Thailand's Country Report

Teacher Workflows, Professional Agency and AI Productivity in Thailand

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1. Executive Summary

The rapid proliferation of artificial intelligence (AI) has initiated a profound structural shift across the global educational ecosystem, prompting Thailand to transition from Industry 4.0 (Data & Digital) to Society 5.0 (Smart Society). In this era, technology is not just a tool but a partner for human sustainability, guided by the philosophy of "High Tech, High Touch". This human-centric approach ensures that automated systems reinforce the ethical core of the profession while promoting personalized learning and lifelong learning accessible anywhere and anytime.

This report outlines Thailand's unique model of synergistic governance, a dual-pillar framework co-driven by the Ministry of Education (MOE) and the Teachers' Council of Thailand (Khurusapha). By dividing mandates between infrastructure enablement and professionalism safeguards, Thailand has successfully constructed a balanced ecosystem that addresses three critical vectors of contemporary education: teacher workflows, professional agency, and ai productivity.

Key Dimensions of the Synergistic Governance Model:

1. Infrastructure optimization (MOE as the 'Enabler'): The Ministry of Education handles the structural complexities of the digital shift. Through systemic reforms such as the "Work Smart" policy to reduce the workload of teachers, the digital performance appraisal (DPA) system and the integration of centralized student data hubs, the MOE has significantly reduced the administrative, paper-heavy burdens traditionally imposed on educators. Furthermore, through strategic national alliances (MOUs) with global technology leaders (e.g., Microsoft, Google, Huawei), the MOE provides safe, scalable, and equitable access to advanced AI productivity tools for classrooms nationwide.
2. Professionalism safeguards (Khurusapha as the 'Quality Assurer'): Khurusapha ensures that technological integration actively strengthens professional agency and adheres to uncompromised ethical boundaries. By shifting the teacher's role from a passive instructor to an active "Learning Designer," the council encourages autonomous professional development (heutagogy) through stackable micro-credentials on the *Khuru Platform*. Crucially, the council has modernized the national

teacher code of ethics to govern issues of data privacy, algorithmic bias, and intellectual integrity, while utilizing innovative tools like virtual ai influencers ("Kru Chanya" and "Kru Bun") to dynamically communicate these values to modern educators.

Strategic Moving Forward:

While the twin-pillar architecture provides a strong foundation, full-scale national implementation faces critical challenges, including mitigating the digital divide between urban and remote schools, managing rapid curricular iterations alongside fast technology lifecycles, and bridging the gap between top-down policy and active classroom practice.

Ultimately, Thailand's model offers a scalable case study for international educational bodies. It demonstrates that true educational productivity is achieved when intelligent automation is utilized to liberate teachers from routine bureaucracy, thereby granting them the precise operational freedom, clarity, and ethical grounding needed to focus on their true calling: mentoring future-ready generations.

2. Introduction & National Policy Landscape

In the national context, teacher workflows, professional agency and AI productivity, align with the Thailand national Ai strategy and Action Plan. How AI has disrupted standard teaching practices, calls for an urgent transition into digital pedagogy and heutagogy (self-determined learning). Thailand's approach to AI in education does not rely on technology alone, but on a "Synergistic Governance" model between the Ministry of Education (Infrastructure) and the Teachers' Council of Thailand (Professionalism). Specifically, Thailand is championing the philosophy of *"High Tech, High Touch"* leveraging automation while protecting human ethics.

3. Synergistic Governance" model

3.1 Systemic Workflow Optimization: Alleviating Administrative Burdens

A persistent barrier to educational quality has been the excessive administrative workload placed on teachers, which frequently diverts energy away from actual classroom instruction. The Ministry of Education is continuously pushing for the "Work Smart" policy to reduce the workload of teachers. Currently, key measures include canceling 7 evaluation projects, integrating a single data-entry system, and transferring administrative tasks to the Educational Service Area Offices. Moreover, the MOE has launched a comprehensive structural overhaul designed to reclaim this time, deploying intelligent automation to optimize national teacher workflows:

- The digital performance appraisal (DPA): Spearheaded by the Office of the Teacher Civil Service and Educational Personnel Commission: OTEPC, the DPA platform has digitized the entire promotion and career advancement tracking system. By replacing traditional, paper-heavy physical portfolios with data-driven online submissions, the DPA system drastically reduces bureaucratic delays. It evaluates teacher competency transparently and efficiently, enabling educators to spend less time on paperwork and more time engaging with students.
- Centralized educational data ecosystem: Historically, teachers were burdened with entering redundant student metrics into disconnected databases. The MOE is actively unifying these platforms integrating systems like the data management center (DMC), secondary grading system (SGS), and B-OBEC. This centralized database structure reduces administrative redundancies, leveraging data automation to provide real-time metrics on student attendance, resource allocation, and academic performance.

By assuming the role of the infrastructure enabler, the Ministry of Education successfully absorbs the infrastructural complexities of the digital shift. Through automated platforms like the DPA and global resource networks, the MOE shifts the administrative burden away from classrooms. This structural relief provides the precise operational space required for teachers to exercise their professional agency.

3.2 Roles of the Teachers' Council of Thailand (Khurusapha)

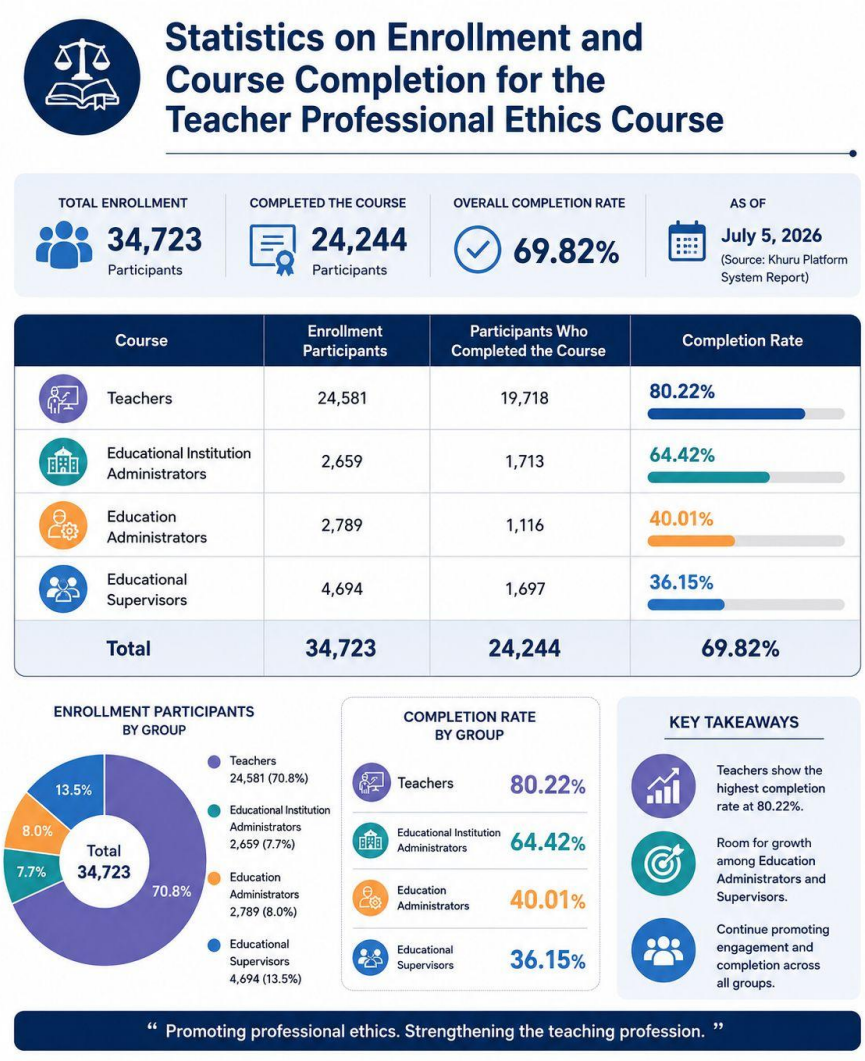
Application of digital technology as professional development tools

A core objective of Khurusapha's modern mandate is transitioning the professional identity of educators from passive "Content Deliverers" to active "Learning Designers." In an environment where information is instantly accessible via AI, a teacher's value is no longer measured by rote knowledge transmission, but by their capacity to engineer meaningful, personalized learning experiences.

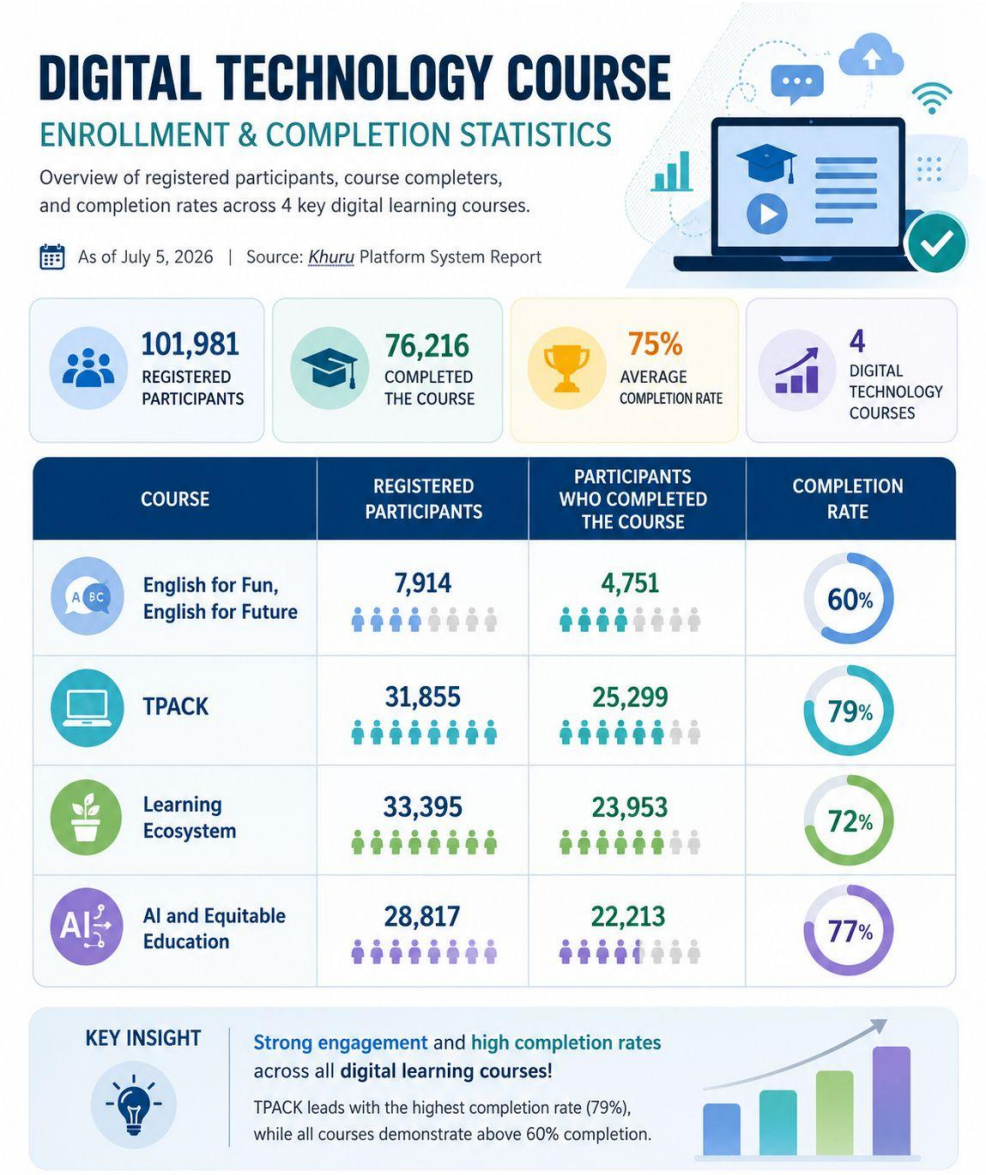
- Empowering teacher-led development: Through the specialized *Khuru Platform*, the council has introduced a modular Micro-Credentialing framework. This system shifts the professional development paradigm from top-down mandates to an autonomous, self-determined model (heutagogy). Teachers possess the agency to select, pursue, and stack specific competencies such as data analytics, AI tool curation, and advanced digital pedagogy tailoring their professional growth to the immediate needs of their local classrooms.



Statistics on Enrollment and Course Completion for the Teacher Professional Ethic Course



Statistics on Enrollment and Course Completion for the Digital Technology Course



As of July 5, 2026 (Source: Khuru Platform System Report)

- Knowledge mobilization: The council uses its nationwide *KSP national webinar* framework to spotlight exceptional teacher-led AI innovations. By providing a platform for grassroots educators to share original AI-integrated methodologies, Khurusapha reinforces professional autonomy, positioning teachers as active policy co-creators rather than mere technology consumers.

  Beyond platform dissemination, the Teachers' Council of Thailand (Khurusapha) utilized this synthesized knowledge ecosystem as the core framework for its 2025 Annual Academic Conference, themed "AI in Education: Challenges and Opportunities," conducted online as a national webinar series from August 18 to

September 14, 2025. This major initiative was executed in two strategic phases to facilitate nationwide knowledge extraction: the first phase (Pre-Webinar) operationalized the 12 synthesized knowledge dimensions through 12 specific thematic episodes featuring grassroots practitioners such as in science, mathematics, and educational research drawing 18,302 direct webinar participants and 297,000 online views. The second phase (KSP Webinar) served as the main plenary conference, offering deep dives into 7 critical tracks including the evolving role of educators in the AI era and educational AI ethics, which attracted 13,295 direct webinar participants and 149,000 online views. Ultimately, by seamlessly linking the research synthesis process to publication on the Khuru Platform and scaling it through the KSP Webinar stages, a total of 607,431 professional educators, faculty members, and researchers actively engaged in this national knowledge exchange. This milestone represents a highly successful, concrete, and widespread mobilization of technological and AI research directly into active classroom practices across nationwide educational institutions.

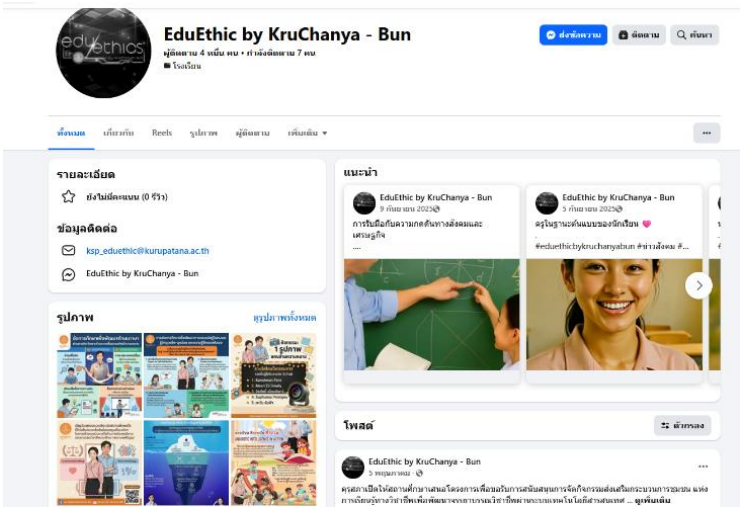
Educators and Administrators in the Digital Age

- Teachers as "Learning Designers": Educators have transitioned from passive instructors to designers of personalized experiences, integrating digital tools like Canva, Genially, and YouTube. Assessment has become interactive through platforms like Kahoot! and Quizizz.
- Administrators as "Change Leaders": School leaders are tasked with building a digital culture, acting as role models for technology acceptance and ethical management. Their skills must encompass academic leadership, innovative management, and the ability to negotiate cross-organizational collaborations.
- Digital Ethics & Safety: The profession adheres to 5 domains and 9 items of professional ethics, which have been updated to address modern threats like cyberbullying, fake news, and online scams.

Innovative Advocacy

- The virtual ai influencers Initiative To bridge the gap between static policy and active practice, Khurusapha utilizes virtual ai influencers ("Kru Chanya" and "Kru Bun") to communicate complex ethical standards through bite-sized, engaging content. This initiative, branded as "EduEthic," has seen high engagement across social media, with a 96.7% satisfaction rate among educators who find the content applicable to real-world challenges. Simultaneously, legal enforcement remains robust, with clear disciplinary actions for ethical violations to maintain professional dignity.





4. Synthesis: The Synergistic Matrix (Empowerment vs. Regulation)

The structural transformation of Thailand's educational landscape does not occur through isolated digital initiatives, but through a deliberate equilibrium of power. The intersection between the Ministry of Education (MOE) and the Teachers' Council of Thailand (Khurusapha) creates a comprehensive, functional framework: a synergistic matrix where infrastructure empowerment meets professionalism regulation.

Without infrastructure, ethical frameworks remain purely theoretical; without ethical boundaries, rapid technological adoption threatens the human integrity of the teaching profession. Thailand's dual-pillar model systematically addresses this tension by ensuring both forces operate in harmony.

Workflow Optimization and Productivity Harmony

The operational connection between the two organizations directly addresses the critical balance between time allocation and professional focus. Through large-scale automation systems such as OTEPC's digital performance appraisal (DPA) and centralized data ecosystems the MOE clears the administrative landscape. It systematically strips away hours of redundant data entry and bureaucratic portfolio compilation.

However, structural relief alone does not automatically translate into improved educational outcomes. This is where Khurusapha intervenes to optimize the newly reclaimed professional time. By providing targeted capacity building through the *Khuru Platform*, the council ensures that the hours saved from bureaucratic labor are reallocated toward high-impact pedagogical activities. Teachers leverage this operational freedom to engage deeply in personalized student mentorship, deploy AI tools to craft adaptive, student-centric lesson plans, and conduct data-driven learning diagnostics that pinpoint individual student struggles.

Balancing Professional Agency with Ethical Boundaries

The matrix further synthesizes the relationship between technological exploration and professional accountability. Through its open platforms, such as the digital education excellence platform (DEEP) and alliances with global technology providers, the MOE offers an expansive universe of digital resources. This vast access empowers teachers with high professional agency, granting them the liberty to explore, innovate, and test algorithmic tools within their respective classrooms.

Simultaneously, Khurusapha functions as the necessary ethical compass that governs this digital exploration. By enforcing updated licensure standards and socializing digital ethics through modern channels like the virtual ai influencers (*Kru Chanya* and *Kru Bun*), the council draws clear operational boundaries. This regulatory layer ensures that as teachers exercise their agency and utilize open platforms, they remain fully compliant with data privacy laws, protect their students from algorithmic discrimination, and preserve academic honesty.

5. Challenges and Strategic Moving Forward

To move from high-level policy guidelines to comprehensive execution, there are three critical challenges that must be actively navigated and moved forward:

1. Achieving 100% digital workflows and systemic interoperability

The transition toward a paperless, 100% digital workflow represents a major administrative shift for both the MOE and Khurusapha. Systems like the Digital Performance Appraisal (DPA) and the unified Khuru Platform have laid the groundwork; however, complete digitalization faces friction from legacy data silos and fragmented sub-systems.

- Strategic moving forward: The challenge lies in creating seamless interconnectivity (interoperability) between disparate ministerial databases (such as DMC, SGS, and teacher licensure files). The strategic focus must shift toward deploying cloud-based automation and standardized data protocols. This will ensure that end-to-end digital transactions from a teacher's classroom output to their license renewal and promotion occur smoothly without redundant manual validation.

2. Escalating personnel digital literacy and advanced ai capability building

Deploying intelligent infrastructure is ineffective if the personnel operating within the system lack the digital agility required to leverage it. The rapid advancement of AI demands a shift away from basic computer literacy toward advanced AI productivity and prompt engineering fluencies.

- Strategic moving forward**:** The current challenge is the uneven readiness among active, in-service teachers and administrative staff nationwide. Khurusapha and the MOE must advance beyond introductory training seminars. The strategic next step requires institutionalizing continuous, micro-credentialed professional development paths. These frameworks must train educators not just on *how* to use AI applications conceptually, but on how to actively co-create learning content, analyze student data trends securely, and maintain professional ethics autonomously.

3. Securing data sovereignty and infrastructure equity (Proposed third pillar)

As the education system becomes entirely reliant on digital architecture and third-party AI platforms, a new structural challenge emerges: ensuring infrastructure equity and secure data sovereignty. Disparities in cloud access and high-speed connectivity persist between elite urban institutions and remote schools, threatening to skew the benefits of AI productivity tools toward privileged areas.

- Strategic moving forward: To prevent an "AI divide," the MOE must prioritize equitable digital distribution, ensuring that network infrastructures and hardware capabilities are standardized nationwide. Concurrently, as student and teacher profiles are fed into predictive algorithms, both agencies must establish robust data sovereign frameworks. This involves creating localized, secure educational clouds that protect national information assets while giving rural schools equal computing power to utilize real-time AI tools.

6. Conclusion

The integration of artificial intelligence into education is fundamentally an ethical and human challenge, not just a technical one. Thailand’s educational transformation in the AI era focuses on a human-AI coexistence. By implementing synergistic governance, the Kingdom ensures that technology serves as a catalyst for excellence while professional ethics remain the compass for developing future-ready learners.

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