

**Transforming Education for 26,000 students  
2024 Program Report**



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## Executive Summary

Thailand's education system continues to face challenges in both quality and equity, as highlighted by the 2022 PISA results. The country ranked below average in mathematics, reading, and science among 81 participating nations, showing a decline from previous assessments. Compared to 2018, national scores dropped by 10 points in English reading and 15 points in mathematics, equating to nearly three-quarters of a year's lost learning.

A significant gap persists between students from affluent backgrounds and those from underprivileged communities. Those attending underfunded schools lag several academic years behind their wealthier peers and encounter financial and systemic obstacles to higher education. These disparities are particularly severe in rural areas, where poor infrastructure, a shortage of qualified teachers, and weak community engagement further hinder students' academic progress.

Teach for Thailand aims to address these educational inequities by recruiting fellows to teach in underprivileged schools for two years. This program seeks to cultivate future leaders who, upon completing the fellowship program understand the root causes of inequity, work across sectors as Alumni to promote equitable education for all children in Thailand.

In 2024, Teach for Thailand (TFT) continued its mission of addressing educational inequity by deploying 113 fellows, directly impacting over 26,000 students nationwide. With a retention rate of over 90% among first- and second-year fellows, we surpassed several milestones, including positive measurable improvements of 37% in student academic performance (Semester 1 of 2024: May – October 2024), strengthened school partnerships, and 48.3% of alumni remaining in prioritized pathways.



## 2024 Organization Performance



**113**  
Fellows



**362**  
Alumni  
*(cohort 1 – 9)*



**54**  
schools



**15**  
Provinces



**26,955**  
Students reached  
by fellows



**153,702**  
Students reached  
by alumni



**37%**  
Improvement in  
students'  
Academic  
Proficiency  
*(2024S1: May – Oct 2024)*



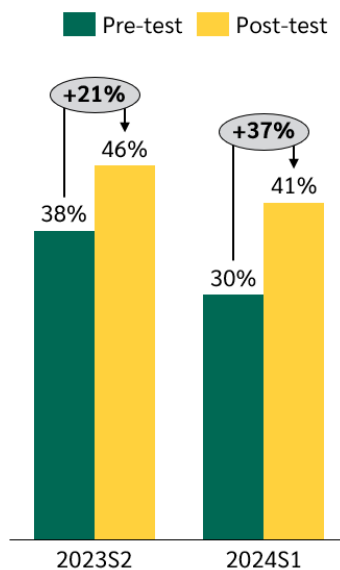
**93%**  
Principals would  
like to recommend  
our Fellowship  
Program



## Impact Highlight

### Academic Performance

The overall improvement in the students' academic performance in Math, Science, and English is summarized below.



Academic proficiency is measured through diagnostics test administered at the beginning of the semester (pre-test) and at the end of the semester (post-test). Improvement in test scores is % increase in average scores from Pre-test vs. Post-test.

For example, if average of student scored 50 out of 100 on the pre-test and then scored 65 out of 100 on the post-test, their score increased by 15 points. This change represents a 30% improvement because the score rose from 50 to 65, which is a 30% increase from the initial score of 50.

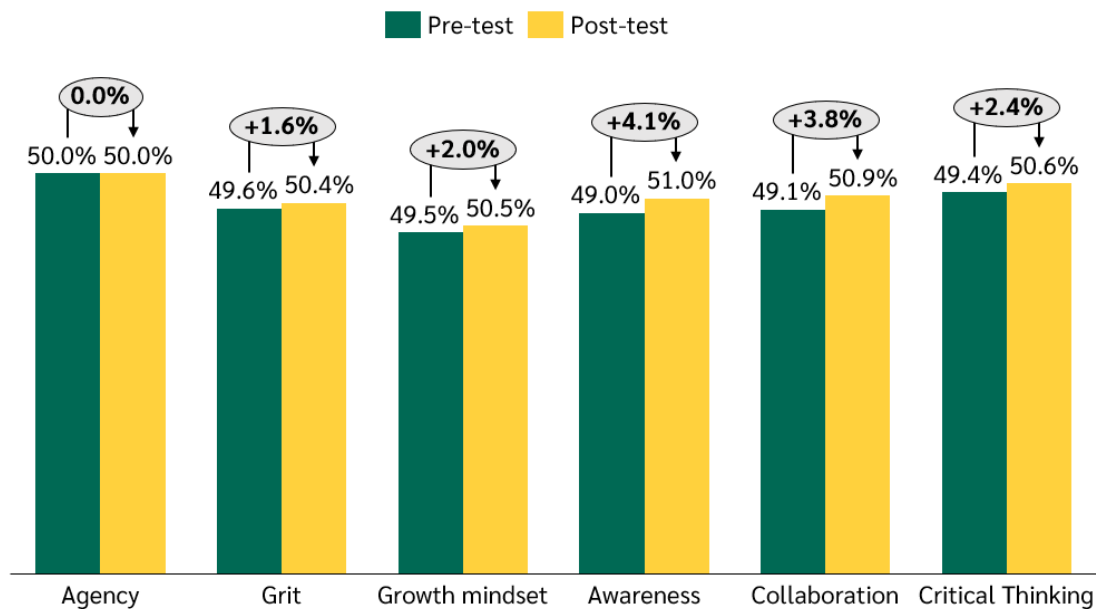
Evidently, the % increase of average score signifies the growth of academic proficiency across three subjects: Math, Science, and English of all students studying under these 113 Fellows, which is higher in the latest semester (2024S1) compared to 2023S2.

*Remark: 2023S2: Semester 2 of 2023 beginning November 2023 – April 2024  
2024S1: Semester 1 of 2024 beginning May 2024 – October 2024*



## Essential Skills and Character Strength

The indicator is measured by using our student attitude survey where specific questions are asked to gauge students attitude related to their Essential Skills (Awareness, Collaboration, and Critical Thinking) and Character Strength (Agency, Grit, and Growth Mindset). The survey is administered at the start and end of the semester to determine the extent of development seen in students. Sample questions include “Once I set a goal, I will keep working towards it consistently, even if I don't see immediate results.” “I can make decisions based on the most suitable options, supported by clear, well-reasoned information.”



Based on the data, we calculated the average pre-survey and post-survey scores (out of 5) to find the average % change. The 2024S1 result shows an average improvement of +2.4% across students' Essential Skills and Character Strength that studied under these 113 fellows.



## School Satisfaction

Teach for Thailand collects data from Principals and Mentor Teachers to assess the satisfaction and impact of the school leadership, ensuring an optimal environment for Fellow leadership development and success. This approach enables us to strengthen school partnerships, refine our placement strategies, and collectively drive better educational outcomes.

This data is collected at the end of every school semester through our Principals and Mentor Teachers survey

Outcome	Indicator	2024S1 Result
Recommendation of Teach for Thailand to other schools	Net Promoter Score of Principals and Mentor teachers	93
Satisfaction of the support and impact made by fellows on the school ecosystem	Satisfaction score of fellows (1-10)	9.4
Satisfaction of the communication between Teach for Thailand and School	Satisfaction score of communication (1-5)	4.5
We are placing the right fellows in the school	Satisfaction score of placement (1-5)	4.7



## Public Sector Engagement

### MOU signing with Prachinburi PAO

On July 3rd, 2024, Teach for Thailand Foundation and the Provincial Administrative Office (PAO) of Prachinburi have signed a collaborative Memorandum of Understanding (MOU) to enhance students' academic capacity and place Teach for Thailand Fellows in schools under the PAO for two years.

During her fieldwork, Director Phanida learned about a potential collaboration between the PAO and Teach for Thailand through a recommendation from Ms. Salee Cherd-Choo, director of Srirak School, one of Teach for Thailand's partner schools. Director Phanida also observed one of the Fellows' classrooms firsthand.



“I visited a class and saw excellent outcomes. Both academic performance and student attendance improved, and the students reported feeling more comfortable and engaged with the teacher.”

“The recruitment of Fellows is also very impressive. Despite lacking a pedagogical background, these Fellows are committed and possess the skills needed to create safe and inclusive activities for students. They work closely with both the school and the community, building trust with parents and making learning more meaningful for the students.”

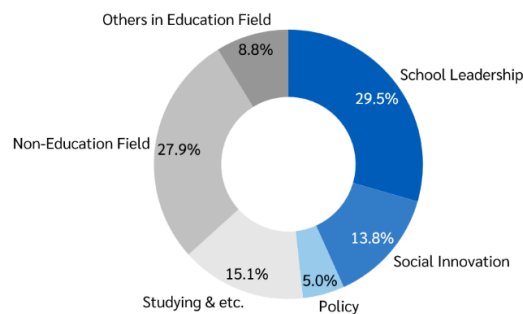
“The Fellows’ support has also enabled us to conduct household visits more effectively and gain deeper insights into students’ challenges. They have built trust within the community, which has strengthened the relationship between the community and the school.”

The PAO of Prachinburi and Teach for Thailand then established a joint effort to recruit and deploy six Fellows to work at three schools under the PAO in November 2024. The PAO partially subsidized the project, while Teach for Thailand will train and supervise the Fellows for two years.



## Alumni Impact

Upon completion of the Fellowship program, our fellows become alumni who continue to affect change across various sectors. In 2024, we have a total of 362 alumni (cohort 1-9 and social studies teachers). 48.3% out of 319 alumni (cohort 1-8 and social studies teacher) are in prioritized pathways (policy, social innovation, and school leadership).



**Policy** includes those employed in the public, state, or private sectors (e.g., the Office of the Permanent Secretary for Education, the Ministry of Finance, and the Office of Education). **Social Innovation** includes those who undertake social projects or work that aim to improve and alleviate educational inequality, and the initiative of various projects that support access to quality learning materials. **School Leadership** includes those who have roles in the education management department, curriculum development measurement and evaluation, and teachers or educational personnel. **Others in Education Field** include those in the Learning and Development role.

## Alumni Spotlight



**Sirikarn Keawkongthong (Sine C1)**  
**Educator** at the Professional Level in the **Office of the Education Council** while pursuing a **Ph.D. in Curriculum and Research Development** at Srinakharinwirot University  
 She oversees educational projects, enhances policies, and focuses on creating a learning ecosystem.



**Uzma Daraman (Zeem C2)**  
**Executive Assistant** at the **Prateepsart School Group** in Nakhon Si Thammarat, and **Founder of Giraffe English School**

She manages English language education, teacher training, classroom evaluations, weekend special learning programs, and implements new school development projects.



**Natthida Soikam (Beam C6)**  
**Head Coach for the Early Childhood Development Program, ICAP** (Integrated Child-Centered Active Learning), a project of the Yuvabadhana Foundation.

She designs new development model on expansion and coordinates with network partners to launch field operation for coaches.

