

The External Assessment of Quality Assurance in Thailand

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ABSTRACT

This paper emphasizes on historical background, reasons for establishing the Office for National Education Standards and Quality Assessment (ONESQA), goals of ONESQA, standards and key performance indicators used in the external quality assurance system, and the results of the first round of external assessment. Major Efforts are currently underway to implement a new quality assurance system in Thailand for both public and private sectors of basic education and higher education.

Historical background

As stipulated in Section 81 of the 1997 Constitution of the Kingdom of Thailand, a national education law is required; hence the drafting of the 1999 National Education Act, which became effective on August 20, 1999. Chapter 6 of the Act on Education Standards and Quality Assurance mandates establishment of the Office for National Education Standards and Quality Assessment (ONESQA), enjoying the status of public organization. The announcement for establishment of the Office was subsequently published in the Government Gazette, Vol 117, Section 99 A on November, 3, 2000. The Office therefore became operational on the following day.

Reasons for establishing the Office for National Education Standards and Quality Assessment

Similar to the operation other concerns, education provision needs administrative and managerial principles for the entire cyclical functioning. It has been well recognized that evaluation is indeed an essential step for feedback information, which provides us with the basis for assessing the extent of target achievement. It also enables us to identify

weaknesses or problems for which remedial measures are needed so as to facilitate subsequent planning and actions required to achieve the goals effectively and efficiently.

It is hence crucial that the importance of evaluation be recognized, particularly quality assessment by an external and neutral body. Such mechanism will provide meaningful assessment. It also gives all agencies responsible for education provision from those at the national level to the smallest—i.e. education institutions and classrooms; the incentives for self-evaluation so that the quality of educational will be continuously enhanced.

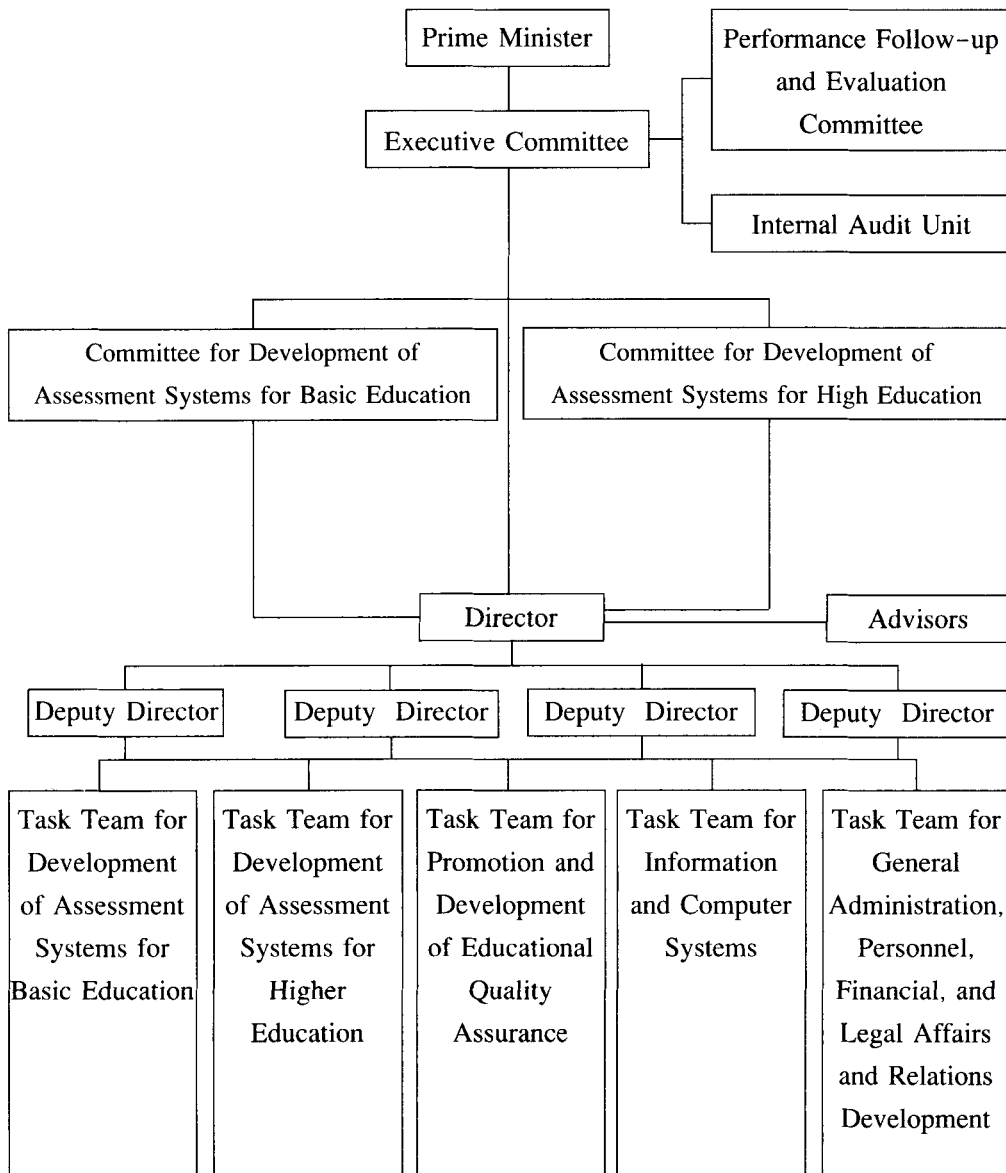
Why a public organization?

Quality education is in fact a public service required of the state, which will have to provide such education to all people. The state therefore entrusts the responsibilities of offering education responsive to the needs of direct beneficiaries, i.e. students and parents, as well as those of indirect beneficiaries, i.e. enterprises, the public, and the society as a whole. For such provision, the state necessarily has to assess how far it complies with the national educational policy, and how far it serves the needs of the customers or different groups of beneficiaries.

An external quality assessment agency needs to be a public organization, enjoying the status of a state body, which is neither a government office nor a state enterprise, in order to achieve highest efficiency. With complete autonomy and power in decision making for its administrative, managerial, and financial affairs, it has the flexibility to carry out the assigned tasks more efficiently than through the bureaucratic line of command.

Besides, not being under the obligation of reporting to the agencies in charge of education, the ONESQA enjoys complete neutrality and integrity, since there is no outside pressure to distort the assessment, resulting in a genuine check and balance. External quality assessment is a public service for capacity-building to check how far the quality of education required by learners, the society, and the state meets the desired standards and efficiency.

Organizational structure and division of responsibilities



Committees established by virtue of the Royal Decree

Chapter 3 of the 2000 Royal Decree Establishing the Office for National Education Standards and Quality Assessment (Public Organization) authorizes establishment of the Executive Committee for the Office (11 members); the Committee for Development

of Assessment Systems for Basic Education (not exceeding 11 members); and the Committee for Development of Assessment Systems for Higher Education (not exceeding 11 members).

Vision

The Office for National Education Standards and Quality Assessment (Public Organization) is an academic body specializing in educational quality evaluation. It has the objectives of enhancing the quality of the educational provision system in Thailand, enabling the educational institutions to provide quality education to learners, who will be endowed with virtue, competence, and happiness.

Missions

The ONESQA is established with the aims of developing the criteria and methods for external quality assessment; assessing educational achievements in order to check the quality of educational institutions, bearing in mind the objectives, principles, and guidelines for educational provision at each level as stipulated in the national education law. External quality assessment of all educational institutions will be made at least once every five years since the last assessment. The assessment outcomes will be duly submitted to the agencies concerned and the general public. The missions stipulated in the Royal Decree Establishing the Office include:

- Development of the external assessment system; setting of the framework, direction and methods for efficient external assessment attuned to the quality assurance system of the educational institutions and the departments to which these institutions are attached;
- Development of standards and criteria for external quality assessment;
- Certification of external assessors;
- Supervision and setting of standards for external assessment carried out by external assessors as well as certification of the standards. In case of necessity or for the benefit of study and research for development of the external assessment system, the Office may carry out an external assessment itself;

- Development and training of external assessors; preparation of the training course content; and encouraging private, professional or academic bodies to participate in the training of external assessors for greater efficiency;
- Submission of an annual report on the educational quality and standard assessment to the Council of Ministers, the Minister, and the agencies concerned for consideration for policy formulation and budgetary allocation for education; as well as dissemination of the report to other agencies involved and the general public.

Goals of ONESQA

The quality assurance of all educational institutions is aimed at through their obligation to receive external assessment at least once in every five years. Quality assessment is an educational process for providing the learners, parents, community, and society with confidence and assurance of the educational institutions' ability to offer services of the quality and standard required. The collective efforts of the state and private sectors will undoubtedly be most beneficial to the development of education quality and enhancement of Thailand's competitiveness in the world community.

Quality Assurance System

In order to meet the requirements of the Act, an educational quality assurance system has been designed and implemented. It consists of both internal and external quality assurance.

Internal quality assurance is regarded as a part of institutional administration which must be a continuous process. Educational institutions are required to prepare annual reports that will be submitted to parent organizations, the agencies concerned and be made available to the public for the purpose of improving educational quality and standards and providing a basis for external quality assurance.

External quality assurance is the responsibility of the Office of Education Standards and Quality Assessment (ONESQA), a public organization which was established in November 2000. All educational institutions are required to receive external quality assessment at least once every five years. External quality assessment is rather new to staff of educational institution in Thailand. Staff are not used to investigation by

outside assessor. The assessor should behave in a friendly manner in dialogue with staff on weak points or on areas of great concern. Assessment is friendly approach called “amicable assessment.”

Amicable assessment model are the way to deal with higher institutions by:

1. Creating good perception and making them ready for external quality assessment.
2. Creating faith in external assessor, developing intimate, and friendly relationship between assessors and members of higher institutions by advising assessors to practice on Buddha, Teaching of the qualities of a good friend.¹

3. Performing realistic assessment in order to improve to standards and blending professional empowerment evaluation and conformity assessment together in performing external quality assessment.

4. Sincerely helping and supporting them to accomplish quality, honestly, and frankly reporting assessment outcome of them, admiring their success and pointing out weak and strong points including giving advice as how to improve their qualities.

The assessment results must be submitted to the relevant agencies and made available to the general public.

For the introduction of an effective quality assurance system, two major tasks which need to be accomplished are: 1) the development of a quality assurance system; and 2) the development of educational standards at national level.

In accordance with the National Education Act, the Secretariat of the Education Council, Office of the Basic Education Commission, Office of the Higher Education Commission and Office of the Vocational Education Commission are responsible for proposing national education standards, basic education standards, higher education

¹ Buddha's Teaching of the Groups of Seven that are the qualities of a good friend:

- Piyo: lovable; endearing;
- Garu: esteemable; respectable; venerable;
- Bhavaniyo: adorable; cultured; emulable;
- Vatta ca: being a counselor;
- Vacannakkhamo: being a patient listener;
- Gambhiranca kathang katta: able to deliver deep discourses or to treat profound subjects;
- No cattane niyojaye: never exhorting groundlessly; not leading or spurring on to a useless end.

standards and vocational education standards respectively. So far, all agencies concerned have made some progress in the development of relevant educational standards. For example, learning standards of basic education has been formulated in response to the 2001 basic education curriculum. In addition, the Committee for Development of the Assessment System of Higher Education Quality has appointed a Sub-Committee to development and set national standards for higher education.

Basic Education Quality Assurance

1. Internal Quality Assurance

A system of internal quality assurance at basic education level has been developed. So far, the ministerial regulations of the system, criteria, and methods for internal quality assurance have been approved by the Council of Ministers and are under the consideration of the Council of State. Before the proclamation of the Ministerial regulations, however, an announcement concerning the system, criteria, and methods for internal quality assurance has been issued by the Ministry of Education (MOE) as implementation guidelines for basic and early childhood education institutions since November 2001.

For acture implementation, internal quality assurance in the institutions has been promoted through 5 activities: 1) production of documents, media, and equipment; 2) personnel development; 3) conducting political projects; 4) assessment of educational quality; and 5) provision of financial support.

In addition, educational standards for internal quality assurance in basic education institutions formulated by their parent organizations have been implemented and improved continuously in accordance with the Act.

2. External Quality Assurance

The educational standards for external assessment at basic education level were approved by the Council of Ministers in January 2000. The standards to be used for the first round of assessment, which are composed of 14 standards and 53 indicators, can be categorized into 3 groups as follows: 1) Standards of Learners, consisting of 7 standards with 22 indicators, aim at physical, spiritual, intellecture, and social development; 2) Standards of Process, consisting of 3 standards with 21 indicators, focus on administrative

and teaching–learning processes; and 3) Standards of Inputs specify the characteristics or readiness of administrators, teacher, and the curriculum. They are composed of 4 standards, with 10 indicators.

The system, framework, and methods of assessment for basic education external quality assurance have already been developed by the ONESQA. They are composed of 7 main guidelines; (1) Meaning, principles objectives significance, and scope of assessment; (2) Meaning, qualifications, ethics, staff management, and duties of external evaluators; (3) Stages of assessment; (4) Guidelines for data collection and inspection; (5) Guidelines for data analysis and assessment of educational standards; (6) Guidelines for assessment of report writing; and (7) Educational standards for external quality assurance at basic education levels.

At present, sufficient numbers of external assessor have been selected and trained for the first round of external assessment.

3. Higher Educational Quality Assurance

The ONESQA is responsible for the assessment of educational quality at higher education level in accordance with the indicators, criteria, and approaches that have been developed. The assessment aims at encouraging quality development of higher education based on the standards set by the Committee for Development of the Assessment System of Higher Education Quality, in line with the missions and varieties of higher education institutions.

Internal Quality Assurance

At higher education level 9 aspects of quality factors for internal quality assurance have been announced for higher education institutions. They include philosophy, mission, objectives, and implementation plan; teaching–learning provision; student development activities; research; academic services to the community; preservation of arts and culture; administration and management; finance and budgeting; and higher education quality assurance systems and mechanisms. It should be noted that university autonomy and academic freedom have been emphasized, meaning that universities are free to choose their own higher education quality assurance system as deemed most appropriate to their

conditions and requirements. They are, however, requested to ensure that their systems cover the dimensions of higher education provision.

The internal quality assurance system consists of quality control, quality audit, and quality assessment. In 2001, training programmers for internal auditors inspecting universities and institutions were supported. A training curriculum for auditors was developed while training programmers for trainers were held, allowing 12 core universities nationwide, both public and private, to start training auditors for their respective universities and institutions of higher learning within or near their provinces.

In relation to internal assessment, a working group has been established to set up a broad framework and guidance directions for universities and institutions. At the same time, the flow of communication has been enhanced to allow all involved to learn of one another's development so that proper actions can be taken accordingly. An e-group for the internal auditors has been set up for such purposes as well.

At present, ministerial regulations of criteria and methods for internal quality assurance have been drafted and are under consideration by the Council of State. However, the ministerial announcement on the system, criteria, and methods for internal quality assurance at higher education levels was issued in July 2002. All higher education institutions have been undergoing continuous development and implementation of quality assurance systems.

External Quality Assurance

During the first six years of External Quality Assessment (EQA) in Thailand, the aim of ONESQA is to maintain and improve quality of higher education institutions. Internal quality assessment is the responsibility of the higher education institutions. They should be the owners of the system and should take care of quality through self-assessment. The internal quality system, which must be a continuous process, should be incorporated into normal educational administration of the institutions. They should also prepare self-assessment report annually and submitting to parent organization and to ONESQA for assessing their quality. External assessor will seek to review and comment on procedures for quality assurance and their operation in practice, against an institution's stated objective

in the self-assessment report and will analyse their strengths and weaknesses and give advice based on assessors' analysis. Because most institutions do not have a tradition of self-assessment, it appeared that the self-assessment was felt by staff as time-consuming and taking away their time to do routine work to attain quality. However, it can be seen that the success of the self-assessment depends on the availability of data and a number of which may be derived from the results of institutional research of the particular institution.

Because it was complained that higher education institutions are subjected to several assessments and people waste their time on talking and preparing systems for quality more than supplying quality as there is no time left to do anything with all the remarks and recommendations, ONESQA try to use data collected by recognized professional bodies for its assessment.

In external quality assessment, assessors will base their judgment on Institution's self-assessment, peer review, and site visits. When the assessment ends, ONESQA will send assessment reports to institutions and parent organizations and disclose the outcome to the public.

For the first round of external assessment the assessors use 8 standards and 28 indicators for degree-granting institutions and 8 standards and 30 indicators for sub-degree institutions.

The 8 standards of the EQA for higher education are as follows:

1. Quality Standard of Graduates.
2. Quality Standard of Teaching and Learning.
3. Quality Standard of Academic Supports.
4. Quality Standard of Research and Innovation.
5. Quality Standard of Academic Service
6. Quality Standard of Preservation of Arts and Cultures.
7. Quality Standard of Management and Administration.
8. Quality Standard of Internal Quality Assurance System.

The Standards and Key Performance Indicators

1. Quality Standard of Graduates

Graduates possess quality, ability to think and perform, ability to learn, and develop independently with ability to work and live with others happily.

1.1 Percentage of graduates who can secure jobs within one year including self-assessment and the percentage of graduates who continue their studies at graduate level. (Output)

1.2 Degree of satisfaction of employers; obtained from a survey within one year of course completion. (Output)

1.3 The ratio of number of papers based on the theses of the Ph.D. graduates published in refereed journals as against the number of the overall Ph.D. theses. (Output)

1.4 The ratio of number of papers based on the Master theses published in refereed journals as against the number of the overall Master theses. (Output)

2. Quality Standards of Teaching and Learning

The aim of teaching and learning with focus on the students with respect to interest, aptitude, practice, and learning from actual experience etc. is to promote students' ability to develop naturally to the fullest extent of their potentiality.

2.1 Evidence of educational reform with emphasis on student-centred teaching and learning and the promotion of real experience. (Process)

2.2 Students' view of lecturers' effectiveness on teaching and tutorials. (Process)

2.3 The number of students in each activity/project in students affair per the total number of students. (Output)

2.4 Evidence of research for the development of learning process. (Output)

3. Quality Standard of Academics Supports

The utilization of resources including personnel, budgets, building, premises, and utilities, as well as contributions from various sources both inside and outside the university for the purpose of supporting an effective management of education.

3.1 Full Time Equivalent Students (FTES) per the number of full-time lecturers at all levels. (Input/process)

3.2 Actual operational budget per one FTES. (Input/process)

3.3 Percentage of full-time academic staff with Ph.D. degrees or equivalent.
(Input/process)

3.4 The number of computers used in teaching and learning per one . (Input/
process)

3.5 The total expense used in the system of libraries and information centres
per FTES and/or the expense used in books/journals/information data etc. per one
FTES. (Input/process)

4. Quality Standard of Research and Innovation

The results of research work can be used extensively and innovations of quality
can be distributed for the development of society and the country.

4.1 The number of research papers published in refereed journal and creative
works per full time lecturer. (Output)

4.2 The percentage of research work which has been used for teaching and
learning or in industry or in developing the nation. (Output)

4.3 The amount of research funds from external sources per full-time lecturer
at all levels. (Input)

4.4 The amount of research funds from internal sources per full-time lecturer
at all levels. (Input)

5. Quality Standard of Academic Services

Academic services which are used in the development of community/society
so that the Thai society can be inseminated with wisdom and life-long learning in the
form of activities and projects which help improve society and community.

5.1 The number of activities/projects undertaken as services to society and
community to the total number of activities/projects. (Output)

5.2 The number of staff serving as external members of academic/professional/
theses committees to the no. of full time staf. (Output)

6. Quality Standard of Preservation of Arts and Cultures.

Arrangement of activities for promotion of arts, cultures, and Thai wisdom,
and the development and creation of standards in arts and cultures.

6.1 The number of activities in the preservation of arts and cultures to the total number of activities. (Output)

6.2 Evidence of development and creation of standards in arts and cultures. (Output)

7. Quality Standard of Management and Administration.

7.1 Percentage of salary of all personnel in proportion to overall operational budget (but not including the salary of administrators and managers in dormitories, hospital, etc.). (Input/process)

7.2 Percentage of salary of personnel in administration and management in proportion to the overall operational budget or the number of FTES per administrator/manager (not including the salary of personnel in dormitories, hospitals, etc.). (Input/process)

7.3 The expenditure of the central administration and management in proportion to the overall operational budget (not including the personnel/expenditure in the administration and management of dormitories, hospitals, etc.) (use percentage). (Input/process)

7.4 Depreciation per FTES. (Input/process)

7.5 The percentage of non-income to operation cost. (Input/process)

8. Quality Standard of Internal Quality Assurance System.

8.1 Evidence of system and mechanism for continuous internal quality assurance. (Process)

8.2 Effectiveness of the internal quality assurance. (Output)

As the assessors are the keystone of the successful assessment, they are appointed by ONESQA from academia, industrial, or business people who have been recommended by executive bodies of educational institutions or by the members of the three ONESQA's committees on the criteria of competency and of their interest in education.

The number of external assessors for each institution vary from 3 to 10 person dependence on the number of disciplines of the institution. Time spent for site visits will also vary from 3 to 30 days dependence on size of the institutions.

As there are more than 170 degree granting and 600 sub-degree granting institutions in Thailand, the external assessment will be review at the institutional level.

Though the aim is for institutional review, in practice, assessors sometime go down to particular area or discipline if there are strong evidences showing inadequacy in quality there. The external quality assessors conclude their work by sending an assessment report to institutions and to ONESQA. The report has a section of institution's strong and weak point and the recommendation on how to improve its quality. At this point ONESQA play no role in enforcement of its recommendations. It is the duty of the institution and its parent organization to remedy its weak point as suggested by ONESQA. The institution should give the clear statement in the next annual self-assessment report about what they have done or are planning to do with those recommendations. This information will be reviewed by next round external assessors.

Occasionally ONESQA may give recommendations for rustic remedy and the assessors may return to visit in a shot period of time before next round visit to look for improvement. ONESQA will also pulbicize assessment reports and expect that society will look for accountability of the institutions. For quality institutions, the consequence of publicizing assessment reports are to attracting more students more finance and gaining also more prestige. This will indirectly force the institutions to remedy their weakness in the areas concern as stated by the assessors.

Finally, the outcomes will also bb synthesized and the standard of education in Thailand will be submitted to government and related organizations.

Results of the External Quality Assessment of Higher Education Institutions

In the assessment of higher education institutions, ONESQA must ensure that the results of the assessment are reliable and publicly accepted. The assessment process must be conducted with integrity, straight-forwardness, and must reflect the actual situation. In order to achieve the above objectives (standards) ONESQA has:

- Chosen to utilize the peer review assessment methods and amicable assessment model, under which the assessment is conducted by experts who are widely accepted by

the educational institutions.

- Chosen to outsource a third party to evaluate the results, as well as the assessment processes conducted by the external assessors.
- Reported the results of the assessment of higher education institutions to the parent organization and made the results available to the public. ONESQA is also in the process of synthesizing the assessment results in order to report the overall education quality in Thailand to the Prime Minister and House of Representatives.

ONESQA currently has approximately 250 registered assessors. Registered assessors have been able to develop their assessment skills through seminars conducted by local and international experts and group discussions organized by ONESQA. When conducting assessments of higher education institutions, assessors will base the assessments on the 8 standards, with 28 KPIs for degree granting institutions and 30 KPIs for non-degree granting institutions.

In 2002 ONESQA had conducted preliminary assessments on 12 higher education institutions (5 degree granting institutions and 7 non-degree granting institutions), in order to test the feasibility of the framework of assessment and the KPIs, and also to find an appropriate method to attain reliable data for the assessment of KPIs. The preliminary results were presented to assessors who did not participate in the preliminary assessment through seminars and group discussions conducted by the assessors of the preliminary assessment.

Although the results of the preliminary assessment are based on a small sample size and may not represent the overall situation, they can however reveal to us areas which many institutions need to improve in the future. Results showed that most institutions assessed have very few internationally publicized papers. This includes work of graduate students as well as the faculty.

Under the Quality Standards of Teaching and Learning and of Academic Supports, the institutions invested mainly on computer hardware for research through electronic libraries and the Internet. However, the operation hours and software were limited. The ratio of students to instructors was relatively high and there was little use of electronic or other equipment to compensate for the high ratio.

Under the Quality Standard of Academic Services, the institutions provided adequate service to the public and communities, both in terms of non-formal and formal education. Training was provided for the community, and industrial and business sectors. A number of graduate programs were offered to those interested; however, the graduate programs were in the form of evening classes with large class sizes. This could lead to relatively lower quality compared normal graduate programs. As for programs offered by the faculty of education, most graduate programs were in educational administrations, although Thailand currently needs more teachers with graduate level knowledge in science, math, and language.

Under the Quality Standards of Preservation of Arts and Culture, research and services were offered, such as restoration of historical sites and artifacts. There were arrangements of activities for promotion of arts and cultures. A few courses and training were offered on local wisdom which could be used to make a living was also offered. It was found that there were a number of student organizations interested in these areas but these organizations had few numbers.

Under the Quality Standard of Management and Administration, the results cannot be clearly concluded due to the fact that the KPIs are mainly associated with finances and educational equipment and facilities which need to take into account depreciation. The educational institutions still lack information on these KPIs and have various sources revenue which they are sometimes reluctant to disclose, especially private institution which are not used to budget reviews by external organization.

Under the Quality Standard of Internal Quality Assurance System, the internal quality control systems are satisfactory and there were comprehensive self assessments and the internal quality control systems were used to improve the education quality.

The preliminary assessments are highly beneficial for following assessments because the assessors who did not participate in the preliminary assessments have learned from the experience of assessors participating in the preliminary assessment, and currently have used that knowledge to assess 231 institutions, 73 were degree granting institutions. Details about completed task and future task of ONESQA are in appendix.

As for the outsource of a third party to evaluate the results, as well as the assessment processes conducted by the external assessors, ONESQA is in the process of developing terms of references required for the evaluation process for the third party.

The last task of ONESQA is to synthesize the assessment results in order to report the overall education quality in Thailand to the Prime Minister and the House of Representatives. Currently a task force has been organized for this task and ONESQA is in the process of developing the terms of references and the task force is now studying how to assess processes and result reviewed by external assessors while waiting for a larger number of assessment result from the external assessors.

Keys for success in external quality assessment of higher education institutions:

1. Using self assessment and peer review as tool for quality assessment.
2. Using an amicable assessing model for external quality assessment and allowing institution to choose their assessors from ONESQA's list of registered assessors.
3. Selecting first class assessors, where knowledge and skills are admitted by higher education institutions, to conduct preliminary assessments of twelve higher education institutions and propagating the outcome of their assessments. This has resulted in making higher education institutions more confident in the system of external quality assessments.
4. Making higher education institutions accept ONESQA's KPI by conducting public hearing and listening to their comments.
5. Announcement of no relationship between funding or punishing higher education institutions and the outcome of the assessments.

Conclusion

In conclusion, major efforts are currently underway to implement a new quality assurance system in Thailand for both public and private sectors of basic education and higher education. The ONESQA was established by a royal decree to be responsible for the external quality assurance of basic education and higher education. The experts oriented approach and the amicable assessment model have been adopted for the external quality assessment of higher education institutions in Thailand. The assessment of 14 standards and 53 indicators for basic education institutions are of considerable progress. It is

expected that the assessment of 38,427 basic education schools will be achieved within its deadline. The certification of quality and standards for the purpose of developing higher education institutions based on the 8 standards with 28 performance indicators for degree granting and 30 performance indicators for sub-degree institutions will proceed. External reviews of higher education institutions started in mid 2002, and the ONESQA is required to complete the reviews of all 842 higher education institutions in 2005. As of this date, ONESQA has significantly accomplished its assessment on both basic education institute and higher education institution as tabulated in table 1 below.

Table 1 Total number of institutions assessed/plan to be assessed in 2002-2005

Institutions	Total number of Institutions	Institutions assessed in 2002	Institutions assessed in 2003	Institutions Assessed/ (Plan to be assessed) in 2004	Total Institutions plan to be assessed 2005	Total Institutions Assessed (as of this date)
1. Degree-granting institutions						
- Government university	24	1	10	1	12	12
- Private	51	2	10	3	36	15
- Rajabhat institutions	41	2	14	2	23	18
- Rajamangala ins. of technology	43	-	7	4	32	11
- Community college	10	-	-	-	10	-
- Institutions under other ministry	145	-	17	-	128	17
Total	314	5	58	10/(150)	241	73
2. Non-degree granting institutions						
- Vocational education	412	3	73	6	330	82
- Private education	353	3	51	6	293	60
- Physical education	17	1	6	-	10	7
- Local government	1	-	1	-	-	1
Total	783	7	131	12/(500)	633	150
Grand Total	1,097	12	189	22/(650)	875	223

Table 2 ONESQA task plan (2002–2005) and accomplished task (2002–2003)

ONESQA Task	Plan to be accomplish during 2002–2005	Done in 2002	Done in 2003 (as of this date)	Task done During 2002–2003 (as of this date)
1. Selection external assessors	950	66	504	570
1.1 Degree granting institutions	450	24	220	244
1.2 Non-degree granting institutions	500	42	284	326
2. Developing and training external assessor	2,900	–	576	576
2.1 Degree granting institutions	1,300	–	273	273
2.2 Non-degree granting institutions	1,600	–	303	303
3. Conducting external quality assessment	1,097	12	189	201
3.1 Degree granting institutions	314	5	58	63
3.2 Non-degree granting institutions	783	7	131	138
4. Monitoring and evaluating external quality assessment	1,097	–	–	–
4.1 Degree granting institutions	314	–	–	–
4.2 Non-degree granting institutions	783	–	–	–
5. Endorsement of external quality assessment reports	1,097	–	107	107
5.1 Degree granting institutions	314	–	29	29
5.2 Non-degree granting institutions	783	–	78	78

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