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Thailand Education for All Monitoring Report 2013



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Office of the Education Council

Ministry of Education



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Preface

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Thailand has a special place in the history of Education for All: it was in Jomtien that the movement was launched in 1990. Education for All has contributed to enormous progress worldwide since then.

As this 11th EFA Global Monitoring Report underlines, there is still a lot of work to do to ensure that all children are in school and learning at least the basics. But it is worth pausing to celebrate what we have achieved – and in this region, East Asia, there are plenty of reasons to celebrate.

Between 1999 and 2011, the number of children out of school around the world fell almost by half, from 107 million to 57 million. In East Asia, the fall was even faster, from 9.9 million to 4.6 million.

In recent years, some countries in the region have made spectacular progress. Of the 10 countries where out-of-school numbers have fallen fastest since 2006, four are in East Asia: Cambodia, the Lao People's Democratic Republic, Timor-Leste and Viet Nam.

As this 2013/4 EFA Global Monitoring Report shows, such advances in education have a unique power to improve every other aspect of people's lives and livelihoods. In East Asia, as nowhere else in the world, education is the ladder that has led whole generations from poverty to prosperity.

Such progress also points to the crucial role of government spending on education. Above all, as this report points out, that means spending on teachers – to train them well, and to provide them with incentives to devote their lives to teaching. This report outlines a full set of strategies to provide all children, including the disadvantaged, with the best teachers and the best teaching.

This report comes at a crucial moment. The international education community is turning its attention to a new set of global education goals. The findings and recommendations in this report should serve as a pillar of those goals, so that in 2030 we can celebrate another 15 years of advances in education.



Preface

Education for All (EFA) movement was launched in 1990 at the World Conference of Education for All organized in Jomtien, Thailand. The Conference was organized due to the educational crises taking place worldwide, especially in developing and least developed countries. The delegates adopted a *World Declaration on Education for All* or *Jomtien Declaration* in which the six EFA Goals was defined. Ten years later, at the World Education Forum organized from 26 to 28 April 2000 in Dakar, Senegal, some member countries could not meet the progress of six EFA Goals. Consequently, the Forum adjusted the six EFA Goals consisting of 51 indicators to be achieved by 2015. At present, the six EFA Goals are adjusted once more for EFA 2015 review, namely: 1) Early Childhood Care and Education (ECCE); 2) Universal Primary/Basic Education (UPE/UBE); 3) Meeting the learning needs of youth and adults; 4) Improving adult literacy level; 5) Gender parity and equality in education; and 6) Quality of education. In addition, the indicators of the six EFA Goals are increased from 51 to 67.

Recognizing the importance of the EFA Goals to be achieved by 2015, Office of the Education Council, Ministry of Education, prepared the *Education for All Global Monitoring Report: Thailand Report* (EFA Global Monitoring Report) in the fiscal year 2013 and then the ***Thailand Education for All Monitoring Report 2013*** in the fiscal year 2014. With a view to understanding the current movement of EFA implementation in Thailand, these two publications monitored and analyzed 67 indicators of the six EFA Goals. They are believed to encourage concerned educational agencies and personnel, including other concerned people to accelerate EFA implementation to meet its Goals. By way of addition, the data and information in the two publications are fruitful for educational development and can be studied to drive the EFA implementation in Thailand.

Office of the Education Council would like to express an appreciation to concerned agencies for generous cooperation and data sharing to materialize ***Thailand Education for All Monitoring Report 2013***. A special thank is for Assistant Director-General of UNESCO, Dr. Qian Tang, for his Preface recognizing a commitment of Thailand to Education for All.

Ratana Sriharun

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Deputy Secretary-General

Acting Secretary-General of the Education Council

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Executive Summary

Thailand Education for All Monitoring Report 2013 describes the monitoring of Thailand's Education for All (EFA) program based on six goals, namely 1) early childhood care and education, 2) universal primary/basic education, 3) meeting the needs of youths and adults, 4) improving adult literacy levels, 5) gender parity and equality in education, and 6) quality of education. There are 67 indicators of EFA's achievement, which EFA member countries are obligated to report on in Seoul, Republic of Korea in 2015. Thailand's current results for each indicator are summarized as follows:

Goal 1: Early Childhood Care and Education

Thailand was able to achieve this goal. According to the presentation given by the Minister of Education, Mr. Chaturon Chaisang, at the Asia-Pacific Regional Policy Forum on Early Childhood Care and Education (ECCE), 10-12 September 2013, in Seoul, Republic of Korea; it can be concluded by the results on this topic that Thailand has more advanced management of care and education for early childhood than many other Asia-Pacific countries. That is because Thailand has policies and strategies on early childhood care and education to develop children at this age. Examples of the policies and strategies include the Long-Term Policy and Strategy for Early Childhood Care and Development (0-5 Age Group) 2007-2016 and the operation plan for the National Strategic Plan for Early Childhood Development (newborns to pre-first graders) in accordance with the Government Policy 2012-2016. Beside these, Thailand also has the Committee on National Early Childhood Development 2008, led by the Prime Minister, which controls and presents its sub-committee policies. It is clear that Thailand is determined to achieve its goals for early childhood care and education.

The operations passed for this purpose have achieved the goal. Children attending early childhood schools and other early childhood curricula account for at least 76% of the early childhood population and higher, and 95.33%–99.84% of year 1 primary school students, both boys and girls, have passed pre-first grade education. Early childhood education is provided not only by governmental sectors, but also by private sectors. Over 35% of early childhood students and students were enrolled in other early childhood curricula from 2011-2013. Moreover, some pieces of information used as early childhood indicators, for instance, the budget, were not collected separately, but were combined with the information on basic education.

Goal 2: Universal Primary Education/Basic Education

Since the Global Conference on Public Education and the Jomtien Declaration in 1990, Thailand has been focusing on developments in primary education and basic education, both qualitatively and quantitatively. Thai children, including children with special needs and disabled children, have been given more opportunities to gain primary education and basic education. In reference to the indicators for Goal 2, it has been found that Thailand is close to achieving universal primary education/universal basic education. One outstanding indicator is the ratio of students enrolled in primary education from the primary school age population. The overall image of primary education in 2012 shows that male students account for 93.21% of the population, and female students account for 88.96%. For most of the other indicators, such as the net percentage of new students enrolling at the compulsory school age (which is separated by gender and other indicators), the ratio of students accepted into primary schools compared to the primary school age population, accounts for over 90%. It is clear that Thailand has succeeded in this matter by prioritizing primary education/basic education.

In matters of the percentage of the budget allocated to primary education per GDP from 2008 and 2013, the range was from 3.70%–4.10%. It accounted for 20% of the national budget, responding to the Jomtien Statement of 2011 that requested governments in different countries to allocate at least 20% of the national budget for education.

Goal 3: Meeting the Needs of Youth and Adult Populations

Each government administration has placed much importance on the learning and literacy of youths and adults and has been aware that literacy is a fundamental right of human beings and a basis of education. The Office of the Non-Formal and Informal Education at the Ministry of Education has a policy that encourages reading and supports reading-friendly atmospheres in order to enhance reading in all target groups.

The follow-up on indicators for Goal 3 has revealed that although literacy levels in male youths (aged 15–24 years old) in 2010 were slightly higher than in female youths, the difference was only 0.80%; and that the ratio of literacy among youths, both male and female, accounts for over 95%, which is a satisfactory figure. In terms of overall image, the way that the government has managed education has successfully led to the achievement of this goal.

The government also encourages all students to complete more than nine years of compulsory education by promoting high school education in both general and vocational tracks. The indicators on this matter show that more than 60% of students gain secondary education.

The current government has qualitative and quantitative policies to balance university education and vocational education with the demands of the labor markets. This is done using several methods. A process of building experience during school years, training through jobs, and cooperation between employers and educational institutes supports direct employment of graduates. Vocational education training centers have been established through cooperation between vocational institutes and experts from different occupations to provide knowledge and share their experience with students before entering the workforce. Community fix-and-build centers have also been established through firm cooperation with private sectors to train mechanics and develop their public service skills. Through these methods, the vocational education system can be trusted to bring high income jobs to skilled students.

The Ministry of Education has also created guidelines to shift the ratio of students in vocational education to students in general education institutes to 51:49. To increase the number of students in vocational education, the quality of vocational education needs to increase as well. To do so, the system must be changed; qualifications for students must be set, salary and income levels must be higher, and the image of vocational education must be improved. The latter can be achieved by organizing activities such as community assisting, bringing successful alumni to meet students, and inviting vocational students who have furthered their studies in technology to share their knowledge with current students and parents. These activities are expected to help increase the number of students enrolling in vocational education.

Goal 4: Upgrading Adults' Literacy

Literacy is a basis of education that develops analytical skills and builds the ability to apply knowledge for development of the self, society, and country. Literacy is especially important in enhancing quality of life. The current Thai government has policies to terminate illiteracy throughout the country and considers literacy one of the top factors that contributes to better quality of life. Thailand has been promoting literacy for many years by raising awareness through campaigns and integrating this issue with formal education, non-formal education, and informal education.

The results from the monitoring of the Goal 4 indicator show that almost 97% of adults (aged 15 and over) in Thailand in 2010 were literate, which is a good level compared to more than 200 other countries. Compared by gender, males have slightly higher literacy rates than females. The Office of the Non-Formal and Informal Education at the Ministry of Education has developed curricula and various instructional methods that respond to

individual needs in basic education that are in line with formal education standards. The office has also provided many sub-curricula in the form of non-formal education and continuing education for people who have finished basic formal education and university education. This is to support sustainable maintenance of literacy in the adult population.

The current Thai government has policies to completely terminate illiteracy from the country. In a meeting on 5 August 2009, The Council of Ministers created resolutions stating that reading is a national agenda and announced that the period from 2009-2018 is the “Decade of Reading.” One of the important missions during this period is encouraging all citizens, including those who have forgotten or never learned how, to read. In 2013, Bangkok was selected by UNESCO to be the World Book Capital. This demonstrates that Thailand has been deeply involved with the promotion of literacy. Moreover, among the 10 ASEAN countries, Thailand’s ratio of literacy ranks first.

Goal 5: Gender Parity and Equality in Education

Women’s development in Thailand has made progress to some extent. There are many important policies, which vary according to different aspects of women’s development. The Thai government has been deliberately promoting and developing women for more than four decades. Several organizations, including public and private groups from civil society pay attention to this issue, and the results in women’s development have been witnessed as they continue to progress.

In the educational dimension, the Constitution of the Kingdom of Thailand, B.E. 2550 (2007), Section 30 states that “All persons are equal before the law and shall enjoy equal protection under the law. Unjust discrimination against a person on the grounds of difference in origin, race, language, sex, age, disability, physical or health condition, personal status, economic or social standing, religious belief, education or constitutionally political view, shall not be permitted.”

According to the announcement of the National Education Act B.E. 2542 (1999), the Compulsory Education Act B.E. 2545 (2002), and the National Policy on Education for the Underprivileged B.E. 2547 (2004), all people with and without Thai citizenship should have access to equal education opportunities. Other policies, such as those regarding loans for education and the initiation of 15-year free education project in 2009, have resulted in both male and female students gaining equal opportunities to receive primary and secondary education. This has eliminated educational inequality among genders, complying with the agreement and goals set in Thailand’s Millennium Development Goals in 2011, as well as Thailand’s Education for All Goal 5 (Gender Parity and Equality in Education).

Statistics have shown that in the overall image of Thailand's education, fewer females have finished preschool education, primary education, and secondary education than males, but that females had more opportunities for high school education and university education than males. The values of indicators of gender equality are close to 1; though some are less than 1, and some are slightly greater than 1. It can be concluded that Thailand has adequate educational equality among genders.

Goal 6: Quality of Education

The statistics on Thailand's education show that the indicators on educational quality are fair. Though the information collection methods for some indicators are still not as systematic or detailed as requested by UNESCO, the requests regarding the actual indicators have been completely fulfilled. For example, all teachers are required to attain a certificate in the teaching profession, though there has been no data collection on this matter. Moreover, the certificate must be renewed every 5 years, and in doing so, teachers must develop themselves according to the requirements. In the matter of school sanitation, Thailand has completed more than 60% of the Department of Health at the Ministry of Public Health's HAS Standard to manage the boys' and girls' toilets and has completed 27.88% of the school's clean water resources management, which tends to increase every year. Thus, this problem needs more time to be solved entirely. In the matter of textbooks, the government has provided all students with textbooks, with the budget included in the 15-year free education policy. In terms of academic achievement, measurement of 3rd graders achievement using the National Test (NT) between 2010 and 2012 indicates that more than 80% are at the "fair" level, which is close to the "good" level. However, the subjects tested in Secondary 6 students (12th graders) and in Secondary 3 students (9th graders) were different from the subjects required by UNESCO, thus the data could not be analyzed based on UNESCO's indicators.

In summary, Thailand has fulfilled almost all of the indicators outlined in the Education for All Thai People Monitoring Report: Thailand Report 2013. This is the result of the Thai government's emphasis on education, such as in managing early childhood education and primary education/basic education. Thailand has mostly gained from 80%–90% on the indicators. The government has allocated more than 20% of the national budget for education. Moreover, the Office of Non-Formal and Informal Education at the Ministry of Education has developed programs that responds to youths' and adults' needs by trying to conduct projects and providing alternatives through increased education access to enhance their literacy. Importantly, Thailand has laws that protect the equality of citizens, promote educational equality between males and females, and support education for all people. Thailand has

also been attempting to upgrade the quality of Thai education by raising different policies, for examples, teacher reformation, curriculum reformation, and other relevant polices so that Thailand will be able to compete with other nations and to achieve the Education for All Goals by 2015.

Chapter 1

Introduction

Background

Education for All (EFA) is a project created in 1990 at the World Conference on Education for All as a response to the global education crisis in the 1990s, especially among developing countries and under-developed countries. The problems included, for example, more than 100 million children not getting primary education, illiteracy in more than 960 million adults, more than one third of the world's population lacking the learning skills needed for life improvement along with building human capital, and reducing educational inequality between genders. Therefore, the World Declaration on Education for All (or the Jomtien Declaration) was made during the conference. Following that, additional international conferences have been held regularly to report on Education for All operation results and to evaluate the most effective operations to encourage education for all.

The essence of the conferences concerning education for all can be summarized as followed:

1) The World Conference on Education for All at Jomtien, Thailand

Due to the deterioration of basic global education in the 1990s, a large number of children and adults, especially females, did not have the opportunity to access basic education, and many adults were unable to read or write. UNESCO, UNDP, UNICEF, the World Bank, and a number of national and regional organizations, including Thailand's Ministry of Education, cooperated to hold the World Conference on Education for All from 5-9 March 1990 at Jomtien, Thailand. This conference was considered an historic initiation for global education development where several nations joined to discuss, revise and develop plans for education for all in their own country. Some of the important matters discussed were the framing of basic education programs that could be provided evenly to all groups of people, especially the underprivileged, and the establishment of an operational strategy to manage proper and effective basic education for all.

The most important and concrete achievement of the conference was the World Declaration on Education for All, or the Jomtien Declaration, which was the confirmation and declaration of the intention of each member country to manage education that responds to the needs of all children and adults as the highest goal. The outcome of the conference was the Framework for Action to Meet Basic Learning Needs, which is the principle proceeding

from the World Declaration on Education for All. The framework included the six EFA Goals, which were set to be achieved by the year 2000. The six goals are as follows:

1) Care and development activities for the early childhood group should be increased, especially for underprivileged and disabled children. These activities are to include sharing knowledge with families and communities.

2) Access to basic education opportunities should be extended within the year 2000 by providing children with opportunities to enroll in school and continue studying until they finish primary or basic education.

3) Improve the effectiveness of students, to achieve a higher number of students passing the minimum standards. Measures can be taken with varying age groups of students who have completed their education at the required levels or at higher levels, e.g. 80% of the 14-year-old population.

4) The illiteracy rate in adults is to be reduced by half by the year 2000 as compared to the rate in the year 1990, by focusing on education for women and girls in order to reduce differences between illiteracy in males and females (with each country setting its own target age range).

5) Basic education and skill trainings that are necessary for youths' and adults' lives are to be provided widely. The achievements of related projects must be able to be evaluated in terms of the learners' behavioral changes and the application of their learning to their health, work and enhancement of working ability.

6) The various kinds of knowledge, skills, and values that are necessary for a person and their family's quality of life should be enhanced. Such knowledge could be given through multiple forms of media, including mass media, old and new communication channels, and social activities. In doing so, the achievement of the activities must be able to be evaluated by observation of behavioral changes in the target group.

2) The Salamanca Statement on Principles, Policy and Practice in Special Needs Education at Salamanca, Spain

At this conference in 1994, the Salamanca Statement on Principles, Policy and Practice in Special Needs Education was made. The essence of the statement involved the support of mutual education management. The declarations were:

1) Every child has the right to education. This basic right belongs to every child.

2) Each child is unique in interests, abilities, and leaning needs.

3) Education management for children must be done based on their diversity.

4) Children with special needs must be educated in normal school. The schools must provide educational services to these children.

5) Letting children with special needs learn with normal children is a way to eliminate social discrimination. It is a way to teach people to live together; thus, education must be “Education for All,” not separated.

3) The World Education Forum in Dakar, Senegal

The World Education Forum was held from 26–28 April 2000 in Dakar, Senegal in order to follow up on the progress of the Jomtien World Conference. It was found that many countries had not yet achieved the goals set in the framework. The hosts of this forum were UNESCO, UNDP, and UNICEF. The aims of the forum were to evaluate the progress of Education for All, analyze problems that obstructed the achievement of Education for All’s goals, and expand the obligation period to turn ideas into concrete results. In the forum, participants discussed and presented their progress, obstacles, and problems of their management of Education for All in their country.

The main points that were focused on were: 1) changes in information technology forms that have impacted humans’ ways of life and how they can be used as an important tool to drive Education for All, 2) the spread of HIV and the impact of AIDS on education efficiency in many countries, especially in Sub-Saharan Africa, and 3) the increase in the gap between the rich and the poor. It was agreed by the forum that poverty was the most important factor obstructing achievement of Education for All Goals in many countries.

From the Education for All progress reports presented in the forum, it was found that some countries had advanced in their management of Education for All; however, most countries, especially developing countries and under-developed countries had not yet achieved the Education for All Goals as set in the World Conference on Education for All in 1990, Thailand. The details to support this are that at least 800 million adults worldwide were still illiterate, with most of them being females; there was a gap between those with access to new technologies and those without; one-fourth of the 1,000 million children worldwide were in risky and unhealthy conditions; more than 110 million school aged children were not yet in school; there was still inequality in education systems; the quality of education, understanding of values, and skills of humans were far from meeting individual and social needs; and youths and adults had not gained the necessary knowledge and skills for employment and social participation.

In reference to the problems reported and the experience exchanged in the forum, the participants designed “Dakar Framework for Action”, which is a mutual obligation that governments must put into action. There were six goals in the framework (EFA Six Goals) to be achieved by the year 2015. The six goals are as follows:

- 1) Expansion of Early Childhood Care and Education
- 2) Providing Free and Compulsory Primary Education for All
- 3) Promotion of Learning and Life Skills for Young People and Adults
- 4) Increase in Adult Literacy, especially in women, by 50% by the year 2015, and development of all adults’ equal access to and continuity of basic education
- 5) Achievement of Gender Equality by 2015
- 6) Improvement in the Quality of Education

4) The Ninth Education for All High-Level Group Meeting in Addis Ababa, Ethiopia

This meeting was held from 23-25 February 2010. The participants considered the essence of the Education for All Operation Report for 2010, focusing on marginal people’s access to education, and the comments and recommendations from previous high-level groups, especially the Oslo Declaration in 2008. It was found that although the global community had targeted operations to achieve educational goals for marginal people, there would still be at least 56 million primary students who had not been registered into school system by 2015. Therefore, this meeting focused on solving problems in education management for marginal people; child laborers; unhealthy people; poor people; and people with diseases, such as AIDS, which has contributed to school access problems, absences, and a decrease in learning and development in more than 100 million poor children worldwide. To solve these problems, the following procedures must be taken:

- 1) Education policies must be developed by linking them to an overall development framework in order that all children, youths, and adults can gain education without boundaries of race, nationality, disability, religion, social status, or other matters. Goals should be set that respond flexibly to the needs of marginal people, and there should be data on marginal people, both those in the system and outside of it.

- 2) The allocated budget for education should be increased to at least 6% of the GNP, or 20% of public expenses budget. The use of the budget must be efficient, transparent, and able to be evaluated. There should also be no expenses for tuition, for child care from early childhood on, or for other development projects such as school health projects and assistance projects.

3) Innovation from other areas should be applied.

4) Policies about teachers, the new teacher selection process, proper working conditions, salary, and teacher trainings should be revised.

5) The Tenth Education for All High Level Group Meeting

This meeting was held from 22–24 March 2011 at the Royal Cliff Beach Resort, Jomtien, Chonburi, Thailand. Thailand was honored to host this meeting, since is the place where the Education for All agendas originated in 1990 and 2011. This meeting also counted as the anniversary of the Jomtien Declaration of Education for All. UNESCO has agreed to the revised methods proposed to achieve the Education for All Goals in 2015 by making the Jomtien Statement based on the Jomtien Declaration.

In the meeting, participants agreed that education access must be managed along with quality education development. Budget allocation for education was highly focused on, and the governments of different countries were required to allocate a budget for education based on at least 6% of GNP or at least 20% of the national budget. The global community was also required to make political and financial obligations to solve the problem of the 16,000 USD financial gap in order to achieve the Education for All Goals in low-income countries. Moreover, in order to bring peace, the global community was asked to support education in times of discourse and violence, and all countries were asked to follow this obligation. It was also agreed that international cooperation and knowledge exchanges would contribute to the force of education.

The essence of the Jomtien Statement is as follows:

1) Countries were asked to take immediate action, both at the national, regional, and global levels, to complete the Education for All goals of bestowing the right to education access to everyone. That is because in 2009, 67 million school-age children were not yet in school, and 17% of adults in the world still lacked basic literacy.

2) In terms of the overall picture, the progress made on Goal 2 of Education for All was obvious; however, other goals had still not achieved much, and the education system in each country needs to support life-long education for all people from childhood until adulthood.

3) Learners must be able to access quality education, and they should be encouraged to learn in formal, informal, and non-formal education environments. The curriculum must be relevant to the needs and social diversity of learners, and various instructional methods must be focused on, such as the use of ICT in teaching. Moreover, university education and research for quality education development must be focused on.

4) There was still inequality in education access, and HIV/AIDS and child labor were still obstacles to achievement of the Education for All Goals. Therefore, the meeting agreed to push forward measures that would contribute to the prevention of social problems and to assemble resources to be used in these matters.

5) Governments of different countries were requested to allocate budgets for education of at least 6% of GNP or at least 20% of the national budget.

6) The community of nations is requested to support education under discourses and violence in fragile contexts.

7) Educational participation must be supported and strengthened.

8) The development of educational principals that need to be achieved in the Millennium Development Goals (MDGs) must be focused on.

9) The community of nations must achieve cooperation among existing members and accept new network members, with the participation of UNESCO.

6) The First Global Education for All Meeting at UNESCO Headquarters, Paris, France

The First Global Education for All Meeting was held from 21-23 November 2012. There was a mutual statement of obligation and goals which all UNESCO members worldwide promised to achieve by 2015 at the Global Education for All Meeting at Jomtien, Thailand in 1990 and at The World Education Forum in Dakar, Senegal in 2001. This is to make sure that youths are given the proper education based on their age, and that adults, especially women, people living in poverty, people in remote rural areas, and marginal people are not only able to read and write but also able to think critically. Such abilities are noted as basic human rights according to the Universal Declaration of Human Rights.

In this meeting, UNESCO presented the Global Education for All monitoring report for 2012 on the topic of “Youth and Skills: Putting Education to Work”. The report showed the importance of providing youths with skills necessary for their advancement as a guarantee of quality of life. It also showed that 200 million youths in the world were in aimless conditions; they were quitting school without life skills, and many were living in poverty in cities and in rural areas. Young women were especially likely to be unemployed or earning a lower income. This population of youths needs a second chance to fulfill their potential and be successful. Besides, the report demonstrated that governments could provide training in basic skills to youths to prepare them to be confidently ready for work and create new, better lives. Moreover, the report showed the fundraising situation for achievement of the Education for All Goals at that time and summarized the roles of governments, donator countries, and

private donators for information to find new funding sources and ways to administrate the funds more effectively.

This report also showed the monitoring results of the Education for All Goals in over 200 countries and territories. It was found that progress slowed down when there was an urgent requirement to drive the achievement of goals by 2015.

In this meeting, the participants agreed to make the Global Education for All Statement 2015 (Paris Statement). This statement consisted of important topics for Education for All that have an urgent need to be achieved by 2015, creating obligations that give Education for All an immense push forward and outlining other preparations for making an education agenda after 2015. Examples are below:

- Since the Global Education for All Meeting in Jomtien, Thailand, in 1990 and The World Education Forum in Dakar, Senegal, in 2001, Education for All has established obligations that countries around the world need to follow and mutually drive to ensure that children, youths, and adults receive education as a basic human right.

- The Global Education First Initiative of the Secretary-General of the United Nations should be supported in order to manage Education for All. The operation should be closely monitored to align in the same direction as Education for All and to meet the UN's Millennium Development Goals. With this, all children could have opportunities in education and be supported in becoming world citizens through developments in education quality.

- There should be a discussion about significant guidelines for Education for All operations to be taken from now until 2015, especially in the matter of supporting the member countries' Education for All operation report preparation as well as the operation plan for the present time until 2015.

- Different nations should place importance on driving policies that ensure mutual learning education for children and youths without any concern for wealth, gender, race, disability, or area.

- Support networks should be put into education that build basic skills, such as cooperation, creativity, and problem solving; and skills that are necessary for work, such as technical skills through vocational education. Schools and training centers are places where youths can be trained and gain work experience that benefits economic and social development, enhances competition capacity, and leads to youth employment. According to the Shanghai Consensus on Technical and Vocational Training, there should also be a strategy to provide all forms of education, aside from formal education in schools, for women and the underprivileged in cities and rural areas.

- UNESCO member countries were requested to take urgent action to achieve the Education for All Goals by 2015.

- Lack of budget is a huge obstacle to Education for All success. Therefore, governments were requested to allocate a budget for education of at least 6% of GNP or 20% of the national budget as stated in the Jomtien Statement announced at the High-Level Group Meeting on Education for All in 2011.

- New funding sources must be determined, for example, managing taxation measures, raising educational shares, and raising educational investments to gain long-term economic and social advantages.

- UNESCO was requested to conduct a discussion on Education for All post-2015, regarding the realization of the importance of cooperation leading to achievement of Education for All after 2015, and about including education in the UN post-2015 Millennium Development Goals. The operations for these two goals must be driven in the same direction.

- Obligations must be followed to achieve the Education for All Goals. Agreements on national and regional Education for All revisions will be used in the Global Education for All meeting in 2015, which will be hosted by the Republic of Korea.

7) Asia-Pacific Regional Policy Forum on Early Childhood Care and Education, 10-12 September 2013, Seoul, Korea

The Asia-Pacific Regional Policy Forum on Early Childhood Care and Education was held to stimulate operation on Education for All's Goal 1 (Early Childhood Care and Education) in order to achieve the goal. UNESCO, in cooperation with UNICEF, development organizations, and relevant organizations, held this forum from 10–12 September 2013 in Seoul, Korea as a forum for high-level policymakers in the region to exchange knowledge and discuss strategies for learning preparedness in early childhood and school age children, which is Education for All's Goal 1. The forum was expected to lead to achievement in the drive of early childhood education management in the Asia-Pacific region by 2015. UNESCO will support and cooperate in building potentiality of early childhood education management in Asia and the Pacific.

The forum focused on whether children were ready to enter school and how ready the schools were for new students. The essence of the findings can be summarized in three issues as follows:

- 1) The first is about investments in efficient care and education for children in early childhood that lead to economic and human development. Care and education for early childhood children is a challenge for financial working units that need to make this

matter a national agenda with clear objectives. Quality needs to be emphasized, and the quality of all components must be developed to their full capacity. Teachers, parents, care givers, children's health, and a learning-friendly environment all affect children's learning development. Children in the early childhood range (newborn–5 years) can learn and develop to their full capacity and are able to become quality adults. Investment at this stage is valuable because it can help prevent social problems in the future. It was concluded that governments and families should invest in this together; it should not be a burden solely on one or the other. Furthermore, NGOs could participate in the investment. The importance of childhood achievements must be set so that governments can allocate their budgets properly to meet this goal.

2) The second issue is about the distribution of equal education opportunities for children in early childhood. There were exchanges of opinion on spending as much of the budget as possible to provide education access for marginal children. There were discussions on the use of education coupons, reducing the gaps between educational achievements, and evaluations given of the effectiveness of projects that could help children in early childhood to develop properly for their age.

3) The third issue is about sending children to school successfully, in terms of their readiness to be sent to school. Some examples of the ideas that were discussed included setting criteria that encourage children's achievement in early childhood education, important factors that prepare schools to encourage children's achievement in their early childhood, and multi-language education with the children's first language as the main language in teaching early childhood education.

UNESCO also proposed guidelines for early childhood care and education as follows:

1) Governments should support policies for early childhood education management.

2) Governments should include early childhood care and education into one of the national economic and social development plans, so as to allocate the budget properly.

3) Different parties, such as those from central units, regional units, public and private sectors, should cooperate to reduce educational inequality.

4) There should be international cooperation to develop quality early childhood care and education. Plans and policies, as well as research studies on development on early childhood care and education should be jointly developed.

In this forum, Thailand presented its operation results on early childhood care and education that are making progress. At that time, Thailand had policies that emphasized early childhood development by stating that every child at this age must be continuously and efficiently developed in all aspects based on their age. Thus, the National Strategic Plan for Early Childhood Development (newborns to pre-first graders) was made according to the government's policies on early childhood. There were four strategies: 1) all children receive quality services, 2) iodine and early childhood development, 3) effective care for early childhood children, and 4) mechanisms on early childhood development. Moreover, there was mention of the idea of a "Life Cycle" whose objectives are to keep children healthy and able to develop to their full capacity by providing good nutritional conditions and good preparation before pregnancy and after giving birth to children and parents.

Thailand's early childhood development strategy is based on the Long-Term Policy and Strategy for Early Childhood Care and Development (0-5 Age Group) 2007-2016. Besides, standards of early childhood capacity development have been set separately according to age. The capacities of the newborns–3-year-olds include 286 indicating behaviors, and the capacities of the 3-year-olds–5-year-olds include 419 indicating behaviors. The capacities of early childhood are the minimum standards for children's behavior by age. These are not for any purpose of evaluation.

In conclusion, Thailand has more advanced management in early childhood care and education as compared with other Asian and Pacific countries. Thailand has completely followed the meeting's recommendations by having clear policies and operation plans for early childhood care and education management. Moreover, the Prime Minister is the President of the National Early Childhood Development Committee.

8) EFA Steering Committee Meeting, 17-18 October 2013, UNESCO Headquarters, Paris, France

Thailand was chosen as one of the members of the Asian and Pacific Committee of Representatives to participate in the EFA Steering Committee Meeting held from 17-18 October 2013 at UNESCO Headquarters in Paris, France. The discussions in the meeting focused on preparation for the Global Education for All Meeting in 2014; the assessment of operation framework for EFA Big Push; and the assessment of the Education for All revision in 2015, including the process of including the post-2015 education agenda to the United Nations' development agenda.

In the meeting, it was revealed that most of the countries in Asia and the Pacific had paid much attention to the setting of the post-2015 Millennium Development Goals. Most countries saw that the Millennium Development Goals were not yet achieved,

and that they need to continue working for their citizens' well-being, pride, and the rights of the underprivileged. To achieve both the Millennium Development Goals and the Education for All Goals, a working committee for post-2015 education management was appointed.

Thailand has cooperated with the UNESCO Office in Bangkok and with countries in the region to support Education for All operations. For example, Thailand has joined with China, Korea, and Japan to give recommendations to put the Jomtien Statement and Dakar Framework for Action into operation to emphasize the importance of education, which will be the world's principal focus. These four countries have also noted that operations of Education for All and sustainable development should respond to economic development, social justice, and mutual environmental ownership in an integrated manner. Thailand will cooperate with the UNESCO Office in Bangkok to hold important meetings, including the Education for World Citizenship Meeting in order to set a strategy in education for world citizenship from 2-4 December 2013, and the High-Level EFA Meeting in Asia-Pacific to present important educational issues and goals for the post-2015 education agenda sometime around mid-2014. The results of these regional meetings will be presented in the Global Education for All Meeting in the Republic of Korea in 2015.

Chapter 2

Thailand's Guidelines for Policies on Education for All

Since the World Declaration on Education for All was stated in the meeting at Jomtien, Thailand, from 5-9 March 1990, and the six goals of education development were set, every government administration has been placing importance on Education for All. There have been educational policies and educational policy developments that comply with the six Education for All Goals as summarized below:

1) Early Childhood Care and Education

This issue is considered important to Thailand. Policies on early childhood development have been under continuous development. For example, to comply with the National Education Act B.E. 2542 (1999), children in early childhood are aimed to be prepared for entering primary school. Policies and disciplines have been set, and committees and subcommittees have been appointed to drive early childhood care and education as follows:

1.1) Long-Term Policy and Strategy for Early Childhood Care and Development (0-5 Age Group) 2007–2016

1.2) Regulations of the Office of the Prime Minister on Early Childhood Development B.E. 2551 (2008) in order to provide children in early childhood with quality development according to the state's basic policies as stipulated in the Constitution of the Kingdom of Thailand, Committee on National Early Childhood Development 2008 with the Prime Minister as the President

1.3) Steering Sub-committee for Early Childhood Development Strategy B.E. 2551 (2008) who drive early childhood development concretely and hold meetings and regularly report operation results to the committee

1.4) National Strategic Plan for Early Childhood Development (newborns to pre-first graders) In Accordance With the Government Policy 2012–2016, and the National Strategic Operation Plan for Early Childhood Development (newborns to pre-first graders)

1.5) National Strategic Operation Plan for Early Childhood Development (newborns to pre-first graders) In Accordance With the Government Policy 2012–2016

The Thai government has been focusing on early childhood care and education to a great extent. During the first decade, Thailand emphasized educating parents and families to build a life foundation and to prepare children before entering primary school. The current

government has considered that early childhood is a stage of rapid mental development in children, and that it is an age that needs special cultivation. Therefore, seeding or cultivating anything at this age will build children's life foundation, help to decrease social inequality, and build social justice in the future. It is also considered that investment at this age is valuable. Prime Minister Yingluck Shinawatra, President of the Committee on National Early Childhood Development, has clearly declared an early childhood policy, that is, all early childhood children (newborn–preschool age) must be developed effectively and continuously in all aspects based on their age. The policy needs to be further operated for concrete results.

2) Universal Primary/Basic Education

Almost all governments have paid attention to expanding basic education opportunities. Opportunities for secondary education have been focused on, to become a basis for extending compulsory education from six years to nine years and basic education to 15 years (from kindergarten to high school). Basic education must be provided thoroughly, efficiently and without any fees. Education for mentally and physically disabled people and the underprivileged must also be provided. Private sectors should be welcomed to participate in expanding secondary and vocational education, educational welfare, and other areas that are necessary for students. Scholarships and welfare funds for loans should be provided for students in poverty.

The current government has educational policies that comply with Education for All's Goal 2; that is, providing and disseminating education opportunities into Thai society with consideration for equality and justice for all groups of citizens including the poor, the underprivileged, the physically and mentally disabled, and minority groups. Support for education of parents on good care is given from pre- and post-pregnancy stages, and education based on learners' age and developmental stage is supported from preschool age to the end of basic education. Transfer of credits or degree transfer is also facilitated and provided for groups of people with specialization in various areas e.g. local activity groups, so as to widen opportunities for education and reduce school-leaving rates.

3) Meeting the Needs of Youths and Adults

The current government has educational policies that comply with Goal 3 as follows:

3.1) The government has provided an education degree transferring system for specialized people such as members of local groups and has provided an education results collection and transferring system which helps expand education opportunities and decrease problems of people leaving the education system.

3.2) Limitations to gaining a university education have been reduced by the project of education fund loans that are bound with future income, in which borrowers can pay their debt when their income is sufficient. A debt moratorium for debtors of student loans and the payback system have been adjusted to be bonded to the debtors' future income. The admission system at all education levels has been improved to be widely accessible, especially by providing an efficient and fair university admission system. The One District, One Scholarship project has been conducted to provide overseas education opportunities to Thai students. Community education has been managed to promote a learning society and lifelong education.

3.3) Moral-focused education has been developed to enhance students' individual knowledge and morals, as well as to develop their awareness on rights, duties, and equality. Moreover, education has been made the basis of a true democratic society. The education administration structure has been improved by distributing power into local sections starting from capable areas.

3.4) Private sectors have been encouraged to cooperate in developing the education system by focusing on vocational education and university education to respond to the needs of the labor markets.

3.5) The quality of vocational education and university education have been upgraded to standards of excellence. This has been done by grouping education institutes based on their potentiality and raising the salary rates of vocational graduates. In this, the government is a leader in setting an example for salaries, considering career growth based on vocational skills, enhancing research and development capacity, and contributing to research and innovation.

3.6) The student loan administration system has been adjusted to be more flexible, and debts have been reconciled. The student loan system has also been expanded so that people have greater access to vocational and university education.

4) Improving Adult Literacy Level

Literacy has been ranked among the most important factors contributing to the country and development of quality of life. Thailand has been supporting literacy for years through campaigns and by working with formal, informal, and non-formal education institutions. All levels of government have been paying attention to improving adult literacy. The current government has various educational policies that lead to the achievement of Goal 4, for example, a policy to reduce illiteracy in Thai society; a policy to encourage and provide certainty of equal education opportunities for all citizens, including the poor, the

underprivileged, the disabled, and minorities; a policy to manage education for pregnant women to ensure the well-being and good care of mothers and babies; a policy to provide quality education for all based on age, developing from primary school through compulsory basic education and allowing the transfer of education credits to reduce the school dropout rate; a policy to manage an effective admission system for all levels of education to support educational equality; a policy to build community learning centers (CLCs) in order to make Thailand a life-long learning society; a policy to build confidence in information technology use for education in order to improve education and lead to higher education equality. Moreover, a learning center has been formed via national electronic learning media to encourage student-centered education and to support lifelong education.

According to the National Education Act B.E. 2542 (1999) and the Education Reform in the Second Decade 2552-2561 BE (2009-2018), literacy is a priority; especially for minorities whose mother tongue is not Thai, such as tribal people in the north and in the south of the country. Thailand is taking action to support local dialects to expand educational services, reduce re-coursing and school dropouts, and improve educational achievement.

Thailand is also raising the literacy rate through various campaigns. The National Reading Decade 2552-2561 BE (2009-2018) has been promoted to develop new learners' reading skills and to build reading habits in adults and children. Modern libraries, village reading centers, and mobile units are provided to rural areas. Furthermore, the fact that Thailand was chosen by UNESCO to be the World Book Capital in 2013 indicates that Thailand has been deeply involved in enhancing reading among its people.

5) Gender Parity and Equality in Education

According to the Constitution of the Kingdom of Thailand BE 2550 (2007), Section 30, "All persons are equal before the law and shall enjoy equal protection under the law", unjust discrimination against a person on the grounds of difference in origin, race, language, sex, age, disability, physical or health condition, personal status, economic or social standing, religious belief, education or constitutionally political view, shall not be permitted.

The announcement of the National Education Act B.E. 2542 (1999) has resulted in the development of Thai education, and for both males and females to gain equal opportunities to access formal, informal, and non-formal education. That is because the National Education Act B.E. 2542 (1999), Section 10 states that the government must provide basic education for at least twelve years to people equally and without any tuition fees. Also, according to the Compulsory Education Act B.E. 2545 (2002), fathers, mothers, or parents of children of 6 years old must send their children to receive basic education for nine years. This

has resulted in children, both boys and girls, receiving equal opportunities to access primary and secondary education, and thus, the agreement made in the Thailand Millennium Goals 2011 has been fulfilled.

6) Quality of Education

All levels of government have paid attention to the developments in education quality, including in teachers, curricula, media, and information technology – all relevant resources that lead to an environment that enhances students' quality and knowledge. Vocational education quality has been enhanced and developed to reach an undergraduate level. There has also been the establishing of student loans that are bound with future income; supporting education for youths from the high-vocational level to university level; development of educational standards at all levels; upgrading the quality of Thai education to integrate all education levels, from primary to university both in formal and informal education; managing the life-long education system; and expanding creative learning systems through various organizations.

The current government's educational policies clearly comply with the Education for All Goals as explained below:

1) Education quality is being developed rapidly by reformation of Thai society's knowledge system, reformation of curricula at all education levels to handle global changes, and to be equivalent with universal standards while developing local culture and enhancing achievement at all education levels.

2) Educational opportunities are built and spread into Thai society with consideration of equality and justice for all groups of citizens.

3) The teaching profession is being reformed and becoming considered an esteemed career. The standards for teachers are being reformed to be equal with those of other nations. Intelligent students with integrity are being motivated to become teachers. Teachers' salary and payment systems are being improved. Career growth options are being developed for teachers, and teachers' debt problems are being solved. A geo-information technology system is being developed to be used for disseminating good teachers and solving problems of insufficient teachers in the core subjects such as mathematics, sciences, and languages.

4) University education and vocational education are managed in consideration of their quantitative and qualitative relation with labor markets.

5) Educational information technology is being developed to reach international standards. The educational information technology is used for improving and spreading education opportunities. A national e-learning system is provided to be a changing

mechanism of a learning process where learners are at the center, supporting life-long education.

6) Research and development are supported to increase national knowledge and universities are encouraged to be the world's research universities.

7) Private sectors and educational institutes cooperate in planning for quality, production and sufficient manpower so as to enhance the capacity of human capital to be ready for the ASEAN Economic Community (AEC).

Chapter 3

The Monitoring Report on the Study of Education for All: Thailand

The World Declaration on Education is the result of the World Conference on Education for All held during 5-9 March 1990 at Jomtien, Thailand with six goals as follows:

- Goal 1:** Early Childhood Care and Education (ECCE)
- Goal 2:** Universal Primary Education/Basic Education (UPE/UBE)
- Goal 3:** Meeting the Needs of Youth and Adult Populations
- Goal 4:** Upgrading Adults' Literacy
- Goal 5:** Gender Parity and Equality in Education
- Goal 6:** Quality of Education

Goal 1: Early Childhood Care and Education (ECCE)

Indicator 1 Gross Enrolment Ratio (GER) in pre-primary education and other ECCE programmes by gender

Years	2011	2012	2013
Male	77.55	79.46	77.15
Female	76.53	78.67	76.28

Source: Thailand Educational Statistics 2011 and Draft of Thailand Educational Statistics 2012-2013

Remarks: The data are limited to the children at the ages of 3-5 years.

The ratios of early childhood school attendance and other early childhood curriculum care for the whole population, divided into male and female were 76.28% and 79.46%, respectively. These were considered high levels with little difference between genders, which might be due to the non-significant difference in number of newborns by gender.

Indicator 2 Percentage of new entrants to primary Grade 1 who have attended some form organized ECCE programme by gender

Years	2011	2012
Male	95.33	95.49
Female	97.85	99.84

Source: Thailand Educational Statistics 2011 and Draft of Thailand Educational Statistics 2012-2013, Office of the Education Council

In the past, early childhood education was not compulsory in Thailand. Some children entered Primary 1 (Grade 1) without joining early childhood education. In 2012, the percentage of young children joining early childhood education at Primary 1 (Grade 1) was high at 95.49% - 99.84%, with a slightly higher number of females than males.

Indicator 3 Enrolment in private pre-primary education and other private ECCE programmes as a percentage of total enrolment in pre-primary education and other ECCE programmes

Years	2011	2012	2013
Percentage of the children of early childhood schools and of other early childhood curriculum offered by private schools	33.69	35.03	35.09

Source: Thailand Educational Statistics 2011 and Draft of Thailand Educational Statistics 2012-2013, Office of the Education Council

Thai private sectors also played an important role in arranging early childhood education by percentage during 2011-2013, at 33.69%, 35.03% and 35.09%, respectively, with a slight increasing tendency every year.

Indicator 4 Percentage of trained teachers in pre-primary education and other ECCE programmes with required academic qualifications to teach at pre-primary education and/or ECCE according to national standards by gender)

There was no record on gender or teaching level of teachers in early childhood education. Some schools have their staff members teach both kindergarten and basic education levels. The statistical data only exists on working departments and educational levels.

Indicator 5 Public expenditure on pre-primary education and other ECCE programmes as a percentage of total public expenditure on education)

Years	2011	2012	2013
Educational Budget	423,562.00	445,527.50	493,927.10
Public expenditure on pre-primary, primary and secondary education (unit: million bath)	311,529.00	338,758.20	368,163.20
Percentage of Total Educational Budget	78.27	76.04	74.54

Source: Bureau of Budget, Thailand's Budget in Brief 2006-2013

There was no record on the fiscal budget for early childhood education. The budgets were divided into pre-primary, primary, and secondary education, of which the early childhood education budget was a part. When considering the details of the budget, it can be seen that most of the budget went to primary and secondary education between 2011 and 2013, at 74.54% and 78.27%, respectively, with a slight decreasing tendency every year.

Indicator 6 Pupil/Teacher Ratio (PTR) in pre-primary education (and/or Children-Caregiver Ratio in early childhood care programmes)

Ratio between Students to Teachers in 2011	
UIS Report	27:1
Office of the Basic Education Commission, Ministry of Education	16:1
Department of Local Administration, Ministry of Interior	20:1

Source: 1) Thailand Educational Statistics 2011, Office of the Education Council

2) Office of the Basic Education Commission

3) Department of Local Administration

According to the UNESCO Institute for Statistics (UIS) database, the ratio between students to teachers in 2011 was 27:1, while the ratio reported by the Department of Local Administration, Ministry of Interior was 20:1. It was also stated by the Department of Local Administration that with each addition of 10 students, there should be one more teacher, for example, two teachers for 31 students. Based on the record provided by the Office of the Basic Education Commission, the ratio was 16:1. Both UIS and the Department of Local Administration provided this educational level in the form of the Early Childhood Development Center, while the Office of the Basic Education Commission arranged for it in the form of kindergarten.

According to the policy and strategic development for early childhood care (0-5 years) from 2007-2016, children are defined as newborns to 5 years 11 months 29 days or under 6 years old, which is the optimal period for brain development to support learning. In the past decade, there have been studies on brain development with clear pictures showing each stage of development. It was found that opportunities for and rapidity of learning is the highest in the early childhood stage. The growth and development of the fetus brain is at the peak from 3-6 months. During the first six years, the brain continues to grow rapidly in size to 90%-95% of its adult size and gradually grows to its full adult size from 20-25 years of age. So, early childhood is the most important period for strengthening a child's foundation in life. It is widely recognized that quality early education is important, as it helps form the abilities of a child for lifelong learning. Thus, the Government has to pay much attention to early childhood care and education. So, there should be policies and continual implementation of education at this level. The interest in raising the quality of preschool education is evident in the introduction of new policies and the implementation of early childhood education.

Since the National Education Act B.E. 2542 (1999), every government administration has given importance to early childhood care and education, focusing on preparation at the preschool level. In order to conform to the National Education Act B.E. 2542 (1999), the Office of the Education Council at the Ministry of Education started to conduct the 1st policy and strategy on early childhood development (0-5 years) in 2002. Then, the Office of the Education Council together with the Ministry of Interior, the Ministry of Social Development and Human Security, and the Ministry of Public Health conducted the policy and strategy on early childhood development (0-5 years) from 2007-2016 which was approved by the Council of Ministers on 22 May 2007. The Ministry of Education and the related organizations mentioned above are responsible for integrative implementation

of the policy from 2007-2016. The Regulations of the Office of the Prime Minister on early childhood development (2008) state the appointment of the Committee of National Early Childhood Development, chaired by the Prime Minister. There was a subcommittee driving this policy and regularly reporting on progress to the above committee.

On 4 January 2012, the Committee of National Early Childhood Development agreed on the principles and importance of brain development at this early stage of childhood development. Moreover, Ms. Yingluck Shinawatra, the Prime Minister and Committee Director, declared the government policy of early childhood development with the following details. The policy is to accelerate the development of early childhood education in every aspect with continuous good quality according to age appropriateness. The Office of the Education Council acting as the committee secretary arranged for the National Strategic Plan on Early Childhood Education (newborn to Primary 1) based on the government's policy on early childhood (2012-2016), as well as on an operation plan according to the National Strategic Plan on Early Childhood Education (newborn to Primary 1). The Council of Ministers agreed on this national strategic plan on 15 October 2012, and the operation plan was approved on 21 May 2013.

According to the follow-up study, it was found that there was an achievement in conducting this policy based on UNESCO's indicators, i.e. Thailand can record an almost complete database with rather high success, though a few indicators were missed. Overall, the records reflected effective implementation based on early childhood policies under the responsibility of the National Early Childhood Development Committee.

Goal 2: Universal Primary Education/Basic Education (UPE/ UBE)**Indicator 7 Gross Intake Rate (GIR) in primary education by gender**

Years	2009	2010	2011	2012
Male	89.35	-	93.21	-
Female	85.33	-	88.96	-

Source: Office of the Education Council

The policy of national education focuses on fair educational chances in Thai society, with awareness of equality and fairness for all citizens including people living in poverty, disabled people, and minority groups by providing knowledge starting from maternal education to newborn care. The government commits to sharing responsibility for both mother and child care and providing them with good quality at every level of education as can be seen from the table above. The primary school attendance rate was nearly 100%.

Indicator 8 Net Intake Rate (NIR) in primary education by gender

Years	2006	2007	2008	2009
Male	81	80	78	85
Female	81	79	78	84

Source: UNESCO Institute for Statistics (UIS)

The policy of national education focuses on the fair educational chance in Thai society with the awareness on equality and fairness to all citizens including needy people, disables, and minority groups by providing knowledge starting from maternity status to new born. The government commits on responsibility of both mother and child care and providing them every level of education with good quality as can be seen from the table above. The rate for the total number of students attending a new school (net enrollment rate) in 2009 increased for both male and female students, when compared with the numbers from 2006-2008. This can be explained by the Thai government placing importance on primary education and encouraging every 6-year-old child to attend primary school.

Indicator 9 Gross Enrolment Ratio (GER) in primary education by gender)

Years	2006	2007	2008	2009
Male	97	96	94	91
Female	96	94	93	90

Source: UNESCO Institute for Statistics (UIS)

The number of students entering primary school (intake rate) from 2006-2009 decreased slightly because during that time the number of stateless children and children from ethnic groups decreased. However, the number of students entering Primary 1 was still high, at almost 100%.

Indicator 10 Net Enrolment Ratio (NER) in primary education by gender

Years	2006	2007	2008	2009
Male	94	93	91	90
Female	93	91	90	89

Source: UNESCO Institute for Statistics (UIS)

Net intake rate at the primary level decreased continually from 2006-2009 because during that time there was an increasing number of students dropping out, especially children from poor families in rural areas. Their families could not afford their tuition fees. Moreover, the families also require the children to act as part of the workforce to help earn their living.

Indicator 11 Adjusted net enrolment ratio (ANER) by gender

Years	2006	2007	2008	2009
Male	94	93	91	90
Female	93	91	90	89

Source: UNESCO Institute for Statistics (UIS)

Net intake rate in primary level decreased continually during the year 2549-2552 BE because during that time there was an increasing number of dropping-out students especially children from poor families in rural areas. Their families could not afford tuition fee. Moreover, the families also require the children workforce to help earn their living.

Indicator 12 Percentage of primary school repeaters by grade and gender

2007	
Male	12
Female	6

Source: UNESCO Institute for Statistics (UIS)

Remarks: All grades in primary education are included.

In 2007 the rate of student repetition in males was higher than in females, because they generally lacked attention in class and were frequently absent, while female students generally paid more attention with higher determination.

Indicator 13 Repetition Rate (RR) in primary school by grade and gender

Remarks: No database

Indicator 14 Promotion Rate (PR) in primary school by grade and gender

Years Grades	2008	2009	2010	2011	2012
Grade 2/3	99.33	98.19	100.60	98.23	97.06
Grade 4/5	99.59	98.82	100.98	98.87	95.21

Source: Office of the Permanent Secretary to Education

The promotion ratio at the primary level from 2008-2012 was very high or almost 100%. This might be the result of the non-repetition and automatic promotion policy starting from 2009. This policy aims at solving the classroom repetition problem through several methods, such as individual re-grade tuition, small group re-grade tuition, special assignments, or re-examination.

However, the Ministry of Education reviewed this non-repetition and automatic promotion policy by assigning the Office of the Basic Education Commission to revise the evaluation regulations. It is proposed that a student at the primary level who cannot pass any subject has to repeat the class. At the secondary level, however, a student who cannot pass any subject has to enroll in that particular subject again in the next semester.

Indicator 15 Dropout Rate (DR) in primary education by grade and gender

Years \ Grades	2007	2008	2009	2010	2011	2012
Grade 1	1.01	1.29	1.09	0.28	0.25	0.13
Grade 2	0.87	1.08	0.90	0.21	0.19	0.08
Grade 3	0.81	1.05	0.93	0.17	0.16	0.09
Grade 4	0.78	1.06	0.94	0.17	0.14	0.08
Grade 5	0.78	1.12	1.00	0.24	0.18	0.11
Grade 6	0.94	1.19	1.03	0.31	0.23	0.14

Source: Office of the Permanent Secretary

Remarks: 1) Data is derived only from the Office of the Basic Education Commission.
2) Classification of gender is not available.

The drop out ratio of Primary 1 was higher than in other primary levels especially from 2007-2009 because there was an economic recession. However, the drop out ratio decreased from 2010-2012, due to the implementation of the non-tuition fee policy.

Indicator 16 Dropout Rate (DR) in primary education (all grades) by gender

Years	2008	2009	2010	2011	2012
Dropout rate in all grades	1.13	0.98	0.23	0.19	0.11

Source: Office of the Permanent Secretary for Education

Remarks: 1) Data is derived only from the Office of the Basic Education Commission.
2) Classification of gender is not available.

The drop out ratio of students from 2010-2012 decreased due to the non-tuition fee policy.

Indicator 17 Survival Rate to Grade 5 in primary education by gender

Remarks: No database

Indicator 18 Survival rate to last grade in primary education by gender*Remarks: No database***Indicator 19 Primary Cohort Completion Rate**

Years	2008	2009	2010	2011	2012
Male and Female	98.40	98.00	92.50	96.80	126.0

*Source: Office of the Permanent Secretary for Education**Remarks: Classification of gender is not available.*

The primary completion rate tended to increase as the number of students completing the primary level from 2008-2011 increased considerably. This might be the result of the non-repetition policy starting from 2006. This policy aims at solving the repetition problem using several methods such as individual re-grade tuition, small group re-grade tuition, special assignments, or re-examination. In 2012, there was a report of a completion rate of over 100%, because the rate included a number of stateless children, children from ethnic groups, and children without house registration. This ensures that every child in this country has an equal opportunity to receive primary education.

Indicator 20 Effective Transition Rate (ETR) from primary to general secondary education by gender

Years	2008	2009	2010	2011	2012
Male and Female	99.47	99.21	100.29	99.53	99.06

*Source: Office of the Permanent Secretary for Education**Remarks: Classification of gender is not available.*

The transformation ratio at the secondary level from 2008-2012 was very high due to the fact that the government expanded compulsory education from Primary 6 to Secondary 3 (Grade 6 to Grade 9). The Compulsory Education Act protects children's right to have at least nine years in school system. This ensures that every child in the country has an equal chance to study until Secondary 3 (Grade 9).

Indicator 21 Number and percentage of teachers in primary/basic education by level of academic qualification, and with required academic qualifications to teach at primary education level according to national standards by gender

Years	2006	2007	2008
Male	40	40	40
Female	60	60	60

Source: UNESCO Institute for Statistics (UIS)

Remarks: 1) The data shows only the percentage of primary teachers.

2) Classification of level of teachers' academic qualification is not available.

When considering the teacher-gender parity ratio at the primary level, it was found that there were more female teachers than male teachers, revealing that females prefer the educational field over males. Also, the number of female students at the tertiary level is higher than male students in almost every field, especially in the social sciences, humanities, education, and business administration. It can be concluded that the higher number of female students in education leads to the higher number of female teachers.

Indicator 22 Percentage of trained teachers in primary/basic education by gender

Remarks: No database

Indicator 23 Pupil/Teacher Ratio (PTR) in primary/basic education

Years	2008	2009	2010	2011	2012
PTR in primary education	19.30	22.20	18.60	18.50	18.50

Source: UNESCO Institute for Statistics (UIS)

Remarks: The data shows only PTR in primary education.

The student to teacher ratio from 2008-2011 was at a good level, because the government placed importance on basic education and tried to maintain a suitable number of students per teacher, resulting in higher teaching efficiency.

Indicator 24 Total public expenditure on education as a percentage of GNP/GDP

Years	2008	2009	2010	2011	2012	2013
Public expenditure on education as % of GDP	3.90	4.10	3.79	3.96	3.80	3.70

Source: Office of the Permanent Secretary for Education

Remarks: The data shows only public expenditure on education as a percentage of GDP.

The ratio of the primary education budget to the GDP in 2008-2013 was between 3.70-4.10 or about 20% of the national budget. This supported the Jomtien Statement in 2554 BE, demanding every country to provide at least 20% of the national budget to education.

Indicator 25 Total public expenditure on education as a percentage of total government expenditure

Years	2008	2009	2010	2011	2012	2013
Public expenditure on education	22.0	21.8	23.7	20.4	23.0	20.6

Source: Office of the Permanent Secretary for Education

The educational budget from 2008-2013 was higher than 20%, supporting the Jomtien Statement in 2011, which requested every country to provide at least 20% of the national budget to education, showing that the Thai government gives importance to education.

Indicator 26 Public expenditure on primary/basic education as a percentage of total public expenditure on education

Years	2008	2009	2010	2011	2012
Public expenditure on basic education	69.52	67.16	74.44	70.17	76.04

Source: Office of the Permanent Secretary for Education

Remarks: The data shows the public expenditure on basic education as a percentage of total public expenditure on education.

From 2008-2012, the educational budget for basic education was higher than 65%, showing that the government put more emphasis on primary education and basic education because this level provides the foundation for academics and integrity.

Indicator 27 Public current expenditure on primary education as a percentage of GNP/GDP

Years	2008	2009	2010	2011	2012
Public current expenditure on basic education	3.87	4.75	3.79	4.15	3.78

Source: Office of the Permanent Secretary for Education

Remarks: The data shows the public current expenditure on basic education as a percentage of GDP.

From 2008-2012, the ratio of the basic education budget to GDP was more than 3.5 for each year, showing that the government put more emphasis on primary education and basic education because this level provides the foundation for academics and integrity.

Indicator 28 Public current expenditure on primary education per pupil as a percentage of GNP/GDP per capita)

Years	2008	2009
Public current expenditure on primary education per pupil	20.8	24.4

Source: UNESCO Institute for Statistics (UIS)

Remarks: The data shows public current expenditure on primary education per pupil as a percentage of GDP per capita.

From 2008-2009, the ratio of the educational budget for basic education based on individual student to GDP per capita was higher than 20% for each year, showing that the government put more emphasis on primary education and basic education because this level provides the foundation for academics and integrity.

Indicator 29 Percentage of primary/basic schools offering complete primary/basic education

Years	2008	2009	2010	2011	2012
Percentage of basic schools	98.14	97.45	98.36	98.33	98.30

Source: Office of the Education Council

Remarks: The data shows the percentage of primary/basic schools offering complete primary/basic education.

From 2008-2012, the number of schools providing basic education was higher than that of tertiary institutes by nearly 100%. As a result, every child has the opportunity to enter primary school, where they can learn basic knowledge as a foundation for living and increase their quality of life.

Indicator 30 Percentage of primary schools offering instruction in local language(s)/mother tongue

Remarks: No database

Indicator 31 Percentage distribution of primary school students by duration of travel between home and school

Remarks: No database

Since the World Conference on Education for All and the Jomtien Statement in 1990, the country has placed importance on developing primary and basic education in both quality and quantity by giving equal opportunities for every child to access basic education. This includes children living in poverty and disabled children, as can be seen in every indicator of Goal 2. It can be said that Thai education almost achieves the goal of Universal Primary Education (UPE), because the enrollment ratio and intake ratio were nearly 100%.

The management of basic education and primary education are related to several policies, acts, and laws as can be seen from the Constitution of the Kingdom of Thailand 1997 section 43, stating that an individual has the equal right of getting a good quality, basic education officially provided by the government for at least twelve years without any tuition fees. It also has been stated in the Constitution of the Kingdom of Thailand 2007 in section 49 that an individual has the equal right of getting a good quality, basic education officially provided by the government for at least twelve years without any tuition fees. This includes people living in poverty, disabled people, or any people in difficulty who are entitled to this right according to Article 1.

The Compulsory Education Act B.E. 2545 (2002) was an education act protecting the right of education for every student with the nine year compulsory education system, including primary education. This ensures that every child in the country has an equal chance to study until Secondary 3 (Grade 9).

It can be seen that the Thai government emphasizes primary education and basic education because these levels provide the foundation of education and integrity. The present government declares a clear policy on educational development, focusing on distributing equal educational opportunities to Thai society based on equality and fairness to every citizen including people living in poverty, disabled people, and minority groups by providing knowledge starting from pregnancy to newborn care. It also provides education and development from early childhood care until the completion of the basic education level.

A draft of an educational plan to develop lifelong education conducted by the Office of the Education Council together with the Office of National Economic and Social Development defines the desired characters of future Thai citizens, in order for every Thai citizen at every age level to obtain an education and develop in the essential skills that will adapt them for the global changes in the 21st century. They define the educational and developmental guidelines for the ages from 5-14 years as follows:

1. Increase the private sector's involvement in strategic planning and educational management.
2. Encourage essential skills and competencies as a foundation for further education.
3. Strengthen knowledge and experience for competition.
4. Reduce theoretical aspects while increasing practical aspects.
5. Encourage problem solving and analytical skills.
6. Adjust and improve English curriculum.
7. Develop good values suitable for living.
8. Develop honesty (anti-corruption).

From the estimation of the human capital needs of the country from 2013-2018, it was found that primary education or the lower level, is reported to have the highest need, followed by lower secondary education and upper secondary education, respectively. Thus, it is necessary for the related organizations in the country to develop the quality of basic and primary education to reflect the needs and promote the production potential of the required workforce with education at the mentioned levels.

Goal 3: Meeting the Needs of Youth and Adult Populations

Indicator 32 Youth (15-24 years old) literacy rates by gender

Year	2010
Male	96.40
Female	96.32

Source: National Statistical Office

The figures on youth literacy (15-24 years old) in 2010 showed that the difference between the gender parity in literacy was very low, at 0.80%, with a slightly higher number for males than females. The literacy rate of Thai youths is over 95%, which is very high because the government has promoted literacy in Thai youths, ensuring that literacy is a basic human right and the foundation of a good education. The Ministry of Education has promoted literacy by providing non-educational programs and non-formal and informal educational opportunities for people living in poverty and the elderly.

Indicator 33 Number and percentage distribution of youth (aged 15-24) and adults (aged 15+) by educational attainment (highest level of education completed or attained e.g. primary, lower secondary, upper secondary, tertiary) and by gender)

Levels of Education	2012			
	Aged 15 +		Aged 15 - 24	
	Male	Female	Male	Female
None	4.03	6.57	1.99	2.11
Less than primary	28.84	34.07	1.34	1.00
Primary	20.21	17.65	21.30	14.97
Lower secondary	18.65	14.94	49.29	48.86
Upper secondary	14.44	11.79	20.16	24.63
Tertiary	13.30	14.60	5.47	8.02

Source: National Statistical Office

Remarks: Numbers of adults and youth are not available.

In 2012, the number of adults, both male and female (over 15 years old), with primary education or lower was quite high, while the youth number (15-24 years old) with secondary education or over was high.

Indicator 34 Gross Enrolment Ratio (GER) in secondary education by type of programme (general; technical and vocational education and training; non-formal education and skill training) and by gender)

Years	2008	2009	2010	2011	2012	2013
Lower secondary	94.92	93.65	95.70	92.00	91.20	89.8
Upper Secondary	67.86	69.10	66.20	68.70	76.9	78.6
General Upper secondary	41.54	43.06	42.00	44.40	50.6	52.8
General Upper secondary	26.32	26.04	24.20	24.30	26.3	25.8
Non-formal secondary	-	-	-	-	-	-

Source: Office of the Education Council

Remarks: Classification of gender is not available.

From 2008-2011, the secondary enrollment rate decreased and increased alternatively. From 2012-2013, the rate decreased slightly with a higher intake rate. This might be due to the fact that in 2002 the Compulsory Education Act commenced, stating that every child in the country has an equal chance to study until Secondary 3 (Grade 9). The enrollment rate of general upper secondary education was higher than that of vocational education, because there has been an increased need for further study at the tertiary level.

However, in 2008 the Vocational Education Act commenced, stating that vocational students can continue their studies to complete a degree with equal value to a bachelor's degree. Moreover, the present government has set up a policy to increase the enrollment rate of vocational students to be in line with the national education policy based on the demands of the workforce market, in both quality and quantity. There has been a process of providing work experience during study by arranging for dual education with cooperation from workforce enterprises. The Ministry of Education also provides a vocational training center for students and others to gain training experience from specialists in certain fields before entering the workforce. In addition, there has also been the establishment of Fit It Centers in every community, supported by the Office of Vocational Education Commission. The objectives of these centers are to train highly skilled technicians and to provide training in service skills to the general population. These activities are to gain more acceptance of vocational education together with earning higher incomes.

Indicator 35 Adjusted net enrolment ratio (ANER) in secondary education by type of programme (general; technical and vocational education and training; non-formal education and skill training) and by gender

Remarks: No database

Indicator 36 Number and percentage distribution of technical/vocational education and skills training (TVET) centres and/or programmes for young people and adults by type (formal and/or non-formal)

Years	2008	2009	2010	2011	2012
Number of non-formal TVET centres	5,386	7,427	5,113	5,167	5,270

Source: Office of the Permanent Secretary for Education

Remarks: 1) The table shows only the number of non-formal TVET centres.

2) Percentage is not available.

From 2008-2009, the number of informal vocational centers decreased considerably before a fall from 2010-2012. Informal vocational centers offer opportunities for those who cannot join the school system to be trained for their future careers.

Indicator 37 Number and percentage distribution of young people and adults enrolled in different types of technical/vocational education and skills training (TVET) centres and/or programmes

Years	2008	2009	2010	2011	2012
Number of young people and adults	1,133,342	1,119,296	1,135,219	1,091,469	1,035,638

Source: Office of the Education Council

Remarks: 1) The table above displays only the number of young people and adults enrolled in formal vocational upper secondary education and formal vocational lower-than-degree education.

2) Percentage is not available.

From 2008-2012, the number of youths and adults entering vocational education in the school system alternatively decreased and increased slightly, with a total number of 1 million people revealing that the government encouraged more studying in vocational education. The present government also set up a policy to increase the rate of vocational students based on strategic development of human capital in the country.

At the present, the Ministry of Education provides a guideline defining the ratio of vocational students to general curriculum students at 51:49. It is important to increase the quantity as well as quality of students, meaning that there should be a clear system to encourage desirable personal characteristics and promote the image of vocational students by arranging social activities or acknowledging successful vocational graduates. In addition, these successful vocational graduates should be invited to share information about opportunities for work and further study in technological fields to students and their parents. This might lead to more students entering into vocational education.

Indicator 38 Number and percentage distribution of young people and adults completing different types of technical/vocational education and skills training (TVET) programmes

Years	2008	2009	2010	2011	2012
Number and percentage	375,817	305,434	264,562	294,929	300,131

Source: Office of the Education Council

Remarks: 1) The table shows only the number of young people and adults completing formal technical/vocational education.

2) Percentage is not available.

From 2008-2012, the number of youths and adults graduating from vocational education fields in the school system alternatively decreased and increased slightly. However, the government has encouraged more study in vocational education. The present government also set up a policy to increase the rate of vocational students based on strategic development of human capital for the country.

The present government aims to develop the quality of vocational education and the requirements of the country to meet world-class standards by employing the Thailand Vocational Qualification Framework (TVQ) and the National Qualification Framework (NQF) to develop the skills, knowledge, and abilities of vocational graduates in line with the needs of employers. This will promote the rate of employment, progress, and higher incomes

according to the competencies of students. The TVQ is a mechanism to specify and support the competencies and skills of people in various occupations, resulting in career progress. It may be possible that workers with a TVQ but without a bachelor's degree could earn higher incomes than bachelor's degree graduates leading to higher numbers of vocational students. Moreover, there is an increasing number of dual vocational educational opportunities with cooperation from production sectors and enterprises by providing incentive measurements for private sectors to join vocational institutes.

Indicator 39 Number and percentage distribution of TVET teachers/facilitators by type of TVET centres and/or programmes

Years	2008	2009	2010	2011	2012
Number of TVET teachers	34,094	34,683	44,683	37,124	41,563

Source: *Office of the Education Council*

Remarks: 1) The table shows only the number of TVET teachers in formal schooling under the jurisdiction of the Office of Vocational Education Commission and the Office of the Private Education Commission.

2) Percentage is not available.

3) Classification of type of TVET programmes is not available.

From 2008-2012, the number of teachers in vocational institutes under the Office of Vocational Education Commission and the Private Education Commission alternatively increased and decreased slightly. As can be seen from the details, the number of vocational teachers in 2011 was 37,124 as compared to 44,683 in 2010. Then, in 2012, the number of vocational teachers increased slightly to 41,563. Nowadays, there is a lack of vocational teachers because they left to join the private sector. The Ministry of Education strives to produce qualified vocational teachers in line with the policy of increasing vocational student rates.

In 2013, the Ministry of Education agreed to increase the number of government officials and government employees working under the Office of Vocational Education Commission (OVEC) due to a lack of staff members. When comparing the ratio of students and teachers, it can be seen that there was an excessive number of students, resulting in both ineffective teaching and learning. A suitable ratio of students to teachers is 40:1. As a result, under OVEC, vocational institutes had to employ non-permanent teachers.

**Indicator 40 Effective Transition Rate (ETR) from lower to upper secondary education
(at least for general programmes) by gender**

Years	2008	2009	2010	2011	2012
Effective Transition Rate	85.79	88.27	90.04	89.40	88.89

Source: Office of the Permanent Secretary for Education

Remarks: Classification of gender is not available.

From 2008-2012, the tertiary transformation ratio (general and vocational education) was over 80% each year, resulting from the Constitution of the Kingdom of Thailand 1997 and 2007, stating that an individual has the equal right of getting a good quality, basic education officially provided by the government for at least twelve years without any tuition fees. Moreover, in the National Education Act B.E. 2542 (1999) with the Amendments (Second Edition) B.E. 2545 (2002), it is also stated that an individual has the equal right of getting a good quality, basic education officially provided by the government for at least twelve years without any tuition fees. The government has supported an expense per head on basic education to every student, and the present government provided a budget for basic education, including the upper secondary level for both general and vocational education. Consequently, every student can have free tuition, uniform expenses, stationary expenses, book expenses, and activity expenses.

Indicator 41 Any education finance indicators for this goal, at least for secondary education (by level)

Unit: Million Baht

Years	2008	2009	2010	2011	2012	2013
Education finance indicators (pre-primary, primary and secondary education)	253,509.4	281,570.8	282,212.1	310,330.0	338,758.2	367,010.0

Source: Office of the Permanent Secretary for Education

As can be seen from the table above, the educational budgets for pre-primary, primary, and secondary education have increased continually, showing that the government puts an emphasis on the importance of basic education, reflecting the need on basic education of youths and adults.

Every government administration has emphasized the importance of learning and literacy in youth and adult populations by realizing that literacy is a basic human right and the foundation of education. The Office of the Non-Formal and Informal Education at the Ministry of Education set up a policy to promote literacy, aiming at improving reading comprehension ability in every group of citizens by setting an environment and atmosphere that encourages reading. The literacy rates in male and female youth were slightly different, with male youth at 0.80% higher than that of female youth.

The government also encourages every learner to complete a basic education on top of the 9-year compulsory education, by supporting them to further their studies in both upper secondary and vocational education. This results in the success of Goal 3, showing an intake rate of over 60% at the secondary level.

For vocational education, the Thai government set up a policy to promote vocational education by placing importance on career opportunities and skilled workers, resulting in the overall economic development of the country. Every government administration tries to encourage secondary students to further their studies in upper secondary and vocational education. The Vocational Educational Act B.E. 2551 (2008) contributes to increasing the number of vocational students by providing vocational training in both formal and informal education. Moreover, it also provides opportunities for vocational students to complete their bachelor's degrees, similarly to general student programs.

In addition, the present Government set up the tertiary education and vocational education systems to be in line with the needs of the labor market, in both quality and quantity, by providing suitable work experience and support during the course of study. This cooperation can increase the likelihood of prompt recruitment for graduates. There are vocational training centers for students and others to gain experience preceding their careers. In addition, there has also been the establishment of Fit It Centers in every community, supported by OVEC. The objectives of these centers are to train highly skilled technicians and to provide training in service skills to the general population. These activities are to gain more acceptance of vocational education.

The present government aims at developing quality of vocational education to reach a world-class standard and the requirement of the country by employing Thailand Vocational Qualification Framework (TVQ) and National Qualification Framework (NQF) to specify skills, knowledge, and ability of the vocational graduates in line with the needs of graduate employers. This will promote the rate of employment, progress, and higher

income according to their competencies. TVQ is the mechanism to specify and support the competency and skills of people in various occupations resulting in career progress. It can be possible that workers with TVQ without bachelor degree can get higher income than the bachelor degree graduates leading to the higher number of vocational students. Moreover, there is an increasing number on dual vocational education with cooperation from production sectors and enterprises by providing incentive measurements for the private sectors to join vocational institutes in the form of dual education.

A draft of an educational plan to develop lifelong education was written by the Office of the Education Council together with the Office of National Economic and Social Development which defined the desired characters of future Thai citizens, in order that every Thai citizen at every age is provided with education and development. This will provide the characteristics and essential skills that will adapt them to the global changes in the 21st century. They define the educational and developmental guidelines for the upper secondary and tertiary level, from 15-21 years of age, for both general and vocational education as follows:

1. Specify skills and expected characteristics by reporting on performance of good deeds.
2. Arrange training and study visits to private sectors and enterprises for opportunities to meet with employers and employees.
3. Plan for the workforce to be in line with needs.
4. Promote service study in the fields of agricultural logistics, food production, agricultural product processing, transportation, and healthcare.
5. Promote industrial study in the fields of transportation, production, construction, industrial agricultural processing, telecommunication, and information technology.
6. Promote tourism study in the fields of hotel, restaurant, guiding, and tour business.
7. Promote English communication skills.

It also states the framework of educational development for the ages from 15-59 years which is the age range of study and work as follows:

1. Plan for the workforce to be in line with the needs of employers, particularly in fields with shortages or high demand. This includes a suitable number of high demand fields such as service study (agricultural logistics, food production, agricultural product

processing, transportation, and healthcare), industrial fields (transportation, production, construction, industrial agricultural processing, telecommunication, and information technology), and tourism study (hotel, restaurant, guiding, and tour business).

2. Develop curricula and teaching and learning processes to be in line with the skills and expected characteristics required by employers and based on the changes in social and world economic environments, including ASEAN.

3. Arrange a report on performance of good deeds as a portfolio for recruitment.

4. Encourage English communication skills, which are essential along with the promotion of other foreign language skills as needed.

5. Promote enterprises and professional associates to contribute more in educational management. This can be done by arranging in-house trainings, study visits to places of enterprise, and internships in the organizations that create meeting opportunities and cooperation between employers and employees.

Goal 4: Upgrading Adults' Literacy**Indicator 42 Adult (15 years old and over) literacy rates by gender**

Years	2005	2006	2007	2008	2009	2010
Male	95.6	-	-	-	-	96.15
Female	91.5	-	-	-	-	96.14

Source: *National Statistics Office*

In 2002, many countries agreed to raise the adult literacy level, to achieve a literacy rate of half of their population by 2015. UNESCO has declared 8 September as a day to promote international literacy since 1966. Moreover, it was stated that 2003-2012 was the decade of United Nations Literacy to attract interest and resources toward promoting the literacy rate.

The present government has a policy to accelerate the development of quality education by working towards Zero Illiteracy in Thai Society, together with the encouragement of free compulsory education for adults (ages 15 years and over) of which the reported literacy rate was 97% in 2010, which is a high level compared with 200 other countries. When considering the gender parity of the literacy rate, it was found that the male literacy rate was slightly higher than that of females.

Indicator 43 Proportion of adult (15+) by highest level of education completed or attained (primary, lower secondary, upper secondary, tertiary) and by gender

Years	2009		2010		2011		2012	
	Male	Female	Male	Female	Male	Female	Male	Female
Primary	9.32	10.37	7.40	7.68	5.01	5.22	7.77	14.24
Lower secondary	35.79	34.41	37.48	37.00	32.49	31.33	35.23	36.65
Upper secondary	54.89	55.22	55.12	55.32	62.50	63.45	57.00	49.11

Source: *Office of the Permanent Secretary for Education*

Remarks: *Data for tertiary education is not available.*

The gender parity rate in the highest level of enrollment completed by adults (15 years and over) is presented in three levels; primary education, lower secondary education and upper secondary education, and showed that rates of completion at the upper secondary level had a similar ratio between females and males. From 2009-2011, there was a report of a higher number of females than males, but in 2012, the number of males was higher than that of females.

Indicator 44 Number and percentage distribution of adult literacy and continuing basic education programmes by type of programme

Curriculum/Activities	2008	2009
	%	%
1. Literacy promotion	12.50	12.50
2. Primary education	12.50	12.50
3. Lower secondary education	12.50	12.50
4. Upper secondary education	12.50	12.50
5. Vocational certificate	12.50	12.50
6. Education for career	12.50	12.50
6.1 Basic vocational education training	-	-
6.2 Professional development classification	-	-
6.3 Vocational training with technology	-	-
7. Education for life skill improvement	12.50	12.50
8. Social development education	12.50	12.50
8.1 Short-term vocational courses	-	-
8.2 Education for hill tribe communities	-	-
Total	100	100

Source: Office of the Permanent Secretary for Education

The Office of the Non-Formal and Informal Education set a mission to arrange and provide informal and non-formal education of high quality to every citizen with a target on lifelong education. It also provides high quality vocational education to everyone equally, aiming to produce a knowledgeable society with sustainable careers. From 2008-2009, adult education and continuing basic education were divided into eight types of activities including literacy encouragement at primary, lower secondary, upper secondary, and certificate levels; education for career development; education for life development; and education for social development. From 2010-2012, there was a change in curriculum; and activities were

categorized into twelve types by changing the program of education for social development into short courses and adding an educational program Hill-tribe communities, a learning process based on the Economic Sufficiency Philosophy Development of the royal project, and special target group education.

Indicator 45 Number and percentage distribution of adult continuing basic education programmes by type of programme

Curriculum	2010	2011	2012
	%	%	%
1. Primary education	25	25	25
2. Lower secondary education	25	25	25
3. Upper secondary education	25	25	25
4. Vocational certificate	25	25	25
Total	100	100	100

Source: Office of the Permanent Secretary for Education

The Office of the Non-Formal and Informal Education arranges informal education under the guiding principle of the country, which is the belief that everyone pursues happiness as his or her ultimate life target. That is to say that an individual's own decision is the most important, which is the essential foundation of a basic democracy. The Office of the Non-Formal and Informal Education develops basic informal curricula, focusing on the application of knowledge to learners' real lives. They are able to apply the knowledge to develop their quality of life and create occupational competencies, thus gaining higher and stable incomes. The curriculum is divided into four levels: primary, lower secondary, upper secondary, and certificate levels based on non-formal basic educational curricula B.E. 2551 (2008) and its editions B.E. 2555 (2012).

Indicator 46 Number and percentage distribution of learners participating in adult literacy and continuing basic education programmes by type of programme

Curriculum/Activities	Learners participating in adult literacy and continuing basic education programmes					
	2010		2011		2012	
	Number	%	Number	%	Number	%
1. Literacy promotion	127,931	2.85	145,066	4.69	189,667	4.43
2. Primary education	171,801	3.83	141,068	4.56	299,480	7.00
3. Lower secondary education	883,215	19.70	478,799	15.48	901,430	21.09
4. Upper secondary education	1,530,956	34.14	660,092	21.35	1,197,053	28.00
5. Vocational certificate	33,113	0.74	29,074	0.94	47,848	1.20
6. Education for vocational development	390,695	8.71	532,187	17.21	361,428	8.46
7. Education for life skill development	448,654	10.00	374,110	12.10	453,704	10.61
8. Short-term vocational courses	262,783	5.86	287,861	9.31	90,153	2.11
9. Education for hill tribe communities	56,792	1.27	68,216	2.21	122,787	2.87
10. Education for sufficiency economy	544,134	12.13	267,031	8.64	343,159	8.03
11. Projects under the initiative	18,396	0.41	36,983	1.19	78,789	1.84
12. Education for special target groups	15,940	0.36	71,680	2.32	188,835	4.42
Total	4,484,410		3,092,167		4,274,333	

Source: Office of the Permanent Secretary for Education

The percentage of learners in adult educational programs from 2010-2012 with the six favorites from the twelve programs were: 1) upper secondary education, 2) lower secondary education, 3) Economic Sufficiency Philosophy Development, 4) life skills development education, 5) education for career development, and 6) short courses.

It is noticeable that continuing basic adult education tended to increase from 2010-2012 including primary education, education for Hill-tribe communities, royal projects, and special target group education.

Indicator 47 Number and percentage distribution of learners participating in adult continuing basic education by type of programme

Curriculum	Learners participating in adult continuing basic education					
	2010		2011		2012	
	Number	%	Number	%	Number	%
1. Primary education	171,801	6.56	141,068	10.77	299,480	12.25
2. Lower secondary education	883,215	33.73	478,799	36.58	901,430	36.85
3. Upper secondary education	1,530,956	58.45	660,092	50.42	1,197,053	48.95
4. Vocational education	33,113	1.26	29,074	2.23	47,848	1.95
Total	2,619,085		1,309,033		2,445,811	

Source: Office of the Permanent Secretary for Education

The Office of the Non-Formal and Informal Education provides continuing basic education for adults by dividing the curriculum into four levels: primary, lower secondary, upper secondary, and certificate levels. It was found that the level with the highest number of learners was upper secondary education, followed by lower secondary education, primary education, and the level with the lowest number was the certificate level.

Indicator 48 Completion rate in adult literacy and/or basic continuing education programmes by type of programme

Curriculum/Activities	Completion rate in adult literacy and/or basic continuing education programmes					
	2010		2011		2012	
	Number	%	Number	%	Number	%
1. Literacy promotion	44,303	2.66	34,179	2.41	73,061	4.44
2. Primary education	15,450	0.93	4,055	0.28	30,247	1.84
3. Lower secondary education	76,336	4.58	25,397	1.79	96,268	5.85
4. Upper secondary education	113,185	6.79	49,986	3.52	140,843	8.56
5. Vocational certificate	7,397	0.44	5,062	0.36	1,962	0.12
6. Education for vocational development	333,653	20.00	389,881	27.48	290,216	17.64
7. Education for life skill development	386,214	23.16	387,925	27.34	369,377	22.46
8. Short-term vocational courses	227,518	13.64	194,895	13.74	76,755	4.67
9. Education for hill tribe communities	5,161	0.31	43,191	3.04	98,521	5.99
10. Education for sufficiency economy	428,166	25.68	215,488	15.19	288,012	17.51
11. Projects under the initiative	16,149	0.97	21,020	1.48	23,129	1.41
12. Education for special target groups	13,998	0.84	47,853	3.37	156,437	9.51
Total	1,667,530		1,418,932		1,644,828	

Source: Office of the Permanent Secretary for Education

It can be seen from the table that the rate of completion in adult education and continuing basic education was quite low compared to the enrollment rate due to the fact that most learners were employed. Some learners joined an adult course to increase their educational level but could not attend the class as required by the schedule, or some learners could not join the exam.

The three programs with the highest completion rate in 2012 were:

1) Education for life skills development- this program provides a process of knowledge about life, encourages individual abilities, motivates thinking methods, and develops self-admiration.

2) Education for career development- this program focuses on knowledge and occupational skills based on the community's needs and conditions, enabling learners with skills to specialize in certain fields.

3) Economic Sufficiency Philosophy Development- this program follows the royal philosophy providing guidelines of how to live one's life at every level, from family and community, to the nation and world.

Indicator 49 Number and percentage distribution of facilitators of adult literacy and continuing basic education programmes by type of programme

Types of facilitators	Number and percentage of facilitators of adult literacy and continuing basic education programmes (Office of the Non-formal and Informal Education)					
	2010		2011		2012	
	Number	%	Number	%	Number	%
1) Government teacher	2,836	15.16	2,831	15.41	2,834	14.64
2) Government official	370	1.98	377	2.05	339	1.75
3) Government employee	5,479	29.28	1,149	6.25	1,059	5.47
4) Permanent employee	1,159	6.19	14,018	76.29	15,127	78.14
5) Teacher in community learning center	8,867	47.39	-	-	-	-
Total	18,711	100	18,375	100.00	19,359	100

Source: Office of the Permanent Secretary for Education

Remarks: Data of facilitators by type of programme are not available.

The number and percentage of the staff in the Office of the Non-Formal and Informal Education from 2010-2012 revealed that the percentage of teachers was lower than that of the entire staff. Moreover, in 2012, the number decreased in 2010 and 2011, including the number of government officials and government employees. However, it is notable that the number of permanent employees tended to increase significantly.

Indicator 50 Public expenditure on adult literacy and continuing basic education as a percentage of total public expenditure on education

Years	2010			2011		
	Adult Education Budget	Total National Budget (Million Baht)	%	Adult Education Budget	Total National Budget (Million Baht)	%
1) Adult literacy	3,394,241,000	403,516,000,000	0.841	3,421,800,800	422,240,000,000	0.810
2) Continuing basic education	3,373,405,000		0.836	3,272,344,100		0.775
Total	6,767,646,000		1.677	6,694,144,900		1.585

(cont.)

Years	2012		
	Adult Education Budget	Total National Budget (Million Baht)	%
1) Adult literacy	4,196,520,700	444,484,000,000	0.94
2) Continuing basic education	4,161,527,100		0.94
Total	8,358,047,800		1.88

Source: Planning Unit, Office of the Non-Formal and Informal Education

When considering the budget for adult education as compared to the entire education budget of the country, it was found that the money invested in adult education and continual education was very low, at only 1% of the entire budget for 2010-2012. In 2012, the government saw the importance of adult education; however, the emphasis has still been on traditional youth education as the first priority.

Literacy is the foundation of education. It encourages people in their thinking abilities, analytical skills, and appropriate applications to develop themselves, society, and the country. Literacy plays a particularly important role in improving quality of life. The present government set up a policy on Zero Illiteracy in Thai Society. So, being literate is considered the first priority in developing quality of life and the country. The country has promoted literacy for many years by integrating the policy in formal, informal, and non-formal education.

The National Education Act B.E. 2543 (2002) and Education Reform for the years 2009-2018 have stated that literacy is the first priority, particularly among minority groups of people whose first language is not Thai, such as Hill-tribe people in the north and Malay ethnic groups in the south. The Office of the Non-formal and Informal Education tries to provide alternative education opportunities to encourage and sustain literacy. The Resolution of the Cabinet from the meeting on 5 August 2009 stated reading to be a national priority; and UNESCO declared 2009-2018 as the decade of reading, with the mission to encourage reading in every group of citizens, including illiterate groups. In addition, in 2013, Bangkok was nominated by UNESCO to be the World Book Capital reflecting the country's devotion to literacy.

At the same time, Thailand has a campaign to improve the literacy rate by establishing the National Reading Decade (2009-2018) to develop the reading skills of new learners and promote the habit of reading countrywide. Thailand is a leader in the fight against illiteracy at the national and regional levels in the Asia-Pacific region. Thailand has been the host of international workshops and symposiums to seek new policies and directions to eliminate illiteracy in member countries through several innovations that encourage literacy, including personal training from UNESCO countries in the Asia-Pacific Region.

From the policy of literacy mentioned above, the Office of the Non-Formal and Informal Education has tried to set up activities and flexible curricula to reflect the needs of adult citizens over 15 years of age, resulting in an increasing rate of adult literacy. In 2005, the rate of male literacy was 95.6% and the rate of female literacy was 91.5%; while in 2010, the rate of Thai male and female literacy reached almost 97%, which was much higher than in other developing countries (74.5%). Among the ten countries in ASEAN, the literacy rate of Thailand ranks first.

Goal 5: Gender Parity and Equality in Education

Indicator 51 Female enrolled as percentage of total enrolment by level of education (pre-primary, primary, lower, and upper secondary education)

Pre-primary	2009			2010		
	Female	Total	%	Female	Total	%
Number and Percentage	1,306,090	2,660,035	49.10	1,365,749	2,768,318	49.33

(cont.)

Pre-primary	2011			2012		
	Female	Total	%	Female	Total	%
Number and Percentage	1,335,682	2,755,371	48.47	1,347,408	2,731,480	49.33

Source: UNESCO Institute for statistics (UIS)

The declaration of the National Educational Act B.E. 2542 (1999) has given an equal opportunity for males and females to access education in formal, informal, and non-formal study which can help eliminate gender inequality. Moreover, the management of pre-education in Thailand has been managed by several organizations aside from the Ministry of Education, such as the Local Administration Organization, the Ministry of Interior, the Ministry of Public Health, and private sectors. The data also showed that the percentage of female students at the primary level was only slightly lower than that of male students, with no significant difference. Section 10 of the National Educational Act B.E. 2542 (1999) states that an individual has the equal right of getting a good quality, basic education officially provided by the government for at least twelve years without any tuition fees. In addition, the National Educational Act B.E. 2545 (2002) requires every parent with a 6-year old child to send their child to attend basic education for at least nine years, resulting in equal primary education for both males and females. However, the intake percentage of females in primary school in 2008 and 2009 was slightly lower than that of males.

Primary	2008			2009		
	Female	Total	%	Female	Total	%
Number and Percentage	2,690,955	5,564,622	48.36	2,600,141	5,370,546	48.41

(cont.)

Primary	2553			2554		
	Female	Total	%	Female	Total	%
Number and Percentage	2,439,409	5,044,242	48.36	2,414,004	4,993,029	48.35

Source: 1) Thailand's National Statistics 2010-2012, Office of the Education Council

2) UNESCO Institute for statistics

The intake percentage of females in lower secondary school from 2009-2012 reflects that females had slightly less opportunities to attend lower secondary education than males. This was because of the declaration of the National Educational Act B.E. 2542 (1999), Section 10 stating that an individual has the equal right of getting a good quality, basic education officially provided by the government for at least twelve years without any tuition fees. It also requires every parent with a 6-year old child to send their child to attend basic education for at least nine years, resulting in equal lower secondary education for both males and females.

Upper Secondary	2009			2010		
	Female	Total	%	Female	Total	%
Number and Percentage	1,056,202	1,974,993	53.48	1,072,149	2,009,305	53.36

(cont.)

Upper Secondary	2011			2012		
	Female	Total	%	Female	Total	%
Number and Percentage	1,102,783	2,082,298	52.96	1,111,003	2,118,113	52.45

Source: UNESCO Institute for statistics (UIS)

Upper secondary level education, the level continuing from lower secondary education, is considered non-compulsory education by the government. The intake rate of females in upper secondary education from 2009-2012 revealed that females had greater opportunities to further their studies at this level than males.

Indicator 52 Female teachers as percentage of total number of teachers in primary and lower and upper secondary

Levels of education	2006	2007	2008	2009	2010	2011	2012
Primary	60	60	60	-	-	-	-
Lower secondary	56	55	56	-	56	56	55
Upper secondary	53	52	54	-	-	47	-

Source: UNESCO Institute for statistics (UIS)

The percentage of female teachers in primary education, lower secondary education, and upper secondary education from 2006-2012 showed that there were more female teachers than male teachers at every level. When considering the number of female students at the tertiary level, it was found that the number of female students was higher than the number of male students in almost every field especially in the social sciences, humanities, education, and business administration. Thus, it can be concluded that the higher number of female students in education field leads to the higher number of female teachers.

Indicator 53 Percentage of female school headmasters/principals/managers by level of education (pre-primary, primary, lower and upper secondary education)

Percentage of female school directors by levels of education	2012
Primary education	11.54
Secondary education	9.18

Source: Office of the Basic Education Commission

Remarks: The data shows only the percentage of female directors.

The percentage of female school directors in 2012 was lower than that of male school directors. This can be explained by past ways of thinking in Thai society, when males were considered to be the main leaders, especially in organizational management, causing more males to be promoted to become school directors. However, at the present, there has been encouragement towards gender equality by giving more opportunities for females in leadership, as can be seen in many sections of the Constitution of the Kingdom of Thailand B.E. 2550 (2007) and in many other laws about gender equality and parity rights.

Indicator 54 Percentage of female chief education officers at central, provincial, district and local government education offices

Year	2012
Percentage of female chief education officers	12.85

Source: Office of the Basic Education Commission

The percentage of females in top management at education institutes in the central, provinces, districts, and sub-districts revealed lower figures than for males. This could be explained by past ways of thinking in Thai society, when males were considered to be the main leaders, especially in organizational management. Also, most females have to be responsible for their families and children, resulting in more males becoming promoted to the management team in education. However, at the present, there has been an encouragement of gender equality by giving more opportunities to females. This can be seen in many sections of the Constitution of the Kingdom of Thailand B.E. 2550 (2007), and in many other laws about the gender equality and parity rights. So, there is a tendency towards higher numbers of females in top management in the future.

Years	2000	2001	2002	2003	2004	2005	2006	2007
Adult	0.95	-	-	-	-	0.96	-	-
Youth	1.00	-	-	-	-	1.00	-	-

Source : UNESCO Institute for statistics (UIS)

Indicator 55 Gender Parity Index for:**a) Adult and youth literacy rates**

Years	2000	2001	2002	2003	2004	2005	2006	2007
Adult	0.95	-	-	-	-	0.96	-	-
Youth	1.00	-	-	-	-	1.00	-	-

Source: UNESCO Institute for statistics (UIS)

The indices of gender parity on the literacy of adults and youths in 2000 and 2005 reported that the adult gender parity index (GPI) was 0.95 and 0.96, respectively, closer to 1, which was the index of youth GPI. It shows that the literacy rates of adults and youths were nearly equal.

b) Gross Enrollment Rate (GER) in Early Childhood Care and Education (ECCE)

Years	2000	2001	2002	2003	2004	2005	2006
GER in ECCE	1.01	1.00	1.00	-	1.02	1.00	1.01

(cont.)

Years	2007	2008	2009	2010	2011	2012
GER in ECCE	1.01	1.02	1.02	1.03	0.99	1.03

Source: UNESCO Institute for statistics

The GPI of GER and ECCE from 2002-2012 was 1 or slightly lower than 1, revealing an equal GER of both males and females.

c) Gross Intake Rate (GIR) in primary education

Year	2000	2001	2002	2003	2004	2005	2006	2007
GIR in primary education	-	-	-	-	1.02	-	-	-

Source: UNESCO Institute for statistics

The GPI of GER in primary education in 2004 was 1 or slightly over, revealing an equal GPI of both males and females.

d) Net Intake Rate (NIR) in primary education

Remarks: No database

e) Gross Enrollment Rate (GER) in primary education

Year	2000	2001	2002	2003	2004	2005	2006	2007
GER in primary education	0.97	0.98	0.98	-	0.98	0.97	0.99	0.98

(cont.)

Year	2008	2009	2010	2011	2012
GER in primary education	0.99	0.99	-	-	-

Source: UNESCO Institute for statistics

The GPI of GER in primary education from 2002-2009 showed that the GPI of GER was slightly lower than 1, revealing an equal GPI of both males and females.

f) Net Enrollment Rate (NER) in primary education

Year	2000	2001	2002	2003	2004	2005	2006
NER in primary education	-	-	-	-	-	-	0.98

(cont.)

Year	2007	2008	2009	2010	2011	2012
NER in primary education	0.98	0.98	0.99	-	-	-

Source: UNESCO Institute for statistics

The GPI of NER in primary education from 2006-2009 was slightly lower than 1, revealing an equal GPI of both males and females.

g) Adjusted Net Enrollment Rate (ANER) in primary education

Year	2000	2001	2002	2003	2004	2005	2006
ANER in primary education	-	-	-	-	-	-	0.98

(cont.)

Year	2007	2008	2009	2010	2011	2012
ANER in primary education	0.98	0.98	0.99	-	-	-

Source: UNESCO Institute for statistics

The GPI of ANER in primary education from 2006-2009 was slightly lower than 1, revealing an equal GPI of both males and females.

h) Survival Rate to Grade 5

Remarks: No database

i) Survival Rate to Last Grade

Remarks: No database

j) Primary Cohort Completion Rate

Remarks: No database

k) Effective Transition Rate from Primary to Secondary (general education)

Years	2000	2001	2002	2003	2004	2005	2006	2007
Lower secondary	-	0.93	1.03	-	1.04	1.02	1.02	1.02
Upper secondary	-	1.05	0.98	-	1.15	1.14	1.18	1.20

(cont.)

Years	2008	2009	2010	2011	2012
Lower secondary	1.02	1.02	1.01	1.02	1.02
Upper secondary	1.20	1.20	1.20	1.18	1.15

Source: UNESCO Institute for statistics

The GPI of GER in secondary education from 2003-2012 was slightly lower than 1, revealing an equal GPI of both males and females.

m) Gross Enrolment Ratio (GER) in basic education (primary and lower secondary education)

Years	2000	2001	2002	2003	2004	2005	2006	2007
Primary education	0.97	0.98	0.98	-	0.98	0.97	0.99	-
Lower secondary education	-	0.93	1.03	-	1.04	1.02	1.02	1.01

(cont.)

Years	2007	2008	2009	2010	2011	2012
Primary education	0.98	0.99	0.99	-	-	-
Lower secondary education	1.02	1.02	1.02	1.01	1.02	1.02

Source: UNESCO Institute for statistics

Gender parity index for gross enrolment ratio (GER) in basic education both in between 2001 and 2012 was slightly less than 1. This situation can be explained that GER in lower and upper secondary education in Thailand has achieved gender parity between males and females.

l) Gross Enrollment Rate (GER) in secondary education (lower and upper levels)

Remarks: No database

m) Gross Enrollment Rate (GER) in basic education (primary and lower secondary education)

Years	2000	2001	2002	2003	2004	2005	2006
Lower secondary	-	-	-	-	-	-	1.11
Upper secondary	-	0.93	1.03	-	1.04	1.02	1.02

(cont.)

Years	2007	2008	2009	2010	2011	2012
Lower secondary	1.14	1.11	1.13	1.12	1.12	1.08
Upper secondary	1.02	1.02	1.02	1.01	1.02	1.02

Source: UNESCO Institute for statistics

The GPI of GER in basic education from 2003-2012 was slightly lower than 1 in primary education but slightly higher than 1 in lower secondary education, revealing an equal GPI of both males and females in basic education.

n) Adjusted Net Enrollment Rate (ANER) in secondary education

Remarks: No database

o) Net Enrollment Rate (NER) in secondary education

Remarks: No database

It can be seen that the development of Thai females showed good progress to some extent. In addition, female development is a crucial policy matter along several dimensions. The country and the government have paid great attention to promoting and developing females for more than four decades. Several organizations from the government, private sector, and civil society place importance on managing female development and female activities, resulting in continuous and evident outcomes.

In the area of education, the Constitution of the Kingdom of Thailand B.E. 2550 (2007) section 30 states that “All persons are equal before the law and shall enjoy equal protection under the law”, unjust discrimination against a person on the grounds of the difference in origin, race, language, sex, age, disability, physical or health condition, personal status, economic or social standing, religious belief, education or constitutionally political view, shall not be permitted.

The development of the Thai education system and the declaration of the National Education Act B.E. 2542 (1999) give equal opportunities to males and females to access formal, informal, and non-formal education equally. In addition, the National Educational Act B.E. 2545 (2004) requires every parent with a 6-year old child to send their child to attend basic education for at least nine years, resulting in equal primary education for both males and females. Moreover, the national policy provides education for the underprivileged (2004), stating that citizens of both Thai and non-Thai nationality should have equal rights to education. This also includes other policies such as education loans, establishment of the 15-year free education project in 2009, life-long education, and vocational education. This includes a constant rate of average years of education and an increase in average years of education, resulting in equal opportunities in education for males and females in primary and secondary education. This can eliminate gender inequality in education, achieve the agreement based on the Thailand’s Millennium Development Goals in 2011, and fulfill the management of Education for All and Goal 5: Gender Parity and Equality in Education.

According to the overall education statistics of the country, the rate of females completing education at the pre-primary level, primary level, and secondary level was lower than that of males. But it was reported that females have greater opportunities to transfer to upper secondary and tertiary levels than males, with a GPI of nearly 1. Therefore, it can be concluded that there is an equal GPI of both males and females in Thai education.

According to the number of teachers in primary, lower secondary, and upper secondary levels from 2006-2012, it was found that there were more female teachers than male teachers at every level. When considering the number of female students at the tertiary level, it was found to be higher than the number of male students in almost every field, especially in the social sciences, humanities, education, and business administration. Thus, it can be concluded that the higher number of female students in the education field leads to the higher number of female teachers.

Apart from this, when considering the percentage of females in top management at education institutes, it was found that the number was much lower than that of males. This can be explained by past ways of thinking in Thai society, when males were considered to be the main leaders, especially in organizational management. Also, most females have to be responsible for their families and children, resulting in more males becoming promoted to the management team in education. However, at the present, there has been encouragement of gender equality by giving more opportunities to females, resulting in a higher number of Thai females playing important political roles, such as Prime Minister, members of parliament, members of the senate, and other ministers. In addition, in the government sector and private sector, there are many women occupying top management positions, such as the Governor of the Bank of Thailand, the Permanent Secretary of the Ministry of Education, etc. At the present, there has been encouragement of gender equality by greater opportunities for females as can be seen in many sections of the Constitution of the Kingdom of Thailand and in many other laws about gender equality and parity rights. So, there is a tendency that in the future, there will be a higher number of females in top management positions.

Goal 6: Quality of Education

Indicator 56 Number and percentage distribution of teachers by academic qualifications, by level of education (pre-primary, primary, lower and upper secondary education) and by gender

Academic qualifications of teachers

Academic qualifications	2011		2012	
	Number	%	Number	%
Total	403,483	100.00	412,018	100.00
- Below bachelor	-	-	-	-
- Bachelor	328,325	81.37	326,186	79.17
- Graduate Diploma	-	-	-	-
- Master	55,126	13.66	65,314	15.85
- Doctorate	295	0.07	389	0.09
- No specified	19,737	4.90	20,129	4.89

Source: 1) Thailand's National Statistics 2011, Office of the Education Council

2) Draft of Thailand's National Statistics 2012, Office of the Education Council

Remarks: There are only number and percentages of teachers under the Office of the Basic Education Commission without classification of educational levels.

There have been teacher databases in every ministry related to education management, divided into particular government sectors. Some sectors provide several levels of education, for example, the Buditpatanasilpa Institute provides certificate, diploma, and bachelor's degree levels. Thus, the number of teachers cannot be separated according to their teaching levels. To report the actual number, the teacher database from the Office of the Basic Education Commission was presented. From 2011-2012, most teachers had graduated with a bachelor's degree at 81.37% and 79.17%, respectively. It is notable that in 2012, the number of teachers with a bachelor's degree was lower than that in 2011. On the other hand, there was a higher number of teachers with a master's degree at 15.85% than in 2011. That is to say that in 2011, the number of teachers with a bachelor's degree was 13.66%. Moreover, there was an increasing tendency of teachers with a Ph.D. as can be seen from the statistics, in 2011 the number was 0.07% and in 2012 was 0.09%. Some teachers did not identify their educational levels as can be seen from the 2011-2012 statistics, at 4.90% and 4.89%, respectively.

Indicator 57 Percentage of trained teachers who are certified to teach according to national standards by level of education (pre-primary, primary, lower and upper secondary education) and by gender

Remarks: No database

Though there was no database, there is a regulation in place that every teacher has to possess an occupational certificate. It can be said that most Thai teachers possess an occupational certificate as required by the standard education policy at every level. There has been a solution for those teachers who did not graduate from the field of education by providing a graduate diploma in the teaching profession and providing training or practice teaching opportunities. Teachers who attend the training or graduate diploma courses become qualified to possess a teaching profession certificate. However, at the present, the graduate diploma course has been abandoned. Moreover, there is a measurement to retest for the teaching profession certificate every 5 years in order to update qualifications for self-development based on the criteria.

Indicator 58 Pupil/Teacher Ratio (PTR) by level of education (pre-primary, primary, lower and upper secondary education)

Years	2008	2009	2010	2011	2012
PTR in basic education (all levels)	19.30	22.20	18.60	18.50	18.50

Source: Thailand's National Statistics 2008-2012, Office of the Education Council

The ratio of students to teachers in basic education (at every level) tended to decrease, as can be seen from 2009-2012, moving from 22.20 to 18.50, which was quite low. These figures represent the averages from every level, i.e., pre-primary, primary, lower secondary, upper secondary and vocational education levels.

Indicator 59 Pupil/Class Ratio (PCR) by level of education (pre-primary, primary, lower and upper secondary education)

Years	2009	2010	2011	2012
- Pre-primary	19.73	19.48	19.55	19.40
- Primary	20.21	20.17	20.18	19.98
- Lower and upper secondary	34.81	35.59	32.15	29.89

Source: Office of the Permanent Secretary for Education

The ratio of students per class in pre-primary, primary, lower secondary, and upper secondary tended to decrease from 2009 to 2012, moving slightly from 19.73 to 19.40. At the primary level, the student rate decreased from 20.21 to 19.98; and in lower secondary, and upper secondary, the student rate decreased from 34.81 to 29.89. The analysis showed that the ratio of students per class was lower annually, especially in lower secondary and upper secondary levels, resulting from the adjustment of the ratio of students per class. The higher number of students per class at the secondary level was due to the fact that there were fewer secondary schools than primary schools.

Indicator 60 Textbook/Pupil Ratio (TPR) by level of education (pre-primary, primary, lower and upper secondary education) and by subject)

Remarks: No database

According to the 15-year free education policy, the expense of textbooks was included in the budget, and it can be concluded that every student at the basic education level, i.e., primary, lower secondary, and upper secondary levels possess their own textbooks.

Indicator 61 Current public expenditure on textbooks and other learning materials as a percentage of current public expenditure by level of education (pre-primary, primary, lower and upper secondary education)

Years	2010	2011	2012
- Number (all levels of education)	2,610,384,200	2,542,200,700	2,578,521,500
- Percentage (all levels of education)	6.86	6.19	5.96

Source: Bureau of Budget

The percentage of the educational budget, including textbook expenses and other stationery expenses, was presented as a whole picture, without being divided into each level. From 2010-2013, the percentages were 6.86%, 6.19%, and 5.96%, respectively, decreasing annually as a result of the second-hand textbook policy.

Indicator 62 Teachers compensation as a percentage of current public expenditure by level of education (pre-primary, primary, lower and upper secondary education)

Years	2011	2012	2013
Public expenditure (unit: million baht)	2,169,967.50	2,380,000.0	2,400,000.0
Salary, salary of permanent teachers and salary of contracted teachers in pre-primary, primary and secondary education	209,580.70	209,580.70	227,027.94
Percentage	9.66	8.81	9.46

Source: 1) Thailand's National Statistics 2011, Office of the Education Council

2) Draft of Thailand's National Statistics 2012, Office of the Education Council

According to the budget from 2011-2013, it was found that the salary and wage of the teachers at the pre-primary, primary, and secondary levels were 9.66%, 8.81%, and 9.46%, respectively.

Indicator 63 Percentage of schools with improved water sources by level of education (pre-primary, primary, lower and upper secondary education)

Years	2007	2008	2009	2010	2011	2012	2013
- Number	6,438	6,498	6,928	7,644	8,016	8,516	8,973
- Percentage	20	20.19	21.52	23.75	24.91	26.46	27.88

Source: Department of Groundwater Resources

In 2007, the Department of Ground Water Resources collected a database from the Ministry of Public Health and the Office of the Basic Education Commission at the Ministry of Education on the survey and basic data inspection of water resources and the severity of water shortages in 32,186 schools in 75 provinces, excluding Bangkok. The survey revealed that over 80% or 25,748 schools reported water shortages, especially in the dry season. Moreover, the quality of drinking water did not reach the standard of water for consumption because it was hard water and contained high amounts of contaminated solutions such as fluoride, iron oxide, arsenic, chlorides, and other heavy metal solutions which damage students' health. From 2008-2013, the Department of Ground Water Resources developed ground water resources to provide clean drinking water systems to every school in the country, to a total of 2,535 schools. The total number of schools with qualified drinking water revealed that the government could gradually resolve the problem. At the present, schools in remote areas are provided with standard water resources at a measure of 27.88%. This data did not contain the number of royal projects and projects from local community budgets such as sub-districts and local municipalities. The data also was not classified according to educational levels.

Indicator 64 Percentage of schools with improved sanitation facilities (i.e. with separate toilets for girls) by level of education (pre-primary, primary, lower and upper secondary education)

Toilets in schools were assessed under the Office of the Basic Education Commission with the **Health, Accessibility, Safety Standards (HAS)** of the Hygienic Department.

Years	2551	2552	2553	2554	2555	2556
- Total number	31,821	31,508	31,424	31,255	31,116	30,412*
- HAS Standard	12,213	14,005	15,655	17,753	18,823	19,300
- Total percentage	38.38	44.45	49.82	56.80	60.49	63.46

Source: 1) The percentage of schools is derived from Department of Health, Ministry of Public Health.

2) Educational statistics 2102 are derived from the Office of the Basic Education Commission.

Remarks: Data of 2013 are referred from Department of Health while the ones of the other years are referred from Educational statistics 2012 offered by the Office of the Basic Education Commission.

Sanitation systems in schools have been considered to be very important, especially in terms of providing male and female toilets in schools. The Office of the Basic Education Commission and the Hygienic Department at the Ministry of Public Health worked together to make a campaign for schools under the Office of the Basic Education Commission to reach the HAS standard, which requires high standards as follows:

1) Health: The toilet and sanitary areas must be clean and without odor. They should be equipped with sufficient clean water, hand soap, toilet paper, as well as a standard septic tank. It should be located in a good environment yielding user satisfaction.

2) Accessibility: This refers to a sufficient number of toilets with awareness of special groups of users such as the disabled, elderly, and mothers. The toilets must be ready for use during service hours.

3) Safety: This refers to the safety of users such as suitable location, lighting, and separation between males and females.

Toilets in schools under the Office of the Basic Education Commission from 2008-2013 reached HAS standards at increasing rates of 38.38%, 44.45%, 49.82%, 56.80%, 60.49%, and 63.46%, respectively. It can be seen that since 2011 there have been developments

in toilet hygiene; so, more than half of schools under the Office of the Basic Education Commission reached HAS standards at 56.80% in 2011, 60.49% in 2012, and 63.46% in 2013. This is because there has been higher awareness among schools, management teams, teachers, students, and communities to take part in the operation and management of problems.

In addition, the Office of the Basic Education Commission has set up projects to promote hygiene in school toilets such as the Happy Toilet Project, aiming to arrange a contest on clean and hygienic toilets to win prizes.

In general, every school provides separate toilets for males and females. Thus, it can be assumed that all toilets in Thai schools already reach that UNESCO standard.

Indicator 65 Percentage of pupils who have mastered nationally defined basic learning competencies (in particular literacy, numeracy and life skills) by grade (e.g. 3rd and last grade of primary education, and 8th grade or last grade of lower secondary education)

Primary 3 (Grade 3)

The percentage of students with exam results was at fair and good levels.

Years	2008	2009	2010	2011	2012
- Literacy	87.98	87.97	90.32	90.43	83.61
- Numeracy	75.93	77.50	82.85	85.37	86
- Life skills	-	-	-	-	-

Source: Educational Testing Service Bureau, Office of the Basic Education Commission

Remarks: 1) The exam results of literacy are made by the combination of literacy scores and writing scores divided by 2.

2) The percentage is derived from the students with fair exam results plus the ones with good results.

3) The students in the table are in the schools under the Office of the Basic Education Commission.

The percentage of students with a standard potential or passing national test in Primary 3 since 2008 was at an average, or fair to good level. The national test (NT) evaluates students on literacy and math, and the results from 2008-2012 tended to increase every year, which were 87.98%, 87.97%, 90.32%, and 90.43%, respectively. Due to the change in the literacy test to language proficiency in 2012, the percentage of students at the fair to good

level was 83.61%. While the math test results in 2012 increased slightly from 2011 to 86%. Moreover, the NT exam included a test on logic proficiency in which 78.46% of the students earned scores at the fair and good levels.

This indicator defined the educational evaluation at three levels, but the NT test was only applied to Primary 3. For the other levels such as Primary 6 and Lower Secondary 3, the students have to take the Ordinary National Education Test (ONET). The subjects evaluated were not the same as specified by the indicators, which were literacy achievement, math, and life skills. For the Thai ONET in Primary 6 and Lower secondary 3, the required subjects were the Thai language, English, math, science, social science, health education, and arts, which were different from the mentioned indicators. So, there is no report on this section.

Indicator 66 School life expectancy

Years	2008	2009	2010	2011	2012
Number School life expectancy (pre-primary)	2.7	2.8	2.9	3	3

Source: UNESCO Institute for Statistics (UIS)

From 2002-2012, the number of years that children spent at the pre-primary level increased from 2.7 years to 3 years in 2011.

Years	2000	2001	2002	2003	2004	2005	2006	2007
Number School life expectancy (primary)	-	-	-	-	-	-	-	7.5

(cont.)

Years	2008	2009	2010	2011	2012
Number School life expectancy (primary)		-	-	-	-

Source: UNESCO Institute for Statistics (UIS)

In 2007, the number of years that children spent at the primary level was 7.5 years.

Years	2000	2001	2002	2003	2004	2005	2006	2007
Number School life expectancy (lower and upper secondary)	9.5	9.7	-	9.9	10.1	10.0	10.2	10.1

(cont.)

Years	2008	2009	2553	2554	2555
Number School life expectancy (lower and upper secondary)	10.0	-	-	-	-

Source: UNESCO Institute for Statistics (UIS)

The number of years that students spent at the lower secondary and upper secondary levels from 2002-2008 was between 9.5-10.2 years, which tended to increase accordingly due to the 15-year free education policy. Though from 2009-2012 no data was available, it can be assumed that the higher number of years was the result of the 15-year education policy.

Indicator 67 Percentage of teachers who fulfilled required instructional hours by level of education (pre-primary, primary, lower and upper secondary education)

Remarks: No database

The government's education policy focuses on developing quality education to approach the issue of reforming the knowledge system in Thai society. This includes the leverage of knowledge to meet global standards and the incorporation of local wisdom by promoting reading and encouraging teaching in foreign languages and dialects. There has been the set up of knowledge management systems, educational reform at every level, increases in learning achievement at every level using national and international standard tests, Zero Illiteracy in Thai Society, and appropriate ratios of students to teachers.

It can be concluded, though the data is incomplete on Thai education quality, that most Thai teachers got a bachelor's level degree, at 81.37% in 2011 and 79.17% in 2012. However, they had to teach some subjects which were not in line with their majors. Related organizations tried to resolve the problem by providing periodic training to teachers. But the data reflected the tendency of higher education in teachers, i.e. 13.66% of teachers with master's degree in 2011, increasing to 15.85% in 2012. In addition, the percentage of teachers with a Ph.D. increased from 0.07% in 2011 to 0.09% in 2012. On the matter of professional teaching certificates, though there was no database, based on Thai regulations, every teacher must possess this certificate. So, it can be assumed that every permanent teacher possesses a professional teaching certificate. Also, it is required that the professional teaching certificate has to be extended every 5 years by the Ministry of Education.

Sanitation systems in schools have been considered very important, especially in providing male and female toilets in schools. The Office of the Basic Education Commission together with the Department of Ground Water Resources at the Ministry of Natural Resources and Environment helped to develop sufficient water resources that are increasing in number annually. The Hygienic Department at the Ministry of Public Health worked together with the Office of the Basic Education Commission in creating a campaign for schools under the Office of the Basic Education Commission to reach HAS standards as defined by the Ministry of Health, which are higher than that of UNESCO. From 2011-2013, the number of toilets in schools under the Office of the Basic Education Commission meeting HAS standards increased from 56.80% to 63.46%, with higher goals for following years. In general, every school provides toilets separated by gender. Thus, it can be assumed that all toilets in Thai schools already reach this UNESCO standard.

On the aspect of the education budget, the country sets the budget at over 20% of the entire country's budget, with an additional budget for special cases, such as the budget for tablets in the last fiscal year provided by the country's central budget. Compared to other countries, Thailand has provided a rather high percentage of its budget for education, but most of the budget has been allocated to teachers' salary. Thus, it is necessary for the government to set up measurements for controlling and enhancing the quality of teachers. At the present, the evaluation of teacher quality is conducted based on students' learning achievement. This can be a method to enhance self-development for teachers, due to results of studies indicating that the quality of teachers is an important factor in students' learning achievement. The indicator used to assess learning achievement in Thailand is the National Test (NT) for Primary 3 students conducted by the National Institute of Educational Testing Service under the Office of the Basic Education Commission. The results of Thai education standards from 2008-2012 were at rather good levels, i.e. the literacy component was 87.97%-90.43% and the math component was 75.93%-86%. The responsible organizations have to conduct the exams with standardization and reliability. The assessment of standard learning achievements for Primary 6 and Upper Secondary 6 is arranged by the National Institute of Educational Testing Service, which is a public organization. The subjects tested are different from the UNESCO standards, which cannot be used for the database. When comparing the learning achievements in Thai education with those in other countries, it can be seen that Thai learning achievements in PISA testing in 2012 ranked lower than Vietnam in the subjects of math, reading, and sciences.

In general, the quality of Thai education according to the mentioned indicators was found to be at fair levels. Compared to other indicators, this indicator shows the lowest level of achievement. We have to consider leveraging the quality of teachers to be in line with the ratio of the education budget by encouraging measurements for better teaching quality at every level. In addition, the National Institute of Educational Testing Service may have to revise the test subjects according to UNESCO standards to achieve conformity with international standards.

Chapter 4

Conclusion and suggestions

The Education for Thailand Monitoring Report: 2013 emerged in 1990 at Jomtien, Thailand due to the critical education situation in under-developed and developing countries. The Jomtien Statement of the World Declaration on Education for All has set up six educational goals. Then, in 2000, the World Education Forum held in Dakar, Senegal revealed that most member countries could not reach the EFA educational goals by 2015. The Six Dakar Statements consist of 51 indicators which were then adjusted to six more appropriate indicators: 1) Early Childhood Care and Education, 2) Universal Primary Education/ Basic Education, 3) Meeting the Needs of Youth and Adult Populations, 4) Upgrading Adults' Literacy, 5) Gender Parity and Equality in Education, and 6) Quality of Education; and the 57 indicators were changed to 67 indicators. The Office of the Education Council at the Ministry of Education is the organization responsible for setting up policies and national educational plans. With Thailand acting as an initiator by hosting the 1st EFA World Conference, the importance of working to achieve the six EFA goals can be seen. So, the Global Monitoring Report on Education for All (EFA) has been conducted to collect and analyze all 67 indicators under the six goals as follows:

Goal 1: Early Childhood Care and Education (ECCE)

Since the declaration of the National Education Act B.E. 2542 (1999), every government has placed importance on early childhood care and education, focusing on preparation at the preschool level. In order to conform to the National Education Act B.E. 2542 (1999), the Office of the Education Council at the Ministry of Education started to conduct policies and strategies on early childhood development (0-5 years) from 2004-2006. The Office of the Education Council, acting as the committee secretary, arranged the National Strategic Plan on Early Childhood Education (newborns to Primary 1) based on the government's policy on early childhood (2012-2016), as well as an operation plan according to the National Strategic Plan on Early Childhood Education (newborns to Primary 1). The Council of Ministers agreed on this national strategic plan on 15 October 2012, and then the operation plan was approved on 21 May 2013.

According to the follow-up study, it was found that there was an achievement accomplished in conducting this policy. The ratio of early childhood school attendance and

other early childhood curriculum care for the whole population was over 76%. The percentages of the early childhood population entering Primary 1 (Grade 1) for both males and females were at 95.49% and 99.84%. Apart from the government sector, the private sector also plays an important role in arranging for early childhood education, and the percentage from 2011-2013 was higher than 35%. It can be seen that Thailand achieves Goal 1 on Early Childhood Care and Education (ECCE). The Council of Ministers agreed on this National Strategic Plan on 15 October 2012, and then the operation plan was approved on 21 May 2013 with the Prime Minister acting as president of the National Early Childhood Development Committee.

Goal 2: Universal Primary Education/Basic Education (UPE/ UBE)

Since the World Conference on Education for All and the Jomtien Statement B.E. 2533 (1990), the country has placed importance on developing primary and basic education, in both quality and quantity, by giving equal opportunities to every child to access basic education. This includes children living in poverty and disabled children, as can be seen in every indicator of Goal 2. It can be said that Thai education almost achieves the goal of Universal Primary/Basic Education (UPE/UBE), because the enrollment ratio and intake ratio of the total population in 2011 was 93.21% for males and 88.96% for females. Moreover, other indicators such as the primary level gross intake rate per total number of children of compulsory learning age had an average of 90% in every indicator. This shows that Thailand achieves high success in providing primary education due to its high awareness of the importance of basic education.

The management of basic education and primary education is connected to several policies, acts, and laws. This can be seen from the Constitution of the Kingdom of Thailand, especially the present version from 1997, of which, in Section 43 it is stated that an individual has the equal right of getting a good quality, basic education officially provided by the government for at least twelve years without any tuition fees. It has also been stated in the Constitution of the Kingdom of Thailand B.E.2550 (2007) in Section 49 that an individual has the equal right of getting a good quality, basic education officially provided by the government for at least twelve years without any tuition fees. This includes people living in poverty, disabled people, or people in difficulty who are entitled to this right according to Article 1.

The Compulsory Education Act B.E. 2545 (2004) was an education act protecting the right of every student to nine years of compulsory education, including primary education. This ensures that every child in the country has an equal chance of studying until Secondary 3 (Grade 9).

It can be seen that every administration of the Thai government has emphasized primary and basic education, because these levels provide the foundation for education and integrity. The present government has declared a clear policy on educational development that focuses on providing equal educational opportunities to Thai society based on equality and fairness to every citizen, including people living in poverty, the disabled, and minority groups by providing knowledge starting from maternity to newborns. Education is provided from early childhood care until the completion of basic education.

Goal 3: Meeting the Needs of Youth and Adult Populations

Every government administration has emphasized the importance of learning and literacy in youths and adults by realizing that literacy is a basic human right and the foundation of education. The Office of Non-Formal and Informal Education at the Ministry of Education set up a policy to promote literacy, aiming at improving reading comprehension ability in every group of citizens by setting an environment that encourages reading.

According to the follow-up on the indicators in Goal 3, it was found that the figures on youth literacy (15-24 years old) in 2010 showed that the differences in gender parity in literacy were very low at 0.80%, with slightly higher rates for males than females. The literacy rate of Thai youths is over 95%, which is very high because every government administration has promoted literacy in Thai youths, because literacy is a basic human right and the foundation of a good education. The Ministry of Education has promoted the literacy rate by providing non-formal and informal education systems to give educational opportunities for people living in poverty and the elderly.

In terms of the overall picture, the government was successful in achieving this educational goal. Every government administration has emphasized the importance of learning and literacy in youths and adults by realizing that literacy is a basic human right and the foundation of education. The Office of Non-Formal and Informal Education at the Ministry of Education set up a policy to promote literacy, aiming at improving reading comprehension ability in every group of citizens by setting an atmosphere of reading.

The government also encourages every learner to complete basic education aside from the 9-year compulsory education, by supporting them to further their studies in both upper secondary and vocational education. This results in success on Goal 3, showing an intake rate of over 60% at the secondary level.

For vocational education, the Thai government set up a policy to promote vocational education by placing importance on career opportunities and skilled workers, resulting in the overall economic development of the country. Every government administration tries

to encourage secondary students to further their studies in upper secondary and vocational education. The Vocational Educational Act B.E. 2551 (2008) has contributed to the increase in the number of vocational students by providing vocational training in both formal and informal education settings. Moreover, it also provides opportunities for vocational students to complete their bachelor's degrees in a way similar to general student programs.

In addition, the present Government set up the tertiary education and vocational education systems to be in line with the needs of the labor market, in terms of both quality and quantity, by providing suitable work experience during the program of study. This cooperation increases the chances that graduates will be recruited promptly. There are vocational training centers for students and others to gain experience preceding their careers. In addition, there has also been the establishment of Fit It Centers in every community supported by OVEC. The objectives of these centers are to train highly skilled technicians and to provide training in service skills to the general population. These activities promote vocational education and gain more acceptance together with supporting higher incomes.

At present, the Ministry of Education has given a guideline to define the ratio of vocational students to general curriculum students at 51:49. It is also important to increase the quantity as well as the quality of students, meaning that there should be a clear system to specify the desired personal characteristics and to promote the image of vocational students by arranging for social activities or acknowledging successful vocational graduates. In addition, these successful vocational graduates should be invited to share information about work and further study in technological fields with students and their parents. This might lead to more vocational students.

Goal 4: Upgrading Adults' Literacy

Each government administration has placed importance on the literacy of youths and adults because literacy is a basic human right and the foundation of education. The present government has created a policy to accelerate the development of quality education with Zero Illiteracy in Thai Society. Together with the encouragement of free compulsory education for adults (15 years and over), the reported literacy rate was 96.15% in 2010, a high level compared with 200 other countries. When considering gender parity in the literacy rate, it was found that the literacy rate in males was slightly higher than that in females. The Office of the Non-Formal and Informal Education set a mission of arranging and providing informal and non-formal education of high quality to every citizen with an emphasis on lifelong education. It also provides high quality vocational education to everyone equally, aiming to produce a knowledgeable society with sustainable careers.

From the policies on literacy mentioned above, the Office of the Non-Formal and Informal Education has tried to set up activities and flexible curricula to reflect the various needs of learners, by dividing the curricula into adult education and continuing basic education. The adult education consists of encouraging literacy, education for vocational development, education for career development, education for life development, education for social development, short-term programs, education for the Hill-tribe community, learning processes based on the Economic Sufficiency Philosophy Development of the royal project, and special target group education. The continuing basic education program for adults is divided into four levels: primary, lower secondary, upper secondary, and certificate levels. When considering the percentage of students in each level, it was found that the level with the highest number of learners was upper secondary education, followed by lower secondary education, primary education, and the level with the lowest number of students was the certificate level. It is notable that continuing basic adult education tended to increase from 2010-2012, including the areas of primary education, education for Hill-tribe communities, royal projects, and special target group education.

At the same time, Thailand has a campaign to improve the rate of literacy by establishing the National Reading Decade B.E. 2552-2561 (2009-2018) to develop the reading skills of new learners and promote the habit of reading countrywide. Thailand is a leader in the fight for illiteracy at the national level and the regional level in the Asia-Pacific region. Thailand has been the host of international workshops and symposiums to seek new policies and directions to eliminate illiteracy in member countries. This has taken the form of several innovations to encourage literacy, including personal training from UNESCO countries in the Asia-Pacific region.

Goal 5: Gender Parity and Equality in Education

It can be seen that the development of Thai females showed good progress to some extent. In addition, female development is a crucial policy matter along several dimensions. The country and the government has paid great attention to promoting and developing females for more than four decades. Several organizations from the government, private sector, and civil society place importance on managing female development and female activities, resulting in continuous and evident outcomes.

The Constitution of the Kingdom of Thailand B.E. 2550 (2007), Section 30, states that “All persons are equal before the law and shall enjoy equal protection under the law. Unjust discrimination against a person on the grounds of difference in origin, race, language,

sex, age, disability, physical or health condition, personal status, economic or social standing, religious belief, education or constitutionally political view, shall not be permitted”.

The declaration of the National Education Act B.E. 2542 (1999) gives equal opportunities to males and females to access education in formal, informal, and non-formal institutions. In addition, the National Educational Act B.E. 2545 (2002) requires every parent with a 6-year old child to send their child to attend basic education for at least nine years, resulting in equal primary education for both males and females. Moreover, the national policy provides education for the underprivileged (2004), stating that citizens of both Thai and non-Thai nationality should have equal rights to education. This also includes policies such as education loans and the 15-year free education policy established in 2009, life-long education, vocational education, and rate maintenance; as well as the increase in the average academic year, resulting in equal opportunities in education for males and females in primary and secondary education. This policy can eliminate gender inequality in education, achieve the agreement based on the Thailand’s Millennium Development Goals in 2011, and fulfill the management of Education for All and Goal 5: Gender Parity and Equality in Education.

According to the overall education statistics for the country, the rate of females completing education at the pre-primary level, primary level, and secondary level was lower than that of males. But it was reported that females have greater opportunities to transfer to upper secondary and tertiary levels than males, with a GPI of nearly 1. Thus, it can be concluded that there is an equal GPI of both males and females in Thai education.

According to the figures of teachers in primary, lower secondary, and upper secondary levels from 2009-2012, it was found that there were more female teachers than male teachers at every level. When considering the number of female students at the tertiary level, it was found that it was higher than the number of male students in almost every field, especially in the social sciences, humanities, education, and business administration. Thus, it can be concluded that the higher number of female students in the education field leads to the higher number of female teachers.

Apart from this, when considering the percentage of females in top management at education institutes, it was found that the number was much lower than that of males. This can be explained that by past ways of thinking in Thai society, when males were considered to be the main leaders, especially in organizational management. Also, most females have to be responsible for their families and children, resulting in more males becoming promoted to the management team in education. However, at the present, there has been encouragement of gender equality by giving more opportunities to females. This has resulted in a higher number of Thai females playing important political roles, such as Prime Minister, members of

parliament, members of the senate, and other ministers. In addition, in the government sector and private sector, there are many women occupying top management positions, such as the Governor of the Bank of Thailand, the Permanent Secretary of the Ministry of Education, etc. At the present, there has been encouragement of gender equality by giving more opportunities to females, as can be seen in many sections of the Constitution of the Kingdom of Thailand and in many other laws about gender equality and parity rights. So, there is a tendency that in the future, there will be a higher number of females in top management positions.

Goal 6: Quality of Education

The government's education policy focuses on developing quality education to approach the issue of reforming the knowledge system in Thai society. This includes the leverage of knowledge to meet global standards and the incorporation of local wisdom by promoting reading and encouraging teaching in foreign languages and dialects. There has been the set up of knowledge management systems, educational reform at every level, increases in learning achievement at every level using national and international standard tests, Zero Illiteracy in Thai Society, and appropriate ratios of students to teachers.

Although there was no database of professional teaching certificates, based on Thai regulations, every teacher has to possess this certificate. So, it can be assumed that every permanent teacher has a professional teaching certificate. Also, it is required that the professional teaching certificate has to be extended every 5 years by the Ministry of Education, which is a measurement to ensure teacher quality. Sanitation systems in schools have been considered very important, especially in terms of providing male and female toilets in schools. The Office of the Basic Education Commission together with the Department of Ground Water Resources at the Ministry of Natural Resources and Environment helped to develop sufficient water resources, with numbers increasing annually. The Hygienic Department at the Ministry of Public Health has worked together with the Office of the Basic Education Commission to create a campaign for schools to reach HAS standard: *Health, Accessibility, and Safety* as defined by the Ministry of Health. According to the policy on textbook accessibility, the government has established the 15-year free education policy, with textbook expenses included in the budget. The indicator to assess the learning achievement of Thailand is the National Test (NT) for Primary 3 students, conducted by the National Institute of Educational Testing Service under the Office of the Basic Education Commission. The results of the Thai education standards from 2008-2012 were at rather good levels, from 75.93%-86%. The assessment of standard learning achievement for Primary 6 and Upper Secondary 6 is arranged by the National Institute

of Educational Testing Service. The subjects tested are different from the UNESCO standards, which cannot be used for the database.

Thai education quality is at a fair level. In general, all of the indicators need to improve in quality and accuracy.

Suggestions

The operation and implementation of Education for All is based on a global commitment to achieve these goals. Since the world conference on Education for All at Jomtien, Thailand in 1990 and the First Global Education for All Monitoring Meeting, there have been several suggestions for every country to place importance on the Education for All Policy. This is to ensure that every child and youth has equal educational opportunities without limitations based on wealth, gender, race, disability, or country of origin. There is a request for UNESCO countries to promptly define their operations to reach the goals on Education for All by 2015. There should be new budget resources used, such as taxation, increases in educational partnerships, and the addition of educational investments to gain economic and social advantages in the long run. There is a proposal for every government to set up larger budgets for education, as well as for cooperation between the government sectors responsible and the private sector in supporting the implementation of Education for All.

According to the Educational for All monitoring in Thailand and the World Declaration on Educational for All from 1990 to the present, there have been operations to achieve the six goals of Educational for All, including the 67 indicators which will be presented to the World Congress of UNESCO at Seoul, Korea as follows.

Because Educational for All covers every level of education starting from Early Childhood Care and Education, Primary and Basic Education, Meeting the Needs of Youths and Adults (related to vocational education), and Improving Adult Literacy Levels (related to informal and non-formal education); the monitoring of Education for All has to deal widely with many organizations and departments. It was found that collection of the results on the 67 indicators and six goals in the form of secondary data was not uniform due to inconsistent population sources. Moreover, some UNESCO indicators need to be defined to obtain clear objectives. Indicators in some cases have one dimension of statistical data, which cannot be interpreted as reflecting the real situation. So, there should be an analysis conducted that includes the educational context.

To conduct an effective implementation of Educational for All, there should be an appointment of a National Committee to take charge of monitoring. This committee should include representatives from related organizations to provide consistent, up-to-date, and reliable data which can be used as a database for establishing the Thailand Strategic Educational Plan.

Additional suggestions for each goal can be concluded as follows:

Goal 1: Early Childhood Care and Education (ECCE)

The data should be organized more accurately according to the indicators, for example the budget for Early Childhood Care and Education should be separated from the budget for primary and secondary education. There should be an exact ratio of teachers at each educational level, e.g., early childhood and primary. There should be a clear report on the number of teachers with professional teaching certificates to act as a database for corrected result analysis which can be used as a guideline to set up a strategic plan to achieve UNESCO goals. Moreover, to make the data most beneficial in creating a strategic plan for Early Childhood Care and Primary Education, the data should be integrated with 21st century education methods. At the moment, the Office of the Education Council and the Office of the National Economic and Social Development Board are writing a draft of a National Education Plan to develop lifelong education (2017-2020) by defining the required skills, competencies, and characteristics of early childhood in the 21st century. There should be cooperation in collecting statistics based on UNESCO indicators between ministries such as the Ministry of Interior, the Ministry of Social Development and Human Security, the Ministry of Public Health, the Ministry of Education, the Ministry of Labor, the Ministry of Industry, the Bangkok Metropolitan Administration, Pattaya City, the Border Patrol Police, and other organizations such as UNICEF.

Goal 2: Universal Primary Education/Basic Education (UPE/ UBE)

Related organizations such as the Ministry of Public Health, the Ministry of Interior, the Ministry of Education, Bangkok Metropolitan Administration, Pattaya City, the Ministry of Tourism and Sports, the Ministry of Culture, the Border Patrol Police, the National Office of Buddhism, and the Ministry of Justice should work together to give educational opportunities to children living in poverty, border children, Hill-tribe children, disabled children, and stateless children to at least join primary education or basic education at 100%.

Goal 3: Meeting the Needs of Youth and Adult Populations

1. Related organizations should create a positive image of Thai Vocational Education as an educational institute that prepares graduates to be ready for employment. This can ensure parents and students of the quality and safety in joining vocational education.

2. Related organizations should set guidelines and procedures in developing the required skills to youths and adults to respond to the labor demands of the industrial sector.

3. Related organizations should prepare a sufficient number of vocational teachers.

Goal 4: Upgrading Adults' Literacy

The country has been successful in achieving the Education for All goals, especially Goal 4 Upgrading Adults' Literacy, with a very high percentage of literate adults (15 years and over), at 96.14%. In order to achieve 100% literacy, some suggestions are: 1) the government should provide a larger budget for informal and non-formal education to the Office of the Non-Formal and Informal Education, and 2) the government should solve the problem of insufficient vocational teachers by hiring specialists in this field to teach in informal and non-formal education settings.

Goal 5: Gender Parity and Equality in Education

The development of the Thai education system and the declaration of the National Education Act B.E. 2542 (1999) give equal opportunities to males and females to access formal, informal, and non-formal education, fulfilling the management of Education for All and Goal 5: Gender Parity and Equality in Education. Thus, to gain even greater success, some additional suggestions are as follows:

1. There should be support for a greater number of females taking on management roles in educational organizations.

2. In appointing educational management positions, there should be an equal ratio of males and females in top management.

Goal 6: Quality of Education

1. Related organizations should solve teacher problems, such as insufficient teachers, unqualified teachers, etc., by setting up measurements to evaluate teachers' competencies based on students' learning achievement.

2. The government sector should leverage the hygienic standards in schools by integrating with related organizations.

3. Related organizations should work together to develop the desired characteristics of children in the 21st century.

Suggestions for work operation

Related organizations should operate according to the six goals of Education for All by providing complete data based on each indicator and sharing them transparently to see a clear picture of the problems and obstacles.

Policy suggestions

1. Related organizations should investigate and analyze the causes and factors of unfulfilled goals on some indicators. There should be a development of guidelines that help reach the ultimate goals successfully.

2. The government should utilize the data from the EFA Global Monitoring Report to set up an Educational Policy because these data reflect the overall picture of the management of education in Thailand.

Key EFA Indicators 2015

Goals	No.	Indicator	Presence of Data	
			Yes	No
Goal 1: ECCE (Early Childhood Care and Education)	1.	Gross Enrolment Ratio (GER) in pre-primary education and other ECCE programmes by gender	✓	
	2.	have attended some form organized ECCE programme by gender	✓	
	3.	Enrolment in private pre-primary education and other private ECCE programmes as a percentage of total enrolment in pre-primary education and other ECCE programmes	✓	
	4.	Percentage of trained teachers in pre-primary education and other ECCE programmes with required academic qualifications to teach at pre-primary education and/or ECCE according to national standards by gender		✓
	5.	Public expenditure on pre-primary education and other ECCE programmes as a percentage of total public expenditure on education	✓	
	6.	Pupil/Teacher Ratio (PTR) in pre-primary education (and/or Children-Caregiver Ratio in early childhood care programmes)	✓	

Goals	No.	Indicator	Presence of Data	
			Yes	No
Goal 2: UPE/UBE (Universal Primary/ Basic Education)	7.	Gross Intake Rate (GIR) in primary education by gender	✓	
	8.	Net Intake Rate (NIR) in primary education by gender	✓	
	9.	Gross Enrolment Ratio (GER) in primary education by gender	✓	
	10.	Net Enrolment Ratio (NER) in primary education by gender	✓	
	11.	Adjusted net enrolment ratio (ANER) by gender	✓	
	12.	Percentage of primary school repeaters by grade and gender	✓	
	13.	Repetition Rate (RR) in primary school by grade and gender		✓
	14.	Promotion Rate (PR) in primary school by grade and gender	✓	
	15.	Dropout Rate (DR) in primary education by grade and gender	✓	
	16.	Dropout Rate (DR) in primary education (all grades) by gender	✓	
	17.	Survival Rate to Grade 5 in primary education by gender		✓
	18.	Survival rate to last grade in primary education by gender		✓
	19.	Cohort Completion Rate for Primary Education – CCR	✓	

Goals	No.	Indicator	Presence of Data	
			Yes	No
	20.	Effective Transition Rate (ETR) from primary to general secondary education by gender	✓	
	21.	Number and percentage of teachers in primary/basic education by level of academic qualification, and with required academic qualifications to teach at primary education level according to national standards by gender	✓	
	22.	Percentage of trained teachers in primary/ basic education by gender		✓
	23.	Pupil/Teacher Ratio (PTR) in primary/basic education	✓	
	24.	Total public expenditure on education as a percentage of GNP/GDP	✓	
	25.	Total public expenditure on education as a percentage of total government expenditure	✓	
	26.	Public expenditure on primary/basic education as a percentage of total public expenditure on education	✓	
	27.	Public current expenditure on primary education as a percentage of GNP/GDP	✓	
	28.	Public current expenditure on primary education per pupil as a percentage of GNP/GDP per capita	✓	

Goals	No.	Indicator	Presence of Data	
			Yes	No
	29.	Percentage of primary/basic schools offering complete primary/basic education	✓	
	30.	Percentage of primary schools offering instruction in local language(s)/mother tongue		✓
	31.	Percentage distribution of primary school students by duration of travel between home and school		✓
Goal 3: Meeting the Needs of Youths and Adults	32.	Youth (15-24 years old) literacy rates by gender	✓	
	33.	Number and percentage distribution of youth (aged 15-24) and adults (aged 15+) by educational attainment (highest level of education completed or attained e.g. primary, lower secondary, upper secondary, tertiary) and by gender	✓	
	34.	Gross Enrolment Ratio (GER) in secondary education by type of programme (general; technical and vocational education and training; non-formal education and skill training) and by gender)	✓	
	35.	Adjusted net enrolment ratio (ANER) in secondary education by type of programme (general; technical and vocational education and training; non-formal education and skill training) and by gender)	✓	

Goals	No.	Indicator	Presence of Data	
			Yes	No
	36.	Number and percentage distribution of technical/vocational education and skills training (TVET) centres and/or programmes for young people and adults by type (formal and/or non-formal)	✓	
	37.	Number and percentage distribution of young people and adults enrolled in different types of technical/vocational education and skills training (TVET) centres and/or programmes)	✓	
	38.	Number and percentage distribution of young people and adults completing different types of technical/vocational education and skills training (TVET) programmes	✓	
	39.	Number and percentage distribution of TVET teachers/facilitators by type of TVET centres and/or programmes	✓	
	40.	Effective Transition Rate (ETR) from lower to upper secondary education (at least for general programmes) by gender	✓	
	41.	Any education finance indicators for this goal, at least for secondary education (by level)	✓	

Goals	No.	Indicator	Presence of Data	
			Yes	No
Goal 4: Improving Adult Literacy Level	42.	Adult (15 years old and over) literacy rates by gender	✓	
	43.	Proportion of adults (15+) by highest level of education completed or attained (primary, lower secondary, upper secondary, tertiary) and by gender	✓	
	44.	Number and percentage distribution of adult literacy and continuing basic education programmes by type of programme	✓	
	45.	Number and percentage distribution of adult continuing basic education programmes by type of programme	✓	
	46.	Number and percentage distribution of learners participating in adult literacy and continuing basic education programmes by type of programme	✓	
	47.	Number and percentage distribution of learners participating in adult continuing basic education by type of programme	✓	
	48.	Completion rate in adult literacy and/or basic continuing education programmes by type of programme	✓	
	49.	Number and percentage distribution of facilitators of adult literacy and continuing basic education programmes by type of programme	✓	

Goals	No.	Indicator	Presence of Data	
			Yes	No
	50.	Public expenditure on adult literacy and continuing basic education as a percentage of total public expenditure on education	✓	
Goal 5: Gender Parity and Equality in Education	51.	Female enrolled as percentage of total enrolment by level of education (pre-primary, primary, lower, and upper secondary education)	✓	
	52.	Female teachers as percentage of total number of teachers in primary and lower and upper secondary	✓	
	53.	Percentage of female school headmasters/principals/managers by level of education (pre-primary, primary, lower and upper secondary education)	✓	
	54.	Percentage of female chief education officers at central, provincial, district and local government education offices	✓	

Goals	No.	Indicator	Presence of Data	
			Yes	No
	55.	Gender Parity Index for: a) Adult and youth literacy rates b) GER in ECCE c) GIR in primary education d) NIR in primary education e) GER in primary education f) NER in primary education g) ANER in primary education) h) Survival rate to Grade 5 i) Survival rate to last grade j) Primary cohort completion rate k) Effective Transition Rate from primary to secondary (general) education) l) GER in secondary education, and by level (lower and upper) m) GER in basic education (primary and lower secondary education) n) ANER in secondary education o) ANER in secondary education p) Percentage of teachers with pre-service teacher training by level of education and gender) q) Percentage of teachers with in-service teacher training by level of education & gender)	✓	

Goals	No.	Indicator	Presence of Data	
			Yes	No
Goal 6: Quality of Education	56.	Number and percentage distribution of teachers by academic qualifications, by level of education (pre-primary, primary, lower and upper secondary education) and by gender)	✓	
	57.	Percentage of trained teachers who are certified to teach according to national standards by level of education (pre-primary, primary, lower and upper secondary education) and by gender)		✓
	58.	Pupil/Teacher Ratio (PTR) by level of education (pre-primary, primary, lower and upper secondary education)	✓	
	59.	Pupil/Class Ratio (PCR) by level of education (pre-primary, primary, lower and upper secondary education)	✓	
	60.	Textbook/Pupil Ratio (TPR) by level of education (pre-primary, primary, lower and upper secondary education) and by subject)	✓	
	61.	Current public expenditure on textbooks and other learning materials as a percentage of current public expenditure by level of education (pre-primary, primary, lower and upper secondary education)	✓	

Goals	No.	Indicator	Presence of Data	
			Yes	No
	62.	Teachers compensation as a percentage of current public expenditure by level of education (pre-primary, primary, lower and upper secondary education)	✓	
	63.	Percentage of schools with improved water sources by level of education (pre-primary, primary, lower and upper secondary education)	✓	
	64.	Percentage of schools with improved sanitation facilities (i.e. with separate toilets for girls) by level of education (pre-primary, primary, lower and upper secondary education)	✓	
	65.	Percentage of pupils who have mastered nationally defined basic learning competencies (in particular literacy, numeracy and life skills) by grade (e.g. 3 rd and last grade of primary education, and 8 th grade or last grade of lower secondary education)	✓	
	66.	School life expectancy	✓	
	67.	Percentage of teachers who fulfilled required instructional hours by level of education (pre-primary, primary, lower and upper secondary education)		✓

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