



Proposal for effective and equitable educational recovery from the COVID-19 situation in Thailand

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Abstract

The situation of the COVID-19 outbreak in Thailand since the end of 2019 - 2021) has had a wide impact on education management. Impact on the overall education system at all levels in various dimensions. Some students will be able to access learning resources while schools are closed with strong support from family, parents and teachers. But there are many students who do not have access to learning. Especially the poor marginalized students. And other special needs groups.

Effective and equitable educational recovery with Thailand's learning management under the COVID-19 crisis is a policy of the Ministry of Education to be used as a guideline for learning management for Thai children in the situation of COVID-19. In 4 sectors, namely 1) the announcement of the postponement of the opening of the semester 2) Building cooperation between stakeholders 3) Teacher competency development training 4) Open an online learning area.

An effective and equitable approach to educational recovery from the COVID-19 situation is therefore not only an action after the COVID-19 situation has passed. But will need to be studied and developed and continue to operate throughout the period both in the situation and after the outbreak continues.

Keywords: Educational Recovery, Learning Losses, Phenomenon Based Learning, Covid-19

Introduction

Model of learning management of educational institutions at the basic education level in Thailand (Education Council Secretariat Ministry of Education, 2020).

1. The learning management model of educational institutions used in the Covid -19 situations in the period before the semester starts. There were 3 main forms: home visits, documents, worksheets, and advice (on hand). Through online (Online) and learning management through television (On-air) most of them use home visits. By combining with other formats such as the home-visiting model and the television learning arrangement. Home visits and online learning arrangements, etc. Most educational institutions have conducted course analysis/structure of the course accordingly. Adjusting the learning management plan to be consistent with the content and learning management style. Prioritizing content according to the learning management style Linking content to suit the learning management model, supervision and monitoring of learning management. And assessment of academic performance the policy has been clarified to teachers. Teachers were trained on the use of media, technology and student readiness surveys. Content adjustments/optional activities learning in accordance with the learning management model a knowledge sheet/work sheet was used for learning. And provide additional teaching to the students the case of online learning management there are use of different platforms such as Google Meet, Zoom, and MST Social Media Uses.

2. The learning management model of educational institutes used in the Covid -19 situation during the post-semester is on -site learning management by mixing with other forms, which is learning management through television (On-air) online learning management (Online) learning management by Home visiting (On hand) The management characteristics are different according to the area conditions and the risk of infection. 1) In areas without risk, manage learning in a normal manner. However, distance is maintained and preventive measures are taken by public health. 2) A large educational establishment with a large number of students. Use alternating school days when students are not attending classes using online learning management. Or learning through television. 3) Some educational institutions use a reduction in the number of students in each room. Which in some rooms may

be used to manage learning through television and online learning management Most of the educational institutions have conducted course analysis/curricular structure to be appropriate. Adjusting the learning management plan to be consistent with the content and learning management style. Prioritizing content to suit the learning management model, linking the content to suit the learning management style, supervision, monitoring, learning management, and assessment of learning outcomes. Preparing the building and various equipment before the beginning of the semester especially in the case of expanding classrooms content adjustment Integrated learning activities, content prioritization using knowledge sheets/worksheets for learning Reducing activities to avoid physical contact the learning content was adjusted in accordance with the learning management model, the adjustment of activities to enhance learning. Using knowledge sheets/worksheets for learning for online learning management various platforms are used such as for online learning management various platforms are used such as for online learning management various platforms are used such as Google Meet, Zoom, and MST using social media for learning Management (Education Council Secretariat Ministry of Education, 2021).

Education recovery and the COVID-19 situation in Thailand

The epidemic situation of the coronavirus disease 2019 (COVID-19) from the end of 2019 to the present (August 2021) has impacted a wide range of education throughout the world. The Organization for Economic Co-operation and Development (OECD) summarizes the impact of the COVID-19 situation on the overall education system at all levels in the impact of COVID-19 on education - insights from education at a Glance 2020 (OECD, 2020) includes the government budget for education. Student mobility foreign waste of time school teaching measures for student continuity learning during schools close the availability of teachers to support and manage digital learning or online learning. Measures when open school, class size and determining the important proportions for the opening of schools and organizing vocational education during lockdowns the COVID-19 situation also provides a concrete example of the multiple school closures in most countries and the disruption of attendance for at least 1.2 billion students during 2018. Prof. 2563 and 2564 data from the survey special no. 3 of the OECD named the OECD's third, the special survey, one's education, during the coronavirus (COVID-19) on pandemic on the study during an outbreak of viral infections corona 2019 (COVID-19) demonstrates critical school closures starting on March 16, 2020. By comparison, about half of the 33 countries have closed primary and secondary schools. Some are full and the other half are partially closed. During the 2020 outbreak, on average in each country, pre-primary schools were closed for an average of 42 days, while primary schools were closed for 54 days, junior high schools were closed for 63 days and secondary schools were closed. Late for 67 days (Andreas Schleicher, 2021) and although some students will be able to learn methods and resources while schools are closed through the opportunity and support of their families, parents and teachers. But there are many students who do not have access to learning by any means. especially The students of the marginalized group and other special needs groups who do not have access to online or digital learning resources. Groups lacking support or motivation for self-study the learning loss that follows school closures can have long-term effects beyond the children themselves, possibly leading to a negative impact on their well-being. And economic status at the individual and national level as well. The outbreak of the coronavirus disease 2019 (COVID-19) from the end of 2019 to the present (August 2021) shows that the current learning infrastructure of countries is at high risk, while schools have shown great flexibility in managing their learning to compensate. With recent crises, the education system needs to be prepared for the next and similar challenges by ensuring that learning, which is the heart of the matter, must continue to occur. And most importantly (Education Council Secretariat Ministry of Education, 2021).

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The epidemic situation of the coronavirus disease 2019 (COVID-19) since the end of 2019 to the present (August, 2021) in addition to affecting in the form of a health crisis and the economic crisis has also severely impacted the management of education, which is the cornerstone of unprecedented wide-ranging human development. Thailand by the Ministry of Education has made efforts to announce and formulate policies to deal with the outbreak in every wave of the COVID-19 situation in accordance with the guidelines for managing the epidemic of the coronavirus disease 2019 in the country as a whole. continuously when reviewing and applying the guidelines for education policy and implementation that the Ministry of Education of Thailand has promulgated and implemented, compared with the concept of educational recovery from the COVID-19 situation. 19 efficient and equal international can be displayed as follows:

The main principles of the school system during the epidemic	
10 principles for effective and equitable educational recovery	Learning management for Thai people under the COVID-19 crisis
1. Open schools as much as possible and as safe as possible.	1. Postpone the opening of the class. By allowing it to be opened under health measures and setting the proportions of learning 5 types according to the context, including the evaluation.
2. Build confidence in the allocation of resources in accordance with the needs and equality.	2. Explore students' devices such as telephones, televisions, and computers.
3. Provide a distance learning infrastructure designed to be accessible to learners.	3. There is a policy for finding digital signal boxes. Prepaid phone-sim Help pay for the Internet, provide equipment, and access the Free website.
4. Encourage teachers to teach	4. Organize training and have a mentor in learning PhenoBL and www.KruProm.com
5. Encourage teachers and parents to work together to support learners.	5. Open collaboration channels and liaison both online and offline.

Principles for effective and equitable educational revitalization	
10 principles for effective and equitable educational recovery	Learning management for Thai people under the COVID-19 crisis
6. Provide targeted support to meet learners' learning, social and emotional needs.	6. Open a mental health and counseling service unit or Hotline
7. Design and strengthen the digital learning infrastructure. Together between teachers and stakeholders.	7. Ministry of Education, teachers, the private sector, and parents jointly organize education and create various platforms under the COVID-19 crisis. To suit each area.
8. Encourage teachers to have the opportunity to practice professionalism and benefit from professional learning.	8. Organize training and have a mentor in learning PhenoBL and www.KruProm.com
9. Promote a culture of working together to create innovation.	9. Open www.TeacherProm.com and training teachers to prepare before the beginning of the semester.
10. Learn from national and international facts.	10. Attend periodic meetings with educational and related organizations to monitor the findings and to monitor both academic and practical work at national and international levels.

From the comparative table of 10 principles for effective and equitable educational recovery with Thailand's learning management under the COVID- 19 crisis (2021), which is a policy of the ministry of education to be used as a guideline for learning management for Thai children. In the situation of COVID- 19 that consists of operations in 4 major sectors as follows:

1. Announcement to postpone the opening of the semester and prepare for 2 phases of education consisting of preparing teachers and students by organizing interesting activities to enhance learning such as life skills from contemporary events real learning management real experience organize a mentoring team for teachers in phase one. And giving schools the freedom to choose 5 types of learning management: On-site/On-air/On-demand/Online/On-hand and hybrid by designing the proportions of learning management and assessment guidelines that are suitable for Context in the second phase.
2. Building cooperation between the ministry of education, the private sector, and parents to jointly provide education under the COVID-19 crisis. In the form of organizing activities to prepare teachers and learners voluntarily in 2 forms, which are online (Web Portal) and off-line.
3. Training to develop teacher competency through the OBEC 2021 WEBINAR project, the new normal online teaching management: Perspectives of administrators, academics and teachers via OBEC CHANNEL
4. Turn the teacher ready. Com, an area of learning in the online world, divided into 6 menus to choose from according to your interests. Containing menu I want to learn Menu I want to teach menu I want to know menu I

want to see menu I want to do menu I want to share are consistent with the principles for effective and equitable educational recovery. As for the principles for the school system during the epidemic but also found that in some issues actions that have already begun may not be clearly visible, such as the results of the student survey of equipment (television, telephone, computer), procurement of a set-top box. Adding digital channels, SIM phones, helping to top up internet bills, providing equipment and opening access to free websites, organizing training and mentoring in phenomenon-based learning (Phenomenon-Based Learning: PhenoBL) and teacher-ready results.com and the effect of opening collaboration channels and contact and coordinate operations both online and off-line , as well as have not set any measures or actions to support the opening of the school as much as possible and safest according to the first principle.

From the comparison of the guidelines for learning management for Thai children in the situation of COVID-19, which are the policies of the Ministry of Education in accordance with the principles for effective and equitable educational recovery, both the principles of the school system during the outbreak and the principles of For the restoration of effective and equal education It can be summarized as a proposal for an effective and equitable educational recovery from the COVID-19 situation in Thailand as follows (Education Council Secretariat Ministry of Education, 2021).

1. Open the semester to ensure continuity of learning. Under the conditions

1.1 Zoning areas are defined, such as remote schools in closed communities (Open with closed bubbles and seals), boarding schools. school on the island and has clear rules for being able to open or close along with systems and tracking mechanisms (Databases and Real Time Reports) as well as providing teachers, trainers, teaching assistants or mentors. In order to become a mentor and advise teachers in learning management.

1.2 The highest and practical health measures (SOPs) are established. (Including providing adequate vaccines for teachers and learners) and providing and distributing necessary public health equipment for learners, teachers and educators.

1.3 Each area has 5 types of learning management ratios (On-site/On-air/On-demand/Online/On-hand) and hybrid, as well as clear and contextually appropriate measurement and evaluation guidelines. Then there is an offer Ministry of Education to consider concretely at the same time, the ministry of education must also discuss the resolution of national tests.

1.4 There is a course size adjustment and reduction. And the desired goals of the course as needed there is learning from real situations. (Use the crisis as a substance that everyone learns) Phenomenon Based Learning: PhenoBL and learn from the COVID-19 situation and use activities that help develop skills in life and work of future learners (Essential Future Skills)

1.5 There is an establishment of a referral center. Consult / Guidance and the central coordination center even if it is a health problem malnutrition, mental health, family, emotional, and social problems affecting the well-being of learners. Lack of learning equipment learning recession problems that arise with teachers and the readiness of remote/online teaching, etc.

2. Prepare and develop an infrastructure (Digital/Online Learning Infrastructure) for sufficient distance learning. Accessible and efficient.

3. Create a learning platform (Learning Platform) that learners and teachers Including parents and stakeholders have access to learning, developing skills and meeting the social and emotional needs that are appropriate for each group to be realistic. There is continuous development and variety.

4. Build cooperation with the private sector and related agencies to create learning options and evaluation (Mentor/ Credit Bank System) that can be done immediately and for future careers

5. Establish and develop a real-world assessment system (Authentic Assessment or Performance Assessment or Alternative Assessment or Direct Assessment) from traditional testing that relies on multiple choice, right/false answers and the use of open-ended questions only. Assigned to the actual assessment emphasis is placed on measuring how students can apply their knowledge to real-world situations. By using assessments of learning and assessments for learning together.

In this regard, a working group or a group of people who are directly responsible should be established. In order to bring the proposal of an effective and equitable educational recovery from the COVID-19 situation above to study and prepare a proposal for an effective and equitable educational recovery from the COVID-19 situation in Thailand. In the form of a concrete short-term, medium-term and long-term policy or plan

Conclusion

This concept of effective and equitable educational recovery from the COVID-19 situation, may not be the final answer to solving learning problems that arise of learners. But it is an approach that many countries are interested in researching and taking into consideration in solving the problems that arise in the education system that affect learning losses, stress and mental health problems. Malnutrition and problems related to learners' social skills arising from the indefinite school closures caused by the COVID-19 situation, all of which will lead to a crisis in human development and the well-being of Learners (Well – Being) who continue and last a long time after the end of the epidemic situation and despite the COVID-19 shows the potential and benefits of bringing innovation in learning and the management of distance learning or online to be used as a means of recovery in education that is effective and equitable in abundance and quickly. But efforts to manage distance learning or online in those COVID-19 pandemics are no substitute for face-to-face or face-to-face learning. The recent disruption of the education system has resulted in massive learning losses and disparities. Therefore, an effective and equitable approach to education recovery from the COVID-19 situation is not only an action after the COVID-19 situation has passed. But will need to be studied and developed and continue to operate throughout the period both in the situation and after the outbreak continues

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