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Quality Assurance for Lifelong Education: A Comprehensive Review

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Abstract

The review on "Quality Assurance for Lifelong Education: A Comprehensive Review" contextualizes itself within the dynamic landscape of 21st-century education, marked by technological advancements, evolving workforce needs, and a growing emphasis on lifelong learning. By delving into the core concepts of this comprehensive examination, the review underscores the imperative of understanding education as a continuous journey and the vital role of quality assurance in ensuring its relevance and effectiveness. Navigating through the historical evolution of quality assurance, global frameworks, and emerging trends, the review provides a holistic perspective on the multifaceted nature of quality assurance for lifelong education. As stakeholders are called to collaborate for continuous improvement and advocate for lifelong learning as a global priority, the review serves as a valuable resource, offering insights and recommendations to shape an educational future that is adaptable, inclusive, and responsive to the diverse needs of learners throughout their lifelong journey

Keywords: Quality Assurance, Lifelong Education

Introduction

Lifelong education, a term deeply embedded in adult education and learning discourse, refers to a holistic and continuous approach to acquiring knowledge, skills, and competencies throughout an individual's lifespan (Merriam & Brockett, 2017). This educational paradigm extends beyond the conventional boundaries of formal schooling. It embraces diverse learning experiences across various contexts, including but not limited to formal education institutions, workplace training, community-based initiatives, and self-directed learning (Field, 2006). The conceptualization of lifelong education underscores the belief that learning is a lifelong endeavor, recognizing the dynamic nature of societies and the need for individuals to adapt and learn continuously in response to evolving personal, professional, and societal demands.

Lifelong education strongly emphasizes self-directed learning and personal development, promoting the idea that individuals should actively shape their educational paths. The concept aligns with transformative learning theories, encouraging individuals to reflect on their experiences critically, challenge existing perspectives, and construct new knowledge throughout their lives (Mezirow, 1991). Lifelong education, thus, becomes a vehicle for

fostering a culture of continuous growth, adaptability, and intellectual curiosity, contributing not only to individual empowerment but also to the development of informed and engaged citizens in an ever-changing world.

Furthermore, lifelong education is underpinned by a commitment to inclusivity and accessibility. The concept recognizes individuals' diverse learning needs and preferences, irrespective of age, background, or prior educational experiences. This inclusivity extends to recognizing and valuing non-formal and informal learning, acknowledging that significant learning occurs beyond structured educational settings (Tight, 2012). By embracing a broad spectrum of learning opportunities and environments, lifelong education seeks to break down barriers to learning and promote equal educational opportunities for all, contributing to the development of a knowledgeable and skilled global citizenry.

Lifelong education is paramount in the 21st century, characterized by rapid technological advancements, globalization, and continuous societal transformations. In the current era, work is evolving, with a shift towards knowledge-based economies and an increased demand for a skilled and adaptable workforce (Field, 2006). Lifelong education becomes a linchpin in addressing this demand by providing individuals with the tools and competencies necessary to navigate a dynamic and complex global landscape. The adaptability and continuous learning fostered by lifelong education align with the needs of a knowledge-driven economy, empowering individuals to remain competitive and contribute meaningfully to society.

Moreover, the 21st century is marked by challenges that require a populace equipped with critical thinking, problem-solving skills, and a global perspective. Lifelong education, by emphasizing acquiring knowledge and developing transferable skills, is crucial in preparing individuals to address multifaceted issues such as climate change, social inequality, and technological disruptions (Organization for Economic Cooperation and Development [OECD], 2007). The significance of lifelong education lies in its potential to cultivate a knowledgeable and socially conscious citizenry capable of engaging with and contributing to contemporary global challenges.

Furthermore, the 21st century is witnessing a continuous expansion of information and communication technologies, shaping new modes of communication, work, and learning. Lifelong education becomes instrumental in fostering digital literacy and technological proficiency, ensuring that individuals are not only consumers of information but also adept producers and collaborators in the digital realm (Eshet-Alkalai, 2004). The significance of lifelong education is underscored by its role in bridging the digital divide and empowering individuals to harness technology for personal and professional development in an interconnected and digitally driven world.

Objectives

Highlight the Importance of Quality Assurance in Lifelong Education

The primary objective of this review article is to underscore the critical significance of quality assurance in lifelong education. Lifelong learning, characterized by a continuous and self-directed pursuit of knowledge throughout one's life, has gained prominence in the 21st century due to rapid technological advancements and evolving global challenges. Ensuring the quality of educational programs and processes in this context is paramount, as it directly influences the effectiveness of lifelong learning initiatives. By delving into the importance of quality assurance, the article emphasizes its role in guaranteeing that lifelong education remains relevant, accessible, and highly quality for individuals across diverse backgrounds, ages, and learning preferences. Through a comprehensive exploration of the subject, the article seeks to contribute to a deeper understanding of how quality assurance mechanisms can enhance the outcomes and impact of lifelong education in addressing the dynamic needs of learners in contemporary society.

Provide an Overview of Existing Literature and Frameworks

Another crucial objective of this review article is to offer a comprehensive overview of the existing literature and frameworks related to quality assurance in lifelong education. By synthesizing the current body of knowledge, the article aims to provide readers with a holistic understanding of the various conceptualizations, models, and methodologies developed to assess and ensure the quality of lifelong learning programs. This overview will encompass a range of perspectives, including international frameworks, institutional practices, and scholarly research, offering readers a nuanced understanding of the multifaceted nature of quality assurance in the context of lifelong education. Through this exploration, the article aims to facilitate a deeper engagement with the subject, laying the groundwork for informed discussions, policy considerations, and practical implementations aimed at advancing the quality of lifelong education on a global scale.

Conceptual Framework of Quality Assurance in Lifelong Education

Definition of Quality Assurance

Quality assurance in education is a multifaceted concept encompassing systematic processes and methodologies to ensure the delivery of high-quality educational outcomes. In academic settings, quality assurance refers to educational institutions' structured and continuous efforts to maintain and enhance the quality of their programs, curriculum, teaching methods, and overall learning experiences (Harvey & Green, 1993). It involves developing and applying standards, assessment mechanisms, and improvement strategies to guarantee that educational offerings meet predefined benchmarks of excellence. Quality assurance concerns education outcomes and the processes and systems to facilitate effective teaching and learning.

Moreover, quality assurance extends beyond the internal mechanisms of educational institutions and often involves external evaluation processes conducted by accrediting bodies or government agencies. This external scrutiny ensures objectivity and accountability in assessing the quality of education. Quality assurance mechanisms aim to address various dimensions of educational provision, including the relevance of curriculum, the effectiveness of pedagogical methods, equity in access and outcomes, and the alignment of educational goals with societal needs (Harvey, 2005). The overarching goal of quality assurance is to foster a culture of continuous improvement, where educational institutions engage in reflective practices, respond to feedback, and adapt their processes to meet evolving standards and expectations.

In essence, quality assurance in education is a dynamic and evolving concept that requires a comprehensive and systematic approach to ensure the ongoing improvement of educational processes and outcomes. It involves the establishment of clear standards, the systematic monitoring of performance against these standards, and the implementation of corrective measures when necessary. Quality assurance is not merely a regulatory process but a commitment to excellence and continuous enhancement, reflecting the broader goals of providing students with a meaningful and effective learning experience (Dill & Beerkens, 2010).

Lifelong Learning Frameworks

1. **UNESCO's Four Pillars of Learning**: UNESCO's Four Pillars of Learning provides a foundational framework for global understanding and implementing lifelong learning. Introduced in the 1996 Delors Report, the four pillars encompass Learning to Know, Learning to Do, Learning to Be, and Learning to Live Together (Delors, 1996). These pillars emphasize a holistic approach to education, extending beyond the traditional boundaries of formal schooling. "Learning to Know" underscores acquiring knowledge and skills, while "Learning to Do" emphasizes applying knowledge in real-world contexts. "Learning to Be" focuses on personal development and self-realization, and "Learning to Live Together" emphasizes fostering social cohesion, intercultural understanding, and global citizenship. UNESCO's Four Pillars of Learning is a comprehensive guide for policymakers, educators, and institutions to shape educational strategies that align with the multifaceted nature of lifelong learning.

2. **European Lifelong Learning Indicators**: The European Lifelong Learning Indicators provide a structured and evaluative framework for assessing the progress and impact of lifelong learning initiatives across European countries. Developed under the auspices of the European Commission, these indicators encompass a range of dimensions, including participation in formal and non-formal education, access to learning opportunities, and the recognition of prior learning (European Commission, 2018). By establishing standard metrics and benchmarks, the framework facilitates cross-country comparisons and enables policymakers to gauge the effectiveness of lifelong learning policies. The indicators reflect the European commitment to creating inclusive and equitable learning societies that support individuals in acquiring skills and competencies throughout their lives. This

framework not only aids in monitoring progress but also contributes to developing evidence-based policies that enhance the quality and accessibility of lifelong learning across diverse European contexts.

Linking Quality Assurance to Lifelong Learning Objectives

Quality assurance in education is pivotal in ensuring that lifelong learning objectives are met and aligned with learners' dynamic needs across their lifespan. Quality assurance mechanisms are integral to implementing and evaluating lifelong learning initiatives, providing a systematic framework to assess and enhance the effectiveness of educational programs and practices (Saroyan & Amundsen, 2004). By establishing clear benchmarks and standards, quality assurance contributes to realizing lifelong learning objectives, ensuring that educational experiences are relevant, equitable, and highly quality.

The alignment of quality assurance with lifelong learning objectives involves comprehensively considering individuals' diverse learning needs and goals at different stages of life. This entails the development of flexible and adaptive curricula, assessment methods, and support structures that accommodate the varied learning styles and preferences of a diverse learner population (Field, 2006). Quality assurance becomes a mechanism for promoting inclusivity within lifelong learning, addressing barriers to access, and fostering an environment where individuals from various backgrounds and contexts can actively engage in continuous learning.

Furthermore, quality assurance is a catalyst for recognizing and validating prior learning experiences, a fundamental aspect of lifelong learning. Acknowledging and accrediting non-formal and informal learning is essential for individuals who engage in learning activities beyond traditional educational settings (Yorke, 2006). When linked to lifelong learning objectives, quality assurance processes facilitate the establishment of mechanisms to assess and validate the skills and competencies acquired through work, community engagement, and other non-traditional avenues. This recognition contributes to a more holistic and personalized approach to lifelong learning, where individuals can build upon their existing knowledge and experiences.

In the context of lifelong learning, the continuous improvement ethos embedded in quality assurance becomes paramount. Quality assurance mechanisms encourage educational institutions and stakeholders to conduct ongoing reflection, collect feedback, and make data-driven decisions (Middlehurst, 2014). This iterative process ensures that lifelong learning objectives remain responsive to societal changes, technological advancements, and evolving learner needs. When integrated effectively with lifelong learning objectives, quality assurance transforms into a dynamic tool supporting continuous adaptation of educational practices, fostering a culture of innovation and relevance.

Historical Development of Quality Assurance in Lifelong Education

1. Evolution of Quality Assurance in Education

1.1 Evolution of Quality Assurance in Education: Historical Milestones

The evolution of quality assurance in education can be traced through several historical milestones, each marking a significant development in the conceptualization and implementation of quality assurance mechanisms. One notable milestone is the establishment of accreditation agencies in the late 19th and early 20th centuries, such as the New England Association of Schools and Colleges in 1885, which laid the foundation for formalized processes to assess and ensure the quality of educational institutions (Ewell, 2001). These early initiatives primarily focused on institutional governance, financial stability, and academic standards, setting the stage for subsequent advancements in quality assurance methodologies.

The mid-20th century saw a shift towards a more comprehensive and systematic approach to quality assurance in higher education. The advent of regional accreditation bodies, such as the Higher Learning Commission (HLC) in the United States, marked a move towards standardized assessment criteria and a focus on educational outcomes (Ewell, 2001). These milestones highlighted the growing recognition that quality assurance should extend beyond institutional inputs to encompass students' learning experiences and outcomes. This shift laid the groundwork for a more student-centered approach to quality assurance, anticipating the evolving needs of learners in the latter part of the 20th century and beyond.

1.2 Evolution of Quality Assurance in Education: Shifting Focus towards Lifelong Education

In the 21st century, the evolution of quality assurance in education has been marked by a notable shift towards a broader perspective that encompasses lifelong education. Traditional quality assurance frameworks primarily concentrated on formal, degree-granting programs have adapted to recognize the diverse and evolving learning pathways individuals pursue throughout their lives (Tight, 2012). This evolution is in response to the changing nature of work, technological advancements, and the increasing recognition of non-formal and informal learning experiences.

The Bologna Process in Europe is an illustrative example of this shift towards lifelong education in quality assurance. Initiated in 1999, the Bologna Process aimed to create a European Higher Education Area, promoting student mobility, comparability of degrees, and the integration of lifelong learning principles into higher education systems (European et al. Area, 2010). By emphasizing the importance of lifelong learning and providing a common framework for quality assurance across diverse educational contexts, the Bologna Process reflects a global recognition of the need for quality assurance mechanisms that transcend traditional academic boundaries.

In conclusion, the evolution of quality assurance in education has been marked by historical milestones that laid the groundwork for systematic evaluation and improvement of educational processes. The contemporary focus on lifelong education represents a significant paradigm shift, acknowledging the importance of continuous

learning throughout one's life and prompting the development of quality assurance frameworks that adapt to diverse learning pathways and evolving societal needs.

2. Global Initiatives and Policies

2.1 Global Initiatives and Policies: International Perspectives on Quality Assurance

International perspectives on quality assurance in education have become increasingly significant as education transcends national borders, and there is a growing recognition of the need for shared standards and collaboration. The internationalization of education has led to frameworks that aim to ensure comparable quality across diverse educational systems. The Tuning Project, initiated in Europe in the early 2000s, exemplifies such efforts by fostering cooperation among universities globally to enhance the quality and relevance of higher education programs (González & Wagenaar, 2008). This project promotes a dynamic approach to quality assurance by emphasizing the importance of defining learning outcomes and competencies relevant to a globalized society.

Additionally, regional initiatives, such as the Asia-Pacific Quality Network (APQN), highlight the significance of international cooperation in quality assurance. APQN, established in 2003, serves as a platform for collaboration and the exchange of best practices among quality assurance agencies in the Asia-Pacific region, emphasizing the importance of cultural diversity and contextual relevance in quality assurance processes (Sriprakash, 2019). These international perspectives underscore the need for flexibility and adaptability in quality assurance frameworks to address diverse global contexts' unique challenges and opportunities.

2.2 Global Initiatives and Policies: Role of Organizations like UNESCO and OECD

Organizations such as UNESCO (United et al. Organization) and OECD (Organisation for Economic Co-operation and Development) play pivotal roles in shaping global initiatives and policies related to quality assurance in education. Through its Education for Sustainable Development (ESD) framework, UNESCO emphasizes integrating quality education with broader sustainable development goals (UNESCO, 2014). This initiative underscores the interconnectedness between quality assurance and global challenges such as environmental sustainability, social equity, and economic development, illustrating a holistic approach to education quality.

On the other hand, the OECD has been influential in promoting international benchmarks and indicators for assessing educational outcomes. The Programme for International Student Assessment (PISA) initiative by the OECD evaluates the performance of education systems worldwide, providing valuable insights into the effectiveness of national education policies and practices (OECD, 2018). The OECD's involvement in comparative assessment contributes to the development of global benchmarks for quality education and fosters a culture of continuous improvement on a global scale.

In summary, global initiatives and policies in quality assurance are shaped by international perspectives that emphasize collaboration, comparability, and a holistic understanding of education. Organizations like UNESCO and OECD play pivotal roles in fostering a global dialogue on education quality, ensuring that quality assurance frameworks align with education's interconnected and dynamic nature in the 21st century.

Key Components of Quality Assurance in Lifelong Education

1. Curriculum Design and Flexibility

1.1 Curriculum Design and Flexibility: Adapting to Diverse Learner Needs

In contemporary education, curriculum design and flexibility are critical components to address the diverse needs of learners. Adapting to diverse learner needs involves recognizing and accommodating variations in learning styles, preferences, and backgrounds. Differentiated instruction, a fundamental principle in modern curriculum design, aims to tailor teaching methods, content, and assessment strategies to meet individual learner needs (Tomlinson, 2014). This approach recognizes that students bring unique strengths and challenges to the learning environment, and a flexible curriculum allows for personalized learning experiences. Incorporating various instructional methods, such as project-based learning, collaborative activities, and varied assessment formats, enables educators to cater to diverse learning preferences, fostering a more inclusive and practical educational experience.

1.2 Curriculum Design and Flexibility: Incorporating Technology and Innovation

In the 21st century, technology and innovation have become integral components of effective curriculum design, providing new avenues for engagement, collaboration, and skill development. Integrating technology into the curriculum enhances access to information and cultivates essential digital literacy skills necessary for success in a rapidly evolving society (Mishra & Koehler, 2006). Innovative approaches, such as blended learning and flipped classrooms, leverage technology to create dynamic and interactive learning environments that cater to diverse learning styles (Horn et al., 2015). This integration prepares learners for the digital age and fosters a sense of adaptability and critical thinking as they navigate an ever-changing technological landscape.

In conclusion, curriculum design and flexibility are fundamental to creating inclusive and effective educational experiences. Adapting to diverse learner needs requires a personalized approach that considers individual differences. At the same time, integrating technology and innovation enables educators to create dynamic and engaging learning environments that prepare students for the challenges of the modern world. This holistic and flexible approach to curriculum design contributes to developing well-rounded, adaptable, and lifelong learners.

2. Assessment and Recognition of Prior Learning

2.1 Assessment and Recognition of Prior Learning: Recognition of Non-formal and Informal Learning

The assessment and recognition of prior learning (RPL) have become pivotal in acknowledging the diverse ways individuals acquire knowledge and skills beyond formal education. Recognition of non-formal and informal learning involves validating learning outside traditional academic settings, such as through work experience, volunteer activities, or self-directed study (Harris, 2017). This recognition acknowledges individuals' wealth of skills and knowledge in various contexts, contributing to a more comprehensive and inclusive educational landscape. Institutions and employers increasingly recognize the value of non-traditional learning pathways, fostering a more equitable and flexible approach to education and employment.

2.2 Assessment and Recognition of Prior Learning: Assessing Competencies and Skills Acquired Through Experience

Assessing competencies and skills acquired through experience is crucial to recognizing prior learning. Competency-based assessment evaluates an individual's ability to apply knowledge and skills in real-world contexts, emphasizing practical proficiency over theoretical knowledge (Mulder et al., 2007). This approach allows for a more nuanced evaluation of an individual's capabilities, moving beyond traditional exams to consider practical learning applications. Competency-based assessments are particularly relevant in recognizing the skills individuals gain through work, life experiences, or informal learning, providing a comprehensive and authentic measure of their capabilities.

In conclusion, the assessment and recognition of prior learning contribute to a more inclusive and responsive education system. Recognizing non-formal and informal learning acknowledges the diversity of individual learning journeys, and assessing competencies acquired through experience provides a more holistic and practical understanding of an individual's abilities. These practices foster a learner-centric approach that values the full spectrum of learning experiences and promotes lifelong learning as a continuous and evolving process.

3. Teacher Training and Professional Development

3.1 Teacher Training and Professional Development: Ensuring Educators are Equipped for Lifelong Learning Environments

In the context of evolving educational landscapes, it is imperative to ensure that educators are equipped for lifelong learning environments. Teacher training and professional development programs are crucial in preparing educators to navigate and thrive in environments characterized by continuous change. This involves providing teachers with the knowledge, skills, and pedagogical approaches necessary to foster lifelong learning habits in their students. Emphasizing the principles of inquiry-based learning, adaptability, and technological proficiency in teacher training programs prepares educators to model and instill a commitment to lifelong learning

among their students (Hattie, 2009). Education systems promote a culture of continuous improvement and adaptability by ensuring that teachers themselves are lifelong learners.

3.2 Teacher Training and Professional Development: Continuous Learning for Teachers as a Model for Students

The concept of continuous learning for teachers is a powerful model for students, emphasizing the importance of ongoing education and personal development. Teachers who engage in continuous professional development enhance their knowledge and skills and demonstrate to students the value and rewards of lifelong learning. This modeling effect can inspire students to embrace a similar mindset, fostering a learning culture beyond the classroom (Day & Sachs, 2004). Through workshops, collaborative learning communities, and reflective practices, teachers can actively engage in continuous learning experiences that contribute to their professional growth and set an example for students to approach learning as a lifelong endeavor.

In summary, teacher training and professional development are pivotal components in shaping educators who are equipped for lifelong learning environments and serve as effective models for their students. By instilling in teachers the principles of continuous learning, adaptability, and a commitment to personal and professional growth, education systems contribute to the development of a generation of students who value learning as a lifelong pursuit.

Challenges and Issues in Quality Assurance for Lifelong Education

1. Recognition of Informal Learning

1.1 Recognition of Informal Learning: Lack of Standardized Methods

One challenge in recognizing informal learning is the need for standardized methods for assessing and validating these learning experiences. Unlike formal education, which often follows a structured curriculum with established assessment tools, informal learning is diverse and context-dependent. As a result, there needs to be more universally accepted frameworks and methodologies for recognizing and accrediting the knowledge and skills acquired informally (Cross, 2019). This lack of standardization can lead to inconsistency and inequity in how informal learning is acknowledged, making it challenging for individuals to receive proper recognition for their non-traditional learning experiences.

1.2 Recognition of Informal Learning: Addressing Bias and Inclusivity

Addressing bias and promoting inclusivity in recognizing informal learning is crucial to ensure fairness and equal opportunities for all learners. Traditional recognition mechanisms may inadvertently favor specific informal learning experiences over others, leading to a potential bias against individuals from diverse backgrounds or non-traditional learning pathways (Gibson & Churchill, 2019). To enhance inclusivity, there is a need to develop assessment approaches that consider a broad range of informal learning contexts, including those outside

traditional educational settings. Additionally, raising awareness about the value of diverse learning experiences and providing guidelines for recognizing informal learning in a way free from bias can contribute to a more equitable and inclusive recognition process.

In conclusion, the recognition of informal learning faces challenges related to the lack of standardized methods and potential bias. Developing more inclusive assessment approaches that consider the diverse nature of informal learning experiences is essential to address these challenges. Standardization efforts should focus on creating flexible frameworks that acknowledge the richness and variety of informal learning, ensuring fair and equitable recognition for individuals with diverse learning pathways.

2. Technological Integration

2.1 Technological Integration: Ensuring Access and Equity

While technological integration in lifelong learning platforms offers numerous opportunities, ensuring access and equity remains a significant challenge. The digital divide, characterized by disparities in access to technology and the Internet, can exacerbate educational inequalities. Individuals from socio-economically disadvantaged backgrounds may face barriers to accessing necessary devices, high-speed Internet, and digital literacy resources (Warschauer & Matuchniak, 2010). To address this challenge, it is crucial to implement policies and initiatives that bridge the digital divide, providing equal opportunities for all learners to participate in and benefit from technological advancements in lifelong learning platforms.

2.2 Technological Integration: Cybersecurity Concerns in Lifelong Learning Platforms

As lifelong learning increasingly relies on technology, cybersecurity concerns become paramount. Lifelong learning platforms often involve storing and transferring sensitive personal and educational information. The risk of data breaches, identity theft, or unauthorized access threatens learners' privacy and security (Selwyn, Pangrazio, & Nemorin, 2020). Institutions and platform developers must prioritize robust cybersecurity measures, including encryption protocols, secure authentication processes, and regular security audits, to protect the integrity and confidentiality of learner data. Additionally, educating users about cybersecurity best practices can empower them to contribute to a safer online learning environment.

In summary, technological integration in lifelong learning platforms brings opportunities and challenges. Ensuring access and equity requires addressing the digital divide while managing cybersecurity concerns, which is crucial to protecting the privacy and security of learners. A balanced approach that prioritizes inclusive access, educational equity, and robust cybersecurity measures is essential to harness the full potential of technology in lifelong learning.

3. Quality Assurance Across Diverse Contexts

3.1 Quality Assurance Across Diverse Contexts: Urban vs. Rural Settings

Ensuring quality assurance in education across diverse contexts, particularly in urban and rural settings, presents unique challenges. Urban and rural environments differ significantly regarding infrastructure, resources, and community dynamics. In urban settings, schools may have access to advanced technologies, diverse educational programs, and a larger pool of qualified teachers. However, urban schools may also face challenges related to overcrowded classrooms and issues of social inequality (Hanushek et al., 2015). In contrast, rural settings may experience limitations in terms of infrastructure, including limited access to the Internet, fewer extracurricular opportunities, and challenges in attracting and retaining qualified educators (Duflo et al., 2019). To address these disparities and ensure quality education across diverse settings, quality assurance mechanisms must be adaptable and considerate of urban and rural contexts' specific needs and constraints.

3.2 Quality Assurance Across Diverse Contexts: Cultural Considerations in Quality Assurance

Cultural considerations play a significant role in quality assurance, as education is deeply rooted in cultural contexts that influence teaching and learning practices. Quality assurance mechanisms must respect and integrate cultural diversity to ensure relevance and effectiveness. The components of culturally responsive assessment methods, curriculum design reflecting local values and traditions, and teacher training programs incorporating cultural competency are essential (Gay, 2010). Moreover, cultural considerations extend beyond curriculum content to encompass broader aspects of education, including communication styles, parental involvement, and community engagement. Embracing cultural diversity in quality assurance ensures educational relevance and promotes inclusivity and respect for diverse ways of knowing and learning.

In conclusion, ensuring quality assurance across diverse contexts involves recognizing and addressing the unique challenges of urban and rural settings and integrating cultural considerations into educational practices. A flexible and culturally responsive approach to quality assurance is crucial to fostering inclusive, equitable, and practical education across different geographical and cultural landscapes.

Best Practices and Case Studies

1. Successful Implementation of Quality Assurance: Case Studies of Countries or Institutions with Effective Frameworks

Several countries and institutions have successfully implemented quality assurance frameworks, providing valuable case studies that shed light on effective practices. For example, Finland is often cited for its comprehensive and successful quality assurance system in education. The Finnish approach focuses on teacher professionalism, collaborative school culture, and a balanced curriculum, contributing to the nation's consistently high-performing education system (Sahlberg, 2011). Another noteworthy case is Singapore, where a robust quality

assurance system emphasizes teacher training, curriculum development, and regular assessments, contributing to the country's solid educational outcomes (Lee, 2018). These case studies offer insights into the multifaceted nature of successful quality assurance, emphasizing the importance of systemic approaches and a holistic perspective.

2. Successful Implementation of Quality Assurance: Lessons Learned from Successful Initiatives

Analyzing successful initiatives provides valuable lessons that can inform the design and implementation of quality assurance frameworks. One common thread in successful cases is a focus on continuous improvement and adaptability. For instance, the quality assurance system in Ontario, Canada, emphasizes ongoing evaluation, feedback loops, and collaboration among educators to enhance teaching practices and student outcomes (Ontario Ministry of Education, 2020). Additionally, initiatives prioritizing stakeholder engagement and feedback, such as those in New Zealand, underscore the importance of involving educators, students, and communities in the quality assurance process (New Zealand Ministry of Education, 2021). These lessons highlight the need for dynamic, learner-centered, and collaborative approaches to quality assurance that evolve with the changing needs of education systems.

In conclusion, the successful implementation of quality assurance is illuminated through case studies of countries or institutions with effective frameworks. Examining models like those in Finland, Singapore, Ontario, and New Zealand provides valuable insights into diverse approaches and practices. These case studies contribute to the collective knowledge base, offering lessons emphasizing the importance of systemic thinking, continuous improvement, and stakeholder engagement in pursuing quality education.

Future Directions and Recommendations

1. Emerging Trends in Quality Assurance for Lifelong Education

1.1 Emerging Trends in Quality Assurance for Lifelong Education: Technological Advancements

One prominent emerging quality assurance trend for lifelong education is the integration of technological advancements. Technology is becoming a fundamental component of educational delivery, assessment, and quality assurance. Learning analytics, artificial intelligence, and data-driven decision-making transform how educational outcomes are monitored and assessed (Siemens & Long, 2011). Technological tools offer the potential to personalize learning experiences, provide real-time feedback, and track progress over a lifetime. Additionally, the rise of online and blended learning platforms necessitates robust quality assurance mechanisms to ensure the effectiveness and integrity of digital education (Garrison & Vaughan, 2018). As lifelong learning becomes more digitally mediated, quality assurance frameworks must adapt to leverage technology for continuous improvement, accessibility, and learner success.

1.2 Emerging Trends in Quality Assurance for Lifelong Education: Changing Demographics and Workforce Needs

The changing demographics of learners and evolving workforce needs constitute another significant trend influencing quality assurance in lifelong education. The workforce is becoming more diverse regarding age, background, and career paths. Lifelong learning is no longer confined to traditional educational institutions, and recognition of prior learning, micro-credentials, and flexible pathways is gaining prominence (OECD, 2018). Quality assurance frameworks must adapt to accommodate non-traditional learners, address the skills gap, and ensure that educational offerings align with the evolving demands of the job market. Recognizing and accrediting a broader range of learning experiences, including those gained through work and life experiences, is crucial to creating a more inclusive and responsive lifelong education system.

In conclusion, emerging trends in quality assurance for lifelong education reflect the transformative impact of technological advancements and the evolving landscape of demographics and workforce needs. Adapting quality assurance frameworks to leverage technology and accommodate diverse learners is essential to ensuring the relevance, accessibility, and effectiveness of lifelong education in the 21st century. These trends highlight the need for flexible, learner-centered, and technology-enabled approaches to quality assurance that address the dynamic nature of lifelong learning.

2. Recommendations for Policymakers and Practitioners

2.1 Policy Considerations

Flexible Accreditation Policies: Policymakers should consider the development of flexible accreditation policies that recognize a diverse range of learning experiences. This includes formal education, non-formal training, and informal learning gained through work or community engagement. Flexible accreditation can accommodate the dynamic and varied pathways individuals take in lifelong learning.

Investment in Technological Infrastructure: Policymakers should prioritize investments in technological infrastructure to support digital learning initiatives. This includes ensuring access to high-speed Internet, providing devices for learners, and promoting digital literacy. Robust technology infrastructure is essential for the success of online and blended learning programs, contributing to the quality and accessibility of lifelong education.

Incentives for Lifelong Learning Programs: Policymakers can introduce incentives for educational institutions and organizations to develop and implement lifelong learning programs. This may include financial support, recognition, or accreditation for institutions that actively provide flexible and inclusive education that meets the needs of diverse learners.

2.2 Practical Strategies for Educators and Institutions

Implementing Blended Learning Models: Educators and institutions should consider adopting blended learning models that combine face-to-face instruction with online components. Blended learning offers flexibility, allowing learners to engage with educational content in and outside the traditional classroom, catering to different learning styles and preferences (Graham, 2006).

Prioritizing Professional Development for Educators: Institutions should prioritize ongoing professional development for educators to enhance their skills in delivering lifelong learning. Training should focus on integrating technology, implementing learner-centered pedagogies, and recognizing and validating diverse learning experiences. Well-prepared educators are crucial for the success of lifelong learning initiatives (Borko, 2004).

Establishing Recognition Mechanisms for Prior Learning: Institutions should create transparent and inclusive mechanisms for recognizing prior learning experiences. This involves developing criteria, assessment methods, and documentation processes that acknowledge the skills and knowledge individuals bring from their work, community engagement, and other non-traditional avenues (Yorke, 2006).

In conclusion, recommendations for policymakers and practitioners in lifelong education involve a combination of policy considerations and practical strategies. Policymakers play a crucial role in creating a supportive environment through flexible accreditation policies and investments in technological infrastructure. Meanwhile, educators and institutions can contribute to the success of lifelong learning by implementing blended learning models, prioritizing professional development, and establishing transparent recognition mechanisms for prior learning experiences. These recommendations aim to create a holistic and adaptable framework that fosters lifelong learning for diverse individuals.

Conclusion

Recapitulation of Key Findings

In exploring the landscape of quality assurance for lifelong education, key findings emerge that underscore the dynamic and evolving nature of educational practices in the 21st century. The review delved into the definition of lifelong education, emphasizing its holistic and continuous nature. It explored the significance of quality assurance as an essential mechanism to ensure lifelong education's effectiveness, relevance, and inclusivity. Examining global initiatives and policies highlighted the crucial roles played by organizations like UNESCO and OECD in shaping international perspectives and benchmarks for quality assurance. Lifelong learning frameworks, including UNESCO's Four Pillars of Learning and European Lifelong Learning Indicators, were discussed as guiding principles for shaping educational systems that respond to diverse learning needs.

The review also traced the evolution of quality assurance in education from historical milestones to a contemporary focus on lifelong education.

The exploration of case studies, best practices, and emerging trends revealed valuable insights. Successful implementation of quality assurance was illustrated through examples from countries like Finland and Singapore, offering lessons on systemic approaches, continuous improvement, and adaptability. Emerging trends emphasized the integration of technological advancements and the consideration of changing demographics and workforce needs. The recognition of informal learning and its associated challenges, such as the lack of standardized methods and the need for inclusivity, were explored. The recommendations for policymakers and practitioners provided actionable steps, from flexible accreditation policies to implementing blended learning models and recognition mechanisms for prior learning experiences.

Call to Action for Stakeholders

Collaborative Efforts for Continuous Improvement:

Policymakers, educators, institutions, and quality assurance bodies are urged to collaborate for continuous improvement. By sharing best practices, exchanging insights, and fostering a culture of collaboration, stakeholders can contribute to the evolution of practical and adaptable quality assurance frameworks.

Quality assurance bodies should facilitate platforms for knowledge exchange, bringing together policymakers, educators, and institutions to discuss challenges, successes, and innovative practices. Collaborative networks can serve as catalysts for continuous improvement, enabling stakeholders to learn from each other's experiences and enhance the quality of lifelong education.

Advocacy for Lifelong Learning as a Global Priority

Stakeholders, including educational leaders, policymakers, and advocates, are called to advocate for lifelong learning as a global priority. Recognizing the transformative potential of lifelong education in addressing societal challenges and fostering individual growth, stakeholders should champion its importance on national and international platforms.

Policymakers should prioritize lifelong learning in policy agendas, allocating resources and creating frameworks that support its implementation. Educational institutions and organizations should engage in public awareness campaigns to highlight the benefits of lifelong learning and dispel misconceptions.

Advocacy efforts should extend to global organizations, urging them to integrate lifelong learning into their development agendas. By positioning lifelong learning as a fundamental component of sustainable development, stakeholders can collectively work towards building a world where education is a lifelong journey for all.

In conclusion, the quality assurance review for lifelong education illuminates the multifaceted nature of this dynamic field. As stakeholders collaborate for continuous improvement and advocate for lifelong learning as a global priority, the educational landscape can transform into a space where quality education is accessible, inclusive, and responsive to the evolving needs of learners throughout their lives. The call to action encourages a collective commitment to shaping a future where lifelong learning is not just a concept but a shared reality for individuals across the globe.

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Developing Educational Quality in Basic Education in Thailand: Guidelines for Internal Quality Assurance in Schools and Preparation for External Quality Evaluation

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Introduction

Education is a fundamental cornerstone for national development, especially at the basic education level, which lays the foundation for essential knowledge and skills for young people. Quality assurance in education is a crucial mechanism for elevating educational standards to meet the needs of society and national development in the 21st century.

In Thailand, education quality assurance is enshrined in the National Education Act of 1999 and its amendments (Second Amendment, 2002), mandating that all educational institutions conduct internal quality assurance (IQA) and undergo external quality evaluations (EQA) to enhance the quality and standards of education. Despite these legislative measures, the implementation of quality assurance in Thailand's basic education sector faces several challenges and obstacles, impacting the overall quality of education in the country.

This article aims to present the development of education quality in Thailand's basic education sector by exploring internal quality assurance approaches within schools and preparation for external quality evaluations. It will analyze the strengths and weaknesses of the current quality assurance system and provide recommendations for improving internal quality assurance mechanisms and preparing schools for external quality evaluations.

The Current State of Basic Education Institutions in Implementing Educational Quality Assurance

The current state of basic education institutions in implementing internal educational quality assurance and preparing for external quality evaluations can be summarized from the observations made during school visits. As a supervising professor for student teachers in higher education institutions, responsible for overseeing the academic operations of basic education institutions in various provinces in the southern region (Songkhla, Phatthalung, Satun, Pattani, Yala, and Narathiwat), I have witnessed the efforts to develop and improve the quality assurance system to make it more effective. However, there remain several challenges that schools need to continuously address and develop. The goal is to integrate the quality assurance system into the organizational culture, thereby leading to routine improvements in the quality of education.

When interviewing or conversing with school administrators and observing the academic operations of schools, certain observations regarding the current state of internal educational quality assurance and preparations

for external quality evaluations emerged. There are nine key issues related to the current state of basic education institutions in implementing educational quality assurance:

Issue 1: Changing Educational Concepts and Policies

As most educational institutions adapt to the new concept of continuous quality improvement rather than merely aiming for evaluation, there has been a shift in policies to align with changing educational standards and evaluation criteria. This adjustment remains a significant challenge, particularly in fostering understanding and acceptance among staff at all levels regarding the changes, especially in educational concepts and policies.

Issue 2: Developing Internal Quality Assurance Systems and Mechanisms

Various schools have undertaken efforts to enhance the efficiency of their internal quality assurance systems by integrating them into regular operations and management. Educational quality development plans that align with the context and needs of the institutions have been formulated. However, problems persist in the concrete and continuous implementation of these plans.

Issue 3: Creating Participation and Quality Culture

Despite efforts to engage staff at all levels in quality assurance activities and to build a quality culture within the institution, some personnel still perceive these efforts as additional burdens. There is also a lack of awareness regarding the importance of continuous quality improvement.

Issue 4: Developing Information Systems and Knowledge Management

Educational institutions are working on developing information systems to support quality assurance by utilizing technology for data storage and analysis, as well as knowledge management for sharing best practices. However, there are limitations in developing the technological skills of staff and utilizing data for policy decision-making by administrators, which still lacks comprehensive implementation.

Issue 5: Preparing for External Quality Evaluations

Even though schools are preparing for external quality evaluations by analyzing performance against educational standards, creating self-assessment reports, and rehearsing evaluation processes, there are still issues in linking internal quality assurance with external evaluations. This includes aligning the operations according to internal quality assurance standards with the external evaluation criteria.

Issue 6: Developing Quality Assurance Personnel

Schools still rely on individual teachers responsible for educational quality assurance as the mechanism for conducting and reporting quality assurance activities. Although there are training and development programs to enhance knowledge and skills in quality assurance, there is a lack of continuity in applying this knowledge to actual practice. Additionally, frequent transfers or changes of personnel responsible for quality assurance result in a lack of continuity in the work.

Issue 7: Building Networks and Collaboration

Some educational institutions still lack initiatives to prioritize building collaborative networks for quality assurance with other schools and external organizations, which are essential for mutual learning and sharing experiences. Additionally, there is a lack of practical application of best practices, which hampers the continuous transmission of quality assurance knowledge into effective practices.

Issue 8: Adapting to Changes in Educational Criteria and Standards

Schools face challenges in keeping up with changes in external quality evaluation criteria and educational standards. There is a need for better awareness and understanding of new criteria, and adapting work processes to align with these changes continues to impact the development of the quality assurance system.

Issue 9: Academic Leadership of School Administrators

Effective academic leadership is crucial for driving quality assurance as a tool to develop educational quality according to basic educational standards. However, there is a disconnection between academic and curriculum management and the implementation of annual quality development plans. This disjointed approach makes it seem as if quality assurance is separate from academic and curriculum management, even though they are inherently interconnected.

In summary, the current state of quality assurance in basic education institutions is influenced by various factors that affect the development of educational quality. Quality assurance should be used as a tool, mechanism, and goal to elevate and drive educational quality according to set standards. This can be analyzed by examining the strengths and weaknesses of the quality assurance system in basic education in Thailand, drawing insights from various academic studies and concepts over time.

Strengths and Weaknesses of the Educational Quality Assurance System

The current state of quality assurance operations in basic education institutions leads to an analysis of the strengths and weaknesses of the educational quality assurance system in basic education in Thailand. Summarized from the synthesis of documents and key concepts (Office of the National Education Commission, 1999; Wijit Srisa-arn, 2015; Suwimon Wongwanich, 2010; Paitoon Sinlarat, 2014; Somwang Pithiyanuwat, 2011; Wichai Wongyai, 2013; Apinan Sirirattanchit, 2015), the strengths and weaknesses are identified as follows:

Strengths of the Educational Quality Assurance System

Point 1: The educational quality assurance system operates under a legal framework. Thailand has the National Education Act, which mandates the implementation of an educational quality assurance system. This provides a clear legal basis for its operation.

Point 2: The implementation of external quality assessment is overseen by a dedicated agency. The Office for National Education Standards and Quality Assessment (ONESQA) has been established as a public organization responsible for conducting external quality assessments. Having a specialized agency in charge of this task is beneficial, as it ensures assessments are conducted from an external perspective.

Point 3: Continuous development of the system. The criteria and methods for educational quality assessment are regularly revised and improved in line with the cycles of external quality assessment. This ensures that the system remains relevant to changing contexts.

Point 4: Efforts to build a quality culture within educational institutions. There is a growing awareness of the importance and value of the quality assurance system, which helps to encourage institutions to continuously improve their quality. This leads to enhanced educational management quality.

Weaknesses of the Educational Quality Assurance System

Point 1: Excessive documentation workload. Despite efforts to reduce the paperwork burden to accommodate assessments, educational institutions still face overwhelming documentation requirements. This reduces the time teachers and educational staff have for improving teaching and learning, ultimately affecting the quality of education.

Point 2: Evaluation focused more on outcomes than processes. Evaluations often emphasize quantitative results rather than the quality of teaching and learning processes. This can lead to teachers and institutions developing a negative attitude towards the system, viewing it more as an audit rather than a supportive or mentoring process.

Point 3: Lack of genuine stakeholder participation. Quality assurance efforts are often perceived as the sole responsibility of administrators and teachers, leading to a lack of real involvement from students, parents, and the community in the educational quality assurance process.

Point 4: Inconsistency between evaluation criteria and diverse contexts. This issue highlights that certain evaluation criteria may not be suitable for the varying contexts of different educational institutions, especially in remote areas. Applying a single standard that lacks flexibility for different contexts can result in disparate evaluation outcomes.

Point 5: Lack of concrete application of evaluation results. In reality, many educational institutions struggle to use evaluation results effectively to improve the quality of education. The recommendations from educational quality assessments often do not appear in development plans or become concrete goals for educational quality improvement.

Analyzing the strengths and weaknesses of the quality assurance system for basic education institutions, based on documents and key concepts from Thai education scholars, reveals these issues. These problems are linked to the reasons why educational quality assurance and assessments often fail to achieve their intended goals or educational standards.

Reasons for the Lack of Success in Internal Quality Assurance

The failure of educational quality assurance to achieve success—where outcomes do not meet educational standards, or where the quality assurance process has not become a key mechanism in educational management and does not align with external quality assurance criteria—can be attributed to several key factors:

Reason 1: Misunderstanding of Quality Assurance

Many staff members in educational institutions may perceive quality assurance as an additional burden rather than an integral part of their regular work processes. There is often a lack of understanding of the true goals of quality assurance, with an emphasis on merely passing evaluations rather than genuinely improving quality. Furthermore, there is a misconception that internal and external quality assurance are separate and unrelated processes.

Reason 2: Lack of Participation from All Levels of Personnel

Quality assurance efforts are often limited to those directly responsible, without the cooperation of all personnel within the organization. There is a lack of awareness and participation from staff at all levels in the quality assurance process, and some personnel may view it as solely the responsibility of the administration or the designated quality assurance team.

Reason 3: Lack of Systematic Planning and Implementation

This may arise from the absence of clear and contextually relevant quality assurance plans within the institution. There is often a failure to integrate quality assurance with regular tasks and the institution's development plans. Additionally, the quality assurance process may not fully or continuously follow the PDCA (Plan-Do-Check-Act) cycle.

Reason 4: Lack of Development in Information Systems for Quality Assurance

Inefficient data storage and collection systems result in incomplete, inaccurate, and outdated information. There is often a lack of effective use of information technology in managing data for quality assurance, and the analysis and utilization of data for quality improvement are not efficiently conducted.

Reason 5: Lack of Continuous Development of Personnel in Quality Assurance

Personnel often lack the knowledge and skills necessary for effective quality assurance. There may be insufficient or irregular training and development of staff in quality assurance, as well as a lack of strong team-building to drive quality assurance efforts forward.

Reason 6: Lack of Support from Administrators

The failure of quality assurance efforts may be due to administrators not placing sufficient importance on the process. This includes a lack of clear policies and direction for quality assurance efforts or inadequate allocation of resources necessary for its implementation.

Reason 7: Lack of Integration Between Internal and External Quality Assurance

There may be no application of external quality assessment results to improve and develop internal quality assurance systems. Institutions may lack proper preparation for external evaluations, and the internal quality assurance process may not align with external evaluation criteria.

Reason 8: Lack of Quality Culture in Educational Institutions

This can occur when there is no instilling of values and positive attitudes towards continuous quality improvement. The environment and atmosphere that promote quality development might be lacking, and personnel may not see the importance of ongoing quality improvement.

Reason 9: Lack of Systematic Monitoring and Evaluation

There may be no regular tracking of progress in quality assurance efforts, no evaluation of performance, or use of results to make improvements. Additionally, there may be no consistent reporting of quality assurance activities to stakeholders.

Reason 10: Lack of Integration Between Quality Assurance and Educational Quality Development

Quality assurance may be viewed as separate from educational quality development. There might be no use of quality assurance results to improve teaching and learning, and no connection between quality assurance and curriculum development, teaching practices, and assessment.

Reason 11: Lack of Continuity in Implementation

Quality assurance efforts might be rushed only in preparation for upcoming evaluations, lacking continuous development and improvement between evaluation cycles. Changes in responsibility or administration can also lead to discontinuity in efforts.

Reason 12: Lack of Networking and Knowledge Sharing

There may be no collaboration networks for quality assurance with other educational institutions, no exchange of knowledge or lessons learned from successful schools, and no application of best practices from external sources to improve the institution's own quality assurance system.

Reason 13: Lack of Effective Communication and Understanding

There may be inadequate communication regarding the goals, processes, and outcomes of quality assurance. This includes a lack of understanding among personnel about their roles and responsibilities in quality assurance and unclear or inconsistent communication of quality assurance information.

Reason 14: Lack of Adaptation to Changes in Criteria and Standards

Institutions may struggle to keep up with changes in external quality assessment criteria, fail to monitor and understand evolving educational standards, or lack preparation for changes in the quality assurance system.

Reason 15: Lack of Stakeholder Involvement

There may be no opportunities for parents, the community, and other stakeholders to participate in quality assurance. Institutions may fail to listen to feedback and suggestions from stakeholders in quality development, and there may be no collaboration with external agencies in improving educational quality.

To summarize, the failure in educational quality assurance efforts can be attributed to various factors as mentioned above. Addressing these issues requires collaboration from all stakeholders, including administrators, teachers, staff, students, parents, and the community. This cooperation is crucial to creating understanding, adjusting attitudes, and jointly developing an efficient internal quality assurance system that aligns with the context of each educational institution. Such efforts will lead to genuine improvement in educational quality and ensure readiness for effective external quality evaluations.

Development and Preparedness Strategies for Schools to Meet Quality Evaluation Standards:

Strategy 1: Establishing a Quality Culture in Educational Institutions

The Total Quality Management (TQM) concept by W. Edwards Deming forms the foundation for building a quality culture in schools. Edward Sallis (2002) adapted this idea to education, emphasizing the involvement of everyone in the organization in continuous quality improvement. Schools should raise awareness and understanding of the importance of educational quality among all staff levels, set clear quality policies, promote teamwork and participation in quality development, and provide continuous professional development in quality assurance.

Strategy 2: Developing an Internal Quality Assurance System

According to Professor Dr. Somwang Pitiyanuwat (2011), schools should focus on self-development using Deming's PDCA (Plan-Do-Check-Act) cycle. Schools should create development plans that align with their specific context and needs, implement these plans systematically and continuously, regularly monitor and evaluate the execution, and use the evaluation results for continuous improvement.

Strategy 3: Developing Information Systems for Quality Assurance

Professor Dr. Paitoon Sinlarat (2014) emphasized the importance of using information technology in managing data for quality assurance, in line with Daniel J. Power's (2002) Decision Support Systems concept. Schools should develop comprehensive and up-to-date databases, utilize technology for data storage, analysis, and reporting, and train staff in using IT for quality assurance.

Strategy 4: Implementing Authentic Assessment

Grant Wiggins and McTighe Jay (1998) proposed the concept of authentic assessment, which focuses on evaluating students' actual performance. Associate Professor Dr. Suwimon Wongwanich (2010) emphasized assessment for learning improvement. Schools should design assessments that reflect students' real competencies and skills, employ diverse assessment methods like observation, interviews, portfolios, and encourage students to participate in self-assessment and peer assessment.

Strategy 5: Developing Academic Leadership

Michael Fullan (2007) highlighted the importance of academic leadership in driving change and improving educational quality. Professor Dr. Teera Runcharoen (2007) stressed the role of school administrators in enhancing educational quality. Schools should develop leaders with strong academic leadership skills, involve administrators in supervising and improving teaching and learning, and build academic cooperation networks both within and outside the school.

Strategy 6: Building a Professional Learning Community (PLC)

Richard DuFour and colleagues (2010) introduced the concept of a Professional Learning Community, which emphasizes collaboration among teachers to improve teaching practices. This aligns with Associate Professor Dr. Wichai Wongyai's (2013) idea of collaborative professional development for teachers. Schools should facilitate time and space for teachers to share knowledge and collaboratively improve teaching, encourage classroom research to enhance teaching quality, and foster a culture of knowledge exchange and constructive feedback.

Strategy 7: Developing Learner-Centered Curriculum and Instruction

John Dewey emphasized the importance of learning environments where students construct knowledge themselves. This is in line with the ideas of Professor Dr. Sompong Jitradub and colleagues (2008), who advocated for learning aligned with students' development and interests. Schools should focus on developing curricula that reflect the context and needs of learners, promote diverse and hands-on teaching methods, and create learning environments that encourage self-directed learning.

Strategy 8: Preparing for 21st Century Skill Development

The Partnership for 21st Century Skills (2006) proposed a framework for the essential skills students need for future success. This resonates with Professor Dr. Kriangsak Chareonwongsak's (2012) focus on developing skills required in the modern world. Schools should update curricula and teaching activities to foster 21st-century skills, train teachers to effectively promote these skills, and create environments and resources that support the development of such skills.

The above strategies provide a comprehensive approach for schools to prepare for quality evaluations, not only aiming to meet evaluation standards but also promoting long-term educational improvement. These efforts ensure that quality assurance becomes an integral part of continuous educational development, ultimately enhancing the overall quality of education in the long run.

Promoting Educational Quality Development in Thailand

To enhance the long-term quality of education in Thailand, several strategies can be adopted to establish a robust quality assurance system. These strategies are based on innovative and transformative educational concepts:

Concept 1: Creating an Innovative Quality Culture

This concept, based on Michael Fullan's (2011) work, emphasizes fostering an organizational culture that promotes continuous innovation and learning. Key strategies include encouraging innovative thinking at all levels within educational institutions, establishing reward systems for creative ideas and educational innovations, and organizing platforms for sharing educational innovations between schools.

Concept 2: Developing Transformative Educational Leadership

Kenneth Leithwood and Doris Jantzi's (2006) concept of transformational leadership in education underscores the need for leadership that can drive change. Strategies include developing school leaders with a vision and the skills to lead transformation, promoting decentralized decision-making and participation, and creating networks of educational leaders to share experiences and best practices.

Concept 3: Assessment for Learning and Development**

Inspired by Dylan Wiliam's (2018) concept of "Embedded Formative Assessment," this approach advocates shifting from assessment for accountability to assessment that enhances learning. Strategies include redesigning assessments to support learning and development, implementing effective and constructive feedback systems, and promoting the use of assessment results to continuously improve teaching and learning.

Concept 4: Building Cross-Organizational Professional Learning Communities

Expanding on Richard DuFour's (2004) idea of Professional Learning Communities, this concept involves fostering collaborative learning across schools and external organizations. Strategies include creating networks between schools, universities, and the private sector, organizing joint professional development activities across organizations, and developing collaborative research and development projects to elevate educational quality.

Concept 5: Utilizing Technology for Comprehensive Educational Quality Improvement

This concept applies Bill Cope and Mary Kalantzis's (2012) "Ubiquitous Learning" approach to improve educational quality. Strategies include developing digital platforms for learning and quality assurance, promoting the use of Big Data and AI to analyze and enhance educational quality, and creating high-quality online learning systems that are accessible anytime and anywhere.

Concept 6: Developing an Integrated Curriculum for the Future

This concept is based on the OECD's (2019) "Future-ready Learning," which focuses on preparing students to navigate future changes effectively. Strategies include developing curricula that integrate interdisciplinary knowledge and skills, promoting project-based learning that connects with real-world problems, and designing assessment systems that measure higher-order thinking skills and the ability to apply knowledge.

Concept 7: Building Partnerships with Community and Society

Drawing from Joyce L. Epstein et al.'s (2011) "Community Schools" concept, this idea emphasizes the collaboration between schools, communities, and businesses to enhance educational quality. Strategies include creating partnerships for curriculum development and learning activities, utilizing community resources for student learning and skill development, and integrating community service projects with academic learning.

Incorporating these concepts and strategies into the educational quality assurance framework will foster genuine educational improvement. By promoting innovation, leadership, technology use, and collaboration across sectors, these approaches aim to elevate the quality of education in Thailand in the long term, ensuring that students are well-prepared for the challenges of the future.

Creating a Culture of Quality: A Key Factor in Driving Educational Quality Assurance

A culture of quality is a fundamental foundation for the sustainable development of educational quality. Building a culture of quality within educational institutions is, therefore, a key factor in driving educational quality assurance. To establish this culture of quality, there must be clear goals and processes that lead to creating shared awareness and responsibility.

A culture of quality helps all levels of staff within an educational institution recognize the importance of educational quality and take joint responsibility for continuous quality improvement. By fostering participation and collaboration, it encourages a culture of quality that motivates involvement and cooperation among staff, students, parents, and the community in the development of educational quality.

This culture of quality also inspires self-development and organizational growth by motivating staff to commit to continuous improvement, promoting learning and innovation. A culture of quality fosters an atmosphere of learning and innovation within educational institutions, leading to sustainable quality development.

A culture of quality ensures that the development of educational quality is ongoing and sustainable, rather than merely meeting requirements or evaluations.

To build a culture of quality within educational institutions, it is necessary to consider the specific context of the organization. The approach to creating a culture of quality in educational institutions can be divided into 10 key strategic areas:

1. **Leadership Development Focused on Quality**: Strategies may include developing leaders with a vision and commitment to building a culture of quality, encouraging leaders to model quality work practices, and providing workshops to develop quality management skills for leaders at all levels.
2. **Participation of All Levels of Staff**: Strategies may include creating an open and effective communication system within the organization, establishing quality teams with representatives from all areas of the institution, and organizing regular brainstorming activities to improve educational quality.
3. **Continuous Staff Development**: Strategies may involve creating a staff development plan aligned with the institution's quality goals, promoting ongoing learning and self-development through training, seminars, and study tours, and establishing mentoring systems and knowledge exchange among staff.
4. **Building Shared Values and Beliefs**: This involves strategies such as jointly establishing core values related to the quality of educational institutions, organizing activities to foster understanding and acceptance of these quality values, and consistently communicating and reinforcing these values through various channels.
5. **Creating Quality-Focused Systems and Processes**: Key strategies include developing an effective internal quality assurance system that aligns with the context of the educational institution, applying various quality tools like PDCA, Six Sigma, and Lean to improve educational quality, and establishing a systematic approach to monitoring and evaluating quality-related performance.
6. **Motivation and Recognition**: Strategies in this area include implementing a system to reward and recognize outstanding personnel for their contributions to quality, organizing competitions for innovative educational quality initiatives, and establishing a performance evaluation system that emphasizes quality improvement.
7. **Communication and Awareness**: Strategies involve creating a comprehensive communication plan for quality that targets all relevant audiences, conducting continuous educational quality awareness and promotion activities, and developing diverse communication channels to reach all target groups.
8. **Promoting Learning and Innovation**: This requires strategies such as creating an environment conducive to learning and innovation, establishing professional learning communities, and promoting classroom research and the development of innovative teaching methods.
9. **Building Collaborative Networks**: Strategies include forming collaborations with other educational institutions, government agencies, and the private sector to improve educational quality, organizing knowledge-sharing and lesson-learning activities with networks, and encouraging parent and community involvement in educational quality improvement.

10. **Utilizing Technology to Support Quality Development:** Strategies involve developing information systems for educational quality management, integrating digital technology into teaching, learning, and management processes, and promoting the use of Big Data and AI for analyzing and improving educational quality.

Summary

Creating a culture of quality within educational institutions is a process that requires collaboration from all parties and time to establish sustainable practices. Implementing the various components and strategies requires integration and continuity to build a strong culture of quality, which will lead to sustainable educational quality development. This foundation is crucial for the successful implementation of educational quality assurance. Additionally, when applying these strategies, the context and readiness of each educational institution should be considered. It is advisable to start with strategies that are highly feasible and align with the institution's issues and needs, then systematically expand to other strategies. Continuous monitoring and evaluation will allow institutions to refine and improve strategies, leading to a strong and sustainable culture of quality.

The Relationship Between Building a Quality Culture in Organizations and Quality Assurance in Basic Education Institutions

Building a quality culture in organizations and quality assurance in education are two closely interconnected concepts in the context of basic education institutions in Thailand. Both concepts share the common goal of enhancing the quality of education and achieving sustainable development for students.

Having a quality culture in an organization involves instilling values, beliefs, and behaviors that focus on continuous quality improvement at every level of the organization, according to the context of the educational institution. This quality culture is reflected in the work of teachers, administrators, and educational personnel who are committed to improving teaching, learning, and the educational environment. Meanwhile, quality assurance in education is a process that schools use to control, monitor, and evaluate the quality of education according to established standards, aiming to ensure that students receive a high-quality education.

It is evident that the relationship between these two concepts is crucial for improving the quality of education in Thailand because they reinforce each other. A strong quality culture supports the effective implementation of educational quality assurance. When personnel in an educational institution embrace values and beliefs that prioritize quality, they will appreciate the value of the quality assurance process and fully cooperate.

This relationship fosters sustainability because quality assurance conducted without a quality culture may merely comply with requirements. However, when a quality culture is deeply rooted, quality improvement becomes a part of the school's way of life, leading to continuous and sustainable development.

It also promotes innovation, as a quality culture encourages creative thinking and the development of educational innovations, which can be used in the quality assurance process to raise educational standards.

Furthermore, it creates engagement by encouraging the involvement of all stakeholders in the school in quality assurance, not just administrators or teachers, but also students, parents, and the community. Additionally, it fosters a positive attitude, as having a quality culture transforms the perspective on quality assurance from a burden to an opportunity for development, leading to a more positive attitude among personnel toward evaluation processes and a readiness to embrace change.

However, building a strong relationship between quality culture and quality assurance in the context of Thailand still faces challenges, such as:

a) **Misunderstandings**: Schools often perceive quality assurance as merely document preparation for evaluation, leading to a lack of genuine development of a quality culture.
b) **Lack of Continuity**: Frequent changes in policies and administrators can disrupt the continuity of building a quality culture.
c) **Overwhelming Workload**: Teachers and educational personnel often have heavy workloads, leaving insufficient time for fully developing a quality culture.

To strengthen the relationship between quality culture and quality assurance in basic education institutions in Thailand, the following actions should be taken:

a) **Creating Understanding**: Provide training to educate personnel on the importance of quality culture and quality assurance in education.
b) **Promoting Leadership**: Develop school administrators into change leaders capable of creating and maintaining a quality culture.
c) **Improving Systems**: Reduce the burden of documentation and focus more on improving student outcomes and teaching processes.
d) **Creating Motivation**: Establish a reward system that recognizes schools with outstanding quality cultures.
e) **Promoting Knowledge Exchange**: Create networks among schools to share experiences and best practices in building a quality culture.

In conclusion, the relationship between building a quality culture in organizations and quality assurance in education is crucial for improving the quality of education in Thailand's basic education institutions.

Strengthening this relationship will contribute to sustainable educational quality improvement and, ultimately, to the effective development of students.

Summary:

The approach to internal quality assurance within educational institutions and preparation for external quality evaluations should begin with an analysis of the strengths and weaknesses of the current quality assurance system. Following this, recommendations should be made to improve internal quality assurance systems and to better prepare educational institutions for external evaluations.

Key strategies include:

a. Building Shared Understanding: Educate personnel at all levels about the quality assurance system and evaluation criteria.
b. Setting Standards and Goals: Develop an educational quality improvement plan that aligns with the institution's context.
c. Developing Information Systems: Establish a comprehensive and up-to-date data management system.
d. Consistent Implementation: Continuously follow and execute the quality improvement plan.
e. Regular Self-Evaluation: Conduct periodic self-assessments to monitor and evaluate progress.
f. Fostering a Quality Culture: Instill values that emphasize continuous quality improvement within the organization.
g. Document Preparation: Organize and systematize documentation that demonstrates the institution's performance.
h. Mock Evaluations: Conduct internal evaluations that simulate the external assessment process to ensure readiness.
i. Encouraging Participation: Involve all stakeholders in the quality assurance process.
j. Continuous Improvement: Analyze and use evaluation results to refine and improve practices.

By systematically preparing in this manner, educational institutions can confidently face external quality evaluations, ultimately leading to sustainable improvement in the quality of education.

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Development of External Educational Quality Assurance to Reduce Educational Inequality and Address Developmental and Learning Issues in Early Childhood Development Centers

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Introduction

The National Education Act defines several levels of education, with early childhood education being a foundational stage that prepares children for learning. While higher education is often perceived as the most critical level, in reality, early childhood education is of utmost importance. This stage is crucial for the development of a child's brain, emotions, mental health, social skills, and intelligence, all of which are susceptible to significant change if appropriately stimulated. Proper early childhood education can pave the way for future success in careers and employment. Various research studies from different organizations support this notion, leading to the establishment of the Early Childhood Education Act. Furthermore, the constitution also emphasizes the significance of this educational level in developing individuals' potential for future growth.

At every level, from the Office of the Basic Education Commission (OBEC) to regional and school levels, there are responsible agencies overseeing this aspect of education. However, the COVID-19 pandemic over the past two years has hindered opportunities for students, including those in kindergarten who were preparing to enter first grade. These children had to continue their kindergarten education at home, missing out on essential in-person learning experiences. Early childhood learning is fundamentally based on play, which fosters development in physical, emotional, mental, social, and intellectual areas. Without attending school, it becomes challenging to assess a child's readiness across these domains. The question arises: how can we measure and evaluate this readiness? What tools should be used, and who should conduct these evaluations?

Currently, the Office of the Basic Education Commission is deeply concerned about this issue. The situation can be likened to a doctor diagnosing a patient—early childhood students are akin to patients who will be learning on-site with us. Just as a doctor would conduct various tests to diagnose a patient, we need to assess the readiness of early childhood students. The necessity of testing their physical and cognitive readiness becomes paramount. However, the challenge lies in determining the appropriate tools for these assessments and how to interpret the results. It is crucial to have discussions and collaborative planning to establish policies, procedures, measures, and tools, as well as to identify the personnel who will implement these assessments nationwide. This is the first step that we must take together.

The COVID-19 pandemic has significantly impacted every aspect of life, including education. Most educational institutions were unable to operate normally, leading to a shift in learning methods from traditional

classroom settings to online, on-hand, on-air, or hybrid models. Students adapted to learning through worksheets, assignments, or modern technological tools. While these methods addressed the immediate challenges faced by teachers and students, they also resulted in missed opportunities for normal learning experiences. Students lost the chance to learn together, engage in group work, exchange ideas, and interact with teachers and peers. This lack of interaction and collaboration hindered learning processes that align with psychological principles of education and prevented students from reaching their full potential.

This issue is particularly concerning for early childhood students, who learn primarily through play, hands-on activities, and interaction with teachers, peers, and the environment. Experiential learning and self-directed exploration, with teachers acting as facilitators, are crucial at this developmental stage. The inability of schools to operate normally or the shift in learning experiences has not only affected educational outcomes but also hindered the overall development of young children. The absence of play-based learning, hands-on activities, or consistent educational experiences that align with the interests and developmental needs of children has led to a decline in their developmental capabilities and potential, known as developmental and learning regression.

Evaluation of developmental milestones and observations of early childhood behavior by teachers and related stakeholders have revealed that many young children are exhibiting behaviors or abilities that do not align with their age. This regression may be due to inequalities in family readiness, lack of appropriate developmental support, or the loss of proper learning opportunities caused by the pandemic. The effects of this developmental regression are seen across all areas—physical, emotional, mental, social, and intellectual. For instance, children may exhibit delayed growth, weakened motor skills, reduced ability to perform daily tasks independently, impaired language communication, difficulty in playing and working with others, and challenges in thinking and problem-solving.

Given the urgency of this issue, it is imperative that all relevant stakeholders—including school administrators, teachers, educational supervisors, and parents—collaborate to plan and implement appropriate strategies for addressing developmental and learning regression in early childhood students. These efforts should aim to enhance children's development and learning outcomes.

Research Focus:

This study aims to explore the management of education and the development of quality management systems to address the developmental and learning issues in early childhood centers in the post-COVID-19 era. It is essential to investigate the quality of learning and teaching methods, as well as to identify the components, indicators, and criteria for developing management systems in accordance with standard guidelines. The study will consider the following three aspects based on the National Institute of Educational Testing Service (NIETS) criteria:

1. Management of Early Childhood Development Centers: This includes planning for each academic year, implementing the planned activities, evaluating the success of the implementation, using the evaluation results to make improvements for the following academic year, and presenting the management outcomes to stakeholders.
2. Teachers/Caregivers: Teachers and caregivers play a crucial role in providing care and creating learning experiences through play to foster the development of young children.
3. Quality of Early Childhood Education: This includes setting quality goals for early childhood education, systematically developing these quality aspects according to the developmental goals, ensuring children achieve age-appropriate developmental milestones, using the assessment results to further improve the developmental outcomes, and presenting the evaluation results to those involved in the development and learning processes. The research is based on the perspective of "Early Childhood Children and the Impact of Developmental Regression" for the academic year 2022, with the aim of using the findings to improve the quality management of early childhood centers in the post-COVID-19 era.

Research Objectives:

1. To study the current situation and challenges related to the development and learning of early childhood development centers.
2. To examine the components, indicators, and quality management criteria of early childhood development centers in the post-COVID-19 era.

Scope of the Research:

1. Variable Scope:

- Personnel Data: Includes administrators, teachers or caregivers, and support staff.
- Early Childhood Development Centers: Includes daycare centers, nurseries, early childhood development centers, and kindergartens.
- Educational Institutions Conducting Actual Teaching in the Evaluated Academic Year:** Includes institutions under the Ministry of Interior, local administrative organizations, the Ministry of Social Development and Human Security, the Department of Children and Youth, the Ministry of Public Health, the Ministry of Education, the Office of the Basic Education Commission, and the Office of the Private Education Commission.

2. Content Scope: Follows the SAR (Self-Assessment Report) guidelines based on the National Institute of Educational Testing Service (NIETS) standards under the COVID-19 situation (SAR Evaluation Report: COVID-19 Early Childhood Development Center SAR CO - 03 - 1, CO - 04 - 1). The content scope includes the following three aspects:

1. Management of Early Childhood Development Centers:

1.1 Annual planning for each academic year.

1.2 Implementation of the operational plan.

1.3 Evaluation of the success of the implementation according to the plan.

1.4 Utilizing the evaluation results for improvements in the following academic year.

1.5 Presenting the management outcomes of the institution to stakeholders.

2. Teachers/Caregivers:

2.1 Teachers or caregivers plan annual learning experiences for all learning units across all grade levels.

2.2 Teachers or caregivers implement the planned learning experiences using media, information technology, and learning resources that support learning.

2.3 Systematic evaluation of the implementation of learning experiences.

2.4 Utilizing the evaluation results to systematically improve the learning experiences provided by teachers or caregivers.

2.5 Facilitating knowledge exchange and providing feedback for improving the organization of learning experiences.

3. Quality of Early Childhood Education:

3.1 Identifying quality goals for early childhood education.

3.2 Systematically developing the quality of early childhood education according to developmental goals.

3.3 Achieving age-appropriate development according to early childhood development goals.

3.4 Utilizing the results of early childhood quality assessments to enhance age-appropriate development.

3.5 Presenting the results of early childhood quality assessments to relevant stakeholders.

Definition of Terms Used in the Research:

1. Quality of Educational Institutions: Refers to the outcomes of educational management within an institution aimed at developing students to achieve the desired qualities and characteristics as defined by the curriculum's objectives. This quality is measured through external quality assessments conducted by the Office for National Education Standards and Quality Assessment (Public Organization), which categorizes quality into levels such as excellent, good, fair, needs improvement, and urgent improvement. The development of the institution's quality refers to the change in the quality level of the educational institution.

2. Development of Quality Management Systems: Refers to the methods or processes used to develop a management system in accordance with the standard criteria, specifically following the SAR guidelines based on NIETS standards across three aspects:

- **Management of Early Childhood Development Centers:** Involves planning annual operations, implementing these plans, evaluating the success of the implementation, using the evaluation results to make improvements in the following academic year, and presenting the management outcomes to stakeholders.

- **Teachers/Caregivers:** Refers to the planning and organizing of learning experiences and play to develop early childhood. This includes planning annual learning experiences for all units and grade levels, using media, information technology, and learning resources that support learning, systematically evaluating the learning experiences, and using evaluation results to systematically improve the learning experiences.

- **Quality of Early Childhood Education:** Refers to setting quality goals, systematically developing early childhood quality according to these goals, achieving age-appropriate development, and using the results of quality assessments to enhance early childhood development.

3. **Development and Learning of Early Childhood Development Centers in the Post-COVID-19 Era:** Refers to the perspective on "early childhood and the impact of regression" during the 2022 academic year.

4. **Components of Educational Quality:** Refers to the framework of indicators related to the development of quality management systems to address the developmental and learning challenges faced by early childhood development centers in the post-COVID-19 era.

5. **Educational Quality Indicators:** Refers to indicators that highlight the development of quality management systems to address the developmental and learning challenges in early childhood development centers in the post-COVID-19 era. The process includes assessing developmental regression and learning through activities aimed at rehabilitation, correction, or promotion of the desired developmental states of early childhood. Monitoring involves tracking progress to determine whether children meet developmental goals, whether regression is reduced, and whether interventions are successful.

6. **Educational Quality Criteria:** Refers to detailed explanations of indicators used to develop quality management systems to address developmental and learning challenges in early childhood development centers in the post-COVID-19 era. This involves assigning responsibility for monitoring and evaluation, incorporating it into the continuous and context-specific learning activities organized by early childhood teachers, designing and planning a systematic monitoring process, conducting evaluations, and using data to inform individual child development and collaboration with parents and stakeholders.

7. **Early Childhood Development Center:** Refers to institutions such as childcare centers, early childhood development centers, early intervention centers for children with disabilities or special needs, daycare centers, and shelters under the Child Protection Act. These centers include schools, learning centers, educational institutions, government or private organizations, and religious institutions that aim to provide education for early childhood.

8. National Early Childhood Development Center Standards: Refers to the national standard adopted by the Cabinet on May 3, 2011, replacing the National Childcare Center Standard. These standards provide a unified guideline for all government and private early childhood development centers nationwide, used for performance evaluation, quality enhancement, and as an internal quality assurance tool to support evaluations by superiors and external assessments by the Office for National Education Standards and Quality Assessment (Public Organization).

Research Methodology:

This research employs a multi-method approach using the Exploratory Sequential Design, beginning with qualitative research, followed by quantitative research, and concluding with another round of qualitative research. The research is conducted in two main phases:

Phase 1: Study of the Current Situation and Issues in the Development and Learning of Early Childhood Development Centers**

Data Collection Process or Methods:

Informants:

1. Scholars/Researchers in early childhood education programs at the university level.
2. Scholars/Researchers in early childhood education management.
3. Policymakers responsible for the quality assurance of early childhood development centers.
4. Directors of the Office for National Education Standards and Quality Assessment (Public Organization).

Research Tools:

Structured interviews focusing on the development of quality management systems in early childhood development centers to address developmental and learning issues.

Data Collection Methods:

1. Study of Theoretical Frameworks: Analyze and synthesize relevant documents, theories, and concepts related to the development of quality management systems aimed at resolving developmental and learning issues in early childhood development centers post-COVID-19. This step is used to establish the initial concepts for developing such systems.

2. Expert Interviews: Conduct structured interviews with experts to establish the primary conceptual framework for the research. This is done using qualitative methods.

Data Analysis:

Qualitative analysis is conducted using content analysis. The focus is on studying the components, indicators, and quality management criteria for early childhood development centers in the post-COVID-19 era.

Phase 2: Study of the Components, Indicators, and Quality Management Criteria of Early Childhood Development Centers

Informants:

1. Scholars/Researchers in early childhood education programs at the university level.
2. Scholars/Researchers in early childhood education management.
3. Policymakers responsible for educational quality assurance.
4. Directors of the Office for National Education Standards and Quality Assessment (Public Organization).
5. Directors of early childhood development centers.
6. Early childhood education supervisors.
7. Early childhood teachers.

Research Findings:

1. Current Situation and Issues in Development and Learning of Early Childhood Development Centers:

- The evaluation of standards is categorized by the type of educational institution: early childhood, basic education, vocational education, and higher education. According to the National Education Act B.E. 2542 (1999) and its amendments, one of the key principles is the establishment of educational standards and a quality assurance system for all levels and types of education. The Ministry of Education is responsible for overseeing education at all levels, setting policies, plans, and educational standards, and ensuring that internal quality assurance systems are continuously implemented by the responsible agencies and educational institutions.

- The components, indicators, and criteria for educational quality in early childhood development centers can be evaluated according to the following criteria:

- Establishing clear educational standards at each level.

- Ensuring a continuous internal quality assurance system.

- Reporting annually to relevant authorities and disclosing information to the public to facilitate the development of educational quality standards and support external quality assurance.

Table 1: Indicators and Evaluation Criteria for ONESQA's Fourth Round

Element	Indicator
1. Student Quality	Indicator 1: Students are good individuals. Indicator 2: Students have knowledge and skills according to the curriculum. Indicator 3: Students have critical thinking abilities. Indicator 4: Students possess life skills.
2. Teacher/Instructor Quality	Indicator 5: Teachers/instructors are good individuals with capabilities. Indicator 6: Teachers/instructors create quality classrooms/learning environments. Indicator 7: Teachers/instructors produce work that is beneficial. Indicator 8: Teachers/instructors receive ongoing knowledge and experience enhancement.
3. School Management and Governance (20 Points)	Indicator 9: The operation of the school board. Indicator 10: The operation of the school director. Indicator 11: Risk management. Indicator 12: Development of support staff.
4. Community/Social Relations	Indicator 13: Cooperation that positively impacts the community/society. Indicator 14: Cooperation with the community/society that benefits the school.
5. Promotion of Arts and Culture	Indicator 15: Promotion and support of arts and culture. Indicator 16: Development of aesthetics.
6. Identity/Uniqueness	Indicator 17: Student identity. Indicator 18: School uniqueness.
7. Promotion Measures	Indicator 19: Promotion measures. Indicator 20: External promotion measures (outside the school).

Results from the Study on Components, Indicators, and Quality Management Criteria for Early Childhood Development Centers are as follows:

Perspective of School Administrators:

In the academic year 2022, preparations were made for children one week before the start of the school term to ensure they felt confident and comfortable entering the classroom. However, it was observed that children were not ready and experienced developmental regression in all four areas, such as difficulty in self-help, and challenges in adapting and playing with peers. The school planned to assess the situation by adjusting the initial experience-based activity plan for kindergarten children, allowing more time for adjustment than in previous years. Collaboration with parents was also emphasized to restore the developmental regression and learning delays.

Perspective of Teachers:

In the academic year 2022, teachers prepared for on-site learning by setting up the environment, arranging materials and equipment, and preparing learning experiences. Observations of behavior and development in early childhood children revealed that children in kindergarten years 2 and 3 did not meet the desired developmental standards. This indicated developmental and learning regression in various areas, including physical development (e.g., gross and fine motor skills), emotional and psychological development (e.g., task completion), social development (e.g., working with others, patience, manners), and cognitive development, particularly in language and thinking skills. Therefore, teachers adopted the following approaches to help develop the children:

1. Holding meetings with parents to explain the issues and collaborate on promoting and developing the children between home and school.

2. Organizing experiences and learning activities that allow children to engage hands-on with a variety of materials.

3. Using engaging materials in learning experiences, such as stories, educational games, and songs, to enhance learning.

Perspective of Parents:

Parents were pleased that the school could open for on-site learning in this academic year. In the past, learning activities were conducted at home, which led to children's lack of readiness in many areas. Parents expressed a desire for the school to help develop the missing skills, such as diverse learning content, social skills, peer interaction, discipline, and healthy eating habits. They expected that attending school would improve their children's development.

Monitoring and Evaluating Developmental and Learning Regression:

Teachers gathered data from experiences or activities to restore, correct, or promote the development of children experiencing regression in specific areas or desired aspects. Monitoring and evaluation aimed to track the progress of activities designed to restore developmental and learning regression, ensuring that children met the developmental goals, indicating readiness or reduced regression. The process may involve the following steps:

1. Assigning responsible personnel for monitoring and evaluation, including early childhood teachers, the head of early childhood education, or school administrators, who must work with parents or those involved with early childhood children.
2. Integrating monitoring and evaluation into the experience/activity planning of teachers, ensuring continuity and alignment with the actual conditions of early childhood children.
3. Designing and planning a systematic approach for monitoring and evaluating developmental and learning regression:
    3.1. Identifying which behaviors of the children have regressed.
    3.2. Determining the methods and tools for monitoring and evaluation.
    3.3. Establishing a timeline or calendar for the monitoring and evaluation activities.
4. Conduct monitoring, evaluation, or integration of the school's internal supervision system.
5. Analyze the data and summarize the results of the monitoring and evaluation of individual early childhood children** to use the information for improving the arrangement of experiences or developing the children individually, and to coordinate with parents and those involved.
6. If early childhood teachers successfully conduct experiences or activities to restore and correct developmental and learning regression,** the school should encourage the teachers to prepare reports on their successful practices for dissemination. In cases where problems arise, the school may use the Professional Learning Community (PLC) process to address the issues.
7. For early childhood children showing signs of developmental and learning regression beyond the teacher's ability to restore or correct,** the teacher should refer the child to relevant individuals with expertise either within or outside the school to address the issue.

Environment Arrangement Guidelines:

1. The classroom should be systematically and reasonably divided into different areas with a warm, home-like atmosphere.
2. Each area should have sufficient space.
3. The classroom should be safe, well-maintained, and visually appealing.

4. Materials and equipment should be systematically arranged so that children can easily access and put them away.

5. The materials and equipment that should be available in the classroom include real objects, materials for sensory exploration, materials for role-play, and materials for creating 2D and 3D works. The equipment should be diverse to cater to individual differences and experiences.

6. Various materials and equipment should be provided** to allow children the opportunity to work and develop in various areas, such as language development, expression of thoughts, classification and sequencing, dimensions, numbers, space, time, movement, and social-emotional development.

Play Area Arrangement:

1. Play areas should be arranged to allow for movement, considering safety and proper maintenance.** For example, the block area and house area should be close together, the art area should be near the sink or restroom, and the toy area and book area should be far from noisy areas or outdoor play spaces near the classroom.

2. The space should be adaptable to the interests of the children.

- Block Area: Materials for building, separating, and assembling, as well as materials for pretend play and photographs, should be provided.

- House Area: Materials for cooking and dining, pretend play and imitation materials, household items reflecting children's lives, real cooking equipment (under adult supervision), photos, and menus should be provided.

- Art Area: Paper, coloring and printing materials, materials for tying, attaching, securing, materials for creating surfaces and models, materials for collage, and materials for drawing and cutting should be provided.

- Toy Area: Materials for sorting and small-scale construction, materials for separating and assembling, pretend play materials, and games should be provided.

- Book and Writing Area: A variety of books, magazines, storytelling materials, and writing materials should be provided.

"Important Experiences with Active Learning Activities using Loose Parts" by Associate Professor Dr. Patcharee Poyothin (https://youtu.be/s_5DR53e2yA)

Research Recommendations:

1. Developing a quality management system for early childhood development centers across all regions** to address developmental and learning issues in the post-COVID-19 era, including the North, Northeast, Central (including Bangkok), and South.

2. Recommendations to the Office for National Education Standards and Quality Assessment (ONESQA)** for the development of a quality management system for early childhood development centers to address developmental and learning issues in the post-COVID-19 era.

3. Relevant agencies should develop a quality management system for early childhood development centers to address developmental and learning issues in the post-COVID-19 era.

4. The outcome of driving the development of a quality management system for early childhood development centers** should align with the country's future development.

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Happiness Framework for Sustainable School Development in Primary School (Thailand)

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Abstract

Happiness is a simple characteristic for human and developed individual, but influenced by a lot of external factors and need to be maintain. School is an important environment and community for young children to practise and grow, either academic intelligence and Emotional intelligence. The happiness criteria in schools that are being support on this improvement of education suggested by UNESCO who setup a goal for Happy school framework by year 2030. In this career path of quality assurance in school of Thailand also a need to be moving forward to this improvement, this research aims to study the factors that can affected to the level of student's happiness in primary school with the result of school framework and standard in criteria of 'HAPPINESS' as the target of a better place for student's achievements either Academic intelligence and Emotional intelligence to support the Sustainable Development Goals (SDGs) in education.The focus group are students in primary school level and methodology is referred to the Self-Determination Theory (SDT) and Structures Equation Model (SEM) of Happiness school factors, in the context of Happy school framework and standard in Thailand country.

Keywords: Children's happiness, Happiness factors in school, Key indicators of Happiness, Happy school framework.

Introduction

Happiness is a simple characteristic for human and developed individual, but influenced by a lot of external factors and need to be maintain. School is an important environment and community for young children to practise and grow, either Academic intelligence and Emotional intelligence. According to Sustainable Development Goals (SDGs) of United Nations, which provides a shared blueprint for peace and prosperity for 17 Sustainable Development Goals (SDGs), the improvement education quality is on SDGs 4. This will be the action in the countries around the world. Since, they have many research are showing the Happiness can support either the quality of life or the quality of learning in the school area, such as there is cooperation with the Department of Mental Health and related agencies; To solve the mental health problems of students and to give advice to students, so that they can live happily in educational institutions. From the International Journal of Environmental

Research and Public Health, the meaning of happiness is explained as follows; "Happiness was conceptualized as a relatively stable, positive, and affective trait with an emphasis on subjective well-being and general life satisfaction. …Indeed, dimensions of family functioning have been shown to significantly predict children's happiness, beyond the influence of peer and school settings *(Int. J. Environ. Res. Public Health, 2022)*[i]. Therefore, happiness in schools is a criteria that can be a part to support the improvement of quality in education field. One of the global organization as UNESCO has set a target to announce new framework for education, which focused on *the Happy Schools Framework to support the link between school-wide happiness and positive learning experiences and outcomes by* the year of 2030 *(UNESCO, 2022).* There are no exception in Thailand country to follow the global target, in order to develop and meet the needs of future development on National Education Plan and moving forward to Sustainable Development Goals: SDGs. In the lacally, the Ministry of Education in Thailand is also announced the educational policy of "*Study well, be happy* " for educational excellence and stability of life *(MOE, 2023).* All these are showing, significant of the development trend in future schools as 'Happiness'. The happiness is associated with positive emotional stability, well-being life satisfaction, and beyond that relationships in family, environment, friends are influenced and significant for children's happiness. Many researchers have been discussed about the connection of student's happiness and learning ability, and there are suggested that "*the students' happiness levels is correlated with their academic success (Moussa and Ali ,2022)".* Happiness in learning should be created or motivated by effective of school environment, teaching and learning methods which all these consequently leads students to get higher learning achievement. Therefore, to clarify the factors that can support happiness in school are interesting, and there is a challenge of educators to find out; what are the frameworks or standards for school to provide the effective environments, that can be support student's happiness in learning and help them to increase their learning abilities and successful on education achievement in future.

1.1 Global happiness status:

World Happiness Report, 2024: survey happiness to international counties by using six factors used to explain differences in happiness scores; (1) namely GDP per person, (2) healthy life expectancy, (3) social support, (4) perceived freedom to make life choice, (5) generosity and (6) perception of corruption.

Figure 1: *Ranking of happiness -the Young (age<30) from 2021-2023, (World Happiness Report, 2024)*

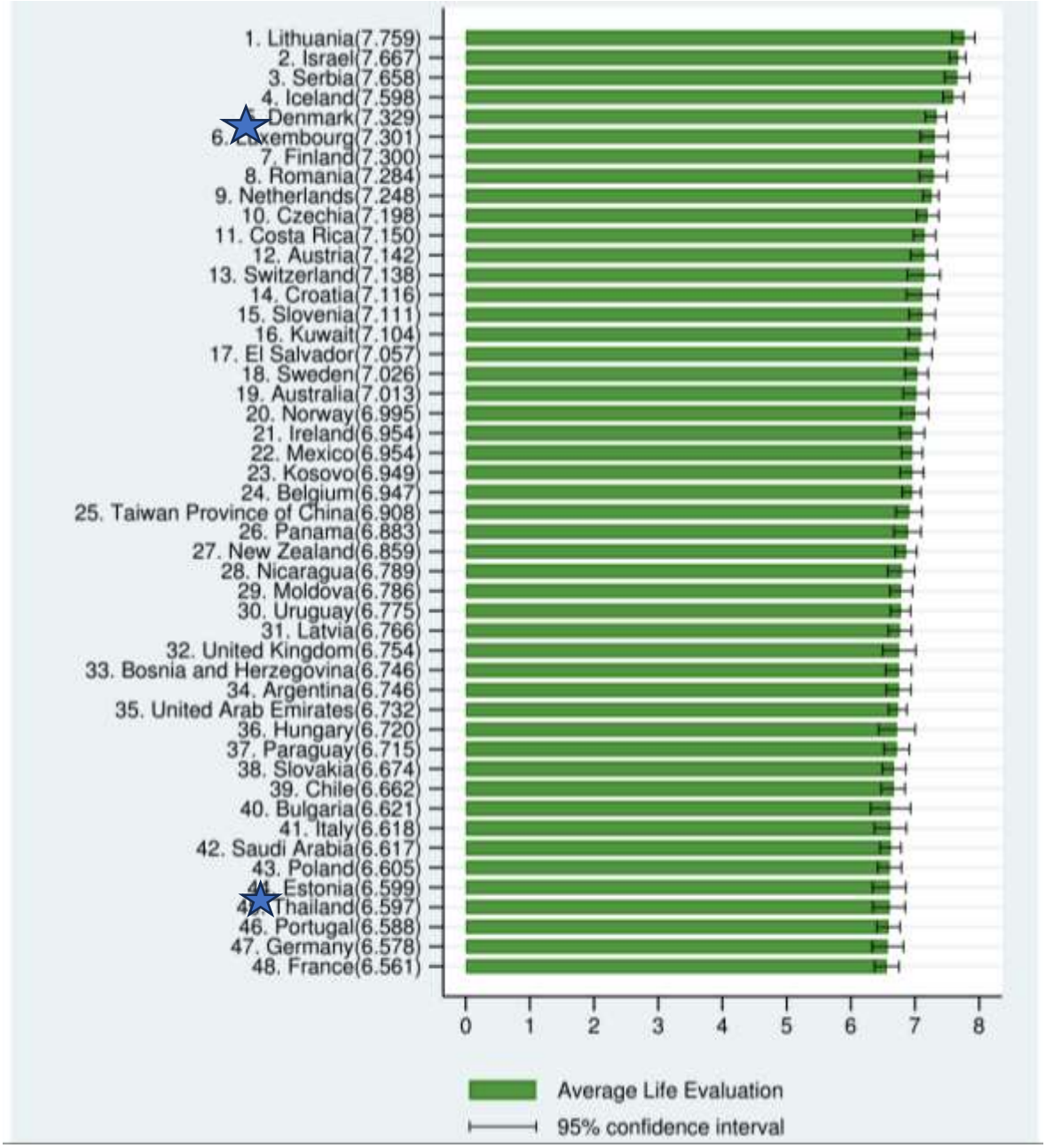

Figure 2: *International sample of happiness diagrams in young population (age<30) from year 2021-2023*

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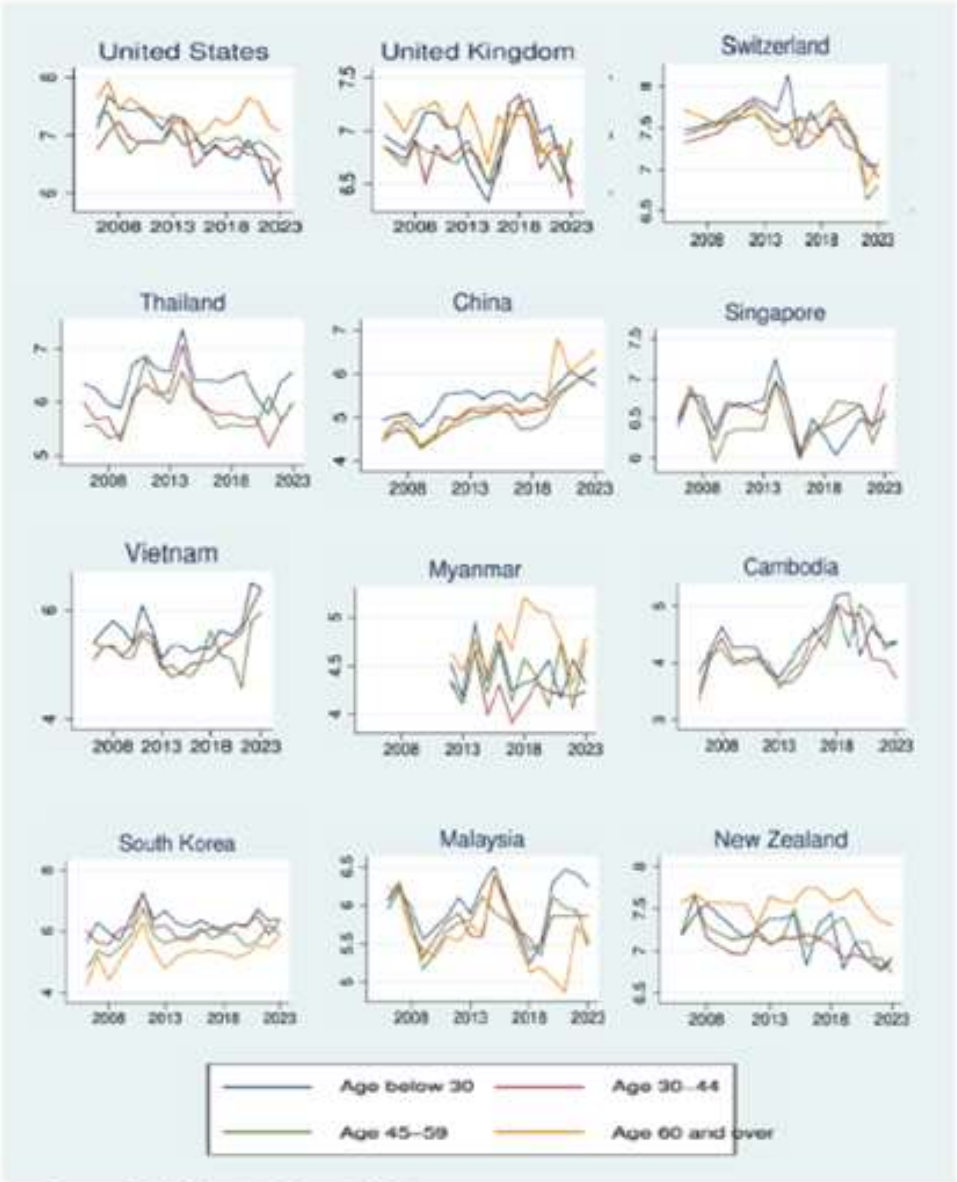
Figure 2: *Internation sample of happiness diagrams in young population (age<30) from year 2021-2023*



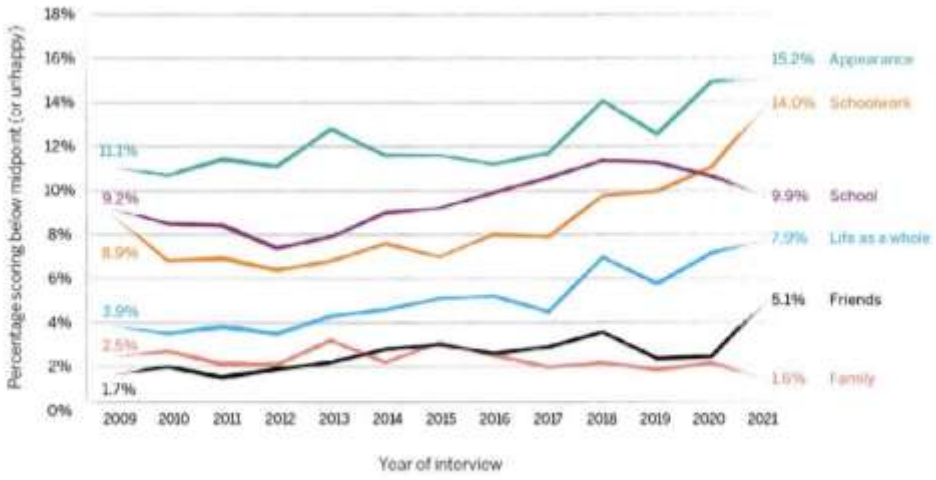
Source: World Happiness Report (2024)

1.2 Cause of un-happiness:

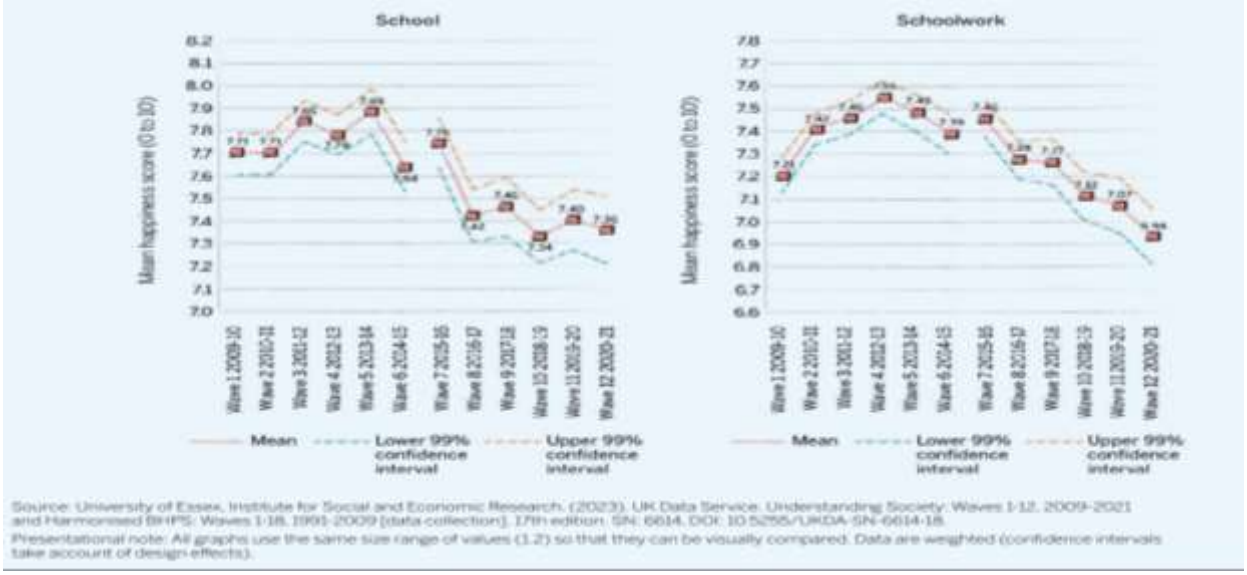
In the 21st century, technology has exponentially developed, communications and digital screens as example; included smartphones, tablets, or television. All these equipment is becoming a part of everybody life in this century, but it may disturb child's development; The guideline from World Health Organization, 2019 recommend *"Children 3–4 years of age should: Not be restrained for more than 1 hour at a time (e.g. prams/ strollers) or sit for extended periods of time. Sedentary screen time should be no more than 1 hour; less is better."* The results in the negative influences on the children, if they use it too early and too long without beware enough from parent and caregiver. Many researchers found side effects on various developments, the using of gadget or digital devices between age 0 – 5 can cause of their emotional, imbalance of IQ and EQ, cognitive development, learning abilities affected, language development, self-regulation *(Lawrence, A., & Choe, D. E., 2021)*, and more children are facing attention deficit disorder or learning disabilities. These problems tend to increase the population. A study of the media consumption behavior of Thai children and youth from the report of the Department of Women's Affairs and Family in the year of 2018 reported that Thai children and youth watch the most television media, spending 5.7 hours a day watching television and 3-5 hours a day using the Internet. This is consistent with the survey of media usage behavior of preschool children and families of the We are happy group in 2017, which surveyed the media usage behavior of children aged 2- 6 years *(Health Promotion Foundation, 2017*). These are the results of excessive use of electronic media, and it may continually as the problem to the next stage of their life, while they going to the primary school level. Moreover, many of researcher try to figure the number of Happiness and unhappiness of young children, to predict the future supports for the society. They found many of children are unhappy, low wellbeing at least in one specific area, and trend to be continue increasing in future. Possible cause of unhappiness in young children from researches connect to the time that they are spend too much on digital media. The several results of longitudinal studies also following the individuals, when it over time have found that digital media use predicts can be effected to lower well-being in later *(Jean M. Twenge,2019; Children's society in UK, 2023).* The results, were suggested the government must act now to protect every childhood and findings need to be acted upon.

Figure 1: General happiness, U.S. 8th, 10th, and 12th graders (ages 13 to 18), Monitoring the Future, 1991-2017

Figure 2: Time trends in proportion of children (aged 10 to 15) unhappy with different aspects of life in UK (2023)



Source: Understanding Society survey, waves 1 to 12, children aged 10 to 15, UK, weighted data

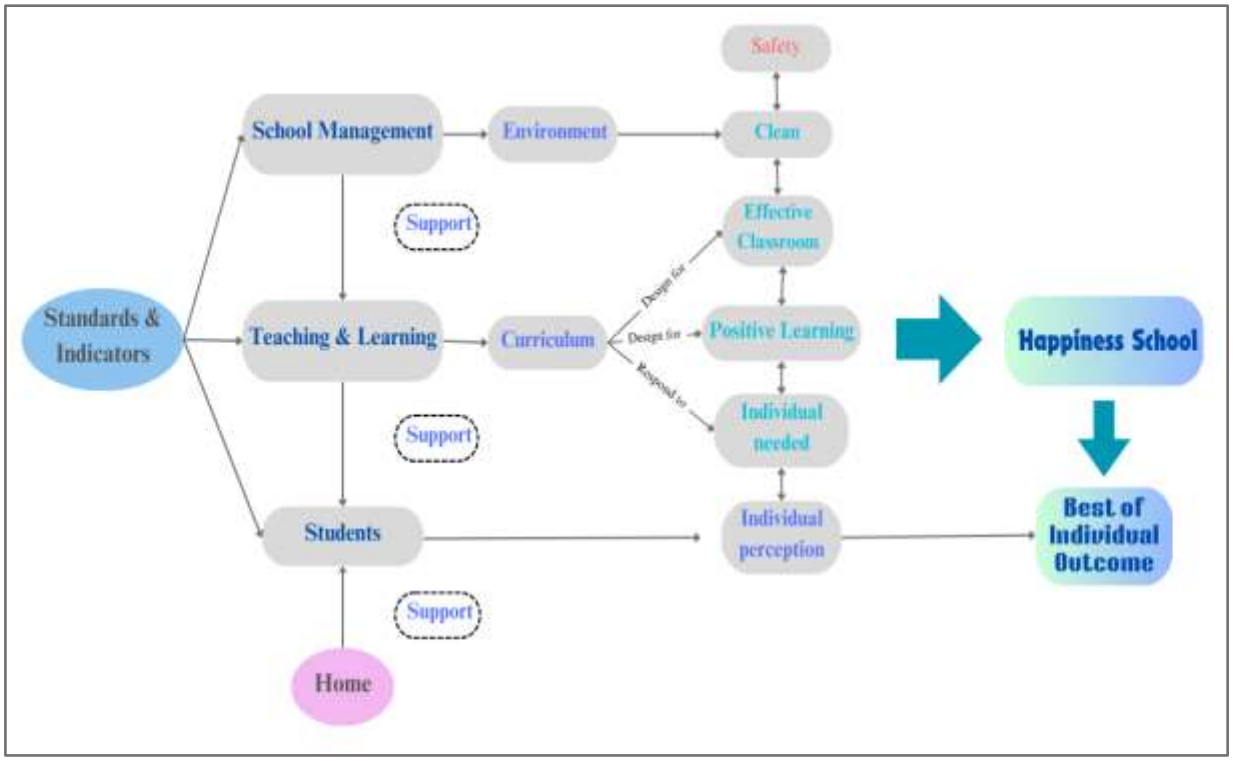


From the studies, it not only technologies and media effected to un-happy, but there are still have a lot of functions are effected made people un-happy such as; family problem, un-safety environment, financial problem, healthy problem, and any others. But from this study would be focus on the expand characteristic of young children in future, in order the prepare and support them at the right time of their development and grow as a representative of educator filed.

1.3 The connection of happiness, school and student's outcome:

In the recently, education research in worldwide interested in positive psychology and growth mindset, Happiness is one of the positive psychology and well-being re-formed. The researchers are investigating connection of children's happiness, learning ability, academic achievement, school engagement, and finally the better result of and learning outcome is following. *(OECD, 2017; Kaisa V., Lauri H. & Lotta U., 2021)* Happiness creates a positive attitude in students and may lead to higher academic achievement. Therefore, school administrators and teachers need to improve the learning programs and physical facilities used in schools. The school setting and importance functions that the schools provide would affected to the level of student's happiness. The examined factors consist of: a.) Environment, Safety and Support b.) Relationships c.) Teaching and Learning Methods.

Figure 3: The conceptual diagram and school connection.



1.4 Significant & Review education status in Thailand

The findings suggest that specific action should be taken and directly contribute to the implementation of the education system in Thailand as the policy and strategy, which focusing on young students to feel happy at school by encouraging students to be fully support and develop activities in school and maintain their mental health and well-being. (Aubdul A., Dyah A. Widyastari, Sutthida C. and Piyawat K., 2021) ***Policy and Indicator review:*** "The political factors are the most influential factors that affect the education system. There have been fifteen ministers of education in the past sixteen years, meaning that each minister was in the position just for a short time; therefore, the education plan was not run continuously and effectively *(Somtop K., 2014)"* A strong accountability framework should be in place and identified how the internationally setup their goals and how they suggested and developed, then the goals will be accounted for the national and local levels, and what actions will be needed to turn the global and national commitments into results *(UNESCO, 2016).* A strong accountability framework should be in place, defining how the internationally set education development goals will be accounted for at the national and local levels, and what actions will be needed to turn the global and national commitments into results. (SDG 4.1)

Announcement of the Ministry of Education on Educational, policy for the Ministry of Education fiscal year 2024 – 2025: framework and guidelines for organizing education. *(Announced on 23 November 2023, Appendix 1)*

1. Reduce the burden on teachers and educational personnel.

1.1 Develop methods for evaluating the academic status of teachers and educational personnel. Focusing on student achievement in priority.

1.2 Develop criteria methods for appointment, transfer, transfer of teachers and educational personnel to be able to perform duties in their hometown (matches one's own wishes emphasis on consideration with transparency and no corruption.)

1.3 Solve the debt problem of teachers and educational personnel to see concrete results.

1.4 Provide adequate and appropriate teaching equipment and welfare.

2. Reduce the burden on students and parents

2.1 Study anywhere, anytime, study for free, have a job, "put the learner at the center", have a learning system or platform. The students do not have to pay any fees. to create educational equality

2.2 Provide 1 quality school per 1 district.

2.3 Develop a study guidance system and concrete life goals

2.4 Creating a measurement system to certify professional standards. Learners can study further to receive a professional certificate.

2.5 Creating a system for measuring educational level comparisons. and evaluate education so that students with excellent abilities 'No' need to waste time studying in the system. Save time and save money.

2.6 Students learn and earn income while studying, and have a job, after graduated.

External Quality Assurance framework in Thailand for B.E. 2567 – 2571 *(ONESQA, 2023)*

Standard 1: **Learning outcomes**

Indicator 1.1: Learners have competency according to the school curriculum.

Indicator 1.2: Learners have the desired characteristics according to the school curriculum.

Indicator 1.3: Learners can lead themselves in learning.

*Standard 2: **Improving the quality of educational institution management***

Indicator 2.1: Vision, mission, and values of the educational institution

Indicator 2.2: Policy, direction, strategies and plans are consistent with the vision and mission.

Indicator 2.3: School administrators have academic leadership and manage with good governance principles.

Indicator 2.4: Plans and operations for the development of teachers and educational personnel.

Indicator 2.5: Systematic process of supervising the performance of teachers and educational personnel.

Indicator 2.6: Use of media, equipment, and technology systems to support educational management.

Indicator 2.7: Arrange the environment and buildings to be safe and hygienic.

Indicator 2.8: Welfare, welfare, guidelines for disease prevention, accidents, disasters

Indicator 2.9: Systems and support processes to assist Learner.

Indicator 2.10: Strengthening networks of parents, organizations, and communities for co-operation in supporting learning management and student development.

Standard 3: ***Development of the quality of learning management***

Indicator 3.1 Design a curriculum and learning management plan that enhances competency and desired characteristics.

Indicator 3.2 Organizing learning activities that enhance competencies and desirable characteristics.

Indicator 3.3: Teachers measure and evaluate student learning outcomes, systematically and continuously.

The list of international quality assurance organization that certified by the Ministry of Education in Thailand for accreditation International school in Thailand are Western Association of Schools and Colleges (WASC) and The New England Association of Schools and Colleges (NEASC) from United State, Council of International School (CIS) from Netherlands, and Education Development Trust (EDT): UK (Announcement of the Ministry of Education on Guidelines for Setting Educational Standards for Formal Schools International category, edition dated 28 January 2019)

The review of current situations in actions policy and key indicators, that may need to follow-up and moving forward to the actual plan, if the government need to keep the same direction by the year 2030. Because the standard of key indicators and standards of main curriculum in the country **still not catch-up and no concrete evidence showing in either student's happiness or specific criteria in happy school**. Therefore, the factors of happiness in school need to be clarify and list, which expectation of supporting and fulfill some missing part of key indicators or a specific concrete in the represent of higher standard product to be able to stand-up for a competitive of Happy school to any other countries, if compared to the world standards or frameworks. Moreover, these finding may be able to support the action's plan or direction of school development in the country.

1.5 What is the happiness:

"Happiness" is a state of being, a project, rather than being possession. Eudemonistic studies of happiness understand that what is known as subjective well-being should be defined "not in terms of being pleased with one's life, but as the subjective experiences associated with doing what is worth doing and having what is worth to having *(Waterman et al. 2008, p. 42)*.

We have also seen how happiness can be understood as either a gift or as something to achieve, depending upon their age. The aspirations of happiness in the world of children are as far-reaching as those in the world of adults. The voices of all the children who participated in this study have made it clear that the natural habitat of happiness is in human relationships. Thus, children experience their happiness with others and from others. To them happiness is an inter-subjective space. In childhood, the need to have aspirations increases in importance, so much so that to "grow up happy", children need to find elements around them that encourage them to advance from what they are and have in their present, to what they may become in the future *(Thoilliez, B.,2011)*.

School happiness is expressed as the emotional well-being, which is the result of harmony between school's expectation and personal needs of students, teachers, school managers and other employees depending on certain environmental factors *(Engels, Aelterman, Petegem, & Schepens, 2004).*

Literature Review

Happiness Schools Framework: The Happy Schools Framework (HSF) offers an alternative approach to improving learning experiences by prioritizing school happiness. By focusing on well-being, engagement, and sense of belonging at school, the framework would help foster a lifelong love of learning. The framework targets the happiness of the school rather than individual students because schools are sites of holistic, sustainable community development that include teachers, parents, staff and school leaders …The concept of HSF helped schools and teachers review and re-assess their own teaching practices, school policies and principles. While introducing the concept and pilot activities, schools reported that the project contributed to improving their positive attitudes in the classroom, which helped to form a positive learning environment, instill students with a growth mindset, and establish active relationships between the school and the community. *(UNESCO, 2016)*

The concept of a happy school sits at the intersection of three key concepts: well-being, engagement, and better learning. These concepts are indivisibly interconnected, meaning that strengths in one area will positively impact the others, and inversely, a weakness in one area will prevent growth in the others. The global HSF reframes the focal point of this relationship by positioning learning outcomes, or SDG 4.1, at the center of the triad. Therefore, the central concept is to leverage happiness and well-being in schools to foster a love of learning that ultimately betters learning outcomes for all. This re-orientation of the objectives of the HSF creates a critical connection between SDG 4.7 and SDG 4.1, asserting that the values of growth mindsets, teamwork, equity, peace, inclusion, and sustainability all ultimately contribute to better learning experiences and outcomes for all. *(UNESCO, 2016)*

These values are critical to creating livable futures, from the level of the individual to the level of our planet—futures in which learning can be free, equitable and lifelong. Such a holistic approach to the 'Happy

School' is conceptually aligned with the work of other UNESCO programmed in the Education Sector, including Rights in and to Education, Teacher Development, **Learning Assessment to Support System Alignment**, and Inclusion in Education.

The factors of happiness in school:

Individual perception

The studied shown, how factors such as character, popularity, and physical appearance, influence **individual perception** of happiness among children aged 9–12 years old. Several articles examine the role that parents play in their children's happiness *(Holder, M. D., & Coleman, B.,2008)*. The wish to succeed and achieve growth in life could maximize learning potential of individual; therefore, to achieve learning happiness a person needed to leave anxiety in learning behind. He/she could not be afraid of error or failure while investing effort in learning *(DePoy and Gilson, 2008)*.

Children are an investment for the family, society and country as they will continue the effort of their predecessors to develop these institutions. Hence, their development, growth, health, and well-being require serious attention. Study has showed that happy children are generally more healthy, able to learn better, able to display more emotional literacy and are better behaved (Erricker, 2009).

Happiness will make positive attitudes among students and may lead to a higher academic achievement and eventually more active citizens. School authorities, therefore, need to revise their learning programs as well as physical possibilities implemented in schools.

Today's students need to be prepared for these changes and need the ability to adapt in order to succeed in future. Even in the past two decades workforce skills and employment demands have drastically changed with the rapid movement of technological development. (National Education Association, 2012).

Relationships:

Thus, **family factors** seem to play an essential role in increasing or diminishing the happiness of children and adolescents. However, many aspects remained largely unexplored, and more research is needed to determine how family variables (and particularly family functioning) affect children's and adolescents' happiness. *(Izzo F., Baiocco, Pistella J., 2022)*

Things that can make a child unhappy are lack of trust, **being bullied**, people being prejudiced against you, **being treated** unfairly, losing somebody who matters to you, not being cared for properly, being abused, not being listened to, being excluded from things, not being told things you needed to know, and being let down by people who should be supporting you *(Morgan, 2014)*.

Children's **relationships with family, friends, and teachers** are more important to happiness. *(Jaejin Ahn &Woonsun Choi, 2020)*. 'Friendly paths' in improving the levels of independent mobility in children. The independent mobility enhances the autonomy of children as our research points out, and this is essential for the personal and social development of children and for their personal well- being (Berasategi N, Legorburu I &Aliri J, 2022). **Parents, teachers and managers** are crucial elements and play a key role in **raising happy and healthy individuals**. Besides the factors that determine the level of happiness, turning happiness into something that can be taught puts responsibility on people who are accountable for raising children starting from first-year education. Our study aims to offer suggestions to contribute to students' happiness *(Munevver Mertoğlu, 2020)*

Expectations:

The results of the study revealed that happiness at school decreases as hopelessness versus **expectation, workload, work pressure** increase. On the other hand, happiness at school increases when the parental support for academic success increases. All subdimensions of educational stress scale, and therefore, educational stress itself, causes the parents to put more pressure on their children for their academic success, and the level of happiness at school gets lower *(Toraman, Çetin, et al., 2022).*

The scale-up of the project begins by emphasizing the link between happiness and better learning. By prioritizing engaging, collaborative experiences at school, learning outcomes are likely to improve, a link that will be justified in Part Two of this discussion paper. Today, in troubling times of geopolitical turbulence and fractured families, schools should spend their energy on compassion, communication, and community-building. Strengthening these foundations will combat the negativity that stunts both academic and social-emotional learning throughout life. Amid **growing pressures to prove learning growth** and deliver on policy promises, it must be remembered that concerted efforts are also needed to ensure all schools are happy places *(UNESCO, 2022).*

Supports:

Things that can make a child unhappy are lack of trust, being bullied, people being prejudiced against you, being treated unfairly, losing somebody who matters to you, not being cared for properly, being abused, not being listened to, being excluded from things, not being told things you needed to know, and being let down by people who should be supporting you *(Morgan, 2014).*

Environments:

A happy school **environment** is very effective for learning experience and for blossoming students' talents. It may increase their energy. Freshness and happiness of students will be possible but in attractive and happy schools (Ale Yasin, 2001).

Research in happiness by involving many different countries with different languages, as happiness may be influenced by **socio-cultural factors** *(Diener et al.,* 2003). Learning environments in the school. The relaxing environments need to be created. The environments need to attract, persuade, include and involve every student in learning activities. The teacher needs to understand and accept individual differences of her students so that they can maximize their learning potential *(Laosum, T., 2023)*

Happiness can be defined as being in a positive emotional state or state of positive effect, whereas well-being refers to a value, or what can be considered as good for a person. In this article happiness and well-being which contributes to happiness are used frequently together. Pestalozzi who explored how education could ultimately bring happiness and improvement of the human condition by focusing on the 'whole child'; aspiring beyond academic outcomes, to promote physical, mental and psychological development. Schools that can promote happiness, referred as 'happy schools' *(UNESCO, 2016)*

Teaching & Learning:

A world where schools face numerous setbacks to recovery and resilience. Education systems should not have to sacrifice happy, supportive schools in their efforts to make up for missed learning and to reimagine future education. Rather, this paper argues that to tackle learning gaps or **support meaningful and relevant learning**, schools should lead the way with well-being at the helm, steering schools away from stressful, negative mindsets and towards growth mindsets **that stimulate a love of learning** *(UNESCO, 2016).* Concepts about happiness in learning. The aim of education is to produce healthy – physically and emotionally – citizens so that they could live their life happily. The teacher needs to play a key role in helping and making the students healthy *(Laosum T., 2023).*

Curriculum:

For today's students to develop effectively into tomorrow's world, teaching approaches need to become open minded and aware of constant change, whilst developing strategies to aid teachers in meeting each **individual student's educational needs**. (Andain & Murphy, 2008) Happiness theory is an important focus of positive psychology and explores the factors that influence people's happiness. The Theory of Happiness 1.0, proposed by Seligman, a leading representative of positive psychology, identifies three elements: positive emotion, engagement, and meaning. As his research progressed, Seligman developed a theory of Happiness 2.0 that emphasized measurable elements, including positive emotions, engagement, relationships, meaning, and achievement. The first letters of these 5 factors make up the PERMA model, and it can be said that Happiness Theory 2.0 is also known as the PERMA model. This **Curriculum is based the latest happiness theory** of Seligman, namely the PERMA model, and reasonably integrates the five factors of the PERMA model into the learning

experience organization to improve the three dimensions of hope: goals, pathways thinking, and agency *thinking (Lin W., Bung-on S., Saifon S.& Phenporn T., 2024).* The individually paced curriculum that challenges children academically and safeguards their well-being and sense of self. Engaging as contributing members of a respectful community, they learn to question, think critically, and take responsibility for their own learning—skills that will support them in later education and in life. The **classroom is a happy community.** Students are focused. They take joy in their work. They invent, explore, experiment, confer, create, prepare snacks, and curl up with books; sometimes they might even reflect in a peaceful, meditative corner. Meanwhile, teachers circulate throughout the room, observing the students and making notes about their progress, ever ready to offer support or introduce new material, as appropriate *(American Montessori Society website, retrived on May 2024).*

Indicator of Happiness:

It was found that, through the focus group verification, the happiness learning indicators were suitable. Only a few items were adjusted according to suggestions of the focus group participants. This assured the suitability of the indicators. The indicators were then classified into six dimensions and 35 indicators. This included readiness to learn which comprised eight indicators, self-satisfaction comprising six indicators, satisfaction with learning comprising five indicators, enthusiasm to learn comprising six indicators, learning anxiety comprising five indicators and satisfaction with learning environment comprising five indicators..., there were six factors contributing to happiness in learning. They were satisfaction with learning environment, learning anxiety, satisfaction with learning, enthusiasm to learn, self-satisfaction and readiness to learn (Laosum T., 2023).

(Tharn T., Paradee A., Sukhum M., Kunawudh K.,2014); There are 5 main components and indicators of happy learning among students in the school are:

1. Student themselves *(2 indicators):* physical aspect and mental aspect.
2. Friends *(3 indicators):* Dependency indicator, Activities participation indicator, and friends' personality traits.
3. School *(8 indicators from highest to lowest):* Indicators for teaching and learning management, Administrative policy indicators, Indicators for curriculum organization, Environmental indicators, Teacher's personality indicators, Facilities indicators, Indicators for using learning resources, and indicators of morality and ethics of teachers.
4. *Family (4 indicators from highest to lowest):* indicator of receiving love, Indicators of training, Indicator of family strength, and indicators of support are consistent with the synthesis of concepts.
5. Community (3 indicators): Indicator of facilities, Community context indicator, and indicators of the characteristics of people in the community

The Children's Happiness Scale, here are 20 things children or young people might say about themselves:

Life is good for me at the moment	(3.64)
I am treated fairly	(3.13)
I know what is happening next in my life	(3.15)
I have big problems but am dealing with them	(2.55)
I am quite proud of myself	(3.65)
I am trying to change some things about myself	(2.57)
I don't have any big problem at the moment	(3.22)
I have lots of friends	(4.01)
I get confused about what is going on	(2.43)
I never feel safe	(1.74)
I often get anxious	(2.32)
I get lonely	(1.68)
People are prejudiced against me	(1.77)
I learn from my mistakes	(3.18)
I am a shy person	(2.63)
I get bullied	(1.68)
I am good at learning new things	(3.70)
I am getting all the help I need	(3.38)
I have lots of fun	(4.25)
I am easily depressed.	(1.75)

How children score on the Happiness Scale: The highest ('happiest') possible score is 4.25. The 'middle' score is 2.88. (That is what researchers would call the 'median'). The lowest possible score (unless someone doesn't tick any of the items in the questionnaire at all!) is 1.68 (Ofsted, Dr. Roger M., 2014) The direction of this correlation is not yet fully understood in empirical research. Data from several studies do find statistically significant correlations between indicators of student well-being and cognitive achievement (Bücker et al., 2018; Crede et al., 2015; Kiuru et al., 2020; Kaya & Erdem, 2021)

Learning outcome:

The link between school organizational climate and student learning by conceptualizing climate as a concept composed of five 'core' factors; **assertive teaching, effective leaders, collaborative teachers**, supportive environment, and caring families *(Wang, M. T., and J. L. Degol. 2016).*

In the present study, the constructs of school-related happiness and school engagement have been used to cover all three parts of a student's happiness. We argue that both these constructs contribute to overall happiness in a student's life and both are fuelled by being able to use one's strengths. *(Kaisa V., Lauri H. & Lotta U., 2021)* "The role of happiness in applying suggestopedia and fostering the language learning process", and found that all learning experiences, regardless of the processes and methods used, "as indicated in the report, would be much more efficient if conducted in a positive environment where learners experience joy, happiness, and positive emotions as part of the learning process" *(Ivanova, G. and Dimova-Severinova, D., 2021)*.

To provide such a happy school, we need to recognize effective factors and consider suitable guidelines for effective curriculum and find effective factors on happiness of students in primary schools and find a meaningful model for it. The global framework will also consider the pedagogic implications of prioritizing school happiness in the context of the digital transformation of many educational experiences post-pandemic. Research supports the following school-level mediations of the correlation, which are central to the implementation of the Happy School Framework to better learning outcomes:

1. Happy work environments (teaching & learning spaces) make happier, more successful teachers, leading to higher performing students (Kun & Gadanecz, 2022)
2. Happy teachers make positive connections with students, leading to better academic outcomes (Sahlberg et al., 2021)
3. A positive school culture that promotes sense of belonging, self-esteem, and ethnic pride can lead to higher academic achievement (Hernández et al., 2017; Yang et al., 2018)
4. Positivity and growth mindsets could lead to an increase in academic interest and engagement, which in turn could improve performance in school (Lei et al., 2018)
5. Happy school environments foster a love of learning, which predicts later academic performance and educational outcomes *(Yu et al.,* 2018)

Happiness in schools are places where learners can grow to their fullest potential in a positive environment. Therefore, the Happy Schools Framework is built upon an understanding of the "mutually influential relations between individuals and contexts" *(Lerner & Callina,* 2013*, p.* 373*; Darling-Hammond et al.,* 2019). UNESCO's Happy Schools Framework addresses these research gaps and challenges by centering school-level happiness. Launched in 2014 and now brought to the global stage, the Happy Schools Framework focuses on happy schools rather than the perceived happiness of individual students. UNESCO's focus on school well-being offers a holistic approach to happiness at school, which includes teachers, leadership, parents, school resources, environment, activities, engagement, and motivation as mediating factors in the well-being-counts-for-better-learning relationship. These mediators have rich literature bases in both policy and academia to support their

significance in improving learning outcomes. These mediators are reflected in the Global Happy Schools Framework's people, process, place, and principles.

International review:

Does happiness lead to better learning outcomes? The answer seems like it should be a simple and resounding yes. But such a relationship does not explain why, for example, students in Mexico or Albania report higher levels of **positive perceptions** of life satisfaction and happiness than students in Japan or Latvia but score comparatively lower on certain international assessments of learning (OECD, PISA 2015; OECD, PISA 2018).

Recent **international interest** in positive psychology and growth mindsets has given rise to many new studies that investigate the **relationship between well-being and academic achievement.** Although there is a theoretical consensus that well-being is an important factor in learning outcomes (OECD, 2017).

School life, measured by frequency of peer activity, experience of bullying, and school safety, were all significant predictors of subjective well-being even after controlling for country-specific cultural and contextual factors (Lee, B.J., Yoo, 2015)

Table presents descriptive statistics (mean and standard deviation) of happiness and school satisfaction (both overall score and separate indicators) in the total sample and by country. Notable scores were observed in happiness and school satisfaction. Higher means in school satisfaction were found in the satisfaction with the things learned and with the relationships with teachers, while the lower ones were detected in the satisfaction with other children in class and with school marks.

Descriptive statistics of happiness and school satisfaction in the total sample and by country.

	Total	Estonia	Spain	Germany	Romania	Norway	Poland	Malta
	M(SD)	M(SD)	M(SD)	M(SD)	M(SD)	M(SD)	M(SD)	M(SD)
Happiness	8.77(1.88)	8.16(2.14)	9.02(1.63)	8.30(2.08)	9.34(1.44)	8.88(1.86)	8.86(1.65)	8.66(2.16)
Other children in your class	8.47(1.96)	8.11(2.15)	8.60(1.92)	8.05(1.95)	8.67(1.93)	8.92(1.69)	8.38(2.00)	8.60(1.93)
Your school marks	8.47(2.08)	8.19(2.22)	8.34(2.01)	7.97(2.11)	8.96(1.97)	8.84(1.85)	8.38(2.09)	8.52(2.10)
Your school experience	8.79(1.89)	8.69(2.07)	8.80(1.83)	8.34(1.98)	9.24(1.53)	8.98(1.77)	8.59(2.00)	8.79(1.98)
Your life as a student	8.76(2.01)	8.52(2.19)	8.63(1.91)	8.38(2.08)	9.42(1.52)	8.96(1.90)	8.42(2.18)	8.84(2.08)
Things you have learned	9.14(1.63)	8.89(1.83)	9.23(1.41)	8.90(1.55)	9.57(1.24)	9.18(1.60)	8.84(1.97)	9.29(1.55)
Your relationship with teachers	8.86(2.00)	8.51(2.28)	8.88(1.91)	8.54(1.90)	9.29(1.71)	9.32(1.60)	8.40(2.37)	9.08(1.85)
Overall school satisfaction	8.76(1.42)	8.50(1.60)	8.72(1.33)	8.36(1.45)	9.22(1.08)	9.04(1.33)	8.54(1.60)	8.88(1.29)

Topic: School Satisfaction and Happiness in 10-Year-Old Children from Seven European Countries.

Comparing the scores in the different countries *(Gómez B.D., García-M., F.J., and Muñoz-S., 2021)*

Research Questions:

- What are the Factors that made happiness for student in school?
- What are the effective method/functions to support student to experience Happiness learning?
- Have any technologies or methods that can help or support to evaluate/measure student's happiness?

Objectives:

1. To adapt the regional Happy Schools Framework to a global initiative that supports teaching and learning by positioning happiness as an important lever for better learning experiences in basic education schools of Thailand.
2. To find/study the importance factors, that are affecting the happiness of students in primary school (Thailand)

Plan to study and Innovation to develop:

1. Structures Equation Model (SEM)
2. Key indicator to measure Happiness school
3. Factors that made happiness in school for student in primary school.
4. Applied of Technology to support the measurement/ evaluation/ Assessment on Happiness level of students.

Expectation of this study:

- Key indicators that add on from currently standard in primary school level by focusing on Happiness evaluation/assessment before 2030 with the criteria of Happy School framework (Thailand)
- Key factors of student's Happiness and learning outcome.
- Key factors that support or promote Happiness of students and learning outcomes track in into Thailand education system.
- Tools and suggestion to support the improvement of primary school (Thailand), in the same direction of the world future framework of happy school.

Methodology:

Research purposely will be selected and divided into two dimensions as following:

1. The questionnaire respondents were students &teachers in primary school. In this research, the size of the sample will be more than 300 which was considered a "good size" for EFA and CFA
2. The key focus group informants for the verification of indicators of each happiness learning element were divided into 2 groups which included; (2.1) two senior experts in basic education who had experience in indicator development and four teachers with at least five years of teaching experience at primary school and (2.2) 40 students who are studying Grade 1-6. The two groups were purposely sampled. The focus group of students was conducted separately from the group of senior experts and teacher to avoid influence in expressing ideas towards the issue of individual informants. The guideline questions for the focus groups were developed by the researcher under the advice of learning experts.

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