



2021

EQUITABLE
EDUCATION
FUND



Part 1

Organizational Information



Background and Mission

Pursuant to the Constitution of the Kingdom of Thailand B.E. 2560, Section 54 Paragraph 6 which requires an independently-managed fund to be established for the purpose of assisting persons with insufficient means, reducing educational disparity, and promoting and improving the quality and efficiency of teachers, Section 257 (2) which states that national reform under Chapter 16 must be undertaken to achieve three objectives, the second of which is to build a peaceful and fair society where comparable opportunities are provided to eliminate inequality, and Section 258 E(2) which requires a law to be enacted to establish a fund under Section 54 Paragraph 6.

Equitable Education Fund or EEF was established on 14 May 2018 under the Equitable Education Fund Act B.E. 2561 (EEF Act).

Objectives of EEF

Section 5 of the Equitable Education Fund Act B.E. 2561 requires EEF to promote equitable education to achieve the following objectives:

1. To support and assist government, private, and civil society organizations in ensuring that children, especially preschool children, receive physical, mental, disciplinary, emotional, social, and intellectual development appropriate for their age.
2. To assist, support, develop, and provide financial aid to economically disadvantaged or underprivileged children and adolescents to enable them to complete basic education.
3. To strengthen and develop the quality and efficiency of teachers so that they are able to organize teaching and learning and develop children and adolescents of varying backgrounds and capabilities.
4. To support and assist those who are economically disadvantaged or underprivileged to receive education or training so that they possess knowledge and skills to find employment based on their aptitudes and capabilities.
5. To support and assist educational institutions to organize teaching and learning that enable students to acquire knowledge and develop according to their aptitudes and potential.
6. To conduct studies or research to develop moral, ethical, knowledgeable, and skilled teachers who are true to their vocation and able to teach and develop students to reduce educational disparity, as well as to promote and support the establishment of pilot teacher training institutions.
7. To conduct studies and research and build a body of knowledge to develop human resources, as well as to promote and support the application of this knowledge to reduce educational disparity, respond to labor demand, and upgrade the capabilities of the Thai people.

Mission of EEF - A Model for Reducing Inequality and Building Partnership

To achieve the above objectives, **EEF strives to drive its mission as intended by the Constitution and Equitable Education Fund Act.** EEF has positioned itself as a small-sized organization that uses knowledge and database derived from research and fieldwork to develop innovation prototypes for reducing disparity and promoting equality in education.

EEF focuses on collaborating and partnering with government, private, and civil society organizations to deliver successful innovation prototypes to line agencies with greater capacity to drive results and benefit beneficiaries, such as economically disadvantaged or underprivileged children, working-age adults, teachers, and educational units.



Equitable Education Fund Act B.E. 2561
<https://www.eef.or.th/wp-content/uploads/2020/06/พรม-กองทุนเพื่อความเสมอภาคทางการศึกษา-ราชกิจจานุเบกษา.pdf>



The goal of EEF is not only to reduce educational disparity but also to take part in the reform and development of the country's entire education system.



Mr. Mechai Ruchuphan
Former Chairman of
the 2017 Constitution
Drafting Committee



Vision, Mission, and Goal¹

Vision

“ Every economically disadvantaged or underprivileged child, adolescent, and citizen has the opportunity to develop according to their potential and equitable access to quality education ”

Mission

Strengthen systematic management for equitable education by:

- 1 Investing in knowledge to assist and create added value for the target audience and support line agencies to accomplish their missions.
- 2 Developing high-performance innovation prototypes for line agencies to drive results.
- 3 Recommending research-based measures to produce policy changes.
- 4 Mobilizing creative participation from all sectors.

Goals

- 1 Disadvantaged people receive help and opportunity to study and develop according to their potential.
- 2 All formal and non-formal teachers and educational units receive quality development.
- 3 Government and society promote equitable education more effectively.

Strategies

- 1 Ensuring services effectiveness and efficiency
- 2 Aligning scholarship program with national targets
- 3 Strengthening partnership governance
- 4 Empowering provinces to have a mechanism to promote equitable education
- 5 Improving the capacity to develop formal and non-formal teachers
- 6 Developing systematic management knowledge to promote equitable education more effectively
- 7 Bringing people together to create a society of opportunity and equitable education

¹From the EEF Master Plan (2018-2023), which was used as a strategic plan for FY2018 - 2021.

Strategic Directions 2021



The COVID-19 pandemic has continued to cause a socio-economic impact on EEF's beneficiaries who are economically disadvantaged or underprivileged and affect our operations.

Due to the complexity of educational disparity problems, budget constraints, and operational obstacles, EEF has revised the strategic directions for FY2021 to take into account challenges and risks in order to effectively benefit beneficiaries as follows:

1. **Focusing on assisting beneficiaries who are economically disadvantaged or underprivileged** pursuant to Section 5 of the Equitable Education Fund Act which states that children and working-age adults shall receive the opportunity to develop according to their potential and access to quality education and in line with the National Strategy 4: Social Equality and Equity, Master Plan under the National Strategy 17: Equality and Social Security, Thailand Education Reform 3: Reform to Reduce Educational Disparity, and Strategy 2: Creating a Just Society and Reducing Inequality of the Twelfth National Economic and Social Development Plan (2017 - 2021).

2. Integrating partnerships with ministries and organizations in the government, private, and civil society sectors to assist beneficiaries.

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3. Building understanding among concerned parties about the roles, duties, and objectives of EEF to ensure sustainable collaboration to assist beneficiaries.

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4. Reinvigorating partnerships and resource mobilization with government, private, and civil society organizations to support and drive equitable education at a larger scale, especially mobilizing collaboration to timely assist beneficiaries affected by the COVID-19 pandemic.

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5. Developing a beneficiary system and database that are accurate, up-to-date, and reliable to facilitate the identification and screening of beneficiaries in need of support and assistance.

.....

6. Driving results to assist beneficiaries in all groups and areas with a focus on the long term and prioritizing those that are the most suffering if a budget is constrained.

In 2021, EEF adopted the above strategic directions to guide project implementation and drive activities to support and assist beneficiaries as shown in the performance highlights summarized below.



“
We work with all sectors and raise awareness in society that everyone must work together to give opportunities for disadvantaged children as part of our efforts to build national security.
”

**Assoc. Prof.
Daranee thairatanakit
EEF Qualified Director**

Performance Highlights 2021



In 2021, with the allocated budget of 6,084.76 million baht, EEF carried out activities according to the strategic directions to produce significant results for beneficiaries as set out in Section 5 of the Equitable Education Fund Act, including 1.35 million economically disadvantaged or underprivileged children, adolescents, and working-age adults.

EEF COVID-19 Response

The COVID-19 pandemic has disproportionately affected extremely poor students, especially those in transition phases (Kindergarten 3, Grade 6, Grade 9, and Grade 12) who are at risk of dropping out of school. In 2021, EEF provided financial support to 294,454 students at the rate of 800 baht per person. Working together with nodal agencies, such as the Office of the Basic Education Commission (OBEC), Local Administrative Organizations (LAO), Border Patrol Police Bureau (BPPB), National Office of Buddhism (NOB), and Office of the Private Education Commission (OPEC), EEF helped 82.2 percent of students to continue their education in Semester 1/2021. Moreover, EEF coordinated with nodal agencies to track children who have dropped out to help bring them back to school.



²Supporting extremely poor grade 12 students in schools under the Border Patrol Police Division.

In addition, a total of 33,532 economically disadvantaged or underprivileged children and adolescents benefited from private and public partnerships to distribute funds, necessities, and personal protective equipment to vulnerable children and adolescents in crises through the COVID-19 Center for Children, Breakfast for Kids Program, Anytime Anywhere Learning Project (smiley bags, blackbox, and free school in a box), and Smart Refer.



Building a Foundation for Equality within a Province



In 2021, EEF worked together with 15 pilot provinces, including Lampang, Nan, Phrae, Sukhothai, Phitsanulok, Khon Kaen, Mahasarakham, Surin, Ubon Ratchathani, Nakhon Ratchasima, Kanchanaburi, Nakhon Nayok, Surat Thani, Phuket, and Yala, to study and develop area-based education and target-based education. A total of 45,028 economically disadvantaged young children in 3,769 early childhood development centers were reached and supported to receive appropriate development while learning standards of the child development centers were improved.

In addition, 7,142 out-of-school children and adolescents were assisted to return to education or provided with hard skills training.

This area-based or community-based education reform allows for integrated actions toward equitable education to better respond to specific contexts and local needs. It tackles educational disparity at the local level and positions economically disadvantaged out-of-school children and adolescents as a priority.

EEF also partnered with civil society and child development organizations across Thailand to work with local agencies to provide out-of-school children and adolescents with individualized assistance, support, and development plan. Not only were 36,268 out-of-school children and adolescents reached, but also 3,471 non-formal teachers who monitored and guided these children and adolescents were trained.

Conditional Cash Transfer - An Opportunity for Education

EEF provided conditional cash transfers to 1,244,591 economically disadvantaged and underprivileged children and adolescents. This program has been implemented for three consecutive years to help beneficiaries access educational opportunities and continue attending school until they complete compulsory education (Grade 9) through a collaboration with teachers and educational institutions under OBEC, LAO, BPPB, and NOB. Not only did EEF give financial support to students at risk of dropping out of school during transition phases (Kindergarten 3, Grade 6, and Grade 9), but it also developed an information system to assist students in aspects related to health, behavior, and learning in 616 schools under OBEC in 29 educational service



areas. This information system may be used as a tool to provide timely support to prevent dropping out and assist students under the Conditional Cash Transfer Program to further studies at a higher level.

Vocational Innovation Scholarships – Community-Based Vocational Training



EEF provided educational opportunities to support and develop adolescents between the age of 15 and 17 years through two types of scholarships. There were 7,067 high vocational innovation scholarships granted, of which 2,427 were newly awarded and 4,640 were cumulative.

In 2021, the first batch of 1,106 high vocational innovation scholarship students graduated, most with GPAs above 3.00, and successfully entered the job market. In total, 85 true potential scholarships were granted, of which 47 were newly awarded and 38 were cumulative. EEF also worked together with educational institutions to develop curricula for 10 programs to respond to the job market.

Adopting the community-based approach to vocational development, in 2021, EEF implemented 117 vocational training projects in collaboration with community vocational training units. Upon completion in June 2022, these projects are expected to help 8,500 economically disadvantaged or underprivileged adolescents and working-age adults to develop vocational skills to support themselves and their families and reduce intergenerational poverty in the long run.

Pilot Teacher Training Institutions – Developing Quality in Educational System at the Upstream

EEF collaborated with Faculties of Education in 15 universities to promote and support pilot teacher training institutions and awarded 867 scholarships to economically disadvantaged students to allow them to study in early childhood and primary education programs. These scholarships consisted of 627 cumulative scholarships for two batches and 240 scholarships for the third batch and were part of the Homegrown Teacher Scholarship Program aiming to train and produce high-quality teachers for schools in remote areas where teacher turnover was high.

EEF works together with the Ministry of Education, Ministry of Higher Education, Science, Research, and Innovation (MHESI), Office of the Basic Education Commission (OBEC), Office of the Teacher Civil Service and Educational Personnel Commission (OTEPC), and Secretariat



Office of the Teachers Council of Thailand to design curricula and learning programs for training scholarship students to become teachers at schools in their hometowns. After graduation, they will be deployed as teachers who are true to their vocation and able to plan lessons to develop students and reduce educational disparity, as well as to lead changes at 553 schools in 492 sub-districts, 216 districts, and 53 provinces.

Teachers and Schools – A Whole School Development Approach



In 2021, EEF in collaboration with OBEC, LAO, and OPEC implemented the Teacher and School Quality Program (TSQP) to improve the quality of 727 medium-sized rural schools and 23,177 teachers, benefiting 258,280 students in participating schools. The program aims to equip schools with an effective management system, enable teachers to teach 21st-century skills, and

train teachers to organize learning effectively to improve students' performance and skills. This project promotes sustainable "self-improving schools" as one of the key leverage points to raise the quality of education because schools are educational units that build the foundation to be successful in life for children and adolescents in the country.



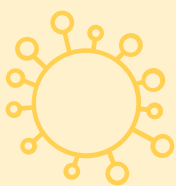
Knowledge and Innovation - Tools for Changes

In 2021, EEF initiated 33 research and innovation projects to support the reduction of educational disparity and partnership between EEF and its partners, including technology and information systems, innovation application development, and policy proposals³.

EEF also made the knowledge and innovations developed available to its partners at the local, provincial, and national levels for further use. For example, Information System for Equitable Education (ISEE) is a tool that gathers information of over four million economically disadvantaged and underprivileged children and

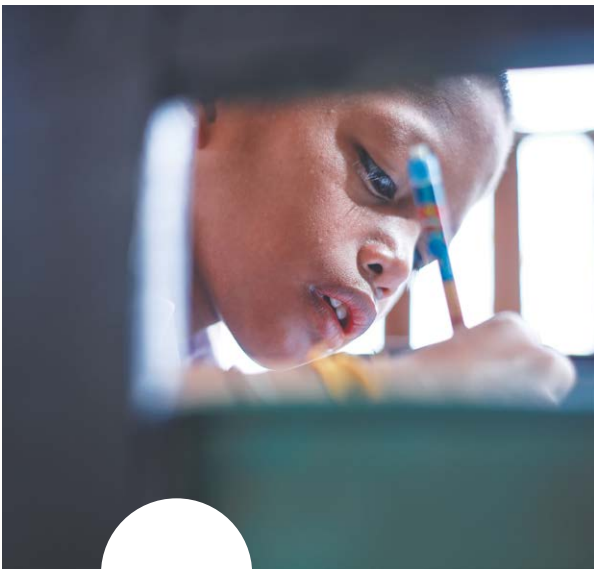
adolescents across the country. It is designed to display information and inequality within the country in a clear and simple format and made accessible to EEF's partners for use in their own missions. The budget allocation guidelines for equitable education jointly developed by EEF and UNICEF Thailand propose two important budget allocation formulas for schools in remote areas, including allocation based on geographical terrain and allocation based on school size, to replace existing allocation formulas of the same rates. These formulas will be piloted by OBEC in the education sandbox in 2022.

³For more information, see Part 3: Educational Research and Innovation



Part 2

Educational Disparity in Thailand 2021-2022



The COVID-19 pandemic has disrupted Thailand's education system, affecting the health and well-being of students and parents and worsening households' economic conditions. Due to prolonged school closures, teachers, schools, and students were forced to adopt remote learning through online platforms on computers or smartphones, on-air learning via distance learning television, or worksheet-based learning. School closures also meant that poor students in remote areas no longer had access to free lunches they relied on to meet their nutritional needs.

The Impact of COVID-19 on Thai Education

The COVID-19 pandemic has affected Thai education in four areas:

1. Lives and Health:

There are short-term and long-term impacts of COVID-19 on the lives and health of children, adolescents, and their families. From 2021 to February 2022, over 300,000 cases of infected children have been reported, of which 59 were dead and thousands suffered from malnutrition due to prolonged school closures. Moreover, a sudden drop in household income affected the well-being, health, and lives of students.

2. Disparities in Educational Opportunities:

The COVID-19 pandemic has magnified existing educational disparities. This is especially so in the case of disparities in access to educational resources among students from different economic backgrounds or barriers to distance learning resources, such as the internet, television, or electricity, which put poor students in an even more disadvantaged position.

3. Education and Learning Loss:

Disparities in access to educational opportunities, lack of distance learning resources, decreased academic performance, family problems, and physical and mental health issues may lead to learning loss, especially among disadvantaged students.

4. Mental Health:

Prolonged school closures and increased screen time for online learning may cause stress and anxiety to children, decreased learning performance, and lack of interaction with fellow students. Grievs from the loss of parents or family members and household economic problems can also affect the mental health of children and adolescents.

Details of the impact on Thai education in each area are as follows:

1. COVID-19 Impact: Lives and Health

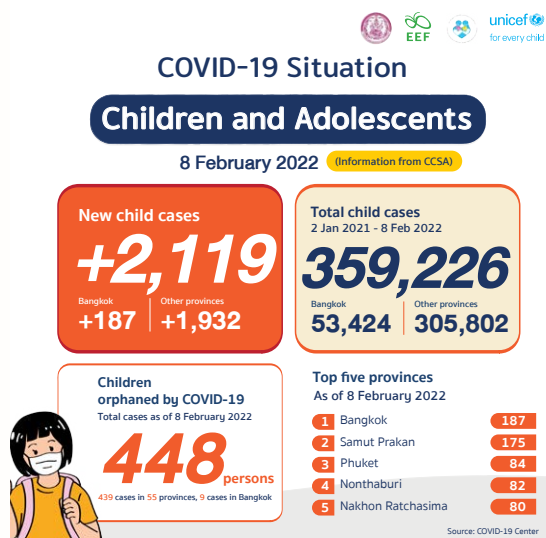
COVID-19 infections among children and adolescents (age 0-18) in Thailand continued to rise in Semester 1/2021. In August 2021 alone, over 100,000 infected cases were reported. This crisis directly affected the lives and health of children, adolescents, and their parents, especially those from poor or disadvantaged families.

From 2 January 2021 to 8 February 2022, cumulative cases in children and adolescents (age 0-18) amounted to 359,226, of which 53,424 lived in Bangkok and 305,802 were in other provinces, representing an infection rate of 2,119 people per day. There were 448 children and adolescents aged 6-18 who lost a parent or caregiver to COVID-19 and urgently needed shelter and care.

These children and adolescents should receive remedial and scholarship support until they complete their basic or even higher education to prevent them from dropping out of school and lighten the long-term burden for the remaining family members.

In addition, although these 359,226 children and adolescents have recovered, they

Figure 1. Report on COVID-19 situation among children and adolescents



are at risk of developing post or long COVID conditions, which may affect their health and education in the long term. Relevant agencies should closely monitor and assist children and adolescents previously infected with COVID-19 and make sure that they are provided with education recovery support.

2. COVID-19 Impact: Disparities in Educational Opportunities

The COVID-19 pandemic has a negative economic impact especially on people from the lowest-income families. The Thai economy in the third quarter of 2021 contracted by 1.1 percent from the second quarter and 0.3 percent compared with a 7.6-percent growth in the previous quarter⁴.

With the increasing number of unemployed workers and longer duration of unemployment,

many people have lost their income, skills, and ability to find jobs in the future. In the fourth quarter, unemployment was at its highest level, with 8.7 hundred thousand unemployed people or 2.25 percent, of which 5.8 hundred thousand people were previously employed. This represents an increase in unemployment of 22.6 percent compared to the same period of the previous year⁵.

⁴Thai Economic Performance in Q3/2021 and Outlook for 2021 - 2022, Office of the National Economic and Social Development Council.

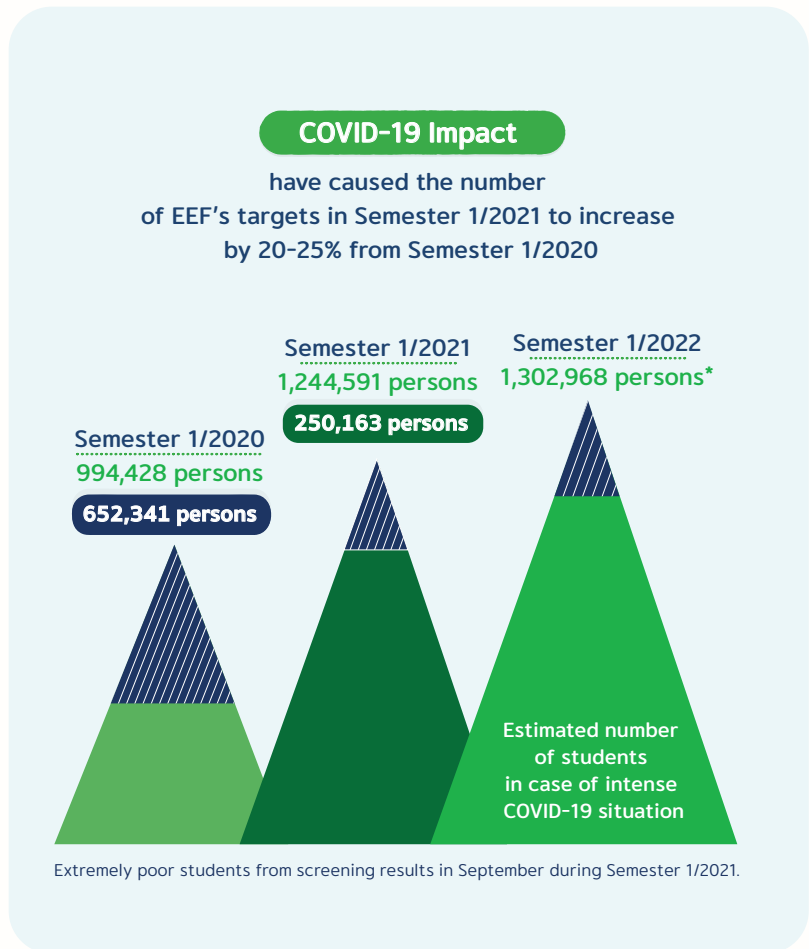
⁵Social Situation and Outlook in Q3/2021, Office of the National Economic and Social Development Council.

The Academic Year 2021 had the highest number of extremely poor students ever surveyed by EEF.

Due to the impact of the COVID-19 pandemic, many parents have lost their jobs and could not afford to pay for their children’s school education, putting them at risk of dropping out.

In Semester 1/2021, the number of extremely poor students in compulsory education (Grades 1-9) increased by 250,163 from Semester 1/2020 during the first wave of COVID-19. Their family income dropped from 1,159 baht per month before the COVID-19 outbreak to 1,094 baht per month, which is consistent with a phenomenon known as sudden poverty. As a result, the number of extremely poor students receiving support from EEF in Semester 1/2021 reached 1,244,591 persons.

Figure 2.
A comparison of the number of extremely poor students in Semesters 1/2020, 1/2021, and 1/2022



Source: Equitable Education Research Institute (EEFI)

The Risk of Dropping Out of School among Transition Students

The Conditional Cash Transfer Program implemented by EEF to support students in transition phases (Kindergarten 3, Grade 6, and Grade 9) during the COVID-19 pandemic found that poor students, especially those in transition phases, were at greater risk of dropping out of school due to the impact of COVID-19. Because these students needed to change schools or travel to study at the upper secondary level in schools 10-20 kilometers away from their home towns, their travel expenses increased, which may cause them to be unable to afford to continue their education.

A survey of 294,454 students under the Conditional Cash Transfer Program as of 14 August 2021 found that 43,013 students in transition phases have dropped out of school. Among them, there were 33,710 students (78.3 percent) in Grade 9 and 8,699 students (20.2 percent) in Grade 6.

In response, EEF needed to work together with relevant agencies to reduce the impact of the COVID-19 pandemic on educational inequality and promote equality of opportunities.

Dropouts before completing compulsory education, basic education, or higher education

Opportunities for Extremely Poor Students to Further Higher Education

Dropouts before completing compulsory education, basic education, or higher education represent a tremendous loss of human resources in the nation both for the short term and the long term. In calculating economic cost of out-of-school children in 2015, UNESCO found that economic cost incurred by out-of-school children in Thailand was 0.64 percent of GDP or US\$ 387.3 billion. If we can keep these children and adolescents in school until they complete the highest education possible, we will produce hundreds of thousands of high-quality people who will help Thailand escape the middle-income trap and become a high-income country within the next 20 years.

For example, according to the Programme for International Student Assessment (PISA) conducted in 2018 by the Organization for Economic Co-operation and Development (OECD), about 13 percent of most disadvantaged students in Thailand were able to score in the top quartile of the country.

PISA defines resilient students as those

who, despite socio-economic disadvantage, are able to achieve high levels of academic performance. If these students are neglected, they will not be able to break the cycle of intergenerational poverty and the country will lose future valuable resources.

This information is consistent with the findings by EEF and the Council of University Presidents of Thailand (CUPT) that despite the COVID-19 crisis in the Academic Year 2021, a total of 11,541 students from poor families or 11.54 percent of 100,000 students were able to achieve a passing score for TCAS64 and successfully entered higher education.

As a result, in 2021, EEF signed a memorandum of understanding with the Ministry of Higher Education, Science, Research, and Innovation and CUPT to link information systems, which will facilitate systematic monitoring and scholarship awarding for these resilient students to support the development of human resources and competitiveness of Thailand in the long run.

3. COVID-19 Impact: Education and Learning Loss

Disparity in Educational Resources

EEF and the Office of the Basic Education Commission (OBEC) have conducted a survey of educational resources during Semester 1/2021 among schools in 29 provinces within the maximum and strict controlled zone. The survey found that 271,888 (87.94 percent) extremely poor students did not have access to online or on-air learning resources (such as computers

and televisions), especially those in the three southern border provinces (Narathiwat, Pattani, and Yala). Some families did not even have electricity.

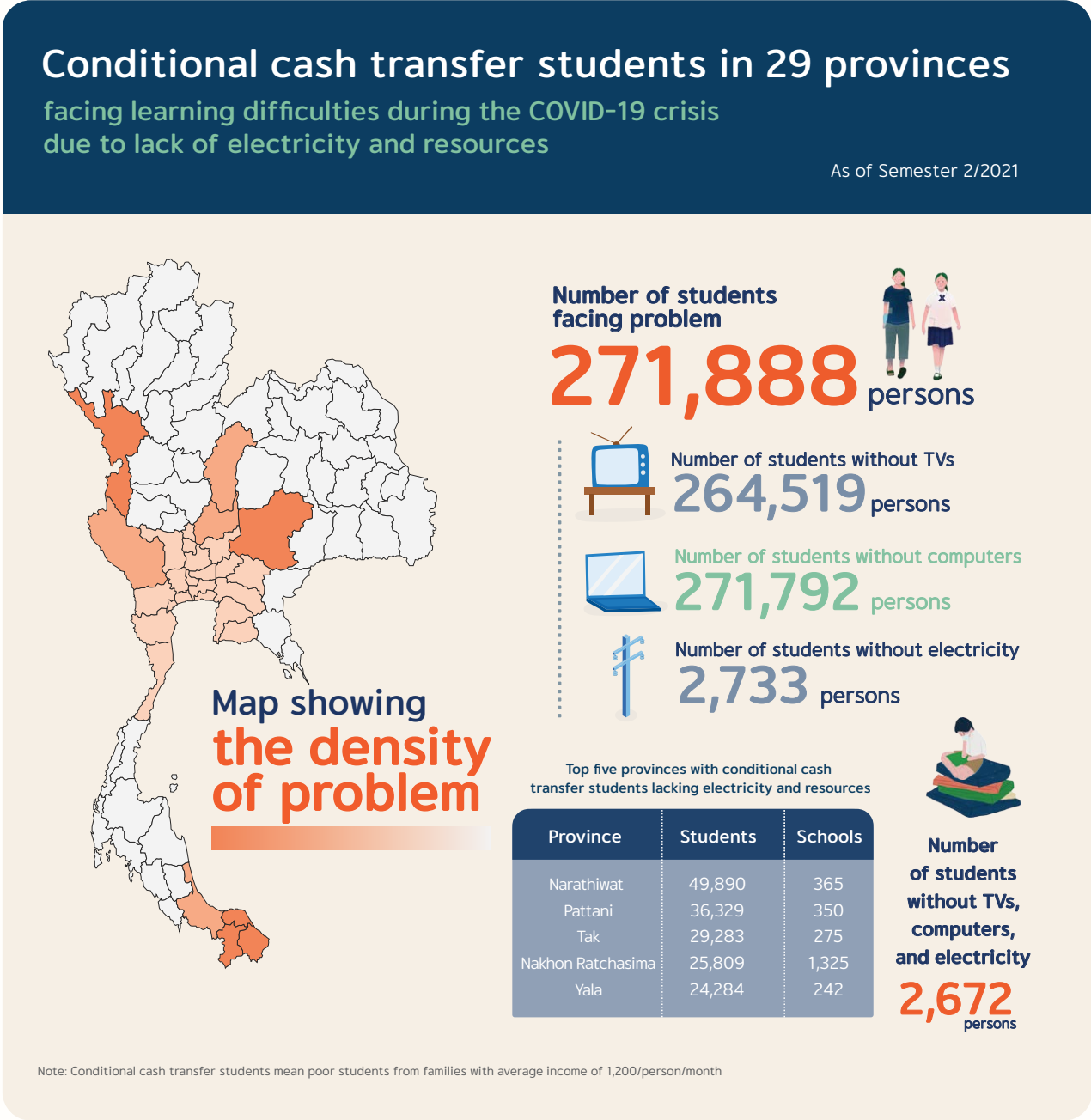
This finding is consistent with the survey of access to computers and the internet among students from different socio-economic backgrounds in Thailand and other countries

⁶Nicholas Burnett, The Economic Cost of Out-of-School Children in Southeast Asia, UNESCO, 2015

conducted by OECD in 2018. This survey found that only 17 percent of students from the bottom socio-economic quartile have a computer while 91 percent of students from the top socio-economic quartile have access to the same. The lack of

access to learning resources and electricity among extremely poor students directly affects their academic performance, putting them at risk of learning loss and leading to other problems.

Figure 3.
Number of conditional cash transfer students facing learning difficulties during the COVID-19 crisis in 29 provinces



Source: Equitable Education Research Institute (EEFI)

Learning Loss among Thai Students

School closures and distance learning affect academic performance of students, particularly extremely poor students who do not have access to essential resources, such as computers, tablets, mobile phones, and televisions. This situation can lead to learning loss - the loss of knowledge or skills due to prolonged time away from school. In the long run, students may lack basic academic skills and could not keep up with the pace of lessons, putting them at risk of dropping out. In addition, learning loss may affect the quality of future labor forces, dragging down national economic growth and development in all areas.

In 2020, EEF and the Research Institute for Policy Evaluation and Design (RIPED) University of the Thai Chamber of Commerce conducted a survey of 30,000 children in Kindergarten 3 at early childhood development centers that

were closed due to the COVID-19 outbreak in 20 provinces. The survey found learning loss in language and mathematics among children. Moreover, an assessment of working memory, which does not reflect the level of knowledge but the ability to hold and manipulate information mentally, found that the working memory of this group of preschoolers had decreased to one-third. These findings indicate that school closures have resulted in significant learning loss, especially in preschool children.

In addition, a study of COVID-19 impact by the World Bank suggested that if school closures in Thailand were prolonged until December 2021, children would lose 1.27 years of learning, representing \$390 billion in economic damage or 30 percent of GDP.



Read more at QR Code
<https://www.eef.or.th/news-eef-world-bank-raise-the-quality-of-the-school/>

4. COVID-19 Impact: Mental Health

COVID-19 impact on household economy, prolonged school closures, too much screen time for online learning, stress, anxiety, depression due to being away from school, decreased academic performance, lack of interaction with fellow students, anxiety about learning loss, fear of the pandemic, and grief from the loss of a parent or family member can negatively affect the mental health of children and adolescents.

A mental health assessment among children and adolescents in Thailand conducted by the Department of Mental Health, Ministry of Public Health from 1 January 2020 to 30 September 2021 revealed that children and adolescents had poorer mental health compared to before the pandemic. Most were found to be at risk of depression, followed by stress and committing suicide. Actions needed to be taken

to monitor children and young people's mental health more closely.

EEF has worked with the Department of Children and Youth, Child and Adolescent Mental Health Rajanagarindra Institute, and UNICEF Thailand to provide timely support and services for vulnerable children, children who have lost a parent to COVID-19, and children suffering from mental health conditions. EEF has also partnered with volunteer networks and civil society organizations, such as the Local Administrative Organization, Social Development and Human Security Volunteer, Community Volunteer, Teacher Volunteer, and Bangkok Children and Youth Council monitor and assist children and adolescents physically and mentally affected by COVID-19.

Education Recovery in Thailand

The COVID-19 situation is improving. By the end of Semester 1/2021, vast majority of students, teachers, and educators have been vaccinated, enabling schools to reopen in Semester 2/2021.

However, the education system in Thailand in the post-COVID-19 era will surely face many challenges and difficulties, such as learning loss recovery, socio-emotional learning in students' education and development, mental health of students and educators, adaptation to new teaching methods like increasing use of information technology, hybrid learning, self-learning, and new soft skills training for students and teachers.

An analysis of Thailand's education recovery by the Equitable Education Research Institute found that, without action, advantaged students and schools will quickly adapt to the post-COVID-19 world while disadvantaged students and schools that lack resources and funding necessary to make adaptation will fall behind. The difference between these two groups will become significantly pronounced.

In other words, educational inequality in Thailand will widen. This situation can be illustrated by Figure 4 which shows a K-shaped recovery in the post-COVID-19 era, indicating that inequality will only worsen after the COVID-19 pandemic ends.

Figure 4.

K-shaped and V-shaped recovery of the Thai education system in the post-COVID-19 era

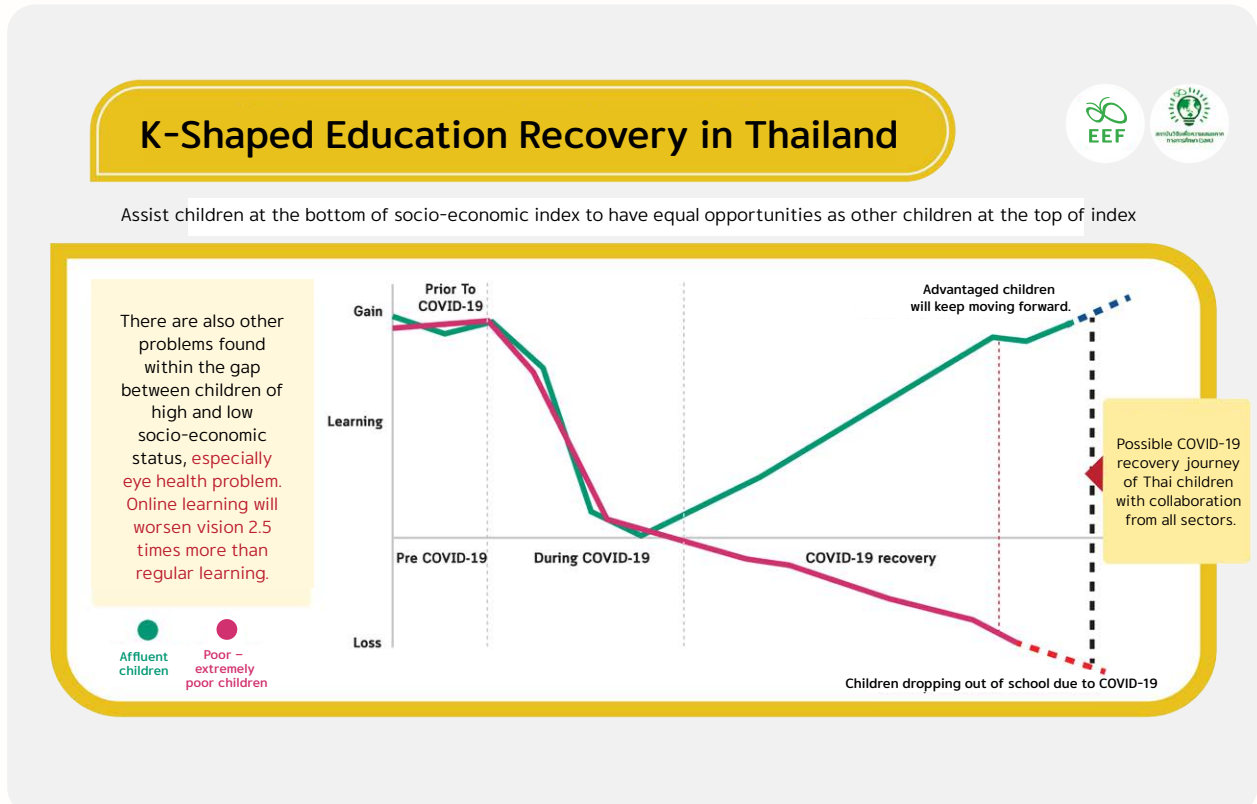
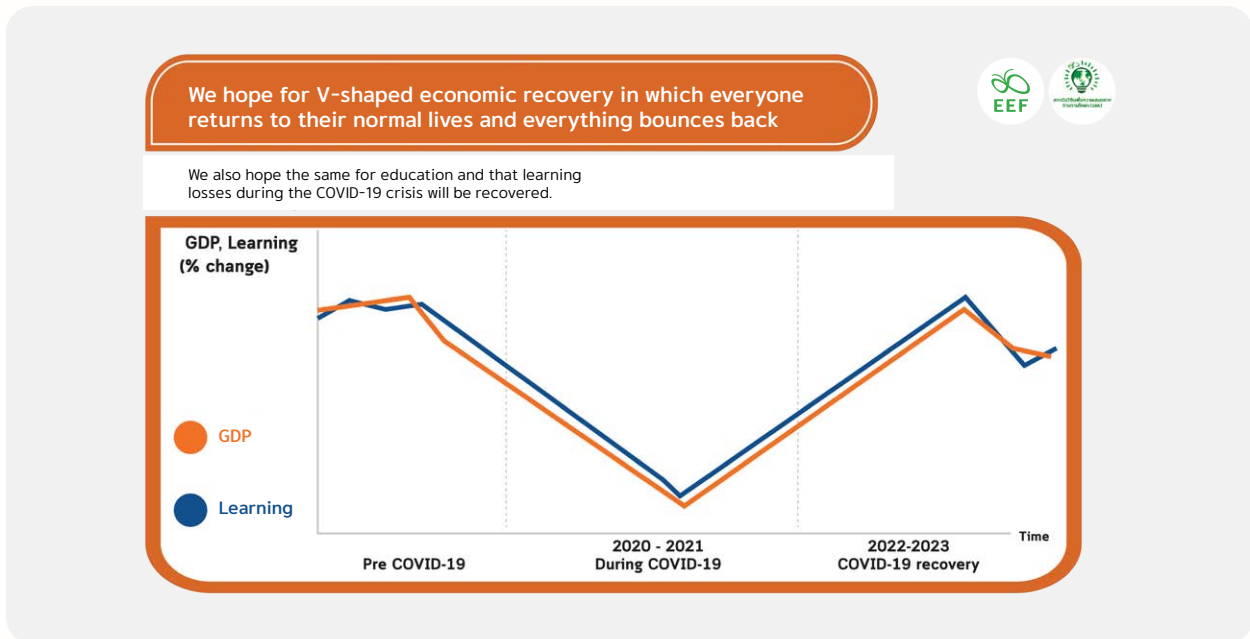


Figure 4. (Continue)

K-shaped and V-shaped recovery of the Thai education system in the post-COVID-19 era



Source: Equitable Education Research Institute (EEF)

To avoid a K-shape recovery, all sectors need to consider dimensions of inequality during the post-Covid-19 recovery and design measures or policies that will prevent poor or disadvantaged students from being left further behind. These measures and policies may include accelerating investments in resources to effectively recover health and education of disadvantaged students and support poor schools, which are the group that has been most affected. These factors will enable Thailand's education system to return to normal quickly and strongly, as illustrated by a V-shaped recovery, which will help support equitable education in the country.



There are still more than 100,000 children left behind and dropping out of school. The government and all relevant agencies must work together to create educational opportunities for these children."

General
Prayut Chan-ocha
Prime Minister



Part 3

Performance Results



- **Emergency Responses to the COVID-19 Outbreak**
- **Overall Performance in 2021**
- **Performance Results Broken Down by Beneficiary:**
 - Out-of-school children and adolescents and working-age adults
 - In-school children and adolescents
 - Student teachers, teachers, and schools
- **Educational Research and Innovation**
- **All for Education**

Emergency Responses to the COVID-19 Outbreak



EEF has initiated programs, campaigns, and activities to respond appropriately to the COVID-19 outbreak and support recovery efforts in the post-COVID-19 era.

COVID-19 response measures taken by EEF in FY2021 have helped 33,532 economically disadvantaged children and adolescents who were heavily affected as follows:



1. COVID-19 Center for Children

In mid 2021, there was a surge in COVID-19 cases, with infected children rising from 65,000 to 120,000 in less than 20 days⁷. In Bangkok, cumulative numbers of reported cases nearly reached 30,000, of which about 80 percent were disadvantaged children who did not have access to medical services. Because they lived in slums or small rental houses, self-isolation was difficult to implement causing a rapid spread of infection. The number of children losing a parent to COVID-19 was also increasing.



EEF has set up the COVID-19 Center for Children in collaboration with the Department of Children and Youth, Ministry of Social Development and Human Security, Department of Mental Health, Department of Medical Services, Ministry of Public Health, UNICEF Thailand, and Zendai Foundation to protect, remedy, and assist these children in all dimensions, both physically, mentally, and socially. Actions were also taken to prevent them from dropping out of school. The center can be contacted 24/7 at Hotline 1300 or via LINE@savekidsCOVID19.

⁷ From 6 to 25 August 2021.



EEF volunteers deliver learning bags and medical kits to children under home isolation in construction sites or slums.

Moreover, EEF has set up the Klak Kai Community Isolation Facility to care for vulnerable children infected with COVID-19 in the Bangkok Metropolitan Region. The facility was assisted by the Queen Sirikit National Institute of Child Health (Children's Hospital) to ensure that yellow and red-coded children patients received timely treatment.

This community isolation facility was the first isolation facility for children in Bangkok. EEF has mobilized partnerships through a mechanism called EEF Volunteer Friends. These volunteers worked with a team of doctors and pharmacists of Children's Hospital 24/7 to assist sick children under home isolation in the Bangkok Metropolitan Region and refer serious cases to hospitals. Out-of-school adolescents under EEF's hard and soft skills training programs also participated as volunteers.

Other volunteers working with EEF included volunteers from the Bangkok Children and Youth Council, National Health Security Office, Rural Doctors Association, Community Isolation Facility for Children, ambulance volunteers, patient transport service volunteers, and medical delivery volunteers.

EEF has also received cooperation from TCP Group, Bank of Ayudhya Public Company Limited, KPMG Thailand, and the Faculty of Social Welfare Thammasat University in supplying resources needed to set up the COVID-19 Center for Children quickly and timely.

These partnerships and support allowed the COVID-19 Center for Children to help 22,000 vulnerable children and families. This effort can be further developed as a model for mobilizing partnerships for caring for and assisting vulnerable children in crises in other areas.



EEF volunteers work in various areas. We help deliver food, medicine, and survival kits. We drive to pick up patients. What we do is not only to save lives, but also to give people encouragement and assurance that no one will be left. What is even more impressive is that we hand out learning guides, exercises, and learning materials, and toys to help children develop skills, to keep them learning even when they can't go back to school.



Ms. Khanitha Singsriwo
 2nd year student,
 Kasetsart University
 A volunteer at
 the COVID-19 Center
 for Children



The role of EEF is to coordinate all kinds of help and support to provide children with good health and education. EEF shows us that education and health are inseparable, good health means good education. If either one is neglected, we will never be able to achieve the goal of national development.



**Special Associate Professor
 Warunee Phanpanich
 Wanderpitt,**
 MD Communicable
 diseases specialist
 Queen Sirikit National
 Institute of Child Health
 Advisor at the COVID-19
 Center for Children

2. Smiley Bags - Bringing Learning to Children during the COVID-19 Crisis

EEF coordinated support and assistance to care for children's health and educational needs during the COVID-19 pandemic, which caused many disadvantaged children to be unable to access education and learning resources.

The Smiley Bags program was a collaborative effort between EEF, SET Foundation, and Foundation for the Better Life of Children to give learning supply bags to 1,000 children who were undergoing treatment or quarantine during the COVID-19 pandemic. The bags also contained information about COVID-19 to help children know how to protect and care for their own health and avoid spreading the virus to others.



A learning kit that consists of books, school supplies, picture books, color pencils, and snacks will help children keep learning. It gives them opportunities to have a little fun time with creative activities to make them smile after a long crisis.



Ms. Thongpool Buasri
Foundation For the Better
Life of Children

3. Smart Refer

Helping children affected by COVID-19 does not end with taking children home after they have completed a quarantine period or recovered from COVID-19. Their families often face many problems that may cause these children to drop out of school, such as financial stress, a family member losing a job, family violence, divorce, and emotional scars due to losing a parent to COVID-19.

EEF has set up the Smart Refer to mobilize resources to support and assist children in educational crisis through 1,656 scholarships as follows:

- **Kaakonlakao Foundation:** Mr. Artiwara Kongmalai, the foundation's president, initiated the Run for Kids activity to raise a fund of 27.09 million baht to support economically disadvantaged students graduating from Grade 9 to complete their basic education (Grade 12) through 109 scholarships.
- **Friends of EEF:** Central Pattana Public Company Limited, MK Restaurant Group Company Limited, SET Foundation, Mitsubishi Motors (Thailand) Company Limited, and TCP Group donated 11.73 million baht to support transition children to continue their education through 1,547 scholarships.



We hope children will achieve the highest education possible. At the very least, if they complete Grade 12, they will have more options and opportunities allowing them to go further than just having a job or quality of life.



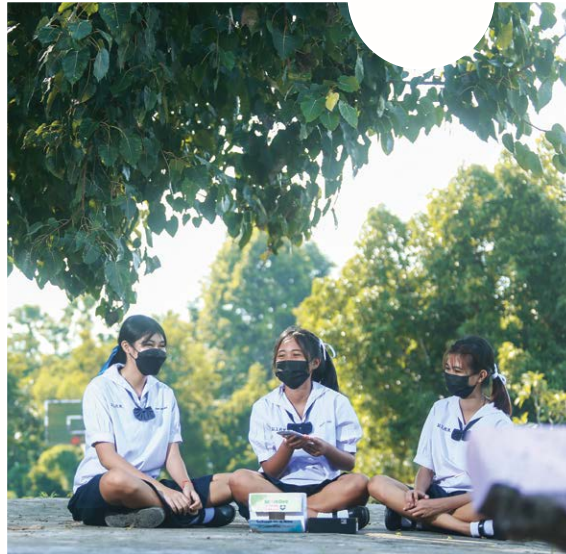
Mr. Artiwara Kongmalai
President of Kaakonlakao
Foundation

4. Anytime Anywhere Learning Innovations

• Free School-in-a-Box

The COVID-19 outbreak has forced many children to drop out of school. To mitigate the impact and support these children to continue learning, EEF has collaborated with True Corporation Public Company Limited, Thai Samsung Electronics Company Limited, and Kerry Express (Thailand) Public Company Limited to initiate the “Free School-in-a-Box” project. This project is intended to serve as children’s second school that helps children who lack of resources to access learning anytime and anywhere with the StartDee application. It was piloted for 6,500 students, each provided with a learning kit that consisted of:

- A password for accessing a knowledge repository in the StartDee application or education software and learning materials for Grade 4 to Grade 12 subjects.
- A mobile phone.
- An internet SIM card
- A volunteer teacher to provide advice on learning and the COVID-19 situation.





• Blackbox

School closures due to the COVID-19 pandemic has affected the education system throughout the country, forcing schools to adopt new teaching methods and formats to continue educating students. It has also caused a learning gap or learning loss in many children, especially those who did not have access to learning resources, such as computers, tablets, and the internet.

EEF and schools participating in the Teacher and School Quality Program have developed the Blackbox, a self-learning tool that helps students develop 21st-century skills, which integrates various subjects needed in daily life and

interesting stories. It has also helped promote family relationships when children spend most of their time at home, allowing them to learn a subject matter of interest on their own time. Children will explore a variety of ideas and answers that makes learning fun and encourages dialogue and discussion with their peers when schools reopen.

This project has given Blackboxes to 485 extremely poor students who could not access online learning in five high-risk provinces, including Samut Sakhon, Chon Buri, Rayong, Chanthaburi, and Trat.

5. Breakfast for Kids

The COVID-19 pandemic has caused malnutrition problems among extremely poor students, especially those who live in remote areas.

EEF has initiated a breakfast program for poor students in remote areas based on the belief that schools are not only a learning space, but it is also a place where children can get healthy nutrition. The program was implemented in 23 schools that had more than 80 percent of poor and extremely poor students in four provinces. It was expanded from the This Meal's on Me campaign sponsored by Grab Thailand, Greyhound Cafe Company Limited, Saeng Thong Saha Farm, Akara Group Company Limited, Ceva Animal Health (Thailand) Company Limited, and Ngern Tid Lor Company Limited.

Participating schools, some of which remained closed, could implement their plans to provide meals to children during the COVID-19 crisis, such as delivering survival bags containing high protein food and local recipes to children or having them pick up meals when they come to get their worksheets. In total, there were 1,891 students benefited from this program.



The children here are from poor families from highlands. They eat chili paste and bamboo shoots collected on the mountain, which may not have much protein. They are happy that we cook breakfast for them. They come to school early at dawn. Grade 4-6 students come to help us cook at five and a half in the morning. They also help prepare dinner in the evening.

Their favorite menus are basil stir-fry, stewed eggs, and pork knuckle tom yum. Students come to school earlier and absenteeism rate is lower since the inception of the breakfast program.



**Mr. Thanapakit
Suksirimethekul**

Ban Mae Chang School, Ban
Dong Luang - Dong Noi
Mae Sariang District, Mae
Hong Son Province



Overall Performance of EEF in 2021

Objectives Section 5 EEF Act	Beneficiary	Program	Budget (Baht)
5(1), (4)	Out-of-school children and adolescents who are economically disadvantaged or underprivileged (age 2-21)	● Areas-Based Equitable Education Program	374,295,000
5(4), (7)	Working-age population (age 15 and over) who are economically disadvantaged or underprivileged and have been affected by the COVID-19 outbreak	● Community-Based Vocational Training for Economically Disadvantaged and Underprivileged Workers	120,270,000
5(3), (4)	Out-of-school children and adolescents who are economically disadvantaged or underprivileged (age 2-25)	● Out-of-School Teachers and Children Development	74,780,000
5(2)	School-age children and adolescents who are economically disadvantaged or underprivileged throughout the country under OBEC, LAO, BPPB, and NOB.	● Conditional Cash Transfer Program	3,882,497,400
5(4)	Students in secondary education, vocational education, advanced vocational education, or equivalent (age 15-17) who are economically disadvantaged or underprivileged	● Advanced Vocational Innovation Scholarship Program	527,945,500

Objectives Section 5 EEF Act	Beneficiary	Program	Budget (Baht)
5(4)	Students in vocational or advanced vocational education (age 17-21) who are economically disadvantaged or underprivileged	● True Potential Scholarship Program	38,140,000
5(3), (5), (6)	Students in upper secondary education or advanced vocational education (age 15-17) who are economically disadvantaged or underprivileged in remote areas and want to become a teacher	● Homegrown Teacher Scholarship Program	139,694,000
5(3), (5), (6)	Teachers, schools, and medium-sized educational institutions with large shares of disadvantaged children under OBEC, LAO, and OPEC.	● Teacher and School Quality Program	350,000,000
5(6), (7)	Educational Research and Innovation	● Educational Research and Innovation Program	287,000,000
		● Collaboration with Network Partners	86,084,100
		● System Management and Development	204,055,000
Total budget under the FY2021 Budget Procedures Act			6,084,761,000

Implementations by EEF in FY2021 have promoted equitable education among beneficiaries identified in the Equitable Education Fund Act. Results and achievements broken down by beneficiary are as follows:

Beneficiaries: Out-of-School Children and Adolescents and Working-Age Adults



Areas-Based Equitable Education Program



Alignment

National Strategy

Area 4:
Social Equality and Equity

Master Plan

Area 17:
Equality and Social Security

National Education Reform Plan

(3) Reform to Reduce
Educational Disparity



Goal

Develop model provinces capable of solving their own educational disparity problems appropriately and sustainably.



Beneficiary

Out-of-school children and adolescents who are economically disadvantaged or underprivileged (age 2-21) pursuant to Sections 5 (1) and (4) of the EEF Act.



Budget

374,295,000 baht

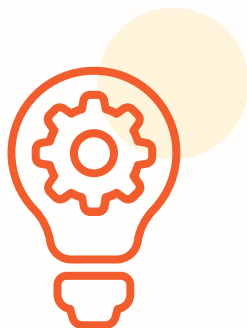
Area-based education initiative by EEF aims to develop and test an effective model for solving the problem of educational disparity at the provincial and local levels. It integrates actions to respond to local needs and encourages locality to take responsibility for planning, partnership management, and building long-term resilience to implement the successful model.

Area-based education is a key strategy that the Global Partnership for Education (GPE) recommends 76 countries implement in their educational reform to help disadvantaged children and adolescents to study in school and improve the education system to meet the challenges of the 21st century. Moreover, the concept of area-based education has also been mentioned in the Draft National Education Act B.E. ... Therefore, an area-based education model is of important policy matter that will enable EEF to create equitable education at the provincial and local levels.

Project Status:

The second-year project focuses on improving the efficiency of provincial mechanisms for locating and assisting out-of-school children and adolescents who are economically disadvantaged or underprivileged (age 2-21). It also aims to enhance qualitative performance and transfer implementations to local line agencies and partners to ensure sustainability.

Project Concept 2021



EEF will downsize the complex issue of education inequality at the national level by 50 to 100 times so that it can be manageable at the local or provincial level. This will also help the development of an area-based education model to better respond to local contexts and needs.

The project thus aims to support localities or provinces to develop a system to assist and solve problems of out-of-school children and in their own areas. It will also strengthen partnerships between government, civil society, and people sectors at the local level and integrate collaborative efforts and resources between government agencies.

Driving equitable education at the local or provincial level will rely on three key factors: (1) an integrated operating mechanism, (2) an interconnected, accurate, and reliable information system, and (3) an effective process for supporting, assisting, and developing economically disadvantaged or underprivileged children and adolescents.



Performance Results in 2021



To drive provincial-level implementation, we must bring local actors together, using the same data set to help targets and coordinating local planning efforts together.



Mr. Nuttaphong
Sirichana
Former Governor
of Nakhon Nayok
Province

Models/new systems for provinces

- **A mechanism model for integrated steering groups in 15 provinces** is a lead - support model for managing or directing implementations for education assemblies, education councils, or other working groups.

(1) LAO lead - civil society support model in four provinces.

(2) Civil society lead - government support model in five provinces.

(3) Government lead model in four provinces.

(4) Research lead model in two provinces.

- **ABE Information System** in 15 provinces to manage information and characterization of out-of-school children and adolescents, teachers, schools, their environment, and related statistics. It can be used to support policy and operational decision-making in the provinces.

- **Case Management System (CMS)** facilitates identification and screening of out-of-school children and adolescents (age 2-21) to plan to provide them with support and assistance through partnership with relevant agencies, such as the Ministry of Education, Ministry of Social Development and Human Security, and Department of Mental Health. It also allows follow-up on individual beneficiaries for analysis to better expand results further.

- **Early Childhood Development Center Model.** A total of 300 early childhood development centers under the Local Administrative Organization (LAO) were developed to national early childhood development center standards. They will be equipped to care and build essential skills for preschool children.

Beneficiaries

- **45,028 economically disadvantaged preschool children in early childhood development centers** were supported and developed. The attendance rate was not less than 80 percent of the total class time. The risk of developmental delay was not more than 10 percent. No less than 90 percent of children completing the program were ready for primary school. When problems were encountered, children were referred to specialists for immediate assistance.

- **7,142 out-of-school children and adolescents** received assistance and support to bring them back to school (either formal or non-formal) or received hard skills training to allow them to earn a living to care for themselves and their families.

Examples of Model Provinces and Support



As a model province that has brought people from different organizations, affiliations, and localities together, how do we maintain our strength and expand our results further? The Yala Children and Youth Education Fund was thus born, building on the foundation that we have worked and laid out. It will be an important mechanism to create equitable education and a sustainable future for Yala people.



Mr. Mukhtar Mata
President of the Yala Provincial Administrative Organization/Chairman of the Yala Area-Based Education Council

Yala Equity-Education Crisis and COVID-19

Yala province had a large number of preschool children who did not have access to education and adolescents who have dropped out of school due to different reasons. As a result, an area-based initiative was implemented to integrate collaboration from all sectors in the province to help children return to school, provide them with hard skills training, and prevent at-risk students from dropping out. In total, 2,435 children were reached.

The success of Yala's area-based education initiative was due to the contribution and collaboration of people, units, and organizations from all sectors in the province. This was truly a local effort, in which everyone helped to locate, assist, and support disadvantaged children and adolescents and students at risk of dropping out of school. The Provincial Administrative Organization (PAO) took a lead role in coordinating collaboration between government, private, and civil society partners to achieve a common goal.



<https://www.eef.or.th/article-yala-equality-180122/>



Prevent Dropout with Area-Based Education Network, Yala Province

Big was one of the young children who faced the risk of dropping out of school. This was not only the first time. In the previous school year, the COVID-19 outbreak caused his school to close. As the economy shut down, Big was heavily affected. Not only did he lack access to online learning resources, but he also lost his income, putting him at risk of dropping out of school before completing Grade 9.

The owner of the wood shop where Big worked provided assistance by giving him a phone to allow him to learn online. However, due to the unfavorable environment and lack of basic means, he thought that he would not be able to finish Grade 9.

Nureeya Kasor, a supervising teacher at Yala Bamrung Phadung Pracha School, said that “Big was at high risk of dropping out before completing his compulsory education. We have thus



Big, a 1st-year vocational student
Yala Technical College, Yala Province

always given him support and assistance. The risk became greater because of the economic crisis and difficulty to study from home. We decided to forward Big’s case to the Yala Provincial Administrative Organization as an emergency case that required immediate action.” Consequently, Big has received support and assistance which allowed him to further his education at the vocational level in the product assembly welder program at Yala Technical College.



[https://www.eef.or.th/
article-the-dream-was-lost-200122/](https://www.eef.or.th/article-the-dream-was-lost-200122/)

Phitsanulok Model –

A Database as a Local Capital Asset

This mission aims to lay out the path for the nation's future by leveraging the knowledge developed from the Phitsanulok Model. The initiative in Phitsanulok started in three districts, able to help 558 out-of-school children and adolescents, exceeding the target of 500. In 2021, the initiative was expanded to cover seven districts, able to help additional 1,070 people. This success was due to a collaboration of many organizations. In the beginning, there was only a handful of people working together. Today, Phitsanulok's team members are scattered all over the province. This attests that everyone sees the benefits of the initiative and is ready to advance forward to assist out-of-school children and adolescents.

Solving the problems of Phitsanulok province was not just about tackling education issues but also the diverse problems facing out-of-school children and adolescents. Developing a database will enable the initiative to assist out-of-school children and adolescents effectively. It will also allow local agencies to provide timely support. Therefore, a database of out-of-school children and adolescents in the province is crucial and can change their lives.

Broaden Scope of Work with the Teen Center

The Teen Center was established 16 years ago. It was originally affiliated with Buddha Chinaraj Pittaya School and aimed to solve the problem of school teen pregnancy. However, there were many problems that caused children to drop out of school. As a result, the school partnered with the Phitsanulok Model to develop the center into a comprehensive counseling and support center for children to help prevent them from dropping out.

A mechanism of the Phitsanulok Model is scattered throughout the province to timely and effectively assist out-of-school children and adolescents. It is a good mechanism model for provincial-level operations.



<https://www.eef.or.th/article-guidance-teachers-story-051221/>



We have found many children at risk of dropping out of primary and secondary schools. The province has collaborated with EEF and partners to select 200 children who have decided to drop out. We provide them with vocational training to at least allow them to have knowledge and avoid becoming unskilled labor.



Mr. Ronnchai Chitwiset
Governor of
Phitsanulok Province

Voices from Partners

Nowadays, centralized education and course planning seems inconsistent with local social landscapes of different problems and needs. Education should be designed to meet local socio-economic structures and traditions.

Mr. Kraisak Woratat

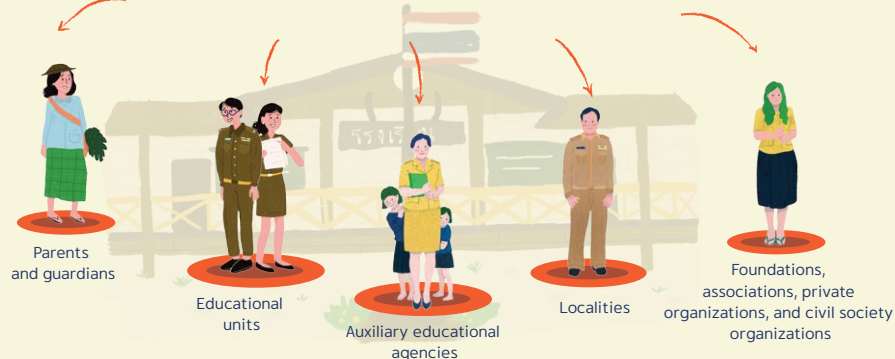
Former Permanent Secretary,
Surin Provincial Administrative
Organization

Pentalateral Partnership in Surin Province

Pentalateral Partnership is a model for solving the problem of out-of-school children and adolescents in Surin Province. It combines five parties into a strong education assembly, consisting of (1) parents and guardians, (2) educational units, (3) auxiliary educational agencies, (4) localities, and (5) foundations, associations, and non-governmental organizations, and civil society organizations interested in educational activities. It has five strategies: (1) intellectual and hard skills development, (2) physical development, (3) moral and ethical development, (4) soft skills development, and (5) employment promotion. The partnership aims to support children and adolescents in Surin Province to at least complete the compulsory education or hard skills training that meets local context and personal needs, allowing them to live in a society happily. It will also develop a surveillance system to prevent more children and adolescents in the province from dropping out.

Surin province has 4,000 out-of-school children due mainly to poverty and family problems

Pentalateral partnership to address issues



Education Assembly
Promote collaboration, make education plans, set vision and development strategies

Strategies

- 1 Intellectual and hard skills development
- 2 Physical development
- 3 Moral and ethical development
- 4 Soft skills development
- 5 Employment promotion

Support



Coach team



Mentor team

Targets

First phase

A survey conducted together with 25 LAOs found 400 children in need of help. Education support or vocational training was provided.

Out-of-school children

Help them return to school. Provide non-formal/informal education or vocational training.

Non-formal/informal education

Children do not study every day and can propose a plan for the career they want to pursue, such as selling toast and raising chickens or fish, to receive a support of 4,000 baht/person.

Community-Based Vocational Training for Economically Disadvantaged and Underprivileged Workers



Alignment

National Strategy

Area 4:
Social Equality and Equity

Master Plan

Area 17:
Equality and Social Security

National Education Reform Plan

(3) Reform to Reduce
Educational Disparity



Goal

Develop a model for assisting and developing economically disadvantaged and underprivileged out-of-school children and adolescents through the mechanism of informal teachers and network partners.



Beneficiary

Working-age population (age 15 and over) who are economically disadvantaged or underprivileged and have been affected by the COVID-19 outbreak pursuant to Sections 5 (4) and (7) of the EEF Act.



Budget

120,270,000 baht

Thailand is facing the impact of COVID-19, especially among working-age young adults, women, and informal workers who have lost their jobs. Coupled with the economic slowdown, the working-age population has been hit hard, especially unskilled workers who are more likely to become informal workers, face income insecurity, and lose social protection.

It is critically important to develop vocational skills for economically disadvantaged and underprivileged workers to allow them to earn a living in the profession of their choice and improve their lifelong learning and self-reliance. One of EEF's missions is to help working-age population build job and income security through a mechanism of collaboration among community-level partners and to further expand results to meet community needs sustainably.

Project Status:

The third-year project aims to improve the performance of vocational training units through cooperation with new partners in the government (NFE, MSDHS, and LAO), private (Central Pattana Public Company Limited and local businesses), and academic sectors (Maejo University and Chulalongkorn University). It will also expand the target audience to cover people who are directly and indirectly affected due to the COVID-19 pandemic.

Project Concept 2021



Community-based vocational skills development refers to the learning process arising from a gathering of people who share common localities, interests, community problems, and economic capital or resources. It is not a usual vocational training or a handout but rather a learning process based on the proverb that Wisdom Makes Light.



**Mr. Patra
Khamphithak
Qualified Director
EEF**

EEF will create opportunities and jobs for beneficiaries by using a community-based approach to vocational development to improve their quality of life and work. The project focuses on partnering with local and provincial-level organizations, with vocational training units serving as an adviser and supporter. It will develop hard skills training courses that meet local socio-economic and community needs and promote holistic development of beneficiaries to create opportunities for them to become small-scale entrepreneurs and skilled workers in a community capable of using local resources to create added value. Four important skills have been identified, as follows:

- (1) Skills to care for the mental health of beneficiaries affected by the COVID-19 situation.
- (2) Occupationally-specific skills for solo entrepreneurs or partnerships.
- (3) 21st-century management skills that promote growth mindset and adaptability, such as critical thinking and problem-solving skills.
- (4) Soft skills in finance, especially at the household level and financial discipline.



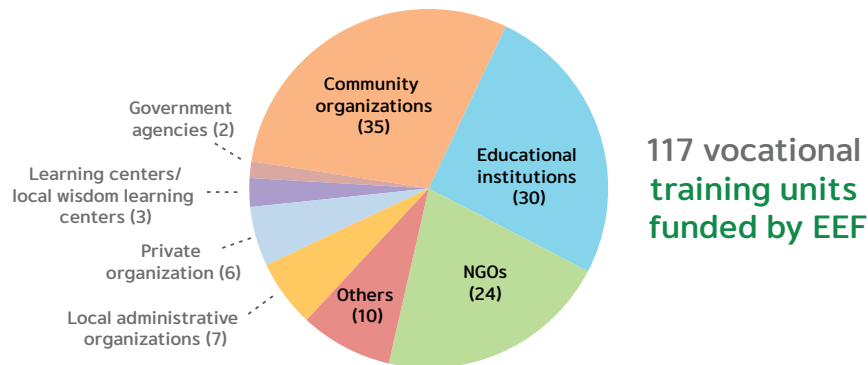
Performance Results in 2021⁸



- In total, 8,561 informal workers, unemployed people, out-of-school adolescents, juveniles in a youth detention center, and people with disabilities affected by the COVID-19 pandemic have participated in hard and soft skills training programs. They have made a career plan. Some have become small-scale entrepreneurs or formed partnerships to develop into community enterprises. Community identity products have been upgraded to increase value. Online technology has been used in marketing practices.
- Capacity building has been implemented for 117 vocational training unit in 48 provinces and six regions to develop them into a mechanism for driving localities and coordinating collaboration with communities. See Figure 5.
- The project has created a model for developing community-based vocational training units that satisfy beneficiaries' occupational needs, aptitudes, and capacities. The model will develop skills, knowledge, mindsets, and relationships among vocational training units and incorporate community wisdoms into learning programs to develop hard skills for beneficiaries.

⁸This project was implemented between FY2021 and FY2022. The results reported here are produced or expected to be produced when the project is completed (March - May 2022).

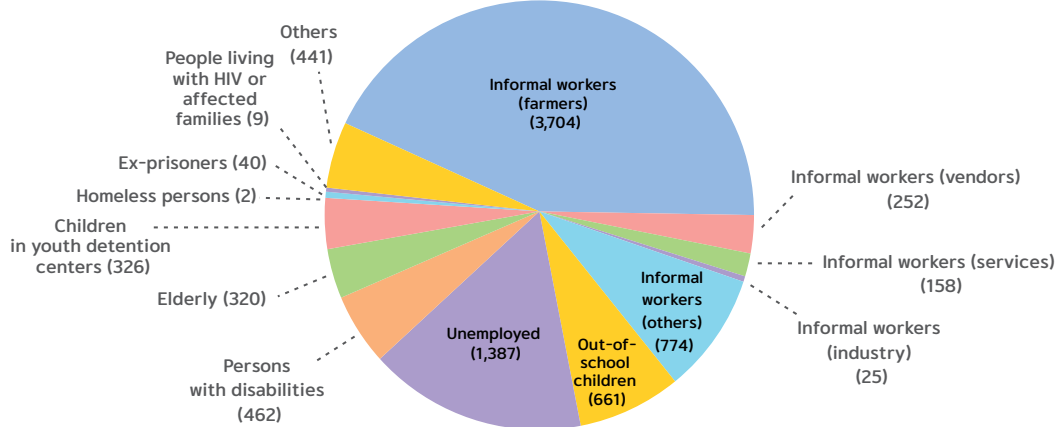
Figure 5.
Project performance overview



10 types of careers supported by EEF in 117 projects



Target group totaling 8,561 persons



<https://csr.eef.or.th/commubased-map/>

Voices from Partners



Everyone is good now. We have vocational skills, and we are glad to come this far. I want to say that this is a good project. It allows disadvantaged people to overcome troubles, reduce inequality, and create justice for women in society.



Mrs. Anansri
Kaewlertrakul
Chairman of Mae
Daet Noi Community
Enterprise
Kalayaniwattana
District, Chiang Mai
Province

Karen Textile and Organic Farming Project by Mae Daet Noi Community Enterprise, Chiang Mai Province

This project was initiated by a group of Karen women in Kalayaniwattana District, Chiang Mai Province. This community has faced many complex problems, including ethnic conflicts, unemployment, lack of access to education, inequality, and depression. Karen women came together to develop products under the “Navel Forest” brand. They have learned entrepreneurial skills and created a Facebook page for selling their products, such as textiles, mushrooms, bamboo shoots, honey, and other agricultural produce. The project has helped brighten up the lives of Karen women who once lived in despair and create jobs and income for people in the community.



[https://www.eef.or.th/
communities/beginning-32/](https://www.eef.or.th/communities/beginning-32/)

Community Identity Design and Community-Based Hard Skills Training Project

♦ **“Doi Tao” (Ban Chang Plaeng 8 Discontinuous Supplementary Weft Training Center, Doi Tao District, Chiang Mai Province):** Recognizing the importance of the continuation of local wisdom, Mrs. Saengduen Piatan started to teach community members who are unemployed or informal workers, both old and young, a discontinuous supplementary weft technique using locally available resources, such as community-grown cotton, natural dyes, and traditional weaving skills. A women’s community center was then formed to help create job opportunities and develop textile products under the “Doi Tao” brand. These products have been designed and developed to appeal to a broad range of consumers to increase market share in the future.

♦ **“Chana Neck Orange Community Enterprise” (Ban Khae Nuea Community, Khae Subdistrict, Chana District, Songkhla Province):** This project is another example of a community-based approach to vocational development to teach disadvantaged workers in a community how to grow and care for neck oranges, a rare plant that is at risk of extinction. The Chana District Agriculture Office is an auxiliary agency that trains community members to propagate and care for neck orange trees and provides initial capital for project participants. Moreover, it has established a fund to grant interest-free loans to allow project members to start an orange farm and create jobs in the community.



“**In the past, women here were all staying in their own homes. When we have this project, many of us said they quickly finished their chores in order to rush here. They enthusiastically asked in the Line group chat if anyone would come today.**”



Mrs. Saengduen Piatan
Founder of Ban Chang Plaeng 8 Discontinuous Supplementary Weft Training Center, Doi Tao District, Chiang Mai Province



<https://community.eef.or.th/communities/beginning-66/>

Out-of-School Teachers and Children Development



Alignment

National Strategy

Area 4:
Social Equality and Equity

Master Plan

Area 17:
Equality and Social Security

National Education Reform Plan

(3) Reform to Reduce
Educational Disparity

Out-of-school children and adolescents are at high risk of becoming unskilled informal workers, facing life challenges, prostitution, engaging in criminal activities, and getting involved with drugs and thefts. Locating, assisting, supporting, and developing these children and adolescents are not an easy task.

Nicholas Burnett, an educational economist and former officer of UNESCO and World Bank, has estimated that out-of-school children will incur 330 billion baht of socio-economic damage to Thailand annually or 3 percent of GDP. This is a key factor that prevents Thailand from escaping from the middle-income trap.

It is thus crucial that EEF accelerates its efforts to help, support, and develop out-of-school children and adolescents, especially during the COVID-19 crisis that has brought them even more hardship and put them at greater risk of dropping out of school.



Goal

Develop a model for assisting and developing economically disadvantaged and underprivileged out-of-school children and adolescents through the mechanism of informal teachers and network partners.



Beneficiary

Out-of-school children and adolescents who are economically disadvantaged or underprivileged (age 2-25) pursuant to Sections 5 (3) and (4) of the EEF Act.



Budget

74,780,000 baht

Project Status:

The second-year project focuses on the development of a collective effort model and linking existing operating mechanisms of government agencies and local partners to continually develop and support out-of-school children and adolescents.

Project Concept 2021



We will work on alternative education. It's not only alternative but is also a solution, a way of survival, and a path to equitable education. Collaboration with partners will enable us to drive this effort forward.



**Prof. Sompong
Chitradab**
Qualified Director
EEF

1. Promote the development of a model for assisting, supporting, and developing out-of-school children and adolescents more comprehensively through the mechanisms of informal teachers and organizations working to help children and adolescents.

2. Support and develop informal teachers to be able to organize learning and assist and train out-of-school children and adolescents appropriately.

3. Assist, support, and develop out-of-school children and adolescents during the COVID-19 pandemic and provide them with opportunities to learn based on their potential and interest to equip them with knowledge and vocational skills to pursue a career.

4. Develop learning networks and mobilize partnerships with relevant agencies to improve the quality of learning and life of out-of-school children and adolescents, as follows:

4.1 Assist and support children to be able to live through the COVID-19 pandemic, including providing emergency support to meet their basic needs, educating them about self-protection against COVID-19, coordinating with government and private organizations to mitigate the impact, and arranging home-based learning.

4.2 Provide children with opportunities to learn based on their potential and needs, including preparing them to return to school, developing hard and soft skills, and assisting them to re-enter education systems, either early childhood development centers, non-formal education, or other learning institutions.

Performance Results in 2021

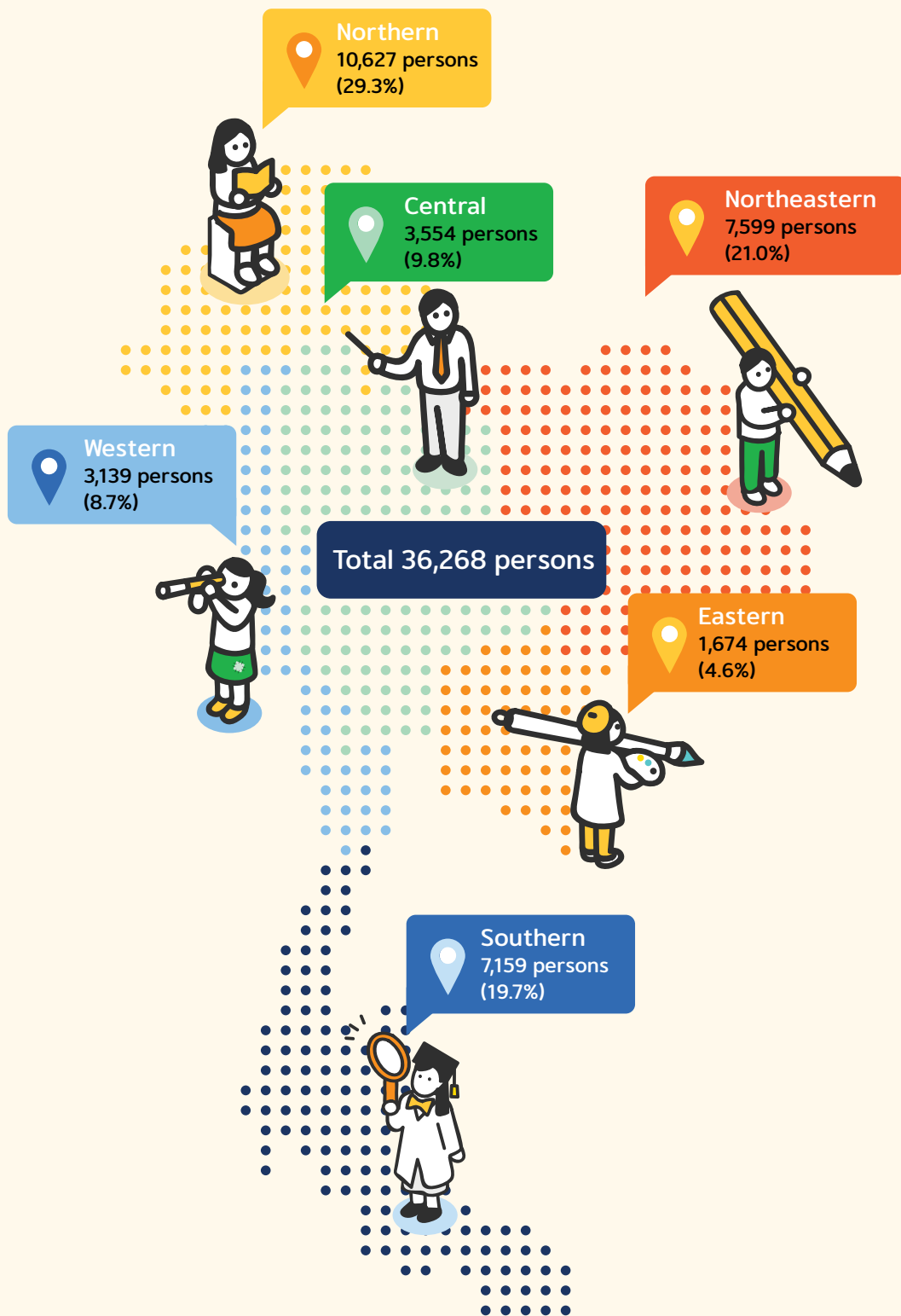
- Assisted and supported 36,268 out-of-school children and adolescents in 15 problem groups to allow them to learn based on their potential and develop hard and soft skills. See Figures 6 and 7.
- Developed capacities and skills of 3,471 informal teachers, including 843 developer teachers, 820 in-service teachers, and 1,808 volunteer teachers, to enable them to organize quality learning, such as promoting interactions with beneficiaries, analysis and planning, designing learning processes, coordinating with relevant agencies, and understanding child psychology and protection systems.
- Created a network of 66 organizations working to help children and adolescents in 74 provinces.

Figure 6. Problems facing out-of school children and adolescents

15 problems facing out-of-school children and adolescents	Number (persons)	%
Poor children	7,093	19.6
Vulnerable children (children with risk behaviors/ wandering children)	5,160	14.2
Ethnic children	4,583	12.6
Children in alternative education systems (e.g., learning centers)	3,612	10.0
Children in the process of justice	3,443	9.5
Child labors	2,979	8.2
Displaced people/children with immigration status problems	2,869	7.9
Children facing other specific problems (agriculture/ art and culture/urban community)	1,969	5.4
Children with Physically/mentally special needs	1,353	3.7
Children in skipped generation families	939	2.6
Teenage pregnancy	899	2.5
Orphaned children	799	2.2
Children affected by disasters	482	1.3
Internal migration	50	0.1
Children and youth affected by sexual violence	38	0.1
Total	36,268	100

Figure 7.

Out-of-school children and adolescents participating in the project by region



133 Occupation of children and youth participating in the project
<https://www.eef.or.th/wp-content/uploads/2022/03/133.pdf>

Examples of Assisting and Developing Out-of-School Children

Out-of-school children in the process of justice



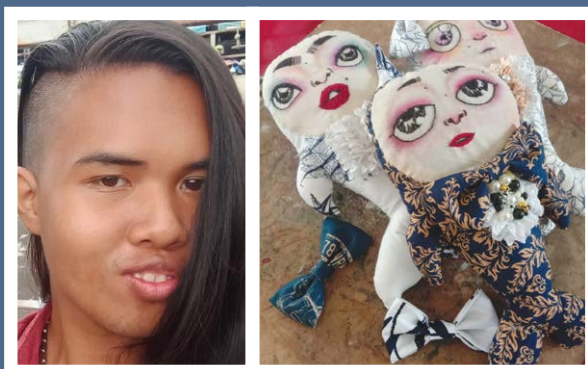
If life had 100 kilometers, I would now reach a 10th-kilometer mark. My life can start all over again. After competing Grade 6 and leaving the detention center, my life started anew. At least, I'm not in where I was and will never be. In the remaining 90 kilometers, I will finish school, get a good job, and save some money. I want to make my house look better. I will gradually move forward and one day I will reach the 100th-kilometer mark.



Praew, aged 19,
Sakon Nakhon Province

Praew was once involved in drug, causing her to be detained in the Sakon Nakhon Provincial Youth Detention Center. She discovered the CYF Learning Center and was given the opportunity to continue her studies to compete Grade 6.

Out-of-school children from a poor family



Kittipong Chantrala, aged 20,
Singburi Province

Kittipong is from a poor family. As his parents separated, he had to move away and left school. I have later given an opportunity and support to pursue his dream of becoming a fashion designer.



What we get from the design training is that nothing is perfect. There are always upsides and downsides in everything. No matter what, I will try my best regardless of the outcome. But I hope that my brand will be well-known. That will make me happy.



Voices from Partners



Driving efforts to help out-of-school children and teachers requires joined forces from all partners, be it NGOs, government agencies, civil society organizations, localities, or entrepreneurs. It needs the existing set of experiences to produce outcomes, such as to develop diverse civil society workers into out-of-school teachers, provide education that meets the needs of students, and allow communities to take part in caring for out-of-school children.



Ms. Bubphathip Chaemnin
Rak Khao Chamao Group
Model of provincial integrated
working



We have clearly seen changes. Children and youth have become more self-confident and assertive. Local people have been cooperative and supportive in developing a model, innovation, and curricula that will enable them to improve their quality of life.



Ratchanee Nilchan
Ruam Namjai Foundation
Model of rural and vulnerable children



Beneficiaries: In-School Children and Adolescents



Conditional Cash Transfer Program



Alignment



National Strategy

Area 4:
Social Equality and Equity

Master Plan

Area 17:
Equality and Social Security

National Education Reform Plan

(3) Reform to Reduce
Educational Disparity



Goal

(1) Provide conditional cash transfers to students from extremely poor families (bottom 15 percent of the country) to reduce obstacles and prevent them from dropping out of school.

(2) Develop a conditional cash transfer model for educational institutions.

(3) Develop measures to prevent dropouts.



Beneficiary

School-age children and adolescents who are economically disadvantaged or underprivileged throughout the country under OBEC, LAO, BPPB, and NOB pursuant to Section 5 (2) of the EEF Act.



Budget

3,882,497,400 baht

Economic disadvantage is a major barrier to accessing education and can put children at risk of dropping out of school, especially those in transition phases (Kindergarten 3, Grade 6, and Grade 9). Although the 2017 Constitution of the Kingdom of Thailand stipulates that the government must provide all children with “free education” for twelve years, many school-age children from extremely poor families cannot effort to attend formal school. There are many problems at play, such as family earning does not allow them to pay for meals or travel to school, lack of learning resources, economic conditions forcing children to work to support families, and difficulty to get to school for children in remote areas. In addition, due to sudden poverty caused by the COVID-19 impact, the number of extremely poor students increased by 250,163 in Semester 1/2021 or 20 percent compared to Semester 1/2020 during the first wave of COVID-19.

Project Status:

The third-year project focuses on improving the proxy means test (PMT) for beneficiary selection, using a database to monitor and assist students under the conditional cash transfer program to prevent dropouts during the COVID-19 pandemic, providing referrals to enable students to further their education, and data support to drive equitable education policies.

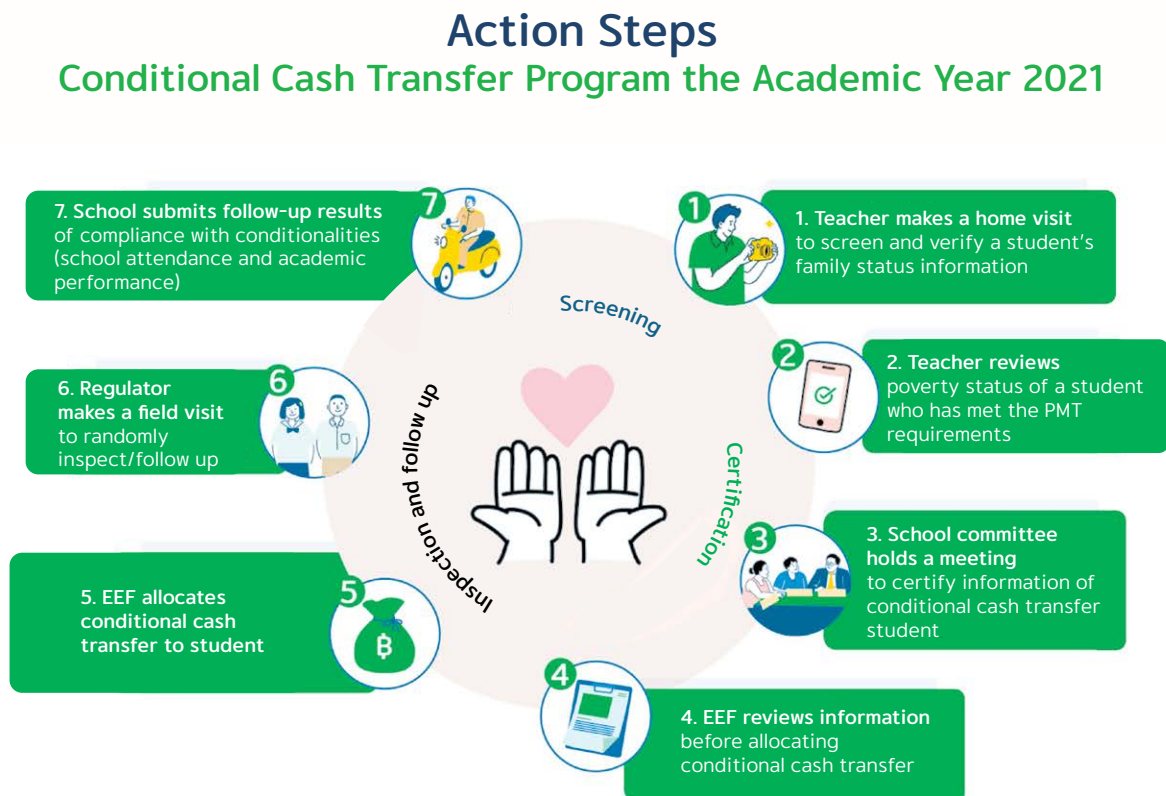
Project Concept 2021

EEF uses a demand-side financing approach to provide conditional cash transfers directly to students to reduce barriers to education and increase opportunities for extremely poor children and adolescents to attend school. This will help solve the problem of inequality at the upstream end. Students awarded conditional cash transfers are required to maintain an attendance rate of at least 80-85 percent and appropriate academic achievement to ensure that they will not drop out of school before completing their education. This principle known as equity-based budgeting is the key to successful educational reforms in many countries.

EEF uses a proxy means test (PMT) for the selection of poor and extremely poor students. The test relies on two types of data to calculate poverty scores of students, as follows:

1. Average household income (not more than 3,000 baht/person/month).
2. Eight household characteristics: (1) household dependency, (2) household vehicles, (3) household agricultural land, (4) electricity source, (5) type of residence, (6) living condition, (7) household appliances, and (8) drinking water source.

Figure 8.
Beneficiary assistance process



The assistance process starts with a teacher visiting a student's home to collect, screen, and verify information, which will be certified by a school at the meeting of the school board. Then, EEF will review the information to ensure that the required criteria are met before transferring the fund directly into the student or parent's account or giving it in cash to the school there is no bank account. EEF has set up a supervisory unit to monitor operations to ensure transparency and follow up on students' attendance and academic achievement.

Furthermore, EEF has developed the Information System for Equitable Education (iSEE), which is a large database that contains information of beneficiaries. It is linked to government databases in six ministries and a geographic information system (GIS) to help monitor the educational disparity situation and improve the quality of life of children and adolescents effectively.

Conditional cash transfer is thus a financing for equitable education model to guarantee that extremely poor children and adolescents can complete their compulsory education without dropping out as required by the Constitution. EEF supports the nodal agencies of educational institutions to adopt this model.



The quality of education today is much better than before. However, with changing economic conditions, the cost of living is rising while income is dropping. The iSEE of EEF will provide us with a tool to better understand children's family situations so that we can provide assistance and support that meet their needs.



Mr. Chuan Leekpai
President of the
National Assembly and
Speaker of the House
of Representatives

Performance Results in 2021

• Promote and support access to education for school-aged children and adolescents

(1) 1,244,591 in-school children and adolescents who are economically disadvantaged and underprivileged (extremely poor students) received conditional cash transfers in Semester 1/2021.

(2) The attendance rate of extremely poor students has increased after receiving conditional cash transfers. The number of extremely poor students with an attendance rate of less than 85 percent and at risk of dropping out has decreased from 18,345 in Semester 1/2020 to 1,024 in Semester 2/2020.

(3) The number of extremely poor students with malnutrition has decreased based on the malnutrition analysis between Semesters 1/2020 and 2/2020 using a difference-in-differences (DD) method.

(4) A total of 294,454 transition students in Kindergarten 3, Grade 6, Grade 9, and Grade 12 (only BPPB), under OBEC, LAO, and BPPB received additional support during the COVID-19 pandemic to prevent dropping out of school.

(5) 11,783 poor and extremely poor students have confirmed their admission to 69 universities through the TCAS64 system.

(6) An educational disparity database has been developed. It covers 90 percent of the total number of educational units and will be used to support policy-making to reduce educational disparity and mobilize partnerships.

(7) The CCT application has been developed. It will be used for screening, identifying, and forwarding assistance from the local to provincial level, which will ensure timely support and systematic follow up on students.

• The four nodal agencies for education used the conditional cash transfer model as follows:

(1) Office of the Basic Education Commission (OBEC) (kindergarten-lower secondary education): 27,834 schools.

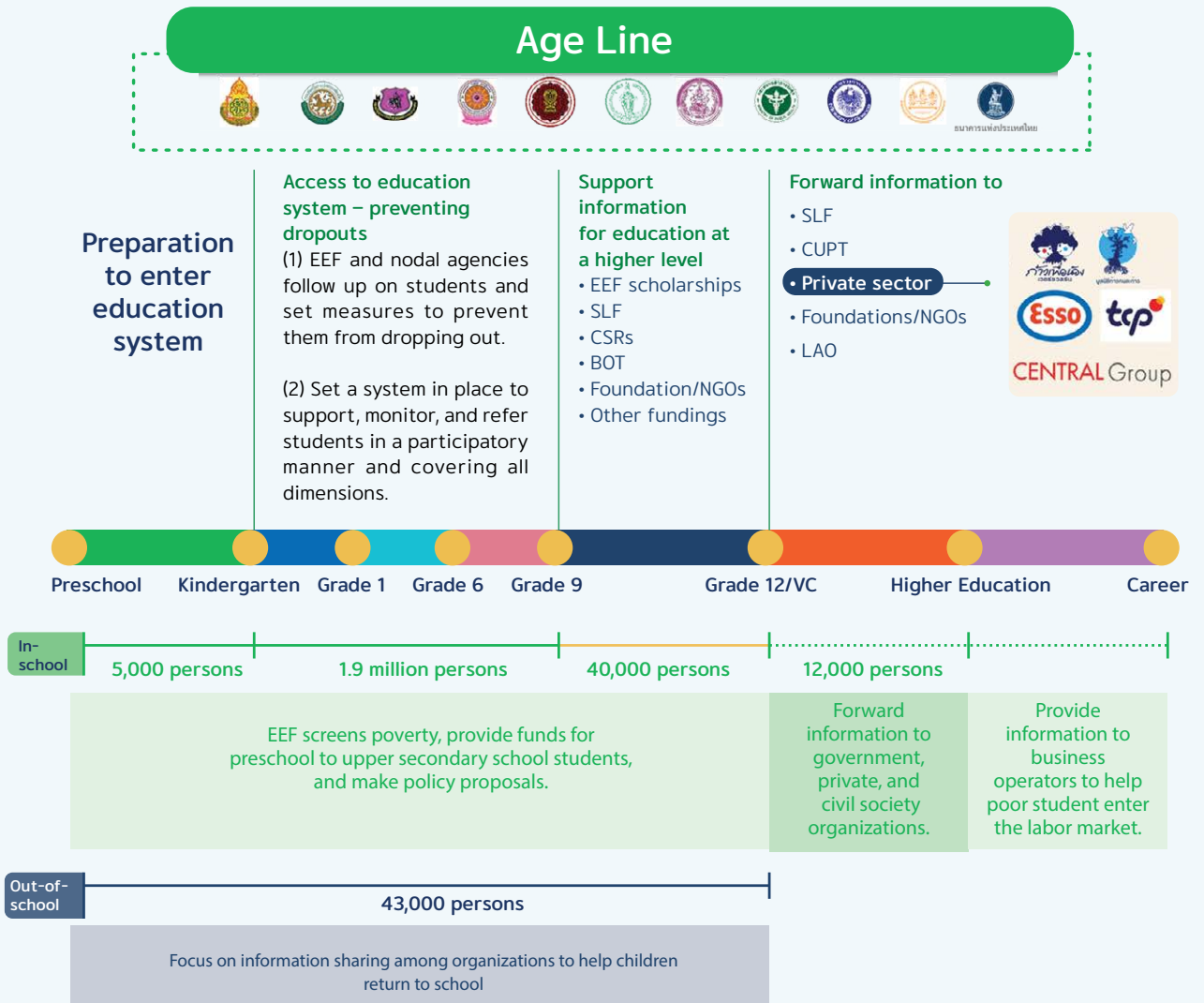
(2) Local Administrative Organization (LAO) (kindergarten-lower secondary education): 659 schools.

(3) Border Patrol Police Bureau (BPPB) (upper secondary education): 220 schools.

(4) National Office of Buddhism (NOB) (lower secondary education): 36 schools in 11 pilot areas.

• **Schools have a multidimensional student support model** covering health, behavioral, and learning dimensions. This will provide schools with tools and information to effectively prevent students from dropping out due to various risk factors. It also enables schools to systematically link information of students under the conditional cash transfer program to provide educational opportunities at a higher level for economically disadvantaged and underprivileged students. The model was piloted in 616 schools in 29 educational service areas under OBE.

Figure 9.
Beneficiary assistance process



Note: In Academic Year 2021, there were 700,000 poor students and 1,200,000 extremely poor students.



Voices from Partners

Taling Chan Withthaya School, Mueang District, Suphan Buri Province: Yanee Kehajui, a teacher, said that most students under the Conditional Cash Transfer Program are from divorced families. They live with poor grandparents and have no money to get to school. Thidarat Khunmen is an orphan who has received a conditional cash transfer of 3,000 baht per year, which she uses for travel to school and lunch so as to lighten her grandmother's financial burden.

Phirunya is another student who has received a conditional cash transfer. She lives with her mother, who has a chronic illness and struggles with medication costs. In the past, her mother had to borrow money from neighbors to pay for her child's travel to school. After receiving the conditional cash transfer, she uses the money to pay for travel and necessary expenses for Phirunya to go to school.

Nonsi Witthaya School, Yannawa District, Bangkok: One-third of the students are from poor families. Most have divorced parents. They live in slums. Some students walk to school without having breakfast. At lunch, they have to share meals with friends. The conditional cash transfer can be used to help pay for their school expenses. Mrs. Nattapat Sirisathien, the school director, said

that students who have received conditional cash transfers are those who almost dropped out of school. Many of them understand that there are a home visit, screening, and household information verification. So, when they get the money, they truly use it for their studies. They are very proud that they have value in society and will strive to become a good citizen.



Advanced Vocational Innovation Scholarship Program



Alignment

National Strategy

Area 4:
Social Equality and Equity

Master Plan

Area 17:
Equality and Social Security

National Education Reform Plan

(3) Reform to Reduce
Educational Disparity



Goal

(1) Create opportunities for economically disadvantaged or underprivileged adolescents to allow them to access vocational or advanced vocational education.

(2) Develop a vocational education model that enables social mobility and ends intergenerational poverty.



Beneficiary

Economically disadvantaged or underprivileged adolescents in secondary schools, vocational schools, or equivalent who are interested in pursuing a vocational or advanced vocational certificate, diploma, or one-year nursing assistant certificate pursuant to Section 5 (4) of the EEF Act.



Budget

527,945,500 baht

Thailand is facing a shortage of qualified vocational workers because the current vocational education and training do not create enough skilled graduates to meet the labor market demands. Vocational workers are in more demand than ever and are a driving force of Thailand's economy and society in the future. According to a study of educational inequality conducted by the Independent Committee for Education Reform (ICER), only 5 percent of adolescents from families in the bottom 15 percent of income have the opportunity to pursue education higher than an upper secondary level. This is six times lower than the national average. In response to this problem, the Advanced Vocational Innovation Scholarship Program has been initiated to provide educational opportunities to economically disadvantaged or underprivileged adolescents to allow them to access vocational and advanced vocational education to meet the country's labor market demands and improve their quality of life in order to break the cycle of intergenerational poverty.

Project Status:

The third-year project aims to expand results through action research to create educational opportunities for adolescents with disabilities, develop and advocate a vocational education model to become a public policy, improve the vocational skills of scholarship students to meet the labor market demands, and create a space to promote entrepreneurship.

Project Concept 2021

EEF will develop an effective vocational education model in collaboration with the Office of the Vocational Education Commission (OVEC), educational institutions, and community colleges. It will partner with academic and private organizations to support and assist economically disadvantaged or underprivileged adolescents to pursue a vocational or advanced vocational certificate, diploma, or one-year nursing assistant certificate and receive a holistic development. Scholarships will be awarded to 2,500 students a year. Moreover, EEF will work together with educational institutions to develop curricula that align with the human resource development policy and skilled labor demands for the following 10 core programs that are the target of national economic development.

The first S-curve industries, including the next-generation automotive, smart electronics, affluent, medical, and wellness tourism, agriculture and biotechnology, and food for the future.

The new first S-curve industries, including the robotics, aviation and logistics, biofuels and biochemical, digitals, and medicals hub (including science, technology, and digital technology).

Moreover, EEF will strengthen educational institutions to be able to provide work integrated learning (WIL) to support national development under the Thailand 4.0 Strategic Plan.



Performance Results in 2021

• Beneficiaries include

(1) Scholarships were awarded to 7,067 disadvantaged adolescents to support and assist them to pursue vocational education, as follows:

- A new batch of 2,427 scholarships (Academic Year 2021), consisting of 1,095 five-year scholarships (vocational continuing to advanced vocational certificate) and 1,332 two-year scholarships (advanced vocational certificate/diploma).

- 4,640 cumulative scholarships (Batch 1 and Batch 2)

(2) 63 percent of scholarship students maintained a GPA of 3.00 - 4.00.

(3) 1,091 two-year scholarship students in Batch 1 (advanced vocational certificate/diploma) have graduated. Three months after graduation (August 2021), 35.1 percent of scholarship students were employed, 33.4 percent continued their education at a higher level, and 31.3 percent were seeking employment.

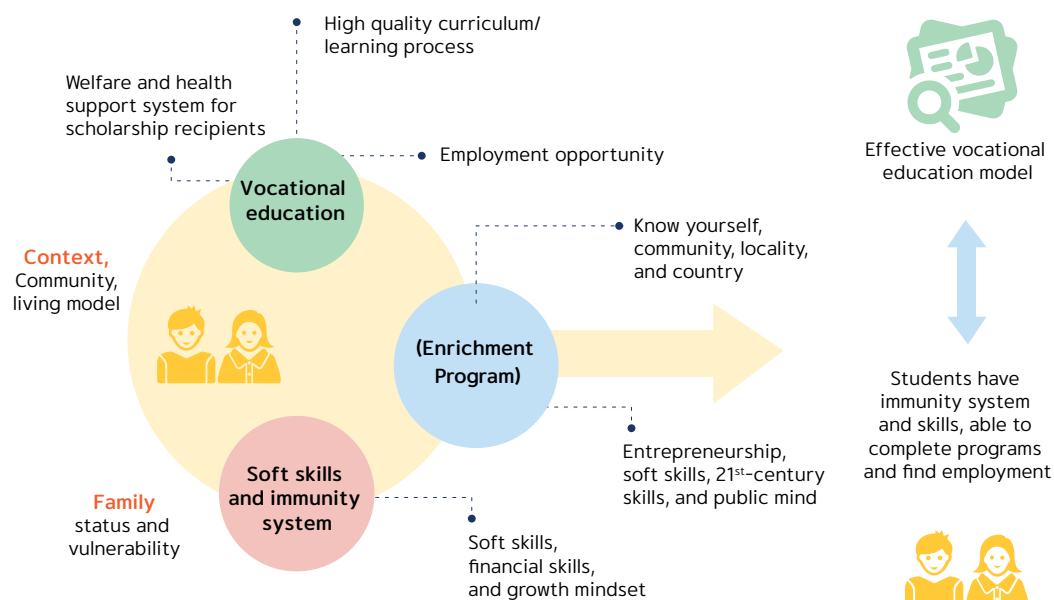
(4) 32 scholarship students in a one-year nursing assistant program have graduated and

received a certificate from the Nursing and Midwifery Council. This is an important step in creating a model to develop medical and public health workers to meet today's labor demands.

- **Promote and support the improvement of educational institution systems:** EEF has started to develop curricula and lesson plans to develop scholarship students in all dimensions, including learning, skills, and hands-on experience (see Figure 10). Based on the project evaluation by Thammasat University, it was found that vocational institutes have become well-known in the business community. As teachers have been proactive in screening and selecting scholarship recipients and due to memorandums of understanding on internship collaboration with many businesses, scholarship students were able to gain hands-on experiences. There were 91 educational institutions in 44 provinces participating in the project.

- **Support students with special needs to continue their studies at the advanced vocational education level:** EEF has worked with the Office of Vocational Education Commission (OVEC) to transform “specialness” into “power” through 189 vocational innovation scholarships to students

Figure 10:
Beneficiary assistance process



with special needs. There were 114 scholarships for students with hearing impairments or communication disorders, 47 scholarships for students with mobility impairments or physical disabilities, 24 scholarships for intellectually impaired students, and 4 scholarships for students with learning disabilities.

- **Proactive financing and collaboration with the Eastern Economic Corridor Office:**

EEF has selected and developed educational institutions to meet labor demands arising from investments in and development of the eastern economic corridor in Chon Buri, Trat, Rayong, Chachoengsao, and Sa Kaeo.

- **Develop an academic monitoring and support mechanism for developing teachers and school administrators** and foster collaboration and partnership with various sectors to create learning opportunities and support beneficiaries to complete their education.

- **Develop the Hero-V system** through the improvement of supporting, assisting, and counseling skills for adolescents and vocational teachers. EEF has cooperated with the Child and Adolescent Mental Health Rajanagarindra Institute and Department of Mental Health through a mentor system and consultation from child and adolescent mental health specialists, one person per province for a total of 40 provinces to create a channel for teachers to refer scholarship students who are facing complex problems to specialists. After the system is completed, it was found that the average health score of scholarship students has significantly increased. The model and process can be expanded and upgraded to an educational policy.

- **Student case management** system is a tool that supports scholarship management and scholarship students. It contains home visit records, school attendance information, scholarship information, and academic records and experiences of scholarship students.



I can study here because of EEF's Advanced Vocational Innovation Scholarship for students with special needs. This scholarship not only gives me an opportunity but also helps support my family. It allows me to pursue my dreams. I want to see more of this kind of support and more opportunities for others like me.



Mr. Sittha Amul

Advanced vocational innovation scholarship students, Batch 1
2nd-year advanced vocational student in the digital business technology program, Chiang Mai Polytechnic College, Mueang District, Chiang Mai Province

Voices from Partners



Not only are we giving students educational or job opportunities, but we are also helping them to experience life that matches their age, to play, to have fun, and to socialize just like other teenagers. This is what we think children deserve as part of their growing up to become an adult.



Mrs. Niramon Wiriyawutthiwong
Head of Career Guidance and Recruitment
Department of Petrochemical and the supervisor of scholarship students, Rayong Technical College, Mueang District, Rayong Province.

Examples of Educational Opportunities

Mr. Wuttipong Wongpibunrattana, an advanced vocational student in the Mechatronics and Robotics Program, Chiang Mai Technical College, Chiang Mai Province is from a poor family who works as hired labor. After receiving the advanced vocational innovation scholarship from EEF, his life and academic performance have improved. Nowadays, he does not ask his parents for money. He currently lives with his elder brother. In addition to paying for travel and food costs, he manages his scholarship carefully to save money for the future. With his determination, he is able to maintain a 4.00 GPA.



The EEF scholarship has given me many benefits, including paying tuition fees and living expenses. Sometimes, I use it to help my family. I don't have to worry about where to get money to study. Before receiving the scholarship, I had to work a part-time job. More importantly, I hope to save some money to pursue a bachelor's degree in the field related to mechatronics and robotics in the future.





After receiving the scholarship from EEF, my life has changed dramatically. Nowadays, I don't have to ask my parents for money. Besides paying for living, travel, and study costs, I can save money for my bachelor's degree. I am not a Thai citizen at the moment. My parents are Tai Yai. If I graduate with a bachelor's degree, I can apply for Thai citizenship. Now I have to save money in order to pursue my bachelor's degree.



Mr. Numkrua, a Batch 1 two-year scholarship student, (advanced vocational certificate/diploma), Lamphun Technical College, Lamphun Province, is a Tai Yai without a last name. He had to work to send himself to school since he was in Grade 6 by selling flowers which earned him 170 baht a day. His academic performance was good with a GPA of 3.80 - 3.90. Numkrua was awarded the advanced vocational innovation scholarship for EEF. After graduating with an advanced vocational certificate, he was enrolled in Rajamangala University of Technology Lanna in Chiang Rai to study logistics.



This project focuses on integrating partnerships with businesses to provide students with places for hands-on training, which will improve their skills, such as soft skills, communication skills, financial skills, and stress management skills. These skills can help them lead a happy life and support their families.



**Asst. Prof. Panpetch
Chininthorn**
Post-Compulsory
Education Promotion and
Development Committee
EEF

True Potential Scholarship Program



Alignment

National Strategy

Area 4:
Social Equality and Equity

Master Plan

Area 17:
Equality and Social Security

National Education Reform Plan

(3) Reform to Reduce
Educational Disparity



Goal

(1) Create educational opportunities for disadvantaged vocational students with good academic achievements or outstanding abilities to pursue higher education in a bachelor's degree, master's degree, or doctoral degree.

(2) Develop a model for creating educational opportunities to support and assist resilient students graduating from vocational education to further their studies at the higher education level.



Beneficiary

Vocational and advanced vocational students (age 17-21) who are economically disadvantaged or underprivileged pursuant to Section 5 (4) of the EEF Act.



Budget

38,140,000 baht

EEF has studied the education disparity situation and vocational labor development in Thailand and found that the percentage of the poorest children in the country that has access to post-compulsory education is very low compared to the national average. This is especially so for resilient students who are from families at the bottom income quintile of the country. Without educational opportunities and support, these students may drop out of school or receive education that does not match their potential. It is the loss of human resources as the country is missing out on many highly-skilled vocational workers to meet the labor market demands.

In response to this problem, EEF has initiated the True Potential Scholarship Program to provide educational opportunities for resilient students to pursue a bachelor's degree or higher in advanced vocational programs.

Project Status:

The third-year project aims to improve the scholarship scheme and measures to meet the demands for vocational workers. This will include promoting more educational opportunities, developing scholarship recipients in all dimensions, collaborating with higher education institutions to develop higher vocational education pathways, and raising awareness of student potential for continuous development.

Project Concept 2021

Provide 40 scholarships per year to students with potential but are economically disadvantaged or underprivileged to allow them to further their studies at the bachelor's to doctoral degree level and develop their full potential. The academic sector, private sector, and the media will work together to make a field visit, assess the poverty of students, and select scholarship students in order to support “capable and smart children” who will become role models in the country’s vocational field and change agents in the future. This will help create motivation and values in vocational education and develop highly skilled vocational workers in fields that are in demand in the labor market and a driving force of national economy and society in the future.



In developed countries driven by industry, there are vocational education systems comparable to general ones. They support vocational students to be able to pursue a doctoral degree because this group of students will play an important role in developing new technologies. Therefore, vocational personnel must have knowledge, skills, creative ideas.

Prof. Naksit Kuwatanachai
Advisor to the EEF Board
of Governance
and Chairman of the True
Potential Scholarship
Program Committee





I always believe that if excellent grades will be my pass to more opportunities. This scholarship matches my needs, that is having good grade but lacking fund. If I have a scholarship, I would like to pursue a Ph.D., then get a job as a telecommunications engineer. I want to use my talent to work as a developer as well. I think that remote and disadvantaged areas need to be developed in this area because communications can facilitate people to develop themselves. Whoever wants to learn should be given this opportunity.



Ms. Phathareeya Saekham
True potential scholarship
student, Batch 1
Telecommunications
Electrical Engineering
Program, Rajamangala
University of Technology
Lanna Chiang Mai Province

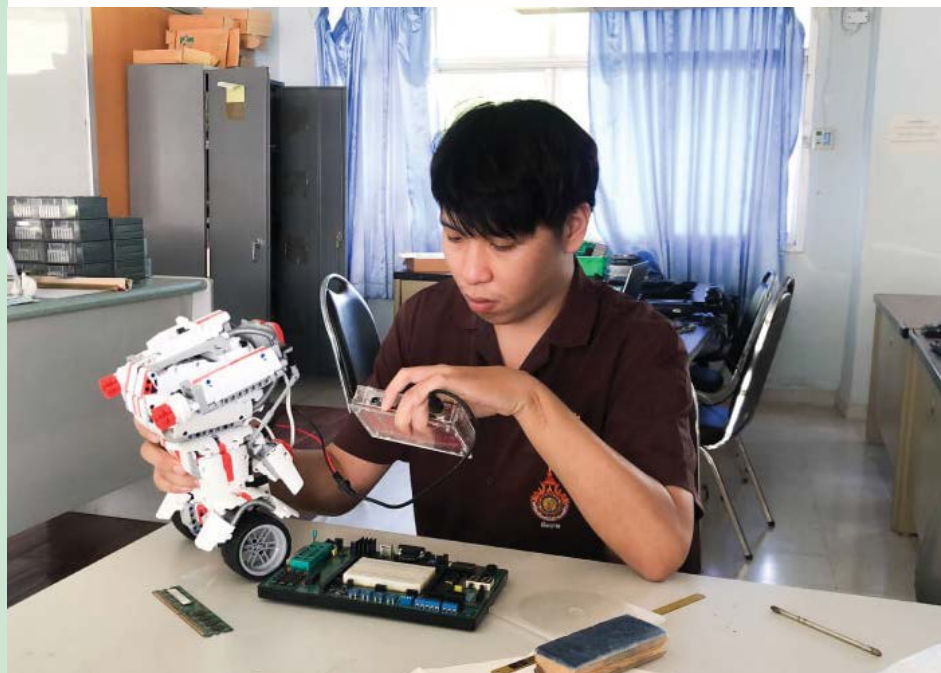
Eligible students may apply for the True Potential Scholarship to study in the following programs:

1. Programs that are the target of the national development: These are programs related to the industries that will help drive the economy and move the country towards Thailand 4.0. These industries are:

1.1 The first S-curve industries, including the next-generation automotive; smart electronics; affluent, medical, and wellness tourism; agriculture and biotechnology; and food for the future.

1.2 The new first S-curve industries, including the robotics, aviation and logistics, biofuels and biochemical, digitals, and medicals hub.

2. Science, technology, and digital technology.



Performance Results in 2021



- **Creating education opportunities for talented vocational or advanced vocational students who are economically disadvantaged or underprivileged** to develop skilled vocational workers to meet the needs of the labor market and Thailand 4.0. Scholarships were awarded to 85 students, including those in the industrial education program in order to develop and nurture technician teachers into qualified educational personnel.

- **Developing students from poor families to become leading vocational personnel while developing tools,** databases, case monitoring systems, and procedures for identifying, selecting, developing, and cultivating resilient students to be able to exchange knowledge with relevant agencies.

- **Integrating and improving the development and support of resilient students through** partnerships with government and private organizations such as working on projects or research with companies like Thai Toshiba Industrial Company, guidance from higher education institutions, Design Your Life project, and financial literacy programs, and broadening the world of modern technology to enable scholarship students to grow into capable adults and important forces to further develop the country.

In conclusion, EEF's True Potential Scholarships will not only help create educational opportunities for students to improve their personal economic status but not also help their families to break the cycle of intergenerational poverty.

Examples of Educational Opportunities

True Potential Scholarship Changes My Life and Allows Me to Follow My Dreams

Ms. Chananlada Kaewchatree, a true potential scholarship student of Batch 1, graduated with a bachelor's degree from the Aquaculture Technology Program, Tinsulanonda Fisheries College in Songkhla Province, with a GPA of 3.41.

Because her mother had an accident which caused hand disabilities, Chananlada had to work during her school years to help her family. She worked as a waiter in a restaurant, packed frozen shrimp products in a factory, and clean a teacher's house in a college. She was interested in aquaculture. While studying in an advanced vocational school, she won 1st place in a vocational team competition. During her bachelor's degree study, Chananlada conducted



a research project on a comparative study of suitable formulas for aquaculture and interned at the Pathio Shrimp Genetic Improvement Center in Chumphon Province. Chananlada's ambition is to become a researcher and complete a doctorate degree. She is currently selected to pursue a master's degree in the Faculty of Natural Resources, Marine Science and Management Innovation Program at the Prince of Songkla University Hat Yai Campus.

Dreaming of becoming a Ph.D. and an expert engineer

Mr. Thanachot Suwanakij, a true potential scholarship student of Batch 2, is currently pursuing a Bachelor's degree at the King Mongkut's University of Technology North Bangkok in the Electrical Engineering Technology and Power Electronics Program. He graduated with an advanced vocational certificate in electric power from Satun Technical College with a GPA of 3.71.

His family opens a grocery store to earn a living. In the past, Thanachot earned extra income while studying to help his family by installing electrical systems in houses and rubber tapping. During his studies, he was a member of the Association of Future Thai Professionals at Satun Technical College, a committee member of the Professional Electrician Club, and a chief electrician at the Fix It Center to repair electrical systems in communities. He conducted the



swallow nest cleaning with a speaker project to help create value for swallow nest products for Thai exporters. This invention won a national award and has been further developed and commercialized. Thanachote chose to pursue a bachelor's degree to expand the results of this innovation. He also received a royal student award when studying at a vocational school and granted the southern border provinces scholarship.

Voices from Partners

The most important issue of educational disparity is that many students have to drop out of school before completing their vocational or advanced vocational education. It is regrettable because this age period is the best time for them to develop their potential. There is still a lot more that educational institutions or businesses can help. The loss of opportunities to develop these human resources is the loss of the country.

Prinya Wangman, Head of the Department of Animal Science and Fisheries at Ratchasima College of Agriculture and Technology talked about the vocational education situation that every school year there are many young students who give up and leave school to find a job to support themselves and their families, struggling break away from intergenerational poverty.

Many children have potential and are ready to shine if developed. However, reality prevents them from reaching their full potential. This is the loss that Prinya sees in vocational education every year.

The True Potential Scholarship is the first scholarship program that supports vocational students to continue their education to the highest level. It helps students who have potential but are economically disadvantaged to study at the bachelor's, master's, and doctoral levels.

The scholarship allows children to find out what they could do. With scholarships and support, the rest is up to their determination. This is what this scholarship program can offer.



Farmer or educationally disadvantaged families will have to pay for their children's education after completing the vocational level, especially if they are pursuing a bachelor's degree. Therefore, scholarships that will allow them to further their education are important. Without these scholarships, they would have to enter a labor market despite being at the school age.



Prinya Wangman
Head of the Department
of Animal Science and
Fisheries
Ratchasima College of
Agriculture and
Technology
Nakhon Ratchasima
Province

Beneficiaries: Student Teachers, Teachers, and Schools



Homegrown Teacher Scholarship Program



Alignment

National Strategy

Area 4:
Social Equality and Equity

Master Plan

Area 17:
Equality and Social Security

National Education Reform Plan

(3) Reform to Reduce
Educational Disparity



Goal

Create opportunities for poor or disadvantaged children who are interested to become teachers to pursue a bachelor's degree in higher education institutions (Faculty of Education) and to be employed as young teachers in schools in their hometown communities.



Beneficiary

Poor or disadvantaged students in Grade 12 or equivalent who have potential and are interested to become teachers pursuant to Sections 5 (3), (5), and (6) of the EEF Act.



Budget

139,694,000 baht

According to the World Bank's research and OBEC's database, in 2018, Thailand had more than 15,000 small schools in remote areas and about 2,000 schools that were not mergeable in remote areas because they were located in high-altitude areas along borders or on islands. The majority of the country's poor or disadvantaged students are in these schools. Turnover rates of non-local teachers in these areas were also high, and finding teacher replacements was not easy. As a result, there was a shortage of teachers, causing them to be overworked. They needed to do administrative and managerial work while teaching students. These problems inevitably affect students and need to be addressed, especially the learning quality of children which will have a continuing impact on the quality of local citizens in the future.

The Homegrown Teacher Scholarship Program thus aims to create opportunities for poor and underprivileged students who have potential and are interested in becoming teachers to complete their studies and be employed as young teachers in remote schools in their hometowns to solve the teacher shortage and high turnover. It is hoped that scholarship recipients will be cultivated to become teachers who are true to their profession and community developers.

Project Status:

The third-year project aims to promote and support students under the Homegrown Teacher Scholarship Program to work with communities and destination schools in remote areas to develop their skills and prepare them for the role of teacher upon graduation.



I knew I wanted to be a teacher since I was in a lower secondary school. At that time, I felt that I liked teaching children. If I can teach, you would be happy. I want to teach stateless children to give them a better future. In the past, most teachers were not local. Some young children have communication problems because they are ethnic groups. At home, they speak Karen or Mon. When they are at school, they can't communicate with teachers fully. Being a local teacher will make me understand children better.



Ms. Yaratchanee Juti
Student of the Faculty
of Education,
Kanchanaburi
Rajabhat University
Homegrown Teacher
Scholarship Program,
Batch 1

Project Concept 2021

The Homegrown Teacher Scholarship Program is a collaboration between EEF and five agencies, including the Ministry of Education, Ministry of Higher Education, Science, Research and Innovation, Office of the Basic Education Commission, Office of the Teacher Civil Service and Educational Personnel Commission, and Secretariat Office of the Teachers Council of Thailand. It aims to create educational opportunities for students in remote areas who lack access to education but have good grades and are interested in becoming teachers to allow them to continue their studies at the higher education level in the faculty of education in the early childhood and primary education program. Upon graduation, they will be placed as teachers in their own local schools. This will solve the problem of teacher shortage in schools in remote areas. It will also produce a new generation of teachers who are both developer teachers and change agents at the local level.

EEF plans to develop and produce five batches of teachers, 300 teachers for each batch, totaling 1,500 teachers. It will also promote collaboration between higher education institutions (faculty of education), schools, and communities in remote areas to improve the teacher development and production process to meet the local context and demands of the country in a more sustainable way.

Performance Results in 2021

- Providing educational opportunities to 627 poor or disadvantaged students to access higher education in 15 teacher training institutes across the country to develop a new generation of skilled teachers to be stationed at schools in remote areas in their hometowns.
- Selecting and preparing 240 students from Batch 3 of scholarship recipients so that they understand the curricula and community context of remote schools where they will station after graduation

- Developing model institutes to develop and produce a new generation of teachers in each region across the country: 15 teacher training institutes has worked together with schools and communities to improve the teacher training approach and process to meet the needs of the local context and built a partnership network with agencies involved in teacher training. This leads to the development of a model institute for producing and developing teachers in each region.

- Developing destination schools in remote areas is an important component of the production and development of new generation teachers. The whole school development approach has been adapted to local school contexts. Experts and teacher training institutions worked together to develop and lay out guidelines for learning management for student teachers in 600 remote schools to allow them to have a strong administrative and academic system. Moreover, they supported the hands-on teaching training of new generation teachers together with the teacher training

institutions upon graduation according to the guidelines, which consists of:

(1) Administrators place importance on the roles and duties to support resources for school development.

(2) Teachers opens the classroom for fellow teachers to observe teaching, teaching materials, and new teaching techniques.

(3) Students are interested in learning, proud, and value themselves. They have opportunities to receive support and be developed based on their potential.

(4) Schools have clear goals and development plans. They create a culture of work that is conducive to learning, student teacher training, and have a network to exchange knowledge for development.

(5) Parents and communities are involved in school development and support more school activities.



Project information and achievements
<https://www.eef.or.th/KruRakThin/>



Examples of Educational Opportunities



The Homegrown Teacher Scholarship gave a chance to one student who thought that attending a university was beyond her reach. The program looks for students who are interested in becoming teachers to be trained and cultivated and equip them with skills needed for developing their own hometown communities. A rural teacher like me will not only teach students but also take care of people in our hometown community.



Ms. Jutharat Kingnok
Student of the Faculty of
Education, Kalasin University
Homegrown teacher scholarship
recipient, Batch 1



Ms. Wandalak Rungrueng
Student of the Faculty of
Education, Chiang Mai Rajabhat
University and recipient of the
Homegrown Teacher Scholarship, Batch 1



Most people want to be teachers in cities. But I think that I can be of more use if I return to my hometown. There are many things in my village that I want to improve. As I am the local, I know about problems here better than anyone. So, I can solve them quickly. If it was someone else, they would have to do the study first.



Voices from Partners



Due to the COVID-19 situation, this year, we opt for online applications and online interviews. The committee from the institute will review eligibilities. Then, Interviews will be conducted by the committee from the institution, communities, destination schools, and provincial supervisors to select twice the number of students to be supported. In the third round, we will make a field visit. In addition, Chiang Mai University will also conduct a preliminary interview in English.



Wichaya Phewkham
Lecturer of the
Faculty of Education,
Chiang Mai University

Homegrown teacher scholarship-Following your dreams to become a teachers for community

Chiang Mai University is one of the teacher training institutions under the Homegrown Teacher Scholarship Program for three years since 2020.

Associate Professor Kiatsuda Srisuk, Dean of the Faculty of Education, Chiang Mai University said that the Faculty of Education Chiang Mai University specializes in integrated operations to drive area-based education in Chiang Mai Province to develop society and communities. We have a process to reach communities through collaboration with the Faculty of Education and local communities. All sectors have participated in the process of searching, screening, and selecting students for the Homegrown Teacher Scholarship Program. This is an important starting point for the teacher's production process in a closed system. It will ensure that students participating in the program meet the eligibility requirements and are able to promote learning for schools and communities in remote areas in a concrete manner.

In the next four years after graduation, these scholarship students will go to teach in 26 remote schools in Phayao, Lampang, Chiang Mai, Chiang Rai, Mae Hong Son, Nan, Phetchabun, Uttaradit, and Tak.



Teacher and School Quality Program



Alignment

National Strategy

Area 4:
Social Equality and Equity

Master Plan

Area 17:
Equality and Social Security

National Education Reform Plan

(3) Reform to Reduce
Educational Disparity

For two academic years, school quality in Thailand differs between rural and urban schools, and this difference is likely to increase. This indicates that educational disparity is not only about access to education but is also related to education quality.

Today, teacher teaching and student performance evaluation does not clearly reflect learning outcomes and 21st-century skills. Moreover, the COVID-19 pandemic has caused school closures which led to learning loss and a decrease in the learning and social skills of children and adolescents.

The concept of the Teacher and School Quality Program involves working with teachers to reduce educational disparities in medium-sized schools with a large share of disadvantaged children. It is a whole school approach with measures to promote school management and classroom learning. It aims to create knowledge, skills, and positive attitudes and foster collaboration with relevant partners to achieve system changes in schools and nodal agencies.



Goal

Develop a model for management and development of teacher and classroom learning quality to enable students to develop 21st-century skills and improve their academic performance.



Beneficiary

Teachers, students, and medium-sized schools with large shares of disadvantaged children under OBEC, LAO, and OPEC. pursuant to Sections 5 (3), (5), and (6) of the EEF Act.



Budget

350,000,000 baht

Project Status:

The third-year project aims to produce results, empower target audience to create sustainable changes, and expand results to drive the Teacher and School Quality Model to the policy level.

Project Concept 2021

The project focuses on improving the quality of the whole school system, taking into account the context and situation of classroom management and process. The implementation in 2021 aims to produce results that will lead to policy advocacy at different levels. The school-centered approach will help 1) set clear school development targets, 2) use Information systems for quality management, 3) develop leading teachers and build a professional learning community, 4) develop networks outside the school, 5) develop proactive learning innovations, and 6) develop a student case support system. There are two processes as follows:

1) The whole school development process to support 727 target schools to develop quality and apply innovations from 11 co-development networks to act as mentors appropriate to the context and school needs.

2) Research, monitoring, lessons learned process for communication and expand results to support operations and evaluation together with partners, promote the expansion of results from schools, research to use the results as a model for development and result expansion, improve the quality of educational research, and promote policy advocacy to drive policies and create changes.

Performance Results in 2021

727 schools achieved systematic development. As a result, more than 190,000 students had opportunities to access higher-quality education. Due to support from nodal agencies, including the Office of the Basic Education Commission (OBEC), Office of the Private Education Commission (OPEC), and Local Administrative Organization (LAO), there were systems changes at both the school and nodal agency levels.

Schools under the project have been developed in three areas as follows:

(1) Lesson planning and school management using an information database system and student

support system to respond to the needs of students, especially those at risk of dropping out of school.

(2) Academic management develops teachers through a professional learning community (PLC) to make new lesson plans that are suitable for different contexts. A continuous quality assessment and assurance system can reflect performance results quickly allowing administrators and teachers to adjust their working styles and develop curricula that are in line with the school and community context.

(3) Improvement of the capacity to develop educational personnel to support administrators

to be academic leaders and competent in managing alternative schools, enable teachers to set learning targets and organize active learning to develop students based on their potential, create a diverse learning environment, and design a learning management process that enables students to achieve the desired performance and become a school culture.

Extending the Teacher and School Quality Development Model

The implementation of the Teacher and School Quality Program led to the expansion of the school and teacher development model to the following contexts:

- **Improving the quality of 70 schools under the Border Patrol Police Bureau using a school-based approach through the support of** 11 local higher education institutions and 67 partner schools in 22 provinces. In 2021, there were 687 teachers in the BPPB schools who were developed professionally and 8,097 students in the BPPB schools benefited from the teacher development.

- **Developing formal and non-formal teachers through a teacher quality and competency development program** to improve 21st-century skills for teachers and educators. Teachers took part in learning design. They also facilitated learning for learners and evaluated their performance. **In 2021, 10 courses and workshops were organized for 525 teachers across the country** to enable them to develop a teaching and learning process to meet the desired goals.



No high-quality education is without a teacher agency. The key at the operation level is an agency. Of course, administrators at the policy level are also important. The applicable policy is one that empowers horizontal relationship.

Prof. Vicharn Panich
Advisor to the Board
of Governance
EEF

• **Developing Teachers for Students: Connecting and Learning Together Online**

This project has been implemented for two years to support a community of teaching professionals to develop teachers and schools through an online platform. It aims to (1) provide a space for teachers and educators in different areas to exchange information, (2) develop skills to facilitate active learning, and (3) develop a formative assessment process that allows teachers to review evidence-based achievements of individual learners.

In 2021, the project supported the online learning community for teachers to empower school administrators and teachers. It developed 300 core teachers who can expand results and further develop other teachers.



TSQP Online Platform
<https://www.starfishlabz.com>

Example of a professional learning community for teachers

**“The Protectors of Bang Saray River”
 A Project-Based Learning Innovation at Ban Bang Saray Community School, Chonburi**

Worawut Kheunsantia, a teacher at Bang Saray Community School in Chonburi Province, used what he learned through the online platform to evaluate students’ thinking skills from the start. This enabled him to understand students’ outstanding thinking skills without grouping them based on their grades. Instead, students were assessed into groups based on their creativity or concept, which made them feel proud and want to show off their outstanding skills.



Balancing the number of learners with both skills will produce good results in integrated project-based learning. All learners will be able to use their creativity and scientific knowledge to create prototypes that address problems in the community or conserve things that are valuable in the Bang Saray community.

Voices from Partners



The approach to working together with 25 fellow schools led by school administrators is like working with friends who walk beside, understand, support, and comfort each other. In our learning for development, we have the same goal. That is to make our students enjoy learning and allow them to use their knowledge and skills in real life.



Asst. Prof. Siriwan Chatmaneerungcharoen
Dean of the Faculty
of Education
Phuket Rajabhat
University

A Story of the Teacher and School Quality Program (TSQP) at Phuket Rajabhat University

Asst. Prof. Siriwan Chatmaneerungcharoen, Dean of the Faculty of Education, Phuket Rajabhat University and Head of Phuket Rajabhat University Network, said that TSQP has brought many changes, including a strong educational working group from the school level to the provincial level and a network of 11 centers. School teachers are more open to learning, share and exchange ideas.

Teachers use the classroom as a place to exchange information. Students' real classroom is in the community. Participatory education is becoming more mainstream and has been integrated into teaching practice and culture to prepare students to enter the real world.

Administrators and supervisors are important supporters of changes. They empower teachers with positive energy and Phuket's education network to integrate projects to support TSQP.





• Development of Disadvantaged Children and Adolescents through the Prince Maha Chakri Teachers Award 2021

EEF plays an important role in supporting the selection of teachers for the Prince Maha Chakri Award (International Award). It has participated in the selection committee to select teachers from 77 provinces, who have brought changes to students' lives and make contributions to the field of education.

In 2021, there were 176 teachers nominated for the Prince Maha Chakri Award: one was granted the Prince Maha Chakri Award from Princess Maha Chakri Sirindhorn and 175 received awards from the Prince Maha Chakri Award Foundation. All award recipients were knowledgeable and capable teachers, who have

applied their knowledge and expertise to produce and expand results using innovations and methods appropriate to students' problems.

Together, these teachers have assisted more than 17,000 disadvantaged students and children in remote areas to improve their quality of life and receive learning opportunities based on their needs and age. Therefore, it can be seen that the Prince Maha Chakri Award Teacher Network is another powerful tool to drive the education system and help create equitable education in the country.

Educational Research and Innovation



Educational Research and Innovation



Alignment



National Strategy

Area 4:
Social Equality and Equity

Master Plan

Area 17:
Equality and Social Security

National Education Reform Plan

(3) Reform to Reduce
Educational Disparity

Creating equitable education in Thailand, which is an important mission of EEF, is not possible without initial factors of information, knowledge, innovation, and new methods.

Research and studies of knowledge for developing human resources, as well as promoting and supporting the use of this knowledge in reducing educational disparities, is, therefore, one of the important missions of EEF. EEF has positioned its role as an organization for joint research, development, and experiment together with partners and networks both domestically and internationally to create participation in education reform at both the organizational, community, and national levels.



Goal

Develop knowledge and innovations to reduce educational disparities that can be put into practice in EEF's projects and activities and missions of partners pursuant to Sections 5 (6) and (7) of the EEF Act.



Beneficiary

Partners who drive EEF's projects and activities and beneficiaries under Sections 5 (1), (2), (3), (4), and (5).



Budget

287,000,000 baht

Project Status:

The third-year project aims to use the developed knowledge, research, and innovation prototypes to pilot projects and expand results, as well as conducting research to develop monitoring and evaluation systems and using the results to improve operations.

Project Concept 2021

- Developing knowledge, information, technologies, and innovations for driving joint activities between EEF and its partners.
- Supporting research and innovation development through stakeholder participation at the local, national, and international levels. EEF will monitor to ensure performances achieve the policy objectives in a sustainable manner.
- Focusing on frugal innovations and the value of these innovations in addressing specific problems and needs.
- Using knowledge, empirical research results, and innovations to support operations, pilot projects, and expand results in real settings across the country. Collaborating and developing policy proposals with relevant agencies at the local and national levels in order to convince society and the government to have confidence in and accept the policy proposals of EEF.



Performance

Results in 2021

1. In total, 33 research and innovations have been developed. They can be classified into three types as follows:

(1.1) Nine technologies and information systems for equitable education, including the Information System for Equitable Education (ISEE), Provincial Education Account, National Education Account, Human Resource Inequality and Quality Longitudinal Sample, and Fundamental School Quality Level (FSQL).

(1.2) 13 research and evaluations

(1) EEF project evaluation research, such as research on the support system for disadvantaged children with redundant problems and research to improve the determination of extremely poor students and evaluate achievements of the conditional cash transfer intervention.

(2) Organizational and policy evaluation research, such as social assessment for equitable education programs and performance evaluation of the Education Equality Fund.

(3) Policy proposal research, such as innovative finance for equitable education and improvement of the quality of early childhood development centers in Thailand through high scope curricula and processes to support equitable education among disadvantaged preschool children.

(1.3) 11 innovation networks and policy proposals, such as a study to develop I SEE THE FUTURE innovation for primary school students, COVID-19 impact on EEF's target audience

research, and the use of research and innovation to reduce learning loss.

2. Application of research and innovations, including the use of information systems, tools, innovations, and financial and educational technology systems developed by EEF research to improve the effectiveness of budgeting practices and measures to reduce educational disparity and prevent corruption and data leaks, as well as to promote the collaboration and participation among government, local, and private sectors, both at the local and national levels, which will benefit beneficiaries of EEF throughout the country, including:

- Over 1,600,000 economically disadvantaged students.
- Over 100,000 out-of-school children.
- Over 300,000 teachers.

3. Application of knowledge and innovations derived from research and pilot projects in FY2019-2020 to expand results at the organizational, local, and provincial levels to promote equitable education in 76 provinces and Bangkok and benefit beneficiaries, as follows:

- Preventing school dropouts in preschool, compulsory education, and upper secondary or vocational education.
- Addressing educational disparities in small protected schools.
- Applying tools to promote and assess creativity in the classroom for beneficiaries.

- Developing policy proposals for relevant agencies to support education reforms according to government policies.

4. Research and innovation network:

Developing knowledge, information technology, and innovations in collaboration with over 500 academic and higher education institutions and other mechanisms, such as education assemblies, social enterprises, and international organizations for education and human resource development.



<http://research.eef.or.th/researchs/>

5. Collaboration models have been developed, such as the annual national and international academic conference to drive society, hackathons for equitable education, supporting the development of tools and measures to create equitable education and applying them to benefit beneficiaries and partner organizations throughout the country.

Example of Policy Proposal Research

Equity-Based Budgeting for Education

EEF in collaboration with Thammasat University Research and Consultancy Institute has developed the National Education Account of Thailand (FY2008-2018) to serve as a database to support the analysis and evaluation of the country's educational investments. In FY2018, Thailand invested up to 816,463 million baht, or 5.04% of GDP, in education. Of this, 618,427 million baht were from the government, accounting for 75.7 percent of the total educational expenditure. The educational budget during FY2008-2016 has increased continuously but decreased in FY2017 onwards.

However, education programs have received the highest budget allocation up to 20 percent. This is on par with the global average of investment in education. However, the problem of educational disparity remained, both in terms of accessibility and quality of education.

The study of equity-based budgeting for education found that the government has a policy to support the cost of education for all children



from kindergarten to basic education (15-year free education). However, when monitoring budget allocation to destination areas, it was found that students received unequal amounts of budget per capita. This is caused by many factors, such as the number of students in each school and small schools in remote areas that face a shortage of teachers. As a result, the budget allocated to these students and schools is lower than medium-large schools and below the national average. The key findings were summarized as follows:

- The average cost of primary schools is 58,476 baht/person/year. Secondary schools have an average cost of 48,591 baht/person/year, and opportunity expansion schools have an average cost of 58,436 baht/person/year.
- The average school cost per student tends to decline as schools grow in size, as a result

of the economy of scale.

- Average cost per capita vary by school location. Primary schools and opportunity expansion schools are located in municipality areas and have higher cost per capita than schools outside the municipality. While non-municipal secondary schools have a higher average cost per student than municipal schools. As for primary schools under OBEC in rural areas, it was found that small schools have the highest cost.
- The per capita budgeting proposal for schools in rural areas has proposed two additional allocation formulas: allocation based on geographical terrain and allocation based on school size, to replace existing allocation formulas of the same rates regardless of the number of students.
- Allocation based on geographical terrain should replace school budget allocation in special areas as announced by the Ministry of Finance which are not classified based on geography and should review budget allocation in the three southern border provinces to reduce support redundancy.

This research has provided a proposal to sustainably solve the problem of educational disparity. The government should focus on reforming equity-based budgeting using the information about the needs of learners and schools and local context to calculate budget allocation. This will help the Thai education system achieve its goals of equality and efficiency because students and schools will be allocated resources that are in line with the need to reduce educational disparities. Also, the state will save money from expenses that do not meet the needs.

The Bureau of Education Sandbox under the Office of the Basic Education Commission (OBEC) has coordinated EEF to request to use the results of the study of equity-based budgeting for education in education sandbox areas, which will be piloted in 2022.



<http://research.eef.or.th/nea/>



Current budget allocation formulas do not make quality equal but widen it. They make small schools, especially those not mergeable, at a disadvantage and unable to organize quality education. Even though small schools have more vulnerable children and more problems, they have been allocated less budgets. Consequently, the education quality in these small schools is deteriorating.



**Assoc. Prof. Chaiyuth
Punyasavatsut**
Lecturer of the Faculty of
Economics
Thammasat University

Example of Evaluation Research

The conditional cash transfer is an important intervention that can reduce educational disparities among school-aged children in Thailand.

Research found that the condition that requires supported students to attend school for not less than 80 percent of the total school hours plays a crucial role in keeping extremely poor students in school. It has produced positive outcomes for these students, such as having the opportunity to study at a higher level and improving their academic performance and health, which are expected to have an impact on their careers and finances in the medium and long terms.

Although the amount of conditional cash transfers provided by EEF is not large compared to the number of school days and living costs, it can affect the determination of extremely poor students, for example, personal beliefs about the return on education, educational and professional commitment, and perspectives and behaviors related to future life planning.

A behavioral economic analysis of extremely poor students to understand factors contributing to their determination found that:

(1) In addition to income inequality, there are disparities in attitudes and behaviors. Families with different backgrounds or income levels have

different perspectives on education and career prospects, all of which may affect educational achievement.

(2) The careers that students aspire to differ from those aspired by their parents. Many parents cannot comment on their child's career aspirations. They believe that the income of bachelor's degree graduates is limited to the minimum income set by the state. This is the old perspective about careers in the labor market, which differs from that of students who see more new career opportunities. However, there are some students who can only identify careers broadly.

(3) Differences in career commitment. There are differences between different income and ability groups. For example, students in the high achievement group or from well-off families believe that factors that lead to learning success are more internal like spending time reviewing lessons than external like scholarships. This shows that beliefs about success are not unrelated to inequality. Therefore, providing students and parents with correct information and beliefs, such as fostering growth mindset, will be an important internal driving force aside from economic information and guidance on further studies and careers.



<http://research.eef.or.th/research/poor-student/>

Example of Development Research

PISA for Schools

In 2021, EEF in collaboration with the Organization for Economic Co-operation and Development (OECD) conducted the PISA for Schools Project, which used the same assessment framework as the Programme for International Student Assessment (PISA) implemented by OECD every three years.

PISA for Schools applies PISA assessment tools to improve and develop the school reporting process to display the level of student performance in schools, so that educational institutions can use the assessment report data to develop school management and lesson planning and comparative data to enable peer learning with other participating schools, both nationally and internationally, which face similar problems or have similar economic contexts. This will allow schools to develop measures and guidelines that are specific and appropriate to the school context.

PISA for Schools assessed the performance of 2,459 students aged 15 in 66 schools nationwide. The PISA-based Test for Schools (PBTS) was used to assess performance and survey student background in two parts as follows:

Part 1 assessed three aspects of literacy competence: reading literacy, mathematics literacy, and scientific literacy.

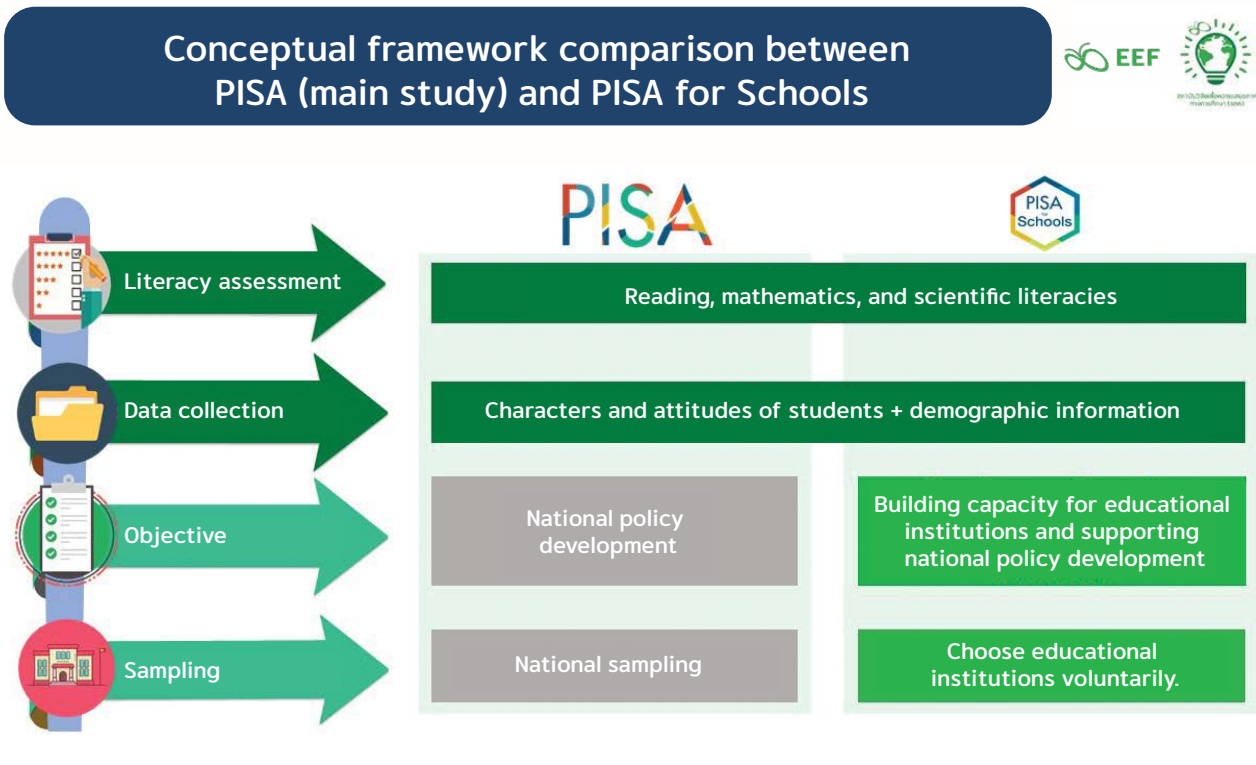
Part 2 was a student background survey that explored information about students' socioeconomic background and livelihood and how students view themselves, such as motivation and aspirations, self-expectation, and perspectives on the school environment, such as bullying or lesson planning. It also explored five socio-emotional skills: emotional regulation, engaging with others, collaboration, task performance, and open-mindedness.

In addition, EEF submitted information of conditional cash transfer students in participating schools for further analysis by OECD. This information included gender, poverty status, birth month and year, and school information (e.g., affiliation, province, and the location of schools). EEF also integrated collaboration with schools participating in the Teacher and Schools Quality Program (TSQP).

The PISA for Schools Program reveals interesting observations as follows:



Figure 11.
Conceptual framework comparison between
PISA and PISA for Schools



Example of Innovations for Equitable Education

Information System for Equitable Education (iSEE)

iSEE is an information system that displays the situation of educational disparity of EEF's target groups, covering more than four million people across the country. It links with the databases of relevant agencies, such as the Ministry of Interior, Ministry of Education, Ministry of Social Development and Human Security, Ministry of Labor, Ministry of Public Health, and Ministry of Finance.

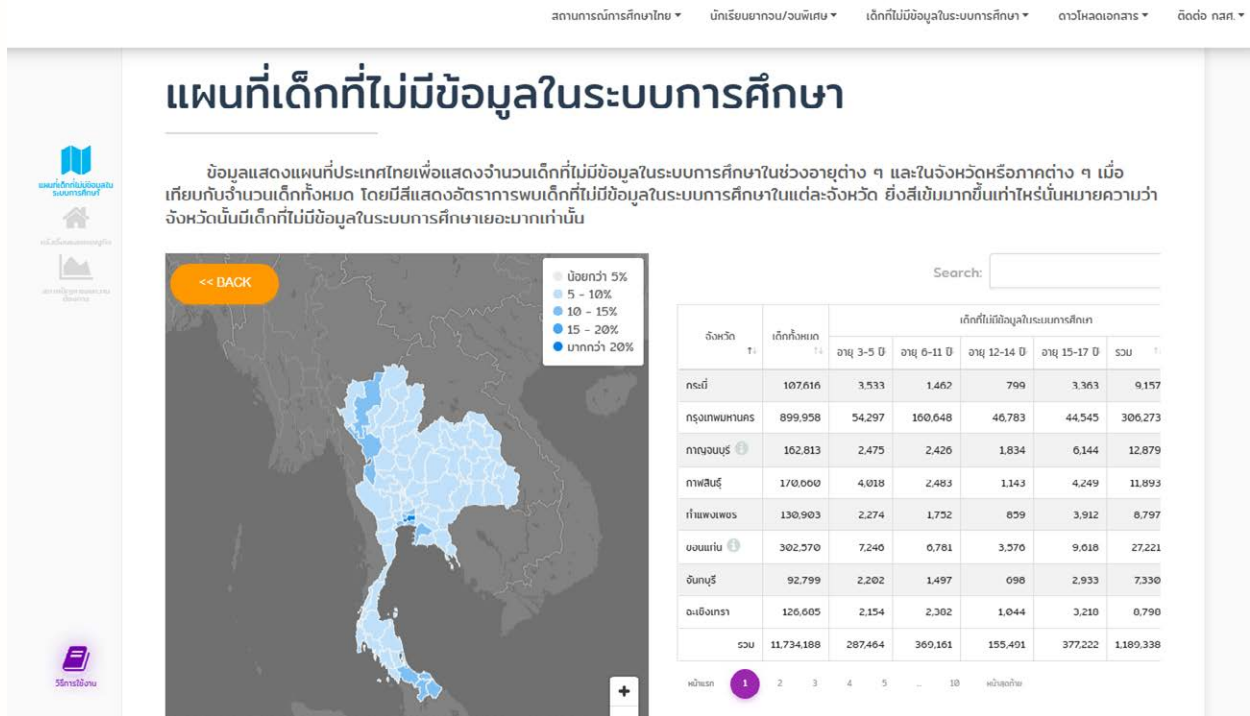
iSEE is an effective tool for supporting data integration and inequality reduction measures. It will report data from the Big Data under the Conditional Cash Transfer Program implemented by EEF and its partners, including the Office of the Basic Education Commission (OBEC),

Department of Local Administration, and Border Patrol Police Bureau since Academic Year 2018. iSEE consists of:

- **Information about more than four million economically disadvantaged and underprivileged children and adolescents** linking the 13-digit identification numbers of children and their families to a large government database that consists of parental income, household status, child health information, conditions and risk behaviors of children, educational and support needs, school attendance rates, and grades.
- **School information** includes information at the educational service area and school levels, school resources, and information at the sub-district, district, and provincial levels.



Figure 12.
Example of data display in iSEE



EEF has designed and developed iSEE to be able to display information in a simple format for practical use to allow policymakers to see the inequality situation clearly across the country. It will serve as a tool for partners, such as the media and educational institutions, to use according to their needs and missions. It is based on the concept of user-centered data visualization tools in data design, allowing users to analyze information to meet their needs. iSEE has five main purposes:

1) An information system that is linked to the database in line agencies.

2) Virtual live and a user-centered design for ease of use to address inequality in society.

3) Reforming the work process to lead to the reform of educational disparity in a concrete manner.

4) Driving resources and building social networks for equitable education.

5) Empowering researchers, social entrepreneurs, and the media to drive social agendas with cutting-edge information to reduce educational disparities anywhere and anytime.



<https://isee.eef.or.th/>

All for Education

Knowledge-Based Communication - Creating a Common Agenda

In FY2021, EEF used research data and knowledge to communicate and drive efforts to reduce educational disparities together with partners as follows:

1. EEF is the first agency to bring up the issue of the COVID Slide.

Prolonged school closures and online learning has disrupted educational development among children and adolescents. In response to this issue, EEF has collaborated with UNICEF Thailand, Ministry of Education, Samut Sakhon Province, Starfish Country Home School Foundation, and University of the Thai Chamber of Commerce Research Institute for Policy Evaluation and Design in the Samut Sakhon Model to assist and support all school-age children to recover from learning loss during school closures. We worked together with teachers, parents, and



community volunteers to solve the problem of learning loss among students. In addition, EEF has implemented the Teacher and School Quality Program across the country.

2. The educational disparity report is one of the educational, economic, and social indices trusted by various sectors for expanding results and driving policies.

EEF has disclosed school dropout information to the public. Moreover, it has worked closely with the Ministry of Education and partner organizations to continuously push for policies to reduce educational disparities and

made progress toward the goal set in 2022 by the government under Prime Minister General Prayut Chan-o-cha to reduce school dropouts to zero. This was also the first that 14 agencies have signed a cooperation agreement to promote equal opportunities and equitable education through the “Returning Kids to School” campaign and prevent repeated dropouts.

3. EEF won seven awards at the ADMAN AWARD 2021 organized by the Advertising Association of Thailand.

EEF won the Creative for Sharing Award as a non-advertising organization that uses creativity to create social changes. The “Life Subjects” campaign received six awards, including the Best of Show Award 2021. The “Meet Your Monster” campaign won the Creative for Sharing Awards.

“Life Subjects” (<https://vichacheewit.com/>)

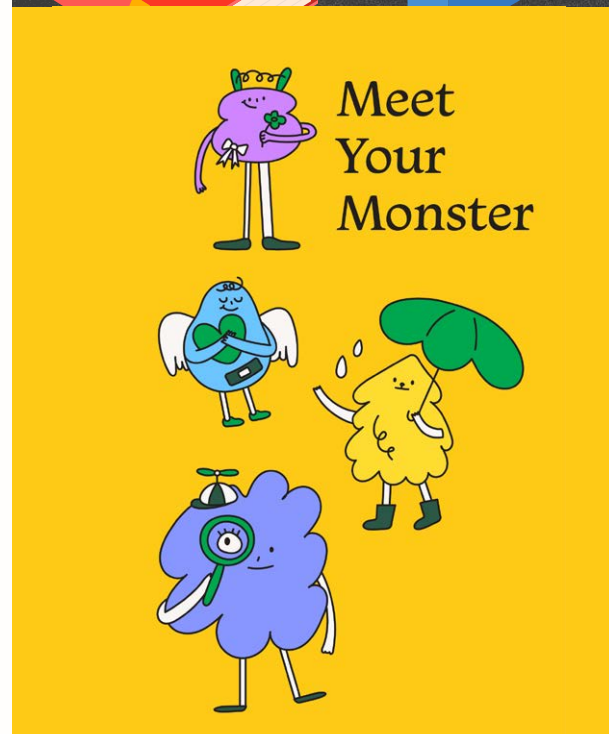
The Life Subjects is a website that invites people to explore themselves by answering a few questions in seven minutes through a simulation of a journey back “home” - a place with good and bad memories. Once all questions have been completed, you will be able to share your life lessons and read others’ life lessons as well.

EEF created this website for scholarship students of EEF who have no self-confidence to review the meaning of life and see self-values, dare to make decisions about their future, and find out how their experiences is valuable to others.

The “Life Subjects” website is still open for the general public. It currently has more than three million visitors from 52 countries and 22 million active minutes, topping the organic Twitter in less than 24 hours.

“Meet Your Monster” (<https://meetyourmonster.paperform.co>)

Meet Your Monster is a stress check tool during the COVID-19 situation. It allows children to communicate problems of online learning, stress from studying, COVID-19 impacts, and their urgent needs to relevant agencies to work together to solve these problems. Currently, there are more than four hundred thousand students aged 13 and over visiting the website.



<https://vichacheewit.com/>



<https://meetyourmonster.paperform.co>

4. International Partnership Network

EEF in collaboration with the Prince Maha Chakri Award Foundation, Ministry of Education, UNESCO Bangkok, UNICEF Thailand, SEAMEO, and Save the Children organized the Regional Conference on Teachers and Equitable Education: All for Education on 30 October 2021 to exchange information on the equitable education situation and share experiences of educational management to promote equitable education in the ASEAN region. and Timor-Leste.

The results of the conference reflect that equitable education is a major issue facing ASEAN member states and Timor Leste and one that needs to be addressed by 2030, especially the COVID-19 pandemic that has made access to quality education and learning a challenge.

In 2021, EEF and UNICEF worked together to develop a learning management model to reduce learning loss and recover learning skills for learners in Samut Sakhon.



Thailand is a world leader and example in promoting equitable education for all, including disadvantaged children and adolescents. EEF strives to achieve this goal by working toward SDG 4 with a belief that “No One Should Be Left Behind” not only in Thailand but also regionally and internationally.



Mr. Shigeru Aoyagi,
Director of UNESCO
Bangkok



Year of Partnership

In 2021, EEF worked together with the Ministry of Education to initiate the All for Education network, which brings government, private, and civil society organizations together to mobilize resources and manpower to create equitable education. The network will also shift the focus from remedial actions or short-term support to the exchange of knowledge, expertise, and experience to achieve systems management and create sustainable policy changes.

All for Education Network

Ministry of Education (MOE)	Yuvabadhana Foundation
Office of the Basic Education Commission (OBEC)	Kaokonlakao Foundation
Office of the Private Education Commission (OPEC)	World Vision Foundation of Thailand
Local Administration Organization (LAO)	Thai PBS Foundation
Border Patrol Police Bureau (BPPB)	SCG Foundation
National Office of Buddhism (NOB)	Children's Cornerstone Foundation
Ministry of Social Development and Human Security (MSDHS)	KPMG Thailand
Department of Children and Youth (DCY)	Esso (Thailand) Public Company Limited
Ministry of Public Health (MPH)	Central Group Company Limited
Department of Mental Health	Mitsubishi Motors (Thailand) Company Limited
Department of Medical Services	MK Restaurant Group Public Company Limited
Bangkok Metropolitan Administration	TCP Group
SET Foundation	Yum Restaurants International (Thailand) Company Limited
Buddharaksa Foundation, Dhanin	Bank of Ayudhya Public Company Limited
Tawee Chearavanont Foundation,	

Ms. Treenut Thienthong, Minister of Education, Mrs. Kalaya Sophonpanich, Deputy Minister of Education, and Mrs. Kanokwan Wilawan, Deputy Minister of Education, donated their three-month salaries to the All for Education Campaign to provide educational opportunities to over 1,100 disadvantaged children in the poorest boarding schools in Thailand and children with disabilities in NFE education centers, and children who have lost their parent to COVID-19.





Thailand is a world leader and example in promoting equitable education for all, including disadvantaged children and adolescents. EEF strives to achieve this goal by working toward SDG 4 with a belief that “No One Should Be Left Behind” not only in Thailand but also regionally and internationally.



Ms. Treenut Thienthong
Minister of Education



OBEC is determined to cooperate with EEF and all sectors in supporting and helping these poor children to improve their quality of life, reducing inequality, and creating equality in society to allow them to grow into quality citizens.



Acting Sub Lt. Thanu Wongchinda
Deputy Secretary-General
Basic Education Commission



What we will see is the emergence of national mechanisms and measures that will support and assist children. Human resources are our most important resources that we can use to sustainably develop the nation in the long run.



Dr. Pakorn Peetathawatchai
Director and Secretary
SET Foundation



After working with EEF, I feel hopeful. EEF has a great data management system and can use data to analyze and strategize effectively. We are thus confident and intend to become a long-term partner with EEF.

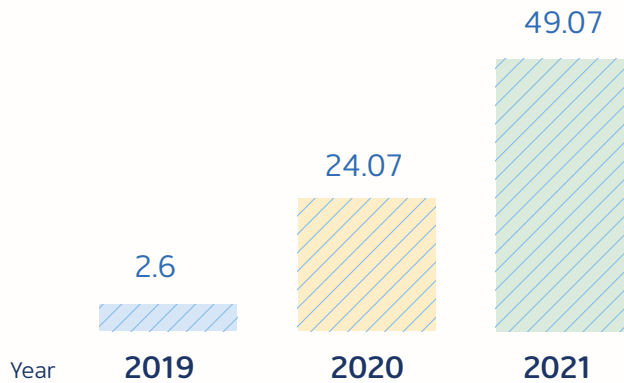


Cattleya Thirakomen
Deputy Vice President - CSR
MK Restaurant Group Public
Company Limited



Figure 12.
EEF donations between 2019 - 2021

(Unit: Million Baht)



In 2021, over 10,000 people from 200 private organizations donated funds of more than 47 million baht to EEF, which doubled from that in 2020, and supported resources including manpower, knowledge, and expertise to initiate activities or projects to reduce educational disparities.

These collaborative efforts were able to help more than 33,000 youth who have suffered from the educational crisis during the COVID-19 outbreak. All donations to EEF went to target groups without deduction of management fees.

Another important advancement is that the Revenue Department has extended the tax deduction period to natural persons and juristic persons who have donated to EEF through the e-Donation system in the amount of two times the donation sum until 31 December 2023 in order to motivate people to donate to help economically disadvantaged and underprivileged people and reduce educational disparities.



Part 4

The Next Steps

The EEF Board of Governance places great importance on improving operational strategies to be in line with the changing state of education in Thailand, especially the COVID-19 situation, which has exacerbated the problem of educational disparity and is expected to continue to affect the country over the next three years. Based on the analysis of EEF performance results during the first three years (2018 - 2021) and the situation of the education system in Thailand, EEF has charted out its strategies for the next three years (2022 - 2024) that take into account the use of limited resources to produce high impacts, focusing on its role as an **agent of partnership** and **change catalyst**, as well as working in a **leveraged manner** to create a true system change.

Clear Goals to Drive Changes

EEF will use a strategy that aims to enhance operations to achieve the goal of **“producing effective outcomes”** for in-school and out-of-school children and adolescents, especially those from families in the bottom 15 percent of the socio-economic index of the country. The expected impacts include **learning access** and **learning outcomes** for in-school children and adolescents and **alternative education** opportunities for children, adolescents, and the public. EEF expects that the new three-year strategy will bring about **system changes** at the education policy level and in the working model at the organizational level, such as schools, educational institutions, and local community organizations, as well as family changes. EEF has set the following five focuses to drive changes:

(1) Communicating the value of promoting equality and reducing inequality in education in order to facilitate sharing the same mindset.

(2) Data and evidence as drivers of change in the role of “conceptual leader” through research to build knowledge, promote learning, and expand results to create a ripple effect in all sectors.

(3) Mobilizing partners using evidence-based frameworks and the principles of good governance, as well as networking to develop

innovations and expand results of successful projects.

(4) Leveraging resources by using a database of children and adolescents across the country and knowledge derived from research to identify targets for effective use of available resources.

(5) Programming excellence and developmental evaluation and development of the evaluation system to assess whether projects can produce a positive impact on the target audience and society and how much their results can be expanded. This will ensure that high-quality reform policy proposals can be created.

Driving the above five focus areas must rely on the development of operational systems that shifts away from working separately to an integrated holistic operation, like a rope that winds up research, innovation, and knowledge together. It will also need experimentation to expand results to prototypes and communication to bring about changes and achieve common goals in every plan, along with the development of personnel competency and implementation of good governance in order to maintain trust which is the most important aspect of collaboration with all sectors.



<https://www.eef.or.th/plan-strategy/>

Collaboration Is the Key to Success

Solving inequality problems and creating equitable education require a participatory policy process that mobilizes collaboration from line agencies that have sufficient resources for systems driving, such as the Ministry of Education, Ministry of Higher Education, Science, Research, and Innovation, Ministry of Social Development and Human Security, Department of Local Administration, Border Patrol Police Bureau, and National Office of Buddhism, as well as other relevant policy and operations units in both the

private and civil society sectors. To achieve effective collaboration, appropriate roles must be assigned to each partner taking into consideration their capacity and the size and complexity of the problems to be addressed.

EEF strongly believes that its Three-Year Strategies (2022 - 2024) combined with active collaboration from all sectors will help drive the mission to create equitable education in the country in a more concrete manner.





Part 5

FINANCIAL REPORT

Certified Public Accountant's Report

To the Board of Directors of Equitable Education Fund Management

Opinion

We have audited the financial reports of the Equitable Education Fund (Fund), which comprise the statement of financial position as at September 30, 2021, the statements of financial performance, statement of changes in net assets/equity and statements of cash flows for the year then ended and notes to financial statements, including a summary of significant accounting policies.

In our opinion, the above financial reports present fairly, in all material respects, the financial position of Equitable Education Fund (Fund) as at September 30, 2021, overall operation and cash flows for the year then ended in accordance with public sector accounting standards and government accounting policies prescribed by the Ministry of Finance.

Basis for Opinion

We conducted our audit in accordance with the State Audit Standards and Thai Standards on Auditing. Our responsibilities are described in the Auditor's Responsibilities for the Audit of the Financial Reports section of our report. We are independent of the Fund in accordance with the standard rules relating to the State Audit as prescribed by the State Audit Commission and the requirements of the Code of Ethics for Professional Accountants determined by the Federation of Accounting Professions that are relevant to the audit of the financial reports, and we have fulfilled our other ethical responsibilities in accordance with the State Audit Standards and these requirements of the Code of Ethics. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Other Information

Management is responsible for the other information. The other information comprises the information included in the annual report, but does not include the financial reports and the auditor's report in such report. The annual report is expected to be provided to us after the date of this auditor's report.

Our opinion on the financial reports does not cover the other information and we will not express any form of assurance in the other information.

In connection with our audit of the financial reports, our responsibility is to read and consider whether the other information and, in doing so, consider whether the other information is materially inconsistent with the financial reports or our knowledge obtained in the audit or otherwise appears to be materially misstated.

When we read the annual report, if we conclude that there is a material misstatement therein, we are required to communicate this matter to management so that management can correct any misstatements.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial reports in accordance with public sector accounting standards and government accounting policies prescribed by the Ministry of Finance, and for such internal control as management determines is necessary to enable the preparation of the financial reports that are free from material misstatement, whether due to fraud or error.

In preparing the financial reports, management is responsible for assessing the Fund's ability to continue as a going concern, disclosing matters related to going concerns as applicable, and using the going concern basis of accounting unless a requirement in the law or a government policy either intends to liquidate the Fund or to cease operations, or has no realistic alternative but to do so.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial reports as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Our objectives are to obtain reasonable assurance about whether the financial reports as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the State Audit Standards and Thai Standards on Auditing will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial reports.

As part of an audit in accordance the State Audit Standards and Thai Standards on Auditing, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial reports, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Fund's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Fund's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial reports or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Fund to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial reports, including the disclosures, and whether the financial reports represent the underlying transactions and events in a manner that achieves fair presentation.
- We communicate with the management regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit. The auditor responsible for auditing and presenting this report is Ms. Arisa Chumwisoot.



(Ms. Arisa Chumwisoot)

Certified Public Accountant Registration No. 9393

Dharmniti Auditing Co., Ltd.
Bangkok
February 18, 2022

EQUITABLE EDUCATION FUND
STATEMENTS OF FINANCIAL POSITION
AS AT SEPTEMBER 30, 2021

Baht

	Notes	2021	2020
ASSETS			
CURRENT ASSETS			
Cash and cash equivalent	4	860,547,333.59	574,397,934.49
Other short-term receivables	5	-	882,354.10
Short-term investments	6	1,435,346,641.02	1,100,036,354.86
Accrued interest		4,062,692.46	4,602,031.16
Other current assets		1,622,217.78	947,583.85
Total Current Assets		2,301,578,884.85	1,680,866,258.46
NON-CURRENT ASSETS			
Long-term investments	7	600,000,000.00	823,512,594.80
Equipment	8	57,131,227.26	65,838,859.03
Intangible assets	9	123,023,011.42	51,832,908.39
Other non-current assets	10	3,362,830.00	3,362,830.00
Total Non-Current Assets		783,517,068.68	944,547,192.22
TOTAL ASSETS		3,085,095,953.53	2,625,413,450.68

The notes to financial statements from are an integral part of these financial statements.



(Ms. Suchada Chaturaphutphithak)
 Director
 Office of Strategic Development
 and Budget Management



(Mr. Kraiyos Patrawart)
 Manager
 Equitable Education Fund

EQUITABLE EDUCATION FUND

STATEMENTS OF FINANCIAL POSITION (CONTINUE)

AS AT SEPTEMBER 30, 2021

	Notes	2021	2020
Baht			
LIABILITIES AND NET ASSETS/EQUITY			
LIABILITIES			
CURRENT LIABILITIES			
Other short-term payables	11	158,789,316.35	87,383,778.46
Accrued expenses		693,275.74	769,775.84
Other current liabilities		8,638,493.69	9,288,567.34
Total Current Liabilities		168,121,085.78	97,442,121.64
NON-CURRENT LIABILITIES			
Other non-current liabilities		40,125.00	67,875.00
Total Non-Current Liabilities		40,125.00	67,875.00
TOTAL LIABILITIES		168,161,210.78	97,509,996.64
Net Asset/Equity			
Capital	13	1,011,958,077.72	1,011,958,077.72
The revenues higher (lower) than accumulated expenses		1,904,944,531.16	1,515,909,021.46
Other components of net assets/equity	14	32,133.87	36,354.86
Total Net Asset/Equity		2,916,934,742.75	2,527,903,454.04
TOTAL LIABILITIES AND NET ASSETS /EQUITY		3,085,095,953.53	2,625,413,450.68

The notes to financial statements from are an integral part of these financial statements.



(Ms. Suchada Chaturaphutphithak)
Director
Office of Strategic Development
and Budget Management



(Mr. Kraiyos Patrawart)
Manager
Equitable Education Fund

EQUITABLE EDUCATION FUND

STATEMENTS OF FINANCIAL PERFORMANCE FOR THE YEAR ENDED SEPTEMBER 30, 2021

	Notes	2021	2020
Baht			
REVENUES			
Revenues from budget	15	6,084,761,000.00	5,496,129,400.00
Revenues from subsidies and other donations	16	47,096,340.99	24,670,802.08
Other Income	17	20,852,042.22	17,985,058.20
Total Revenues		6,152,709,383.21	5,538,785,260.28
EXPENSES			
Personnel expenses	18.1	63,307,078.35	49,904,989.76
Project expenses	18.2	5,565,141,914.06	5,016,885,396.63
Operating expenses	18.3	106,897,249.56	65,358,903.21
Depreciation and amortization		28,327,631.54	18,334,530.97
Total expenses		5,763,673,873.51	5,150,483,820.57
The revenues higher than net expenses		389,035,509.70	388,301,439.71

The notes to financial statements from are an integral part of these financial statements.



(Ms. Suchada Chaturaphutphithak)
Director
Office of Strategic Development
and Budget Management



(Mr. Kraiyos Patrawart)
Manager
Equitable Education Fund

EQUITABLE EDUCATION FUND

STATEMENTS OF CHANGES IN NET ASSETS/EQUITY FOR THE YEAR ENDED SEPTEMBER 30, 2021

				Baht	
	Notes	Initial Capital	Revenues Higher (Lower) than Accumulated Expenses	Other Components of Net Assets/ Equity	Total Net Assets/ Equity
Balance as at September 30, 2019		711,958,077.72	1,127,607,581.75	-	1,839,565,659.47
Initial capital for the 2 nd period	13	300,000,000.00	-	-	300,000,000.00
The revenues higher than expenses for the year		-	388,301,439.71	-	388,301,439.71
Profit from investment revaluation		-	-	36,354.86	36,354.86
Balance as at September 30, 2020		1,011,958,077.72	1,515,909,021.46	36,354.86	2,527,903,454.04
Balance as at September 30, 2020		1,011,958,077.72	1,515,909,021.46	36,354.86	2,527,903,454.04
The revenues higher than expenses for the year		-	389,035,509.70	-	389,035,509.70
Loss from investment revaluation		-	-	(4,220.99)	(4,220.99)
Balance as at September 30, 2021		1,011,958,077.72	1,904,944,531.16	32,133.87	2,916,934,742.75

The notes to financial statements from are an integral part of these financial statements.



(Ms. Suchada Chaturaphutphithak)
Director
Office of Strategic Development
and Budget Management



(Mr. Kraiyos Patrawart)
Manager
Equitable Education Fund

EQUITABLE EDUCATION FUND
STATEMENTS OF CASH FLOWS
FOR THE YEAR ENDED SEPTEMBER 30, 2021

Baht

	2021	2020
<u>Cash Flows from Operating Activities</u>		
The revenues higher than net expenses	389,035,509.70	388,301,439.71
Adjustments to reconcile net cash flows from operating activities		
Depreciation and amortization	28,327,631.54	18,334,530.97
(Gain) Loss on disposal of assets	(7,160.00)	-
Interest income	(15,905,637.15)	(15,414,530.18)
(Gain) loss on sales investments	(4,009,854.91)	(2,509,701.95)
Amortization of excess/discount on investment value	1,620,828.46	4,886.20
Cash flow from operating activities before changes in assets and liabilities	399,061,317.64	388,716,624.75
(Increase) decrease in Operating Assets		
Other short-term receivables	882,354.10	(13,425.84)
Other current assets	(674,633.93)	(728,295.68)
Other non-current assets	-	(696,960.00)
Increase (decrease) in Operating Liabilities		
Other short-term payables	71,696,894.97	36,245,587.10
Accrued expenses	(76,500.10)	378,551.95
Other current liabilities	(650,073.65)	7,330,256.10
Other non-current liabilities	(27,750.00)	27,750.00
Net Cash Provided by Operating Activities	470,211,609.03	431,260,088.38

The notes to financial statements from are an integral part of these financial statements.



(Ms. Suchada Chaturaphutphithak)
 Director
 Office of Strategic Development
 and Budget Management



(Mr. Kraiyos Patrawart)
 Manager
 Equitable Education Fund

EQUITABLE EDUCATION FUND
STATEMENTS OF CASH FLOWS (CONTINUE)
FOR THE YEAR ENDED SEPTEMBER 30, 2021

	Baht	
	2021	2020
<u>Cash Flows from Investing Activities</u>		
Cash paid for purchase of short-term investments	(4,263,422,740.81)	(3,695,000,000.00)
Cash received from sale of short-term investments	4,154,009,854.91	2,597,509,701.95
Cash paid for purchase of long-term investments	-	(823,517,481.00)
Cash paid for purchase of fixed assets	(5,007,092.33)	(47,165,720.72)
Cash paid for purchase of intangible assets	(86,094,407.55)	(30,068,457.87)
Cash proceed from sale of fixed assets	7,200.00	-
Cash proceed from interest income	16,444,975.85	12,972,222.58
Net Cash Provided by (used in) Investing Activities	(184,062,209.93)	(1,985,269,735.06)
<u>Cash Flows from Financing Activities</u>		
Cash received from initial capital	-	300,000,000.00
Net Cash Provided by (used in) Financing Activities	-	300,000,000.00
Increase (decrease) in cash and cash equivalents	286,149,399.10	(1,254,009,646.68)
Cash and cash equivalents at beginning of the year	574,397,934.49	1,828,407,581.17
Cash and cash equivalents at end of the year	860,547,333.59	574,397,934.49

Additional information in the statement of cash flows

Non-cash items

Increase (decrease) in account payable from purchase of fixed assets	(987,139.20)	(1,515,435.65)
Increase (decrease) in account payable from purchase of intangible assets	695,782.12	372,788.48

The notes to financial statements from are an integral part of these financial statements.



(Ms. Suchada Chaturaphutphithak)
 Director
 Office of Strategic Development
 and Budget Management



(Mr. Kraiyos Patrawart)
 Manager
 Equitable Education Fund

EQUITABLE EDUCATION FUND

NOTES TO FINANCIAL STATEMENTS

SEPTEMBER 30, 2021

1. GENERAL INFORMATION

1.1 Fund Establishment

The Equitable Education Fund (Fund) was established on May 14, 2018 under the Equitable Education Fund Act B.E. 2561(2018). All businesses, properties, rights, duties, debts, obligations, officers, employees, and budget of Health Promotion Foundation, only in relation to the Office of Social Promotion of Learning and Youth Quality shall be transferred according to the regulations of the Health Promotion Foundation on the Establishment of the Office of Social Promotion of Learning and Youth Quality B.E.2553(2020) existing on the day prior to the date on which this Act comes into force belongs to the Fund except the debt of the Health Promotion Fund according to the loan agreement between the Ministry of Finance No. 1/2554 dated April 4, 2011 and No. 2/2554 dated June 23, 2011. For such debts borne by the Office of the Health Promotion Fund, the Office of the Health Promotion Fund shall submit to the Council of Ministers for consideration and the Council of Ministers shall have the power to pass a resolution allowing the Office of the Health Promotion Fund to be taken upon itself to such debts as stipulated in the transitory provisions under such Act.

1.2 Location of the Fund

The Fund is located at 388 SP Building, 13th Floor, Phahonyothin Road, Samsen Nai Sub-district, Phayathai District, Bangkok 10400.

1.3 The objectives of the Fund to create equitable in education include the following objectives:

1.3.1 To promote, support and assist relevant agencies whether in the government, private sector or civil society so that children, especially early childhood children, have physical, mental, discipline, emotional, social and intellectual development that are appropriate for their age.

1.3.2 To assist, promote, develop and support money and expenses for underfunded or disadvantaged children and youths and underprivileged children until the completion of basic education.

1.3.3 To strengthen and develop the quality and efficiency of teachers to have the ability to manage teaching and develop children and youth from different backgrounds and potentials.

1.3.4 To promote, support and help the underfunded and underprivileged children to receive education or knowledge development, occupational skills according to aptitude and and potential for self-reliance in life.

1.3.5 To promote, support and assist educational institutions in teaching and learning management for learners to know and develop according to their own abilities and potential.

1.3.6 To conduct or arrange for research studies or research guidelines to develop teachers to have teachers' spirit, morality, ethics, knowledge and ability to manage teaching and learning and the development of learners to reduce educational disparities with appropriate motivation, as well as to promote or support the establishment of a model institute for producing and developing teachers.

1.3.7 To conduct or arrange for studies, research and knowledge development for human resource development as well as to promote and support the use of such knowledge to reduce equality in education according to the needs of the labor force and enhance the potential of Thai people.

1.4 Sources of funds and assets of the Fund are as follows:

1.4.1 Money and assets transferred under Section 47 and Section 48.

1.4.2 The money allocated by the government as an initial capital of one billion baht.

1.4.3 The subsidies allocated by the government every year according to the money utilization plan approved by the Board and the Cabinet.

1.4.4 Revenues from the Government Lottery Office as determined by the Cabinet.

EQUITABLE EDUCATION FUND

NOTES TO FINANCIAL STATEMENTS (CONTINUE)

SEPTEMBER 30, 2021

1.4.5 Revenues from the Fund's Operations and Investments.

1.4.6 Money and assets donated by donors.

1.4.7 Any other income or benefit received by the Fund in any way.

1.4.8 Interest on money and assets of the Fund.

1.5 Investing for the benefit of the Fund's money and assets

Investing for the benefit of the Fund's money and assets stipulated under the Equitable Education Fund Act B.E. 2561(2018) and regulations of the Equitable Education Fund on the rules, methods and conditions of investment for the benefit of money and assets of the Fund B.E. 2562(2019).

2. BASIS FOR PREPARATION AND PRESENTATION OF FINANCIAL REPORTS

2.1 Basis for Preparation of Financial Reports

This financial report was prepared under the State Fiscal and Financial Disciplines Act, B.E. 2561 (2018). Items appearing in these financial reports are based on public sector accounting standards and public sector accounting policies promulgated by the Ministry of Finance. The preparation of financial reports complied with the regulations and procedures governing the preparation of annual financial reports by the Ministry of Finance Letter No. Kor Khor 0410.2/Wor 15 dated February 4, 2020 and there was a format for presenting financial reports of government agencies according to the Comptroller General's Department Letter No. KorKhor 0410.2/Wor 479 dated October 2, 2020.

These financial reports have been prepared on a historical cost basis unless otherwise disclosed in the accounting policies.

The Thai version of the Financial Reports is the official financial report used by the Equality Education Fund. The financial reports in English language have been translated from such Thai version of the financial reports.

2.2 Government Accounting Standards and Government Accounting Policies for New and Revised Editions

During the year 2021, the Ministry of Finance has revised the public sector accounting principles and policies and the public sector accounting standard No. 3 on Accounting Policies, Changes in Accounting estimates and errors as well as increase the government accounting policy on tax cards in the public sector accounting standards and government accounting policies B.E. 2561(2018) announced by the Ministry of Finance Re: Public Sector Accounting Standards and Public Sector Accounting Policies (No. 2) B.E. 2564 (2021), which has already been published in the Government Gazette.

2.2.1 Public sector accounting standards and government accounting policies in effect for accounting periods beginning on or after October 1, 2020.

- Public Sector Accounting Standard No. 3 Re: Accounting Policies, Changes in Accounting Estimates and errors.
- Public Sector Accounting Standard No. 23 Re: Revenue from Non-Exchange Transactions.

The new and revised public sector accounting standards and public sector accounting policies do not have any significant impact on the current period's financial reports.

2.2.2 Public sector accounting standards and public sector accounting policies that will be effective in future periods.

- Public sector accounting policies Re: Tax Cards is effective for accounting periods beginning on or after October 1, 2021.

Management believes that the new public sector accounting policy above will not significantly affect the financial reporting during the period of policy adoption.

EQUITABLE EDUCATION FUND

NOTES TO FINANCIAL STATEMENTS (CONTINUE)

SEPTEMBER 30, 2021

3. SIGNIFICANT ACCOUNTING POLICES

3.1 Cash and cash equivalents

Cash and cash equivalents consist of cash on hand and deposits at financial institutions with maturity of not more than 3 months, excluding bank deposits with collateral obligations.

3.2 Other short-term accounts receivable

The Fund recognizes receivables within the organization in the event that the employee or officer borrows money to spend for operations on the value received without interest.

3.3 Investment

Investments mean fixed bank deposits with maturity more than 3 months, debt securities, equity securities and other assets held for returns.

The Fund is classified as short-term investment or classified as long-term investment as follows:

Short-term investments mean investments that the Fund intends to hold for no more than 1 year or repay within 1 year from the end of the reporting period.

Long-term investments mean investments that the Fund intends to hold for more than 1 year or repay more than 1 year from the end of the reporting period.

Debt securities are an instrument that indicates that the issuer is obliged to pay cash or other assets directly or indirectly to the holder of the instrument in the amount and conditions expressly or implicitly stated. The Fund is classified as follows:

- Held-to-maturity debt securities mean investments in debt securities that the Fund has strong intentions and can hold until maturity. The fund will not sell such instruments before maturity or will not transfer such instruments. The fund measures investments in all types of debt securities intended to be held to maturity at amortized cost less allowance for impairment at the end of the reporting period.

- Held-for-trading debt securities are debt securities that are held primarily by the Fund for the purpose of selling in the near future to profit from changes in securities prices. The Fund measures investments in marketable debt securities that the fund does not wish to hold to maturity, classified as trading securities at fair value at the end of the reporting period.

- Available-for-sale debt securities are all types of debt securities that are not considered trading securities and at the same time are not considered held-to-maturity debt instruments. The Fund measures its investments in both marketable and non-marketable debt securities classified as available-for-sale securities at fair value less allowance for impairment at the end of the reporting period.

Equity instrument means an instrument showing that the instrument holder has ownership interest in the remaining assets of the business or the invested fund after deducting all liabilities. Funds are classified as follows:

- Held-for-trading equity securities are marketable securities held by the Fund primarily for the purpose of selling in the near future to profit from changes in securities prices. The Fund measures investments in equity securities classified as trading securities at fair value at the end of the reporting period.

- Available-for-sale equity securities are marketable securities that are not considered securities for trading and investments in controlled agency and investments in joint agency. The Fund measures its investments in equity securities classified as available-for-sale securities at fair value less allowance for impairment at the end of the reporting period.

Equity securities held as investments in controlled agency/joint agency / general investments.

- Controlled agency means a business or agency, including businesses that are not established as companies

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under the control of the Fund.

- Joint agency mean a business or agency including a business not incorporated as a company, which is under the material influence of the Fund and is not considered a controlled agency.

- General investments mean investments in non-marketable equity securities. As a result, the Fund cannot be classified as trading securities or available-for-sale securities and there is no relationship to the extent that it can control the business or agency of the Fund or have significant influence.

- The Fund measures investments in equity securities classified as investments in controlled agency or joint agency or general investments at the original cost less allowance for impairment at the end of the reporting period.

3.4 Equipment

Equipment is stated at cost less accumulated depreciation on assets and allowance for diminution (if any).

Cost is recognized when the asset is initially acquired, including all other direct costs associated with acquiring the asset to bring the asset in readiness for its intended use as well as the cost of dismantling, relocating and renovating the location of the assets which are the obligations of the Fund (if any).

The cost of substantial improvement of an asset is the cost of replacing an asset item component over a specified period. Such costs are recognized as part of the asset's carrying amount and depreciated by the Fund. In the event that a replacement is made and is recorded as part of the asset's book value, the Fund will write off the carrying amount of the replaced component.

Expenditure on additions, renewal or improvement of an asset that cause a material increase in the current replacement price of the asset are included in the asset's cost. Repair and maintenance costs are recognized as expenses in the accounting period incurred.

Depreciation of equipment is calculated at cost less residual value of the asset on a straight-line basis over its estimated useful life as follows:

Improvement of the leased office building	5 and 10 Years
Office equipment	5 Years
Electrical and radio equipment	3 and 5 Years
Household equipment, kitchen work	5 Years
Computer equipment	3 and 5 Years
Advertising and publishing equipment	5 Years

Equipment which is received by transfer in the establishment of a fund is depreciated over the remaining useful life of the equipment.

At the end of every fiscal year, the Fund will review the residual value asset, asset useful life and appropriate depreciation methods.

The Fund is depreciated for each component of the asset item separately when each component has a significant cost relative to the total cost of that asset.

Depreciation is included in the calculation of operating results.

No depreciation is provided on assets under construction and installation in progress.

The Fund will write off the equipment items from the account when assets are sold. Gains or losses on disposal or

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NOTES TO FINANCIAL STATEMENTS (CONTINUE)

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amortization of assets are recognized in the statement of financial performance.

3.5 Intangible assets

Intangible assets are stated at cost less accumulated amortization and loss on diminution in value (if any). Intangible assets are amortized and recorded in the statement of financial performance on a straight-line basis over the period of expected economic benefits from the date in which it is in usable condition. The expected periods of economic benefits are as follows:

Computer programs and work systems	3, 5 and 10 Years
Copyrights	10 Years

3.6 Other short-term payables

The Fund recognizes other short-term payables from purchases of goods and services and capital expenditure payables when the Fund has received goods and services and assets from the sellers. Receipt of goods and services and this property means the point at which the Fund has completed its audit.

3.7 Accrued expenses

Accrued expenses are recognized as expenses incurred in the current accounting period but have not yet been paid and the payment will be made in the next accounting period. Such costs may arise from the legal requirements, agreement in the contract or from services already received.

3.8 Personnel benefits

The Fund recognizes salaries, wages, position allowance, provident fund and other benefits such as medical and child education expenses, etc., as expenses when incurred.

3.9 Provisions

Provisions are recognized only if the Fund has a present legal or constructive obligation as a result of past events and there is a quite certain possibility that the Fund will lose economic benefits resources to settle such obligation and a reliable estimate can be made of the amount of the obligation.

3.10 Use of accounting estimates

In preparation of financial statements in accordance with generally accepted accounting principles requires management to make estimates and assumptions that will affect amounts related to revenues, expenses, assets and liabilities including the disclosure of contingent assets and liabilities. Actual results may differ from those estimates.

3.11 Revenue from the budget

Revenue from the budget is recognized on the basis of the following:

(1) In the case of disbursement of money into the account of the agency to pay the person who is entitled to receive the money of the agency, the revenue from the budget was recognized when an application for withdrawal of funds from the Treasury was filed.

EQUITABLE EDUCATION FUND

NOTES TO FINANCIAL STATEMENTS (CONTINUE)

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(2) In the case of withdrawing, debiting, pushing and sending information or disbursement directly from the government to the recipient of the agency without the agency receiving the money, revenue from the budget was recognized when the request for a treasury withdrawal had been approved.

3.12 Income from subsidies and donations

Income from subsidies and donations are part of the transfer transaction according to the Government Accounting Standard No. 23 Re: Revenue from non-exchange transactions is the transfer of resources from one entity to another entity without giving any compensation of similar value in exchange and not a tax item.

Income from subsidies and conditional donations of the transferred assets are recognized as deferred income on receipt and will be recognized as income when certain conditions are met. For income from subsidies and donations of assets transferred unconditionally, whether there are restrictions on the transferred assets or not. Recognized as income when receiving the transferred assets in accordance with the asset recognition basis.

- The transferable asset limitation does not include the requirement to return the transferred asset or any future economic benefits or other service potential that must be returned to the transferor if the specified asset is not used. Consequently, when the control of the assets under the restrictions began, the transferee therefore had no obligation at present to transfer economic benefits or service potential to third parties. In case of the transferee violated the restrictions, the transferor or other person may have the option of penalizing the transferee. Therefore, when the entity receives the restricted asset, it recognizes revenue immediately.

- The conditions of the transferred assets require the agency to use future economic benefits or service potential of the asset as stated or return future economic benefits or the potential of service to the transferor if such conditions are violated. As a result, the transferee agency has a present obligation to deliver future economic benefits or the potential to provide services to the transferor in the event of a breach of such conditions. However, the transferee cannot avoid the outflows resource from the requirement to utilize assets that deliver goods or services to third parties or services to a third party or otherwise the future economic benefits must be returned to the transferor. In the event that the transferee begins to recognize assets according to the conditions, there will also be liabilities.

4. CASH AND CASH EQUIPMENTS

Cash and cash equivalents consist of:

	Baht	
	2021	2020
Cash on hand	50,000.00	50,000.00
Bank Deposits - Savings	860,292,275.16	574,996,286.30
Bank deposits - Current	205,058.43	(648,351.81)
Total	860,547,333.59	574,397,934.49

The credit of current account balance is a check that the recipient has not deposited into the current account. This account will automatically transfer funds from the savings account.

Savings deposits carry a floating interest rate as specified by the bank.

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NOTES TO FINANCIAL STATEMENTS (CONTINUE)

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5. OTHER SHORT-TERM RECEIVABLES

Other short-term receivables consist of:

	Baht	
	2021	2020
Accounts receivable - Advances paid to employees	-	882,354.10
Total	-	882,354.10

6. SHORT-TERM INVESTMENT

Short-term investments as at September 30, 2021 consist of:

	Baht			
	Fixed Deposits with Repayment Periods of More Than 3 Months	Available -for-Sale Securities	Debt Securities Due Within One Year	Total
Fixed deposit	99,999,880.00	-	-	99,999,880.00
Debt securities - Bond	-	-	1,304,000,000.00	1,304,000,000.00
K cash management fund	-	29,999,292.56	-	29,999,292.56
Surplus (Deficit) on investments	-	-	1,315,334.59	1,315,334.59
Allowance for revaluation	-	32,133.87	-	32,133.87
Total Short-Term Investment	99,999,880.00	30,031,426.43	1,305,315,334.59	1,435,346,641.02

As at 30 September 2021, the Fund holds debt securities classified as short-term investments, consisting of:

(1) Bank of Thailand bonds No. 10/364/63, lot CB21O07A, maturity date 7 October 2021, redemption value of 400.00 million baht.

(2) Treasury bill No. 11/181/64, lot TB21O14A, maturity date 14 October 2021, redemption value of 75.00 million baht.

(3) Treasury bill No. 12/182/64, lot TB21O27A maturity date 27 October 2021, redemption value of 60.00 million baht.

(4) Bank of Thailand bonds No.11/364/63, lot CB21N04A, maturity date 4 November 2021 redemption value of 220.00 million baht.

(5) Treasury bill No. 13/182/64, lot TB21N10A, maturity date 10 November 2021, redemption value of 59.00 million baht.

(6) Bank of Thailand bonds No. 35/91/64, lot CB21D02B, maturity date 2 December 2021, redemption value of 270.00 million baht.

(7) Bank of Thailand Bonds, lot 2/3, Year 2019, valued 220.00 million baht, maturity 16 September 2022, interest rate 1.44 percent per annum.

EQUITABLE EDUCATION FUND

NOTES TO FINANCIAL STATEMENTS (CONTINUE)

SEPTEMBER 30, 2021

Short-term investments as at 30 September 2020 consist of:

				Baht
	Fixed Deposits with Repayment Periods of More Than 3 Months	Available -for-Sale Securities	Debt Securities Due Within One Year	Total
Fixed deposit	-	-	-	-
K cash management fund	-	1,100,000,000.00	-	1,100,000,000.00
Surplus (Deficit) on investment	-	-	-	-
Allowance for revaluation	-	36,354.86	-	36,354.86
Total Short-Term Investment	-	1,100,036,354.86	-	1,100,036,354.86

7. LONG-TERM INVESTMENT

Long-term investments as at 30 September 2021 consist of:

	2021		Baht
	Held-to-Maturity Debt Securities	Total	
Debt securities	820,000,000.00	820,000,000.00	
Surplus (Deficit) on investment	1,727,530.20	1,727,530.20	
Total Long-Term Investment	821,727,530.20	821,727,530.20	
<u>Less</u> Debt securities due within 1 year	(221,727,530.20)	(221,727,530.20)	
Total Long-Term Investment - Net	600,000,000.00	600,000,000.00	

Long-term investments as at 30 September 2021 classified by maturity are as follows:

	Due within			
	1 Year	2 - 5 Years	6 - 10 Years	Total
Held-to-maturity debt securities	221,727,530.20	600,000,000.00	-	821,727,530.20
Total Long-Term Investment	221,727,530.20	600,000,000.00	-	821,727,530.20

As at 30 September 2021, the Fund holds debt securities classified as long-term investments, which is a savings bond of the Ministry of Finance in the fiscal year 2020 No. 1, amounting to 600.00 million baht, maturity due on December 13, 2022 at an interest rate of 1.70% per year and Bank of Thailand bonds, lot 2/3/2019, valued at 220.00 million baht, maturity date 16 September 2022, interest rate 1.44 percent per annum.

EQUITABLE EDUCATION FUND

NOTES TO FINANCIAL STATEMENTS (CONTINUE)

SEPTEMBER 30, 2021

Long-term investments as at 30 September 2020 consist of:

	2020		Baht
	Held-to-Maturity Debt Securities	Total	
Debt securities	820,000,000.00	820,000,000.00	
Surplus (Deficit) on investment	3,512,594.80	3,512,594.80	
Total Long-Term Investment	823,512,594.80	823,512,594.80	
<u>Less</u> Debt securities due within 1 year	-	-	
Total Long-Term Investment - Net	823,512,594.80	823,512,594.80	

Long-term investments as of September 30, 2020, classified by maturity period are as follows:

	Due withn			Total
	1 Year	2 - 5 Years	6 - 10 Years	
Held-to-maturity securities	-	823,512,594.80	-	823,512,594.80
Total Long-Term Investment	-	823,512,594.80	-	823,512,594.80

As at 30 September 2021, the Fund holds debt securities classified as long-term investments, which is a savings bond of the Ministry of Finance in the fiscal year 2020 No. 1, amounting to 600.00 million baht, maturity due on December 13, 2022 at an interest rate of 1.70% per year and BOT bonds, Lot No.2/3 year 2019, worth 220.00 million baht, maturing date September 16, 2022, interest rate 1.44% per annum.

EQUITABLE EDUCATION FUND

NOTES TO FINANCIAL STATEMENTS (CONTINUE)

SEPTEMBER 30, 2021

8. EQUIPMENT

The equipment consists of:

					Baht
	Account Balance As at Sep.30, 2020	Increase	Decrease	Transfer in (out)	Account Balance As at Sep.30, 2021
Cost					
Building and office improvements	50,588,994.37	358,771.00	-	831,500.00	51,779,265.37
Office equipment	17,271,774.09	372,813.31	(313,726.82)	-	17,330,860.58
Electrical and radio equipment	84,460.27	-	(5,494.27)	-	78,966.00
Advertising and publishing equipment	13,754,266.43	415,816.00	(80,602.73)	-	14,089,479.70
Computer equipment	9,282,573.73	2,041,052.82	(316,066.10)	-	11,007,560.45
Household appliances and kitchen work	387,559.00	-	(152,100.00)	-	235,459.00
Asset under construction	-	831,500.00	-	(831,500.00)	-
Total Cost	91,369,627.89	4,019,953.13	(867,989.92)	-	94,521,591.10
<u>Less</u> Accumulated depreciation					
Building and office improvements	(11,807,488.94)	(4,355,702.00)	-	-	(16,163,190.94)
Office equipment	(4,879,860.93)	(3,031,474.08)	313,707.82	-	(7,597,627.19)
Electrical and radio equipment	(82,872.71)	(1,584.56)	5,493.27	-	(78,964.00)
Advertising and publishing equipment	(3,970,407.04)	(2,447,445.46)	80,596.73	-	(6,337,255.77)
Computer equipment	(4,572,686.67)	(2,850,274.02)	316,054.10	-	(7,106,906.59)
Household appliances and kitchen work	(217,452.57)	(41,064.78)	152,098.00	-	(106,419.35)
Total Accumulated Depreciation	(25,530,768.86)	(12,727,544.90)	867,949.92	-	(37,390,363.84)
Total Equipment - Net	65,838,859.03				57,131,227.26

EQUITABLE EDUCATION FUND

NOTES TO FINANCIAL STATEMENTS (CONTINUE)

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					Baht
	Account Balance As at Sep.30, 2019	Increase	Decrease	Transfer in (out)	Account Balance As at Sep.30, 2020
Cost					
Building and office improvements	31,975,776.75	4,785,645.00	-	13,827,572.62	50,588,994.37
Office equipment	2,406,794.61	6,044,040.10	-	8,820,939.38	17,271,774.09
Electrical and radio equipment	84,460.27	-	-	-	84,460.27
Advertising and publishing equipment	4,877,641.04	8,876,625.39	-	-	13,754,266.43
Computer equipment	6,162,710.15	3,119,863.58	-	-	9,282,573.73
Household appliances and kitchen work	211,960.00	175,599.00	-	-	387,559.00
Asset under construction	-	22,653,327.00	-	(22,653,327.00)	-
Total Cost	45,719,342.82	45,655,100.07	-	(4,815.00)	91,369,627.89
<u>Less</u> Accumulated depreciation					
Building and office improvements	(8,794,256.88)	(3,013,232.06)	-	-	(11,807,488.94)
Office equipment	(2,268,614.65)	(2,611,246.28)	-	-	(4,879,860.93)
Electrical and radio equipment	(77,874.51)	(4,998.20)	-	-	(82,872.71)
Advertising and publishing equipment	(1,838,623.50)	(2,131,783.54)	-	-	(3,970,407.04)
Computer equipment	(2,689,738.45)	(1,882,948.22)	-	-	(4,572,686.67)
Household appliances and kitchen work	(182,062.46)	(35,390.11)	-	-	(217,452.57)
Total Accumulated Depreciation	(15,851,170.45)	(9,679,598.41)	-	-	(25,530,768.86)
Total Equipment - Net	29,868,172.37				65,838,859.03
					Baht
Depreciation for the year ended September 30, 2021					12,727,544.90
Depreciation for the year ended September 30, 2020					9,679,598.41
Equipment transferred to undervalued equipment					4,815.00

As at September 30, 2021 and 2020, the Fund's fixed assets have been fully depreciated but are still in use at cost of 13.23 million baht and 14.08 million baht, respectively.

The equipment as of September 30, 2021 has no obligations to make any guarantees.

EQUITABLE EDUCATION FUND

NOTES TO FINANCIAL STATEMENTS (CONTINUE)

SEPTEMBER 30, 2021

9. INTANGIBLE ASSETS

Intangible assets consist of:

					Baht
	Account Balance As at Sep.30, 2020	Increase	Decrease	Transfer in (out)	Account Balance As at Sep.30, 2021
<u>Cost</u>					
Computer programs and work systems	70,412,388.88	15,558,158.21	-	14,968,755.86	100,939,302.95
Copyrights	43,228.00	-	-	-	43,228.00
Assets in progress	6,218,647.90	71,472,032.46	-	(15,208,756.86)	62,481,923.50
Total	76,674,264.78	87,030,190.67	-	(240,001.00)	163,464,454.45
<u>Less Accumulated amortization</u>					
Computer programs and work systems	(24,834,410.47)	(15,595,768.69)	-	-	(40,430,179.16)
Copyrights	(6,945.92)	(4,317.95)	-	-	(11,263.87)
Total	(24,841,356.39)	(15,600,086.64)	-	-	(40,441,443.03)
Intangible Asset - Net	51,832,908.39				123,023,011.42

					Baht
	Account Balance As at Sep.30, 2019	Increase	Decrease	Transfer in (out)	Account Balance As at Sep.30, 2020
<u>Cost</u>					
Computer programs and work systems	36,757,700.43	20,785,123.45	-	12,869,565.00	70,412,388.88
Copyrights	43,228.00	-	-	-	43,228.00
Assets in progress	9,432,090.00	9,656,122.90	-	(12,869,565.00)	6,218,647.90
Total	46,233,018.43	30,441,246.35	-	-	76,674,264.78
<u>Less Accumulated amortization</u>					
Computer programs and work systems	(16,183,807.69)	(8,650,602.78)	-	-	(24,834,410.47)
Copyrights	(2,616.14)	(4,329.78)	-	-	(6,945.92)
Total	(16,186,423.83)	(8,654,932.56)	-	-	(24,841,356.39)
Intangible Asset - Net	30,046,594.60				51,832,908.39

	Baht
Amortization for the year ended 30 September 2021	15,600,086.64
Amortization for the year ended 30 September 2020	8,654,932.56
Assets in progress transferred to service wages - Third party (project)	240,001.00

As at September 30, 2021 and 2020, the Fund's intangible assets have been fully amortized but still operating at a cost of 14.03 million baht.

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NOTES TO FINANCIAL STATEMENTS (CONTINUE)

SEPTEMBER 30, 2021

10. OTHER NON-CURRENT ASSET

Other non-current assets consist of:

	Baht	
	2021	2020
Deposits - Rental of buildings and services.	3,358,080.00	3,358,080.00
Deposit - others	4,750.00	4,750.00
Total	3,362,830.00	3,362,830.00

11. OTHER SHORT-TERM PAYABLES

Other short-term payables consist of:

	Baht	
	2021	2020
Accounts payable-Others	45,719,837.16	36,950,875.42
Project payable	105,678,308.47	43,588,133.12
Suspense accounts for project refunds received pending audit	7,391,170.72	6,844,769.92
Total	158,789,316.35	87,383,778.46

12. OBLIGATIONS

12.1 Obligations under operating lease agreements

The Fund has entered into a lease agreement on the 13th floor of Building A and B with SP Building Co., Ltd. by placing a 3-month security deposit as collateral for the rental of 3,358,080.00 baht, leased area 2,112 square meters for a period of 3 years, starting from September 1, 2019 and ending on August 31, 2022, with monthly rental payments of 559,680.00 baht and service fees of 598,857.60 baht per month (including VAT) As of September 30, 2021 and 2020, the Fund has obligations under the aforementioned agreements as follows::

	Baht	
Pay within	2021	2020
1 year	12,743,913.60	13,902,451.20
2 to 5 years	-	12,743,913.60
After 5 years	-	-
	12,743,913.60	26,646,364.80

EQUITABLE EDUCATION FUND

NOTES TO FINANCIAL STATEMENTS (CONTINUE)

SEPTEMBER 30, 2021

12.2 Capital expenditure obligations

Unrecognized Contract	Baht	
	2021	2021
Intangible assets	28,024,276.50	1,590,146.10
Total	28,024,276.50	1,590,146.10

The above obligation arises from the value of the research and development contract.

12.3 Obligations under contracts for procurement of supplies and other services

As at September 30, 2021 and 2020, the Fund has obligations arising from contracts for procurement of supplies and other services classified by contract periods as follows:

Payment	Baht	
	2021	2021
No more than 1 year	58,301,698.47	184,569,876.51
More than 1 year but not more than 5 years	-	-
Over 5 years	-	-
Total	58,301,698.47	184,569,876.51

13. CAPITAL

The Fund received a capital transfer from the Welfare Promotion for Teachers and Educational Personnel on May 14, 2018 in the amount of 11,958,077.72 baht and must receive an initial capital under the Equitable Education Fund Act of 1,000 million baht. On September 26, 2018, received the first initial capital from the 2018 annual expenditure budget of 700 million baht, and on March 6, 2020, received the second initial capital from the 2020 annual expenditure budget of 300 million baht.

EQUITABLE EDUCATION FUND

NOTES TO FINANCIAL STATEMENTS (CONTINUE)

SEPTEMBER 30, 2021

14. OTHER COMPONENTS OF NET ASSETS/EQUITY

	Baht	
Unrealized Gain (Loss) of Investments in Available-for-Sale Securities	2021	2020
Balance at beginning of period	36,354.86	-
Increase (decrease) change during the period	(4,220.99)	36,354.86
Balance at the end of the period	32,133.87	36,354.86

15. REVENUES FROM THE BUDGET

Revenues from the budget consist of:

	Baht	
	2021	2020
Income from other expenditure budgets	6,084,761,000.00	5,496,129,400.00
Total Revenues from the budget	6,084,761,000.00	5,496,129,400.00

For the fiscal year 2020, the Fund has been allocated a budget according to the Annual Budget Expenditure Act B.E. 2563 (2020), amounting to 5,796,129,400 baht, which is the money allocated by the state annually according to the spending plan of 5,496,129,400 baht and the initial capital under the Equitable Education Fund Act of 300,000,000 million baht. In the first quarter of fiscal year 2020, the amount of 1,268,680,000 baht was allocated in accordance with the criteria and conditions for spending the expenditure budget of the fiscal year 2019 in the meantime and the 2nd quarter was the amount of 4,527,449,400 baht.

For the fiscal year 2021, the Fund has been allocated an amount of 6,084,761,000 baht according to the Budget Expenditure Act B.E. 2564 (2021). The first quarter was allocated 2,511,060,900 baht, the 2nd quarter was 1,183,889,300 baht, and the 4th quarter was 2,389,810,800 baht.

16. INCOME FROM OTHER SUBSIDIES AND DONATIONS

Income from other subsidies and donations consists of:

	Baht	
	2021	2020
Income from subsidies - TRF	-	600,785.84
Income from donations	47,096,340.99	24,070,016.24
Total Income from other subsidies and donations	47,096,340.99	24,670,802.08

EQUITABLE EDUCATION FUND

NOTES TO FINANCIAL STATEMENTS (CONTINUE)

SEPTEMBER 30, 2021

17. OTHER INCOME

Other income consists of:

	Baht	
	2021	2020
Interest income	15,905,637.15	15,414,530.18
Other income	936,550.16	60,826.07
Gain on sale of investments	4,009,854.91	2,509,701.95
Total Other Income	20,852,042.22	17,985,058.20

18. EXPENSES

18.1 Personnel expenses

	Baht	
	2021	2020
Salary	49,099,633.34	39,346,371.52
Overtime	111,900.00	206,650.00
Other remuneration	2,766,477.50	2,016,762.50
Provident Fund Contributions	3,752,047.00	2,842,090.00
Welfare money	5,508,822.82	3,915,700.74
Training expenses	2,068,197.69	1,577,415.00
Total	63,307,078.35	49,904,989.76

18.2 Project expenses

18.2.1 Project subsidies

	Baht	
	2021	2020
Project subsidies	5,362,096,828.41	4,843,351,780.94
<u>Less</u> Receive refunds for project subsidies	(91,204,858.17)	(45,899,805.14)
Total	5,270,891,970.24	4,797,451,975.80

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SEPTEMBER 30, 2021

18.2.2 Project management expenses

	Baht	
	2021	2020
Project research and development expenses	5,579,000.00	2,242,021.00
Meeting expenses	68,600,256.24	33,983,889.67
Travel expenses - Local	1,367,080.90	2,456,705.12
Travel Expenses - Overseas	-	915,039.31
Third party wages	76,715,658.45	76,273,999.93
Process development wage for the project	22,339,614.00	-
Other remuneration	23,900.00	-
Third-party compensation	9,362,920.00	7,468,420.00
Meeting allowance - Director/Sub-Committee/Advisor	2,780,600.00	2,611,595.00
Equipment rental fees and others	-	169,496.20
Postal service/freight fees	2,039,790.56	1,227,063.10
Photocopying fees	1,295,954.26	537,623.40
Advertising and public relations expenses	91,435,962.17	81,094,582.73
Print media costs	8,390,840.19	8,312,755.42
Bank charges	106,170.27	253,406.10
Other expenses	4,212,196.78	1,886,823.85
Total	294,249,943.82	219,433,420.83
Total Project Expenses	5,565,141,914.06	5,016,885,396.63

EQUITABLE EDUCATION FUND

NOTES TO FINANCIAL STATEMENTS (CONTINUE)

SEPTEMBER 30, 2021

18.3 Operating expenses

		Baht
	2021	2020
Board of Directors meeting allowance	3,352,500.00	2,452,500.00
Utilities expenses	4,367,313.93	3,477,091.96
Postal service/freight fees	995,982.12	1,253,511.80
Consultant fees	4,029,611.00	3,696,075.00
Meeting expenses	1,572,056.39	940,249.78
Building rental and common services fees	13,902,451.20	13,902,451.20
Photocopying fees	1,037,801.32	1,686,462.32
Operating expenses for internal control process development	35,162,985.42	-
Service fees for system maintenance	11,286,331.64	2,858,955.90
Computer/notebook rental fees	109,140.00	91,977.90
Third-party compensation	213,000.00	206,850.00
Third party wages	25,099,164.37	30,038,132.57
Travel expenses - Local	755,945.80	793,124.00
Supplies expenses	1,020,183.93	1,292,136.87
Repair and maintenance expenses	228,209.60	59,910.58
Bank charges	39,365.01	37,180.00
Audit fees	555,000.00	530,000.00
Advertising and public relations expenses	2,058,707.40	164,913.75
Other expenses	1,111,500.43	1,877,379.58
Total	106,897,249.56	65,358,903.21

EQUITABLE EDUCATION FUND

NOTES TO FINANCIAL STATEMENTS (CONTINUE)

SEPTEMBER 30, 2021

19. CLASSIFICATION OF TRANSACTIONS IN FINANCIAL STATEMENTS

Certain accounting items in the financial statements for the year ended September 30, 2020 have been reclassified to conform with the current year's classification, which does not affect the financial results for the year or equity.

	Baht		
	Original Report	Increase (Decrease)	New Report
<u>Statement of financial performance</u>			
Income from subsidies allocated by the government	5,496,129,400.00	(5,496,129,400.00)	-
Income from subsidies	600,785.84	(600,785.84)	-
Income from donations	24,070,016.24	(24,070,016.24)	-
Other Income	15,475,356.25	2,509,701.95	17,985,058.20
Gain (loss) on sale of investments	2,509,701.95	(2,509,701.95)	-
Revenues from the budgets	-	5,496,129,400.00	5,496,129,400.00
Income from other subsidies and donations	-	24,670,802.08	24,670,802.08
Personnel expenses	47,888,227.26	2,016,762.50	49,904,989.76
Operating expenses	67,375,665.71	(2,016,762.50)	65,358,903.21

SUMMARY OF IMPORTANT FINANCIAL AND BUDGET INFORMATION

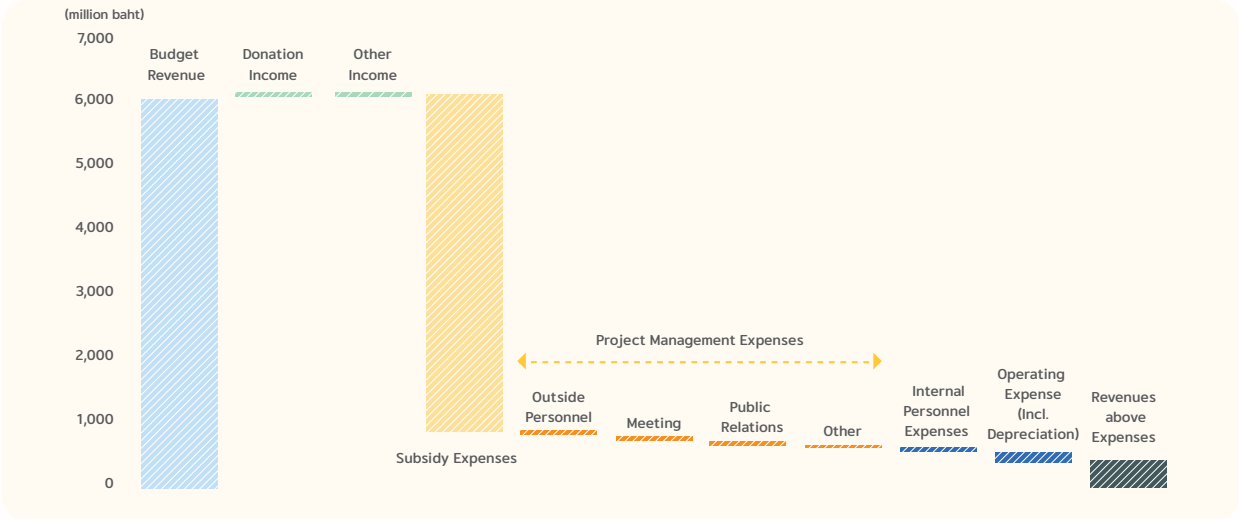
• Sources of Revenues

In fiscal year 2021, EEF had a total revenue of 6,152.71 million baht, or 98.90% of total revenue came from government subsidies that EEF received under the Budget Expenditure Act of fiscal year 2021 to carry out its main mission and there is also revenue from donations of the private sector and civil society in the amount of 47.10 million baht or 0.77% of the total revenues. In addition, other income, which is mainly a return on investment in the fund’s assets, accounted for 0.34% of total income. EEF adheres to the rules on money or assets donated to the Fund B.E. 2562 (2019) and regulations governing the rules, methods and investment conditions for seeking benefits from the money and assets of the Fund to ensure that acquisitions and out-of-budget spending are efficient, appropriate, transparent and accountable. There is also a subcommittee assigned by the EEF Executive Committee to oversee.

• Expenses

The EEF had expenses of 5,763.67 million baht in 2021, of which 96.07% or 5,537.22 million baht were project expenses in accordance with the EEF core mission, consisting of project subsidies to the main target groups of the EEF, up to 91.45% of the total expense and accounted for project management fee 5.11% of total expenses. The remainder was 1.05% of EEF personnel expenses and fund operating expenses such as building rent, utilities, etc., another 2.35% of total expenditures in the 2021 budget.

| Overview of Revenues and Expenses According to the Equitable Education Fund’s Financial Reports



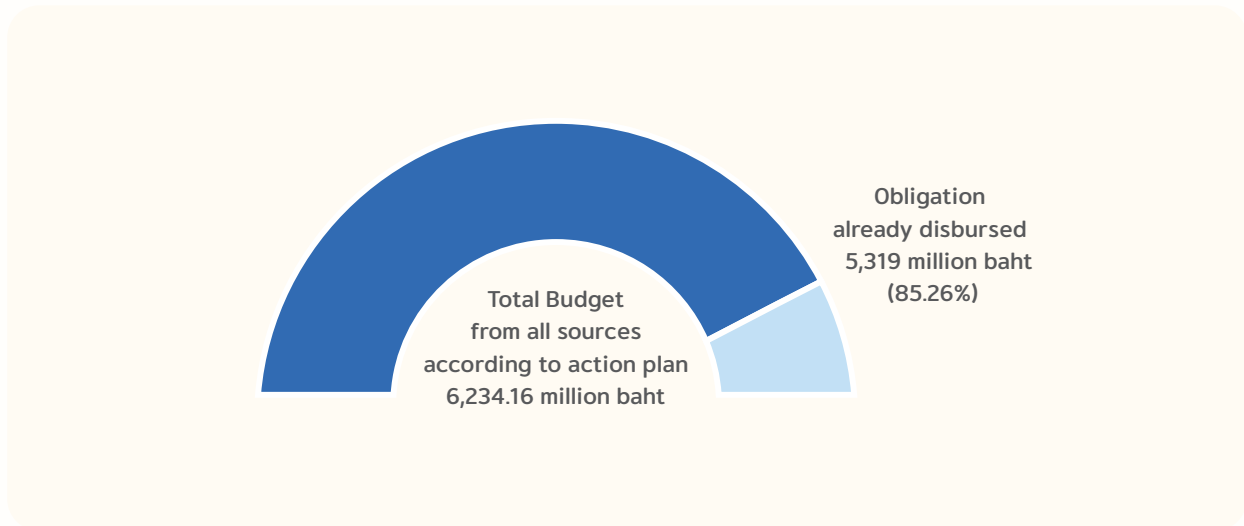
However, a high proportion of project expenditures are outsourced costs, as the EEF is a small organization with up to 140 full-time employees, which must coordinate with multiple departments. Therefore, it is necessary to rely on the power of third parties for specialized tasks such as project audits, lecturer in project information communication and database collection.

In addition, there are also meeting and public relations costs based on the nature of the EEF’s operations and the strategic nature of the need to build understanding with partners or civil society, including communication to create understanding and publicize the mobilization project with local authorities covering all 76 provinces at the nation level to truly reach more than one million children and youth.

• Expenditure for Fiscal year 2021

The EEF's operational plans and budget plans for fiscal year 2021 had a total amount of 6,324.16 million baht, comprising budgets allocated according to the Budget Expenditure Act B.E. 2564 (2021) to carry out the mission in the amount of 6,084.76 million baht and the remaining money from the previous fiscal year, donations and money from other sources totaling 239.40 million baht. This amount was bound and disbursed as of September 30, 2021 in the amount of 5,391.79 million baht or 85.26% of the budget according to the action plan.

Overview of Budget Disbursement Obligations under the Action Plan and the Budget Plan for the Fiscal Year 2021 of the Equitable Education Fund



• Problems, Obstacles and Recommendations

Due to the situation of the Coronavirus (Covid-19) outbreak, most of the major associates in the operation of the EEF, such as educational institutions across the country, has postponed the opening of the semester or unable to work in the area causing the disbursement obligations in the form of project work to be postponed. The EEF has improved the scope and guidelines of operations and situational procedures, such as improving the meeting format or on-site visits to follow up on projects to work online, along with improving operational strategies at the end of the fiscal year. As a result, there are more projects that have been screened and focus on quality work making it possible to reduce the budget. In most plans, it will not affect productivity or the results of operations.

However, the EEF has revised transfer of the remaining budget and remaining funds to operate in fiscal year 2022, considering critical projects urgently needed, such as implementing subsidies to reduce the impact of the COVID-19 pandemic affecting children and vulnerable youths are at risk of falling out of the educational system during the transitions etc.



Part 6

GOVERNANCE

Governance According to the Principles of Good Governance

EEF recognized the principles of good governance under the Equality Education Fund Act, B.E. 2561(2018). Any project implementation must comply with the principles of good corporate governance in the best interests of equal education and appropriate anti-corruption measures. The EEF Board of Directors has established a clear governance policy and issued regulations regarding the allocation of funds according to the nature of the mission as well as establishing mechanisms to support effective governance processes, including:

- The Board's regular agenda is to regularly monitor the performance of large projects.
- The Governance Subcommittee introduced the Office on the overall governance system of various projects.
- There is a large project direction sub-committee to closely monitor the progress and provide advice on project implementation.
- Information verification criteria is intended to assist beneficiaries in accordance with the EEF regulation on information verification criteria and early childhood assistance, children and youth with underfunded or underprivileged, the underfunded people, the disadvantaged people, the underfunded families and teachers B.E 2561(2018) to have a concise, reliable procedure that can verify the identity and no redundancy of the beneficiaries to reduce risk and prevent fraud, as well as effectively monitor performance.
- There are the criteria and methods for allocation on subsidies in accordance with the principles of good governance according to the EEF Regulation on Criteria, Conditions and Priorities in Fund Allocation B.E. 2561 (2018). The EEF shall allocate funds in accordance with the intent and objectives of the fund establishment with efficiency, quality and thoroughness and appropriate governance as follows:

Before the project approval

(1) The projects to be allocated funds must be consistent with the EEF implementation plan, feasibility, clear and cost-effective processes.

(2) Parties participating in the operation must have missions consistent with the EEF, the management understand the work and have a sound financial system, and in case the private sector or civil society must register with the EEF.

(3) Projects must be considered and go through two stages: an academic screening process by 1-7 experts, where large projects require a joint screening meeting at each approval stage. If a project with a budget of 20 million baht or more will be proposed to the Board for approval. For projects with a budget not exceeding 20 million baht, propose to the manager for approval and report to the Board of Directors.

After the project approval

The EEF contracts with the Parties involved in its operations and require the parties to comply with their operating conditions using tools and channels for reporting and tracking various projects including:

- Determine the proper working time and payment period according to the project plan.
 - The contracting party shall periodically report the progress of the project.
 - Inspection and handover of work according to the format and methods clearly defined in the project
 - Randomly inspect projects of all sizes and types to monitor and control project performance.
 - Auditing of project accounts by a certified public accountant for every period with a disbursement of 500,000 baht or more.
 - For large projects (worth more than 20 million baht), report progress to the Board of Directors at least every 6 months.
- Manuals/guidelines and information technology has to clearly define the details of work procedures for EEF personnel. Parties participating in the operation and those involved in the implementation to reduce errors and prevent fraud and the use of information technology systems in operations. An important example is allocating subsidies to extraordinarily poor students who use the CCT system to screen beneficiaries. Rigorous procedures are designed based on empirical data to verify transparency as well as the effectiveness and quality of screening among particularly poor students of teacher and school institute, including agencies and related persons can also use the Equal Education Database - iSEE to view high-precision, real-time reports on the effective care of their prospects together.



Although EEF's budget is not large, it can produce sustainable changes. With its knowledge and novel working methods, EEF can support the building of a learning community with a strong sense of community values. It brings about changes that affect people of all generations and mobilizes resources from both inside and outside the community. EEF plays a role in creating opportunities for people who do not have access to formal education using the community-based approach. This approach can overcome constraints related to social status or lack of resources that cause persons to lose educational opportunities. It can also promote learning in a community that responds to the local lifestyle and integrate it into a policy of a local administrative organization to help develop careers for many.



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