Basic Education Standards for Internal Quality Assurance

Office of the Basic Education Commission
Ministry of Education

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Preface

As Article 9 (3) of the National Education Act (B.E. 2542) and its revision no. 2 (B.E. 2545) prescribes education standards be set for every level to use as a reference point for promotion, supervision, examination, assessment and assurance of education quality, the Ministry of Education, through its Sub-Commission of Standards and Curriculum for Basic Education in the Basic Education Commission, together with the Office of Basic Education Commission, has set up the Standards of Basic Education and Early Childhood Education. The National Education Standards, including curricular goals and learning standards, are used as a reference point for the standard set-up, which also takes into account focus on human and social development to achieve the qualities indicated in the 9th National Economic and Social Development Plan (B.E.2545-2549), the National Plan for Education, Religion, Arts, and Culture (B.E.2549-2559), the Contents of Article 43 of the Constitution of the Thai Kingdom (B.E. 2540), and Articles 22, 23, 24 and 26 of the National Education Act, as well as the education policy that the Government declared to the Parliament.

The Ministry of Education hereby announces the use of Basic Education Standards and Early Childhood Education Standards for every kind of educational institution that provides education on the basis of Basic Education Curriculum (B.E.2544) and Early Childhood Education Curriculum (B.E.2546) as goals for developing and uplifting qualities in learners and educational administration in educational institutions.

Office of the Basic Education Commission hopes that every educational institution under its responsibility that provides basic and early-childhood education will use these standards as the guideline for education quality development to achieve unity of education provision and direction for quality development toward the same end, producing an equal standard in educational institutions. Moreover, other related agencies will be able to use the standards for education quality assessment in educational institutions under their responsibility.

Pornnipha Limpaphayom

Secretary-General of the Basic Education Commission
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Introduction

Education is the process whereby individuals acquire knowledge and other qualifications that promote their social survival and contribution to their families, society, and themselves (Princess Sirindhorn, 2001)*. Therefore, a consideration of education quality should be based on educational goals, e.g. qualifications of graduates, which should include knowledge, skills and other characteristics as prescribed by the curricula. Since testifying these qualifications requires time, a good effective and sustainable administrative management, it is important to assure guardians, stakeholders and other involved parties that students who are graduated from a particular institution will be decent, competent and happy in society and take part in social development that progresses in line with the pace of globalization.

To answer all the questions of education quality, it should be set up as principles or elements which a comparison can be made to inform development, supervision, examination and assessment of quality. Therefore, the standards of basic education, and early childhood education as announced herein, are the requirements of education quality for all educational institutions in the levels of basic and early childhood educations to utilize as goals or a directional framework to develop sustainable quality of the institutions, and to use in self-assessment every year, or for a specified period of time, in order to learn whether educational administration has achieved its goals. These standards are also important for educational service areas or host units to employ as goals in supervision, examination and assessment of quality as a whole to inform quality improvement planning.

The standards of basic education, and early childhood education as prescribed, include student quality, instruction quality (instructor), administrative and managerial quality (administrator), and quality pertaining to development of a community into a learning resource.

In order to achieve the standards, it is the duty of every involved party to consider the following points:

**Educational Institutions** should use the prescribed standards as goals of development, which may include some additional indicators related to the institution’s contexts or identities. They should provide education in compliance with curricular learning standards. They should plan learning management that is suitable and responds to learners' and communities' needs (design school-based curricula). They should arrange learning activities to train learners to achieve the goals prescribed by the curricula. They should promote and support teachers to self-develop to become real teaching experts. They should conduct classroom research and subject its results to utilization. They should systematize information and keep it updated. They should self-assess, write a report of education quality development that reflects achievements of education standards, and inform communities and related agencies of the results. Educational institutions that implement these education standards will at the same time have a strong internal system of quality assurance.

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* HRH the Crown Princess Sirindhorn gave a lecture on “Education for the Underprivileged” at Srinakarin Wirot Prasanmit University on 12 November 2001.
**Educational Service Areas** should use the appointed standards as goals of overall development on the district level. They may determine additional indicators related to the district’s contexts or identities. They should promote and support educational institutions to have a strong system of internal quality control and use results of internal and external quality assessments as basic information for planning, developing, monitoring, and examining education quality of every educational institution at least tri-annually. They should support those educational institutions with high education quality so that they have even more progress and become an exemplary educational institution or a model for other educational institutions. They should cooperate with communities and academic organizations to help those educational institutions with dissatisfying quality to achieve the prescribed standards. They should report to the Office of Basic Education Commission or other higher responsible agencies about implementation results for further determination of development direction.

**Office of the Basic Education Commission** should cooperate with other related agencies to determine a direction for the operation to reach the same goals of assisting and supporting the administration and management of educational institutions to meet the education standards via a production of explanations and quality rating of standards. It should search for innovations beneficial to a development of the quality of educational institutions in every aspect. It should enhance knowledge and competence in teachers, administrators, and academic personnel of educational service areas to tune them to the changing global trend. It should give commendations and boosts of morale to those personnel who have clear excellent performance.

If every party involved with the development of education quality uses the standards of basic education and early childhood education as their main goals and developmental instruments, it is believed that in the future national education will have a steady progress and every educational institution under any agency will be recognized as having an equal standard of education provision, which will fulfill the spirit of the National Education Act.
Ministry of Education Announcement

Subject: Implementation of Basic Education Standards and Early Childhood Education Standards for Internal Quality Assurance of Educational Institutions

In reference to the decentralization of authority to educational service areas, educational institutions, and local administration organizations, educational institutions shall be authorized to provide education based on the Basic Education Curriculum B.E. 2544 and integrated with problem nature and the needs of the locality, the community and the society as well as the progress of international technology. Consequently, the education management of each educational institution is diverse according to its implementation. In order to ensure the unity of education management and the quality improvement of educational institutions to be directed at the same goals leading all educational institutions get equivalent quality, the education standards shall be set.

Also, under the authorization of Article 9(3) of the National Education Act B.E. 2542 (1999) and its revised no.2 B.E. 2545 (2002) regarding setting education standards and implementing system of quality assurance for all levels and all types of education; and Article 48 that stating “Parent organizations with jurisdiction over educational institutions and the institutions themselves shall establish a quality assurance system in the institutions. Internal quality assurance shall be regarded as part of educational administration which must be a continuous process. This requires preparation of annual reports to be submitted to parent organizations, agencies concerned and made available to the public for purposes of improving the education quality and standards and providing the basis for external quality assurance.”

The Ministry of Education hereby announces the use of Basic Education Standards and Early Childhood Education Standards, of which text attached to this Announcement, as the basis for educational institutions, parent organizations, and educational service areas for improving, promoting, supporting, monitoring, and supervising education quality.

For practical purposes, the implementation of Basic Education Standards and Early Childhood Education Standards shall begin in every kind of educational institutions that provides education on the basis of Basic Education Curriculum and Early Childhood Education Curriculum.

Effective since 15th November B.E. 2548.

(Mr. Chaturon Chaisang)
Minister of Education
Ideology and Basic Principles of Basic Education Provision

The ideology of basic education provision is to give education to all population. The State must provide basic education to develop all Thai children such that they have desirable characteristics as citizens of the country and the world, which will lay a sufficient foundation for their life-long learning, including development pertaining to their occupation and the quality of their personal and family life, and which will build a strong foundation for creation of Thai society as a learning society for the country’s sustainable development in the future.

Main Principles of Basic Education Provision

For basic education provision, the following principles compatible with ideology should be adopted:

1. **Principle of Holistic Learner Development** including physical and mental health, intellect, knowledge and integrity. Learners should live morally and be able to live in harmony with others. They should acquire thirst for knowledge and possess skills for seeking knowledge that are sufficient to develop their occupation and quality of personal life. They should be able to face changes with wit and knowledge. And they should have the spirit of democracy.

2. **Principle of Providing Education of Thainess.** Learners should have love and pride in their local places of origin and their country. They should have knowledge and basic skills for honest occupations, as well as determination, diligence, thriftiness, tolerance, and other desirable traits and attitudes as a good member of family, community and Thai and global society.

3. **Principle of Equality.** All Thais should have an equal right to basic education of not less than 12 years. Education must be provided to all thoroughly and with quality. There must be no discrimination based on social class or socio-cultural differences.

4. **Principle of Participation.** Local administrative organizations and private sectors should participate in educational administration and management with Committees of Educational Service Area and educational institutions in order to create identity and dignity, and respond to local needs as implied by the concept of decentralization in the Constitution of the Thai Kingdom (B.E. 2540).

5. **Principle of Congruence.** The ideology and standards of basic education provision must be in congruence with the contents in the Constitution of the Thai Kingdom (B.E. 2540), the National Education Act (B.E. 2542) and its revision no. 2 (B.E. 2545), the Government’s education policy announced to the parliament and the National Standards of Education. They must also be connected to the Standards of Vocational Education and the Standards of Higher Education.
Basic Education Standards

Standards of Learner Quality

Standard 1: Learners should have virtues, morality and desirable values.

Indicators
1.1. Discipline, responsibility and observation of basic precepts of their religion.
1.2. Honesty.
1.3. Sense of gratitude.
1.4. Loving kindness, generosity, and willingness to sacrifice to the common good.
1.5. Thriftiness and keenness to engage in worthwhile use of personal and private resources.
1.6. Pride in Thai identity, appreciation of Thai wisdom, and loyalty toward Thainess and preservation of Thai identity.

Standard 2: Learners should be conscious of environmental preservation and development.

Indicators
2.1. Appreciation of the environment and awareness of impacts from environmental changes.
2.2. Participation in activities/projects of environmental preservation and development.

Standard 3: Learners should have a working skill, love to work, be able to work with others and have a good attitude toward honest occupations.

Indicators
3.1. Skills in managing and completing work.
3.2. Perseverance, diligence, endurance and mindfulness in working.
3.3. Working with happiness, developing their work, and being proud of their own work.
3.4. Working well with others.
3.5. Good attitude toward honest occupations, and searching for knowledge related to their interested occupations.

Standard 4: Learners should have abilities to think analytically and synthetically and a good sense of judgment; be creative and thoughtful; and have a vision.

Indicators
4.1. Ability to think analytically, synthetically, conceptually, systematically and holistically.
4.2. Ability to predict, set a goal and a method of decision making.
4.3. Evaluating and making a decision; and calmly solving a problem.
4.4. Creativity, optimism, and imaginativeness.
Standard 5: Learners should have necessary knowledge and skills as prescribed by curricula.

Indicators
5.1. Average achievement level of learning up to set criteria
5.2. **Average** national S.A.T scores up to set criteria
5.3. Ability to communicate through speaking, writing, or other means
5.4. Ability to communicate through both Thai and foreign languages.
5.5. Ability to use IT technology to develop learning

Standard 6: Learners should have a skill **for self-learning** and love to learn and self-develop continuously.

Indicators
6.1. Love of reading, writing and listening; knowing how to ask a question to learn reasons
6.2. Being interested in seeking knowledge from different sources; ability to use a library, other knowledge sources, and media both inside and outside school
6.3. Having their own learning methods, being able to learn with others, and loving to come to school.

Standard 7: Learners should have healthy habits, and good physical and mental health.

Indicators
7.1. Having healthy habits in taking care of their health and taking exercise regularly.
7.2. Having weight, height, and physical capacity up to set criteria.
7.3. Protecting themselves from harmful addictive substances and avoid conditions of risk related to violence, disease, accidents, and sexual problems.
7.4. Being confident to self-express in an appropriate way, and respect for others.
7.5. Having good human relationship with friends, teachers, and others.

Standard 8: Learners should have a sense of aesthetics and a disposition for art, music and sport.

Indicators
8.1. Appreciating art, participating in artistic activities, and creating artistic works
8.2. Appreciating music/drama, participating in musical or dramatic activities, and creating musical or dramatic works
8.3. Appreciating sport/recreation, participating in sport/recreational activities, and creating sport/recreational works

**Standards of Instruction**

Standard 9: Teachers should have virtues, morality, degrees/knowledge and competence relevant to their responsibilities; maintain steady self-development; and be able to get along with communities. A sufficient number of teachers should be available.

Indicators
9.1. Having virtues and morality, and behaving in accordance with a professional
9.2. Good relationship with learners, guardians, and communities.
9.3. Determination and devotion in teaching and developing learners.
9.4. Having a quest for new knowledge and techniques; listening to opinions, being open-minded and accepting changes.
9.5. Bachelor degree in education or equivalent.
9.6. Teaching subjects relevant to their major/minor, or aptitude.
9.7. There should be a sufficient number (of teachers and supporting staffs).

Standard 10: Teachers should have an ability to manage effective teaching-learning, especially learner-centered instruction.

Indicators
10.1. Having knowledge and understanding in goals of education provision and Basic Education Curriculum.
10.2. Analyzing learners’ potential and understanding learners individually.
10.3. Being able to manage learner-centered instruction.
10.4. Being able to use technology to develop their own and learners’ learning.
10.5. Evaluating teaching-learning outcomes congruent with learning conditions arranged for learners and relative to learners’ development.
10.6. Using evaluation results to adjust instruction to develop learners to the best of their potentiality.
10.7. Conducting research for improving learners’ learning and using the results to improve learners.

Standards of Educational Administration and Management

Standard 11: Administrators should have virtues, morality, leadership and competence in educational administration and management.

Indicators
11.1. Virtues and morality; and behaving in accordance with a professional code of ethics.
11.2. Creativity, vision and academic leadership.
11.3. Ability in academic administration and management.
11.4. Effective and efficient administration that satisfies involved people.

Standard 12: Educational institutions should have organizational and structural arrangement, administrative systems and organizational development that are holistic and systematic.

Indicators
12.1. Arranging organization, structure and administrative systems that are highly flexible and adjustable in response to situations.
12.2. Managing information such that it becomes systematic, comprehensive and readily accessible.
12.3. Implementing continuous internal system of quality assurance.
12.4. Managing systematic and continuous development of personnel.
12.5. Clients and involved people are satisfied with administration and learner development.
Standard 13: Educational institutions should have educational administration and management with school-based indicators.

Indicators
13.1. Decentralizing educational administration and management.
13.2. Using strategic administration and principles of participation.
13.3. Having a school committee that takes part in school development.
13.5. Undertaking check and balance system.

Standard 14: Educational institutions should have learner-centered curricular and learning process.

Indicators
14.2. Arranging diverse subjects/activities for learners to choose according to their interest.
14.3. Promoting teachers to design instructional plans sensitive to learners’ aptitudes and abilities.
14.4. Promoting and developing instructional innovations and instructional media and instruments that support learning.
14.5. Systematizing recording, reporting, and transfer of learners’ data.
14.6. Having system of instructional supervision, and using supervisors’ comments to regularly improve instruction.
14.7. Bringing local learning resources and wisdom to bear on instruction.

Standard 15: Educational institutions should have diverse activities to promote learners’ qualities.

Indicators
15.1. Having and developing a strong and all-inclusive system of learner assistance
15.2. Arranging activities that promote and respond to learners’ academic and creative abilities
15.3. Arranging activities that promote and respond to learners’ special abilities and aptitude to their full potential.
15.4. Arranging activities that promote good social values.
15.5. Arranging activities that promote art, music/traditional dance, and sport/recreation.
15.6. Arranging activities that continue and create culture, custom, tradition and Thai wisdom.
15.7. Arranging activities that promote the spirit of democracy.

Standard 16: Educational institutions should have environmental arrangements and services that promote learners to naturally develop to the best of their potentiality.

Indicators
16.1. Providing learning-supportive environment and suitable buildings and places
16.2. Promoting learners’ health and safety
16.3. Providing all sorts of information technology services that support self-learning and participatory learning.
16.4. Providing sufficient and functional classrooms, labs, library, green areas and facilities.
16.5. Providing and using learning resources both inside and outside school.

Standards of Learning Community Development

Standard 17: Educational institutions should provide support and use local learning resources and wisdom.

Indicators
17.1. Linking and exchanging information with local learning resources and wisdom.
17.2. Supporting learning resources, wisdom, and community to participate in the design of school-based curriculum.

Standard 18: Educational institutions should cooperate with families, religious organizations, academic institutions and public and private organizations to develop learning paths in communities.

Indicators
18.1. Being an academic resource in a quest for knowledge and community service.
18.2. Exchanging knowledge in a mutual manner.
### Structure of Education Standard

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Effective since 15th November B.E. 2548.

(Mr. Chaturon Chaisang)
Minister of Education
Early Childhood Education Standards

Ideology and Principles of Early Childhood Education Provision

The ideology of early childhood education provision is to give a fundamental education that offers Thai children a life foundation so that they can grow up perfectly and have age-suitable development that is balanced physically, emotionally, mentally, socially and intellectually, and based on abilities and differences between individuals through activities that stimulate and promote brain development to the greatest extent, as well as promote their preparedness to learn in elementary education and higher, all of which will lead to their being a person of high quality for their country in the future. Early childhood education focuses on the development of children on the basis of modes of rearing, training and promoting learning processes that are in accordance with the nature and development of each child in the contexts of cultures and civilizations, and social ways of life that bear particularities and differences.

Main Principles of Early Childhood Education Provision

1. **Principle of Holistic Child Development**  This starts with fostering healthy body for children, stimulating their brain to fully develop, cultivating their mind and emotions to promote good self-conception, self-confidence, joyfulness, and self-control, training them socially by giving them opportunities to interact with other people and their surrounding environment so that they have good human relations and can happily live with others, and broadening their intelligence to promote creativity on the basis of their ways of life and in accordance with their family conditions and contexts of community, society, and Thai culture.

2. **Principle of Child-centered Management of Experience**  This is implemented through provisions of rearing and training with love, care and managing learning through playing and other age-suitable activities with consideration given to individual differences and a focus on “learn with fun, play to know and develop in balanced agreement with age.”

3. **Principle of Promotion of Thainess.**  This involves inculcating a consciousness of Thainess -- Thai nationality with fine culture--, with respect and gratitude for parents, and with nation, religion, and king as a moral center so as to create in children a love and pride of Thailand, local origins, families, and themselves.

4. **Principle of Collaboration**  among families, communities, and educational institutions in rearing, training and developing children so that they have age-suitable development, which can lead them to live in daily life with quality and happiness, including preparedness to learn in elementary education in the future.

5. **Principle of Congruence.**  The ideology and standards of early childhood education provision must be in congruence with the contents in the Constitution of the Thai Kingdom (B.E. 2540), the National Education Act (B.E. 2542) and its revision no. 2 (B.E. 2545), the Government’s education policy announced to the Parliament and the National Standards of Education. They must also be connected to the National Education Standards and the Basic Education Standards.
Early Childhood Education Standards

Standards of Child Quality

Standard 1: Children should have virtues, morality and desirable values.

Indicators

1.1. Discipline, responsibility and performance of agreed-upon rules.
1.2. Honesty.
1.3. Sense of gratitude.
1.4. Loving kindness and good perception of oneself and others.
1.5. Thriftiness and keenness to engage in worthwhile use of personal and private resources and environment.
1.6. Good manners and observance of Thai customs.

Standard 2: Children should be conscious of environmental preservation and development.

Indicators

2.1. Appreciating the environment and being conscious of impacts from environmental changes.
2.2. Participating in activities/projects of environmental preservation and development.

Standard 3: Children should be able to complete their jobs and work with others, and have a good attitude toward honest occupations.

Indicators

3.1. Attentiveness and eagerness to work.
3.2. Completion of jobs and pride in performance.
3.3. Playing and doing activities with others.
3.4. Good attitude toward honest occupations.

Standard 4: Children should be able to form concepts, solve problems, and think creatively.

Indicators

4.1. Ability to form concepts of everything that has been learned.
4.2. Ability to solve problems in an age-suitable way.
4.3. Imaginativeness and creativity.

Standard 5: Children should have basic knowledge and skills.

Indicators

5.1. Skills in using large and small muscles.
5.2. Skills of the five senses.
5.3. Communicative skills.
5.4. Observing and surveying skills.
5.5. Skills in spatial perception.
5.6. Skills related to number, quantity, weight, and conceptualizing their approximations.
5.7. Linking knowledge and skills.

Standard 6: Children should have a learning enthusiasm, love of reading and self-development.

Indicators
6.1. Knowing how to ask a question to learn reasons and acquiring thirst for knowledge.
6.2. Enthusiasm to learn about surrounding things and enjoyment of learning.

Standard 7: Children should have healthy habits, and good physical and mental health.

Indicators
7.1. Enjoying exercise, taking care of their health and being able to look after themselves.
7.2. Having weight, height, and physical capacity up to set criteria.
7.3. Being aware of harms from addictive substances and intoxicants.
7.4. Being confident to self-express in an appropriate way.
7.5. Being cheerful and having good human relation with friends, teachers, and others.

Standard 8: Children should have a sense of aesthetics and dispositions for art, music and sport.

Indicators
8.1. Being interested and participating in artistic activities.
8.2. Being interested and participating in musical activities.
8.3. Being interested and participating in activities related to physical exercise.

Standards of Educational Provision

Standard 9: Teachers should have virtues, morality, degrees/knowledge and competence relevant to their responsibilities; maintain steady self-development; and be able to get along with communities. A sufficient number of teachers should be available.

Indicators
9.1. Having virtues and morality, and behaving in accordance with a professional code of ethics.
9.3. Having determination and devotion in teaching and developing children.
9.4. Having a quest for new knowledge and techniques; listening to opinions, being open-minded and accepting changes.
9.5. Obtaining bachelor's degree in education or equivalent.
9.6. Teaching subjects relevant to their major/minor, or aptitude.
9.7. There should be a sufficient number (of teachers and supporting staffs).
Standard 10: Teachers should have an ability to manage effective teaching-learning, especially child-centered instruction.

Indicators
10.1. Having knowledge and understanding in goals of education provision and early childhood curriculum.
10.3. Being able to manage experience on the basis of child-centered instruction.
10.4. Being able to use suitable materials in line with children’s learning.
10.5. Administering children’s development assessment authentically congruent with the development in balanced agreement with age.
10.6. Using evaluation results to adjust management of experience to develop children to their full potential.
10.7. Conducting research to improve children’s learning and using the results to improve children.

Standards of Educational Administration and Management

Standard 11: Administrators should have virtues, morality, leadership and competence in educational administration and management.

Indicators
11.1. Virtues and morality; and behaving in accordance with a professional code of ethics.
11.2. Creativity, vision and academic leadership.
11.3. Ability in academic administration and management.
11.4. Effective and efficient administration that satisfies involved people.

Standard 12: Educational institutions should have organizational and structural arrangement, administrative systems and organizational development that are holistic and systematic.

Indicators
12.1. Arranging organization, structure and administrative systems that are highly flexible and adjustable in response to situations.
12.2. Managing information such that it becomes systematic, comprehensive and readily accessible.
12.3. Implementing continuous internal system of quality assurance.
12.4. Managing systematic and continuous development of personnel.
12.5. Clients and involved people are satisfied with administration and children development.

Standard 13: Educational institutions should have educational administration and management with school-based indicators.

Indicators
13.1. Decentralizing educational administration and management.
13.2. Using strategic administration and principles of participation.
13.3. Having a school committee that takes part in school development.
13.5. Undertaking check and balance system.
Standard 14: Educational institutions should have learner-oriented curricular arrangements and learning process.

Indicators

14.1. Having curricula suitable for children and communities
14.2. Promoting teachers to design plans of experience management sensitive to children’s interest as well as suitable to their age.
14.3. Promoting and developing innovations for managing experience and instructional media and instruments that support learning.
14.4. Arranging learning activities by integrating through playing and learning through first-hand experience.
14.5. Systematizing recording, reporting, and transfer of children’s data
14.6. Having system of supervision, and using supervisors’ comments to regularly improve management of experience.
14.7. Bringing local learning resources and wisdom to bear on management of experience.

Standard 15: Educational institutions should have diverse activities to promote children’s qualities.

Indicators

15.1. Having and developing a strong and all-inclusive system of child assistance.
15.2. Activities that stimulate brain development, respond to children’s interest and promote their creative thoughts.
15.3. Arranging activities that promote good social values.
15.4. Arranging activities that promote arts, music/traditional dance, and sport/recreation.
15.5. Arranging activities that continue and create culture, custom, tradition and Thai wisdom.
15.6. Arranging activities that promote the spirit of democracy.

Standard 16: Educational institutions should have environmental arrangements and services that promote children to naturally develop to the best of their potentiality.

Indicators

16.1. Providing learning-supportive environment and suitable buildings and places.
16.2. Promoting children’s health and safety.
16.3. Providing all sorts of information technology services that support self-learning and participatory learning.
16.4. Providing sufficient and functional classrooms, library, playground, green areas and facilities.
16.5. Providing and using learning resources both inside and outside school.

Standards of Learning Community Development

Standard 17: Educational institutions should provide support and use local learning resources and wisdom.

Indicators
17.1. Linking and exchanging information with local learning resources and wisdom.
17.2. Supporting learning resources, wisdom, and community to participate in the design of school-based curriculum.

Standard 18: Educational institutions should cooperate with families, religious organizations, academic institutions and public and private organizations to develop learning paths in communities.

Indicators
18.1. Being an academic resource in a quest for knowledge and community service.
18.2. Exchanging knowledge in a mutual manner.
Early Childhood Education Standards

Structure of Education Standard

National Education Standard

Standards of Early Childhood Education (18 Standards)

Child Quality (8 Standards)

Educational Provision (2 Standards)

Educational Administration and Management (6 Standards)

Learning Community Development (2 Standards)

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