Statistical Office undertaken in 2000, it was found that the population aged 5 years and older were 92.6% literates.

In 2006 the population aged 15 and older are 99.76% literates as shown in Table 13 below².

¹Office of the Permanent Secretary, Ministry of Education. *The National Education for All Plan of Action for Thailand (2002-2016)*. Bureau of Policy and Strategy: Express Transportation Organization of Thailand, 2004, p.41

²National Statistical Office. *Population and Housing Census-General Report*. 2000, 2002.

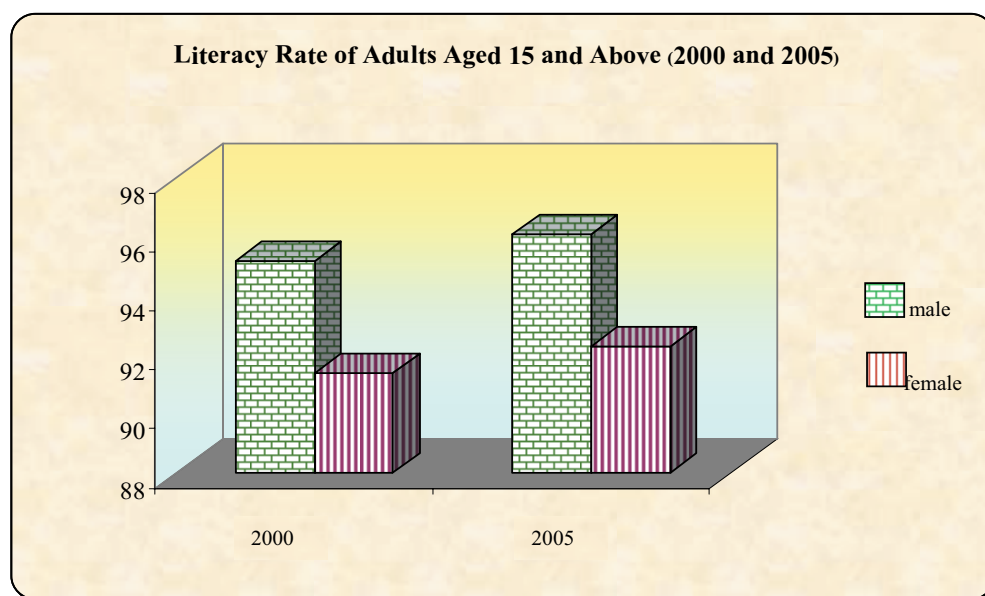
Table 13: The number of population aged 15-60 years who had abilities in reading and writing Thai language

Region	Number of population surveyed	Achieved standard		Below standard	
		Number	Percentage	Number	Percentage
Grand total	5,377,317	5,364,490	99.76	12,827	0.24
Eastern	1,929,959	1,927,103	99.85	2,856	0.15
Northern	36,021	35,824	99.45	197	0.55
Central	3,272,875	3,263,294	99.71	9,581	0.29
Southern	36,104	36,038	99.82	66	0.18
Northeast	102,358	102,231	99.88	127	0.12

Source : Basic Minimum Needs, 2006

4.3.1 Adult literacy rate aged 15 and above as surveyed in 2000 and 2005

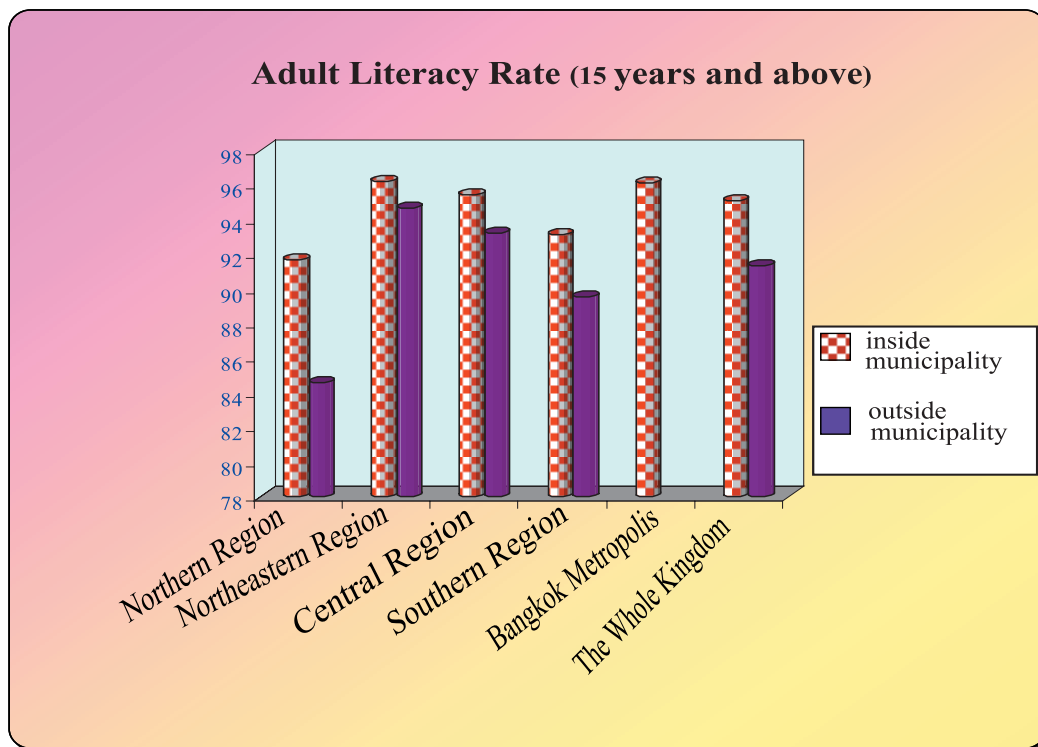
Chart 3 : The literacy rate of adults aged 15 years and above in 2000 and 2005 classified by sex and region



Source : National Statistical Office

According to the above chart, the literacy rate of Thai adults aged 15 years and above in the year 2000 and 2005 were totally high in which the year 2005 had higher literacy rate than that of 2000 (93.5% and 92.6%). When classified the number of literates according to sex, it was shown that more males are found literates than the females. In 2000 male literates were as high as 95.2%, while female literates were 91.4%. Similarly, in 2005 male literates were 96.1%, while the female literates were 92.3%.

Chart 4 : The literacy rate of adults aged 15 years and above in 2000 and 2005 classified by region inside and outside municipality



Source : National Statistical Office

When classified by geographical regions, it was found that Bangkok metropolis and northeastern region had the most number of literates, followed by the central, the southern and the northern regions respectively. Besides, the literates were mostly living in the municipality than outside the municipal area.

4.3.2 Youth literacy rate aged 15-24 years (refers to chart 5 and 6)

Chart 5: The youth literacy rate (aged 15-24 years) classified by sex

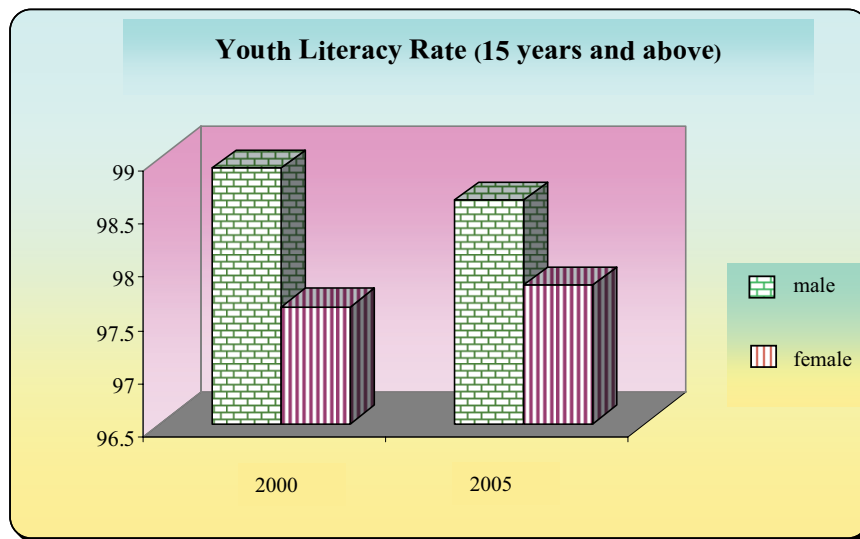
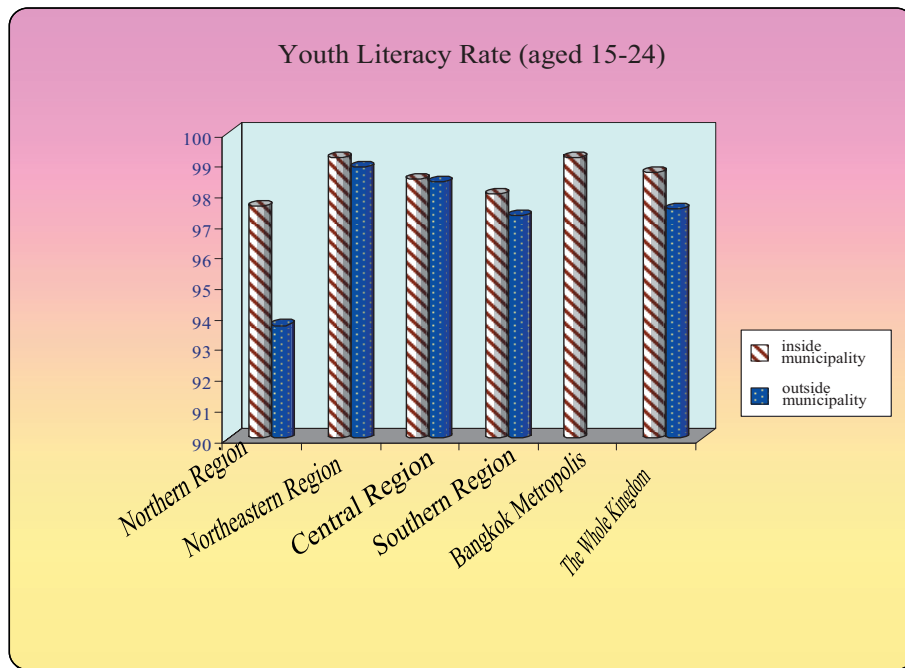


Chart 6: The youth literacy rate (aged 15-24 years) classified by region



Sources : National Statistical Office

According to the above chart it was found that the literacy rate among youths aged 15-24 years in 2000 and 2005 were totally high, in which the numbers of both years were found very similar with 98.1% in 2005 and 98.0% in 2000 respectively. When classified by sex it was shown that the male youth literates were a little bit more than that of the female literates. In 2000 the numbers of male literates were 98.9%, while the female literates were 97.6%, and in 2005 the numbers of male and female literates were 98.6% and 97.8% respectively. These youth literates were found residing mostly within the municipality than outside the municipal area in which Bangkok metropolis was found more youth literates, followed by northeastern, central, southern and northern regions respectively.

4.4 Equal opportunity on literacy promotion between males and females in 2000 and 2005

Frankly speaking, there has been less problem in terms of equal opportunity on literacy between males and females in Thailand. This is due to the fact that the country has put more importance to equal rights and opportunities between males and females, in which this measure has been pushed into the constitution and the government tries to set the policy in promoting all sectors concerned to put into practices.

Chart 7: The Comparison of Literacy Rates between Adults and Youths in 2000 and 2005

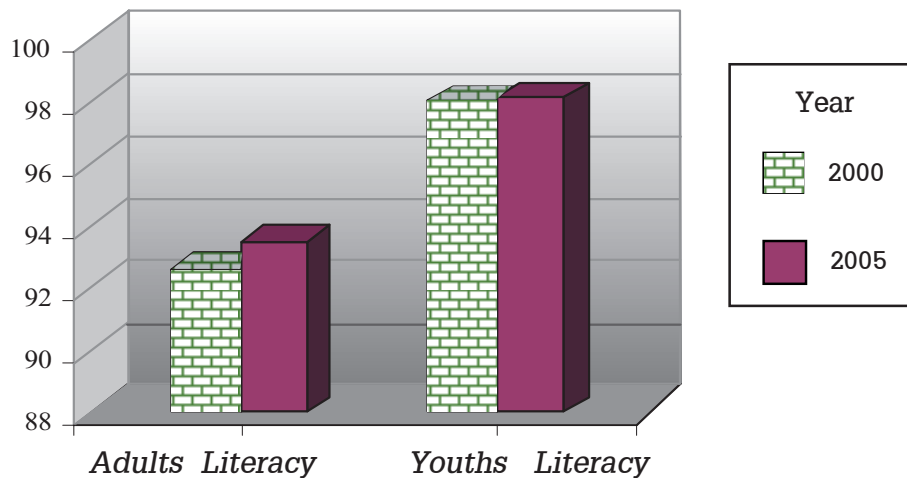
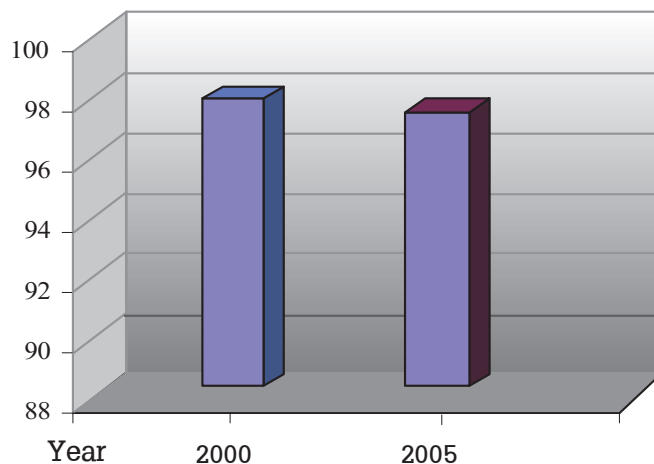


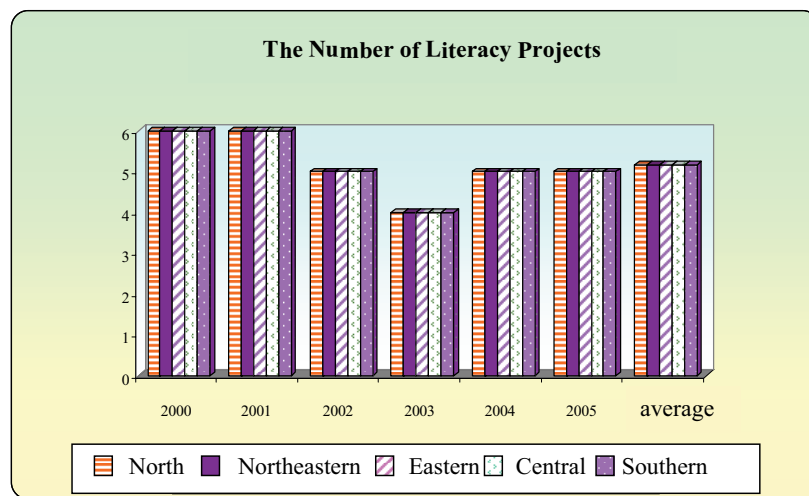
Chart 8: The Comparison of Gender Parities in Adults and Youths in 2000 and 2005



When considered the equal opportunity in literacy between males and females, it was found from the outcomes of the research that there was less difference in terms of sex as shown in Chart 7 in which the equal opportunity in literacy in 2000 was 99.1 %, while it was 98.6 % in 2005.

4.5 Literacy projects and literacy environment promotion

Chart 9: The number of literacy projects



Source: Department of Non-Formal Education (Xerox copy with no original information)

According to the above chart, there were an average of 5 literacy projects undertaken per year. However, the chart has shown that in 2000 and 2001 there were an average of 6 literacy projects, while the number dropped down to 5 literacy projects in 2002 and 4 projects in 2003, then increased into 5 projects in 2004-2005.

However, when classified by geographical regions it was found that in 2000-2005 each region has no difference in terms of the numbers of literacy projects. Each region had an average of 5.2 projects, and the outstanding projects which were put into practices were the projects in promotion and strengthening of the capacities of target groups in sustaining their literacy skills. Each project aimed to promote the awareness on the importance of literacy among people and the benefits of their literacy skills in promoting their quality of life and their society. Table 14 below has shown the outstanding literacy projects.

Table 14 : The outstanding literacy projects which aim for literacy environment promotion during 2000-2005

Project title	2000	2001	2002	2003	2004	2005	Remarks
1. Village reading centre	✓	✓	✓	✓	✓	-	Transferred to be in care of local admin. in 2004
2. Project for development of community learning centres as the lifelong learning center	-	-	-	-	✓	✓	One centre per district
3. Project for upgrading people's education to primary level	✓	✓	-	-	-	-	Application of basic education curriculum in 2002
4. Putting the heart in the library project	-	-	-	-	-	✓	
5. Mobile library project	✓	✓	✓	✓	✓	✓	
6. Floating library project	✓	✓	✓	-	-	-	To serve 3 provinces, Bangkok, Pathum Thani and Nonthaburi
7. Electronic library project	✓	✓	✓	✓	✓	✓	
8. Project for extending learning resources	✓	✓	✓	✓	✓	✓	
Total	6	6	5	4	5	5	

These projects have been distributed over all regional areas of the country. The following are summary of the projects.

4.5.1 Village reading centre project – is organized to promote the reading habit among people and to prevent the literates from relapsing into illiteracy. The government provides the support of the budget for 2 daily newspapers per day and 1 journal per month. The village reading centre is divided into 2 types. One of them is the newspaper reading centre, while the other one is the journal / magazine reading centre. There are now 29,654 newspaper reading centres and 5,788 journal reading centres. The reading centres have been transferred to be in care of the local administration since 2004.

4.5.2 Project for promoting development of community learning centre as the lifelong learning centre

The community learning centre is the place where Office of the Non-Formal and Informal Education has encouraged the community to develop as the centre for organizing lifelong education activities among the community people themselves. The establishment of this learning centre aims to promote learning opportunities among all community's target groups and to be the service centre for conducting all kinds of learning activities being in need by the community people. The learning centre is aimed as a tool for decentralizing the roles of educational administration and management into community people themselves.

In 2004 the Office of the Non-Formal and Informal Education had launched the project for promoting development of community learning centre as the lifelong learning centres by setting the target aim of at least one centre per district and making it as a model for developing the learning centre at district level in which it will render the varieties of services on particular needs of the people. The major activities of the centre comprise (1) data and information service centre (2) media service centre: both printed materials and electronic media (3) learning activities on both non-formal and informal education (4) educational and occupational guidance activities (5) community activities on religion, culture and environment (6) local forum for sharing learning experiences among community people. There are presently 8,691 community lifelong learning centres altogether at district level.

4.5.3 Project for upgrading people's education to primary level

This project aims to raise the quality of life of the people who are illiterates by providing primary education among those who wish to upgrade their educational level. Through the project, the participants will be given opportunity to register into primary education programme in which the non-formal education volunteer teachers will be provided to conduct teaching / learning activities.

4.5.4 Putting the heart in the library project

This project aims to do the campaign among people, companies and bookshops to join in donating the new books or the manuscripts for printing so that it will help provide adequate and varieties of books to 848 libraries all over the country.

4.5.5 Mobile library project

This project is aimed to mobilize all kinds of services into the communities. All public libraries have to launch the project every month in collaboration with other organizations at provincial and district levels such as public health authorities, community development, provincial and district non-formal education centres, etc. to mobilize the services into the communities in terms of health services, vocational services, reading promotion activities through library services which comprise general books according to the community's needs, children books, story telling from books, Q and A games from reading, etc.

4.5.6 Floating library project

This project is launched in 3 provinces; Bangkok, Nonthaburi and Pathum Thani. The boat used for serving the project is a big two-storey boat with loading capacity of 80 people. Within the boat is the library area with all kinds of books and computers. The boat will float along the Chao Phraya riverside to serve the communities where cannot be reached by road or not convenient for the people to go out for library service. This project is seen as the best practice of delivery system in which it mobilizes the services directly into the communities. Apart from the reading service, this boat also works as the mobile learning centre which serves all kinds of knowledge and activities according to the identified needs of the learners such as arts and culture of the two riversides.

4.5.7 Electronic library project

The project renders the services of multi-media within the public library to provide the opportunity of learning through up-to-date media which is moveable and interesting. Besides, the electronic library has organized the website to serve many information regarding health, occupation and other academic knowledge.

4.5.8 Project for extending learning resource

The learning resource referred here means the public libraries which are scattered in every province and some districts. This project aims to extend the services of public libraries to cover all district and sub-district areas of the country by assigning the administrators of every District Non-Formal and Informal Education Centre to undertake the responsibility in looking for the appropriate places or locations in the community to put up the new district libraries where should be more convenient for the people to get access to the library services.

4.6 Best practices of literacy programmes

Apart from the project for the promotion of pleasurable environment for literacy which has met fairly success, the Office of the Non-Formal and Informal Education has developed non-formal education curriculum for local languages which provide teaching-learning programmes to serve the minority groups in particular areas as follows:

4.6.1 Bilingual language curriculum for Pwo Karen tribe

This is the pilot project which aims to develop a curriculum for teaching bilingual language through mother tongue, then link up with the learning-teaching of Thai language. The project undertook the survey of community needs and readiness, after which it had developed the alphabet of the Pwo Karen tribe and contents frame of curriculum. In implementing the project, the development and application of cultural calendar, dictionary and writing manual of Pwo language were made as well as the development of teaching plan. Besides, the project had produced and developed many reading promotion materials such as books for promoting bilingual language reading, games, small books for practicing reading, including evaluation.

4.6.2 Curriculum for special target groups

This project serves the illiterate children and minority group called Thai-Morgan living on the Surin island in Kraburi district, Phangnga province. The project aims to provide basic knowledge of Thai language and mathematics to the minority Thai-Morgan group to enable them to develop their quality of life.

4.6.3 Local Malay language curriculum

This project intends to promote the ability in Malay speaking and communication among the general public and the government officials who live and work in 5 southern boarder provinces of Thailand. The curriculum concentrates particularly on the practice of speaking and listening skills. The curriculum course is 20 hours in which the learners are required to attend the group activity of 2 hours per day for 10 days to complete the course. They also have to study from the supplementary materials and media such as textbook and tape recorder to enable them to gain additional knowledge and understanding of Malay language. The curriculum in details comprise 14 topics which are to be used in daily life.

4.7 Literacy challenge

4.7.1 The access to illiterate target groups

According to the survey of the outcomes of educational programmes organized for illiterate groups since 1940 to present time, it is found that the number of literate people has increased every year, while the remain of illiteracy rate is less than 1% only in 2006. Though the illiteracy rate has satisfactorily dropped down, but the conduct of literacy promotion in the target areas is found much more difficult due to the fact that the majority of illiterates have lived in the remote areas of the country. Therefore, to reach the remote rural areas for literacy programme is found quite difficult and this is regarded as the problem and significant obstacle for organizing the literacy programme for them.

4.7.2 Development of appropriate innovation for learning language

There are more 70 ethnic minority groups in Thailand who speak their own mother tongues. Their environment does not support them to use Thai language in daily life since at birth. Literacy innovation development should therefore be made as the new subject and is deemed one of the most interesting challenges.

4.7.3 Development of the quality of education of illiterate target groups

It is considered that the definitions of literacy should be identified in different levels so as to be appropriate to the context of each particular area as follows:

- *Basic level* refers to the abilities in reading and writing in any single language.

- *Second level* refers to the abilities in reading, writing and numeration in any single language.

- *Third level* refers to the abilities in reading, writing and numeration in any single language and ability in making use of information technology as a tool for communication.

- *Fourth level* refers to the good abilities in listening, speaking, reading and writing any single language as well as abilities in numeration and making use of information technology as a tool for communication in daily life.

- Being a learning person and having ability to promote learning society in the community, society and the nation.

4.7.4 *Development of curriculum and learning media* as well as learning-teaching management and evaluation which are appropriate to the particular target groups such as the hill tribes, the fishermen, etc.

4.7.5 *Sustainability of literacy skill and prevention of illiteracy relapse*

One of the most difficulties and challenges is to maintain the literacy skill and to prevent the literate population from relapsing into illiteracy, especially the elderly who have significant role in their society. Therefore, to develop learning innovation which rehabilitates and promotes learning habit among the elderly will be the most significant tool for further promoting literacy skill among children and youths.

4.8 *Expectations and future perspectives of literacy*

4.8.1 *Education for literacy* – the tendency of the future world is the need of literacy among world population due to the development of today’s information communication technology (ICT). Therefore, the literacy in terms of the future world would be the abilities in reading and writing more than single language but meaning the abilities and understanding of 3 groups of languages :

- *Language group 1*- the major languages of the world today : English, Chinese, Japanese

- *Language group 2* – group of the languages of neighboring countries in the same region such as Thai, Burmese, Cambodian, Laos, Vietnamese and Malay

- *Language group 3* – implies the local languages such as the languages of the southern, northern, northeastern regions and old Lanna language.

The language groups 1 and group 2 are the group of languages used for daily living and business contact, while the language group 3 intends to be the language for cultural maintaining and conservation.

4.8.2 Education and information technology- Due to the fact that information technology today has scattered into every region of the country and has brought development into towns, therefore the future prospect of literacy may have tendency to cover the knowledge and ability in applying technologies in daily life. This has meant the technologies in terms of household utensils and offices, etc., in which the application skills of those utensils must be most effective and appropriate to daily life. Besides, the Khit-pen process (the ability to think critically) should be brought into consideration so that the technology would be used appropriately in the right way.

4.8.3 Education and literacy for building up solidarity in the region and world society

The world society in the future should maintain cross-regions relationship in which a variety of different dimensions in terms of societies, life styles, religions, arts and cultures will have tremendously interacted among people in the communities, societies, countries, ASEAN and regions of the world. Therefore, literacy in the future should be in terms of communication in promotion of good understanding and recognizing the difference among people in order to maintain the solidarity and understanding across and among various societies, regions and civil society around the world without any frontiers.

4.8.4 Knowledge and skills in administration and management

The world society today and tomorrow have tendency to compete among one and another in terms of knowledge and information. Therefore, every individual in the society should learn how to select and use their appropriate knowledge for their living. Thus, the new concept of literacy by this mean should cover all forms of knowledge and

skills in administering and managing their actual lives appropriately so as to be able to successfully develop themselves, their society and their nation.

4.8.5 Illiterate free in Thai society

Frankly speaking, the success in eliminating illiteracy in Thai society is unpredictable even though the country has high hope on illiterate free among all citizens. However, the country has high intention to make the people become learning citizens or learning society and the whole country will maintain happiness and peacefulness among people who are able to think and solve problems that finally leads towards to one of the mighty nations in the world.

5. Expectations of CONFINTEA VI and Future Perspectives for ALE

5.1 Significant expectations of Thailand upon CONFINTEA VI

The following are the major expectations of Thailand upon the outcomes of CONFINTEA VI

5.1.1 Build up understanding

As known among the member countries that the International Conference on Adult Education is to create an open stage for international opinions where it will be the place for providing the opportunities to the policy makers and the implementers of adult education to exchange their useful experiences and opinions as well as to build up common interest and understanding on the administration of education for all (EFA) which all member countries had agreed upon on the adoption of *Dakar Framework for Action* and the *Hamburg Declaration on Adult Learning*. Thailand as the member country had taken part in setting up policies and putting the efforts in the operations of the policies in order to meet the goal of education for all. Thus, it is expected that CONFINTEA VI will help create more understandings among the member countries on the following:

(1) The member countries are to undertake the opportunities in sharing experiences and understandings regarding the causes of problems and obstacles in the implementation of EFA policies. Brainstorming is to be done to enable the member countries to present their best practices and appropriate strategies which pave the way for achieving problem solving and reaching the ultimate goals.

(2) The conference will do to reflex good strategies and tactics performed by member countries, in which the said strategies and tactics can make their programmes very effective and successful in terms of economic, social and cultural contexts. These effective programmes will be used as the model or the lessons learned for applying in the development activities of other countries so that they may reach the ultimate goal as well.

(3) The member countries may undertake the concrete direction and trend for developing their policies, strategies as well as trend of education for all in their countries in order to achieve the international terms of agreement and national goals according to the criterion for millennium development.

(4) CONFINTEA VI will help create a common understanding among the international representatives regarding the policy framework and perception in development of adult and lifelong education.

5.1.2 New movement at international level

This concerns outstanding role of adult learning and education upon the success of education for all, millennium development goals in building knowledge-based economy and learning society as well as policy framework at the international level pertaining to education and development, especially in terms of literacy promotion and education for sustainable development in the past decade, including international concepts, such as literacy definition, education equality, education quality, etc.

5.1.3 Good practices lessons

In the promotion of lifelong learning for adults in the period of economic-based society by various countries, the special issue has been given to the motivation of the continuation of adults participation in the whole programme of learning without withdrawal or drop-out or least of all dropouts. Other significant issues are the designing of learning programmes through the application of innovation / technological media, promoting learning effectiveness among the adults who have different social backgrounds, creating associate networks, participating in adult learning by various sectors of society, managing basic structure in promotion of lifelong learning for adults, managing effective administering system for adult learning, application of legislation measure for promoting effective participations among associate networks, supporting the promotion of adult learning and education or lifelong learning for adults, etc.

5.2 Future perspectives for development of educational policies and practices in adult learning

The special challenges for development of both policies and practices on adult learning and education are seen to concern with 2 levels – the national level and the international level, the details of which are as follows:

The challenge at national level

The future perspectives of Thailand to be presented hereon have derived from the outcomes of lifelong learning promotion in line with the National Education Act B.E. 2542 and the Amended Act B.E. 2545, as well as the needs of the country's workforce for development of economic system during the period of the 10th National Economic and Social Development Plan (B.E. 2550-2554) which concern the ALE issues as follows:

5.2.1 Upgrading educational levels among the workforces

The majority of the workforces are the adults aged 15-59 years who are in need of upgrading educational background to at least secondary education level. As regards the outcomes of development according to the 9th National Economic and Social Development Plan B.E. 2545-2549 (A.D. 2002-2006), it was found that the number of the workforce who completed higher than the primary education was increased from 35.6% in 2002 to 38.2% in 2004 in which it remained 50% behind the target goal in 2006. Thus, it had impact on the average years of education of Thai people aged 15 years and older which was aimed at 9.5 years in 2006, but the result of the outcome was only 8.8 years in which it was lower than the target of 9 year compulsory education, in spite that the average education years were continued to rise from 7.4 years in 2001 to 7.6 years in 2002, 7.8 years in 2003, 8.1 years in 2004 and 8.5 years in 2005 respectively.

5.2.2 The promotion of lifelong learning and reading habit

Non-formal education in the past intended to limit the services for those out-of-school population, especially the adults. Besides, the working system was done in terms of imitating or copying the formal education system in which it concentrated only on providing equivalency education to the adult learners who wished to earn the quali-

fications equivalent to that of formal school system. The programme did not help stimulate the lifelong learning and reading habit, neither it helped promote learning society among Thai citizens.

5.2.3 Extending equal opportunities in education to disadvantaged adults and disabilities

These groups of disadvantaged and disabilities are the marginalized people who are hard-to-reach by all forms of development, especially economic and social development. They are far beyond the target of learning society, the competition of new economy system that focuses on knowledge-based economy, the upgrading of education level among the working aged / workforce population, and the increasing of average education years according to the target plan (at least 10 years by the end of the 10th National Economic and Social Development Plan 2011), all of which will not succeed if these groups of people are not given the opportunity in education.

5.2.4 Development of educational quality and standard

The effectiveness of adult learning and education, as well as of the teachers or facilitators of the learning process, learning media, curriculum, administration and management, all of which will contribute to the increase of productivity of the workforce. It was found in 2005 that the workforce productivity in terms of agriculture was 9 times lower than that of industrial field, and the average expanded rate of agriculture (the country's GDP) was only 1.2%, while that of industrial field was 4.4%.

5.2.5 Expansion and sustaining effective participation among networks and partners

In the conduct of adult education or the promotion of lifelong learning among adults, Thailand has enforced two significant laws in responding to the intention of education reform. One of which is the National Education Act B.E. 2542 and the Amended Act B.E. 2545, while the other is the Promotion of Non-Formal and Informal Education Act B.E. 2551. The mentioned-educational legislation intends to promote lifelong learning through the participations of social institutions or every unit/sector concerned at all levels. The Promotion of Non-Formal and Informal Education Act, particularly,

aims to provide education to the out-of-school people who are mostly adult aged. However, the significant challenge of adult educators is how to mobilize all sectors concerned to participate in the conduct of adult learning and education so as to make a quality and sustained networks in order to build up a learning society and sustainable development.

5.2.6 Association of policy/agreement on the development direction of ALE at international level

It is expected that the policy development direction of ALE in Thailand would be associate with sectors concerned at the international level so as to promote development of lifelong learning which will contribute to the development of the quality and standard in education as well as collaboration at international level which will integrate the ideas and directions at national and international levels of each country. This will mobilize the international declaration into stronger practices.

The challenge at international level - some issues that should be reviewed are :

5.2.7 International glossary on education

It is observed in general that the agreement, emphasis, strategies, framework and tactics for development of education for all and adult education as adopted and agreed upon during the important events such as Jomtien conference on World Declaration on Education for All, Dakar Framework for Action, and Hamburg Declaration on Adult Learning, all of which have the ultimate goal in common – that is to provide equal opportunity for all walks of life in access of quality education according to their needs and readiness through their lifespan. However, the concepts / ideologies and agreements under each declaration are different in terms of scope and focus of educational activities in which it may lead to different perception among the policy makers and practitioners of each country. This may impact on the correction of data analysis of each country in making the global report on adult learning and education, and may cause many problems to some educational activities in terms of the local cultural context of the learners unexpectedly. For example, in terms of Thailand when the majority of people have perceived the words “continuing education”, “lifelong education” and “adult education” as the same meaning, but in practice, other member countries may identify these words in different

perception which may cause some error in terms of inaccurate information / report. Thus, it should be better if the international glossary has been developed to help make the global report on adult learning and education more accurate in the future.

5.2.8 Alternatives between education and culture versus assimilation

In the course of millennium world today which is derived from the development of information and communication technology, it has made the context of world community change and become multiple in terms of social, culture and community's daily living of each country. Significantly, the social multiplication is seen to contradict to the frame of belief of human right which will cause many problems and limitation of provision of education for all. For example, in the article 8 of Hamburg Declaration on Adult Learning, it identified that the state should provide continuing education to every target group such as group of migration, group of deportee and minority group, etc. In article 5, it states that the adult learning activities should descend from the bases of cultural and social core value through people participation in the learning activities. This has made the questions occur in the cases of minority group and group of the foreign workforce in which in providing general literacy education, they should be taught of mother tongue language or official language of the country where the target groups have therein resided. If the mother tongue teaching is the selected answer, then it will respond to the article 5 and 8 of the declaration but will limit the ability in their literacy skill and they may not be able to access continuing education provided to meet the needs of majority of the people. In contradiction, if these groups have been taught of official language of each particular country, they will be guaranteed of more opportunities in future access of all forms of continuing education. On the other hand, literacy education through official language may unfortunately be the activity that causes their culture versus assimilation. This problem should, therefore, be aware of future discussion among the member countries so that more understanding in practices would be made regarding such problem.

5.3 Suggestion remarks for future development of ALE

5.3.1 Extending of definition, target group and dimension of adult education

Sciences and technology development have been parts of the causes of globalization in which they not only impact towards the changes of social, economic, political, cultural and environmental structures, but also stimulate the changes of educational provision in Thailand. In order to respond to the learning and skills training needs of the Thai adult population, the definitions of adult education, the extent of adult education, as well as the organization of adult education activities should be reviewed and redefined so as to be appropriate to the condition and context of all forms of changes as relevant to the continuing changes of local and world societies.

As mentioned earlier, the educational reform in Thailand had made the government promote the extension of basic compulsory education from 6 years to 9 years and later extended to 12 years. As a result, there were more people completed the upper secondary education, while fewer people had attended vocational education programmes. Such result was found not relevant to the need and policy of the country which aimed to extend the course of industrial business into a broaden scale. Besides, the skilled workforce as well as the high level of academic workforce had migrated into big cities or other countries searching for high-paid jobs in the large industrial companies. This occurrence had impacted towards the lack of skilled and semi-skilled workforce in the agricultural and small scaled industrial sectors in Thailand, resulting in forcing the entrepreneur to replace or to hire the workforce from the neighbouring countries or from the minority groups within the country whose wages were much lower. Thus, the said situation has caused the rising number of new illiterates (Thai language) in Thailand. Similarly, those Thai workforces who migrated to work in other countries have as well become illiterate group in terms of the second languages of the countries where they are residing (such as Chinese, English, Japanese, etc.). In addition, most countries have presently brought computer technology into use for running their industrial business and other occupations, including social services of both government and private sectors. This has, then, made more problems to occur in terms of computer illiterates among some groups of people. As a result, the extent

of meaning and definition of adult education is seen necessary to be redefined since literacy today is not just simply reading and writing.

Several organizations in Thailand have given varieties of literacy definitions which cause more confusions among sectors concerned. For example, the Department of Non-Formal Education, presently named as Office of the Non-Formal and Informal Education, whose main roles are to be responsible for adult education and literacy promotion, has defined the target and the age group of illiterates different from that defined by the Interior Ministry and the National Statistical Office. This has caused the error in terms of the number of illiterates in Thailand. In comparing the statistical number of illiterates as shown in the yearly population census of the National Statistical Office and that being surveyed by the Interior Ministry using the Basic Minimum Needs Questionnaires as well as the number of illiterates accessed by the Office of the Non-Formal and Informal Education, it was found that the statistical numbers of these three organizations were absolutely different. After analyzing in depth the causes of statistical difference, it was because these three units had defined “illiterates” in different ways due to their difference in terms of the target groups.

5.3.2 The application of research outcomes

Although there have been many researches focusing on the access of educational opportunities, the efficiency and achievement of strategies on educational services and the quality delivery approach system, nevertheless several sectors in the Ministry of Education still lack of good synthesis system and collaboration as well as unity among agencies.

5.3.3 Training and development of the potentialities of adult education teachers and facilitators

The lack of quality teacher and education personnel has remained an important factor which impacts on the quality of education, especially the educational achievement of the learners. Therefore, adult education development should put more importance to the training of teachers and facilitators concerned. However, other sectors concerned such as Ministry of Public Health, Ministry of Interior, foundations, NGOs, etc. have also

put more importance to the training of personnel concerned to help develop the quality of population which has covered several knowledge such as health and sanitation, community development, HIV/AIDS prevention, election of representatives, etc.

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List of Contributors

Advisors :

Dr.Charuaypon Toranin	Permanent Secretary for Education
Dr.Chinnapat Bhumirat	Deputy Permanent Secretary for Education
Dr.Sombat Suwanpitak	Inspector-General of Inspection Area 9
Mr.Apichart Jeerawuth	Secretary-General, Office of the Non-Formal and Informal Education

Prepared by :

Dr.Chaiyosh Imsuwan	Specialist in Curriculum Development
Dr.Srisawang Leowarin	Head, Supervisory Unit
Mrs.Wataneer Chanokul	Director, Planning Division
Mrs.Pornthip Ueaprasert	Central Regional Institute for Non-Formal and Informal Education
Mrs.Nittaya Viriyanuphappong	Central Regional Institute for Non-Formal and Informal Education
Mr.Ruammitr Kumpha	Northeastern Regional Institute for Non-Formal and Informal Education
Ms.Chuanpit Putthong	Southern Regional Institute for Non-Formal and Informal Education
Dr.Thodsaporn Sariyan	Lamphun Provincial Office of the Non-Formal and Informal Education
Mr.Ongart Veraphatsakul	Khon Kaen Provincial Office of the Non-Formal and Informal Education
Ms.Renu Reesuwan	Director, Chiang Dao District Non-Formal and Informal Education Centre

Mr.Sunit Choojai Sirindhorn	Sirindhorn Institute for Continuing Education and Development
Ms.Song-la Thepchaowana	Sirindhorn Institute for Continuing Education and Development
Ms.Montha kriengthaveesab	Rangsit Science Centre for Education
Mr.Chaowalit Thadasittiwet	Distance Education Institute
Ms.Angkana Wasuworawong	Supervisory Unit
Ms.Jatuporn Suttiwiwat	Supervisory Unit
Mrs.Rungaroon Saisopon	Non-Formal Education Development Division
Ms.Anong Chuenon	Non-Formal Education Development Division
Mrs.Pitchayawadee Sornthongkam	Operations Promotion Division
Mrs.Chaweewan Pumkong	Operations Promotion Division
Dr.Amara Pattapinyoboon	Institute for the Promotion and Development of Learning Innovation
Dr.Wirun Ninlamot	Planning Division
Ms.Som-usa Leangtanom	Planning Division
Ms.Roong-Aroon Omas	Planning Division
Mrs.Supornsri Suphayosh	Planning Division
Ms.Chantaluck Sripha	Planning Division
Ms.Apiradee Kandet	Planning Division
Ms.Wanwimol Pakdee	Planning Division
Ms.Worawan Benjanirat	Retired Government Officer

Translated by :

Mrs.Wilaipan Somtrakool

Editors :

Ms.Roong-Aroon Omas	Planning Division
Ms.Parichat Yenjai	Planning Division

Proofreaders :

Ms.Roong–Aroon Omas	Planning Division
Ms.Parichat Yenjai	Planning Division
Ms.Kenika Kaewkong	Planning Division
Ms.Jitsupha Nieamkham	Planning Division

