



EDUCATION IN THAILAND

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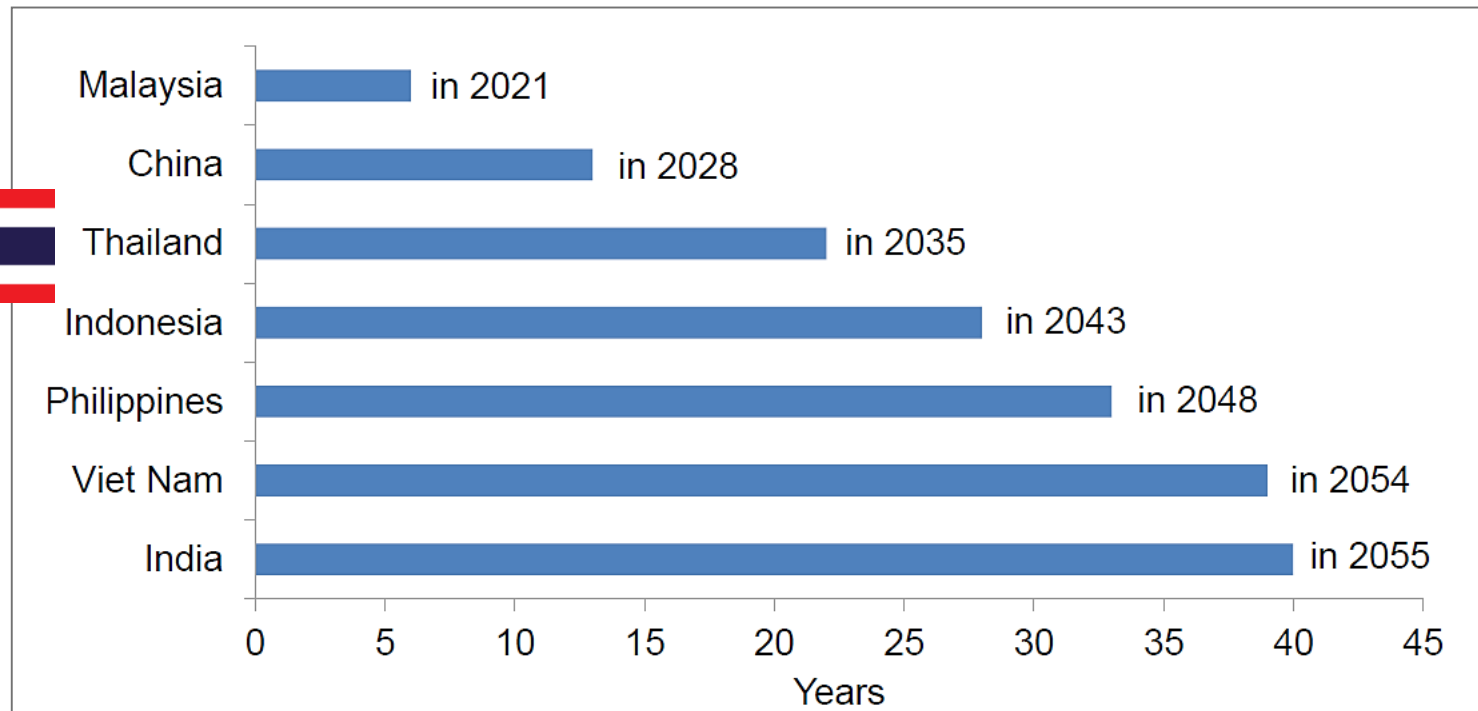
Why education and skills matter





Best case scenario for reaching high income level status




Best-case scenario simulation of estimated time required for middle-income countries in Emerging Asia to become high-income countries





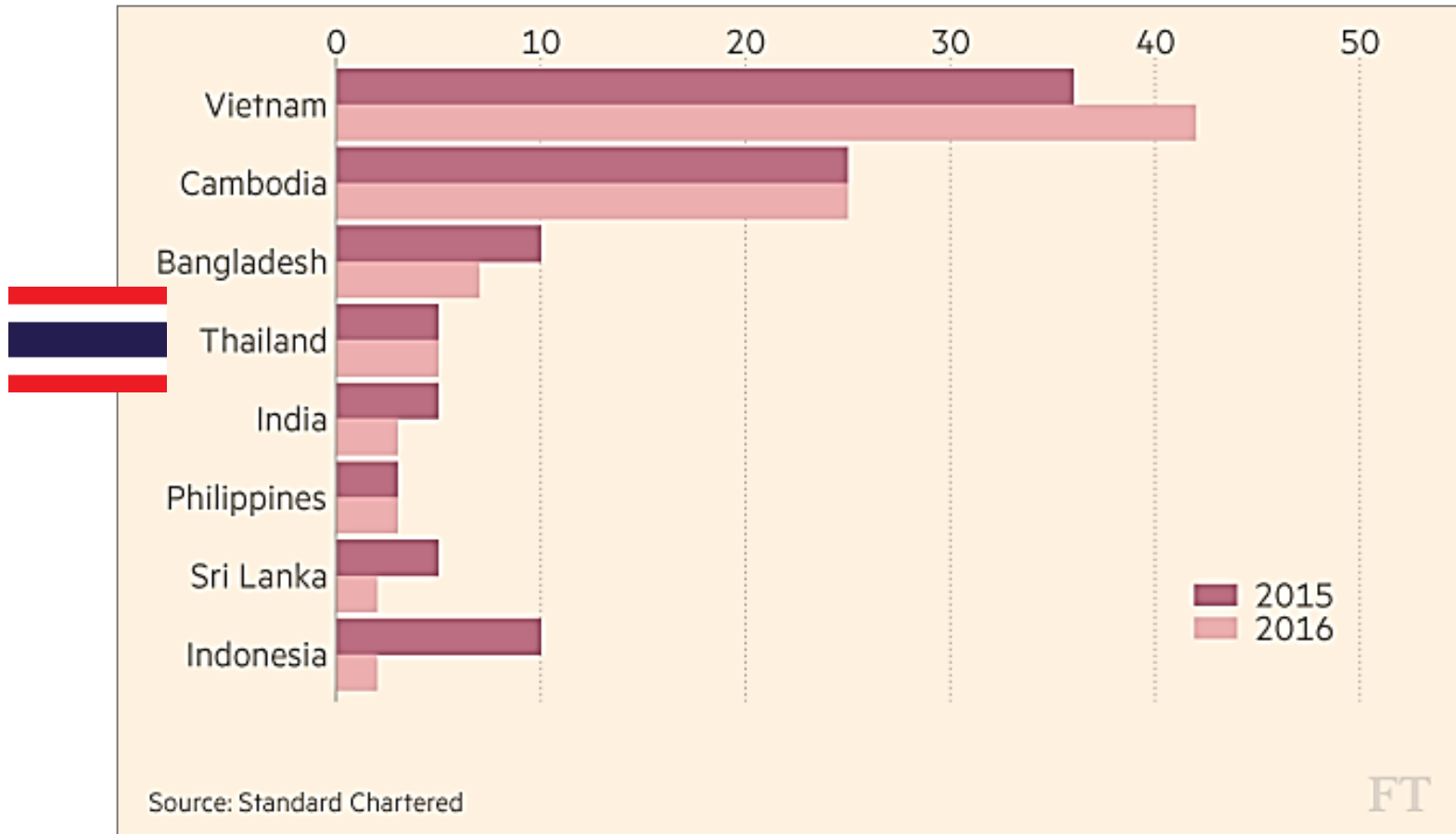
Thailand has the slowest growth...

Real GDP growth of Emerging Asia

Country	2014	2015	2016	2017
ASEAN-5				
Indonesia	5.0	4.8	5.2	5.9
Malaysia	6.0	5.0	4.6	4.8
 Philippines	6.1	5.9	6.0	6.1
 Thailand	0.8	2.8	3.3	3.6
 Viet Nam	6.0	6.7	6.3	6.1
Brunei Darussalam and Singapore				
Brunei Darussalam	-2.3	-0.6	0.8	1.1
Singapore	2.9	2.0	2.3	2.4
CLM countries				
Cambodia	7.1	7.0	7.1	7.1
Lao PDR	7.4	7.4	7.1	7.1
Myanmar	8.7	8.7	8.2	8.3
China and India				
China	7.3	6.9	6.5	6.2
India	7.2	7.4	7.4	7.5
Average of ASEAN 10 countries	4.6	4.7	4.9	5.3
Average of Emerging Asia	6.7	6.6	6.4	6.3

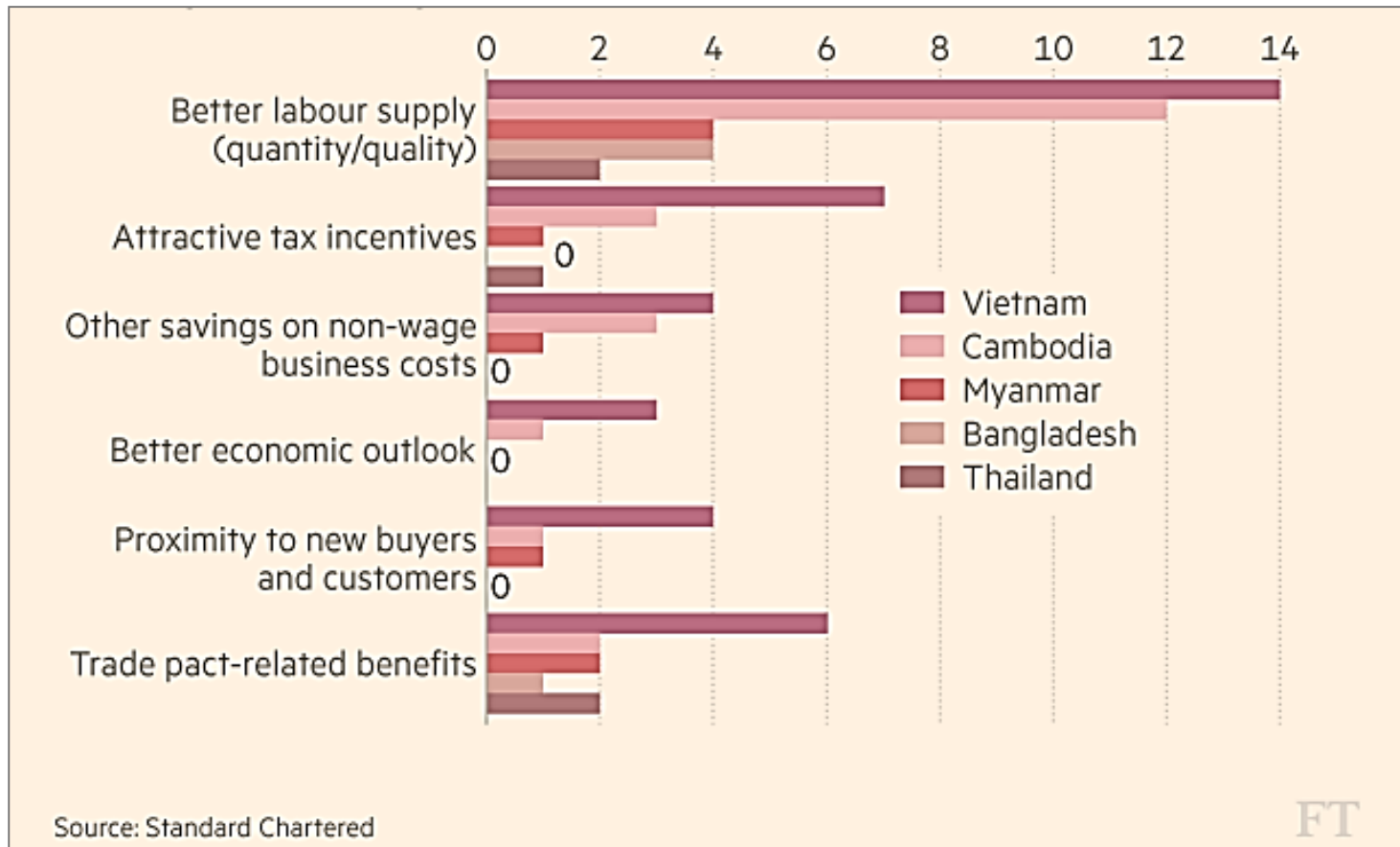


Destinations respondents are planning to move capacity to (%)



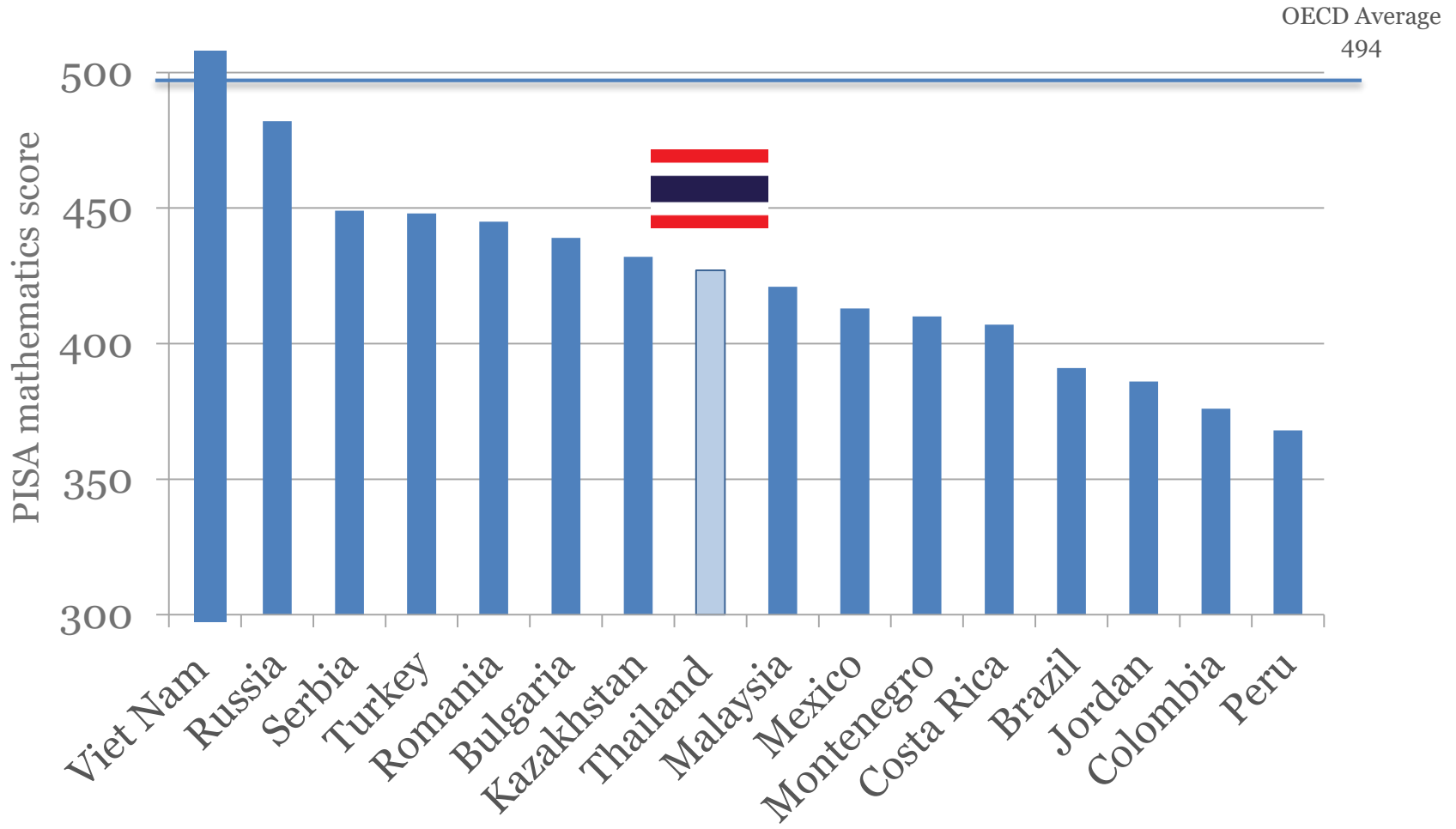


Advantages of relocating to destination of choice (number of respondents)





Mathematics performance of upper-middle income countries in PISA 2012

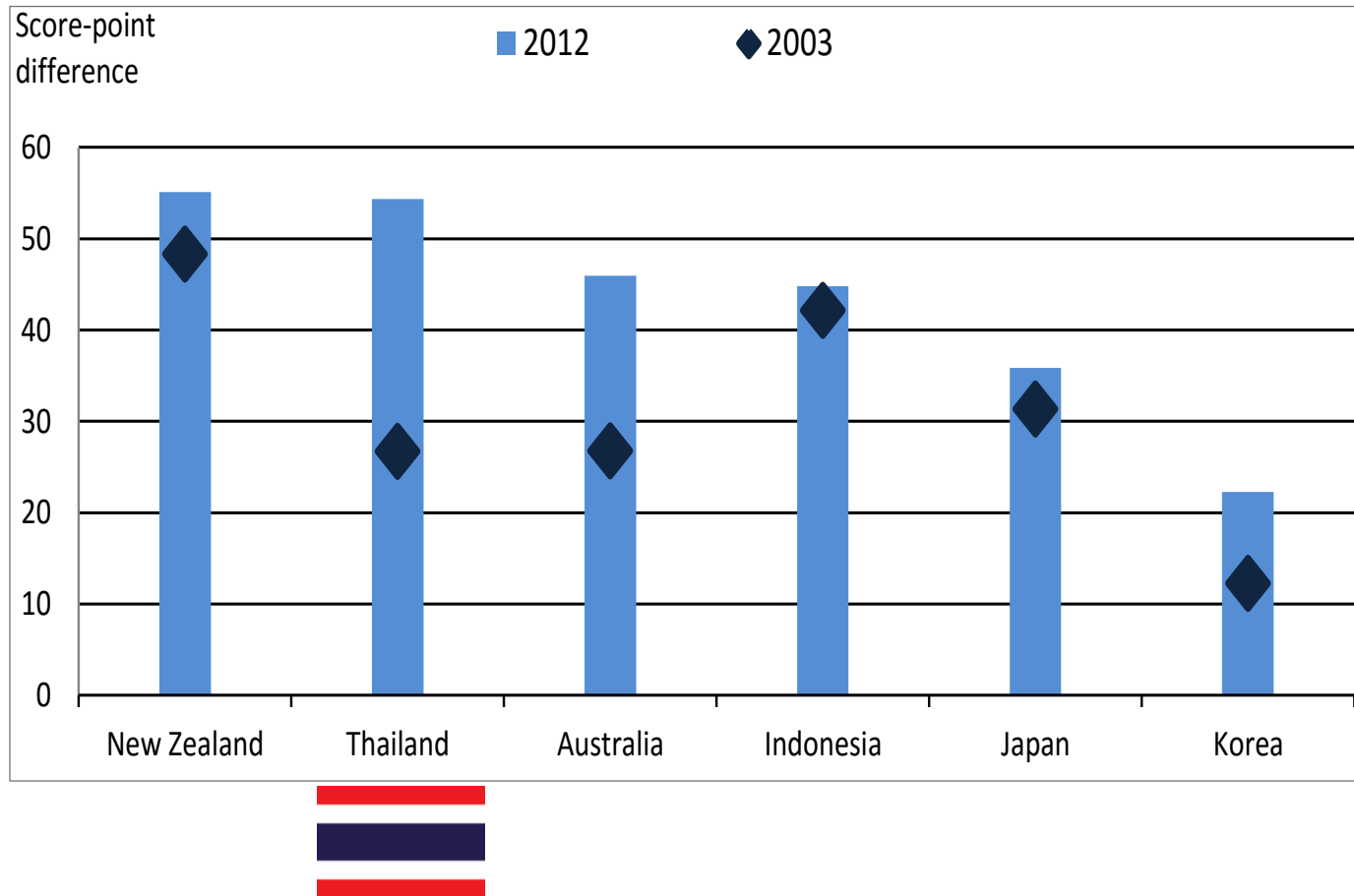




Education and Skills in Thailand

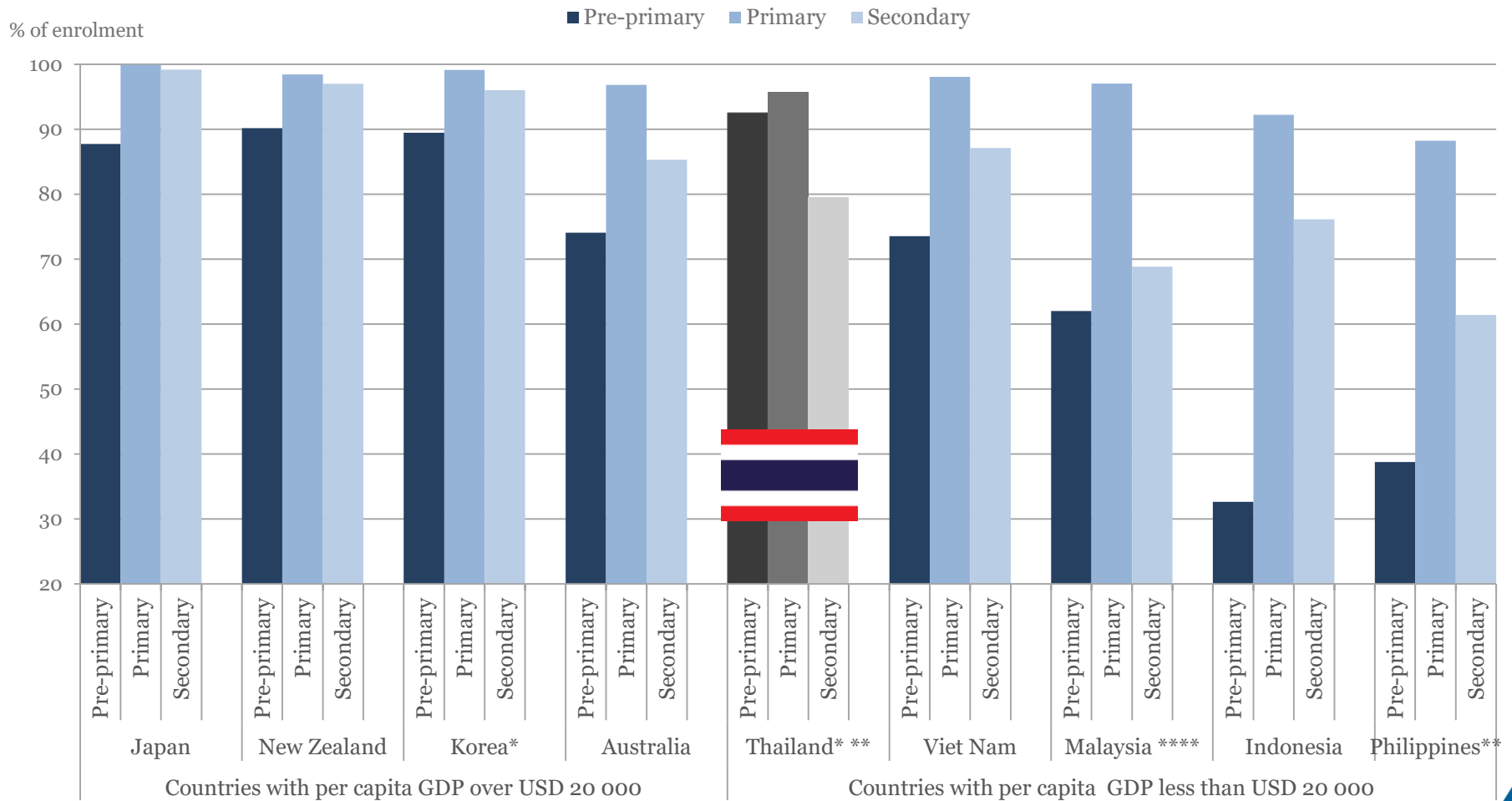


Relationship between mathematics performance and pre-primary attendance, 2003 and 2012





Net enrolment rates, primary and secondary education, 2012

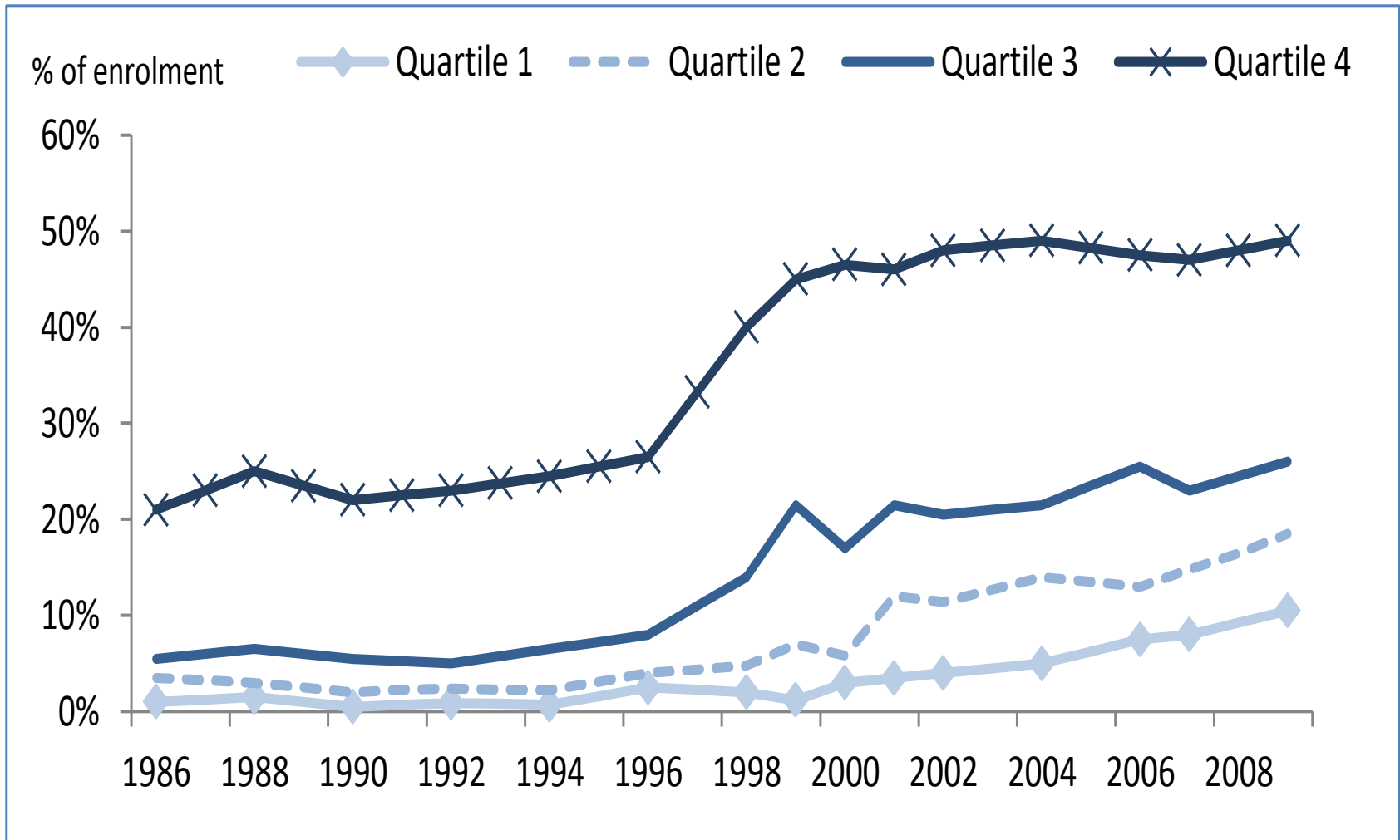


Note: *Data for Korea and Thailand (at the pre-primary level) are from 2011. **Data for the Philippines and Thailand (at the primary level) are from 2010. ***Data for Viet Nam covers lower secondary education only. **** Data for Malaysia at the primary level are from 2005.

Source: UNESCO-UIS (2015), Education (dataset), UIS Data Centre

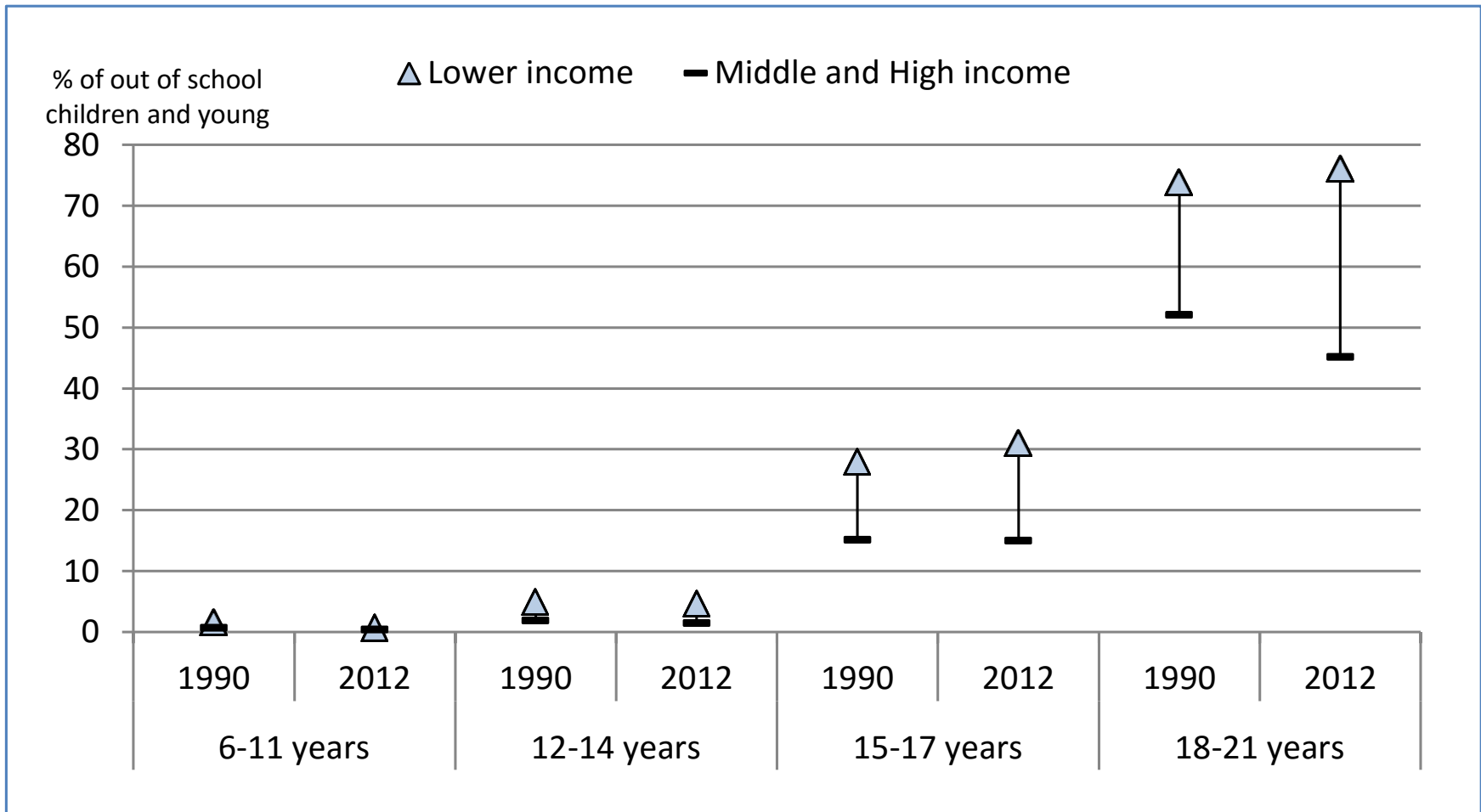


Trends in tertiary enrolment rates for 19-25 year-olds in Thailand, by income quartile 1986-2008



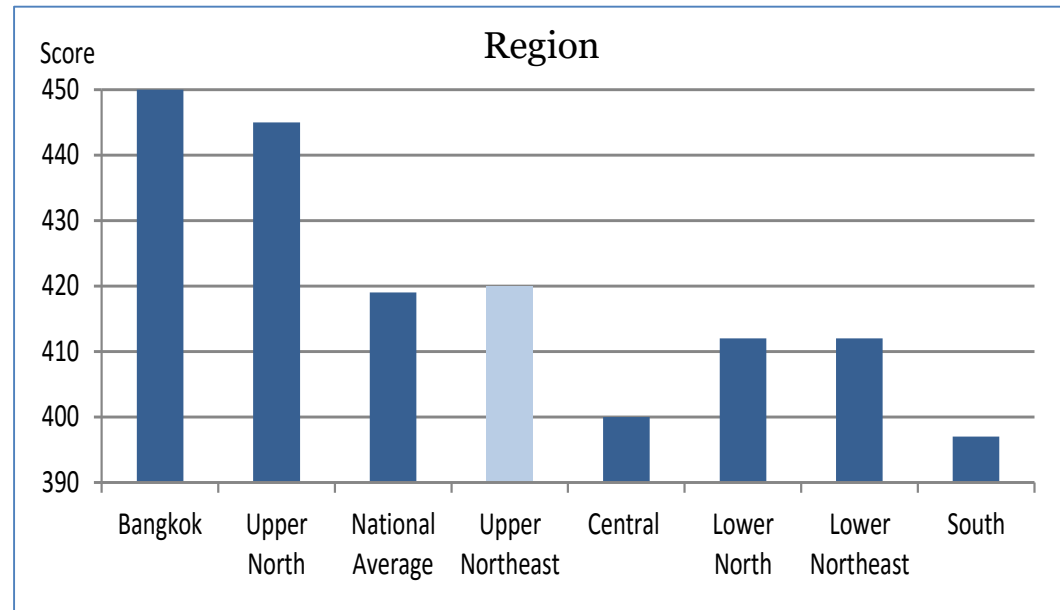
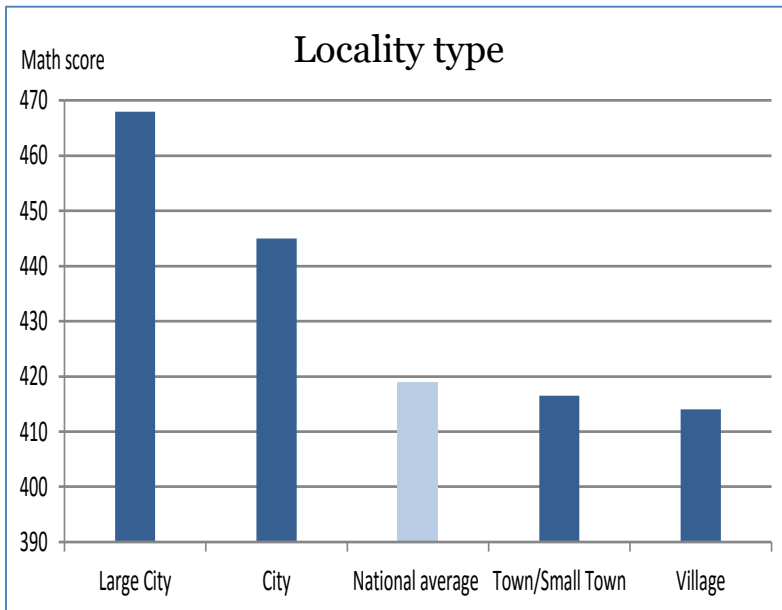


Trends in the share of children and youth not studying in Thailand, by age and income level 1990 and 2012





Mathematics score by region and locality type, PISA 2012

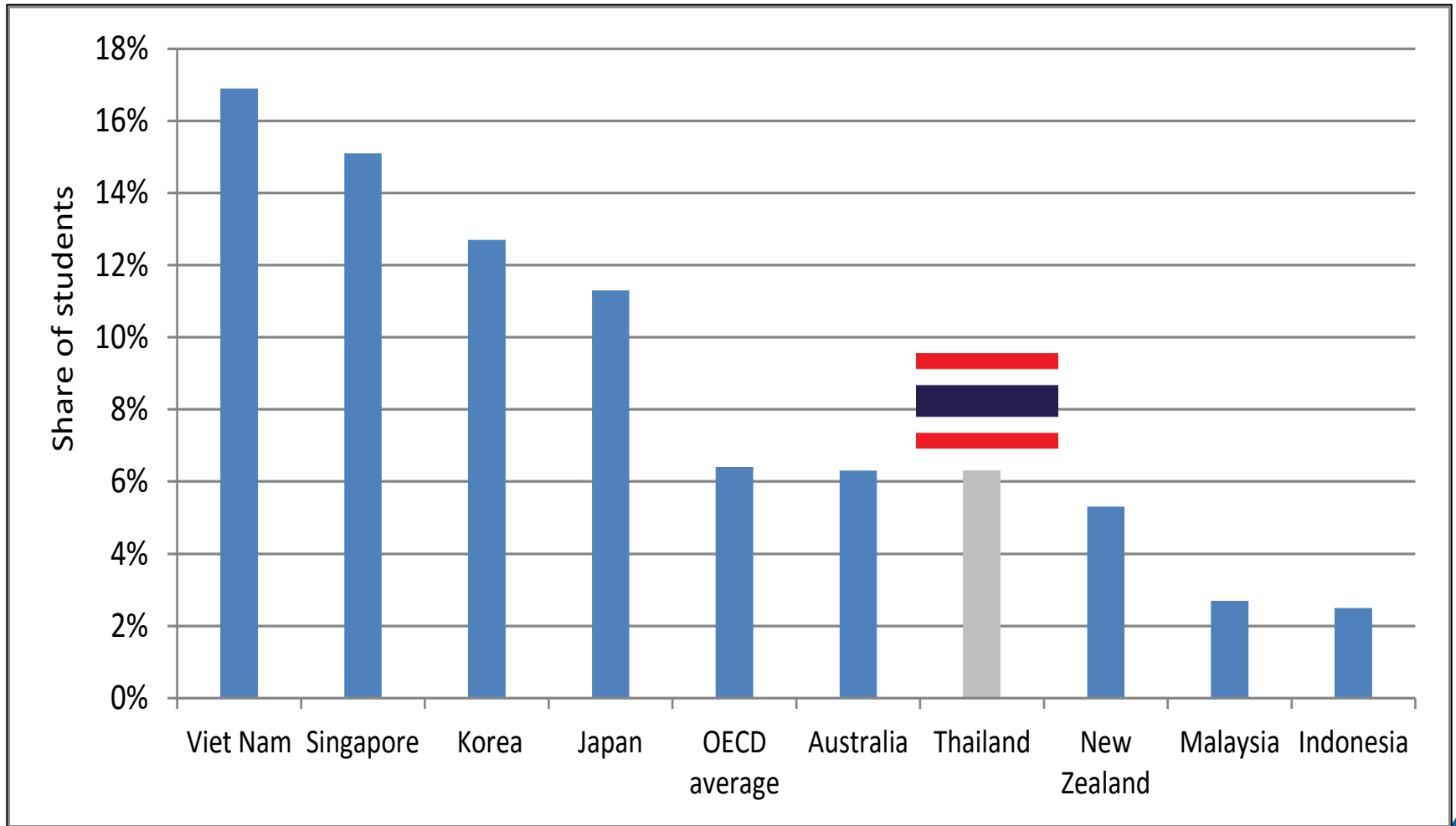


Note: The PISA scale was set so that approximately two-thirds of students across OECD countries score between 400 and 600 points. Gaps of 72, 62 and 75 points in reading, mathematics and science scores, respectively, are equivalent to one proficiency level.

Source: Institute for the Promotion of Teaching Science and Technology (IPST), 2013; www.ipst.ac.th.

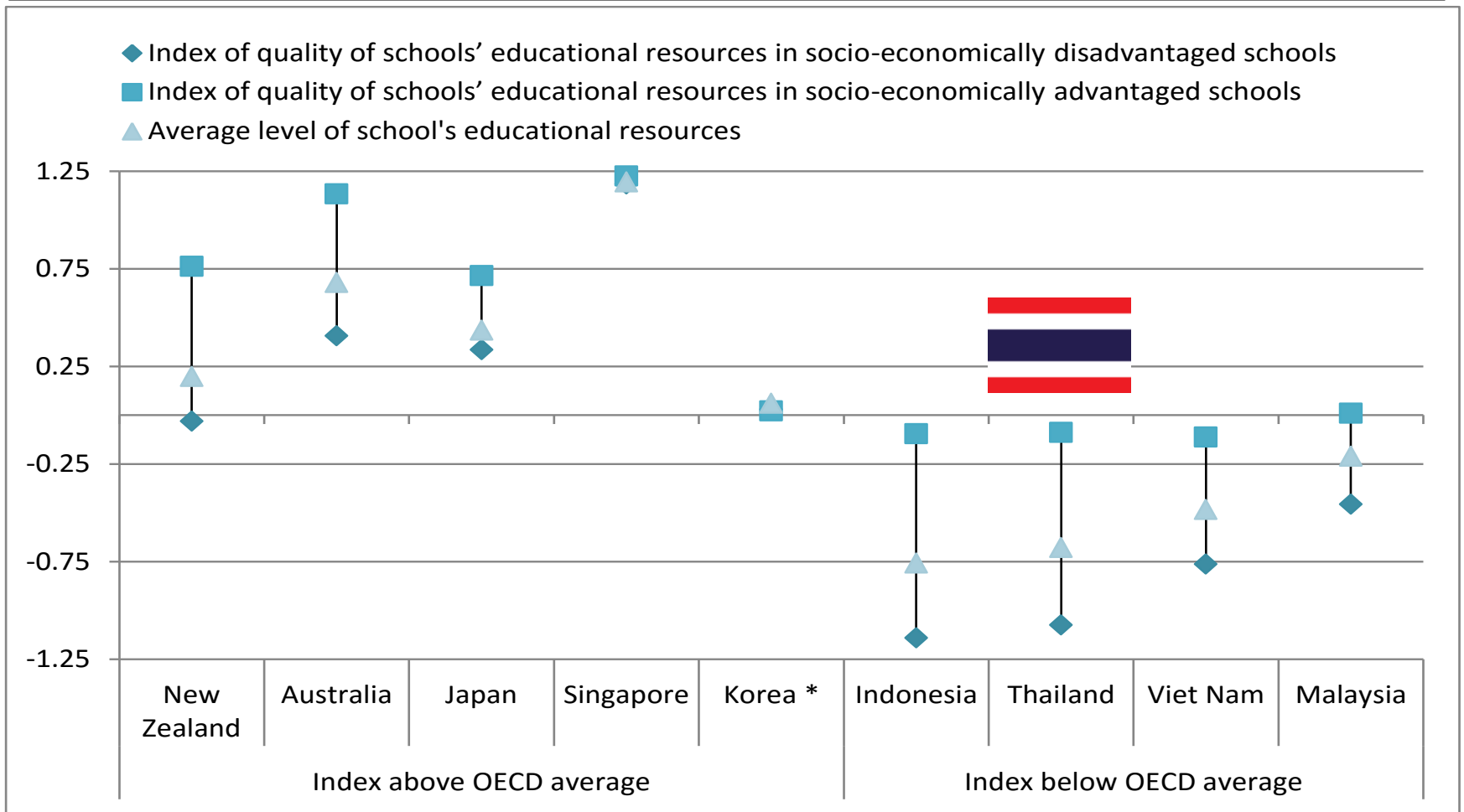


Share of resilient students, PISA 2012





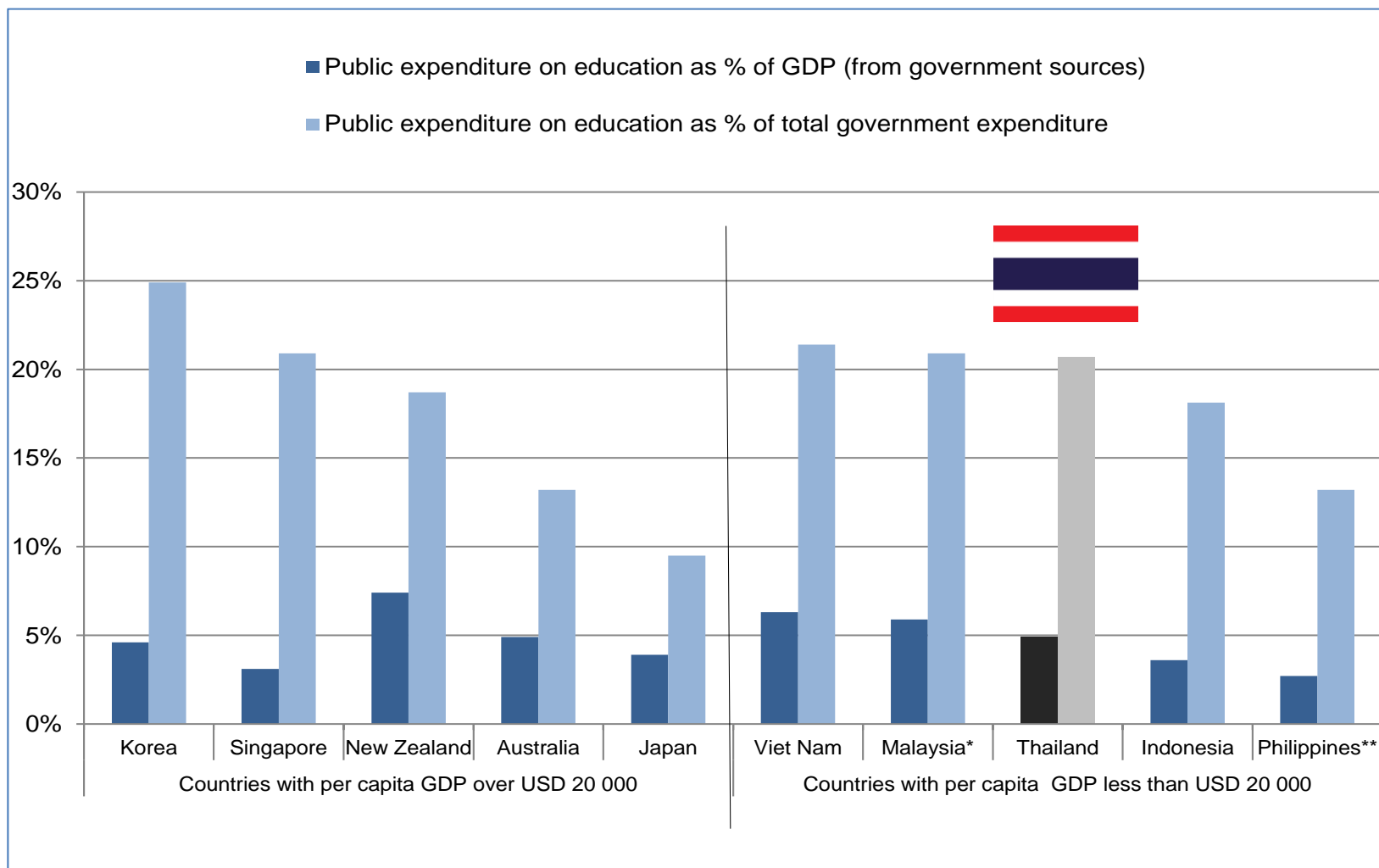
Equity in resource allocation, 2012



Note: Equity is measured by the difference in the index of quality of schools' educational resources between socio-economically advantaged and disadvantaged schools. *Korea has a negative value (-0.01), which means that disadvantaged schools receive more resources than the advantaged ones.



Public Expenditure on education as a percentage of GDP and of total government expenditure, 2012



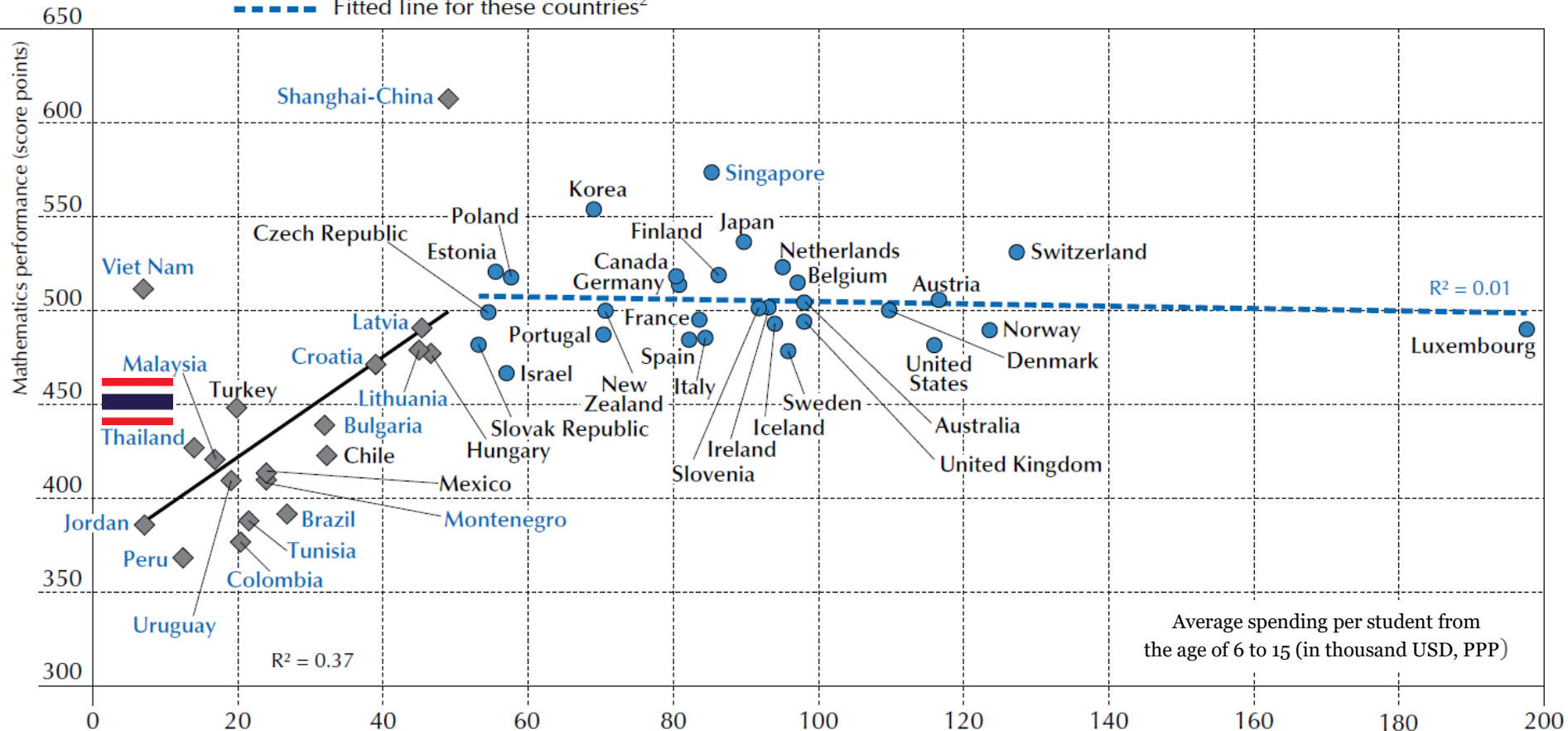
Note: * Data for Malaysia are from 2011. ** Data for the Philippines are from 2009.

Source: UNESCO-UIS (2015), *Education* (dataset), UIS Data Centre



Spending per student from the age of 6 to 15 and mathematics performance in PISA 2012

- ◆ Countries/economies whose cumulative expenditure per student in 2012 was less than USD 50 000
- Fitted line for these countries¹
- Countries/economies whose cumulative expenditure per student in 2012 was USD 50 000 or more
- - - Fitted line for these countries²



Note: Only countries and economies with available data are shown. 1. A significant relationship ($p < 0.10$) is shown by the solid line. 2. A non-significant relationship ($p > 0.10$) is shown by the dotted line. Source: OECD, PISA 2012 Database, Tables I.2.3a and IV.3.1.



Mean mathematics scores and shares of low and high performers, PISA 2012



Note: PISA low performers include all students performing below the baseline proficiency level 2. PISA high achievers include all students performing at proficiency levels 5 and 6.

Source: OECD (2013a), *PISA 2012 Results: What Makes Schools Successful (Volume IV): Resources, Policies and Practices*, <http://dx.doi.org/10.1787/9789264201156-en>.



Economic gains of universal basic skills

- If all students in Thailand were to attend secondary school and achieve basic skills then **annual GDP growth would be 0.59 % higher**
- Looking to the economy in 2095 – when these gains would be reflected across the entire labour force – **GDP would be 4 times (414%) greater than it is today**
- GDP would be **8.9% greater than had performance remained the same**



Thank you!



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