

Annual Report

***Fiscal***  
***Year***  
**2022**



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Section

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# Key Information

about the Organization

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# Message from the Chairman



Fiscal year 2022 marks the commencement of the new 3-year strategic plan for the Equitable Education Fund (EEF) Thailand, titled "*EEF Strategic Plan 2022-2024.*" This plan has been developed through a comprehensive review of lessons learned from the previous strategic plan (2017-2021) and careful consideration of the constraints related to government resource allocation. The overarching objective of this plan is to transform the EEF into a streamlined and highly efficient organization.

This new strategic plan places its focus on the integration and mobilization of participation across all sectors, encouraging them to become co-owners of the educational equity agenda, which leads to the integration of resources and collaborations to sustainably address educational inequality, guided by the core principle of "*All for Education.*" In this endeavor, the EEF plays a pivotal role in catalyzing sustainable systemic changes, with a primary objective of promoting equal educational opportunities for all children and youth, enabling them to reach their full potential. This is fundamental to breaking the cycle of intergenerational poverty and breaking Thai society from the middle-income trap that has entrenched this generation.

The strategic role outlined above has been translated into action through the concept of the **"Chain of Actions,"** comprising 3 main components: 1) defining educational challenges, knowledge development, and data analysis, including research and innovation aimed at reducing educational inequality with policy implications; 2) piloting model innovative initiatives in collaboration with relevant agencies responsible for beneficiaries; and 3) engaging in communication, mobilizing resources and collaborations, and supporting the policymaking process to benefit society and policymakers, thereby endorsing the proposals of the EEF and its affiliated agencies to support the sustainable development of educational equity.

In the past year, the EEF has been acutely aware of the impact of the COVID-19 pandemic, which has exacerbated vulnerabilities among underprivileged

and marginalized groups. To facilitate national development post-COVID-19, the strategic focus has shifted towards enhancing the equity-based budgeting system called the **"Education Security Development Program"** in collaboration with its 5 affiliated agencies. This effort aims to assist all children and youth in successfully completing basic education, accessing opportunities for higher education, and developing vocational skills based on their individual potential. In this context, the EEF has implemented urgent measures to help children and youth recover from the learning losses caused by the pandemic and has established the Coordinating Center for Children in Crisis. These initiatives are crucial in mitigating the long-term effects of the pandemic on education for the most disadvantaged 15% of the population and preventing them from permanently dropping out of the educational system.



Through the unwavering dedication of all parties involved and the strategic shift in its work approach, the EEF's Board of Governance is confident that the results of fiscal year 2022 will soon manifest in the form of fruitful outcomes. These outcomes reflect the growth of educational initiatives and active participation across various sectors of society that recognize the pivotal role of educational equity in national development. The commitment to educational equity remains at the core of the EEF's endeavors, driving sustainable transformation at the policy level in alignment with its founding mission.

Consequently, the progress in the EEF's mission to enhance educational equity, as outlined in the EEF Strategic Plan 2022-2024, is measured not only by budget allocations or donations distributed to over a million beneficiaries annually but also by fruitful outcomes of collaborative efforts between the organization and diverse agencies. These efforts contribute to systemic change and life-changing transformation for the beneficiaries, with resounding impact and lasting significance.

The EEF's Board of Governance holds firm in its commitment to achieving effectiveness while promoting ethical principles in its operations. To this end, it has developed a management system that upholds integrity, transparency, fairness, and verifiability, taking all stakeholders into account. This approach is aimed at fostering public trust in the EEF and is embraced by every member of the board, the executives, and the staff, who remain dedicated to the principles of ethics as an integral part of their roles and responsibilities.

On behalf of the EEF, I would like to express our gratitude to the Cabinet, the Parliament, the Senate, and the Budget Bureau for their unwavering support, guidance, and advice. We sincerely appreciate the contributions and achievements of all government agencies and sectors in the past year. We are eagerly anticipating continued collaboration to further enhance the equity of the educational sector in the coming years, leading to even more impressive outcomes.

**Mr. Prasarn Trairatvorakul**

*Chairman of the Board of Governance  
of the Equitable Education Fund (Thailand)*

# Message from the Managing Director



In the fiscal year 2022, the Equitable Education Fund (EEF) Thailand has embarked on its first year of implementation within the framework of the new strategic plan, as approved by the EEF's Board of Governance. This strategic plan spans 3 years, covering the fiscal years 2022 to 2024. It marks the organization's strategic redirection, grounded in the understanding of trends and realities observed over the past 3 fiscal years.

During this period, the EEF has received allocations from the government equivalent to approximately 0.5% to 1.5% of the total national educational budget. Notably, this allocation significantly deviates from the recommendations of the Ad-Hoc Committee on the Draft Equitable Education Fund Act. The committee recommended that the government allocate no less than 5% of the national educational budgets from the previous 3 fiscal years to the organization, a figure roughly 5 to 10 times higher than the actual allocation.

Given this context, the new strategic plan for the fiscal year 2022 has a primary focus on the EEF serving as a catalyst for systemic change. This transformation is achieved through the effective utilization of "*non-financial resources*" that the organization and its affiliated agencies have as "*multipliers*" to generate systemic

impacts in the pursuit of sustainable educational equity. These multiplier use cases have already yielded notable achievements in 2022. These include the utilization of data, knowledge, networking, and innovation across various levels, from local to national and international. These achievements are comprehensively detailed in this annual report.

Furthermore, this new strategic plan dictates that the EEF must shift its operational focus from a project-based approach, where each project has distinct objectives, to a population-based approach, where every project's operation is integrated to serve specific populations. This strategic shift aligns with the organization's founding mission, aimed at addressing educational inequality challenges and enhancing the potential of the target populations, empowering them to play a pivotal role in the nation's future development.

At the heart of this transformation is the integration of population data and the mobilization of resources and collaborations with agencies that share a mission related to underprivileged and marginalized children, youth, and populations. The goal is to efficiently and sustainably provide precise care, especially to the most economically disadvantaged households, representing 15-20% of the country's population, both within and outside the formal educational system. This includes support for teachers and educational institutions in providing educational and development opportunities to this target demographic.

The academic year 2022 marks a return to near-normal conditions for the Thai educational system, resembling the period before the COVID-19 pandemic. Educational institutions at all levels have resumed face-to-face learning, welcoming students and teachers back to classrooms, instead of relying on online or hybrid learning, as employed throughout the academic years 2020-2021. Nonetheless, the enduring effects of the COVID-19 pandemic are still palpable, affecting children, youth, teachers, and educational institutions across the board, within and outside the formal educational system alike. This continues to present a significant challenge for the EEF and its affiliated agencies throughout the academic year 2022.

Moreover, economic challenges, including the slow labor market recovery and the household incomes of poor and poorest families, coupled with inflation and rising living costs, particularly those related to education, such as travel and food expenses, continue to impact households with school-age children. These challenges have resulted in the risk of Thai children and youth dropping out of the educational system in the academic year 2022 remaining notably elevated.

In light of these circumstances, the EEF's activities for the fiscal year 2022 emphasize 3 critical dimensions:

- 1 Mobilizing public, private, and local sector involvement in developing a comprehensive educational security system**, with a focus on ensuring that all children and youth have seamless access to educational opportunities over a span of 20 years, from early childhood education to higher education. The goal is to establish a systemic mechanism for identifying, monitoring, and intervening with target populations who are currently outside the educational system or at risk of dropping out. This strategy aims to mitigate the impact of economic disparities, inflation, and recession, all to prevent them from dropping out of the educational system and enable them to continue their education as far as their potential allows. These efforts are essential for breaking the cycle of intergenerational poverty, which is pivotal in achieving Thailand's goal of breaking free from the middle-income trap;
- 2 Accelerating support measures aimed at the full recovery of the learning losses caused by the COVID-19 pandemic**, encompassing their physical, mental, and developmental needs. The goal is to facilitate the swift reintegration of children and youth, who have been affected by the school closures during the COVID-19 pandemic, into the normal educational system. Within this context, the EEF supports proactive initiatives at the local level and is actively involved in the research and development of tools that support both formal and informal educational agencies. Policy recommendations are also being prepared to ensure a holistic approach to this endeavor;
- 3 Leveraging data, research, and communication to support measures aimed at reducing educational disparities**, developed by public, private, local, and international educational agencies. These efforts aim to create a multiplier effect for the operations of the affiliated agencies that have started yielding fruitful outcomes, expanding the scope of impact to cover a broader target population, thereby leading to more effective and sustainable outcomes in the future.

On behalf of the EEF's executives and staff, I would like to express our gratitude to the Board of Governance for their steadfast support and guidance throughout 2022. I would also like to extend our appreciation to the public and private sector agencies, the executives, teachers, and staff of educational institutions

across the nation, as well as the members of the press and the general public, who have tirelessly contributed to the cause of educational equity. Your collective efforts have been instrumental in advancing our work over the past year, and I welcome your feedback and commendations as we continue to enhance our operations in the future.

**Kraiyo Patrawart**

*Managing Director of the Equitable Education Fund (Thailand)*

## Executive Summary

The economic setbacks caused by the COVID-19 pandemic has resulted in a precarious scenario for over 1.3 million students from the poorest group across educational institutions under 5 public agencies who are at a high risk of dropping out of the compulsory educational system, covering kindergarten to Grade 9. Furthermore, despite the resumption of regular school operations in the academic year 2022, students across all grade levels are grappling with learning challenges.

They have exhibited a decline in fundamental skills across various domains. This decline is a direct consequence of the school closures that took place during the academic years 2023-2024. Failing to address these pressing issues may have dire consequences for Thailand, potentially leading to the loss of an entire generation. Consequently, these challenges pose a formidable test for the endeavors in the fiscal year 2022, as we strive to promote educational equity throughout the country.

## Mobilizing for Educational Equity

In the fiscal year 2022, the Equitable Education Fund (EEF) Thailand has embarked on the first year of the transformative journey, signifying a profound shift in its operational approach to addressing educational disparities. Transitioning from a project-based approach with distinct objectives for each project, the EEF has embraced a population-based approach, underpinned by a robust focus on data connectivity and interagency coordination. This novel approach is designed to illuminate the educational pathways of children, youth, and the general public.

Guided by the population-based approach, initiatives are structured as large-scale projects, each tailored to address the specific challenges faced by distinct beneficiary groups. These groups

encompass students in compulsory education, including early childhood education, as well as youth in higher education, individuals outside the formal educational system, and the working-age population. Additionally, another essential component of this approach is the development of teachers and schools, complemented by local-level efforts that extend the reach of these initiatives, ensuring comprehensive coverage of beneficiaries in the areas and, by extension, nationwide.

The implementation of this approach has yielded profound insights into the root causes of educational disparities. It has effectively exposed the obstacles encountered by underprivileged and marginalized students who are at risk of dropping out of the educational system.

Through collaborative efforts with a network of 153 public, private, local, and civil society organizations, Thailand has fostered a unified front committed to

advancing educational equity in society. This collective dedication guarantees the continuity and consistency of initiatives promoting educational equity, benefiting each targeted beneficiary group.

## Children and Youth in Early Childhood and Compulsory Education

The EEF implements the equity-based budgeting system called *“Education Security Development Program,”* an innovative conditional cash transfer program that utilizes an information system for tracking and monitoring. This program aims not only to provide assistance and prevent dropouts from the educational system but also to facilitate access to levels of education higher than compulsory education.

In the fiscal year 2022, this initiative has covered a total of 1.3 million underprivileged and marginalized children and youth, from early childhood education to compulsory education, across educational institutions under 5 public agencies, namely the Office of Basic Education Commission (OBEC), the Department of Local Administration (DLA), the Border Patrol Police (BPP), the National Office of Buddhism (NOB), and the Office of the Private Education Commission (OPEC). Notably, 95% of all Equity Fund students have remained within the educational system.

However, the impact resulting from the COVID-19 pandemic and the subsequent

economic slowdown in Thailand has disproportionately affected children and youth from the poorest households who are in the transition between grades. These households cannot afford the increased educational expenses as students progress through higher grades. This situation has placed 238,707 children and youth from such a group at significant risk.

To prevent a loss of human resources from the educational system during these critical years, the EEF has transferred databases to support the Ministry of Education's *“Bring Children Back to School”* project. This project monitors students in the transition between grades and reintegrates them back into the educational system. Additionally, the *“Coordinating Center for Children in Crisis”* has been established through collaboration with various private sector organizations to assist children and youth at a critical risk of dropping out of the educational system, involving 302 individuals in 4 pilot provinces, namely Phitsanulok, Khon Kaen, Yala, and Bangkok. Various financial support and assistance measures are provided as needed.

## Youth in Higher Education

The EEF is actively engaged in promoting, supporting, and assisting underprivileged and marginalized children and youth in pursuing higher education beyond Grade 9. This is achieved through financial support for vocational education, including vocational certificates, high vocational certificates, and vocational diplomas, provided through the **"High Vocational Innovation Scholarship"** project. This initiative aims to provide opportunities for underprivileged and marginalized children and youth who have exhibited exceptional academic performance and vocational skills to access higher education and secure immediate employment upon completion. It is implemented in collaboration with educational institutions to enhance vocational programs, thereby fostering a high-quality workforce aligned with the Thailand 4.0 Strategy.

In the academic year 2022, the EEF has offered High Vocational Innovation Scholarships to 6,599 students, spanning across 4 different batches. Among these beneficiaries, 315 are individuals with special needs, while 2,237 belong to the fourth batch. Remarkably, a significant 79.75% of scholarship students have excelled academically, maintaining a grade point average between 3.00 and

4.00. Furthermore, the EEF has continued to expand educational opportunities by facilitating the transition from vocational education to tertiary education, including bachelor's, master's, and doctoral levels, through the **"Phra Kanittha Summacheep Scholarship"** project. This project aims to offer opportunities to underprivileged and marginalized children and youth who have exhibited exceptional academic performance at the national level. They are provided with access to higher education in advanced professional programs that are pivotal in national development. These programs encompass 3 main categories: 1) priority industries with high potential (First S-curve); 2) future industries (New S-curve); and 3) scientific and technological fields, including STEM. Currently, 123 scholarship students are spread across 4 batches, with 25 students in the fourth batch.

Apart from providing educational opportunities for underprivileged and marginalized children and youth who have exhibited exceptional academic performance, these initiatives also serve as models for vocational educational management. They aim to bring about transformative changes at the policy level and instill new values in vocational education.



## Youth Outside Formal Educational System and Working-Age Population in Alternative Education

The EEF plays a pivotal role in driving change in alternative education for youth outside the formal educational system and working-age individuals through the *“Community-Based Innovation and Career Development”* project. In the academic year 2022, the EEF has focused on designing learning processes and fostering self-confidence to empower beneficiaries, enabling them to transform from underprivileged individuals to opportunity providers. Building upon previous efforts,

the EEF has afforded a total of 13,107 out-of-school youth and working-age individuals the opportunity to enhance their vocational and life skills, increase their incomes, and receive support through learning management units at the sub-district level. These units have been established in 110 locations across 56 provinces, demonstrating a significant expansion in the approach to educating out-of-school youth and the working-age population.

## Teacher, School, and Learning Management Unit Development

The EEF is actively involved in teacher production and development through the *“Home-Grown Teacher Scholarship”* project. This initiative aims to provide educational opportunities to underprivileged and marginalized students in remote areas, who have exhibited exceptional academic performance and a strong commitment to becoming teachers. Through this project, they are enabled to pursue higher education in faculties of education or educational science, with

a specific focus on early childhood education and primary education, fields with a high demand for teachers in schools in remote areas. Upon completing their studies, scholarship students are appointed as teachers in their respective local schools. This approach addresses issues related to teacher shortages, incomplete staffing, and frequent teacher turnover, ultimately cultivating a new generation of educators with the essential qualities of both a teacher and a community developer.

In the academic year 2022, the EEF has offered scholarships to underprivileged and marginalized students at Grade 12 or its equivalent, enabling them to access higher education in early childhood education and primary education within the tertiary educational system. Currently, a total of 863 students, spanning 3 batches, are enrolled in 16 teacher production and development institutions. Furthermore, 699 schools in remote areas, covering 53 provinces throughout the country, are prepared to welcome these newly trained teachers. In the academic year 2024, the project's first batch, composed of 328 students, will return to assume their roles as teachers in their respective local schools.

Furthermore, the EEF is actively engaged in teacher and school development through the "**Teacher and School Quality Program (TSQP)**" project. This initiative employs a comprehensive whole-school approach to enhance schools' management quality and improve teachers' teaching methods, thereby establishing high-quality learning processes within classrooms. This enables students to access high-quality education, all while elevating learning outcomes in terms of knowledge, skills, attitudes, and competencies. The project's primary

focus is to empower schools to have autonomy in their management and development, ultimately transforming them into exemplary self-improving schools that can serve as models for other schools in their vicinity.

In the academic year 2022, this project has had a significant impact on medium-sized schools, totaling 636 schools across 39 provinces. Among them, 228 schools from the first batch have completed the three-year cycle, while 408 schools from the second batch have continued their development journey into the third year. This transformation encompasses 13,281 school administrators and teachers and 174,364 students, of which 53,002 have special needs. The project assessment has revealed substantial collaboration among participating teachers within the network, fostering mutual assistance and knowledge exchange. This serves as a model for expanding the project's impact to nearby schools, highlighting the success of development and networking within the 11 participating networks.

Moreover, the EEF has executed various initiatives aimed at teacher, school, and learning management unit development, including the following:

- 1 The "Police-Teacher Development for Border Patrol Schools" project** involves the enhancement of the competencies of 685 teachers in 68 participating border patrol schools. The goal is to equip these teachers with the skills to improve learning management, enhance academic and life skills, and promote career opportunities for their students to their fullest potential;
- 2 The "Informal Teacher Competency Development Model" project** involves the development and experimentation of competency development models for informal teachers. In this endeavor, 210 informal teachers have been provided with development opportunities, being introduced to 3 distinct teacher competency development models: classroom teacher, developer-teacher, and volunteer teacher;
- 3 The "Educational Opportunity and Extensive Learning Expansion by Princess Maha Chakri Award Foundation Teacher Network" project** involves the development of a network that facilitates collaboration between Princess Maha Chakri award-winning teachers and educational personnel, both within and outside the formal educational system, across the country. The aim is to promote mutual learning, knowledge sharing, collective expertise, and collaborative ideation of tools and mechanisms to reduce educational disparities;
- 4 The "Community of Learning and Ecosystem of Innovative Learning" project** involves the development of curricula and new bodies of knowledge that align with the contexts and learner needs. This initiative works in conjunction with the development of teachers, learning management personnel, and educational staff, ensuring their readiness for self-improvement and skill enhancement.

## Area-Based Learning Development

The EEF is proactively committed to reducing educational disparities through the ***"Area-Based Learning Development"*** project. This is achieved by effectively breaking down these challenges into smaller, manageable sizes and engaging communities at the local level to address them. This initiative focuses on enhancing collaboration between various public and private sector organizations within the areas, enabling them to develop strategies for effectively allocating resources, budgets, and personnel tailored to the local contexts. Moreover, it actively explores approaches and innovations to assist underprivileged and

marginalized children and youth, facilitating their reintegration back into the educational system or providing them with systematic, customized support based on their individual needs.

In the academic year 2022, the EEF has established 12 area-based learning management mechanisms, spanning 12 provinces across all regions of the country. These provinces encompass 8 provinces with ongoing development programs and 4 newly initiated areas. The provinces involved are Mae Hong Son, Lamphang, Phayao, Phitsanulok, Sukhothai, Khon Kaen, Surin, Samut Songkhram, Rayong, Surat Thani, Songkhla, and Pattani.

## Research and Innovation

The EEF leads the way in research and innovation to address educational disparities faced by small-sized schools in remote areas. This initiative involves the development of the ***"Fundamental School Quality Levels (FSQL)"*** framework, which seeks to establish fundamental standards for school quality in alignment with Thailand's educational landscape. One pivotal aspect of this framework is the development of a data collection system to monitor key indicators across 4 dimensions: 1) the leadership of school administrators, 2) learning outcomes, 3) teacher quality, and 4) infrastructure, which includes school facilities and student transportation. This data serves as the foundation for schools to enhance their quality and plays a critical role in allocating resources and budgets to schools most in need of support.

Furthermore, in the academic year 2022, the EEF, in collaboration with private sector organizations, has introduced a financial innovation for educational equity through a pilot project called ***"Zero Dropout"*** in Ratchaburi province, spanning a three-year period with a total budget of 100 million Thai Baht. Consequently, children and youth at risk of dropping out from the educational system in Ratchaburi province have continued their education. The success of this endeavor has laid the groundwork for further financial research and innovation, including partnerships with the private sector to strengthen ongoing efforts.

## Assessment, Feedback, and Collaboration from Various Sectors

In the academic year 2022, the EEF has undergone its first performance assessment, as mandated by the Equitable Education Fund Act, covering the period from May 14<sup>th</sup>, 2021, to May 13<sup>th</sup>, 2022. The assessment results have revealed the effectiveness of the EEF's initiatives in achieving its objectives, providing substantial assistance to underprivileged and marginalized children and youth and ensuring their successful completion of compulsory education. Furthermore, it has made significant contributions to improving the quality of teachers and schools while enhancing their readiness for effective teaching. Key accomplishments include the following: 1) Vulnerability Identification Innovation; 2) Information System for Equitable Education (iSEE) comprehensive database platform; 3) Individualized Scholarship Student Tracking System utilizing the 13-digit national ID numbers; 4) Innovative Finance

through collaborations with the private sector; 5) Resource Mobilization from the private and civil society sectors; and 6) Local Collaboration Model.

The combined dedication of the EEF and various collaborating organizations has yielded positive outcomes. This is evident in the fiscal year 2022, where the EEF has received a total of 222 million Thai Baht in donations from the private sector and the general public, a fourfold increase from the previous year. This substantial financial support has enabled an additional 108,055 underprivileged and marginalized children and youth, as well as those at risk of dropping out of the educational system, in a total of 17,432 schools across the country. This milestone has underscored the substantial impact of public-private partnerships in aligning budgets, reflecting a clear and productive synergy of collaborative efforts.

### 1.3 Million poorest students

at high dropout risk due to COVID-19 economic setbacks.

### 153 organizations

uniting to address educational disparities.

### "FSQL"

framework setting standards and allocating resources.

### 95% Equity Fund students

staying in the system.

### 6,599 students

benefiting from 'High Vocational Innovation Scholarship,' with 79.75% excelling.

### "Zero Dropout" students

pilot in Ratchaburi with 100M Thai Baht budget.

### 123 students

benefiting from "Phra Kanithathi Sarnacheeep Scholarship."

### 13,107 out-of-school youth and working-age individuals

uniting to address educational disparities.

### 12 area-based learning development mechanisms

in 12 provinces addressing local challenges.

### 863 teacher-students

enrolling in 16 teacher production and development institutions.

### 636 schools

in 39 provinces benefiting from "TSQP" project.

### 222 Million Thai Baht donations

in 2022, fourfold increase, aiding 108,055 children.



*The execution of the array of continuous projects over the past 4 years leading up to the fiscal year 2022 by the EEF has signified a foundational effort aimed at instigating a systemic transformation within the country's educational landscape. Nevertheless, achieving genuine educational equity through systemic reform is not a task that can be accomplished by the EEF alone due to its relatively small scale; It necessitates the wholehearted commitment and concerted efforts of all stakeholders, commencing with policymakers, including the Cabinet and the Parliament, and extending to all relevant public agencies engaged in the educational system, private sector organizations, and the general public.*

*True systemic change can only be realized through the promotion of educational opportunities, the reduction of educational disparities, and the enhancement of teacher and school quality for the benefit of every child, youth, and citizen of Thailand. The overarching objective is to ensure that every individual, regardless of their background, enjoys access to quality education without anyone being left behind. This encapsulates the central aspiration of fostering authentic educational equity in Thai society.*

# Vision, Mission, and Objective

The Equitable Education Fund (EEF) Thailand was established in accordance with the Constitution of the Kingdom of Thailand in 2017. The constitution mandated the creation of a fund to assist individuals lacking financial resources, with the goal of reducing educational disparities and enhancing teacher quality and teaching effectiveness. The Equitable Education Fund Act in 2018 further defined the primary objective of the EEF: creating educational equity and providing knowledge frameworks and

best practices to support implementation, all aimed at reducing educational disparities in Thai society.

The EEF operates with a vision of ***“ensuring that every child, youth, and citizen who lacks financial resources or opportunities can access quality education.”*** It sets its objectives on 2 fronts: benefiting the target groups and implementing systemic changes. Furthermore, it actively promotes educational reform to achieve educational equity for individuals who lack financial resources or opportunities.

## **“Benefiting the target groups”**

means ensuring that children and youth, both within and outside the educational system, who lack financial resources or opportunities for learning access. This is achieved through access to educational systems, learning management systems, and family and community support, which collectively enable the prevention of dropouts and the successful completion of at least compulsory education. It also involves providing quality learning outcomes that align with individual aptitudes, skills, and competencies, as well as offering quality alternative education tailored to individuals' potential.

## **“Implementing systemic changes”**

means driving policy changes at national, regional, and local levels that benefit the beneficiaries. This includes facilitating the decentralization of authority and resource allocation and management, including budget, personnel, facility, and equipment, to promote quality educational opportunities in line with the requirements for achieving educational equality. It also involves establishing networks that connect various levels from the grassroots to the top to collaboratively address issues and advance the cause of educational equity. Additionally, it encompasses educational research, innovation development, and sharing knowledge and databases to effectively drive policy changes.

The EEF defines its role as a ***"catalyst for system change."*** This means serving as a mediator to provide an open space for all stakeholders in Thai society seeking to address educational disparities. The organization seeks to unite and

cooperate with all stakeholders, with a common goal, in setting targets and facilitating educational agencies at all levels to engage in policy advocacy. It also aims to gather support from the private and civil society sectors to collectively create educational equity at every stage.



## Vision

Bringing knowledge and skill to people.



## Mission

Providing an integrated, relevant, and quality learning ecosystem through multi-stakeholder partnerships.

### **'Educational Disparities'**

refers to the inequalities in education stemming from variations in school quality and standard, teacher quality or efficiency, as well as from economic and social conditions.\*

### **'Educational Equity'**

refers to the principle that citizens have the right to access education and development on an equal and comprehensive basis, with assistance provided to those who lack financial resources, thereby reducing educational disparities and enhancing teacher qualities.

\* From Section 3 of the Equitable Education Fund Act of 2018



# Operational Direction and Strategy for Fiscal Year 2022

Addressing nationwide issues through systemic change to achieve educational equity for millions of people is a challenging task for the Equitable Education Fund (EEF) Thailand, as it is a relatively small organization with budget constraints. In the fiscal year 2022, the EEF's Board of Governance has undertaken a comprehensive review of the organization's operational strategies for the fiscal years 2022-2024. In this review, the Board has

redefined the EEF's role as a "*catalyst for system change*" to harness the collective power of various stakeholders, including those from public, private, local, and civil society sectors.

Furthermore, the Board has also outlined key strategies to advance the EEF's mission during this three-year period, spanning the fiscal years 2022-2024. These strategies encompass:

- 1 Communicating the Value of Achieving Educational Equity and Reducing Educational Disparities:** This strategy forms the foundation for the EEF's steadfast commitment to reducing educational disparities, with a focus on open and constructive communication;
- 2 Utilizing Data and Knowledge to Lead Policy Changes at All Levels:** The EEF develops a robust database infrastructure that is linked with governmental data repositories, and creates high-impact knowledge frameworks and best practices to facilitate continuous learning and expansion. These tools will guide and mobilize relevant stakeholders, empowering them to play their parts to their full potential;

- 3 Collaborating with Partners in the Network to Create Innovative Models and Expand Successful Projects:** The EEF collaborates with diverse networks of organizations across all sectors, and together, they will define objectives, develop policies, and promote projects or models that have undergone experimentation and exhibited successful outcomes. These efforts are crucial in facilitating systemic changes;
- 4 Optimizing Resource Management to Achieve Educational Equity:** The EEF pinpoints specific objectives for optimizing the utilization of existing resources, by efficiently utilizing the existing database and information system containing data of children, youth, and individual beneficiaries nationwide, and implementing knowledge derived from research. This will ensure the efficient creation of genuine educational equity;
- 5 Focusing on Empirical Research and Performance Assessment to Enhance Project Development and Knowledge Funneling:** The EEF intensifies the role of empirical research in education related to addressing educational disparities to benefit its beneficiaries. This research will encompass both national and international research, including both quantitative and qualitative systematic research. Performance assessment will also be conducted to assess project progress and generate high-quality policy proposals for the country.

# Operational Direction in Fiscal Year 2022

The operational direction for the first year of the three-year strategic plan spanning the fiscal years 2022-2024 has involved significant changes from the previous year, with a focus on the following key aspects:

- 1 Shifting from a Project-Based Approach to a Population-Based Approach:** The EEF has undergone a fundamental shift in its operational approach, prioritizing the needs of beneficiaries, while continuing to budget through project-based initiatives. This involves expanding collaborations with key agencies to align efforts more closely with objectives and requirements. Additionally, there is an increased emphasis on developing data connectivity and educational pathways for the EEF's beneficiaries. This aims to establish an educational security system that ensures educational opportunities for individuals of all age groups, starting from early childhood. The overarching objective is to integrate the care and assistance system with relevant agencies, thereby promoting comprehensive coverage and connectivity throughout the entire educational journey;
- 2 Focusing on High-Impact Quality Initiatives within Allocated Budgets:** The EEF has now placed a greater focus on ensuring that its operations have the most significant impact possible, given the budget allocations. This involves enhancing the effectiveness and outcomes of initiatives throughout the entire project lifecycle. The emphasis is not solely on economic aspects but also on their impact on the quality of life and how they influence educational outcomes for beneficiaries;

- 3 Prioritizing Collaborative Initiatives:** The EEF has now placed a stronger emphasis on expanding collaborative initiatives with relevant agencies, right from the initiation phase. This involves the clear definition of joint goals and policy measures, such as information exchange to facilitate beneficiary identification, screening, and assistance, as well as joint model development to empower partners to actively participate in the operation of initiatives, ensuring their readiness for expansion by relevant agencies;
- 4 Promoting Diverse Investment:** The EEF has now placed a heightened priority on promoting investment in various forms, including budgets, personnel, and resources from the private and civil society sectors, as well as international networks. This approach aligns with the All For Education principles and supports advocacy for public policy proposals addressing educational disparities and fostering long-term educational equity;
- 5 Enhancing Preparedness for Adaptation:** The EEF has now placed an enhanced importance on preparing to support the adjustment of operational plans and urgent measures in response to potential educational crises. These adjustments are based on findings from research conducted by the organization. This includes supporting the recovery of learning losses caused by the COVID-19 pandemic and establishing the Coordinating Center for Children in Crisis to prevent school dropouts.





Section

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**Report**  
**on the Educational**  
**Inequality Situation**  
in Thailand in 2022  
and Trends in 2023

2

# Educational Inequality Situation in Thailand in 2022

The COVID-19 pandemic has severe repercussions on both the Thai and global economies. In 2022, more than 1.3 million students from the poorest group are at risk of dropping out of the compulsory educational system, which spans from kindergarten to Grade 9. Although these students have returned to traditional classroom settings in the academic year 2022, it has become evident that they are grappling with significant challenges at all grade levels. These challenges have manifested as learning losses, a decline in fundamental skills

across various domains, and a range of multi-dimensional consequences. The prolonged closures of schools, extending beyond the usual academic calendar in 2020 and 2021, has contributed to the exacerbation of these issues. If these concerns remain unattended, Thailand faces the peril of losing an entire generation of students, with consequences that will reverberate far and wide.

The educational inequality situation in Thailand in 2022 has been marked by several key findings, which can be summarized into 3 critical issues:

# 1 Sustained Increase in the Number of Students from the Poorest Group:

The impact of the COVID-19 pandemic, economic recovery delays, and job shortages has led to a situation where many households are facing unemployment or part-time employment. Consequently, household incomes have fallen below pre-COVID-19 levels. Additionally, the number of households in a state of dependency have increased, primarily due to business closures and temporary job relocations. These economic challenges have disproportionately affected households with lower incomes and school-age children.

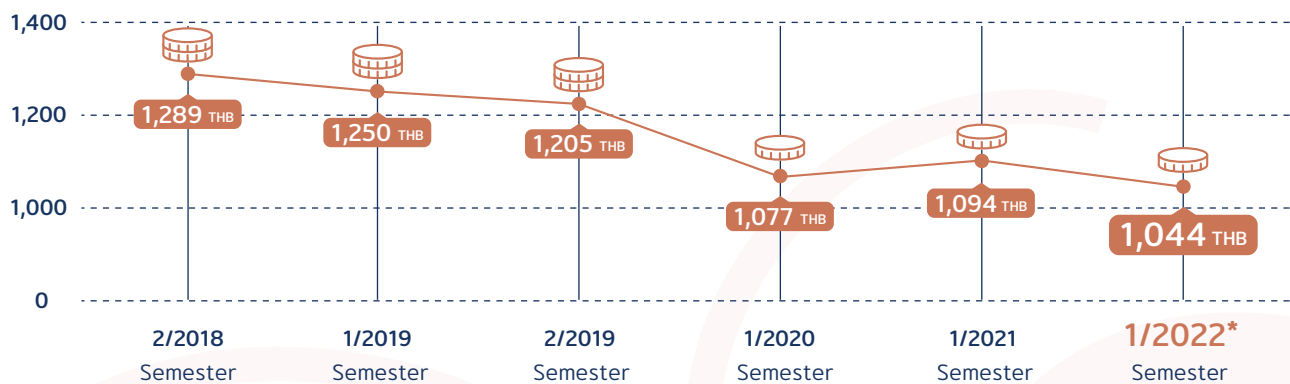
The Equitable Education Fund (EEF) Thailand has conducted a survey on the circumstances of households of students from the poor and poorest groups and found that the incomes of these households with school-age children have shown a consistent decline, starting from the second semester of the academic year 2021 and persisting until the first semester of the academic year 2022. The average monthly income of households of students from the poorest groups is likely to decrease from 1,289 Thai Baht to 1,094 Thai Baht, a daily reduction of 34 Thai Baht per household. Notably, in the first semester of the academic year 2022, the primary source of income for these households is public and private welfares, accounting for 59% of their total incomes. This has highlighted their limited capacity to generate income independently.



## Average Household Monthly Income of Students from the Poorest Group

in the 1st Semester of the Academic Year 2022

Average Household Monthly Income



*Remark: \*The average household income of students from the poor and poorest groups affiliated with the OBEC, recently screened in the 1st semester of the academic year 2022. Source: <https://isee.eef.or.th/>*

**↓ 5% Decrease**

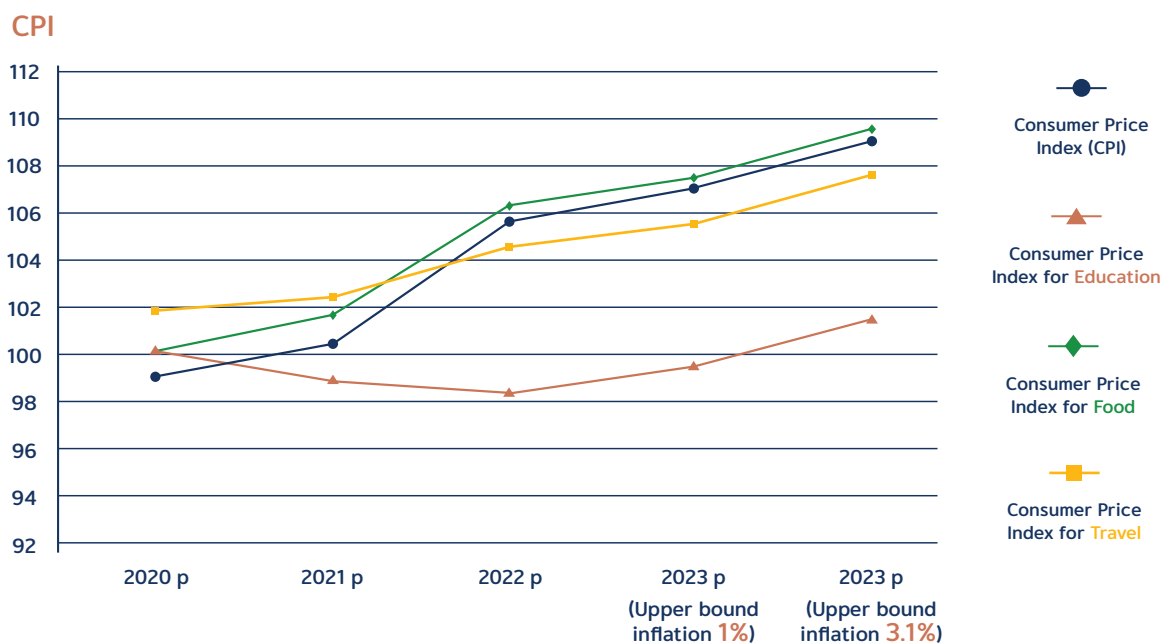
**A Daily Reduction of 34 Thai Baht per Household**



In addition to the continuous decline in average household income, there has been a noticeable surge in inflation in 2022, both on a global scale and particularly in Thailand, primarily affecting energy and consumer goods. This inflationary

trend has had a substantial impact on the educational opportunities of children and youth, given the significant increase in expenses related to education, such as transportation, food, and study materials, in contrast to the declining income trend.

Trends in Consumer Price Index (CPI) and Projections for the Years 2020–2023





**CPI for "Education"**  
demonstrates  
a downward trajectory



**CPI for "Food"**  
demonstrates  
a notable upward trend



**CPI for "Travel"**  
demonstrates  
a notable upward trend

Data from the Economic and Trade Indices Database of the Ministry of Commerce, estimated by the Equitable Education Research Institute (EEFI)

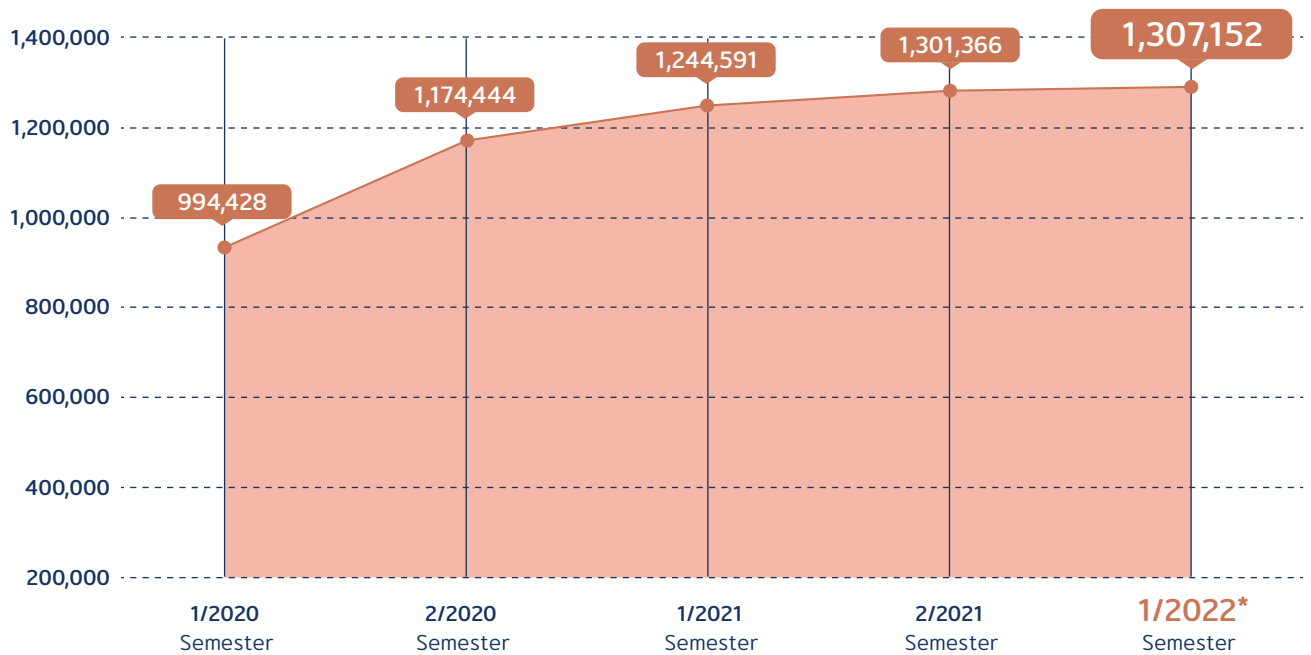
The exacerbated impoverishment resulting from diminishing incomes and escalating expenses throughout the COVID-19 pandemic has been evident in the screening of students from the poorest group. A collaborative survey conducted by the EEF and educational institutions under 5 affiliated public agencies has revealed a consistent and substantial increase in the number of students from the poorest

group in compulsory education over the past 3 academic years. In the first semester of the academic year 2022, there are as many as 1,307,152 students from the poorest group, a 31.4% increase from the first semester of the academic year 2020 and a 5.0% increase from the first semester of the academic year 2021. Specifically, 14.2% of these students are located in Northeastern Thailand and the Southern border provinces.



### Number of Students from the Poorest Group During the Academic Years 2020-2022

Number of Students from the Poorest Group



A collaborative analysis of data from the National Education Account (NEA) by the EEF and the Faculty of Economics, Thammasat University, has revealed that households with incomes falling below the poverty line have shouldered a disproportionately heavier burden of educational expenses when compared to their incomes. Notably, this burden is up to 4 times greater in lower-income households compared to their higher-income counterparts. This has underscored a significant financial disparity in supporting the education of families with diverse economic backgrounds. As the household income levels

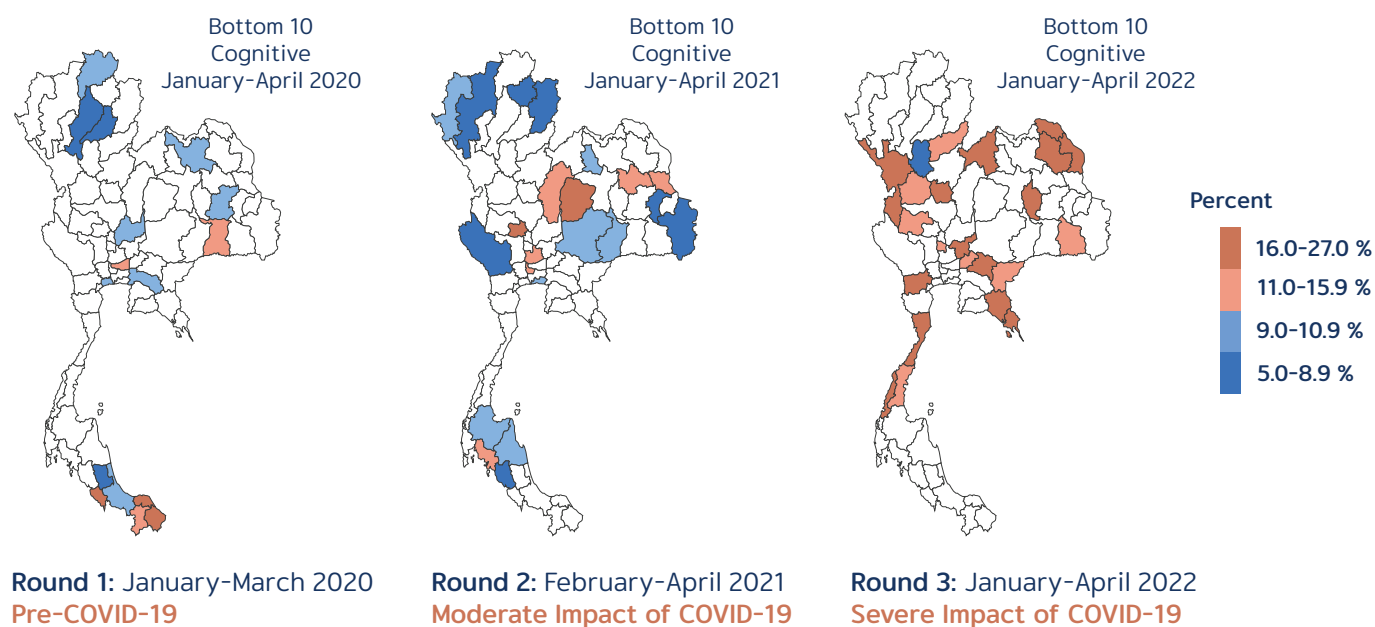
of students from the poorest group have continued to deteriorate, there has been an elevated risk that these economically disadvantaged households may lack the resources necessary to adequately support their children's education. This situation may, in turn, adversely affect various aspects of well-being, including access to suitable educational recovery opportunities. Moreover, it has further emphasized the growing number of households in the poorest group, primarily due to economic repercussions, making it a critical risk factor for school dropouts among children and youth during their formative years.

## 2 Deterioration in the Well-being and Learning of Thai Children and Youth:

According to a survey conducted by the Department of Health, employing the 2022 Early Childhood Development Monitoring and Promotion Toolkit, Thai early childhood children have been facing developmental challenges. Specifically, there has been a developmental delay in fine motor and cognitive skills, language usage proficiency, and language comprehension proficiency at the rates of 47.0%, 75.2%, and 60.1%, respectively.

These findings correspond with the data from the Thailand School Readiness Survey (TSRS), a collaborative initiative between the EEF and the Research Institute for Policy Evaluation & Design (RIPED), the University of Thai Chamber of Commerce. The TSRS assesses the readiness of early childhood children as they enter the educational system. It has revealed that in 2022, the surveyed group of early childhood children has exhibited lower readiness levels across all dimensions compared to the 2020 group, which is unaffected by the COVID-19 pandemic, and the 2021 group, which has experienced minimal disruptions. These results have reflected the clear implications of the closures of educational institutions during the COVID-19 pandemic, resulting in substantial learning losses among early childhood children.

**The Survey on the Readiness of Early Childhood Children to Enter the Educational System During the Period from 2020 to 2022**



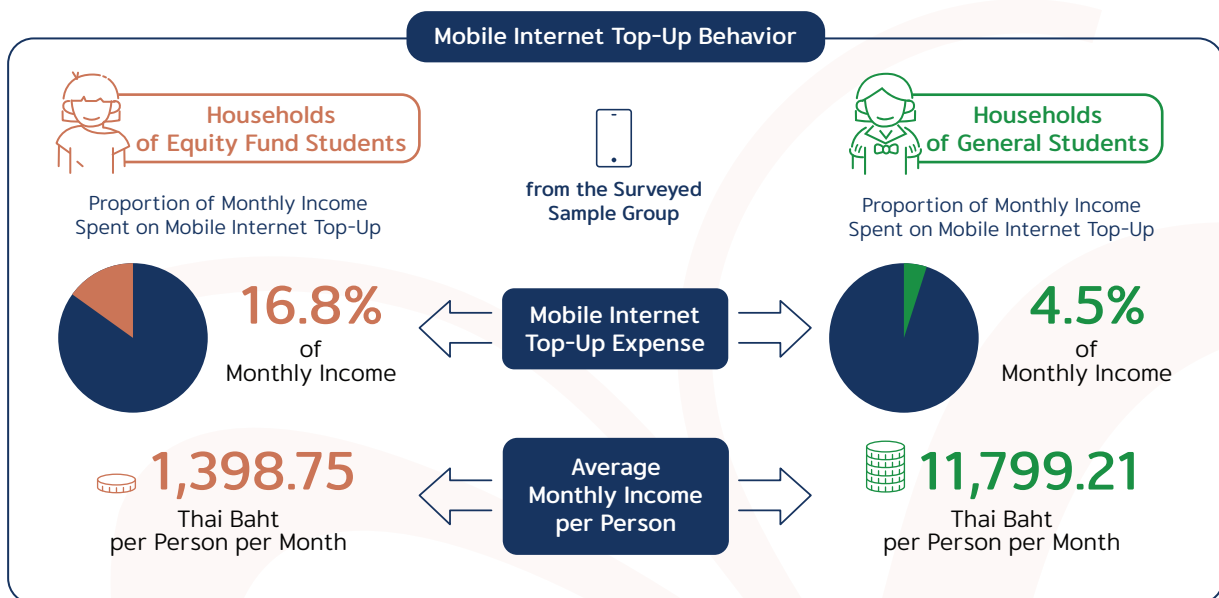
*\*Dark blue indicates that, on average, early childhood children in the province are well-prepared to continue their education at the primary school level. On the other hand, dark red indicates that, on average, early childhood children in the province are not adequately prepared to continue their education at the primary school level.*

Concurrently, the EEF has investigated the impact of the COVID-19 pandemic on the development of students in schools participating in the Teacher and School Quality Program (TSQP) project. The study has found that 98% of students in Grade 2 from 74 schools across 6 southern provinces, including Satun, Pattani, Songkhla, Nakhon Si Thammarat, Yala, and Narathiwat, have exhibited lower grip strength compared to the average for students of the same age. Furthermore, over 50% of these students have been struggling with improper pencil grip, which has resulted from reduced fine motor skills, leading to slower learning progress than expected.

These findings in Thailand align with the global research conducted by the World Bank, which assesses the impacts of school closures during the academic years 2020-2021. It has found that over 760 million children and youth worldwide have been experiencing disruptions in their education. Prolonged school closures have resulted in learning losses, with the number of 10-year-old children unable to read or write a simple sentence

increasing from 53% in 2019 to 63% in 2021. When assessing the long-term economic and health impacts of the COVID-19 pandemic on these children's future earnings, the cumulative global loss has amounted to a staggering 21 trillion USD.

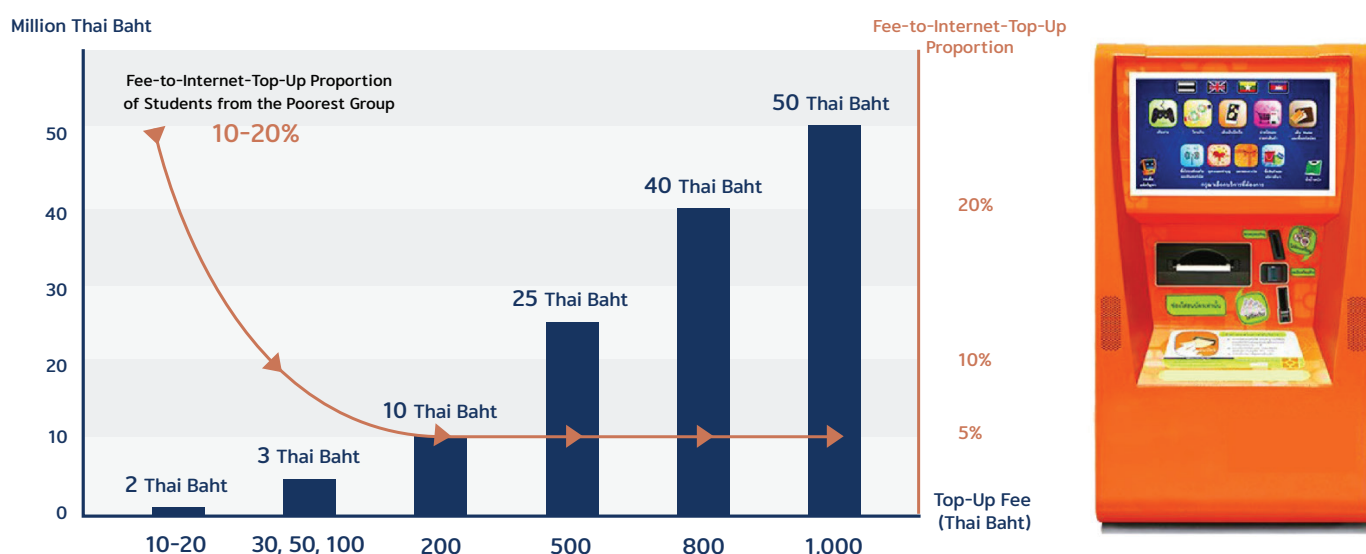
A significant contributing factor to the learning losses during the period of online education is the unequal access to the internet and disproportionate costs. According to a survey conducted by the EEF on internet accessibility of students from the poorest group and those from general households in 2021, which is the period when students had to learn online due to the COVID-19 pandemic, it has been found that 63.81% of students from the poorest group are able to access the internet, while 73.2% of students from general households have this capability. Additionally, general households spend 4.5% of their average incomes on internet access, while students from the poorest group allocate a considerably higher proportion, amounting to 16.8% of their average income per person per household, 3.7 times higher than that of their counterparts.



A study on internet top-up behaviors and fee structures has revealed that the majority of students from the poorest group can only afford to top up with 10-20 Thai Baht at a time. However, each top-up incurs a 2 Thai Baht fee, a substantial proportion of their internet costs, ranging from 10% to 20%. In contrast, students from general households, who typically recharge their internet balance

with an average of 300 Thai Baht per transaction, pay a fee equivalent to only 5% of their internet costs. Consequently, students from the poorest group have borne a significantly higher fee burden, up to 4 times that of their general counterparts. This discrepancy has left them unable to consistently engage in online classes, increasing their risk of learning losses compared to their general peers.

Proportion of Fees to Internet Top-Ups through Automatic Machines



Furthermore, a survey on mental health conducted by the Department of Mental Health among the population under 18 years of age in 2022 has revealed that they have been at risk of developing depression and contemplating suicide at the rates of 5.34% and 7.99%, respectively. These concerning statistics are primarily attributed to concerns about their families' incomes, their education and examination, and the health of their family members,

respectively. These findings are consistent with the data from the World Health Organization Thailand (WHO Thailand), which has indicated that 1 in 7 Thai youth has been experiencing mental health issues. The COVID-19 pandemic has exacerbated these mental health problems, leading to a twofold increase, underscoring the profound and lasting impact of these issues on students' readiness for learning, which may persist into young adulthood.

**3 Intensification of Problems within Vulnerable Households:** While the COVID-19 pandemic has impacted the education of children and youth across all households, the most severely affected group is those from underprivileged and marginalized households. This heightened vulnerability has exposed these children and youth to multiple risk factors. For example, children from underprivileged and marginalized households who experience family disruptions due to the separation or divorce of their parents may end up living with elderly caregivers. In unfortunate circumstances where the COVID-19 pandemic affects the health of these caregivers or leads to their death, children are left without proper supervision, or their caregivers may suffer income losses due to job disruptions, further increasing the risk of these vulnerable children prematurely dropping out of the educational system.

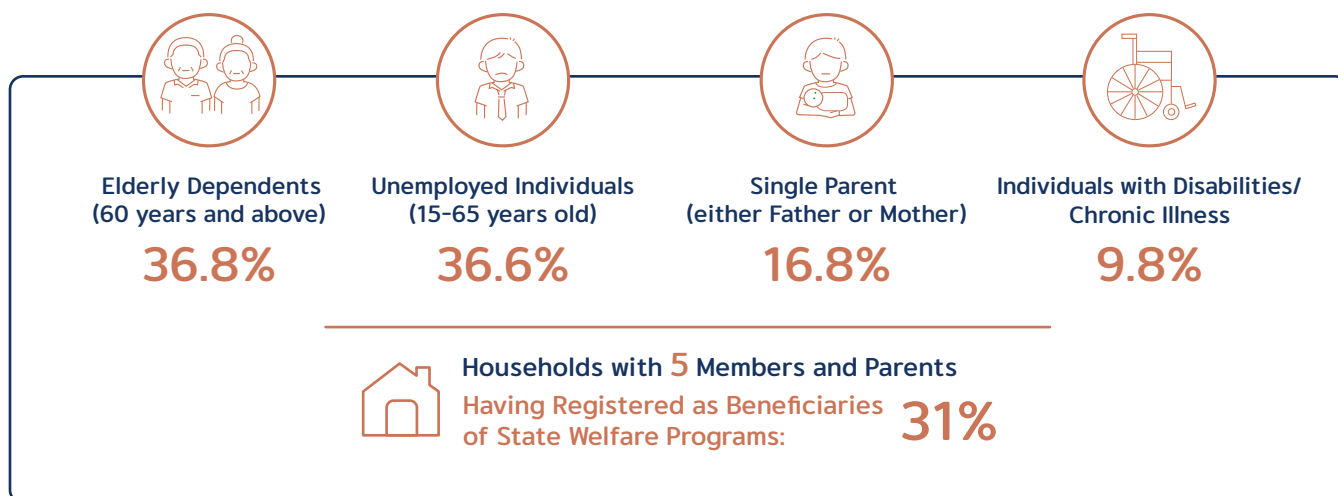
A survey conducted in 2022 by the EEF's Coordinating Center for Children in Crisis has revealed that the reasons for children and youth in crisis dropping out of the educational system include family-related issues, such as staying with relatives or being part of divorced families, economic problems, accidents and disasters, and public emergencies, accounting for 65.76%, 56.27%, 34.58%, and 10.51%, respectively.

Families of these children and youth have been found to carry an average debt of over 147,804.24 Thai Baht, while their monthly incomes amount to only 1,135.58 Thai Baht, reflecting a severe economic crisis within these households. This crisis has significantly impacted their long-term capacity to support their children's education. Therefore, providing assistance to these children and youth requires parallel measures to manage household debts and increase family incomes, empowering parents to effectively support their children's education.

Furthermore, it has been found that 31% of the households of students from the poorest group have been in urgent need of assistance. These are households with dependents, such as family members with disabilities and chronic illnesses, or households dealing with separation or divorce of parents, which forces children to live with grandparents or relatives, or households with unemployed family members, or households with 5 or more family members who have registered beneficiaries of state welfare programs.

Dependency Burden of Households of Students from the Poorest Group

1st Semester of Academic Year 2022



Remark: Data specific to students affiliated with the OBEC, recently screened in the 1st semester of the academic year 2022.

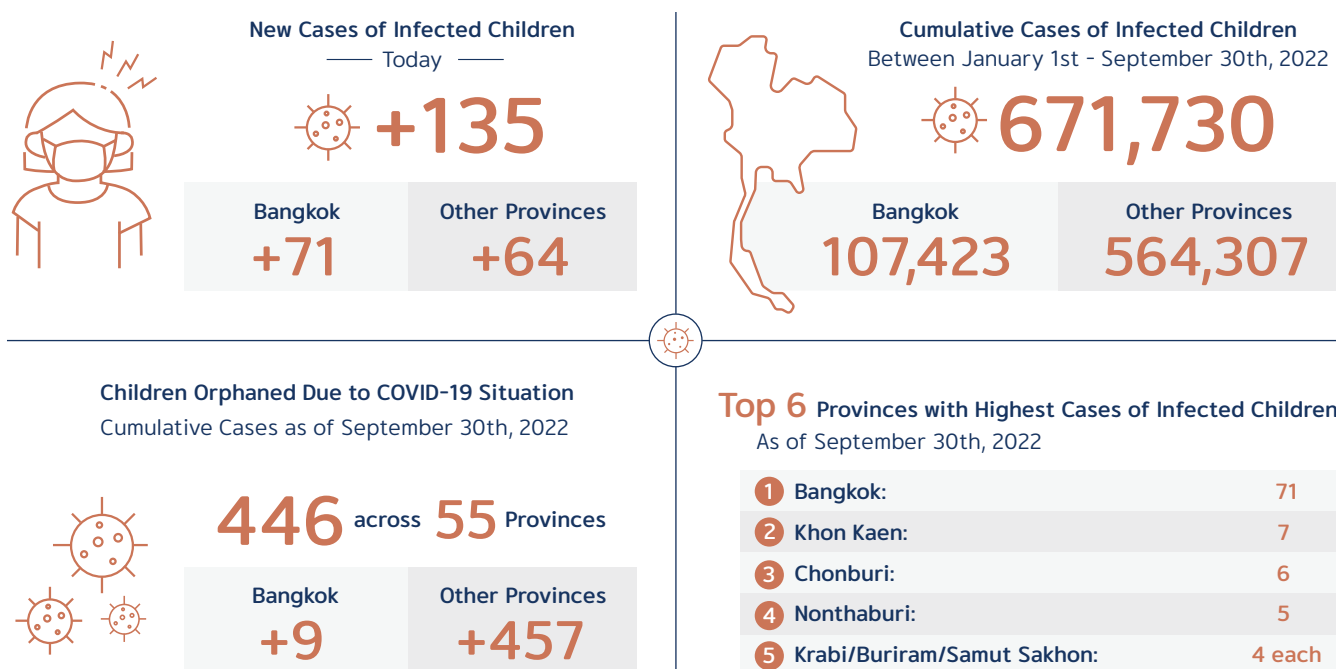
The situation of vulnerable households with dependent members has led to the situation where children and youth have to drop out of the educational system to earn income and care for their families.

Throughout the COVID-19 pandemic from 2021 to 2022, a substantial number of children and youth have lost their parents or caregivers to the disease, amounting to over 466 individuals.

COVID-19 Situation Report

Children and Youth Group

As of September 30th, 2022 (Data from the CCSA)



Source: Centre for COVID-19 Situation Administration (CCSA)

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*In addition to the significant challenges summarized in the 3 aspects above, the COVID-19 pandemic has had a far-reaching impact on youth outside the educational system and informal workers, especially those from underprivileged and marginalized backgrounds. This impact is twofold, with direct consequences on working hours, leading to reduced incomes and social welfare. Consequently, some individuals have been compelled to relocate in search of employment, triggering a ripple effect of indirect repercussions. These indirect consequences span several domains. The COVID-19 pandemic has significantly impacted health, altering consumption behaviors. It has also affected career readiness, given the absence of opportunities for self-development through learning and skill acquisition, resulting in a decline in career preparedness. Additionally, the pandemic has also had a profound impact on mental health, depriving individuals of opportunities for occupational engagement, leading to reduced inspiration, diminished emotional intelligence, and decreased resilience.*



Recognizing this challenging scenario, the Ministries of Education in the Asia-Pacific region, in collaboration with partners in their networks, including the EEF, have convened the 2nd Asia-Pacific Regional Education Minister's Conference

(APREMC-II) from June 5th to 7th, 2022, in Thailand. The primary goal of the conference is to collectively devise strategies for the recovery of the educational status of children and youth in the Asia-Pacific region who have been adversely impacted by the COVID-19 pandemic.

### The 2nd Asia-Pacific Regional Education Minister's Conference (APREMC-II)



*Bangkok Statement 2022*



<https://en.eef.or.th/wp-content/uploads/2022/11/Bangkok-Statement-2022.pdf>

## Key Issue and Guideline to Mitigate Impacts on Population Groups

In response to the 2022 situation, the EEF has undertaken initiatives to identify models for recovering learning losses and addressing physical and mental health issues that impact the learning of diverse population groups in light of the COVID-19 consequences.

Population Group	Key Issue	Guideline to Mitigate Impacts
Early Childhood Children	A developmental delay in fine motor skills, cognitive skills, and basic math and language skills, as well as frontal lobe brain functions, is observed, hindering children's readiness to progress to primary school.	<ul style="list-style-type: none"> <li>● Enhance early childhood care through school-family collaborative parent training programs;</li> <li>● Improve the quality of early childhood educational institutions through teacher development and skill enhancement programs.</li> </ul>
Grade 1-9 Children	The most substantial learning losses are evident, particularly in Grades 1 through Grade 3, stemming from the absence of crucial learning materials, a lack of focus in online classrooms, and the constraints parents encounter in overseeing their children's educational progress or delivering essential at-home instruction. It is noteworthy that these problems are more pronounced in economically disadvantaged households.	<ul style="list-style-type: none"> <li>● Collaborate with schools on 5 fronts: 1) system-wide environmental assessment, 2) schoolwide planning, 3) teacher professional development, 4) student support, and 5) monitoring and assessment.</li> </ul>
Youth within the Educational System	A growing issue of stress and anxiety is observed, along with an increasing trend of self-harming thoughts.	<ul style="list-style-type: none"> <li>● Provide individualized care along with relevant specialized agencies to reduce the risk of dropping out of the educational system due to mental health issues.</li> </ul>
Out-of-School Youth and Informal Workers	A lack of opportunities for self-development through learning and skill acquisition is observed, leading to a decline in career readiness, a decrease in mental health due to a delay in emotional intelligence and resilience development, and ultimately an absence of an appropriate attitude towards surroundings.	<ul style="list-style-type: none"> <li>● Promote learning and skill development opportunities for out-of-school youth and informal workers to develop community-based careers.</li> <li>● Explore new social processes and models to tailor appropriate learning for each child.</li> </ul>

# Educational Inequality Trend in Thailand in 2023

In light of the ongoing impacts of the COVID-19 pandemic throughout 2022, particularly on economically vulnerable population groups, which have been exacerbated by the sluggish economic recovery and persistent inflationary pressures, notably the rising costs associated with educational expenses, such as transportation, meals, and tuition fees, the consequences for children and youth have been notable. These consequences encompass disengagement with the educational system, learning

losses, and consequent disruptions in physical and mental health development.

In 2022, the EEF has presented empirical data, indicating that in 2023, all sectors must continue to collaboratively promote and support the recovery of education across various dimensions for all children and youth for a duration of at least 1-2 academic years. The goal is to ensure their learning restoration and reintegration into normalcy in an equitable manner. 4 key guidelines have been emphasized as follows:



- 1 Continuously Promote the Education Security System:** In order to ensure that all children and youth have the opportunity to remain within the educational system or access skill development programs tailored to their individual needs, interests, and capabilities, relevant agencies must streamline and integrate data, knowledge, budgets, personnel, and other resources to bridge gaps and minimize the risk of students dropping out of the educational system. Moreover, they must establish high-quality pathways for capacity development to support children and youth with limitations or those interested in alternative forms of development beyond traditional learning in schools or educational institutions;
- 2 Recover Individual Learning Losses of Children and Youth:** Every child and youth should undergo health monitoring and screening, covering both physical and mental health aspects, to facilitate their return to a state that enables them to sustainably remain within the educational system. This involves promoting the recovery of learning losses across various age-specific developmental dimensions;
- 3 Support Economically Vulnerable Households in Various Aspects to Reduce the Risk of Their Children and Youth Dropping Out of the Educational System:** Relevant agencies should integrate their resources and collaborate through home visits to provide necessary assistance to households based on their living conditions and individual needs. This should be combined with skill development to enhance the career and work opportunities of individuals in these households, reducing the risk of their children and youth dropping out of the educational system due to economic factors;
- 4 Promote and Support Teachers and Educational Institutions to Have Efficient Tools and Resources for Effective Student and Household Recovery:** Teachers and educational institutions must receive knowledge and expertise transfer and be provided with tools to assist in the recovery of their students' physical and mental health, as well as to address their diverse learning needs. This includes the development of monitoring and referral pathways for children and youth with multiple vulnerabilities, leading to the involvement of professional interdisciplinary teams on a case-by-case basis. This approach empowers teachers and schools to create opportunities for all students to regain their knowledge and return to the standard educational trajectory in an equitable manner.





Section

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# Accomplishment

3



## 3.1

## Key Achievement

In the fiscal year 2022, the Thailand Equitable Education Fund (EEF) Thailand has revised its approach and implementation to comprehensively address both overarching challenges and specific challenges faced by its distinct beneficiaries, aligning with the new strategic plan. While budget utilization still adheres to a project-based approach, the

primary focus has shifted towards data integration and interagency coordination to visualize the educational pathways of children, youth, and the general public. This involves close collaboration with local authorities to encompass all beneficiary groups and achieve key objectives, contributing to both individual and systemic changes.

PROJECT  
01Education Security System  
Development Project

## Beneficia Group:

Underprivileged and marginalized children and youth in the age range from early childhood to Grade 9.



## Objective:

- **Learning Access:** To directly support and assist underprivileged and marginalized students in accessing and remaining within the educational system;
- **Systemic Change:** To develop an educational security system to reform the educational system and resource allocation mechanisms with an equity-based approach, and implement a monitoring and referral system for underprivileged and marginalized students at risk of dropping out of the educational system.

## Budget:

3,593,774,835 Thai Baht



The economic hardship faced by families poses a significant barrier, increasing the likelihood that children and youth will lack educational opportunities or face a heightened risk of dropping out of the educational system. While there are educational policies in place aimed at providing every child with access to education for 15 years without any costs, from early childhood through Grade 12, there remains a distinct group of children and youth from families grappling with severe financial difficulties. These families are unable to afford the expenses associated with education.

Furthermore, recent times have seen a deterioration of economic challenges in Thailand, primarily attributable to the COVID-19 pandemic. This has resulted in

increased unemployment rates, decreased incomes, and sudden impoverishment. These economic factors further exacerbate the risk of children and youth from these families dropping out of the educational system.

In addition to providing support to underprivileged and marginalized school-age children and youth to facilitate their access to education, the EEF has also undertaken collaborative efforts with key agencies to address educational inequality issues. These efforts involve the establishment of a database system to identify students at risk of dropping out and the implementation of a monitoring and assistance system designed specifically for them. This ensures that responsible agencies can provide individualized care and assistance.

## Outcome, Innovation, and Collaboration

**Conditional Cash Transfer (CCT)** is an innovative process aimed at assessing the socio-economic statuses of students. In this process, teachers and school committees conduct home visits to collect individual student data, which is subsequently submitted to the EEF through a designated application. This data collection procedure facilitates the assessment of students' economic needs using the **Proxy Means Test (PMT)** method.

Students receiving financial support, known as Equity Fund students, are required to maintain a minimum attendance rate of 80-85% and exhibit age-appropriate learning development. This monitoring ensures their continued engagement in the educational system, effectively preventing dropouts. This equity-based budgeting approach draws inspiration from successful educational reform strategies implemented in various countries, emphasizing the use of information systems to identify, monitor, and assist students at risk of dropping out of the educational system. Furthermore, this data is shared to create opportunities for students to pursue higher education.

### Equity Fund Student

is a student from households with an average monthly income per capita not exceeding 3,000 Thai Baht and a PMT score exceeding 50 points, categorizing them as *"students from the poorest group."*

### Proxy Means Test

is a statistical method that calculates scores that define the economic hardship statuses of students' households. This assessment takes into account 8 dimensions, including the presence of dependents, living conditions, housing characteristics, agricultural lands, sources of drinking water, access to electricity, household transportation options, and household assets.


In the fiscal year 2022, the EEF's initiative has extended to cover 1.3 million underprivileged or marginalized children and youth from early childhood through compulsory education levels. These students are affiliated with educational institutions under 5 public agencies: the Office of Basic Education Commission (OBEC), the Department of Local Administration (DLA), the Border Patrol Police (BPP), the National Office of Buddhism (NOB), and the Office of the Private Education Commission (OPEC).

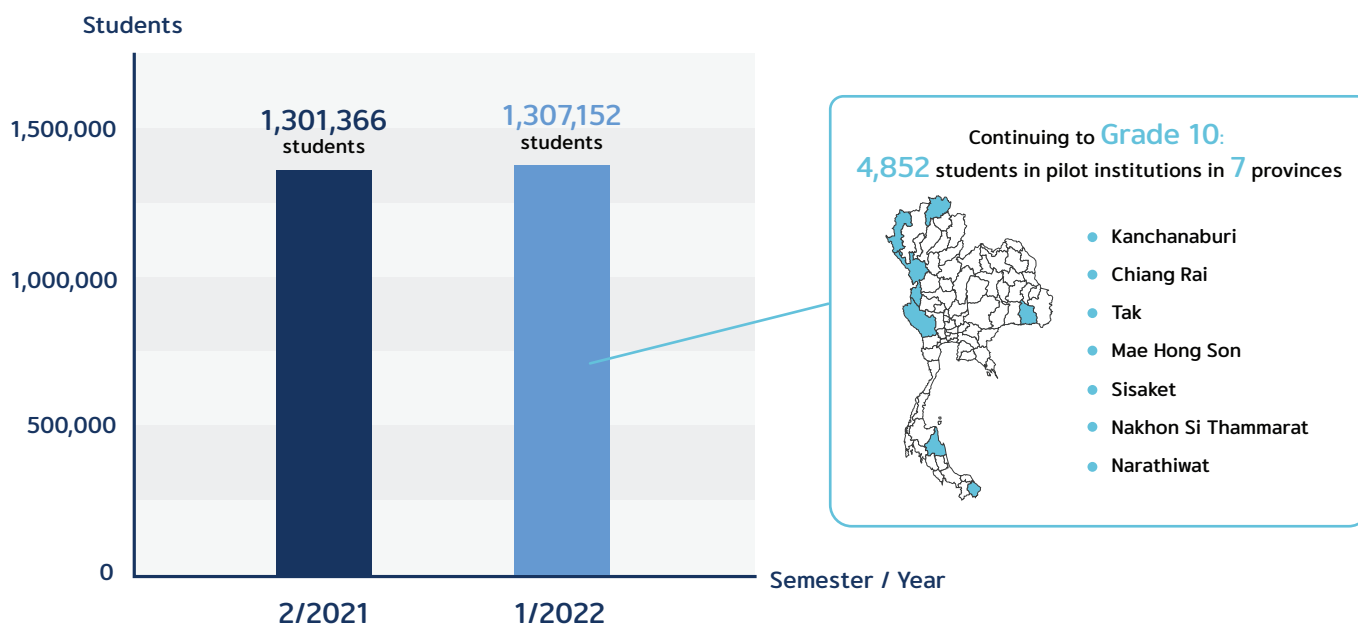
### Beneficiary Group

- Equity Fund students from early childhood to Grade 9 in educational institutions affiliated with the OBEC, the DLA, the NOB, and the OPEC, as well as Equity Fund students from early childhood to Grade 12 in educational institutions affiliated with the BPP, have received conditional cash transfers during the second semester of the academic year 2021 and the first semester of the academic year 2022, totaling 1,301,366 and 1,307,152 students, respectively. Notably, 95% of these students have remained within the educational system;
- Equity Fund students have continued their education at the Grade 10 in pilot educational institutions affiliated with the OBEC in 7 provinces, namely Kanchanaburi, Chiang Rai, Tak, Mae Hong Son, Sisaket, Nakhon Si Thammarat, and Narathiwat, in the first semester of the academic year 2022, totaling 4,852 students. This initiative serves as a model for assisting the most underprivileged beneficiaries in pursuing education beyond compulsory education.

*\*Data as of September 30th, 2022.*

### Equity Fund Students Benefiting from Conditional Cash Transfer

 **95%** retention rate within the educational system



## Implication

The EEF provides opportunities for underprivileged and marginalized children and youth to access learning according to their potential. This commitment is realized through the allocation of Equity Fund scholarships, which has resulted in over 95% of the Equity Fund students remaining within the educational system. Furthermore, the EEF is dedicated to developing referral models that offer enhanced educational

opportunities beyond compulsory education. To achieve these goals, the organization has established a comprehensive database that facilitates the identification, monitoring, and collaboration with other organizations. These efforts aim to jointly support these students in accessing higher education and prevent them from dropping out of the educational system, as elaborated below.

### 1 The EEF has conducted a survey and shared data regarding the trends related to the educational aspirations of Equity Fund students during transitional phases at Kindergarten, Grade 6, Grade 9, and Grade 12.

In the second semester of the academic year 2021, the survey has revealed that 9,537 students undergoing these transitions have chosen not to pursue further education, primarily attributable to economic hardships faced by their families. In response to this, the EEF has promptly transferred databases to the Ministry of Education in support of the *"Bring Children Back to School"* project, facilitating the reintegration of students in transition into the educational system. Furthermore, the EEF, in collaboration with the OBEC, has designed a comprehensive system and a set of measures aimed at addressing the challenges encountered by students during these transitional stages. This collaboration seeks to provide educational institutions and educational service areas with the necessary data and tools to monitor and assist students before the commencement of each academic semester;

### 2 The EEF has identified Equity Fund students in transitional stages, specifically those in Grade 6 and Grade 9, in educational institutions affiliated with the OBEC, the DLA, the NOB, and the OPEC, and raised funds through private sector donations to further support these students.

A total of 103,987 students have been identified as beneficiaries, and the campaign has successfully raised 163,123,000 Thai Baht. This financial support has significantly alleviated the educational costs associated with transitional stages, ensuring that these students can continue their education and access higher levels of education;

**3** The EEF has conducted an assessment and shared data regarding underprivileged and marginalized students to facilitate their pursuit of higher education in collaboration with the Ministry of Higher Education, Science, Research and Innovation (MHESI). The assessment has revealed that 4,967 Grade 9 Equity Fund students in educational institutions affiliated with the OBEC have successfully accessed higher education through the TCAS65 system, constituting 12% of those who have completed Grade 9. The EEF has provided this information to the MHESI to facilitate scholarship application and assistance for these students;

**4** The EEF has developed an information system model aimed at monitoring and assisting students in collaboration with the OBEC. This model has collected individual student data from their respective affiliations, as well as information related to the economic hardships screened through the CCT program. The goal is to establish an information system capable of monitoring and assisting students within educational institutions. This system encompasses data processing, alerting, and student categorization mechanisms based on 6 critical dimensions: economics, physical health, mental health, learning capabilities, well-being, and behavior. The system has empowered educational institutions to create assistance and promotion measures for their individual students. Currently, 1,050 schools, encompassing students from Grade 1 to Grade 12 and spanning across 28 educational service areas nationwide, have actively participated in this program. During the first semester of the academic year 2022, a total of 104,503 students have received support, including 12,008 Equity Fund students, constituting 11.49%. Furthermore, the EEF, in collaboration with the Bank of Thailand (BOT), has developed a financial literacy curriculum for educational institutions. This curriculum is designed to equip Equity Fund students with fundamental knowledge of financial planning, which they can apply to their daily lives and future education. This initiative is actively being piloted in 3 educational institutions affiliated with the OBEC, involving a total of 300 students.

### 9,537 students

choosing not to pursue further education during transitional phases at Kindergarten, Grade 6, Grade 9, and Grade 12

### 103,987

#### Grade 6 and Grade 9 students

identified as beneficiaries

### 4,967 Grade 9

#### Equity Fund student

accessing higher education  
(12% of Grade 9 completers)

### 163,123,000 Thai Baht

successfully raised through the campaign

### 1,050 schools

participating in the information system model for monitoring and assisting students

### 104,503 students

supported in the first semester of the academic year 2022, including 12,008 Equity Fund students (11.49%)

### 300 students

exposed to the financial literacy curriculum piloted in 3 educational institutions

### Leveraging Partners in the Network to Drive Policies in All Dimensions

Leveraging its extensive network, the EEF has successfully driven policies on multiple fronts. The outcomes of continuous efforts in the field of Equity Fund support have revealed that more than 95% of the beneficiaries, who are children and youth from the poorest group, have remained within the educational system. These successes have led to the development of various policy proposals, including:

- **The Proposal to Enhance the Allocation of Support Funds for Basic Necessities for Underprivileged and Marginalized Students:** This proposal has been presented to the Ministry of Education (MOE) with the goal of expanding assistance to cover students from early childhood to Grade 12, while also adjusting the funds according to their education levels;
- **The Proposal to Reduce Educational Inequality in the Academic Year 2022:** This proposal has been presented for the Cabinet's consideration, focusing on assisting students from the poor and poorest groups during the challenges posed by the COVID-19 pandemic;
- **The Proposal to Increase Midday Meal Allowances for Students:** This proposal has been presented for the Cabinet's consideration, emphasizing its extension from early childhood to Grade 12, while also advocating for additional support for breakfast expenses, particularly for students from the poor and poorest groups, especially in schools classified as "*opportunity expansion*";
- **The Proposal to Reduce the Internet Fee Burden for Equity Fund Students' Households:** This proposal has been presented to the National Broadcasting and Telecommunications Commission (NBTC) and relevant agencies, with the aim of mitigating obstacles in accessing the internet for educational purposes and reducing disparities in internet access.

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*The economic challenges and the impact of the COVID-19 pandemic have not only resulted in a notable increase in the number of students from the poor and poorest groups but have also led to premature dropout rates within the educational system. However, the ongoing efforts of the Education Security Development Project have revealed that all sectors of society, including the educational, private, and civil society sectors, can actively participate in addressing these issues. This approach expands learning opportunities, creates opportunities for self and family development, and aims to break the cycle of poverty that has persisted from one generation to the next, preventing today's children and youth from being trapped in it.*

PROJECT  
**02**

# Area-Based Learning Development Project

## Beneficia Group:

Underprivileged and marginalized children and youth both within and outside the formal educational system in 12 provinces with area-based educational management mechanisms.

## Objective:

- **System Change:** To ensure a systemic transformation in Thailand’s education to promote educational equity, with various sectors having the capacity to independently manage and allocate resources and budgets within their respective areas to reduce educational disparities.

## Budget:

70,000,000 Thai Baht





The Area-Based Learning Development Project is a vital initiative aimed at establishing models for reducing educational disparities from the local to provincial levels. It focuses on enhancing the capabilities of mechanisms that can address area-specific challenges and concerns, promoting robust collaboration in terms of data, knowledge, and educational management resources to propel policy expansion. The EEF initiated

the Area-Based Learning Development Project in 2019 to address educational disparities. The project started with provincial-level collaboration and aimed to identify, assist, and support various beneficiary groups, including early childhood children, out-of-school children and youth, and individuals with disabilities. Since its inception, the project has continuously refined its operational framework.

In 2022, the initiative has expanded to develop mechanisms, databases, and knowledge to ensure continuous local-level operations. 5 key objectives have been established, encompassing: 1) developing area-based educational management mechanisms; 2) enhancing data systems to respond to local-level operations; 3) advocating to raise awareness of educational disparities; 4) exploring and developing innovative models to reduce educational disparities; and 5) conducting assessments for further development.

The desired outcome is the creation of "*Provincial Integrated Plans*" to manage resources within the areas for the collective benefit of beneficiaries over the long term. To promote collaborative development at the provincial level, the initiative leverages 2 network levels:

- **National Level**, involving the Department of Local Administration, the Ministry of Interior (MOI); the Ministry of Education (MOE); the Ministry of Public Health (MOPH); the Department of Skill Development, the Ministry of Labor (MOL); the Ministry of Social Development and Human Security (MoSDHS); or other relevant supporting units, such as the Program Management Unit on Area-Based Development; the Thailand Development Research Institute (TDRI); UNESCO; and the World Bank.
- **Provincial Level**, involving public agencies at the provincial level (such as the Provincial Education Offices, the Provincial Offices of Social Development and Human Security Development, the Provincial Offices of Public Health, and Provincial Skill Development Centers); local administrative organizations, and private and civil society organizations within the areas (such as the Provincial Chambers of Commerce, the Provincial Industrial Councils, the Provincial Education Councils, and the Provincial Education Assemblies), and various educational institutions.

The Area-Based Learning Development Project places a strong emphasis on developing database and knowledge systems to assist and support various beneficiary groups, including early childhood children, out-of-school children and youth, and individuals with disabilities. This initiative begins with leveraging data from the EEF or networks within the areas to identify and provide aid to these beneficiary groups. The process is facilitated through provincial-or local-level mechanisms operated by case managers. These case managers come from diverse sectors, possessing the requisite knowledge, understanding, and close connections to the beneficiary groups. This includes individuals like public health volunteers, social development and human security volunteers, and sub-district and village leaders, tailored to the unique contexts of their respective areas. They play a pivotal

role in planning and developing assistance models specific to local challenges and issues, and subsequently, they submit the proposed assistance plans for approval by the case management committees.

Furthermore, case managers also play a crucial role in advocating and engaging with communities within the areas to enhance awareness of these issues. They are actively involved in verifying data accuracy, providing educational information support, and monitoring and assessing outcomes. This valuable information is then transferred to the provincial-level mechanisms for planning, supporting, and tracking comprehensive progress. This approach is designed to establish a sustainable decentralized model for continuous operation and scalability in the future.



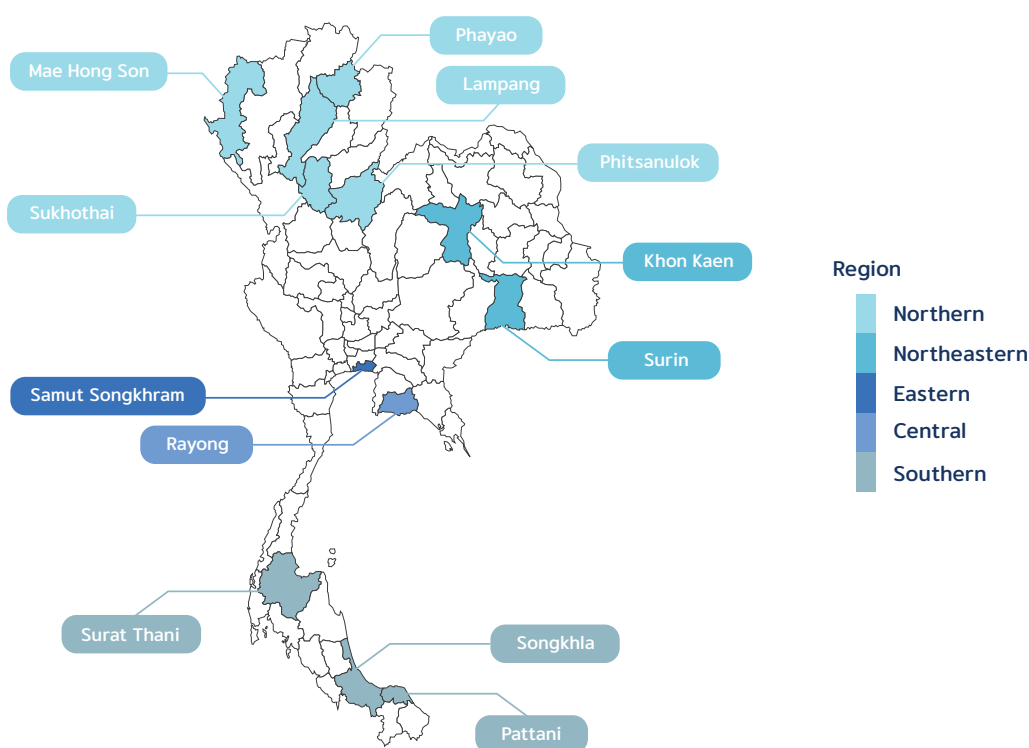
## Outcome, Innovation, and Collaboration

The development of provincial-level educational management mechanisms is the central and most critical component of the Area-Based Learning Development Project. It commences with the formulation of conditions that allow provinces to establish their initial mechanisms. This process encompasses the development of project proposals and the establishment of interconnected collaborative networks within these areas. These collaborative networks include initiatives from the EEF, provincial public agencies, and external

organizations dedicated to developing human resources and addressing disparities across various dimensions.

The project seeks to establish provincial-level database systems to facilitate the identification and assistance of beneficiary groups on an individualized basis. Furthermore, it actively promotes advocacy efforts to communicate and raise awareness of these transformative concepts within the provinces. Key achievements of the project include:

- 1 The Development of 12 Initial Area-Based Educational Management Mechanisms:** These area-based educational management mechanisms comprise 8 mechanisms that have evolved from the project's early stages (from 2019 to 2021) and 4 new mechanisms, covering areas in 12 provinces across the country. They are devised to explore models and innovations derived from existing personnel, knowledge, and educational management resources. Their purpose is to address specific challenges within the areas and provide invaluable support to a variety of beneficiary groups, which include:



- **12 provinces nationwide, namely Mae Hong Son, Lamphun, Phayao, Phitsanulok, Sukhothai, Khon Kaen, Surin, Samut Songkhram, Rayong, Surat Thani, Songkhla, and Pattani.** The project explores models for provincial-level educational management mechanisms aimed at reducing disparities, involving a total of 12 mechanisms;
- **Underprivileged and marginalized children and youth, both within and outside the educational system, in these 12 provinces.** They benefit from the area-based educational management mechanisms through the development and skills and potentials, which are tailored to their individual needs and requirements;
- **Networks of provincial-level task forces addressing educational disparities, each composed of no fewer than 100 members per province.** They receive capacity-building support in terms of knowledge, methods, and tools for achieving educational equity at the provincial level.

*\*Data as of September 30th, 2025.*



- 2 **The Development of Area-Based Comprehensive Collaborative Working Models:** These local-level comprehensive collaborative working models are derived from the establishment of collaborative learning areas within both internal EEF agencies and local-level task forces. They aim to ensure holistic and extensive monitoring and assistance for children and youth throughout the areas.

## The key outcomes of the Area-Based Learning Development Project have led to:

- 1 **The Facilitation of Collaboration among All Relevant Components within the Areas to Assist and Support Beneficiary Groups across All Age Groups:** This facilitation begins with the establishment of local-level collaboration platforms, enabling the EEF's networks and operational mechanisms to gain insights into assistance models developed for beneficiary groups in diverse projects and scholarship programs. The goal is to explore approaches to connecting and expanding the outcomes to comprehensively serve all beneficiary groups. The overarching goal is to create collaborative operational areas, such as a collaborative area promoting lifelong learning in Surat Thani;
- 2 **The Formation of Interagency Collaborative Areas between Organizations,** such as the EEF and Thai PBS: This formation is dedicated to addressing disparities and advancing strategic objectives related to educational equity, utilizing provincial-level operational areas as strategic focal points for communicating issues concerning disparities, enhancing societal awareness. These endeavors have been executed in 4 provinces: Khon Kaen, Phayao, Bangkok, and Yala.

## Implication

The collaboration between various sectors, both public and private, at both the local and national levels, within the framework of the **Area-Based Learning Development Project**,

has laid the groundwork for continuous development opportunities in various dimensions of other organizations in the future. These encompass:

- 1 **The Development of Area-Based Equitable Educational Metrics:** This development involves integrating educational management into the efficiency assessment metrics of local administrative organizations. The next phase will focus on formulating metrics related to educational disparities, especially those directly linked with local administrative organizations. This will serve to further motivate local-level educational management efforts aimed at reducing educational disparities within their respective areas. This aspect plays a pivotal role in propelling local-level operations forward;
- 2 **The Formulation of Policy Proposals for Provincial-Level Fundraising to Reduce Educational Disparities:** This fundraising is geared towards ensuring long-term local-level sustainability in the future. Collaborations with other provincial-level funds and the establishment of system-oriented fundraising, aligning with various legal measures, will be a vital factor in securing the sustainability of local-level efforts aimed at reducing educational disparities;
- 3 **The Exploration and Development of Tools for Establishing Area-Based Educational Management Mechanisms:** This exploration and development are conducted through the "*City of Learning*" concept and represent a pivotal tool for creating area-based educational management mechanisms at levels smaller than provinces but larger than municipalities. The aim is to experiment with the feasibility of local-level works in the fiscal year 2023;
- 4 **The Development of Monitoring and Assessment Systems:** These systems are designed to track the outcomes of local-level operations and serve as a reflective tool for advancing the learning process and enhancing the efficiency of these operations. Additionally, this contributes to the accumulation of knowledge related to area-based educational management.

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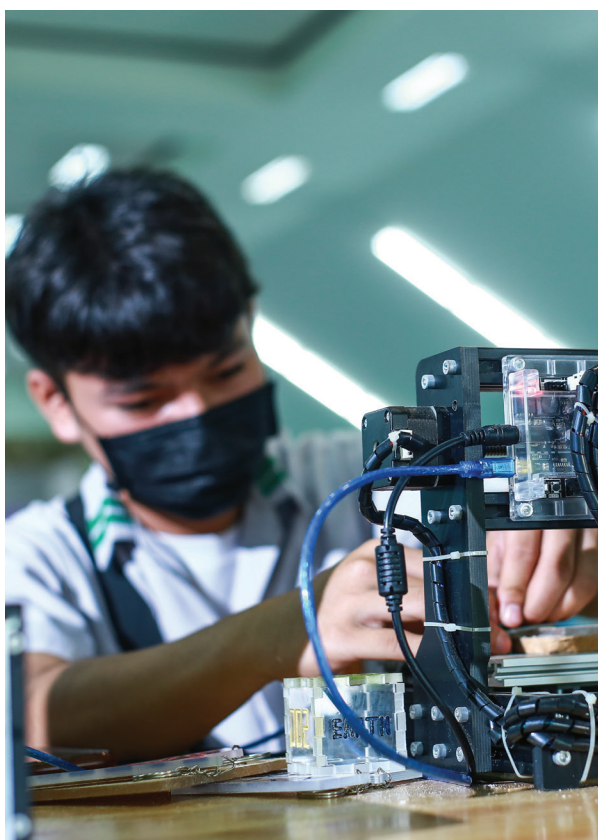
*Within the scope of the Area-Based Learning Development Project, pilot models of area-based educational management mechanisms have been developed in 12 provinces, in close collaboration with provincial-level authorities. This has resulted in a collaborative working process dedicated to assisting, promoting, and supporting underprivileged and marginalized children and youth, ensuring their access to quality learning opportunities. This initiative represents a mission-driven endeavor for the EEF, with the overarching goal of reducing educational disparities and promoting educational equity at both provincial and local levels. The aspiration is to extend these achievements to every province across the country in the future.*

# PROJECT 03

## High Vocational Innovation Scholarship Project

### Beneficia Group:

Underprivileged and marginalized youth at the secondary education level, or vocational education level, or their equivalents (aged 15-17 years) within the educational system, who exhibit potential and a strong interest in pursuing further education in vocational or professional fields.



### Objective:

- **Learning Access:** To provide educational opportunities beyond compulsory education for underprivileged and marginalized students, who exhibit the potential for continued learning;
- **Learning Outcome:** To develop skills, competencies, and capabilities among underprivileged and marginalized students, enabling them to secure employment, achieve self-reliance, and possess life skills suitable for the contemporary job market;
- **Systemic Change:** To enhance the capacity of educational personnel and management systems to provide comprehensive care and assistance and foster the competencies of underprivileged and marginalized students with potential, aligning with the demands of the labor market.

### Budget:

3,593,774,835 Thai Baht



Supporting underprivileged and marginalized youth aged 15-17 who have completed their secondary education or obtained a vocational certificate or its equivalent is a central focus of the EEF through the **High Vocational Innovation Scholarship Project**. In collaboration with various vocational educational institutions, both public and private, encompassing vocational schools, community colleges, Rajamangala Universities of Technology, and universities, as well as with their affiliated public agencies, such as the Office of the Vocational Education Commission (OVEC) and the Ministry of Higher Education, Science, Research, and Innovation (MHESI), the project is extending access to high vocational education and facilitating immediate employment prospects upon graduation.

In 2022, the EEF has created educational opportunities while developing models to promote the teaching quality and institutional management of vocational educational institutions. This multifaceted approach is designed to elevate their students' skills, competencies, and overall quality of life. The overarching goal is to drive systematic improvements that prevent student dropouts from the educational system and foster community collaboration to enhance employment prospects for scholarship students. Notably, this approach places a strong emphasis on the active engagement of entrepreneurs in the administration of the dual vocational

educational systems, with a specific focus on hands-on experiential learning. Within the framework of the High Vocational Innovation Scholarship Project, the EEF's commitment extends to research and knowledge management through investments aimed at fostering models conducive to systemic changes. It intends to extend the project's impact through advocating policies based on successful models and sharing lessons learned from its operations with relevant organizations for further development and expansion of the operational outcomes of affiliated agencies. These multifaceted efforts are pivotal in facilitating and advancing vocational educational management models, ultimately fostering social mobility and nurturing hope for the long-term reduction of intergenerational poverty.

Besides, the EEF has also been dedicated to creating educational opportunities for underprivileged and marginalized students to pursue higher education beyond compulsory education. This dedication includes active contributions to the production and development of professional workforces through scholarship programs aligned with the Thailand 4.0 Strategy. These scholarships encompass 3 distinct groups of study fields, namely fields central to national development, those addressing skill shortages, and those in the realm of science and technology, totaling 52 fields of study. The scholarships are further categorized into 3 types:

- **Type 1:** 5-year scholarships for Grade 9 students to pursue high vocational certificates and professional diplomas;
- **Type 2:** 2-year scholarships for Grade 12 students or vocational third-year students to pursue high vocational certificates and professional diplomas;
- **Type 3:** 1-year scholarships for Grade 12 students or vocational third-year students or their equivalents to pursue assistant nurse or assistant dentist certifications.

## Outcome, Innovation, and Collaboration

The EEF, in collaboration with partners in its networks, including the Ministry of Education (MOE), the Ministry of Higher Education, Science, Research, and Innovation (MHESI), and the Office of the Vocational Education Commission (OVEC), has developed models aimed at enhancing educational opportunities and educational management for high vocational education. This endeavor encompasses instigating change across all aspects of vocational educational management processes, ranging from public awareness promotion for vocational and professional education, to the development of monitoring and assistance systems that prevent dropouts from the educational system before graduation, and to curriculum enhancement and cooperation with potential employers. Furthermore, it involves promoting gainful employment opportunities in alignment with the project's objectives.

Within the framework of the High Vocational Innovation Scholarship Project, the EEF's overarching purpose is to provide underprivileged and marginalized youth, who exhibit exceptional academic performance, possess skills, and aspire to pursue education beyond Grade 9, with the opportunity to secure immediate employment upon graduation. Concurrently, in collaboration with educational institutions, it also aims to elevate vocational educational curricula to produce high-quality workforces that align with the requirements of the Thailand 4.0 Strategy. This initiative advances systemic changes in all 5 fronts, supporting and promoting the development of models for producing and developing skilled workforces within various educational institutions, capable of meeting the labor market's needs both now and in the future. These 5 fronts include:

**1 The Production and Development of Professional Workforces through Educational Scholarships:** This provision of educational scholarships is intended for underprivileged and marginalized students who have exhibited exceptional academic performance and a strong commitment to pursuing professional education. This comprehensive support covers the entire cost of their education, ensuring that these students can successfully complete their high vocational education. The scholarships offered by the EEF are categorized into 3 fields: fields aligned with national development, related to priority industries with high potential (First S-curve); fields with shortages in specific provinces, linked to emerging industries (New S-curve); and fields related to science, technology, engineering, and mathematics (STEM) and digital technology. Annually, the EEF extends its support to approximately 2,500 students, encompassing 2 primary components, namely monthly stipends and educational fees. Scholarships are available for varying durations, ranging from 1 to 5 years;

#### Beneficiary Group

The High Vocational Innovation Scholarship Project is intended to offer scholarships to underprivileged and marginalized students, as well as individuals with special needs, who have completed secondary

education or obtained a vocati certificate in the 3 aforementioned categories. In 2022, it comprises 4 batches of students, covering vocational and high vocational students, assistant nurses, and assistant dental students, totaling 6,599 students across 112 educational institutions. The breakdown of these students is as follows:

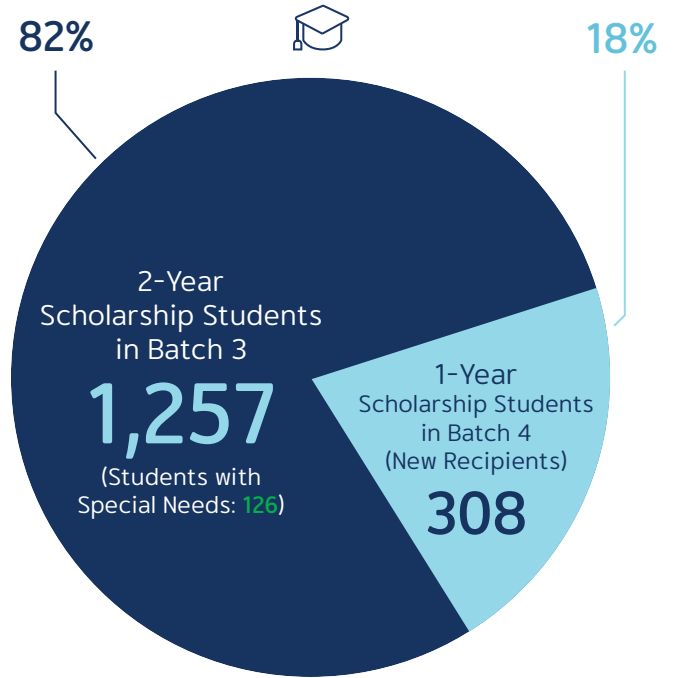
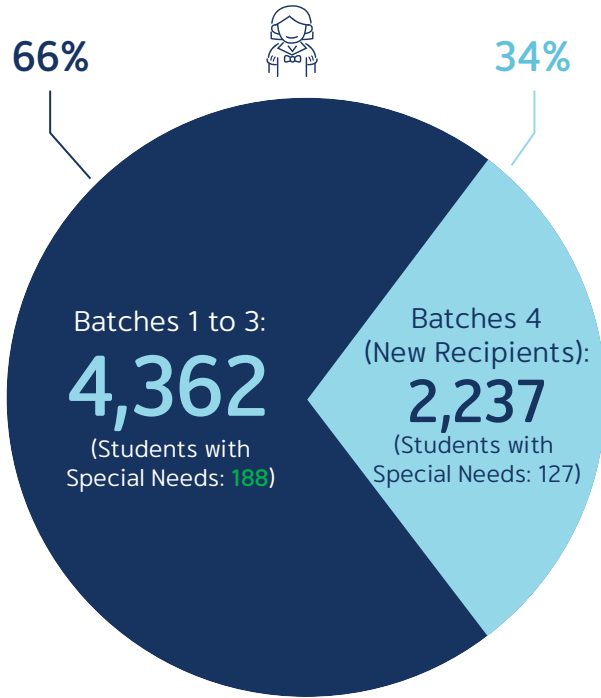
- **Students in Batch 1 to 3:** 4,362 students including 188 students with special needs;
- **Students in Batch 4 (New Recipients):** 2,237 students including 127 students with special needs. Additionally, in 2022, a total of 1,691 High Vocational Innovation Scholarship students have successfully completed their studies. The breakdown of these students is as follows:
  - **2-Year Scholarship Students in Batch 3:** 1,257 students including 126 students with special needs;
  - **1-Year Scholarship Students in Batch 4 (New Recipients):** 308 students.

*\*Data as of September 30th, 2022*

## High Vocational Innovation Scholarship Project

Total Scholarship Students : 6,599

Total Completed Scholarship Students : 1,691



**2 The Allocation of Educational Institution Development Funds:** This allocation serves the purpose of establishing a robust and systematic framework to enable educational institutions to provide high-quality care and assistance for scholarship students. It is designed to enhance the capacity of educational institutions, with a specific focus on improving their teaching and management quality. The ultimate goal is to empower students, elevate their quality of life, and prevent them from discontinuing their education. Educational institutions that receive this support play a pivotal role in achieving the objectives of the High Vocational Innovation Scholarship Project. Their responsibilities encompass the selection of students and the enhancement of curricula and teaching methods for dual vocational educational systems. Additionally, they organize various activities aimed at enriching scholarship students' quality of life and skills, both academic and life;

**3 The Enhancement of Educational Institution and Scholarship Student Quality:** This enhancement focuses on reinforcing and fostering skills and competencies vital for the 21st century. The primary aim is geared towards cultivating both educational institutions and scholarship students as *"role models"* or *"change leaders,"* envisioning them as catalysts capable of driving the realization of the High Vocational Innovation Scholarship Project's objectives;

#### 4 The Promotion of Employment Opportunities for Scholarship Students:

This promotion aligns with the High Vocational Innovation Scholarship Project's overarching goal of *"Creating People, Creating Opportunities, and Creating Jobs,"* with an emphasis on the support provided to educational institutions in fostering collaborations with all sectors, including public, private, and local organizations. It involves the facilitation of collaborations between private sector organizations and educational institutions, with the purpose of generating collaborative initiatives to supply workforces to private enterprises with clear workforce needs. The primary focus of this support is directed toward fields with high employment demands, ensuring that scholarship students can secure employment opportunities. These collaborations are founded on the principle of co-funding, signifying a joint financial contribution to achieve mutually beneficial outcomes;

#### 5 The Generation of Knowledge from Operations for Impact and Policy Expansion:

This knowledge generation involves exploring and developing educational management models to enhance the efficiency of vocational education. This is dedicated to expanding educational opportunities for underprivileged and marginalized youth and transferring assistance to key agencies for policy implementation. Notable examples of these agencies include Sing Buri Technical College and Surin Craftsmanship College.

The High Vocational Innovation Scholarship Project aims to provide underprivileged and marginalized students and individuals with special needs with access to vocational educational opportunities beyond compulsory education. This initiative is a response to national development needs and aims to create an enabling ecosystem for students to pursue their aspirations. In this endeavor, educational institutions play a pivotal role in guiding and facilitating educational opportunities across various suitable paths, including general education, vocational education, and short-term training. Furthermore, the project incorporates a system designed to prevent dropouts from the educational system named *Hero-V* by imparting life skills and providing mentoring and counseling services to scholarship students. It also involves the development of a specialized case referral system to address complex issues faced by teachers and instructors in vocational

institutions participating in the project across different provinces.

The achievements of the project in the past have resulted in the development of *1 volunteer mental health specialist per 1 province* among the 40 provinces where participating educational institutions are located. This has brought a renewed sense of purpose to the beneficiaries, enabling them to achieve self-reliance while receiving care and assistance in the areas of well-being, health, and the development of appropriate life skills. Furthermore, the project has led to systemic changes and the establishment of other educational scholarship systems for underprivileged and marginalized youth. In addition, policy proposals, innovations, and lessons learned from the project's operations have been presented to relevant agencies to promote the development of professional workforces that will impact the operations of their respective affiliated agencies.

Moreover, the project has yielded significant outcomes for the students. The majority of scholarship students, approximately 79.75%, have exhibited exceptional academic performance, maintaining a GPA ranging from 3.00 to 4.00. However, through the monitoring of abrupt dropouts, a small percentage, around 2%, of scholarship students could not continue their education due to personal or family issues, a lack of role models in life, self-confidence, and the ability to envision their future success. The EEF, in collaboration with educational institutions responsible for these scholarship students, has made efforts to monitor and reintegrate them

back into the educational system. These challenges have also served as learning opportunities to enhance the processes and measures in place for the comprehensive care of scholarship students.

Additionally, the investment in this project is expected to yield a net present value of approximately 10 billion Thai Baht. This value takes into consideration the lifetime earnings of scholarship students as they enter the labor market upon their graduation and continue until their retirement at age 60. This investment also provides returns to employers, society, and public health.

### Turning Crises into Human Capital Development Opportunities



**1** volunteer mental health specialist developed per province out of 40 participating provinces, bringing a renewed sense of purpose to underprivileged and marginalized students in well-being, health, and life skills



**79.75%** of scholarship students exhibiting a GPA between 3.00 and 4.00 (only around 2% facing challenges leading to abrupt dropouts)



Approximately **10 billion** Thai Baht net present value expected since entering the labor market until retirement at age 60

## Implication

The High Vocational Innovation Scholarship Project has been executed in collaboration with policy-making, educational, and private organizations, with vocational educational institutions serving as a vital operational base. This partnership has played a pivotal

role in nurturing students for quality development over the continuous 5-year project duration, in accordance with the vocational competency learning management guidelines of 12 educational institutions. The project has yielded the following outcomes:

- **Quality education development approaches** that are responsive to students' needs and aligned with changes in societal, economic, and technological landscapes;
- **Systems for student well-being and support** to ensure timely graduation and mitigate the risk of dropouts;
- **Physical, emotional, and social foundation promotion processes** that are age-appropriate, fostering a high-quality lifestyle;
- **Enhanced employment opportunities for scholarship students** by aligning teaching methods with labor market demands and developing strategies for post-graduation employment;
- **Increased appreciation for vocational education.**

To drive policies on vocational education, the project has been actively involved in studying best practices, developing innovations, and sharing insights with key agencies. These efforts are aimed at

bringing about systemic changes within these agencies, contributing to the nationwide enhancement of vocational education quality. Specifically, innovations in these 5 fields are targeted:

- **Educational funding** powered by public-private collaborative financial innovations;
- **Vocational education management for students with special needs**, establishing an educational framework for physically or intellectually challenged youth;
- **Life skill and student support enhancement for preventing dropouts** by integrating educational and health data;
- **Modern curriculum and technique development for developing students in emerging industries and new technologies and fostering entrepreneurship**, thereby elevating teaching practices to meet the demands of economic and societal development;

- **Employment opportunity promotion through collaborations between private enterprises and educational institutions** to ensure student job placement and contribute to human resource development. These collaborations are continuous efforts involving both the public and private sectors.



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*Over the course of 5 years, these collaborative efforts have enabled 6,599 students who have been afforded the opportunity to pursue higher vocational education and develop into high-quality individuals. These individuals are prepared to become a vital driving force for the country, capable of navigating the new world driven by technology. These achievements have been accomplished in conjunction with the development of innovations in producing and developing professional workforces. These successes are set to bring about systemic changes within the country's education system.*



# PROJECT 04

## Phra Kanithathi Sammacheep Scholarship Project

### Beneficia Group:

Underprivileged and marginalized youth at the vocational or high vocational education levels within the educational system.

### Objective:

- **Learning Access:** To provide educational opportunities beyond compulsory education for underprivileged and marginalized students;
- **Learning Outcome:** To equip underprivileged and marginalized students with the skills and competencies needed for self-reliance in their lives and careers and relevant to the contemporary world;
- **Systemic Change:** To enhance the capacity of educational personnel and management systems to provide comprehensive care and assistance and foster the competencies of underprivileged and marginalized students with potential, aligning with the demands of the labor market.

### Budget:

30,650,000 Thai Baht



Without educational opportunities and financial support, underprivileged and marginalized students with potential are at risk of dropping out of the educational system, entering the job market as low-skilled laborers, and subsequently earning low incomes. This situation, in turn, presents a formidable obstacle to their social mobility and represents a loss of human potential, especially among those who align with the labor market demands of the country. The EEF has been dedicated to supporting underprivileged and marginalized youth enrolled in vocational and high vocational certificate programs who exhibit exceptional academic performance at

the national level. This support is channeled through the Phra Kanithathi Sammacheep Scholarship Project. The primary objective of this initiative is to offer educational opportunities for these students to pursue higher education, from bachelor's to doctoral degrees. Annually, a total of 40 scholarship students are chosen through a robust selection process that involves collaboration among 3 key stakeholders, namely the educational sector, including participating universities; the private sector, including the Office of the Vocational Education Commission (OVEC) under the Ministry of Higher Education, Science, Research, and Innovation (MHESI); and mass media.

The ultimate vision of the Phra Kanithathi Sammacheep Scholarship Project is to nurture these skilled youth who will serve as exemplary professionals in vocational education, capable of driving future societal change, fostering motivation, instilling values, and cultivating a deep appreciation for vocational education. Simultaneously, the initiative seeks to elevate the overall quality of high vocational professionals to align with the requirements of the Thailand 4.0 Strategy. Moreover, there is a concerted effort

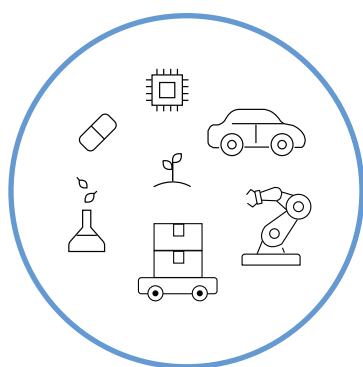
to extend the impact of model development investments while simultaneously driving policy changes through the successful implementation of these models. The overarching goal is to facilitate a transformation in the operations of these individuals' affiliated agencies, leading to long-term systemic reforms and expansions. The fields of study that offer opportunities to underprivileged and marginalized youth who meet the criteria for the Phra Kanithathi Sammacheep Scholarship Project include:

- **High-Level Professional Fields Central to National Development**, in alignment with the government's policy to boost the country's economy and advance Thailand towards the Thailand 4.0, encompass the following:
  - **Fields Related to Priority Industries with High Potential (First S-curve)**, such as the new automotive industry, smart electronics industry, high-income industry, health tourism industry, agricultural and biotechnological industry, and food processing industry.
  - **Fields Related to Future Industries (New S-curve)**, such as those associated with robotics for aviation and logistics industries, biofuel and biotechnological industries, digital industries, and comprehensive medical industries.
- **Professional Fields Related to Science, Technology, Engineering, and Mathematics (STEM)**

The Phra Kanithathi Sammachep Scholarship Project aims to enhance educational opportunities for underprivileged and marginalized youth with potential and capabilities aged between 17 and 21, who have successfully completed their studies at the vocational or high vocational certificate levels. Through the project, they are empowered to pursue higher education, from

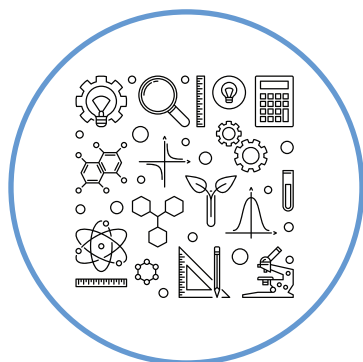
undergraduate to doctoral degrees. This initiative seeks to cultivate high-quality vocational professionals, which is essential for driving Thailand's economy. Additionally, it aims to foster the continuous development of these youth's potential and promote societal values that recognize the opportunities in vocational education, which are equally valuable as those in general education.

### Enhancing Human Capabilities for Advancing National Development Opportunities



#### 1. High-Level Professional Fields Central to National Development

- a. Fields Related to Priority Industries with High Potential (First S-curve):  
new automotive industry, smart electronics industry, high-income industry, health tourism industry, agricultural and biotechnological industry, and food processing industry.
- b. Fields Related to Future Industries (New S-curve):  
robotics for aviation and logistics industry, biofuel and biotechnological industry, digital industry, and comprehensive medical industry.



#### 2. Professional Fields Related to Science, Technology, Engineering, and Mathematics (STEM)

## Outcome, Innovation, and Collaboration

Over the past 4 years, the Phra Kanithathi Sarnacheep Scholarship Project has been instrumental in providing educational opportunities to underprivileged and marginalized youth. These opportunities have been tailored to foster exemplary professionals in vocational education within critical fields for the country. The project has spanned 4 batches and benefited a total of 123 individuals.

Concurrently, a concerted effort has been made to instigate change within the professional workforce development system. This endeavor encompasses the improvement of tools, the development of comprehensive databases, the

establishment of individualized tracking systems, and the formulation of professional development processes. These processes involve the identification, selection, and development of underprivileged and marginalized students. Furthermore, they involve collaboration with both public and private organizations to design educational and career support pathways that align with the students' chosen fields of study and personal interests. These pathways incorporate essential life skills, basic financial literacy competencies, capabilities for communal living, and opportunities for volunteerism. These measures collectively prepare scholarship students to become valuable contributors to the country's ongoing development.

### Beneficiary Group

Underprivileged and marginalized students, who have successfully completed their education at the vocational and high vocational levels, exhibiting exceptional academic performance, and are enrolled in fields central to national development, including those aligned with the First S-curve, New S-curve, and STEM, maintaining a cumulative grade point

average of 3.00 or above at the undergraduate level, are granted scholarships to pursue higher education, including bachelor's, master's, and doctoral degrees.

In 2022, the Phra Kanithathi Sarnacheep Scholarship Project has extended continuous educational support to 4 batches, totaling 123 individuals, across 35 educational institutions located in 30 provinces throughout the country. The breakdown is as follows:

- **Students in Batch 1 to 3:** 98, including 16 students who have successfully completed their studies;
- **Students in Batch 4 (New Recipient):** 5

*\*Data as of September 30, 2022.*

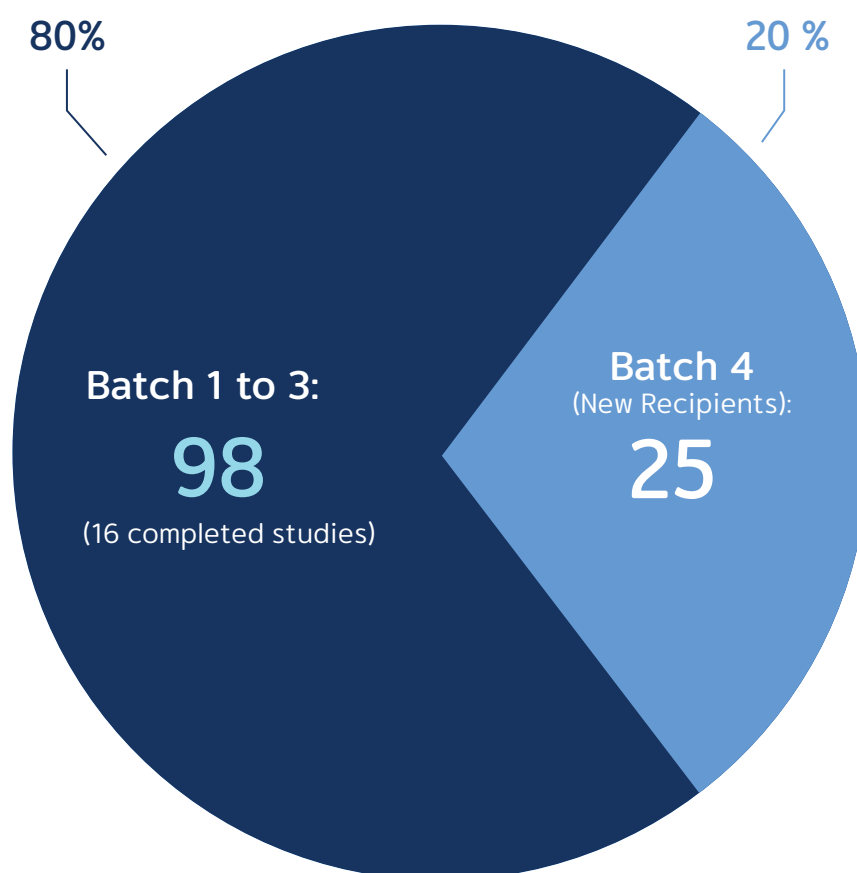
Furthermore, the EEF has developed a database system and provided academic, life, and career counseling to students to support their higher education and career choices. This support is achieved through various activities, including the promotion of internship opportunities aligned with their fields of study. For instance, students can work as research assistants under

the guidance of their academic advisors to enhance their academic, working, and research skills, which will be beneficial for pursuing master's and doctoral degrees. Additionally, they can also share valuable experience gained from private sector professionals and entrepreneurs to make contributions to society and communities.

### Phra Kanithathi Sammacheep Scholarship Project



**Total Scholarship Students: 123**



**Total Educational Institutions Engaged:** 35 in 30 provinces nationwide

**Academic Performance Requirement:** Cumulative GPA of 3.00 or above at the undergraduate level

- Support Activities:**
- 1) Academic, life, and career counseling;
  - 2) Promotion of internship opportunities; and
  - 3) Research assistant roles for skill enhancement

The operational outcomes in the past have clearly reflected that the Phra Kanithathi Sammacheep Scholarship Project has instigated a transformative impact on underprivileged and marginalized students with potential. This initiative has not only provided them with educational opportunities, but has also paved the way for improving their economic prospects. This transformation extends beyond the individual to encompass their families, freeing them from the cycle of intergenerational poverty. Moreover, the project has broadened the horizons of vocational students, offering them not only the

opportunities for higher education beyond compulsory education, but also alternative pathways for their careers. Collaboration among various organizations and agencies has played a crucial role in supporting the development of vocational workforce capabilities, leading to a structural shift in the development of skilled professionals. This has, in turn, enhanced the competencies of various enterprises, contributing to the country's long-term economic competitiveness. The project has served as a pivotal step in unlocking educational opportunities and fostering the potential for vocational career development among future professionals.

## Implication

The next phase of the Phra Kanithathi Sarnacheeep Scholarship Project involves the production and development of vocational teachers through collaboration

with the Office of the Vocational Education Commission (OVEC). This aims to produce new teachers in fields of high demand and shortage, as well as to develop the vocational educational system. The process includes:

- 1 **Seeking Partnerships** to explore vocational educational models and pathways;
- 2 **Developing a Comprehensive Database** to cover the beneficiaries of EEF's operations, enabling data processing, assistance management, educational monitoring, and student development planning towards graduation, employment promotion, and efficient workforce development. Simultaneously, this involves scholarship database development to support additional funding sources from various organizations, as well as social communication and value promotion in vocational education;
- 3 **Conducting Research** to develop a knowledge base for quality operation, such as knowledge from assessing the success of the project's implementation and tracking the progress of scholarship students. This research is carried out in collaboration with the Equitable Education Research Institute (EEFI), as well as independent academic institutions and international organizations;
- 4 **Synthesizing and Extracting Lessons Learned from Operations** to compile policy documents and present them to relevant agencies, with the goal of advancing vocational education reform within affiliated agencies.





*The Source of Pride and Encouragement for True Potential 'Phra Kanithathi Sammacheep' Scholarship Students* The EEF's Phra Kanithathi Sammacheep Scholarship students in the second and third batches were honored with an audience with Her Royal Highness Princess Maha Chakri Sirindhorn, as Her Royal Highness presided over the opening of the 4th "Princess Maha Chakri Award" international conference and the International Conference on Equitable Education: All for Education. On these significant occasions, Her Royal Highness generously shared her wisdom and words of encouragement with all attendees, underlining the importance of dedication to their studies while extending her heartfelt wishes for their success. Her Royal Highness's gracious and inspirational message deeply resonated with the students, who expressed profound gratitude for the invaluable blessings they received. Throughout Her unwavering contributions to the field of education, Her Royal Highness has consistently been emphasizing the significance of creating educational opportunities in vocational education. In recognition of this commitment, Her Royal Highness has graciously lent her name to the Phra Kanithathi Sammacheep Scholarship Project, aimed at bestowing prosperity upon vocational students who receive this scholarship. Presently, the Phra Kanithathi Sammacheep Scholarship students have the opportunity to further their education in a diverse range of vocational fields, making them invaluable assets for the country's development.



# PROJECT 05

## Home-Grown Teacher Scholarship Project

### Beneficia Group:

Underprivileged and marginalized youth in secondary education aged between 15 and 17, with potential, a passion for teaching, and a calling to pursue careers in education, primarily residing in remote areas.



### Objective:

- **Learning Access:** To enhance quality learning access for local students and prevent dropouts from the educational system;
- **Learning Outcome:** To ensure that teacher students and educational personnel are equipped with the necessary skills and competencies for educational management that align with the requirements of schools in remote areas;
- **Systemic Change:** To establish model educational institutions for the production and development of teachers, both in terms of quantity and quality, to meet the specific needs of remote areas, as well as for the development and experimentation of innovative teacher production and development systems.

### Budget:

278,755,500 Thai Baht

The Home-Grown Teacher Scholarship Project is a dedicated initiative by the EEF aimed at creating opportunities for underprivileged and marginalized students in remote areas who have exhibited exceptional academic performance, a passion for teaching, and a calling to become educators. These students are supported in pursuing higher education in faculties of education or educational science, specializing in early childhood education and primary education, both of which align with the requirements of schools in remote areas. Upon the completion of their studies, they are then appointed as new teachers in their respective local schools. This approach serves to alleviate the challenges of teacher shortages, incomplete staffing, and frequent teacher turnover. The desired outcome is for scholarship students to become well-rounded educators, community developers, and change-makers at the local level.

In 2022, the EEF has marked the third year of its support for the production and development of high-quality new teachers who are responsive to the contexts and needs of schools in remote areas. The project targets underprivileged and marginalized students in Grade 12 or its equivalent, who exhibit exceptional academic performance and a passion for teaching. These students are provided access to undergraduate programs in early childhood education and primary education. This project is currently in its third batch, involving a total of 863 students. Presently, the process involves the identification, selection, and preparation of the incoming fourth batch of 327 scholarship students to ensure their readiness for entering the educational programs. This preparation includes gaining an understanding of the community contexts of destination schools in remote areas where they will eventually be appointed as teachers upon successfully completing their education.

#### Beneficiary Group

Underprivileged and marginalized students, who have successfully completed their secondary education or its equivalent and exhibited exceptional academic performance and a profound passion for teaching, primarily residing in remote areas, are the beneficiaries of the Home-Grown Teacher Scholarship Project. Through this continuous educational support, they are enabled to pursue undergraduate programs in early childhood education and primary education.

- Students in Batch 1 and 2 : 627
- Students in Batch 3 (New Recipients): 236

In 2022, a total of 863 scholarship students, spanning 3 batches, have been consistently provided with educational support and assistance. These students are distributed across 16 higher education institutions dedicated to teacher production and development. Furthermore, a total of 699 schools in remote areas of 53 provinces across all regions of the country are currently prepared to welcome these 3 batches of newly trained teachers to assume their roles as new government-employed teachers. The breakdown of these students is as follows:

*\*Data as of September 30th, 2022.*

## Outcome, Innovation, and Collaboration

The EEF, in collaboration with partners in its networks, including the Ministry of Education (MOE), the Ministry of Higher Education, Science, Research and Innovation (MHESI), the Office of the Basic Education Commission (OBEC), the Office of the Teacher Civil Service and Educational Personnel Commission (OTEPC), and the Secretariat Office of the Teachers Council of Thailand, has undertaken comprehensive studies and research to develop closed-system teacher development models. The primary goal is to revolutionize every step of the teacher production process, beginning with the initial candidate search and selection, and aligning scholarship recipients with the Home-Grown Teacher Scholarship Project's objectives.

Furthermore, the project encompasses the refinement of educational management processes within educational institutions dedicated to teacher production and development. The primary goal is to empower these institutions to design curricula tailored to the specific contexts and needs of schools in remote areas. They are also enabled to develop models for enhancing the quality and effectiveness of new teachers, fostering scholarship students' growth, skills, and competencies through supplementary activities while they are enrolled in educational institutions and residing in university dormitories.

These activities are designed to equip scholarship students with the necessary capabilities for teaching in small-sized schools in remote areas and efficiently collaborating with their communities. This

approach allows a total of 20 students to independently learn, apply, and address challenges, ultimately transforming them into student leaders with leadership potential at the 11 teacher production and development institutions. The EEF firmly believes that these student leaders will act as catalysts, inspiring and motivating their fellow students and future participants in the project.

In addition, the EEF has supported research initiatives focused on enhancing teacher production and development systems. These efforts are conducted in collaboration with higher education institutions in remote areas, with a primary emphasis on elevating their quality. The objective is to enable these institutions to effectively manage the production and development of high-quality teachers for remote schools, aligning with the diverse contexts and constraints present in the surrounding areas of destination schools.

The aforementioned research goes hand in hand with the pioneering efforts to enhance 699 destination schools in remote areas in alignment with the objectives of the project. This has been achieved through the implementation of the whole-school approach, which tailors school quality development strategies to the specific circumstances of each school. This approach serves as a practical platform for scholarship students, enabling them to gain practical experience and professional growth. It also functions as a means to enhance knowledge and innovation among teachers, school administrators, and educational personnel

in destination schools in remote areas. The ultimate goal is to equip them with the capabilities to effectively manage student learning and cultivate a

learning-conducive ecosystem within these schools, contributing to the body of knowledge and research related to the development of high-quality teacher training curricula.

## Implication

In the endeavor to produce home-grown teachers, a new generation of high-quality educators well-prepared to work effectively in diverse contexts and navigate the various constraints of different areas, the selection process for teacher production and development institutions carries equal significance as that of the selection process for teacher candidates. Consequently, in the selection of these institutions, the Home-Grown Teacher Scholarship Project has chosen higher educational institutions from all across the country that offer undergraduate programs in early childhood education or primary education in the faculties of education or educational science. The paramount criterion for their selection is that these teacher training institutions must be located in the same regions as the destination schools in remote areas where scholarship students will return to serve upon the completion of their education.

A substantial responsibility of these teacher production and development institutions is to ensure that their staff is adequately prepared to actively engage in the development of curricula tailored to the local contexts and distinctive characteristics of each community. These institutions must also be well-prepared in

appropriately providing accommodations for scholarship students and establishing networks for professional experiential training. Furthermore, they must be ready to provide opportunities for students to participate in on-site placements at destination schools in remote areas where they will be assigned following the completion of their studies. These experiences are designed to deepen scholarship students' understanding of the unique contexts and instill in them a clear sense of purpose for returning to develop their respective communities. This comprehensive process contributes significantly to the cultivation of the distinct qualities that define a dedicated and morally upright teaching profession.

Currently, the first batch of scholarship students, totaling 328 students, is in the process of returning to teach in their respective destination schools in remote areas, totaling 281 schools across 44 provinces throughout the country, and be engaged in community development efforts. The students from the first batch are expected to complete their education in the academic year 2023 and will officially begin their careers as government-employed teachers in the academic year 2024.

The Home-Grown Teacher Scholarship Project operates as an action research initiative aimed at establishing teacher production and development mechanisms to address educational disparities in schools in remote areas. Simultaneously, it creates educational opportunities for underprivileged and marginalized youth who exhibit exceptional academic performance and a passion for teaching. The project's ultimate goal is to enable these individuals to pursue higher education and

become government-employed teachers upon graduation. This endeavor involves multiple key stakeholders, including the Ministry of Education (MOE), the Ministry of Higher Education, Science, Research, and Innovation (MHESI), the Office of the Basic Education Commission (OBEC), the Office of the Teacher Civil Service and Educational Personnel Commission (OTEPC), and the Secretariat Office of the Teachers Council of Thailand, under which the new teachers work.



*The project primarily focuses on driving innovative teacher production and development policies that bring about systemic changes and sustainable outcomes. It addresses educational disparities and teacher shortages in remote areas by offering educational opportunities to underprivileged and marginalized youth in remote areas. It aims to prepare a new generation of teachers specifically tailored to the needs of their communities. These teachers embody the spirit of educators who are committed to uplifting students, schools, communities, and Thailand's education system, thereby achieving educational equity.*

PROJECT  
06Community-Based  
Innovation and Career  
Development Project**Beneficia Group:**

Underprivileged and marginalized out-of-school youth and informal workers aged 15 and above.

**Objective:**

- **Learning Access:** To enhance the potential of underprivileged and marginalized youth through alternative education;
- **Systemic Change:** To promote an ecosystem conducive to education, quality learning, and lifelong learning.

**Budget:**

334,484,900 Thai Baht



The Community-Based Innovation and Career Development Project is one of the key initiatives within the overarching mission of the EEF. It is focused on driving transformative changes in alternative education, primarily through the development of educational management models tailored to meet the specific needs of the targeted beneficiaries, with a particular emphasis on crucial vocational skills. This endeavor is accomplished by establishing connections with local social capital and cultural capitals. The project's operation utilizes communities as a foundation for elevating the knowledge, skills, competencies, and capabilities of out-of-school youth and informal workers. It also encompasses the cultivation of vital life and vocational skills, with an emphasis on instigating systemic changes. The collaborative efforts are geared towards the establishment of an innovative learning ecosystem that, in turn, facilitates the provision of quality learning opportunities and the promotion of lifelong learning within the communities.

The Community-Based Innovation and Career Development Project primarily targets underprivileged and marginalized out-of-school youth and informal workers aged 15 and above. These beneficiaries can be categorized into 2 distinct groups:

economically underprivileged individuals, consisting of those with education levels below the basic minimum requirement (equivalent to the completion of grade 12) or those with a monthly income below 6,500 Thai Baht; and socially disadvantaged individuals, consisting of those affected by economic, social, educational, public health, political, legal, or cultural issues, or those impacted by natural disasters and situations of instability within their respective areas, or those lacking access to essential government services.

The project employs a collaborative approach, collaborating with a network of public and private agencies and educational institutions, as well as community organizations, foundations, non-profit organizations, and social enterprise businesses. These partners are guided by their experience and a shared vision for developing vocational skills and community innovations, grounded in the concept of community-based learning management. This approach encompasses local administrative authorities, community enterprises, community learning centers, social enterprise businesses, educational institutions, and non-profit organizations. Over 110 organizations actively engage with the beneficiary groups in this endeavor.

## Creating Educational and Skills Development Opportunities through the Community-Based Innovation and Career Development Project



For underprivileged and marginalized out-of-school youth and informal workers aged 15 and above Economically Underprivileged Individuals:

- Possessing education levels below the basic minimum requirement (equivalent to grade 12 completion)
- Possessing monthly income below 6,500 Thai Baht



Socially Disadvantaged Individuals:

- Affected by economic, social, educational, public health, political, legal, or cultural issues Impacted by natural disasters and situations of instability
- Lacking access to essential government services

## Outcome, Innovation, and Collaboration

In 2022, the Community-Based Innovation and Career Development Project has significantly expanded educational and skill development opportunities for out-of-school youth and informal workers, benefiting a total of 13,107 individuals. This initiative has played a vital role in enhancing the development of crucial life skills, academic proficiency, professional competency, and income generation among these beneficiaries. Concurrently, it has led to the establishment of 110 sub-district-level learning management units across 56 provinces. The project has been instrumental in developing strategies to provide comprehensive care and elevate educational prospects for out-of-school youth and informal

workers, resulting in a more profound impact.

Furthermore, the project, in collaboration with strategic partners in its network, has brought about innovations to drive policies aimed at addressing the needs of vulnerable groups, thereby elevating community-based learning management units to provincial-level learning centers for knowledge dissemination and growth. Notable examples of these centers include the Nong Sinit Sub-District Administration Organization in Surin Province, the Bungkarn Sub-District Office of Non-Formal and Informal Education in Bungkarn Province, and the Chana Community Enterprise in Songkhla Province.



## Beneficiary Group

A total of 13,107 out-of-school youth and informal workers have been provided with opportunities for life skills development, academic proficiency, professional competency, and income generation. This endeavor has led to the establishment of 110 sub-district-level learning management units across 56 provinces.

In 2022, the EEF has developed innovative learning management models for underprivileged and

marginalized out-of-school youth and informal workers, with a primary focus on designing learning experiences that instill confidence in the beneficiaries, empowering them to recognize their potential. It involves creating flexible and adaptable learning-conducive environments tailored to the unique characteristics of the beneficiary groups. The project has leveraged the concept of community-based career development and entrepreneurship enhancement. The overarching goal is to drive change in 5 key domains:

- **Learning:** To enhance community-based vocational skills, household economics, life planning, and lifelong learning;
- **Living:** To elevate the overall quality of life, including the development of vocational skills to increase income and decrease expenses, ultimately promoting well-being and happiness;
- **Belonging:** To cultivate networks and communities, both formal and informal, united by shared objectives, with a primary focus on community-based skill development;
- **Possessing:** To create community-generated goods for sale;
- **Selling:** To advance entrepreneurial opportunities, both online and offline, thus improving livelihoods.

The project operates on 2 distinct levels to benefit underprivileged and marginalized out-of-school youth and informal workers. These levels are:

- **The Development of Community-Based Learning Management Units for Out-of-School Youth and Informal Workers:** This level takes into account the local contexts, challenges faced, and specific needs of the beneficiary groups. It involves managing learning processes, connecting resources, and establishing learning-conducive environments for practical application and problem-solving within the communities. The primary goal is to enhance the capabilities of out-of-school youth and informal workers by equipping them with crucial life skills, vocational skills, financial literacy, and knowledge of household economics;
- **The Development of an Learning-Conducive Ecosystem for Out-of-School Youth and Informal Workers:** This level involves 1) supporting community readiness as a protective mechanism to ensure that out-of-school youth and informal workers can access community-based learning and skills development pathways of their choice; 2) developing database and information system models for out-of-school youth, informal workers, and learning management units' personnel, alongside resource pools, to design learning management strategies for the beneficiaries in collaboration with partners in the areas; 3) establishing channels for accessing funding for vocational ventures to enhance the capabilities of learning management units with potential, both in terms of vocational curricula and entrepreneurship development; 4) supporting cooperative and referral mechanisms within the communities; and 5) developing learner potential-based learning system models to bridge formal, non-formal, and flexible learning pathways.

## Learning Management Innovation in Community-Based Innovation and Career Development Project

### Total Beneficiaries (2022):

- 13,107 out-of-school youth and informal workers

### Learning Management Units Established:

- 110 sub-district-level units across 56 provinces

### Innovative Learning Management Models Developed:

- For underprivileged and marginalized out-of-school youth and informal workers

### Project Operation Levels for Beneficiary Benefit:

- **Development of Community-Based Learning Management Units** enhancing capabilities with life skills, vocational skills, financial literacy, and household economics knowledge.
- **Development of a Learning-Conducive Ecosystem** bridging formal, non-formal, and flexible learning pathways.

### Project's Focus Areas for Beneficiary Empowerment:

- Confidence Building & Potential Recognition

## Implication

Disparities in wages, welfare, and quality of life between informal and formal workforces continue to persist across all regions of the country, adversely affecting the workers themselves, employment systems, and the overall economy. Informal workers are particularly vulnerable to economic fluctuations and crises, such as the recent impact of the COVID-19 pandemic, often being the first to feel the effects and lose their jobs in these circumstances. In response to this, the Community-Based Innovation and Career Development Project aims to enhance learning and skills development opportunities for out-of-school youth and informal workers. It offers potential solutions to alleviate the challenges faced by these groups and facilitate their reintegration

back into the educational system, ultimately leading to enhanced skills and greater access to employment opportunities.

The EEF is dedicated to developing alternative education pathways tailored to the specific needs of out-of-school youth and informal workers by employing a community-based approach. It connects social capitals and local resources, leading to flexible, accessible, and employment-conducive educational reforms. Additionally, this initiative aims to foster a high-quality educational ecosystem that promotes lifelong learning and self-development, with an emphasis on the enhancement of skills, competencies, capabilities, and specialized expertise in alignment with individual aptitudes.

Within the project's framework, various community sectors collaborate to construct new learning spaces for alternative education and vocational development for out-of-school youth and informal workers through a multi-tiered approach. The project employs beneficiary assistance systems that can be universally

applied across the country. The overarching goal is to advocate for tangible equitable policies, prompting regulatory and legal adjustments, and establish collaborations with relevant authorities to create interconnected educational system models, bridging formal, non-formal, and flexible educational pathways.

In addition to developing flexible learning models for youth involved in the criminal justice process, the EEF, in collaboration with the Department of Juvenile Observation and Protection and the Panyakal Foundation, has developed models and guidelines for creating educational opportunities and bringing about educational equity for children and youth in the criminal justice system. It has designed

an alternative educational management framework through a network of 8 learning centers, with an emphasis on flexible learning approaches tailored to ensure that children and youth can complete their education according to their individual potential. This framework maintains the educational standards set by the Office of the Basic Education Commission (OBEC). The project operates on 2 dimensions:

- **Enhancing Professional Competencies through the Young Boost Up Curriculum:** This dimension integrates flexible learning processes with practical professional training as the foundation for learning. The project aims to enable children and youth to engage in learning by using tools provided to assess their career competencies and participate in learning programs that incorporate activities and real-world experiences in various occupational settings;
- **Fostering Physical, Emotional, Intellectual, and Social Strength:** This dimension focuses on promoting self-awareness and fostering relationships within families and communities. The project, in collaboration with local authorities, develops community mechanisms that prevent, protect, and support children while promoting values and meaning in the lives of children and youth.

The overarching goal of the project is to bring about behavioral change in children and youth, motivating them to lead purposeful lives. They are provided with educational and employment opportunities that enhance their own and their families' economic well-being. Ultimately, this will break the cycle of repeated offenses,

preventing them from reentering the criminal justice process. In 2022, a total of 964 children and youth in the criminal justice system, under the care of juvenile detention and protection centers and child and youth training centers across the country, have participated in learning programs through the learning centers.

## Learning Management Innovation for Children and Youth in the Criminal Justice Process

### Total Beneficiaries (2022):

- 964 children and youth in the criminal justice system under the care of juvenile detention and protection centers and child and youth training centers nationwide
- Innovative Learning Management Models Developed: For youth involved in the criminal justice process

### Project Dimension:

- Enhancing Professional Competencies
- Fostering Physical, Emotional, Intellectual, and Social Strength

### Learning Management Framework:

- Alternative framework through a network of 8 learning centers, with an emphasis on flexible learning approaches tailored to individual potential

### Project Goal:

- Promoting behavioral change in children and youth
- Motivating purposeful lives
- Providing educational and employment opportunities
- Enhancing economic well-being for individuals and families
- Breaking the cycle of repeated offenses
- Preventing of reentry into the criminal justice process

# PROJECT 07

# Teacher and School Quality Program Project

## Beneficia Group:

Teachers and medium-sized schools and educational institutions affiliated with the Office of the Basic Education Commission (OBEC), the Department of Local Administration (DLA), and the Office of the Private Education Commission (OPEC) with a substantial population of underprivileged and marginalized students.

## Objective:

- **Learning Access:** To ensure high-quality learning access for students while implementing preventive measures and maintaining vigilance to prevent students from dropping out of the educational system at all grade levels;
- **Learning Outcome:** To empower schools to demonstrate a sufficient level of educational management capability, ensuring learning management quality through appropriate teaching and learning methods suitable for the 21st century;
- **Systemic Change:** To establish independent, systematically self-managing school models that can serve as exemplars for policy-making and affiliated organizations.

## Budget:

176,116,400 Thai Baht



In 2022, the EEF has marked the fourth year of its support for the Teacher and School Quality Program (TSQP) Project, with a primary focus on elevating the quality of schools, both in terms of management and teaching. The overarching objective of this project is to transform 10% of all medium-sized schools into exemplars of effective educational management, enhanced teacher quality, and improved classroom practices. This will provide students with increased access to high-quality education, reduce educational disparities, and ultimately elevate long-term learning outcomes.

The TSQP Project encompasses a total of 636 medium-sized schools across 39 provinces. Within the project, these schools are divided into 2 batches. The first batch, comprising 228 schools, has successfully completed the three-year cycle, while the second batch, comprising 408 schools, has continued into its third year of participation. This initiative has been made possible through collaborations with key organizations, including the Office of the Basic Education Commission (OBEC), the Department of Local Administration (DLA), and the Office of the Private Education Commission (OPEC),

along with partners in 11 networks. These esteemed partners include the Future Skill Foundation, Khon Kaen University, Prince of Songkhla University, Lam Plai Mat Pattana Foundation, Starfish Country Home School Foundation, Siam Commercial Foundation, Naresuan University, Phuket Rajabhat University, Kanchanaburi Rajabhat University, Surin Primary Educational Service Area Office 2, the Yuwaphat Foundation, and the Statesman Foundation of General Prem Tinsulanonda.

The TSQP project's successful implementation has resulted in the establishment of well-defined development mechanisms centered around school quality development measures, which have proven highly beneficial for various beneficiary groups on 6 fronts. These fronts encompass: 1) setting quality standards for schools; 2) enhancing teachers and school administrators through community-based vocational learning processes; 3) establishing information systems for quality development (Q-Info); 4) improving teaching and learning practices and integrating innovations into the classrooms; 5) creating collaborative networks among schools; and 6) developing support systems for underprivileged and marginalized students with special needs.

## Beneficiary Group

A total of 636 medium-sized schools across 39 provinces have participated in this project. These schools can be categorized into 2 batches:

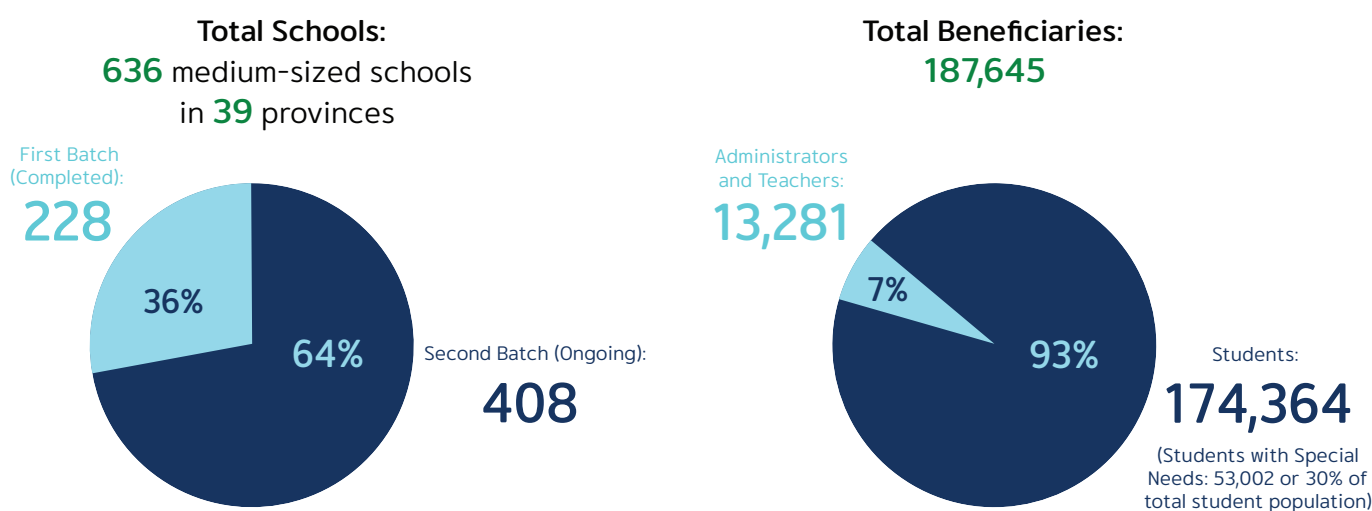
- **TSQP Schools in Batch 1:** 228, which have successfully completed the program, which spans a duration of 3 years.
- **TSQP Schools in Batch 2:** 408, which are currently in their third year of ongoing development.

The implementation of this educational initiative has resulted in transformative outcomes for a total of 13,281 school administrators and teachers, along with a substantial student population of

174,364. Notably, within these beneficiary students, 53,002 students, constituting 30% of the total student population, are those with special needs.

*\*Data as of September 30th, 2023*

## Teacher and School Quality Program Project



### Project Mechanism and Benefit:

- Quality Standards – development of well-defined standards for schools
- Enhancing Teachers and Administrators – community-based vocational learning processes
- Information Systems (Q-Info) – establishment of information systems for quality development
- Teaching and Learning Practices – improvement and integration of innovations into classrooms
- Collaborative Networks – creation of collaborative networks among schools
- Support Systems for Special Needs Students – development of support systems for underprivileged and marginalized students with special needs

### Project Success:

- Beneficiary Impact – Beneficial for various beneficiary groups across the aforementioned 6 fronts
- Implementation Result – Successful establishment of development mechanisms

## Outcome, Innovation, and Collaboration

In 2022, the Teacher and School Quality Project (TSQP) has entered its fourth year, maintaining a steadfast commitment to a comprehensive whole-school approach. This approach places a significant focus on enhancing school management quality and adapting teaching methodologies. The core objective is to establish high-quality teaching and learning processes within classrooms, facilitating enhanced learning experiences for students. This, in turn, enables students to access quality education and elevates their learning outcomes in terms of knowledge, skills, competencies, attitudes, and individual capabilities.

This project's pivotal emphasis is on the empowerment of schools, granting them the autonomy to independently manage and develop their systems. In this endeavor, the Coach Team and Mentor Team play pivotal roles, offering guidance and counseling, and facilitating collaborative educational management efforts among various educational stakeholders, from parents and communities to affiliated authorities. The ultimate goal is to develop exemplary "*self-developing schools*" that can serve as models for other schools, driving policy-level changes in the educational landscape. In 2022, the project has yielded significant outcomes, including:

- 1 **The Establishment of School Quality Development Mechanisms in Line with Defined Standards:** This establishment has empowered students to engage in experiential learning, leveraging their innate aptitudes and interests. Consequently, they have acquired a comprehensive understanding of their subjects and the ability to apply this knowledge in their daily lives. This proficiency extends to both age-specific general and vocational knowledge. Furthermore, students have developed their problem-solving abilities, effective communication skills, creative thinking to enhance their learning, and life and professional skills that can be leveraged to generate income for their families;
- 2 **The Systemic Transformation within Schools:** This transformation involves shifts in visions and goals, aligning them with the needs and aspirations of students and communities;



- 3 **The Models for Effective School Management, Teacher Quality Enhancement, and Teaching Innovation Development:** These models promote high-quality teaching and learning experiences within classrooms;
- 4 **The Opportunities for Professional Development and Knowledge Exchange among Teachers:** These opportunities have been fostered through collaborative efforts that connect teaching practices with Faculties of Education and Educational Science within Khon Kaen University, Naresuan University, and Prince of Songkhla University, which serve as teacher production and development institutions;
- 5 **The Encouragement of Active Participation and Collaboration in the Development Process:** This encouragement has empowered schools, affiliated agencies, and supervisory bodies at the local level to actively participate in advancing the enhancement of education within their respective areas.

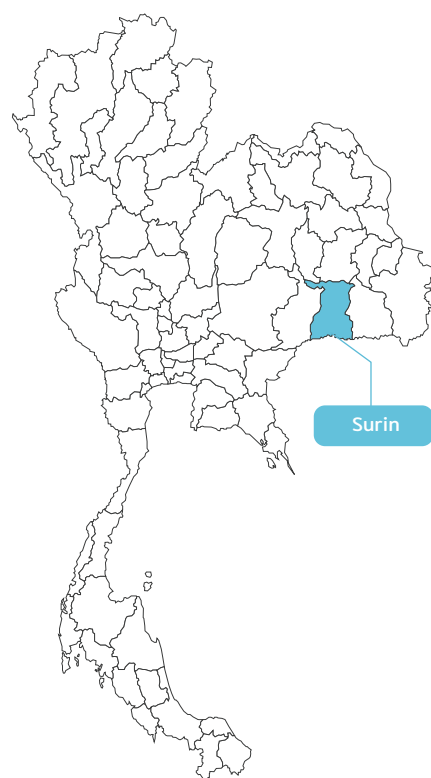
A model for establishing an efficient and distinguished provincial-level educational system has been found in Surin province. This model involves a collaborative network of 3 clusters, comprising a total of 41 schools. While these 3 clusters feature distinct school development innovations, they are interconnected and integrated, fostering readiness for the province's collective progress and development in the upcoming phase.

The assessment of the transformational

outcomes in TSQP schools in the first and second batches has revealed a significant enhancement in the overall performance of participating schools. Post-development assessment scores have fallen within the range from good to excellent. Furthermore, the assessment has indicated that the school and teacher networks engaged in the project have facilitated mutual assistance and knowledge exchange, reflecting the success of the collaborative efforts among partners in all 11 networks.

## "Closing the Education Disparity Gap at Every Life Stage with the Power of Every Sector" Learning Exchange Activity

### A Case Study of Surin Province: A Province Pioneering Educational Equity in the Field of Education



#### Model for Provincial-Level Educational System:

Collaborative network of 3 clusters, totaling 41 schools, with their distinct school development innovations integrated for collective progress and development

#### Transformational Outcomes in TSQP Schools (First and Second Batches):

- Significant enhancement in overall school performance
- Post-development assessment scores ranging from good to excellent
- School and teacher networks facilitating mutual assistance and knowledge exchange

## Implication

The Teacher and School Quality Program (TSQP) Project is fundamentally geared towards driving systemic change, enabling schools to take genuine ownership of their development. This empowerment allows schools and affiliated agencies to independently initiate, learn, and design their own teaching and learning management models, student learning assessment systems, and school management mechanisms. This transformation is achieved through collaborative initiatives with partners at various levels within

the project's network, leading to a network-driven approach that fundamentally alters its operational nature from the traditional project model to an innovative movement model. Consequently, the project has transitioned from being the Teacher and School Quality Program (TSQP) to the Teacher and School Quality Movement (TSQM). The TSQM represents the evolution of the project's outcomes into a working strategy and a catalyst for educational system transformation. Key models and innovations derived from the TSQP project include:

- 1 **Student Support and Development Systems and Mechanisms** for reducing dropouts from the educational system;
- 2 **Bodies of Knowledge and Innovations** for school development within local contexts;
- 3 **Innovations in Enhancing Overall School Quality**, both in terms of management and teaching, which will be further developed into proposals for affiliated agencies at the policy level in the upcoming phases.

#### Self-Developing School Success Cases

Throughout the TSQP Project's continuous efforts to enhance school quality, both in terms of management and teaching, exemplary

self-developing schools have been identified. These schools, along with their administrators and educators, serve as models of effective working methods and play a pivotal role in extending their success to other schools within the areas. For example:

- **Ban Tum School (Tum Prachanukroh School), Khon Kaen**, is a model school within the Khon Kaen University network, has showcased notable developments in various aspects, including:
  - The school has actively engaged in teacher production and development in collaboration with local higher educational institutions, fostering knowledge and understanding of shared management. They have maintained a comprehensive information system, coupled with a student care and assistance system, to address student needs and concerns;
  - The school leaders have consistently demonstrated a visionary approach to management, applying strategies and tools supported by the EEF to develop students, and independently monitoring and assessing various innovations;
  - The teachers have excelled in promoting proactive learning processes within the classrooms, encouraging students to apply critical thinking skills, as well as in cultivating collaborative networks with over 20 neighboring schools;
  - The students have made significant improvements in their critical thinking skills, effectively applying foundational knowledge to problem-solving, articulating their thoughts, presenting group ideas, and showing a willingness to listen to diverse and differing opinions from their peers, engage in constructive debates, and share their own perspectives.

# PROJECT 08

## Teacher, School, and Learning Management Unit Development Project

### Beneficia Group:

Teachers, Learning Managers, Schools, and Learning Management Units.

### Objective:

- **Learning Access:** To monitor and prevent students' dropouts from the educational system at all grade levels;
- **Learning Outcome:** To ensure schools exhibit a sufficient level of competency in education management, guided by teaching and learning practices suitable for the 21st-century;
- **Systemic Change:** To systematically develop models for independent schools capable of self-management that can serve as exemplars for policy-making and affiliated organizations.

### Budget:

42,000,000 Thai Baht



The enhancement and development of teachers' quality and efficiency, along with the provision of support to schools in managing teaching and learning to foster the self-development of children and youth based on their diverse backgrounds and potential, is a fundamental pillar of the strategy to improve education quality and reduce educational disparities, particularly in remote and underserved areas. In 2022, the EEF has implemented the Teacher, School, and

Learning Management Unit Development Project to strengthen various working models and approaches, fostering educational equity across different aspects of the educational management system and opening new learning horizons for lifelong self-development. This endeavor also involves nurturing the development of Thai children and youth at all stages. Within this project, several sub-projects have been introduced, as follows:

### 1 Police-Teacher Development for Border Patrol Schools Project

The enhancement of teacher capabilities in border patrol schools is a mission of significant importance, highly valued by the EEF. Over the course of 3 consecutive years, the organization has been dedicated to advancing the Police-Teacher Development for Border Patrol Schools Project, developing the skills and competencies of teachers in 68 border patrol schools across 22 provinces, encompassing all regions of the country. This encompasses the development of various personnel within the schools, including principals, border patrol teachers, civilian teachers, caregivers, and government- and private-sector-employed teachers who work in these schools, totaling 685 individuals. The project's ultimate goal is to enable these individuals to effectively manage learning and enhance the academic, vocational, and life skills of students. These border patrol schools have been nurtured to serve as foundational centers for learning and to evolve into self-development model schools of high quality.

Through the collaborative efforts of the EEF and partners in its network, such as the Border Patrol Police Headquarters, along with the Border Patrol Police Sub-Divisions and local higher educational institutions, the approach of developing teachers within the school environment has yielded substantial results, eliminating the need for teachers to venture outside the school premises for training and development. The progress achieved thus far has significantly empowered students to enhance their knowledge, skills, competencies, values, and attitudes. This has fostered age-appropriate learning, resulting in notable improvements in learning outcomes. Simultaneously, it has encouraged active involvement from parents, communities, and local authorities in supporting local resources and serving as contributors of knowledge within the classrooms.

Throughout the three-year project implementation, a range of remarkable achievements have been realized. Notably, the overall educational quality within the border patrol schools has been elevated. This improvement has paved the way for students in remote and underserved areas to access quality education, subsequently leading to improved learning outcomes. Furthermore, the project has played a pivotal role in enhancing the capacities of border patrol teachers, ultimately resulting in a more efficient and effective educational system within these schools.

For the upcoming phase of the project, plans have been in place to extract the valuable lessons learned from successful teacher development efforts within border patrol schools. These lessons will be transferred to other border patrol schools, allowing the acquired knowledge to be applied to further elevate the educational quality of these schools, ultimately significantly enhancing the quality of life for children and youth in remote areas.

### Police-Teacher Development for Border Patrol Schools Project

**Total Schools:** 68 border patrol schools in 22 provinces across all regions

**Total Beneficiaries:** 685 principals, border patrol teachers, civilian teachers, caregivers, and government- and private-sector-employed teachers

#### Approach:

- On-site teacher development within school premises

#### Achievement:

- **Teacher** - improved learning outcomes and notable advancements in academic, vocational, and life skills
- **School** - elevated educational quality in border patrol schools and improved access to quality education in remote and underserved areas
- **Community** - significantly enhanced quality of life for children and youth in remote areas

#### Future Plan:

- Transfer of lessons learned to other border patrol schools  
Application of knowledge to enhance educational quality

## 2 Informal Teacher Competency Development Model Project

The EEF, in collaboration with the Children and Youth Development Research Unit, Faculty of Education, Chulalongkorn University, has developed models to enhance the competencies of informal teachers. These models aim to analyze the competencies of these teachers through the design, experimentation, and presentation of approaches and policy proposals for informal teacher competency development. Consequently, the following 3 models have been developed:

- **Classroom Teacher Model:** This model employs a participatory management approach and focuses on area-based network development;
- **Developer-Teacher Model:** This model employs experiential and hands-on learning approaches, combined with a teacher interest-based teaching management approach;
- **Volunteer Teacher Model:** This model employs an emotional intelligence educational approach and focuses on experiential learning-based training.



## Area-Based Education Management Mechanisms in 12 Provinces

**210**

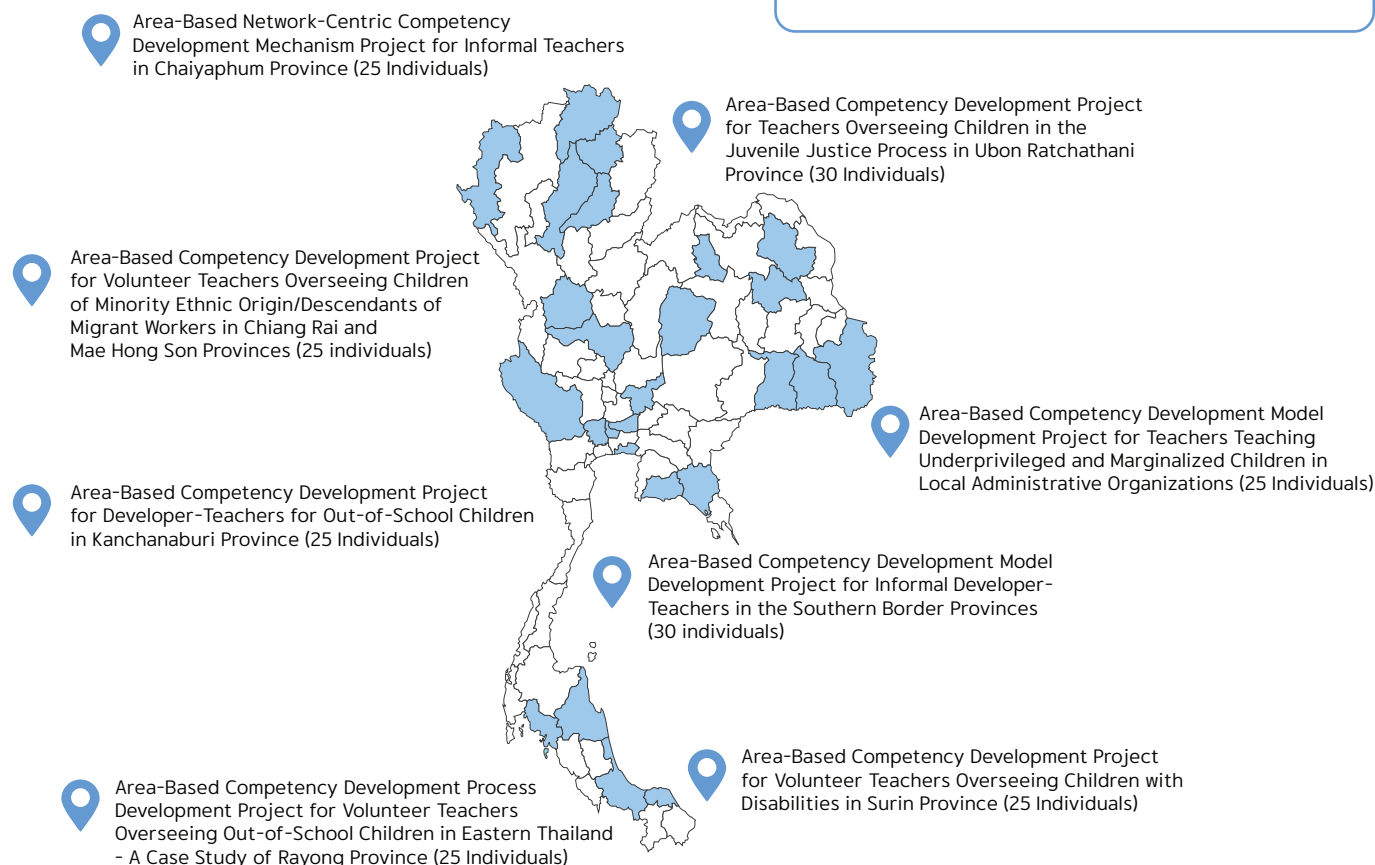
Informal Teachers That Have Undergone Development,

Consisting of:

**Classroom Teachers: 80**

**Developer-Teachers: 55**

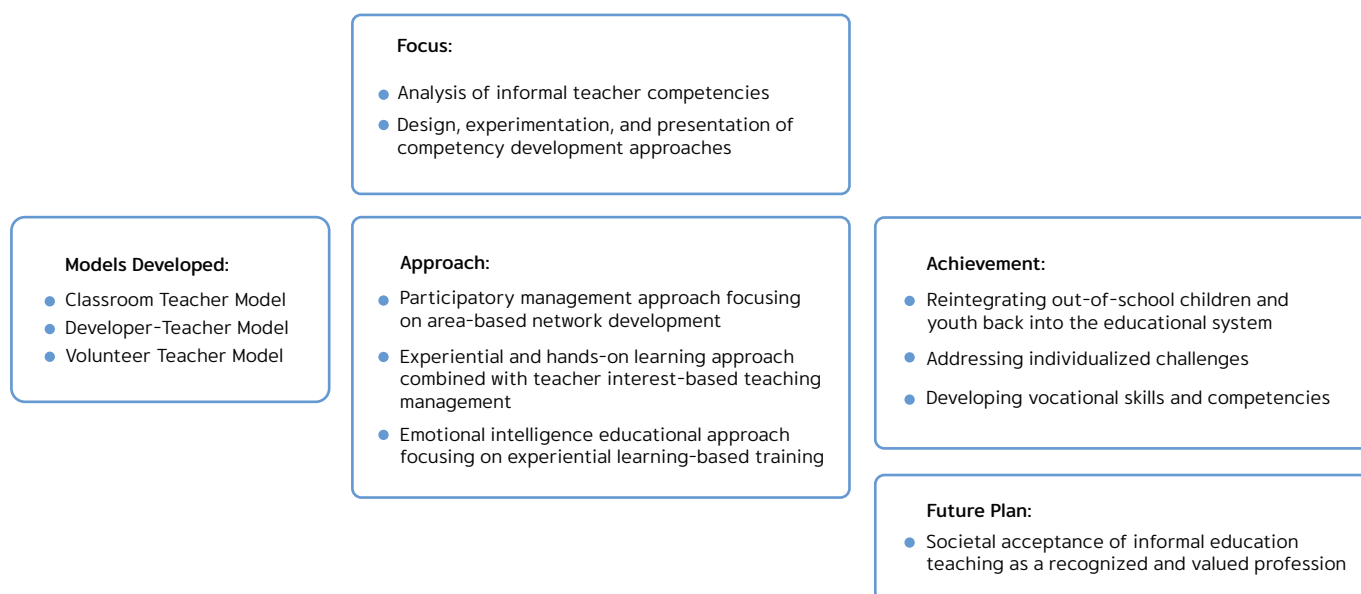
**Volunteer Teachers: 75**



Informal teachers play a crucial role in assisting out-of-school children and youth, enabling them to reintegrate back into the educational system, addressing individualized challenges, and developing vocational skills and competencies based on their self-reliance aptitude. Elevating the status of informal education teachers into a well-defined profession accepted by society is a significant policy proposal. If realized, it would greatly benefit out-of-school children and youth.



### Informal Teacher Competency Development Model Project



### 3 Educational Opportunity and Extensive Learning Expansion by Princess Maha Chakri Award Foundation Teacher Network Project

The Educational Opportunity and Extensive Learning Expansion by Princess Maha Chakri Award Foundation Teacher Network Project, led by the EEF, seeks to foster a comprehensive collaborative network among Princess Maha Chakri award-winning teachers with the goal of enhancing their achievements. The project is designed to enhance their expertise and create a mechanism that fosters academic networking, strengthening the educational connections within the network of award-winning teachers from the Princess Maha Chakri Award Foundation, spanning the first to fourth batches. It also involves educational professionals both within and beyond the educational system, encompassing all provinces across the nation.

The project has been in progress for 1 year, during which the working team has conducted a survey on teachers' interests within the network. Consequently, they have designed collaborative activities that the network undertakes, with the ultimate goal of establishing robust local-level networks and subsequently expanding them to a nationwide scale. These networks are envisioned to foster the exchange of knowledge, sharing of skills, and collaborative efforts among teachers to develop tools and mechanisms that can be implemented with teachers in various contexts. Ultimately, this will contribute to the reduction of educational disparities in terms of access to educational opportunities for children and youth, thus supporting the formation of extensive knowledge exchange networks.

This robust nationwide teacher network, comprising no fewer than 50% of Princess Maha Chakri award-winning teachers from the first to fourth batches, or approximately 315 individuals out of the total 630 across all 77 provinces, will serve as a driving force and catalyst for educational transformation. Its mission extends

beyond to cover improving the lives of children and youth and enhancing the quality of life and well-being of Thai society in the future. The network is prepared to expand its influence beyond its current boundaries and is positioned to become a widespread and influential force in the field of education. The EEF will leverage the innovations and outcomes from this project as models to enhance and broaden the network's influence and reach, thereby creating a more extensive and profound impact.



Press Conference on the Selection of Princess Maha Chakri Award-Winning Teachers

#### 4 Innovative Local Learning Community and Environment Support Project

Education today goes beyond teachers and classrooms; it also encompasses new curricula and learning methods, providing individuals with opportunities for lifelong learning. Consequently, developing innovative curricula and knowledge that align with learners' contexts and requirements becomes a key objective of the Innovative Local Learning Community and Environment Support Project. In this endeavor, the EEF places a significant emphasis on the concurrent development of teachers, learning management professionals, and educational personnel, empowering them to analyze gaps in their own development and prepare to enhance their capabilities through the application of lifelong learning principles.

Furthermore, the EEF has developed a learning platform for teachers and educational personnel, serving as a space for the exchange of knowledge, learning experiences, and teaching techniques to facilitate their continuous improvement in teaching skills. This initiative comprises 7 sub-projects, including the Teacher Hero project, which focuses on identifying and supporting 15 teachers from across the country who aspire to become heroes. These teachers organize learning activities for students, families, and communities, providing opportunities for collaborative learning. The initiative also serves as a platform for vocational training and knowledge exchange among teachers.

In collaborating with partners in its network, the EEF has engaged with 1,600 schools in the development process. These stakeholders include affiliated agencies and supervisory bodies responsible for overseeing beneficiary schools, such as the Office of the Basic Education Commission (OBEC), the Department of Local Administration (DLA), the Office of the Private Education Commission (OPEC), the Future Skill Foundation, the Poh Pun Panya Foundation, the Lam Plai Mat Pattana Foundation, Plearnpattana School, the Punyawudho Foundation, Life Education Company, Creativity, Culture & Education Agency, and Muban Chom Bueng Rajabhat University.

## Innovative Local Learning Community and Environment Support Project

**Participant:**

- 1,600 schools

**Focus:**

- Development of innovative curricula and learning methods
- Empowerment of teachers, learning management professionals, and educational personnel

**Approach:**

- Exchange of knowledge, learning experiences, and teaching techniques
- Support for continuous improvement in teaching skills

**Activity:**

- Learning activities for students families, and communities
- Opportunities for collaborative learning, vocational training, and knowledge exchange among teachers

**Acheivement:**

- Provision of opportunities for lifelong learning

### Teacher Knowledge Network



<https://www.starfishlabz.com/collaborators>

### Teacher Hero



<https://www.starfishlabz.com/blog/462-teachers-hero-s-journey-เส้นทางครูฮีโร่-ในยุค-new-normal>

# PROJECT 09 Research and Innovation Project

## Beneficia Group:

Underprivileged and marginalized children, youth, and individuals, as well as teachers, schools, and educational institutions.

## Objective:

- **Systemic Change:** To bring about systemic change through the development of clear and scalable policy proposals, incorporating knowledge and lesson assessment outcomes from pilot projects in pioneering areas, along with research findings and innovations.

## Budget:

222,000,000 Thai Baht



In 2022, the EEF has carried out a total of 24 research and innovation projects with the primary objective of advancing educational equity. These projects, in addition to those conducted during the fiscal year 2021, are divided into 2 distinct categories: 8 projects with a focus on technological and information systems

for educational equity and 16 projects with a focus on educational research and assessment for educational innovation. Furthermore, based on its research findings, the EEF has formulated 5 policy proposals and established educational networks for educational equity. The details of the projects executed in 2022 are as follows:

### 1 Technological and Information Systems for Educational Equity:

The EEF has developed 8 information systems aimed at providing substantial support for a variety of educational activities throughout 2022. Notable projects are as follows:

- Information System for Educational Equity (iSEE 3.0);
- Educational Expenditure Databases at the Provincial and National Levels; and
- Provincial Capability Information System.

### 2 Educational Research and Assessment for Educational Innovation:

The EEF has conducted research initiatives to foster educational innovation and data analysis initiatives to assess various dimensions related to education. A total of 16 projects have been executed, including:

- Research for enhancing school quality standards;
- Research for assessing the impact of emotional and social skills on learning outcomes based on PISA for Schools;
- Research for boosting the motivation of students from the poorest group and monitoring and assessing the efficiency of the Conditional Cash Transfer program;
- Research for developing an equity-based budgeting framework, among various others.

### 3 Policy Proposal:

The EEF, drawing from its research findings, has formulated 5 policy proposals intended for collaborative implementation with relevant agencies and partners in its network. The 5 proposals are as follows:

- Proposal to drive national educational reform plans and promote the academic endeavors of the National Education Reform Committee;
- Proposal to address the impact of the COVID-19 pandemic on short- and long-term learning losses;
- Proposal to create a comprehensive system model for monitoring and assisting underprivileged and marginalized children and youth with multiple vulnerabilities;
- Proposal to develop a learning district model in Sa Kaeo province, or SAKAEO MODEL; and
- Proposal to facilitate access to rights and services in accordance with the Universal Coverage Scheme (UCS) for underprivileged and marginalized children, youth, and families.

### 4 Academic Network for Educational Equity:

The EEF has successfully established a total of 107 networks, comprising academics, entrepreneurs, social innovators, and educational organizations, both within Thailand and abroad. These networks have been instrumental in fostering collaborative efforts to address various educational challenges, such as the integration of student databases with the Department of Education, Bangkok Metropolitan Administration, to prevent underprivileged and marginalized students from dropping out of the educational system.

## Examples of Research and Innovation Projects

### 1 Research for Enhancing School Quality Standards:

The EEF, in collaboration with the Office of the Basic Education Commission (OBEC), the World Bank, and the University of the Thai Chamber of Commerce, has initiated efforts to address educational disparities in small-sized schools in remote areas. This initiative focuses on the development of the Fundamental School Quality Levels (FSQL) framework tailored to the Thai contexts. A pilot implementation of this framework has been carried out in 275 schools affiliated with OBEC, which also are the destination schools where newly trained teachers from the Home-Grown Teacher Scholarship project are assigned upon their graduation. The primary objective of this initiative is to formulate proposals for systemic change in school management.

Data analysis has revealed that there are 4 critical standards that are closely aligned with and significantly impact the quality of schools in Thailand. These 4 standards encompass 1) the leadership of school administrators, 2) learning outcomes, 3) teacher quality, and 4) infrastructure, which includes school facilities and student transportation. A comprehensive assessment of 63 indicators has led to the formulation of 10 school quality indices within these 4 standards. These indices exhibit strong correlations and are capable of explaining the learning outcomes of students within each respective school. Therefore, they serve as effective tools for monitoring and assessing school quality.

Building on these findings, a proposal has been put forth to develop a data storage system capable of tracking key indicators across all 4 standards within the FSQL framework. This system is designed to supply essential data that not only empowers schools to enhance their quality but also enables policymakers to prioritize resource and budget allocation to provide targeted support to the schools most in need. It is imperative to conduct ongoing assessments to demonstrate the impact of these investments, both in terms of school development and student quality. In the near future, the EEF plans to collaborate with OBEC to design a resource allocation mechanism complemented by corresponding school development measures, all based on acquired data.



### Research for Enhancing School Quality Standards

<b>Focus:</b>	<ul style="list-style-type: none"> <li>• Development of the Fundamental School Quality Levels (FSQL) framework tailored to the Thai contexts</li> <li>• Formulation of proposals for systemic change in school management</li> </ul>
<b>Participant:</b>	275 destination schools for Home-Grown Teacher Scholarship graduates
<b>Approach:</b>	Data analysis Indicator assessment
<b>Achievement:</b>	<ul style="list-style-type: none"> <li>• Identification of 4 Critical Standards: leadership of school administrators, learning outcomes, teacher quality, and infrastructure (school facilities and student transportation)</li> <li>• Formulation of 10 School Quality Indices within the 4 critical standards</li> </ul>
<b>Proposal:</b>	Develop a data storage system capable of tracking key indicators across all 4 critical standards within the FSQL framework

## 2

### Research for Assessing the Impact of Emotional and Social Skills on Learning Outcomes:

The EEF has conducted an analysis of 2,459 students aged 15-16, including 225 students from the poorest group, from 66 schools across 12 provinces in Thailand. These students have participated in the PISA for Schools assessment developed by the Organization for Economic Co-operation and Development (OECD). The primary objective is to identify factors that influence learning outcomes, particularly among underprivileged and marginalized students.

The analysis has revealed that emotional and social skills play a crucial role in influencing students' learning outcomes. While the levels of these skills are directly related to their economic backgrounds, it is noteworthy that 76 students from the poorest group, representing 33.7% of all students in this category within the sample, have achieved the highest PISA test scores, ranking in the top 25% nationwide. These students have exhibited exceptional academic performance and higher emotional and social skills compared to their peers within the same economic stratum.

Parents, teachers, and schools emerge as key influencers in nurturing emotional and social skills. Factors, such as educational support from parents, confidence, assistance during challenging times, and a disciplined learning environment, have been identified as significantly correlated with students' emotional and social skill levels. Furthermore, the presence of bullying has been found to have a negative impact on students' emotional and social skills. In addition to their impact on academic achievement, emotional and social skills have been shown to positively influence students' overall life satisfaction. Consequently, these skills serve as critical factors that empower underprivileged and marginalized students to bridge the learning gap with their peers from different economic backgrounds.

#### Research for Assessing the Impact of Emotional and Social Skills on Learning Outcomes

<b>Focus:</b>	Identification of factors that influence learning outcomes among underprivileged and marginalized students
<b>Participant:</b>	2,459 students aged 15-16 (225 students from the poorest group) in 66 schools across 12 provinces in Thailand
<b>Approach:</b>	PISA for Schools Assessment
<b>Achievement:</b>	Identification of emotional and social skills as crucial for learning outcomes
<b>Proposal:</b>	<ul style="list-style-type: none"> <li>• Highlight the role of parents, teachers, and schools in nurturing skills</li> <li>• Address the negative impact of bullying on emotional and social skills</li> </ul>

### 3 Research for Boosting the Motivation of Students from the Poorest Group and Monitoring and Assessing the Efficiency of the Conditional Cash Transfer Program:

The EEF, in collaboration with Khon Kaen University, has conducted research efforts to monitor the learning outcomes of students from the poorest group, who are typically characterized by low income expectations and limited career opportunities compared to their peers from more advantaged socio-economic backgrounds. It has been found that these students, along with their parents, often lack information about future career prospects and may have a fixed mindset, believing that their future is unlikely to change, primarily due to their family's environment and economic circumstances.

Data collected from a sample of 3,211 students from 251 schools has revealed that introducing activities aimed at improving students' understanding of income calculations and their ability to anticipate future careers has significantly enhanced their cognitive skills. These activities include vocational courses and courses designed to cultivate a growth mindset. Notably, vocational courses have proven to be more effective in enhancing the cognitive development of secondary education students when compared to growth mindset courses. This could be attributed to the fact that secondary education students generally have a clearer understanding of career paths and aspirations than primary education students, leading to more precise life goals.

Consequently, it is recommended to persist in the development of students, particularly through these vocational courses, with a specific focus on future careers and career paths. Furthermore, the curricula should be adjusted to cater to the diverse needs of students across various age groups.

#### Research for Boosting the Motivation of Students from the Poorest Group

<b>Focus:</b>	<ul style="list-style-type: none"> <li>• Boosting of the Motivation of Students from the Poorest Group</li> <li>• Monitoring of Conditional Cash Transfer Program</li> </ul>
<b>Participant:</b>	3,211 students from 251 schools
<b>Approach:</b>	Data analysis
<b>Achievement:</b>	Identification of activities aimed at improving understanding of income calculations, vocational courses, and growth mindset courses as crucial for cognitive development
<b>Proposal:</b>	<ul style="list-style-type: none"> <li>• Persist in the development of students, especially through vocational courses</li> <li>• Adjust curricula to cater to diverse needs across age groups</li> </ul>

#### 4 Research for Developing An Equity-Based Budgeting Framework:

The EEF, in collaboration with Thammasat University, has conducted research to explore the development of an equity-based budgeting framework. This has marked the second phase of its research efforts, with a particular focus on analyzing the resources of 907 small-sized schools affiliated with the Office of Basic Education Commission (OBEC) in remote areas to determine suitable costs using the cost function model for primary schools in remote areas or to estimate per capita expenses.

The analysis has revealed that the average expenditures of primary schools, secondary schools, and opportunity expansion schools are at 50,135, 43,027, and 51,458 Thai Baht per student per year, respectively. Notably, small-sized primary schools in remote areas have exhibited the highest per capita expenses, reaching 52,150 Baht. Based on these findings, 2 policy proposals have been formulated:

- **Financial Resource Allocation for Small-sized Schools in Remote Areas Should Be Distinct from That of Schools in Flat Areas:** This is due to the disadvantages faced by small-sized schools in remote areas, primarily attributable to 4 key components: students’ requirement, geographical characteristics, school size, and staff shortage;
- **Human Resource Allocation Should Be Customized to Meet the Needs of Small-sized Schools in Remote Areas:** This is crucial for addressing teacher and staff shortages, especially in schools where there is a deficiency of teachers that does not align with the defined criteria. This includes providing incentives for recruiting teachers in small-sized schools in remote areas, as well as allocating budgetary support for students with special needs.

#### Research for Developing An Equity-Based Budgeting Framework

<b>Focus:</b>	<ul style="list-style-type: none"> <li>● Identification of suitable costs using the cost function model for primary schools in remote areas or to estimate per capita expenses</li> <li>● Development of Equity-Based Budgeting Framework</li> </ul>
<b>Participant:</b>	907 small-sized schools in remote areas
<b>Approach:</b>	Data analysis
<b>Achievement:</b>	Identification of average expenditures for primary, secondary, and opportunity expansion schools
<b>Proposal:</b>	<ul style="list-style-type: none"> <li>● Distinct financial resource allocation for remote schools</li> <li>● Customized human resource allocation for teacher and staff shortages</li> </ul>

## 5 Financial Innovations for Educational Equity:

A research study on the development of financial innovations for educational equity in Thailand has revealed a consistent annual increase in education investments. Notably, the public sector has accounted for approximately 60% of the total education expenditure, while the private sector, including households and businesses, has contributed around 20% to the total education budget. This trend has reflected a rising interest among private businesses to actively participate in supporting education initiatives. This heightened engagement can be attributed to tax incentives and a growing awareness of sustainable business practices, which encompass environmental, social, and governance (ESG) principles.

The research findings have also underscored the significance of specific financial tools for mobilizing funding that can effectively advance educational equity. These tools encompass: 1) education bond or debenture, 2) crowdfunding, and 3) outcome-based contract or social impact bond. To be eligible for financial support, programs must exhibit management readiness and involve relevant stakeholders to extend their impact. Clear performance assessments can facilitate effective communication and determine the appropriate financial tools. Additionally, the required funding and contributions from stakeholders play a crucial role in identifying suitable financial tools.

### Financial Innovations for Educational Equity

<b>Focus:</b>	Development of financial innovations for educational equity
<b>Participant:</b>	Public and private sectors contributing to education investments
<b>Approach:</b>	Data analysis
<b>Achievement:</b>	Identification of specific financial tools, such as education bonds or debentures, crowdfunding, and outcome-based contracts or social impact bonds as crucial for mobilizing funding for educational equity
<b>Proposal:</b>	<ul style="list-style-type: none"> <li>• Promotion of the aforementioned financial tools to advance educational equity</li> <li>• Encouragement of programs to exhibit management readiness and involve relevant stakeholders for financial support</li> </ul>



In 2022, the EEF has initiated the implementation of these research findings, exploring the feasibility of commercial funding methods to secure long-term support from private enterprises for projects extending beyond 1 year. In this endeavor, the EEF has collaborated with Sansiri Public Company Limited, utilizing education bonds to raise a budget of 100 million Thai Baht for the Ratchaburi Zero Dropout project. The primary objective of

this initiative is to provide support to more than 11,200 early childhood education students, who are at risk of dropping out of the educational systems, and out-of-school students in Ratchaburi province, keeping the dropout rate at zero. This initiative operates on a three-year plan, with a subsequent handover to provincial authorities for further local-level implementation from the fourth year onwards.

# PROJECT 10

## Coordinating Center for Children in Crisis

### Beneficia Group:

Underprivileged and marginalized children and youth at risk of dropping out of the educational system.

### Objective:

- **Systemic Change:** To establish collaborations across all sectors, including public agencies, local authorities, and the general public, all driven by private sector funding.

### Budget:

**11,700,000 Thai Baht**

(sourced from the private sector and the general public)



The Coordinating Center for Children in Crisis has been established through a collaborative effort involving the public, private, and civil society sectors, as well as the general public, at both the local and national levels. It operates with donations from the private sector and the general public to support local-level initiatives. The overarching goal is to establish a comprehensive network across all sectors within the areas, addressing the individual challenges faced by children and youth. The model has been pioneered in 4 provinces, namely Khon Kaen, Yala, Phitsanulok, and Bangkok, and serves as a model for expansion to other provinces. Additionally, response units have been established for critical emergencies that cannot afford delays, covering the entire nation.

The assistance provided to children and youth in crisis operates through provincial-level operational mechanisms, with dedicated volunteer case managers. These individuals work alongside

interdisciplinary teams from the public, private, and civil society sectors to identify and delve into the multiple vulnerabilities faced by children and youth in need of urgent assistance. This process involves designing monitoring and assisting plans to prevent recurrent dropouts, and conducting assessments in collaboration with partners who are leaders at the provincial level.

The assistance mechanism covers various dimensions of the problems encountered, including 1) housing condition, 2) physical and mental health, 3) education, and 4) family. Coordination and referrals to relevant agencies are integral to providing tailored assistance based on the specific circumstances of each case. This approach ensures that children and youth, along with their families, have access to essential welfare services and learning opportunities that cater to their life needs, ultimately elevating their employability and achieving long-lasting solutions.

**Individualized Crisis Management to Prevent School Dropouts**

<b>Focus:</b>	identification and addressing of vulnerabilities of children and youth, including housing condition, physical and mental health, education, and family
<b>Participant:</b>	Provincial-Level Operational Mechanism – each with a dedicated volunteer case manager working alongside an interdisciplinary team from the public, private, and civil society sectors
<b>Approach:</b>	<ul style="list-style-type: none"> <li>• Design of monitoring and assisting plans to prevent recurrent dropouts</li> <li>• Assessment of vulnerabilities faced by children and youth in need of urgent assistance</li> <li>• Coordination and referrals to relevant agencies</li> </ul>
<b>Achievement:</b>	<ul style="list-style-type: none"> <li>• Enhanced access of children and youth to essential welfare services and learning opportunities that cater to their life needs</li> <li>• Elevated employability of children and youth</li> <li>• Long-lasting solution to individualized crisis and school dropout</li> </ul>



Data from the Coordinating Center for Children in Crisis in September 2022 has unveiled that primary education children are the most vulnerable group at risk of dropping out of the educational system, constituting 41.39% of all primary education students within the sample, closely followed by lower secondary education students at 30.79%. Without intervention, these children are highly likely to discontinue their education during the second semester of the academic year 2022, reaching an alarming dropout rate of 85.14%.

Moreover, over 75% of the children and youth in crisis are impacted by multiple factors, with economic and family-related issues being the most critical contributors to the risk of dropping out of the educational system. More than 70% of these children and youth live with relatives or in households lacking either a father, a mother, or both parents, with only 21.04% residing with both parents. The rest find shelter with caregivers or employers, or live in institutional settings such as shelters, charities, or in solitude. **This has underscored the pivotal role of family-related challenges in the educational crisis faced by children and youth.**

An analysis of incomes and debts has revealed that families of beneficiary children and youth have an average income of 1,135.58 Thai Baht per household

member, falling below the country's poverty line. Simultaneously, the average household debt amounts to 147,804.24 Thai Baht, with over 80% of households shouldering the responsibility of caring for 1 to 3 children aged below 15. Some households also bear the added responsibilities of caring for elderly or disabled family members. **This has highlighted the stark imbalance between household incomes and expenditures, a primary factor contributing to the impoverishment of these families.**

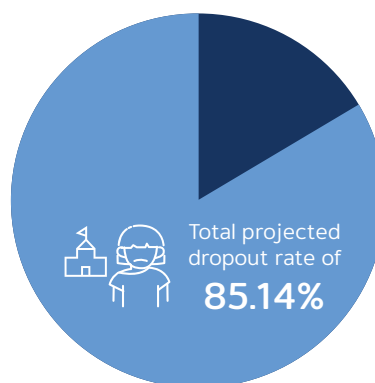
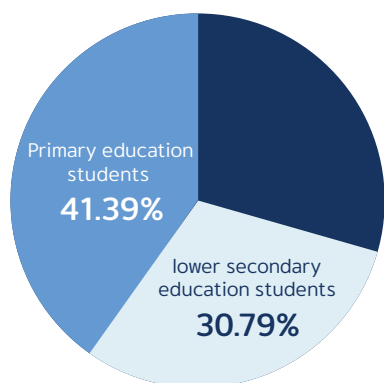
Family issues encompass a wide range of concerns, including intergenerational poverty, divorce, a sense of hopelessness in life, parents' homelessness, domestic violence, abandonment, and the quality of children's surroundings, like exposure to gambling, substance abuse, and prostitution. These factors directly influence behavioral and educational risks for children. For example, the environment may lead children to believe that they can sustain themselves through illegal activities like drug dealing, gambling, or engaging in criminal occupations, ultimately leading to their dropout from the educational system. Statistics from the Department of Juvenile Observation and Protection, Ministry of Justice, from 2018 to 2022, have revealed that there are 134,747 cases of juvenile offenses, with drug-related offenses ranking at the top.

Furthermore, when children and youth become aware of their families' financial struggles, they may feel compelled to contribute to household incomes by working odd jobs or engaging in child labor. Children and their families often perceive continuing their education as a waste of time when they can earn an income. Consequently, many children decide to drop out of school. Additionally, the phenomenon of *"sudden impoverishment"* among the general public, due to ongoing economic challenges

and not fully recovered unemployment, poses a significant threat. Many families with no income cannot afford their children's tuition fees, resulting in many children being denied the opportunity to sit for their end-of-semester exams due to unpaid school fees. The worst-case scenario involves discontinuing education midway through the semester and facing difficulties in transitioning to another school due to the lack of academic qualifications from their previous school. This obstacle hinders their progression in the educational system.

**Family-Related and Economic Issues as Root Causes of Educational Crisis Most Vulnerable Groups:**

Primary education students and lower secondary education students (41.39% and 30.79% within the sample) with a total projected dropout rate of 85.14%



**Family-Related and Economic Challenge:**



**Over 75% of children and youth in crisis affected by multiple factors, with economic and family-related issues being major contributors to dropout risk**

- 21.04% of children and youth reside with both parents
- 1,135.58 Thai Baht average household income per capita
- 147,804.24 Thai Baht average household debt
- Over 80% of households caring for 1 to 3 children aged below 15



**The addition of the "Sudden impoverishment" phenomenon due to ongoing economic challenges**

- Perception of education as a waste of time due to economic challenges, forcing children to work odd jobs or engage in child labor
- Difficulty transitioning to another school due to unpaid fees
- 134,747 cases of juvenile offenses from 2018 to 2022, with drug-related offenses ranking highest.

## Outcome, Innovation, and Collaboration

In supporting children and youth in crisis in 4 pilot provinces, including Khon Kaen, Yala, Phitsanulok, and Bangkok, a structured approach has been established, comprising 4 essential stages: Identification, Screening, Support, and Referral. The execution of these processes varies depending on the leadership roles of the implementing authorities within each province, as elaborated below.

In **Khon Kaen** province, the Provincial Educational Office takes the lead in coordinating collaborations with relevant public agencies, such as the Provincial Education Office, the Provincial Office of the Department of Local Administration, and the Provincial Office of Social Development and Human Security. These 4 pivotal organizations, along with the civil society sector and local schools, work together to provide comprehensive support and referral for beneficiary children and youth, ensuring their overall well-being.

**Yala** province assigns the Provincial Administrative Organization with the responsibility of administering assistance to children and youth in crisis. The operational structure follows a decentralized model, delegating responsibilities from the provincial level to the local level while emphasizing efficient and swift information exchange. This approach ensures that personnel at every level are well-informed and aligned with the

mission of assisting children and youth in crisis, resulting in a responsive and well-coordinated system.

In **Phitsanulok** province, the operational approach diverges from the first 2 provinces, which rely on public agencies. Instead, the central role in leading its efforts to assist children and youth in crisis is played by the Sukpunya Association, a prominent civil society organization. This model emphasizes collaboration between the public and civil society sectors in addressing the educational challenges faced by children and youth in crisis. The network of efforts primarily focuses on the civil society sector while coordinating with public agencies to support the provincial-level policy framework.

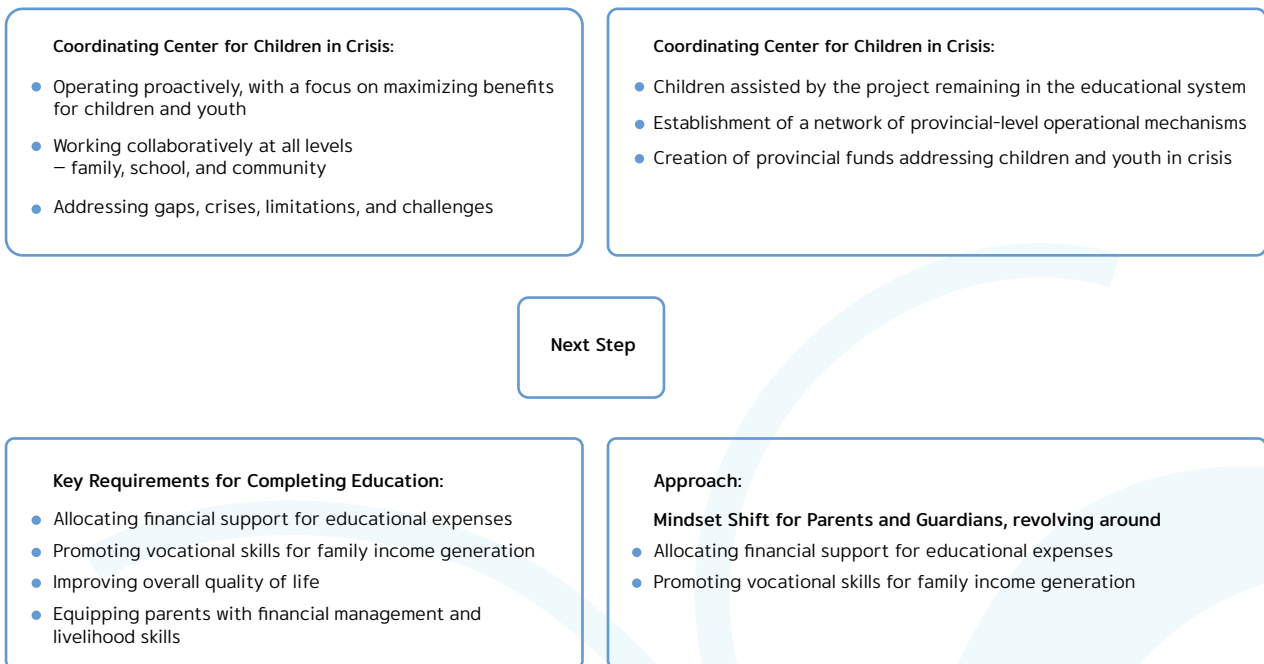
In **Bangkok**, assistance to children and youth in crisis falls under the jurisdiction of the Department of Education, Bangkok Metropolitan Administration. This department is responsible for coordinating and delivering policies to each of the districts, establishing a network of local-level mechanisms to assist children and youth in crisis, especially those from disadvantaged families dealing with public emergencies. The Bangkok Metropolitan Administration plays a vital role in providing emergency assistance to families with children in need, ensuring that children can continue their education while awaiting further support from other relevant authorities.

Key outcomes from the project include the fact that **children who received assistance from the project's mechanisms have remained within the education system; that a network of provincial-level operational mechanisms has been established, with children and youth at the core of their mission; and that provincial funds have been established aimed at addressing the issue of children and youth in crisis at the provincial level.** Furthermore, it has been recognized that supporting children and youth in crisis to complete their highest level of education requires: 1) allocating financial support for their educational expenses, 2) promoting vocational skills to generate income for their families, 3) enhancing the overall quality of life for household members in terms of health and housing, and 4) equipping parents and guardians

with knowledge in financial management, risk management, and access to basic government welfare, as well as household livelihood skills. This is achieved by promoting a mindset shift in parents and guardians toward the belief that life can be transformed, income can be increased for self-sustainability, and they themselves can fully support their children's education.

The Coordinating Center for Children in Crisis represents another robust commitment from the EEF and relevant agencies. It operates proactively with a strong focus on maximizing the benefits for children and youth, working collaboratively at every level, including family, school, and community, to address gaps in work and tackle crises, limitations, and challenges, ultimately delivering tangible benefits to the beneficiary groups.

### Coordinating Center for Children in Crisis



### Assistance in Challenging Times to Restore Educational Opportunities

Wong Tawong is a young student who was impacted by the COVID-19 pandemic, leading to his discontinuation from the educational system during the first semester of the academic year 2021. This disruption occurred during his transition from Grade 9 to Grade 10. Faced with financial constraints within his family, Tawong initially aspired to continue his high school education but eventually relinquished his enrollment rights to allow his younger sibling, who was in the same grade, to continue his studies. He made the difficult decision to temporarily exit the educational system to contribute to the family's income, with the hope of returning to school once the family's financial situation improved.

At the conclusion of the first semester of the academic year 2021, the Coordinating Center for Children in Crisis, in collaboration with the Office of the Basic Education Commission (OBEC), conducted a survey to identify children and youth who had dropped out of the educational system during the transition between grades, following the framework for establishing the *"Preventi and*

*Assistance for Out-of-School Children"* system. The survey revealed that Tawong was among the approximately 43,000 children and youth who had left the educational system during the first semester of the academic year 2021.

After assessing his needs and understanding his desire to return to school immediately for the second semester of the academic year 2021, the center collaborated with Sai Noi School, where he had completed his Grade 9 education, to enroll him in their *"Emergency Classroom"* program. This program involved a learning loss recovery process within the school, combined with online learning from home and additional knowledge enhancement programs.

This initiative then evolved into the *"Sai Noi Model,"* which has been expanded to other schools to assist students who have dropped out of the educational system and are eager to return immediately. Furthermore, a system has been established to support students in adapting to their studies through supplementary programs. Tawong has successfully reintegrated back into the educational system, and the EEF has maintained its collaboration with Sai Noi School to monitor and prevent further dropouts

## 3.2

## Models with Implications

The efforts carried out throughout 2022 by various projects have yielded results in various forms. Initiatives that initially commenced in collaboration with both public and civil society sectors have evolved into policy-level endeavors. Ministry-level agencies have embraced and expanded the scope of these initiatives nationwide. Collaborations among communities and local-level authorities have fostered the establishment of local development models underpinned by community capitals. These

models serve as exemplary instances of effective endeavors that can be expanded to other areas. Furthermore, the utilization of extensive data resources has revealed the challenges confronting children and youth during the transitional stages of their education. Subsequently, this insight has facilitated the mobilization of resources and collaborations from the private sector and the general public to create educational opportunities and engage all sectors in actively addressing educational disparities.

## 1 Education for Children and Youth Facing Setbacks:



In 2022, the EEF and the Department of Juvenile Observation and Protection, under the Ministry of Justice, has entered into a Memorandum of Understanding (MOU) aimed at jointly developing an educational management model for children and youth involved in the juvenile justice process. The initiative has since evolved into an innovative learning management approach within juvenile training centers, shifting from an approach where custodians actively oversee the behavior of children to one where custodians actively manage the education of children. This transformation has ensured that children facing setbacks and ending up in juvenile detention homes can access education at all levels or, at the very least, complete their lower secondary education.

Apart from supporting the learning management system with a focus on academic, vocational, and life skills development, this initiative seeks to stimulate interest and access to education for children and youth involved in the juvenile justice process. It also aims to enhance their academic aptitude, vocational proficiency, and life skills, providing them with a better understanding of the complexities of society. Additionally, the initiative strives to provide comprehensive care to prevent their return to the juvenile justice process. This includes implementing a continuous monitoring system to ensure a good quality of life after leaving the centers. It also involves preparing families, communities, and businesses to welcome these children and youth and provide them with the necessary support to lead normal lives, thus reducing the risk of relapse into previous behaviors.

Starting as a pilot project at the 5th Juvenile Training Center in Ubon Ratchathani province, which is responsible for 7 provinces in the lower Northeastern Thailand, namely Nakhon Phanom, Mukdahan, Sakon Nakhon, Amnat Charoen, Si Sa Ket, Yasothon, and Ubon Ratchathani, the initiative has expanded to 21 Juvenile Training Centers. In these centers, over 1,000 children and youth involved in the juvenile justice process have enrolled for education, and more than 400 of them have successfully completed their studies and obtained certificates.

Among these children and youth is Apirak, who initially saw no value in education and failed to recognize its significance. He had previously been engaged in odd jobs that offered modest incomes but carried risks, which ultimately led to his entry into the juvenile training center in Ubon Ratchathani. However, Apirak's perspective changed as he engaged in the activities of the learning management model development project for children and youth in the juvenile justice process. He came to realize that completing his education and obtaining a diploma could pave the way for his reintegration into society, reducing the likelihood of reverting to his previous lifestyle. Consequently, he chose to study in the metal welding technician program, successfully completing his studies up to Grade 9 and earning a vocational certificate. As a result of the commitment to providing education and ensuring the success of children and youth who previously faced setbacks, a diverse range of learning management models have been developed to guide them back onto the right path in life. In 2023, the Ministry of Justice will promote the expansion of these models to juvenile training centers nationwide.

### Education for Children and Youth Facing Setbacks

**Total Beneficiaries (2022):**

- Memorandum of Understanding (MOU) between EEF & Department of Juvenile Observation and Protection in 2022
- Bringing about a shift from custodial oversight to active education management, ensuring access to education at all levels

**Focus:**

- Academic, vocational, and life skills development
- Interest stimulation and access to education
- Comprehensive care to prevent relapse

**Participant:**

- 5th Juvenile Training Center in Ubon Ratchathani

**Beneficiary:**

- Children and youth in the juvenile justice process

**Achievement:**

- Development of diverse learning management models to guide children and youth back onto the right path
- Over 1,000 enrolled in education, with 400+ of them successfully completing studies and obtaining certificates

**Future Plan:**

- Nationwide expansion in 2023



## 2 "Selecting People to Become Teachers" Process-Oriented Innovation:



The Home-Grown Teacher Scholarship project, designed to offer educational opportunities to underprivileged and marginalized students in remote areas with aspirations to become teachers and contribute to the development of their communities, involves 3 key phases: Identification, Screening, and Selection. The EEF, in collaboration with 16 teacher production and development institutions, has designed the three-phase selection process for scholarship recipients. Together with local authorities and community members, they identify students who meet the specified criteria, constructed based on qualifications required for early childhood and primary education teachers. These students then undergo assessments in various dimensions, including family background, parental consent, and personal qualification, to shortlist eligible candidates. The candidates are then assessed to ensure they have the potential to successfully complete programs in early childhood and primary education, a genuine passion for teaching, and a calling for careers in education. This phase includes academic assessments and activities designed to assess their suitability for their chosen fields, such as early childhood or primary education teacher camps lasting 1-2 days. These activities provide candidates the opportunity to take on the role of a teacher teaching students in demonstration schools for a brief period.

The selection process is an innovative process-oriented approach aimed at reducing talent loss from the educational system and ensuring the choice of teachers with a true passion for teaching and a calling to pursue careers in education. Remarkably, the first 3 batches of Home-Grown Teacher Scholarship students, totaling 863 individuals, have remained in the educational system with a cumulative grade point average of 3.51 to 4.00, surpassing established standards by 85.25%.

In the academic year 2023, the first batch of Home-Grown Teacher Scholarship students, comprising 328 candidates who have successfully passed the identification, screening, and selection process, will complete their studies and enter full-fledged teaching roles in destination schools in their respective communities. Remarkably,

not a single individual has dropped out from this scholarship project, serving as strong evidence that everyone who has undergone the selection process is well-suited for the vital works in their destination schools.

These students aspire to become community developer-teachers, having undergone specialized programs provided by their teacher production and development institutions to prepare them to design learning management models for the children and youth in their respective communities. During these programs, they have learned how to effectively communicate with their respective destination schools, which are their actual workplaces upon graduation, as teachers with the true spirit of educators. These pioneering teachers will collective

### "Selecting People to Become Teachers" Process-Oriented Innovation



#### Focus:

- Provision of educational opportunities to underprivileged and marginalized students in remote areas aspiring to become teachers

#### Participant:

- 16 teacher production and development institutions
- Local authorities and community members involved in identification

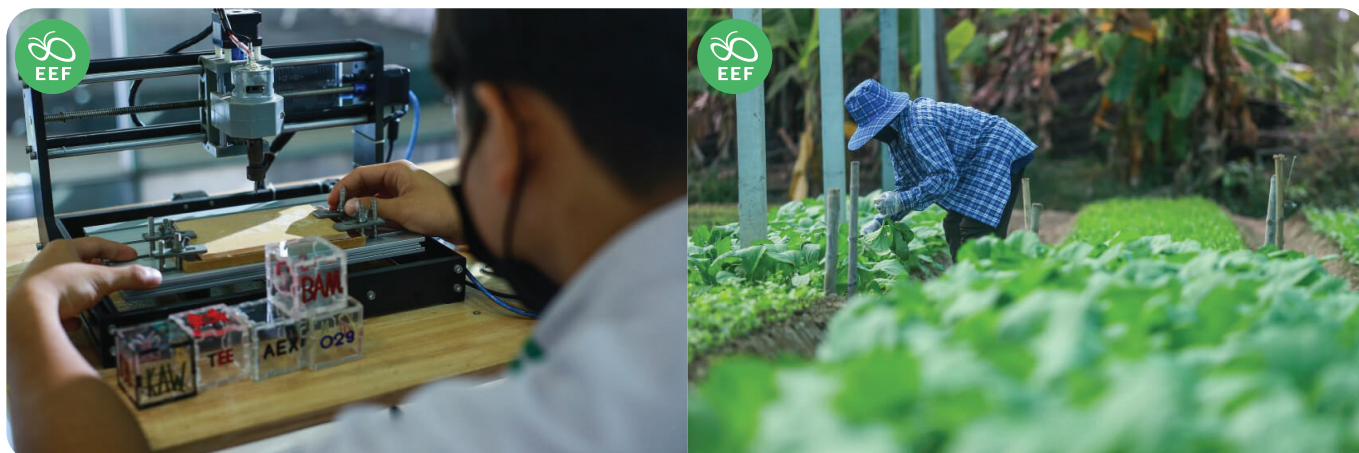
#### Beneficiary:

- Underprivileged and marginalized students in remote areas aspiring to become teachers

#### Achievement:

- Development of the three-phases selection process – identification, screening, and selection
- 863 students from the first 3 batches remaining in the educational system, with a cumulative GPA ranging from 3.51 to 4.00, surpassing standards by 85.25%
- Development of specialized programs to design learning management models for the children and youth in their respective communities
- 328 students from the first batch entering full-fledged teaching roles in 2023
- No dropouts

### 3 Learning Space for People of All Ages:



Educational disparity is a significant problem that cannot be addressed solely by any single organization. Therefore, the Area-Based Learning Development Project has been initiated to effectively reduce educational inequality by breaking it down into 100 times smaller, manageable sizes and engaging communities at the provincial level. Sustainable progress of this approach necessitates the collective effort of everyone in these communities, and their achievements will serve as a blueprint for expanding to other areas in the future.

Nong Sanit sub-district in Jom Phra district, Surin province, exemplifies the fruitful outcomes achieved through the combined efforts of the community; local authorities, including the Nong Sanit Subdistrict Administrative Organization and the Jom Phra District Office of Non-Formal and Informal Education; and the EEF. They began by promoting learning opportunities and developing skills for out-of-school youth and informal workers under the Community-Based Innovation and Career Development Project. Leveraging the local-level mechanisms of the Area-Based Learning Development Project in the province, they have established a skill development space aimed at providing specialized out-of-school education. Notably, the initiative has attracted the first batch of 50 youth interested in learning and practicing agricultural professions based on their families' existing resources, including farming and animal husbandry. Its progress has been consistent, ultimately forming the core curriculum of organic agriculture and livestock practices.

Over the past year, the Nong Sanit community has also actively engaged in the community capital-based livelihood development project initiated by the EEF. This participation has facilitated the sharing of knowledge by experienced mentors and the allocation of additional support to establish a community vegetable bank. Consequently, they have created a marketing channel, enabling them to broadly distribute their produce. This initiative has expanded its reach beyond farmers, encompassing various age groups, from youth to the elderly, and has become a vital support system for informal workers, particularly during the challenging times of the COVID-19 pandemic.

In a span of 2 years, Nong Sanit, covering an area of 34 square kilometers and housing a population of 5,232 people across 10 villages in the sub-district, has experienced significant transformations. This has been made possible through the collaborative effort of establishing the learning community. The growth of the inclusive organic agriculture-based economy has created a sustainable livelihood and further evolved into a community classroom. This classroom welcomes individuals of all ages and backgrounds, offering lifelong learning opportunities. Based on a foundation of knowledge related to safe food and modern agriculture, it not only reduces costs and increases productivity but also becomes a focal point for local-level education. The Nong Sanit Subdistrict Administrative Organization is currently striving to establish a community learning center that can serve as a pillar of support for residents in the area. It aims to promote this as a model of community capital-based development and advocate for its transformation into an alternative educational institution, where learners can acquire vocational skills, accumulate credits, and attain academic qualifications.



### Education for Children and Youth Facing Setbacks

#### Focus:

- Addressing educational inequality by engaging communities at the provincial level

#### Participant:

- Nong Sanit sub-district community in Jom Phra district, Surin province
- Local authorities, including the Nong Sanit Subdistrict Administrative Organization and the Jom Phra District Office of Non-Formal and Informal Education

#### Achievement:

- Establishment of a skill development space for specialized out-of-school education, focusing on organic agriculture and livestock practices
- Formation of a core curriculum for organic agriculture and livestock practices
- Creation of a community vegetable bank and a marketing channel
- Transformation of Nong Sanit into an inclusive organic agriculture-based economy
- Establishment of a classroom for lifelong learning opportunities

#### Future Plan:

- Establishing a community learning center as a model for community capital-based development
- Advocating for the transformation of the center into an alternative educational institution

## 4

### Database for Mobilizing Resources to Bridge the Gaps in Transitional Years:



Over the past 4 years, the EEF, in collaboration with 5 key educational agencies in Thailand, has found that the transitions between grades occurring in May, specifically from Grade 6 to Grade 7 and from Grade 9 to Grade 10, which are characterized by school transfers and a substantial increase in daily commuting expenses, have profoundly affected the educational journeys of underprivileged and marginalized students. In response, the EEF, in collaboration with the private sector, has initiated fundraising efforts to enhance educational access to higher levels for underprivileged and marginalized children and youth during these transitions.

Data gathered from a survey conducted at the end of the academic year 2021 has revealed that during these transitional years, approximately 60,000 students from the poorest group have been at heightened risk of dropping out of the educational system. The repercussions of these dropouts are multifaceted, as these students are likely to remain trapped in a cycle of poverty, which may be passed down to the next generation. This phenomenon is commonly referred to as the *"intergenerational poverty cycle,"* which has persisted within Thai society for an extended duration.

These insights have prompted numerous private companies to express their interest in engaging in the efforts with a clear objective of reducing educational disparities. Consequently, several large-scale projects have been launched, such as the *“Breath of Life for Children”* initiative by PTT Public Company Limited (PTT), which has contributed over 150 million baht in scholarships for underprivileged and marginalized children and youth significantly impacted by the economic repercussions of the COVID-19 pandemic during their transitional years. Furthermore, the company has invited the general public to participate in the PTT Virtual Run, a program designed to convert walking and running into scholarships for these students.



Additionally, several private enterprises and individuals have united to support underprivileged and marginalized populations, driven by their awareness of the issues revealed by the Information System for Educational Equity (ISEE), a comprehensive national database that delves deeply into educational inequalities down to the local level. The system, along with these collective efforts of the private and civil society sectors, has become a pivotal tool for fostering understanding and collaboration to bring about change. It will compel the public and various sectors to join forces in ensuring equal educational opportunities for children nationwide.

Database for Mobilizing Resources to Bridge the Gaps in Transitional Years

<p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Enhancing educational access during transitional years for underprivileged and marginalized children and youth</li> </ul>	<p><b>Participant:</b></p> <ul style="list-style-type: none"> <li>5 key public educational agencies in Thailand</li> <li>Private enterprises</li> <li>General public</li> </ul> <p><b>Beneficiary:</b></p> <ul style="list-style-type: none"> <li>60,000 underprivileged and marginalized students from the poorest group</li> </ul>	<p><b>Achievement:</b></p> <ul style="list-style-type: none"> <li>Fundraising efforts initiated to enhance educational access during transitional years</li> <li>Establishment of ISEE as a pivotal tool for understanding and addressing educational inequalities</li> <li>Identification of heightened dropout risk during transitional years</li> <li>Awareness and collaboration of private enterprises and individuals driven by ISEE insights</li> </ul>
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Assessment Result  
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## 4.1.

## Summary of Key Financial Information

During the first three-year strategic plan phase, the Equitable Education Fund (EEF) Thailand has undertaken a comprehensive effort to realize its foundational objectives. These objectives encompass providing assistance to underprivileged and marginalized individuals, enhancing teacher quality and efficiency to improve educational standards, integrating digital technologies and innovations into its operations, and fostering collaborations with the private and civil society sectors to integrate these innovative models into their operations. These endeavors lay the groundwork for systemic change and mark the commencement of the educational reform that will lead to an improved and more equitable education system.

The EEF has been effectively working towards achieving the objectives outlined in Article 5 of the Equitable Education Fund Act. It has enabled children and youth to access educational opportunities and develop their potential, while concurrently enhancing the quality and effectiveness of teachers and educational institutions. These efforts have yielded tangible outcomes that can be harnessed for the benefit of the population. The key achievements include: **1) Vulnerability Identification Innovation, 2) Information System for Equitable Education (iSEE), 3) Individualized Scholarship Student Tracking System utilizing the 13-digit national ID numbers, 4) Innovative Finance through collaborations with the private sector, 5) Resource Mobilization from the private and civil society sectors, and 6) Local Collaboration Model.**

## Accessible Budget Allocation for Intended Outcomes

The EEF operates with a steadfast commitment to sound corporate governance principles, which encompass the risk assessment for preventing misconduct, promotion of transparency, and establishment of clear directions, strategies, and objectives. These principles have underpinned the EEF's effective operations, further supported by its data collection systems, iSEE and Q-Info. These systems, in turn, facilitate precise monitoring and identification of beneficiary groups.

Since its inception, the EEF has been instrumental in creating educational opportunities for over 3 million underprivileged and marginalized children, youth, and citizens. The organization has successfully achieved its objectives in 4 key areas:



## Objective 1:

# Learning Access

School-age children and youth have gained access to educational opportunities through financial support, resulting in increased school attendance rates. **The number of students in the vulnerable groups, with attendance rates falling below 85%, has decreased from 18,345 in the first semester of the academic year 2020 to 1,024 in the second semester of the same year. Additionally, students from the poor and poorest groups, totaling 11,783 have experienced improved access to higher education levels, including access to higher education through the TCAS64 system, across 69 higher educational institutions nationwide.**

## Objective 2:

# Learning Outcome

School quality in academic and internal management has been enhanced, **resulting in improved learning outcomes and enhanced skills and competencies for more than 190,000 students. These improvements have facilitated students' access to higher-quality education, while the capabilities of teachers and learning management units have also been developed to cater to diverse student needs, thereby enhancing the overall quality of education.**

## Objective 3:

# Alternative Education

Children and youth outside the formal educational system in 20 pilot provinces have been afforded access to educational opportunities based on their potential. **Out-of-school children and youth have had the opportunity to reintegrate back into the educational system or acquire knowledge and skill development for potential careers.** Furthermore, informal workers have undergone development in mental healthcare, financial, and management skills for the 21st century, as well as professional skills. This, in turn, has elevated the capacity of the workforces to pursue careers aligned with their abilities, promoting self-sufficiency.

# Objective 4:

## Systems Change

Notable systemic changes have been realized, including:

- **The Introduction of Vulnerability Identification Innovation:**  
This system has been instrumental in screening vulnerable students and establishing a fair and transparent framework for identifying economically disadvantaged students in collaboration with teachers in the areas;
- **The Shift in Educational Funding:**  
This transition from a supply-side financing model, which allocated budgets to schools based on student numbers, to a demand-side financing model has enabled individualized funding based on students' needs and requirements, particularly those from low-income households in the bottom 10% of the national population. This approach has alleviated education-related expenses and expanded opportunities for students from this group;
- **The Creation of Local Collaboration Models:**  
This shift from a traditional, fragmented operational model to a collaborative operational approach involving public agencies, local authorities, private enterprises, and civil society has led to the design of an educational management system tailored to each specific area, ultimately promoting educational equity. These systems possess a scalable structure, independently fostering and supporting the quality of learning and the quality of life for children and youth;
- **The Establishment of the Information System for Equitable Education (iSEE):**  
This extensive database connects data from 6 ministries, encompassing beneficiaries among underprivileged and marginalized children and youth. It includes an individualized scholarship student tracking system that utilizes 13-digit national ID numbers to ensure targeted assistance;
- **The Mobilization of Resources from the Private and Civil Society Sectors:**  
Over 200 organizations have supported the initiatives through various forms of collaboration and fundraising activities.

# Continuous Improvement and Development

The EEF's Assessment Committee has provided proposals for continuous development to enhance the efficiency

and effectiveness of the organization's future operations. These proposals focus on 3 key areas:

- **Strengthening the Internal Foundation:**

This begins with a review of internal processes, regulations, policies, and the technological infrastructure within the organization to facilitate comprehensive and efficient operations;

- **Fostering Networks and Partnerships:**

This involves developing personnel, fostering a corporate culture, and establishing collaborations with partners in the organization's network. The primary goal is to drive organizational transformation successfully to achieve systemic change. The emphasis is on collaborating with the private sector, notably large companies, and integrating data from key organizations, including those at the tertiary education level, to enhance higher education opportunities for economically disadvantaged students;

- **Supporting Equitable Education:**

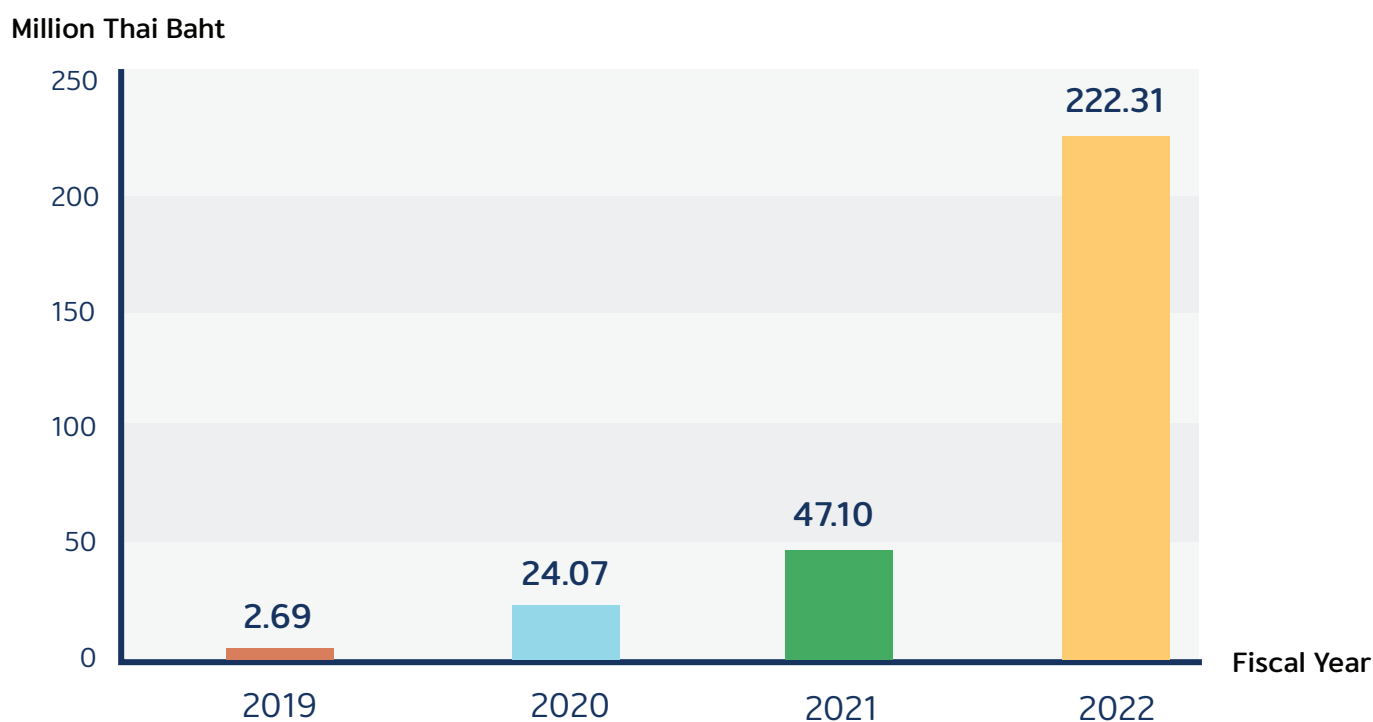
This focuses on stimulating systemic changes in various aspects of equitable education. These changes encompass ensuring equality in the quality of educational institutions, providing access to high-quality education, promoting appropriate educational formats, and incorporating technology to enhance teaching and learning processes. To facilitate the expansion of educational initiatives and innovations, the EEF must have clear plans and designated individuals. Collaboration with relevant agencies and effective communication to establish understanding and coordination with key and policy-related agencies are crucial in fulfilling the roles and missions associated with the operations.

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*Since its establishment, the EEF has consistently yielded substantial outcomes aligned with its objectives. These achievements encompass the creation of educational opportunities for children and youth and the enhancement of teacher and educational institution development. Most notably, the EEF has developed innovative initiatives and knowledge frameworks that have led to policy changes. These changes include the transition towards educational budget allocation based on principles of equity and the cultivation of collaboration with private enterprises, local communities, and civil society in local-level educational management. These efforts are designed to ensure community engagement in designing and adapting systems that are tailored to local contexts, needs, and requirements, thereby facilitating continuous development and establishing a foundation and a starting point for systemic change. Consequently, it will pave the way for the creation of an educational ecosystem conducive to future educational equity.*

In the fiscal year 2022, the EEF's collaboration with a total of 153 organizations, including those in public, private, and civil society sectors, and local communities, along with over 87,698 individuals, has yielded remarkable outcomes. These combined efforts have translated into the support and assistance to underprivileged and marginalized children and youth, as well as those in crisis who were at risk of dropping out of the educational system, totaling 108,055 individuals in 17,432 schools across the country. Notably, a total donation of over 222 million Thai Baht has been made by the private sector and the general public, making it the highest contribution recorded since the organization's inception.

### The Donations Received by the EEF from the Private Sector and the General Public during the Fiscal Years 2019 - 2022



This milestone has underscored the significance of the financial collaboration and support between the public and private sectors, which have been instrumental in strengthening the educational security system. Furthermore, it has also paved the way for new tools for financial mobilization, such as education bonds and debentures, complemented by local-level initiatives aimed at ensuring that children and youth in various areas remain within the educational system. Additionally, this collective effort has highlighted the growing societal awareness of the importance of transforming and advancing the country's education system through 5 key collaborative activities, as follows:



### Collaborative Fundraising for Education Security

The EEF has initiated a public awareness campaign addressing the financial challenges faced by underprivileged and marginalized students, which has led to a collaborative effort to raise funds for the Education Security Development Program. This program is dedicated to underprivileged and marginalized students in the transition between grades and those at risk of dropping out of the educational system.

This initiative is a collective endeavor. Various organizations, such as the "Kao Khon La Khao" Foundation by PTT Public Company Limited, the TCP business group, the Stock Exchange of Thailand (SET) Foundation, and the MK Restaurant Group Public Company Limited, alongside the general public from across the country, have come together to offer scholarships to a total of 105,634 students. These students include those in transition, especially those in Grade 6 and Grade 9; those in crisis who were at risk of dropping out of the educational system, such as children who have become orphans due to the COVID-19 pandemic, children from families that have experienced sudden impoverishment, abandoned children, children with disabilities, and children affected by accidents and disasters. All these students have remained within the education system, with an attendance rate of not less than 80%. Additionally, a task force for children in crisis, comprising central and local levels, has been established as a mechanism for sustainable collaboration between the country's established organizations.





### "Zero Dropout" Education Bond to Ensure All for Education

For the first time in Thailand, the public and private sectors have collaborated, leveraging their academic expertise and business capabilities to improve the country's educational foundation. This collaboration has resulted in the mobilization of financial resources through "Zero Dropout" education bonds, allowing businesses to contribute to addressing educational disparities.

Sansiri Public Company Limited has recognized that businesses cannot progress if the country's educational sector remains weak. Therefore, it has launched the "Zero Dropout: All Children Go to School" project by issuing education bonds to raise funds, not exceeding 100 million Thai Baht, in support of the EEF's "Zero Dropout" project in Ratchaburi province, aimed at maintaining a zero dropout rate. Investors in these Zero Dropout bonds can benefit in 2 distinct ways: Firstly, they receive financial returns from their investments; Secondly, and more importantly, they contribute to securing the future of the country through the education of today's children. This has laid a crucial foundation to propel Thailand forward with strength and resilience.

In 2022, the EEF, in collaboration with local communities, has developed a three-year plan to support over 1,000 children and youth at risk of dropping out during the transition between grades, helping them remain within the educational system. This initiative involves sharing data and information between schools and vocational educational institutions to enhance educational opportunities at higher levels. Significantly, the plan promises a lasting impact. It represents a sustainable collaboration that spans generations and aims to address long-standing educational disparities. The plan promotes volunteerism and harnesses knowledge as a bridge to connect opportunities across various aspects, including health, social welfare, and education, to address educational disparities. Ultimately, it has led the way to "1 School, 3 Systems," an innovative model for a flexible learning approach for out-of-school youth.



**Breakfast to Mitigate Malnutrition Risks**

The EEF, in collaboration with partners in its network, including those from the public, private, and civil society sectors, has conducted experiments and developed a breakfast program in educational institutions to ensure food security for students from the poorest group. This program focuses on providing breakfasts for 23 schools, where more than 80% of their students fall under the poorest group. These schools are located in remote areas across 4 provinces, spanning 4 regions of Thailand. The initiative also involves promoting understanding about good nutrition to more than 2,000 students from the poorest group and their families

The project has led to an improvement in the nutritional status of students compared to that observed during the long school closures due to the COVID-19 pandemic. Additionally, the EEF has compiled the lessons learned from this initiative and presented a policy proposal to advocate for government support for providing breakfast to students from the poorest group, which has been submitted to the Ministry of Education for further consideration.



**Attracting Private Sector Cooperation towards Goals**

The EEF has developed a database system to accurately identify and support beneficiary groups, while effectively addressing the needs of the private sector. This system can report support results for elevating operations from remediation to sustainable, systemic solutions. This has been made possible through multi-sector collaboration, with the private sector continuously contributing financially and organizing social activities over a span of 4 years. Donations to the EEF can be applied for a 2x tax deduction benefit over the donated amount. Importantly, all donations made to the EEF have been allocated to children and youth without any deduction for expenses, including management fees, processing fees, and bank transaction fees.



### Neverending Giving

The new generation of youth has taken the initiative to conduct fundraising activities aimed at reducing educational disparities by providing assistance to children and youth in remote areas. For instance, the student network from the International Program at Kasetsart University Laboratory School has allocated government subsidies for educational expenses to support equity fund students. Another group of young individuals has contributed 15% of the proceeds generated from the sale of "Keep" brand eco-friendly bags. These bags have been developed by Grade 11 students from the same school who achieved first place in the JA Thailand Company Program Competition of the Year 2021-2022. These collective efforts are geared towards expanding educational opportunities for other children and youth individuals who may lack such opportunities.

## Collaboration with Partners in the Network and All Stakeholders



**153 organizations  
and 87,698 individuals**

engaged in the collaborative efforts.



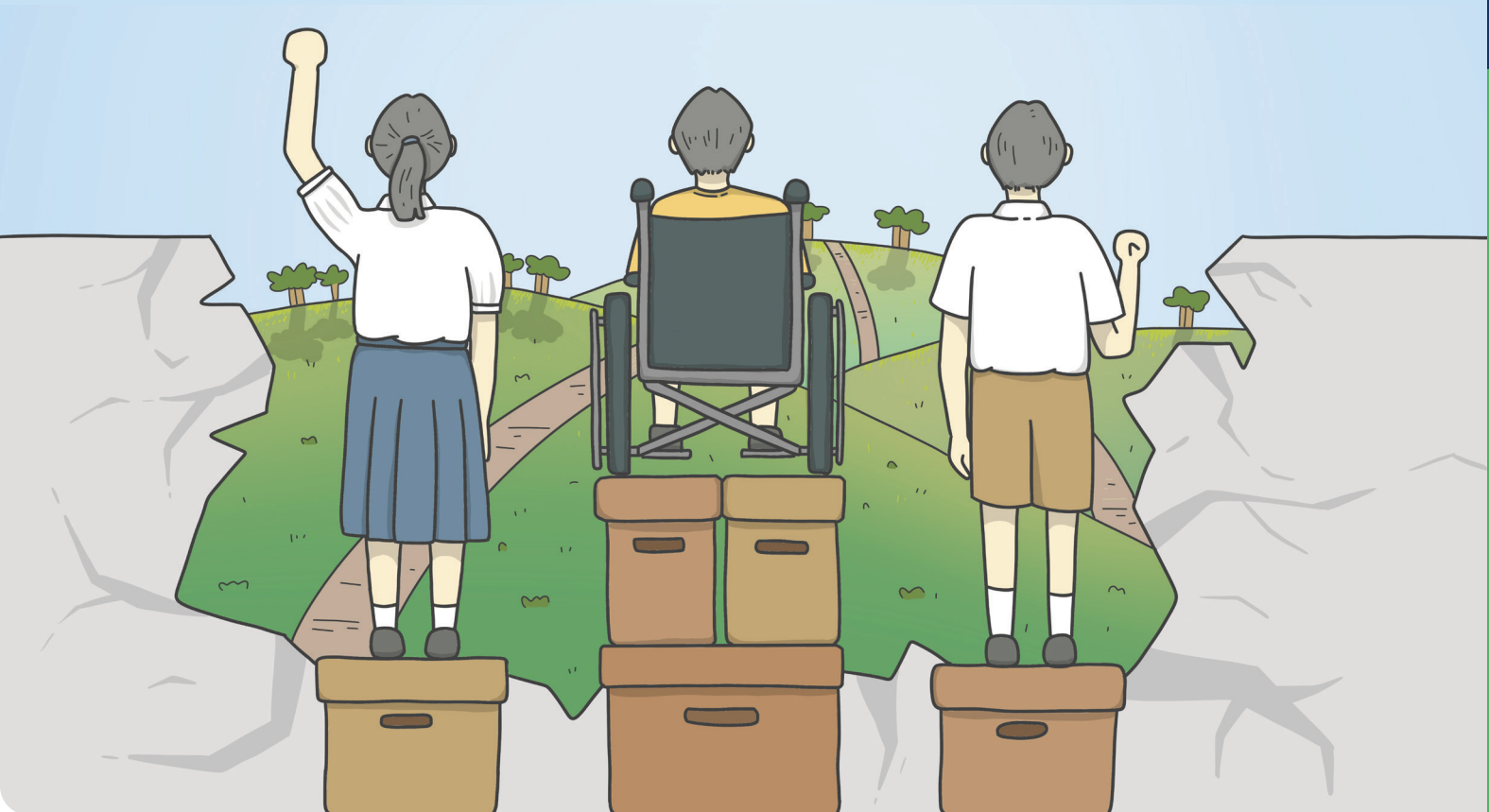
**108,055 individuals  
in 17,432 schools**

across the country benefiting from the collaborative initiatives.



**222M Thai Baht donations**

recorded, the highest contribution since EEF's inception.



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*All of these efforts have reflected the power of collaboration across all sectors in Thai society, united by the common goal of reducing inequality and advancing Thai society towards educational equality. It can be said that these initiatives truly align with the concept of "ALL FOR EDUCATION."*

## 4.2. Next Step in 2023

In preparation for the year 2023, the EEF's Board of Governance has assigned a high level of importance to the preparation and enhancement of the annual operational plan. The objective is to emphasize missions that will yield the most significant and effective outcomes for its beneficiaries. These missions encompass fundamental

tasks that must be executed within budgetary constraints and organizational management tasks designed to facilitate the efficient achievement of critical objectives in alignment with the plan in the fiscal year 2023. Consequently, the EEF has outlined operational directions and key areas of focus, as outlined below.

- 1 **Accelerating the Advancement of Education Security:** The EEF is committed to propelling the Education Security Development Program forward with the aim of minimizing risk factors that may lead children and youth to drop out of the educational system. This effort is conducted in collaboration with key agencies, with a primary focus on data and knowledge integration, budget allocation, and the establishment of transparent and comprehensive operational frameworks in partnership with the public, private, and civil society sectors. The ultimate objective is to formulate well-defined policy proposals, such as those related to the increase in Conditional Cash Transfer (CCT) rates to cater to the specific needs and requirements of students from the poor and poorest groups, the care and assistance to students across various dimensions, encompassing their physical and mental well-being, among many others;

## 2 **Compiling Knowledge and Lessons Learned from Pioneering Initiatives:**

The EEF's comprehensive approach encompasses the combination of knowledge and lessons learned from pioneering initiatives, with a particular emphasis on facilitating the recovery of learning losses. This approach also involves establishing databases to facilitate collaborative efforts across all sectors. This is achieved through conducting research and leveraging the lessons derived from collaborations among educators, educational institutions, and local authorities in the areas, and supporting the development of tools for addressing learning losses in various domains, with a special focus on early childhood education students grappling with challenges in physical and language development. The EEF is actively collaborating with both domestic and international agencies to adapt this acquired knowledge to suit the unique context of each region;

## 3 **Sharing Information, Strategies, and Operational Models:**

The EEF remains steadfast in its commitment to sharing information, strategies, and operational models with all stakeholders while transferring exemplary practices and mission assignments to relevant organizations. The primary objective is to foster innovative collaborative initiatives with key agencies. For example, efforts to support students at risk of dropping out of the educational system due to mental health challenges are actively pursued in collaboration with the Department of Mental Health and school-affiliated agencies. Furthermore, initiatives demonstrating preliminary positive results will be expanded in scope. This encompasses endeavors aimed at skill and vocational development among out-of-school youth and the working-age population, as well as the enhancement of school facilities. These efforts will be transformed into a network that leverages the mechanisms of agencies and resources within the areas;

## 4 **Engaging Society for Inclusive Participation:**

The EEF is dedicated to engaging society in a manner that transforms it into an organization for all, harnessing the collective power to drive educational reform. This process involves creating platforms for knowledge exchange between the EEF, partners in its network, and individuals interested in educational reform. The aim is to gather input from the broader community, soliciting perspectives beyond the EEF's existing framework, and leading the way towards development and improvement before the formulation of the operational plan for the next fiscal year.

# Organizational Management Tasks Focused on Key Strategies and Driven by a Learning Culture

## 1. Developing Flexible Operational and Budget Management Methods:

The EEF places a strong emphasis on developing adaptable organizational and budget management while upholding transparency. This approach enables the organization to efficiently prioritize work based on urgency and effectively address a wide range of work requirements, particularly those of an urgent or situational nature;

## 2. Collaborating with the Private Sector for Urgent/Special Missions:

The EEF actively seeks to establish collaborations with the private sector for urgent/special missions. The emphasis is on designing suitable management approaches to provide financial support for underfunded projects or alleviate specific challenges faced by underprivileged or marginalized children;

## 3. Utilizing Quality Management Principles:

The EEF employs a quality management cycle, adhering to the "Plan - Do - Check - Act" methodology, to systematically streamline organizational processes while advocating a unified approach, known as "ONE EEF," throughout the organization. The focus is on managing knowledge and drawing lessons from practical works, as well as recruiting and developing personnel to cultivate a culture of shared learning within the organization. This culture is closely linked to improving the fundamental information technology of the organization for efficient mission execution and administrative burden alleviation.

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*Through these endeavors, the EEF firmly believes that educational equity will become a reality in the future. This vision is predicated on the development of a diverse educational system that caters to the needs of all children and youth. As the saying goes,*

*"Diversity of talents and interests is a blessing for the future of the nation."*

*The EEF will play a role in stimulating and mobilizing all stakeholders to collaborate with key agencies in the design and transformation of the educational system. The overarching goal is to make it genuinely flexible, responsive, and tailored to the needs of learners, leveraging innovations and knowledge gained from pioneering initiatives. This approach will sustainably ensure that every child has the opportunity to access the highest quality education possible according to their abilities and needs.*







# 5

Section

## Organizational

Financial and  
Efficiency Report



## 5.1.

## Summary of Key Financial Information

### Revenue Source

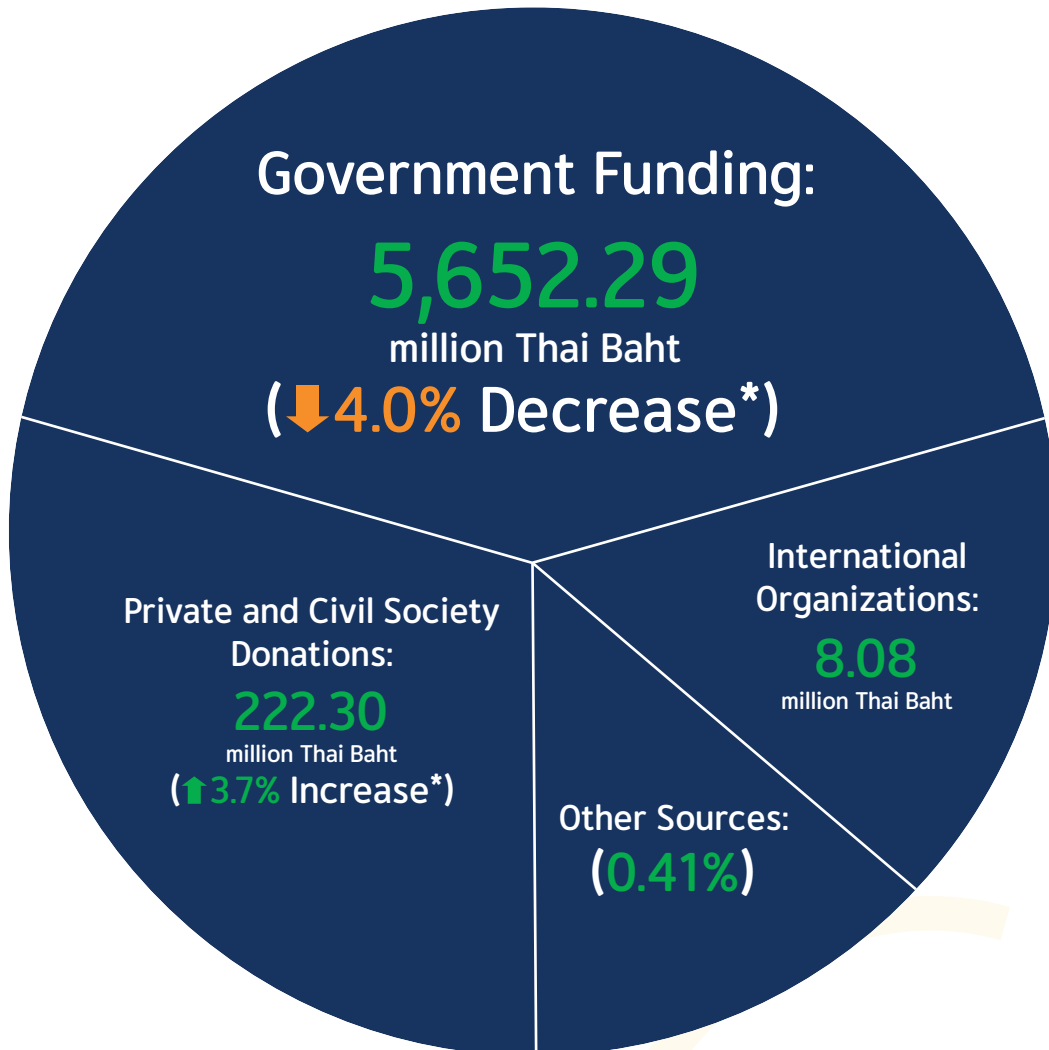
In the fiscal year 2022, the Equitable Education Fund (EEF) Thailand has recorded a total revenue of 5,906.70 million Thai Baht, a decrease of 4.0% compared to the previous fiscal year. The majority of this revenue, equivalent to over 95.7% or 5,652.29 million Thai Baht, continues to originate from government funding, as stipulated in the Annual Budget Act of the fiscal year 2022, providing crucial support for the organization's core missions.

However, during this fiscal year, the EEF has seen a significant increase in revenue from private and civil society sector donations, amounting to 222.30 million Thai Baht, a 3.7-fold increase compared to the previous fiscal year or 3.76% of the total revenue. This increase has reflected the growing significance and willingness to collaborate in addressing educational inequalities

across all sectors. Furthermore, the EEF has generated revenue through support from international organizations, totaling approximately 8.08 million Thai Baht or 0.14% of the total revenue. Additionally, there is an additional 0.41% of the total revenue coming from other sources. The majority of this revenue comprises interest earned from investments managed by the organization, in adherence to the principles outlined in the Regulation on the Management of Donated Funds 2019 and the Regulation on Criteria, Methods, and Conditions for Investment Benefit from the Fund's Assets. These regulations aim to ensure efficient, transparent, and auditable financial management. Supervision of these practices is maintained by a committee appointed by the EEF's Board of Governance.

## Revenue

Total Revenue: **5,906.70** million Thai Baht  
(**↓4.0%** Decrease\*)



## Expenditure

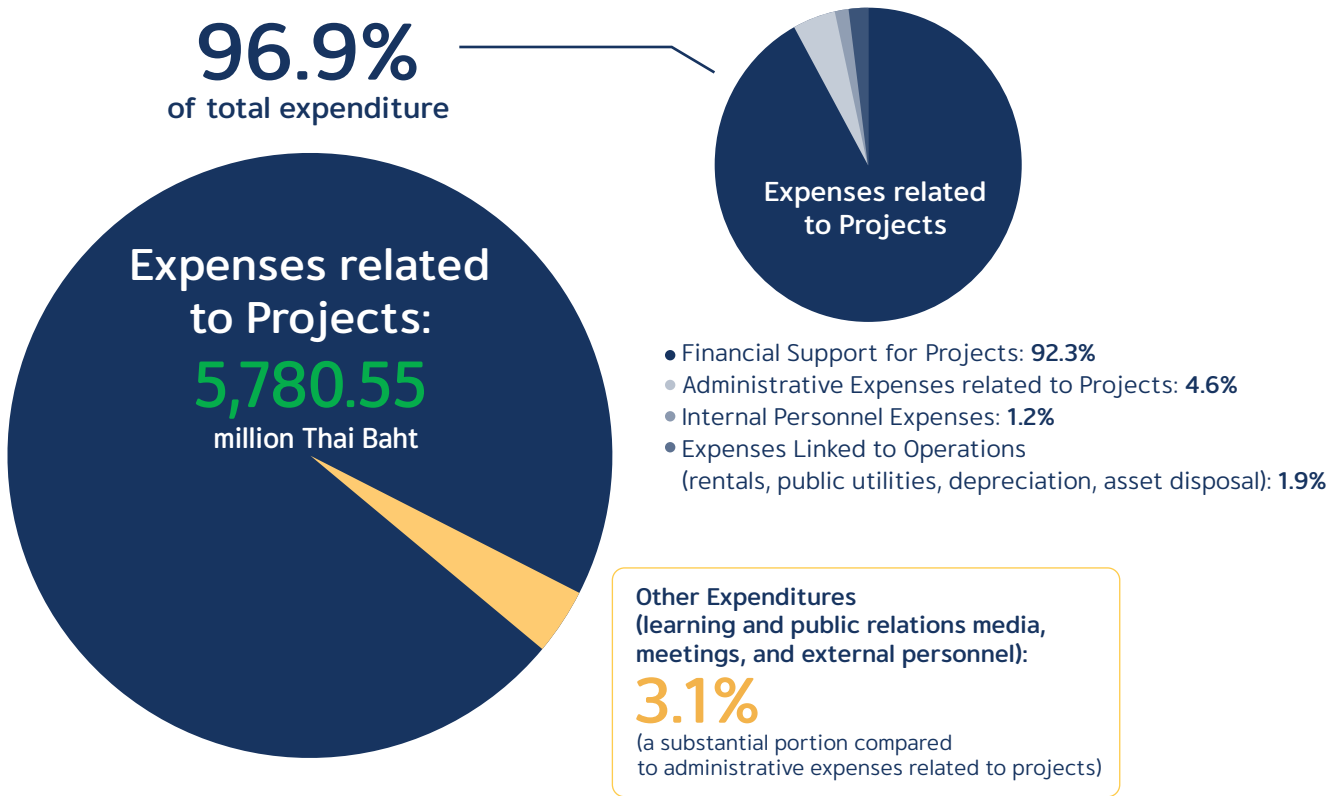
In the fiscal year 2022, the EEF has reported a total expenditure of 5,969.44 million Thai Baht. The majority of this expenditure, equivalent to 96.9%, has been allocated to expenses related to projects aligned with the organization's core missions. This includes financial support for projects benefiting key beneficiary groups, administrative expenses related to projects, internal personnel expenses, as well as expenses linked to the organization's operations, such as building rentals, public utilities, depreciation, and asset disposal. These categories account for 92.3%, 4.6%, 1.2%, and 1.9% of the total expenditures for the fiscal year 2022, respectively.

It is noteworthy that the EEF is a relatively small organization but actively engages in collaborations with various stakeholders, including those in the public, private, and civil society sectors. The organization carries out diverse projects that reach beneficiary groups nationwide. Consequently, fostering an understanding of its missions is of paramount importance. This importance is reflected in the allocation

of resources to create learning and public relations media, convene meetings, and hire external personnel, which have collectively constituted a substantial portion of the overall expenditure compared to administrative expenses related to projects. Additionally, there are ethical considerations, such as project auditing and process improvement efforts, which contribute to ensuring transparency and the value for money in the organization's operations. This foundational approach is crucial for sustaining continuous operations in the upcoming years.

Furthermore, in the fiscal year 2022, the EEF has seen higher expenditures compared to its revenue. This is attributed to the utilization of remaining budgeted funds and the funds returned from previous projects, which had been accumulated through cost-saving measures in the previous year. These funds have been strategically directed toward developing the action and expenditure plans. Consequently, the total expenditures have surpassed the generated revenue during this fiscal year.

**Expenditure Total Expenditure:**  
**5,969.44 million Thai Baht**



Fiscal Year 2022 has seen higher expenditures than revenue due to strategic use of remaining budgeted and returned funds from prior projects, accrued through cost-saving measures in the previous year.

Project auditing and process improvement efforts contribute to ensuring transparency.

# Expenditure in the Fiscal Year 2022

The EEF's action and expenditure plans for the fiscal year 2022 have amounted to a total of 6,609.95 million Thai Baht. This budget comprises allocations received in accordance with the Annual Budget Act for the fiscal year 2022, designated to carry out the organization's missions, constituting 5,652.29 million Thai Baht, as well as remaining budgeted funds carried over from the previous fiscal year, donations,

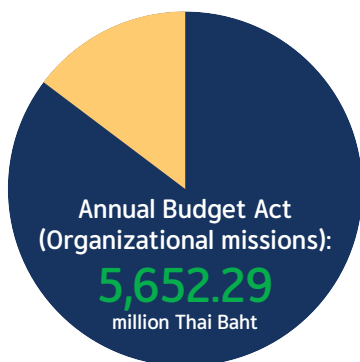
and funds from various other sources, totaling 957.66 million Thai Baht. It is noteworthy that, as of September 30th, 2022, 6,057.25 million Thai Baht, or 91.6% of the total budgeted amount for the action plan, has been committed and disbursed. Within this amount, there is a provision for budgeted funds that are expendable within the fiscal year, amounting to a total of 5,344.10 million Thai Baht or 80.9% of the total budgeted amount.

## Expenditure in the Fiscal Year 2022

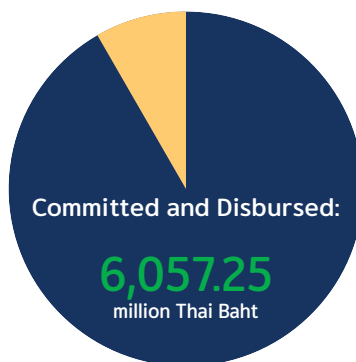
Total Action and Expenditure Plans:  
**6,609.95 million Thai Baht**

**14.5%**

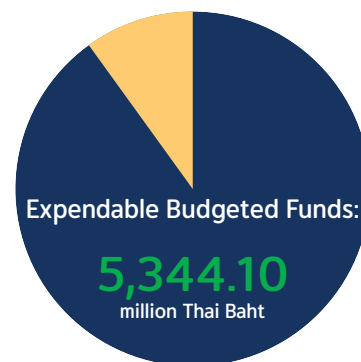
Remaining Budgeted Funds,  
Donations, and Other Sources:



**85.5%**



**91.6%\***



**80.9%\*\***

\*as of September 30th, 2022

\*\*within the fiscal year

# Problem, Obstacle, and Proposal

Due to its relatively small size, it is imperative for the EEF to collaborate with stakeholders across various sectors, including the public, private, and civil society sectors. Consequently, the organization has allocated its budget to support the implementation of projects through numerous partnership agreements. Towards the end of the fiscal year 2021,

the EEF identified instances where project coordinators appointed by these partners had not used the allocated funds in accordance with the projects' objectives and regulations. Consequently, the EEF has terminated the respective projects and is currently expediting the process of reimbursing the misused funds, in compliance with legal requirements.

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*In response to the aforementioned issue, the EEF has introduced the notification procedure and revised the expenditure auditing process for all projects. This includes the engagement of external personnel to audit the utilization of project support funds by various agencies that have been lagging behind their project timelines. Additionally, continuous auditing procedures will be established to ensure that the funds used in projects carried out by the partners not only align with their intended purposes but also are transparent and auditable. Furthermore, the EEF has also revised project operational manuals and provided training to personnel designated by partners. This aims to ensure that these partners have sufficient information to genuinely understand the objectives and effectively work towards promoting educational equity.*



## 5.2.

# Ethics Progress Report

## Ethical Policy

The governance of the EEF's operations adheres to ethical principles, ensuring the organization operates in accordance with good corporate governance practices to assist underprivileged and marginalized individuals in accessing educational opportunities. This encompasses the development of teachers, the enhancement of the quality of learning management units, both within and outside the formal educational system, and the creation of knowledge. The overarching goal is to provide guidance for the public and civil society sectors to effectively promote educational equity.

To achieve this goal, the EEF's Board of Governance is committed to the development and promotion of ethics to ensure that the organization's management is sound, transparent, just, and auditable, taking into consideration all stakeholders. The primary objective is to instill trust in the organization among the general public and sustainably cultivate an ethical corporate culture. Notably, the ethical policy is an integral part of the working

guidelines that the Board, executive, and staff follow in their operations. As outlined in Section 2 of the Educational Equity Fund Act 2018, the management of the EEF assigns the EEF's Board of Governance the authority and responsibility to establish policies, goals, and operational guidelines for the organization to achieve its objectives. The Board also plays a pivotal role in advising the government on measures and findings contributing to reducing educational disparities. Moreover, it approves operational plans, oversees the assessment of the organization's operations, devises regulatory provisions, and appoints committees, all aligned with the principles of good governance.

To ensure effective operations, the EEF's Board of Governance has established various committees. These committees operate independently and are responsible for reviewing specific essential tasks delegated to them that require interdisciplinary knowledge and expertise. Their role is crucial in supporting the Board's overall effectiveness in fulfilling its responsibilities.

## Work Practices Supervision

The EEF's work practices supervision system follows the "*Compliance Policy*," where every manager, executive, and staff member is obligated to strictly adhere to the standards at all times in the organization's operations. This particularly emphasizes compliance with the law, a crucial aspect that all managers, executives, and staff must respect and adhere to. Any actions or behaviors that violate the law are deemed unacceptable, and the EEF ensures effective communication, promotion, and support to instill knowledge and understanding, establishment of guidelines, and supervision for accurate implementation. This also includes fostering awareness and cultivating a culture of honesty, integrity, and adherence to the EEF's standards.

### Work Practices Supervision Mechanism

- 1 **The Board** is responsible for establishing the EEF's work practices supervision policy and overseeing policy implementation;
- 2 **The Ethics Committee** is responsible for providing advice or recommendations on translating policies into practices for managers and the risk management and internal control committee;
- 3 **Managers and the Risk Management and Internal Control Committee** are responsible for translating policies into practices in a tangible and continuous manner;
- 4 **The Office of Ethics and General Administration** is responsible for overseeing various functions within the office, ensuring efficient and effective work supervision processes;
- 5 **Employees** are responsible for developing themselves to possess genuine knowledge and understanding of their roles, responsibilities, and compliance with relevant policies and guidelines, all under careful scrutiny.

## Operation Auditing Mechanism

The auditing of the EEF's operations is carried out by the Internal Audit Committee, chaired by a representative from the Ministry of Finance. The committee comprises representatives from the Budget Bureau and qualified individuals appointed for the purpose of conducting internal audits, reporting the results directly to the committee in accordance with Section 42 of the Equitable Education Fund Act.

The duties of the Internal Audit Committee align with its charter for the year 2022, focusing on reviewing the efficiency and effectiveness of internal control processes,

risk management, and good governance practices. This encompasses the management system of risks related to corruption within public agencies and the whistleblower reporting system, ensuring accurate and reliable financial reporting and aligning the operations of the EEF with its vision and mission. The auditing is conducted in accordance with laws, regulations, ministerial directives, and other relevant requirements governing its operations. Furthermore, the organization's operation and supervision of its internal auditing system are designed to be independent to facilitate the continuous improvement of its functions and responsibilities.

## Guidelines for Cases Involving Personal Gain in Fund's Operations

### Ethical and Transparent Management Practices Policy

The EEF's Board of Governance has established comprehensive guidelines addressing cases involving personal gain in **the organization's operations, as outlined in the Guidelines for Cases Involving Personal Gain in Fund's Operations**. These guidelines cover the responsibilities of the Board, managers, and employees to act in the best interest of the organization, with an emphasis on the need to avoid any actions that may lead to conflicts between the organization's interests and personal benefits.

independent to facilitate the continuous improvement of its functions and responsibilities.

## Ethical and Transparent Management

The EEF Office has introduced guidelines for fostering ethical and transparent operations for executives and staff. These guidelines encompass:

### 1. Cultural Integrity:

Upholding a culture of integrity within the organization based on ethical and corruption resistance principles;

### 2. Transparency:

Ensuring integrity, transparency, fairness, and verifiability in duties and responsibilities;

### 3. Accountability:

Recognizing the success of public services and the organization's benefits as integral to fulfilling duties;

### 4. Corruption-Free Work:

Conducting tasks with integrity, transparency, and fairness, aligning with service standards and operational guidelines;

### 5. Ethical Work Culture:

Adhering to a system of integrity and transparency, and a focus on mutual and organizational benefits;

### 6. Internal Communication:

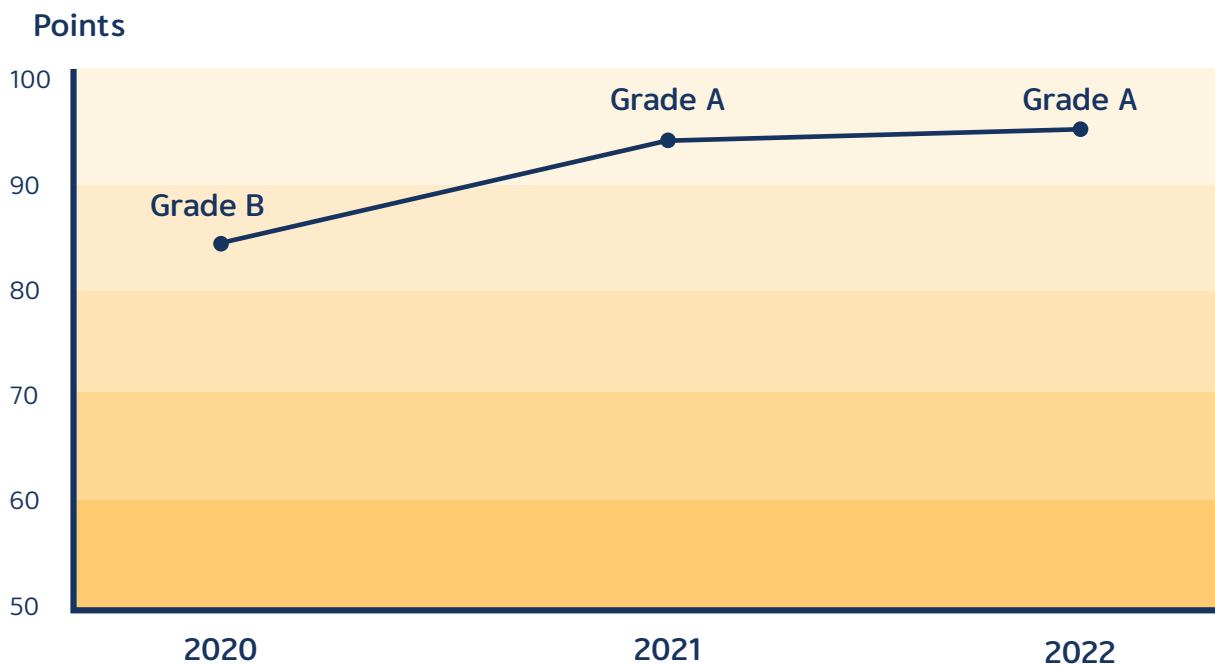
Fostering understanding of ethical and transparent management within the office and promoting the exchange of knowledge.

# Supervision Performance in 2022

The results of the Integrity and Transparency Assessment (ITA) for government agencies in the fiscal year 2022, conducted by the National Anti-Corruption Commission (NACC), has revealed that the EEF has

received a grade A, scoring 94.73 points. This has reflected a consistent improvement over the past 3 years of assessments (93.56 points with a grade A in 2021 and 84.67 points with a grade B in 2020).

ITA Scores for EEF:



The EEF is committed to becoming an organization with integrity and transparency, diligently adhering to ethical policies and continually enhancing its management practices. The commitment is grounded in 3 key principles: 1) fostering collaboration with stakeholders to create innovations

and knowledge that impact policy changes; 2) planning work processes for efficiency, speed, cost-effectiveness, and alignment with good internal controls and ethics; and 3) incorporating technology as a tool for organizational and stakeholder operations to reduce education disparities.

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*In light of the assessment, indicators with decreased scores, identified as improvement targets, will be addressed. The EEF aims to transform its operations by actively involving service recipients and stakeholders in the improvement process, all while maintaining a focus on continuous and sustainable honesty, transparency, and verifiability.*



