

**Statement**  
**by**  
**His Excellency General Dapong Ratanasuwan**  
**Minister of Education, Thailand**  
**at the Ninth ASEAN Education Ministers Meeting**  
**(9<sup>th</sup> ASED)**  
**on Wednesday, 25 May 2016**  
**at 08.45 - 09.30 a.m.**  
**Selangor, Malaysia**

ซาลามัต ปากีร์

Excellencies Ministers of Education of  
ASEAN Member States,

Mr. Vongthep Arthakaivalvatee, (วงศ์เทพ อรรถไกรวัลวลี)

Deputy Secretary-General of ASEAN Secretariat,  
Distinguished Guests,  
Ladies and Gentlemen,

On behalf of the Thai Ministry of Education,  
allow me to congratulate Excellency Dato'Seri

Mahdzir Khalid, (ดาโต๊ะสรี มาน์ดซีร์ คาลิด) Minister of Education of Malaysia and Excellency Dr. Myo Thein Gyi, (เมียว เทียน คยี) Minister of Education of Myanmar for being Chair and Vice-Chair to this Ninth ASED (อาเซด) Meeting, respectively. I would also like to express my sincere thanks to the Government of Malaysia, the Ministry of Education in particular, for hosting this event.

Excellencies, Ladies and Gentlemen,

I am confident that every ASEAN Member State, has placed high priority to education. As for Thailand, the current Thai Government regards education reform as a national agenda aiming to reduce disparities in education and increase a wider access to quality education for all, and to produce manpower in line with the demand of

the labour market, as well as to provide learners with the 21<sup>st</sup> century skills. To this end, Prime Minister General Prayut Chan-o-cha has highlighted lifelong education as the main part of human development. He has set up an inter-Ministerial Committee aiming to integrate the cooperation of relevant ministries, namely Ministries of Education, Interior, Public Health, Information and Communication Technology, Labour and Social Welfare, Social Development and Human Security. Out-of-schoolchildren and youth is also another key area which Thailand has paid close attention to. Therefore, I would also like to take this opportunity to thank ASEAN Member States for welcoming Thailand's initiative on the draft ASEAN Declaration on Strengthening Education for Out-of-School Children and Youth.

Many educational policies of Thailand are in line with some issues discussed in ASEAN and SEAMEO meetings. For instances, when Prime Minister General Prayut Chan-o-cha had a meeting with teachers all over the country, earlier this month he touched upon several aspects of the 21<sup>st</sup> century education including the curriculum reform, teaching and learning pedagogy, quality assurance and assessment system, and using ICT in education. He encouraged all teachers to keep pace with new development and keep learning together with their students. He also agreed and referred to the issue raised by Excellency Minister of Education of Malaysia during the SDEM Meeting in Bandung last month “**teachers are immigrant digital while students are native digital.**” This meeting between the Prime Minister and teachers could convey the government’s policy to

twenty five thousand teachers (25,000), face-to-face, and four hundred twenty five thousand (425,000), via teleconference.

I would like to express my thanks to Excellency Anies Baswedan (อานิส บาสวีตัน) Indonesian Minister of Education and Culture, whounfortunately cannot be here today, for bringing up the issues that our learners are now in the 21<sup>st</sup> century but many classrooms still retain the 19<sup>th</sup> century atmosphere. This concept inspires me to look for ways on how to assure that our students will be able to learn with their full potential through the best use of learning resources. Therefore, I have come up with the idea that SEAMEO and ASEAN should work on a 21<sup>st</sup> century classrooms project for the ASEAN Community. Many of you here might think that this is not a new concept. However, if we could jointly develop lessons for English language, which

is the working language of our community, I believe that it could turn over the form of classrooms into the 21<sup>st</sup> Century atmosphere. The lessons are proposed to be real time broadcast. I am confident that it will not only enhance the quality of teaching learning English language but also inspire our students to learn with fun. This proposal is in line with the key elements on education of the ASEAN adopted in 2014 in Vientiane during the Eighth ASED Meeting.

I believe that SEAMEO RELC in Singapore with the support of Excellency Minister of Education of Singapore could play an important role in terms of content development while SEAMEO SEAMOLEC in Indonesia could contribute to the technical aspect.

Excellencies, Ladies and Gentlemen,

During the SDEM Meeting in Bandung, I pointed out that the current government has initiated a collaboration between public sector, private sector, citizens, communities and the civil society entitled “Pracha-Rat Policy” or the “Civil-State Policy”. From my observations, I believe that this practice has also been implemented in some other ASEAN Members States.

The Civil-State Policy approach in Thailand is different from the Corporate Social Responsibility (CSR) of other agencies whose activities are mostly conducted in according to the needs of the private sector. However, more systematic process will be better improved as the private sector will send school partners to jointly explore the schools’ needs with the school principals.

The exploration includes the curriculum, media and learning, teacher development, ICT infrastructure in teaching and learning, and improvement on school management. Later, an action plan of each school will be designed and schools are eligible to propose their requests for financial support from the private sector fund or government budget. Next month, a Memorandum of Agreement on the Collaboration between 12 Leading Private Companies will be signed. The private sector will annually allocate forty seven (47) million US dollars to three thousand three hundred forty three (3,343) pilot schools under the supervision and monitor of the government. This Civil-State Policy will include the collaboration of all stakeholders at all levels of education, namely basic education, technical and vocational education, and higher education. However, what I have elaborated

was the first phase of the implementation of basic education only.

I am confident that the Thai education reform could enhance the quality of education and we are pleased to share our experiences to ASEAN Member States so that our region could become more prosperous and sustainable.

เทเลมากาซีร์

Thank you.

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