



# Education in Thailand 2018



Office of the Education Council  
Ministry of Education  
Kingdom of Thailand

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### Education in Thailand 2018

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## Preface

The Office of the Education Council (OEC) has published a report on education development, *Education in Thailand*, continuously from the past to the present. Previously, the OEC published only the English version and distributed the report to our network both in Thailand and abroad such as to educational agencies, educational institutions, foreign embassies in Thailand, Thai embassies abroad, international organisations, and the general public. However, the OEC received requests from a large number of our networks for publishing a bilingual report in Thai and English languages. Therefore, this year the OEC has decided to publish *Education in Thailand 2018* in both Thai and English languages to report the situation and improvement of the education development in Thailand. In particular, in 2018, there have been challenging waves of changes in Thailand that affect the direction of the education development of the country.

*Education in Thailand 2018* presents an overview of Thailand's educational movements beginning from the background and context of Thai education, education system, standards and quality assurance in education, educational administration and management, educational participation, educational budget allocation and investment, instructional quality development, teacher and educational personnel development, significant information and statistics about educational accessibility and educational and learning outcomes, and international education in Thailand at both

basic and higher education levels including international cooperation in education. In addition, the report presents the current trends to show the progress of Thailand's education reform. *This report provides information on Thailand's educational movements up to August 2018.*

The Office of the Education Council does hope that *Education in Thailand 2018* will be beneficial in terms of reflecting the overall progress of Thailand's education development and of being a reference for concerned agencies and individuals to further conduct Thailand's education development.

The Office of the Education Council would like to express our gratitude to the education experts and representatives of educational management and concerned agencies both under and outside the Ministry of Education for providing us with their valuable consultation and suggestions to this education report.



Suphat Champatong, Ph.D.  
Secretary-General  
The Education Council



## Executive Summary

*Education in Thailand 2018* provides an overview of the situation and progress of education in Thailand **from the past until August 2018**. The first chapter presents the background of education management and development from Sukhothai period to the present time. In addition, it covers the challenging issues that have emerged and affected the direction of education development of the country, namely seven issues: 1) the significant progress of information technology and socio-economic changes; 2) the Millennium Development Goals—MDGs 2015 that are expected to lead to the Sustainable Development Goals—SDGs 2030; 3) the Education for All operation; 4) the creation of the ASEAN Community; 5) the 20-Year National Strategy (2018-2037) and Thailand 4.0 Policy; 6) changes in the population structure and ageing society; and 7) the 21<sup>st</sup> century skills.

The second chapter presents the education system, standards, and quality assurance. According to Thailand's first educational parent law, *the National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2545 (2002)*, three types of educational provision are specified, which are formal, non-formal, and informal education; and two main levels of education are categorised, which are basic and higher education levels. The basic education comprises three-year pre-primary, six-year primary, three-year lower secondary, and three-year upper secondary in both general and vocational education streams, while the higher education

comprises diploma and degree levels. The chapter also mentions the national education standards, internal and external quality assurance, and educational qualifications framework.

The third chapter addresses educational administration and provision as well as educational cooperation, comprising: 1) educational administration and provision by the State under the Ministry of Education at central, regional, and institutional levels; 2) educational administration and provision by local administrative organisations who play significant roles in local level educational administration and manage formal, non-formal, and informal education with a variety of learning activities; 3) educational administration and provision by other agencies other than the Ministry of Education who provide different levels of formal education while certain agencies provide specialised education that meets the agencies' demand and expertise by taking into account the national education policy and standards; and 4) educational cooperation by the private sector comprising non-governmental organisations, private educational institutions, private corporations, families, and religious institutions.

The fourth chapter concerns the allocation of budget and investment for education. As for the allocation of budget for education, the government allocates the budget according to categories which are pre-primary, primary, secondary, higher education, unspecified level education, educational services and support, educational research and development, and others. Among these categories, the government identifies the basic education (pre-primary, primary, and secondary levels)

the top priority for the allocation of budget for education. With regard to the investment for education in the fiscal year 2018, the government allocated 523,569.4 million baht, or 18.1 percent of the total expenditure budget for educational operations. This large allocation shows the government's intention to elevate educational quality and promote lifelong learning thoroughly and with quality. Not only does the mobilisation of resources for educational investment come from the expenditure budget for education that the government allocates for public agencies including local administrative organisations, but also from households and the private sector. In terms of the mobilisation of resources to increase educational opportunity, Thailand provides education loans to pay for tuition fees, educational expenses, and living costs for upper secondary students in need in both general and vocational streams and higher education. In addition, there is the Equitable Education Fund that supports students in need of financial assistance in order to minimise educational disparity and support and develop teacher quality.

The fifth chapter presents teaching and learning quality development, which is crucial for preparing competent Thai people and a prosperous society for the country, by means of the student-centred approach. Therefore, a large number of projects and activities that can develop teaching and learning quality to conform to Thailand's education quality development trend are available. This report presents the significant activities, which are the early childhood education development, the mobilisation of "Moderate Class, More



Knowledge” Policy to practice, development of learning and teaching English language, vocational teaching and learning curricula, and learning through Information Technology.

The sixth chapter presents 11 significant issues concerning the development of the teaching profession and educational personnel that comply with each government. As for the current status of teachers and educational personnel, there were 715,594 teachers in basic education institutions in 2017. The number moderately increased when compared to the previous academic year. Similarly, the number of academic staff and support staff who are responsible in teaching increased annually from the academic years 2015 to 2017. Regarding recruitment of students in teacher education institutions at present, it is in schools or curricula in general higher education institutions, or teacher colleges that have been transformed into universities. In addition, the chapter also reports in detail operations carried out for teacher and educational personnel development during the fiscal year 2017 and presents significant teacher production and development projects that can be categorised into 1) those commenced prior to the education reform in 1999 and completed; 2) those commenced prior to the education reform in 1999 and remain active; and 3) those commenced after the education reform in 1999.

The seventh chapter presents access to education by focusing on Thailand’s educational statistics on access to basic education, basic education of students with special needs, higher education, and non-formal education. It also focuses on education and learning outcomes that present in the form of graduation statistics, educational opportunities for the Thai

population, and support on human resources quality development. The chapter further mentions Thailand's education competency in an international arena that presents in the form of results of Thailand's competitive capacity rankings in comparison with other countries between 2016 and 2017. The rankings were conducted by internationally renowned organisations, with competitive capacity rankings by the International Institute for Management Development (IMD), the World Economic Forum (WEF), and the world's universities rankings by Quacquarelli Symonds (QS).

The eighth chapter considers the international education in Thailand that has become more popular at both basic and higher education levels and international cooperation in education, both multilateral and bilateral.

The final chapter discusses the direction of Thailand's education reform which is part of the country reform as stated in *the Constitution of the Kingdom of Thailand (B.E. 2560 (2017))*. In addition, *the 20-Year National Strategy (2018-2037)* and *the National Scheme of Education B.E. 2560-2579 (2017-2036)* are the main forces that drive the education reform to comply with the aforementioned National Strategy and National Scheme of Education. Another obvious driving force was the establishment of the Independent Committee for Education Reform (ICER) by the Cabinet on 30 May 2017 to comply with *the Constitution of the Kingdom of Thailand (B.E. 2560 (2017))* that prescribes establishing ICER. The two-year-term Committee is responsible for studying and preparing recommendations and drafting concerned laws in order to propose to the Cabinet.

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# Chapter 1

## Background and Context of Education in Thailand

Education in Thailand is of considerable importance since it is an essential fundamental factor of human resource development and a mechanism for Thai economic and social development. Education in Thailand has a long history of development, reflecting the evolution of teaching and learning in the country and has gone through several reforms in order to maximise people's access to education.

It is said that education in Thailand began in the Sukhothai period (1238-1378) by the Royal Institute, which provided education exclusively for members of the royal family and children of civil servants, whereas Buddhist monks with knowledge of the Pali language provided education for children of the nobility and commoners. Later in the Ayudhaya Kingdom (1350-1767), education was similar to that of the Sukhothai period with the exception of missionary schools that westerners built for religious and educational purposes. Education in the Thonburi and early Rattanakosin periods

(1768-1868) also followed the Ayudhaya tradition in which families and Buddhist monasteries played a key role in providing education to children.

An important period of education reform occurred in the mid-Rattanakosin period in the reign of King Chulalongkorn Rama V (r. 1868-1910) who laid down the foundation of systematic modernised education. He founded a school in the Royal Grand Palace and expanded educational provisions with systematic concepts and approaches for all levels of his subjects. As he realised that education is the foundation of development of people's life and the country, he began by developing people through education for all. However, since systematic education was unprecedented, the King thus proceeded gradually by integrating the traditional with universal educational system to suit the social situation and conditions of Thailand at the time.

The key education reforms in the reign of King Rama V were as follows:

**1) Establishing a modernised school** in the Royal Grand Palace; later the new system of education was expanded to serve all levels of the population for the development of the country in various aspects such as the Survey School, Teacher Training School, Law School, Royal Pages School, and general school for the public. The new system of education was also expanded to main cities.

**2) Introducing the Royal Lesson** comprising six lessons considered as the first Royal Lesson in Thailand and the Quick Lesson for students to study and complete within three months.

**3) Introducing the final examination** to evaluate competency of student who wanted to enter the civil service.

**4) Establishing the Department of Education** to oversee the population's education which later became the Ministry of Public Instruction and then the Ministry of Education at the present.

**5) Structuring education system** with the launch of Thailand's first Education Plan B.E. 2441 (1868) dividing the Kingdom's education into four levels which were fundamental (kindergarten), primary, secondary, and higher education levels, as well as determining other matters such as examination, teacher's salary, school inspection, etc.

In the reign of His Majesty King Bhumibol Adulyadej Rama IX (r. 1946-2016), the late King emphasised that education shall play a key role in the development of human resources and learning society. He focused on developing people to become knowledgeable and ethical and be able to apply theories to conform to the geosocial nature of the world and the context of Thailand. A key approach to population development was appropriate schooling that creates knowledgeable, capable, and ethical people who can develop themselves, which leads to sustainable development of the country. During the period of King Rama IX, a large number of the Royal Initiated Projects in education were introduced to all people in all areas to get access to quality and equitable education, such as Distance Learning Television, Phradabos Foundation providing non-formal and non-commercial education to people in need, Raj Pracha Samasai School for children of leprosy patients, etc.

As for the education reform in the reign of King Rama IX, numerous education reforms and development projects were carried out. A significant education reform, prompted by social changes, was a launch of *the National Education Plan B.E. 2520 (1977)* to meet social demand and change in 1977. The Plan aimed at making people realise the significance of the Constitutional Monarchy. It also focused on education for life and social benefit. *The National Education Plan B.E. 2520 (1977)* divided the educational system into two separated systems, which are formal and non-formal education. The formal education consisted of pre-primary, primary, secondary, and higher education.

Significant education reforms took place in 1999 with *the National Education Act B.E. 2542 (1999)* which has been the first education law of Thailand and other education laws that focused on establishing a knowledge society within the globalisation trends, restructuring civil service administration, decentralising education management, and learning reform which was the most important issue of this education reform.

A decade later, another education reform occurred in 2009 focusing on lifelong learning with quality with three main purposes: 1) developing education quality and standards and Thai people's learning; 2) increasing thorough and quality education and learning accessibility; and 3) promoting participation of all sectors in society in terms of educational administration and management.

In the reign of the present monarch, His Majesty King Maha Vajiralongkorn Bodindradebayavarangkun (the Royal Title before being officially crowned) or King Rama X (r. 2016-present) close attention is paid to the support and



development of national education which is a fundamental factor of human resources development, especially youth who will play a major role in developing the country in the near future.

This chapter presents His Majesty King Maha Vajiralongkorn's Policy on Education for all sectors to implement. The Royal Policy recorded by Emeritus Professor Kasem Watanachai, M.D., is as follows:

**Education must lay the following  
four foundational aspects to learners:**

1. Have a right attitude towards the nation
  2. Have a firm life foundation – have virtue
  3. Have a job - have an occupation
  4. Be a good citizen
- 
1. Have a right attitude towards the nation
    - 1) Have comprehensive knowledge of the nation
    - 2) Adhere to religion
    - 3) Hold firm on the Crown
    - 4) Be generous to own family and community
  2. Have a firm life foundation – have virtue
    - 1) Know to differentiate right from wrong / good from bad
    - 2) Do only good and right things
    - 3) Refuse to do wrong and bad things
    - 4) Help to create good citizens for the nation
  3. Have a job - have an occupation
    - 1) Both families and schools must teach their children to have a positive attitude to their occupation, be indefatigable and assiduous.



2) Training in curriculum and extra-curricular activities must train students to be capable of working and have an occupation afterwards.

3) Support graduates to have an occupation and to be able to support themselves and their families.

#### **4. Be a good citizen**

1) It is everyone's duty to be a good citizen.

2) Families - schools and corporations must support their children, students, and employees, respectively, to have an opportunity to perform duty of a good citizen.

3) Being a good citizen is "Do whatever is beneficial to the country" such as volunteer, public service, charity, all of which should be done with generosity.

The Ministry of Education and concerned agencies have implemented the Royal Policy on Education by means of numerous educational projects.

Thai governments in each period have emphasised the importance of educational support and management. The shared objective of various educational policies is to improve the quality of education as a whole so that all groups of the Thai population have equal opportunity to access quality education. In addition, education development is the main mechanism to drive the country forwards in the desired direction. The educational policies of Thai governments have shown different highlights but, in general, share the mutual desires to reform education, create equitable educational opportunities, develop teachers and educational personnel, upgrade vocational education standards, allocate sufficient budget for education, and encourage participation of all sectors in education development.

Education is considered one of the most crucial policies of the current government as it is the foundation of the production of quality human resources who are the nation's future and the creation of a robust society with quality and morality. It is believed that education can create a society with virtuous and ethical strength. Various agencies, both within and outside the Ministry of Education, including public and private sectors, are collaborating on developing the quality of Thai people through education. Education reform is a part of the national reform as prescribed in Article 258 of *the Constitution of the Kingdom of Thailand (B.E. 2560 (2017))*.

Although the Ministry of Education takes the main responsibility for education, other ministries such as the Ministry of Defence, the Ministry of Interior, the Ministry of Social Development and Human Security, the Ministry of Public Health, the Ministry of Culture, and the Ministry of Tourism and Sports are also in charge of education management in specific fields or in local communities.

From 2015 up to the present, Thailand has been meeting various emerging challenges affecting the education situation, which needs to be improved urgently and effectively. The important situations affecting education at present are as follows:

### **1. Progress of Information Technology and Social and Economic Change**

The Digital Revolution leading to the Fourth Industrial Revolution, or Industry 4.0, is a giant leap in the growth of information technology that reflects the free flow of goods and information beyond frontiers. The new face of globalisation is the world of the “Internet of Things”, or the era

when the Internet and network systems expand into various places such as educational institutions, health centres, and transportation, etc. Economic systems worldwide are moving towards Industry 4.0. Thailand has prepared policies that support “Thailand 4.0,” to move forward to a value-based economy.



## 2. Millennium Development Goals: MDGs 2015 towards the Sustainable Development Goals: SDGs 2030

Thailand has achieved several MDG targets, especially the second target, which specifies that all children complete primary education level, and the third target, which concerns support of women’s roles and gender equality.

After MDGs were due to expire in 2015, the General Assembly of the United Nations adopted a resolution of 27 September 2015 to approve a new set of universal development goals to pursue further MDGs under the name of *the Sustainable Development Goals: SDGs*, in which certain unachieved goals of MDGs are included. SDGs 2030 will be a framework to develop the world over the next 15 years. Of the 17 Development Goals, the fourth Goal concerns education that specifies “giving a firm guarantee to ensure

inclusive and equitable quality education and to promote lifelong learning opportunities for all”. SDGs’ key targets are to ensure quality and equitable education for all from primary to higher education levels, increase the number of quality teachers, increase the number of youths and adults who obtain skills needed for work and being entrepreneurs, as well as eliminate inequitable education. It takes into account human rights, gender equality, promoting peace culture, and being a world citizen. In addition, SDGs ensure that all boys and girls complete free quality primary and secondary education levels by 2030.

### 3. Education for All

According to *the Education for All 2015 National Review: Thailand* published by the Thai National Commission for UNESCO, the Government of Thailand has expanded and improved childhood care and education by appointing the National Committee of Early Childhood Development and developing a policy for early childhood development. In addition, various relevant agencies have participated in the development of Thai children. As for the expansion of the provision of basic education, concerned agencies have worked hard to provide education and expand access to quality educational services for all people living in Thailand. With regard to the goal of Education for All which is a commitment to meeting the learning needs and life skills development of young people and adults, Thailand has improved strategies to develop a lifelong learning society through the development of continuous learning for learners of all ages for raising the level of adult literacy. Meanwhile, the quality of vocational education has been improved as well.



#### 4. Establishment of ASEAN Community

Human resources development through education management is crucial to achieve the integration of ASEAN member states into the ASEAN Community. ASEAN member states approved the “ASEAN Work Plan on Education 2016-2020” with the key elements on education as follows:

- 1) Promoting ASEAN awareness through learning Southeast Asian history and indigenous knowledge
- 2) Raising the quality and providing more access to basic education for all, including the disabled and underprivileged
- 3) Developing the use of information and communication technology
- 4) Supporting the development of vocational education and lifelong learning
- 5) Promoting the work of all sectors to achieve the goal of education for sustainable development

6) Strengthening higher education through the development of an effective quality assurance system

7) Strengthening the role of higher education in the area of social and economic development through the creation of a network of entrepreneurs and universities

8) Conducting the development of teacher and educational personnel capability projects

The Thai education system needs to revise policies, plans, and measures in order to improve the curricula and teaching and learning approaches, to equip Thai people with knowledge, skills, and self-immunity, and to prepare for the multicultural ASEAN community. In addition, a competent and highly skilled workforce should be urgently produced and developed to prepare for the free flow of workforce within the region.

## **5. Thailand's 20-Year National Strategy (2018-2037) and Thailand 4.0 Policy**

*The 20-Year National Strategy (2018-2037)* is the master plan for the development of the country. Meanwhile, the restructuring of Thailand towards Thailand 4.0 is crucial to achieve sustainable development and have a clear direction for long-term development. Its aim is to achieve the vision of “the country with stability, prosperity, and sustainability and being a developed country following the Philosophy of Sufficiency Economy.”





*The 20-Year National Strategy* has been applied as a framework for the development of national education, whose main mission is to produce a quality population, which is the foundation for developing the country in all aspects. Therefore, education plays a major role towards the implementation of the third Strategy, human resources development, in which it specifies that Thai people in the future must be a quality population who have physical and emotional strength, wisdom, lifelong learning capability, ethics, discipline, social responsibility, health, and skills needed for the 21<sup>st</sup> century that will prepare highly skilled innovative people, thinkers, and entrepreneurs who value Thainess, ethics, disciplines, social responsibilities and well being, with the focus on lifelong human resources development.

More importantly, the third Strategy also specifies learning reform that responds to changes of the 21<sup>st</sup> century which emphasises learners who have constant learning skills and attention. New learning systems have been designed to facilitate the development of skills needed in the 21<sup>st</sup> century by transforming the teacher's role from "teacher" to "coach" or "facilitator"; increasing efficiency in educational administration and management systems at all levels and types of education by setting minimum standards in all schools; developing lifelong learning focusing on the provision of high quality and flexible competency-based education and training systems through mechanisms; keeping Thai people on full alert for roles, responsibilities, and positioning of Thailand in Southeast Asia and the global community; laying a solid foundation for supporting digital platform learning that highlights developments of digital skills and body of knowledge selection; integrating technology with teachers' values; developing quality learning media; and developing the education system for academic excellence at the international level.

*The Thailand 4.0 Policy* is one of the challenges to education development. The Policy is a new economic model to develop Thailand into a "value-based economy." The Policy will transform the country as follows: 1) traditional farming into smart farming and traditional farmers into entrepreneurs; 2) traditional SMEs with constant state assistance into smart enterprises and startups; 3) traditional services with low value into high value services; and 4) low skilled labour into high skilled labour.



*The Thailand 4.0 Policy* will stress the development of the sciences, creativity, innovation, science and technology, and research and development, then will build on the target technological and industrial groups. In the step towards Thailand 4.0, education will play an important role in producing and developing human resources with the high skills corresponding to the new economic model.

## **6. Change of Population Structure and Ageing Society**

According to the Office of the National Economic and Development Board, Thai society will officially become an ageing society in 2031 and face a decrease in average working age. In addition, low birth rates and higher life expectancy have constantly increased the aged population in Thailand in the past decades. To handle this situation, the education system needs serious improvements to produce more

productive and highly skilled people who will further develop the country. Lifelong learning will play an increasing role in providing the elderly with knowledge to improve their quality of life.



## 7. The Skills Needed for the 21<sup>st</sup> Century

The current economic system and social situation see a necessity to prepare skilled and competent people in order to correspond to the 21<sup>st</sup> century. As for learners, the skills needed for the 21<sup>st</sup> century are of great significance for their occupations and lives in the future. The skills comprise the 3Rs (Reading, Writing, and ARithmetic) and 8Cs (Critical Thinking and Problem Solving; Creativity and Innovation; Cross-Cultural Understanding; Collaboration Teamwork and Leadership; Communications, Information, and Media Literacy; Computing and ICT Literacy; Career and Learning Skills; and Compassion)

One learning theory that corresponds to the skills in the 21<sup>st</sup> century is the Theory of Multiple Intelligences, comprising 1) linguistic intelligence, 2) logical-mathematical intelligence, 3) spatial intelligence, 4) musical intelligence, 5) bodily-kinaesthetic intelligence, 6) interpersonal intelligence, 7) intrapersonal intelligence, and 8) naturalist intelligence.

Educational provision in Thailand needs to be developed in order to produce a population with the highly competitive skills needed for participating in the global economic system in this century and for developing the country. In the world of rapid changes, the learning skills in the 21<sup>st</sup> century, which is considered a strategic guideline for learning management, emphasises body of knowledge, skills, expertise, and competency of learners that can be applied to their daily living.

These challenges, both inside and outside the country, have a considerable impact on both the policies and practices of educational provision. Education policies and practices, therefore, need to be revised or reformulated to prepare Thai people with skills and competencies corresponding to situations in the 21<sup>st</sup> century.







# Chapter 2

## Education System, Standards, and Quality Assurance

The education system in Thailand has been created to provide various types and approaches of teaching and learning that correspond to learners from different social, economic, and cultural backgrounds in order to provide accessibility to appropriate education for each and every Thai learner. Thailand's first educational parent law, *the National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2545 [2002])* specifies three types of educational provision which are formal, non-formal, and informal education. Educational institutions can provide either one or all types of these education types for learners. In addition, learning centres, families, communities, non-government organisations, local administration offices, professional organisations, welfare institutes, and other social organisations can also provide different types of education where appropriate. This National Education Act also specifies both internal and external education quality assurance to

improve education quality and standards of all levels of education.

## 2.1 Types of Educational Provision

There are three types of educational provision in Thailand which are formal, non-formal, and informal education as follows.

### 2.1.1 Formal Education

According to *the National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2545 [2002])*, formal education is defined as the education that specifies exact aims, methods, curricula, duration, assessment, and evaluation conditional to its completion. There are two levels of formal education, namely the basic education level and the higher education level. The formal education provides both the general education and vocational education streams.

Provision of formal education in Thailand is of various types for various target groups. However, this chapter will present only the mainstream education and basic education for students with special needs.

#### 1) *Mainstream Education*

Mainstream education is the formal education provided by educational institutions where students must study full-time. Mainstream education is divided into general and vocational streams. General education begins from pre-primary to upper secondary education level, while vocational education begins from upper secondary to higher education level. At present, compulsory education in Thailand is nine years, from primary to lower secondary education.

Section 54 of *the Constitution of the Kingdom of Thailand (B.E. 2560 (2017))* states that “The State must provide 12 years of free and quality education for all children, from pre-school to compulsory education level.” Therefore, it is the Ministry of Education’s responsibility to provide kindergarten education in public schools under the Ministry’s supervision to comply with the Constitution of the Kingdom of Thailand. As for basic education, it covers 15 years, from pre-school, or kindergarten, to upper secondary education levels.

At present, early childhood education provision follows *the Early Childhood Curriculum B.E. 2560 (2017)* which is for developing children from newborn to six years of age. The structure of the early childhood curriculum is divided into 1) curriculum for children under three age group and 2) curriculum for children of 3-6 age group. The first curriculum further divides into the newborn to two age group focusing on guidelines on a good upbringing based on their ways of living; and the 2-3 age group, which concerns guidelines on a good upbringing and enhancing children’s development and learning, so children will have physically and mentally healthy growth, acquire language and communication skills, and develop constant learning interests. The curriculum for children of 3-6 age group involves both children’s upbringing and educational provision in which children’s physical, emotional, mental, social, and intellectual aspects will be developed based on their ages and capabilities.

With regard to basic education provision in the general stream, it follows *the Basic Education Core Curriculum B.E. 2551 (2008)* for primary to upper secondary education level. The curriculum emphasises the student-

centred approach based on the concept that everyone is capable of learning and developing oneself. As for the vocational education, it follows *the Curriculum for the Certificate of Vocational Education B.E. 2556 (2013) (including the Revised Version B.E. 2557 [2014])* and *the Curriculum for Diploma of Vocational Education B.E. 2557 (2014)*.

*The Basic Education Core Curriculum B.E. 2551 (2008)* aims to develop all learners who are the nation's strength to be well-balanced physically, intellectually, and morally, as well as to be conscious of being Thai and being a global citizen. In addition, learners will adhere to a Democratic Regime of Government with King as Head of State and have basic knowledge and skills including attitude necessary to education, occupation, and lifelong learning. The curriculum stresses the student-centred approach based on the concept that everyone is capable of learning and developing oneself.



At the primary level, the curriculum is designed for not less than 1,000 hours per year, at the lower secondary level for not less than 1,200 hours per year, and at the upper secondary level for not less than 3,600 hours over 3 years. However, certain subject areas of *the Basic Education Core Curriculum B.E. 2551 (2008)* which are mathematics, science, and geography, are revised to accord with technological development towards Thailand 4.0 and to support learners to obtain the skills needed for the 21<sup>st</sup> century.

In the general stream of basic education, career and technology-related education is offered to both primary and secondary education students to provide them with work experience and basic knowledge for career preparation and technological applications. In addition, dual education between vocational education and upper secondary education is offered in certain schools. Graduates from this specific curriculum are awarded with both upper secondary education and vocational education degrees. This creates favourable educational opportunity for learners at the upper secondary education level to study in the vocational stream in order to increase their skills and knowledge and have wider career opportunities than having only the upper secondary education degree.

Starting at the upper secondary education level, teaching and learning in the vocational stream follows *the Curriculum for the Certificate of Vocational Education B.E. 2556 (2013)* (including *the revised version B.E. 2557 [2014]*) at the lower certificate level and *the Curriculum for Diploma of Vocational Education B.E. 2557 (2014)* at the associate degree

level. These curricula are designed in response to labour market demand of skilled manpower and to current technological progress. Vocational students can choose appropriate learning systems and approaches relevant to their potential, interests, and learning opportunities. The vocational curricula promote cooperation in educational management and participation in curriculum development among educational institutions, workplaces, and relevant agencies at community, local, and national levels. All levels focus on competency and specify the standards of knowledge, skills, attitude, and qualification of learners.

Teaching and learning of the lower certificate of vocational education offer a three-year course to graduates of the lower secondary education level. The curriculum comprises nine main subject areas, namely industry, textiles, information and communication technology, commerce, fine arts, home economics, agriculture, fisheries, and tourism. In addition, the life skill subject area is offered to learners to their social life skills.

As for the higher vocational education level, a two-year course is offered to graduates of the lower certificate of vocational education and the upper secondary education level of general stream who choose vocational stream. The curriculum comprises nine main subject areas, namely industry, business administration, fine arts, home economics, agriculture, fisheries, tourism, textiles, and information and communication technology. The life skill subject area is also offered to learners for equipping them with knowledge and basic life skills.



Certain institutions offer dual vocational education which is the collaboration between educational institutions and enterprises, state enterprises, or public agencies in drafting curriculum management, assessment and evaluation. Learners study in vocational schools and engage in practicum in the participating enterprises. This enables learners in different subject areas to have opportunities in direct field work experience.

In 2008, *the Vocational Education Act B.E. 2551 (2008)* was promulgated and enforced nationwide. This Act has made Thailand's vocational education provision more effectively. As a result, a workforce with occupational skills has been produced in response to labour market demand, to increase production, and to promote the economic and technological development of the country.

In addition, this Act also specifies the establishment of "the vocational institutes" that originate from the amalgamation of vocational colleges in each area who are under the supervision of the Office of Vocational Education Commission (VEC). According to *the Ministerial Regulation on the Amalgamation of Vocational Education Institutions for the Establishment of Vocational Institutes B.E. 2555 (2012)* and *the Ministerial Regulation on the Amalgamation of Vocational Education Institutions for the Establishment of Agricultural Vocational Institutes B.E. 2556 (2013)*, a total of 23 vocational institutes are established as a result of the amalgamation of 202 educational institutions under the supervision of the Office of Vocational Education Commission. Bachelor's degree programmes in technical or vocational education are specified by the Office of Vocational Education

Commission to be in compliance with *the Announcement of the Ministry of Education on the Vocational Education Qualification Framework of the Bachelor's Degree Programmes in Technological or Vocational Education B.E. 2555-2556 (2012-2013)* and to be approved by the Office of the Higher Education Commission (OHEC), the Office of the Civil Service Commission (OCSC), and the Office of the Teacher Civil Service and Educational Personnel Commission (OTEPC).

## ***2) Basic Education for Children with Special Education Needs***

*The Constitution of the Kingdom of Thailand (B.E. 2560 (2017))* protects the rights and freedoms of all individuals regardless of differences including the disabled or people with special needs. In addition, *the National Education Plan B.E. 2560-2579 (2017-2036)* specifies strategies for providing educational opportunities, equality, and equity for all. One of the targets of the strategy is that all learners including individuals with special needs, who are the gifted, the disabled, and the underprivileged, to have the same opportunity and equality to access to quality education.

*The National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2545 [2002])* also places importance for learners with special educational needs by specifying that this specific group of learners must receive close attention and suitable educational provision in response to learners' conditions and needs. This group of learners comprises the disabled, or underprivileged, and the gifted. The Act specifies that special basic education must be provided for learners with physical, mental, intellectual, emotional, social, communication, and learning

disabilities, as well as for unaccompanied learners, or the underprivileged. Similarly, basic education for gifted and talented persons must be provided in appropriate form in accordance with each person's competency.

### ● *Special Education for Gifted and Talented Learners*

Thailand recognises the importance of gifted and talented learners because they will become crucial workforce for the development of the country. Therefore, generating and expanding learning opportunities has been carried out to improve competencies of these learners who will bring considerable benefit for the country in the future.

The following education and activities are provided for the development of gifted and talented learners.

1) Establishing schools for gifted learners in science:

- Mahidol Wittayanusorn School: It is the first science school in Thailand. The school is a public organisation under supervision of the Ministry of Education. It focuses on research, development, establishment of a body of knowledge, and educational provision for highly competent learners in science, mathematics, and technology at the secondary education level.

- Princess Chulabhorn Science High School: Comprising 12 schools throughout various parts of the country, it is a group science coeducation boarding schools under supervision of the Office of the Basic Education Commission (OBEC) for gifted learners in science and mathematics. This boarding school offers education from Mathayom One to Mathayom Six (year 1-6 of the secondary education).



- Kamnoetvidya Science Academy, which was founded by the Rayong Science Academy Foundation established by the PTT Group of Companies. The school aims to become a leading science school providing upper secondary education for gifted persons in mathematics and science. It is a boarding school where English is used as the main medium of instruction. Students will receive full support and development to become leading researchers, inventors, and innovators of Thailand in the future.

2) Schools for persons with sports talent: They are sports schools under the supervision of the Institute of Physical Education, Ministry of Tourism and Sports. A total of 13 sports schools are founded throughout the country. In addition, there are sports schools under supervision of the local administrative organisations. The Ministry of Education in collaboration with the Ministry of Tourism and Sports have launched the sports class project for developing competencies

of Thai children with sports talent and bringing sports into education system. In 2018, there are nine schools participating in the sports class project in different parts of the country.



3) Schools for persons with musical talent: There are educational institutions that recruit learners who want to study music at the secondary education level to enhance their skills and excellence in musical or dramatic arts. These schools are, for example, Matthayom Sangkeet Wittaya Bangkok School, which is a music school under the supervision of the Office of Basic Education Commission, College of Music of Mahidol University, College of Dramatic Arts, and Superstar College of Arts, which is a private educational institution. In addition, special projects are offered to students with musical and dramatic arts talent such as the Music Class Project in the three deep southern provinces under the supervision of the Ministry of Education and Music School Bangkok, which aims to advance musical skills of students under the supervision of the Bangkok Metropolitan Administration.





4) Provision of projects, special activities, teaching and learning, and competition to promote academic excellence of gifted and talented learners by both public and private sectors such as:

- Promotion of Thailand's representatives in the International Mathematical Olympiad and the International Olympiad of Science; and the Academic Olympiads and Development of Science Education Foundation Under the Patronage of Her Royal Highness Princess Galyani Vadhana Krom Luang Naradhiwas Rajanagarindra graciously chaired by Her Royal Highness Princess Maha Chakri Sirindhorn. The latter project aims to promote secondary level students with scientific talent nationwide to fully enhance their scientific skills in both theory and practice, and to be more effective for the selection of representatives to compete in the International Academic Olympiads. Academic Olympiad Camps have been organised to select representatives for the



International Academic Olympiads in seven subject areas, namely mathematics, computer, chemistry, biology, physics, astronomy and astrophysics, and earth and space science. In 2017, there were a total of 625 competitors, and between 2007 and 2017 a total of 652,361 students participated in the selection of representatives from Thailand to compete in the International Academic Olympiads. Out of 340 prizes won, 109 were gold medals, 149 were silver medals, 73 bronze medals, and 9 certificates.

- Junior Science Talent Project (JSTP) organised by the National Science and Technology Development Agency (NSTDA). This project searches for and selects children and youths with scientific and technological talents in both lower and upper secondary education levels. The project uses mentoring system to pass on and implant research knowledge in all students who have opportunities to work with researchers in universities and to be allocated with research grants.

- The Development and Promotion of Science and Technology Talents Project (DPST) organised by the Institute for the Promotion of Teaching Science and Technology (IPST) serves as the main centre to coordinate with 10 secondary schools and 10 mentor universities in different parts of the country to develop persons with scientific and technological talents to achieve their fullest competencies. A total of 2,429 students participated in this project as of the information on 13 June 2018.

- Establishment of science classroom in schools under the supervision of universities, in which it is supported by the Ministry of Science and Technology.

This project aims at supporting the expansion of the workforce in science and technology in upper secondary education level. The highlight of this project is the collaboration between schools and universities, in which the latter support teaching and learning. In the fiscal year 2018, 16 universities and 18 schools in different parts of the country participated in the project.

5) Provision of inclusive education in regular schools: the Ministry of Education encourages educational institutions to provide specialised teaching and learning for gifted and talented persons, especially in mathematics, science, and English. This specific type of educational provision is conducted in regular schools focusing on educational processes of gifted and talented persons in different fields by means of reducing class hours, increasing and expanding experience, and having specialised experts as mentor. Class hours for gifted and talented students are organised in regular class hours.

6) Provision of Advanced Placement Programme for gifted and talented persons in various fields: This programme is the cooperation between secondary schools and universities to promote and provide education for gifted and talented students in various fields. Students will take courses of first-year university students and receive credits of the passed subjects which can be accumulated when they study at that specific university.

7) Establishment of centres or research institutes for development of gifted and talented persons by various agencies educational institutions such as:

- Centre for Gifted and Talented Persons:

The Centre is set up by the Office of Basic Education Commission who selects suitable schools whose responsibilities are to search for and develop gifted and talented students in various fields to their fullest competencies as well as to be a knowledge centre for the development of gifted and talented persons in various fields and organise activities for them. At present, there are two centres, namely Princess Maha Chakri Sirindhorn Art Centre, Sii Songkram Wittaya School in Loei Province, which is a centre for the development of persons with visual arts talent; and Mattayom Sangkeet Witthaya Bangkok School, a centre for the development of persons with musical and dramatic arts talents.

- Centre for the Development of Scientific

and Mathematic Talents: This centre has been set up by the Institute for the Promotion of Teaching Science and Technology. A total of 21 centres are found both in Bangkok and different regions, all of which serve as the centre for the development of scientific, mathematic, and technological learning of students in each area.

● *Special Education for Underprivileged Children*

Several public agencies, especially the Ministry of Education, the Border Patrol Police Bureau, and the Ministry of Social Development and Human Security have provided education for socially, economically, and culturally underprivileged children. In addition, numerous public charities also pay close attention to problems in education of underprivileged children. Therefore, they organise projects that support and provide education for various types of

underprivileged children so they are able to get access to both formal and non-formal education. These charitable organisations are, for example, the Rajprachasamasai Foundation under the Royal Patronage, Children Foundation, the Suan Kaew Monastery Foundation, the Education for Development Foundation, and the Foundation for the Better Life of Children.

Most underprivileged students study in regular public schools, which are called Inclusive Schools, while the rest study in Welfare Schools and Border Patrol Police Schools.

Welfare Schools provide education for the underprivileged, to whom the State needs to provide special assistance to create education equality. Specialised schools have been established, and students are provided with free tuition, food, clothing, textbooks, and accommodation during their study. In the academic year 2017, there were 51 Welfare Schools under the supervision of the Office of the Basic Education Commission. Vocational education in certain Welfare Schools is also provided for the underprivileged.

The Border Patrol Police Schools are under the supervision of the Border Patrol Police Bureau, Royal Thai Police. They are located in the more remote border and wilderness areas of the country. As stated by the Border Patrol Police Bureau, in the academic year 2017, the total number of schools under the jurisdiction of the Border Patrol Police Bureau was 213, comprising 211 primary schools and 2 secondary schools, with a total number of 25,953 students, comprising 6,879 pre-primary education students, 17,999 primary education students, and 1,075 secondary education students. In the academic year 2017, the total number of schools under the jurisdiction of the Border Patrol Police

Bureau was 216, comprising 214 primary schools and 2 secondary schools, with the total number of 26,520 students comprising 7,196 pre-primary education students, 18,196 primary education students, and 1,128 secondary education students. Most students in these schools are from farming families and are from various ethnic groups.



Concerned for children and youths in remote areas, Her Royal Highness Princess Maha Chakri Sirindhorn has launched a number of different projects with the Border Patrol Police Schools since 1980 up to the present in order to promote good nutritional status and develop healthy growth of children, to enhance knowledge and skills of children in the areas of academic, career, and local intellect, as well as to promote children to further their education into higher level and apply knowledge learned to develop their hometowns. The Agriculture for School Lunch, Improvement of Educational



Quality, Vocational Training, Cooperative Promotion, Conservation of Natural Resources and Environment, Iodine Deficiency Control, Promotion of Nutrition and Health of Mothers and Children in Remote Areas, are the main projects.



As for the underprivileged students who study in regular schools with regular students and who are in Welfare Schools under the supervision of the Office of the Basic Education Commission, they are divided into 11 groups: 1) children forced to enter the labour market; 2) children who are sex workers; 3) abandoned children; 4) children in Observation and Protection Centres; 5) street children; 6) children affected by HIV/AIDS; 7) children of minorities; 8) physically abused children; 9) children living in poverty; 10) children affected by narcotic drugs; and 11) other underprivileged children.





- *Special Education for Children with Disabilities*

Thailand attaches importance to education for the disabled. It is specified that children with disabilities receive basic education both in Inclusive Schools and Special Education Schools. In addition, budget has been allocated for assistance to the children with disabilities for their education. The budget is derived from the regular budget and the Educational Fund for Students with Disabilities.

The Office of the Basic Education Commission has classified disabilities into nine types: 1) visual impairments, 2) hearing impairments, 3) mental impairments, 4) physical impairments or health related impairments, 5) learning disabilities, 6) speech and language disorders, 7) autism, 8) emotional and behavioural disorders, and 9) multiple disabilities.

Apart from *the National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2545 [2002])* that specify educational rights and duties of persons with disabilities, *the Persons with Disabilities Education Act B.E. 2551 (2008)* and *the Second Persons with Disabilities Education Act B.E. 2556 (2013)* was promulgated and enforced for persons with disabilities to have the rights and opportunity to receive special educational services and assistance throughout all systems and education levels since birth or commencement of disability. Moreover, the disabled can choose educational services, institutions, systems, and types in accordance with their ability, interest, expertise, and special demand of each person.

Children with special needs who have disabilities can enroll for formal education in the following schools:

***Educational Provision in Co-Studying Schools:***

Co-Studying Schools are regular schools that accept students with disabilities to regular education. In providing education for the disabled, the schools are assisted in terms of students with disabilities studying full day in regular classes under the supervision of class teachers without receiving specialised education; or students with disabilities studying full day in regular classes under the supervision of class teachers who receive advice or services and other facilities from experts such as specialised teachers, or psychologists; or students with disabilities studying in a specialised class in regular schools where children with special needs who have the same type of disability study together in a small group. Normally, these children study full time and study all subjects with a class teacher, but join activities with regular children, etc.

### ***Educational Provision in Inclusive Schools:***

Inclusive Schools accept children with disabilities to study together with regular students regardless of their disabilities. Instead of excluding the underprivileged children from the majority of children in class, the schools employ management and approaches that enable children to improve their learning ability and development as needed. This can be done by readjusting the surroundings, teaching and learning activities, curriculum, and assessment, in order that teachers can design teaching and learning to correspond with all students' demands.

***Special Education Provision in Special Education Schools:*** Special Education Schools provide special education for students with physical, intellectual, mental, or emotional disabilities to be able to learn in accordance with their physical, mental, and capability conditions. In the academic year 2017, there were 48 Special Schools under the supervision of the Office of Basic Education Commission nationwide where children with all types of disabilities are accepted in these schools. In addition, there are 77 Special Education Centres under the supervision of the Office of the Basic Education Commission nationwide where non-formal and informal education are provided for special children. The centres render educational services at the Special Centres, in Inclusive Schools, in hospitals, and at students' homes. They provide training to educate the disabled, teachers, personnel, and communities. They also manage media, technologies, and facilities, and assist agencies related to special children education management.



In addition, co-studying, non-formal, and informal education is arranged for children with disabilities to develop their life and occupational skills in order that they can live comfortably in society. Currently, there are various agencies or organisations that offer non-formal education for disabled children such as the Centre for Special Education, the Centre for the Non-Formal and Informal Education for the Special Target Group, local administrative organisations, welfare institutes, professional organisations, non-governmental foundations, etc. Moreover, some hospitals organise classes for children with disabilities resulting from chronic conditions, or send volunteers to teach children who are unable to go to school at home.

### 2.1.2 Non-Formal Education

According to *the National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2545 [2002])*, non-formal education is more flexible in terms of specification of objectives, forms, educational management, duration, assessment, and evaluation. Curriculum content must be suitable and correspond to problems and demands of each group of persons. Non-formal education services can be offered by both public and private agencies including the Ministry of Education, Ministry of Defence, Ministry of Labour, Ministry of Interior, Ministry of Public Health, Ministry of Transport, Ministry of Agriculture and Cooperatives, Ministry of Industry, private organisations, and non-governmental organisations. In the academic year 2016, the number of non-formal students under the supervision of the Office of the Non-Formal and Informal Education was 4,789,846; the Office of the Vocational Education Commission 1,032,003; the Office of the Private Education Commission 1,257,911; and the Bangkok Metropolitan Administration 18,610.

Non-formal education can be held in various places such as general educational institutions, centres for non-formal and informal education of the districts, and centres for non-formal education overseas.

At present, non-formal education provision follows *the Basic Education of Non-Formal Education Curriculum B.E. 2551 (2008)*. The structure of this curriculum is more flexible in terms of learning content, timing, and various learning management, with the focus on integrating content in accordance with ways of living, and differences of individuals,

communities, and societies. The curriculum also promotes transfer of credits from formal, non-formal, and informal education as well as encourages lifelong learning. The curriculum realises the importance of students who can develop themselves to their fullest competencies. Non-formal education is divided into primary, lower secondary, and upper secondary education levels, all of whose educational management criteria are revised and added by the Office of the Non-Formal and Informal Education.

### 2.1.3 Informal Education

Informal education is learning from many sources such as from experience, work, person, family, community, media, and other sources of knowledge in order that learners can accumulate more knowledge, skills, and quality of life. Informal education has no fixed curricula nor class hours, but learners can always learn, and informal education can take place at every age of life. In addition, *the National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2545 [2002])* specifies that informal education is the education that enables learners to learn by themselves according to their interests, potential, readiness, and the opportunities available from individuals, experience, society, environment, media, or other sources of knowledge. It includes the following:

- Informal education programmes provided by libraries, museums, science/technology centres, etc., as well as by mass media such as radio, television, newspapers, and magazines, etc.





- Informal education programmes available through community learning networks such as community learning centres, district public libraries, community health centres, as well as other learning sources in each community.

- Learning from various sources as follows:  
 1) local wisdom which demonstrates culture and the body of knowledge in each community; 2) local media which plays an important role in passing on knowledge and social values through several kinds of performance arts; 3) families which are learning sources from birth for all people; and 4) networking through special activities.



Informal education enables people to continuously carry out lifelong learning and build a learning society. Both public and private sectors give priority to the promotion and development of informal education. One of the strategies stated in *the National Education Plan B.E. 2560-2579 (2017-2036)* that promotes and develops informal education is the strategy for developing the potential of people of all ages and building a learning society. This strategy aims to develop people of all ages to increase their skills, knowledge, capabilities, and competencies according to professional standards, as well as to improve quality of life based on their potential. In addition, the strategy also aims to provide access to quality and standard learning sources, textbooks, innovation, and learning media for people regardless of time and place.

As for the Ministry of Education, non-formal and informal education are under the supervision of the Office of the Non-Formal and Informal Education whose role is to mobilise education at area level and assist the underprivileged to receive basic education from primary to upper secondary education level including informal education. Other responsibilities of the Office are to enable all people to receive education appropriate to their ages and to promote lifelong learning. The Office arranges education to target groups through regular teaching and learning, or education technology and information technology such as e-Book, e-Library, or e-Learning, etc.

The target groups of non-formal and informal education are people who are unable to attain formal education and special target groups such as the workforce age

group who have not completed basic education, dropouts, marginal children, the underprivileged, the disabled, ethnic groups, the minorities, prison inmates, conscripts, farmers, the aged, those having no opportunity to further their studies in formal education schooling after compulsory education, Thai people in foreign countries, and students in the formal school system, etc.

In 2008, *the Promotion of Non-Formal and Informal Education Act B.E. 2551 (2008)* came into force. The major focus of the Act is to promote the development of human resources in accordance with demographic, social, and economic changes. Emphasis is given to the quality of Thai people's lives and to developing their knowledge and skills based on their potential. The Act also aims to implant moral principles, ethical behaviour, and positive values in order to drive manpower and the nation to achieve significant progress. In addition, the Act encourages people to carry out lifelong learning and develop their own potential and knowledge which are useful for the country's development and readiness for international competition.

## 2.2 Levels of Education

There are two main levels of education in Thailand, which are basic education and higher education.

### 2.2.1 Basic Education

According to *the National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2545 [2002])*, 12 years of free basic education is specified to be made available to all learners.

In 2016, the government announced the extension of free basic education from 12 to 15 years, beginning from the kindergarten level to the final year of the upper secondary level in both general and vocational streams. The extension also covers special education for underprivileged or impoverished children and special education for people with disabilities.

At present, basic education begins at three years of pre-primary education or kindergarten, six years of primary, three years of lower secondary, and three years of upper secondary education. The current compulsory education requirement covers six years of primary and three years of lower secondary education. According to *the Compulsory Education Act B.E. 2545 (2002)*, children are expected to be enrolled in basic education institutions from age seven until the age of 16, except for those who have already completed Secondary 3, or the final year of the compulsory education level. Basic education is provided by the following institutions:

- Early childhood development institutions, e.g., childcare centres, child development centres, early childhood development centres operated by religious institutions, initial care centres for disabled children or those with special needs, or childhood cares under other names.
- Schools such as public schools, private schools, and those under the jurisdiction of Buddhist or other religious institutions;
- Learning centres, e.g., those organised by non-formal educational agencies, individuals, families, communities, community organisations, local administrative organisations, private organisations, professional bodies, religious institutions, enterprises, hospitals, medical institutions, welfare institutes, and other social institutions.

### 2.2.2 Higher Education

Higher education is provided in universities, educational institutions, colleges, or other types of institutions. At present, higher education is divided into the diploma and degree levels.



#### A) Diploma Level or Certificate of Higher Vocational Education Level

Higher education at the diploma level or certificate of higher vocational education level requires two years of study. The majority of courses offered are related to vocational or specialised education.

#### B) Degree Level

Students who wish to study at the degree level must complete upper secondary education in both general or vocational streams or the equivalent. Degree level can be divided into three sub-levels as follows:

- **Bachelor's Degree Level:** Normally, this degree level requires four years of study, and two or three years of study for the post-diploma programme. Five years of study are required in the fields of architecture, painting, education, and industrial education. Six years of study are required for medicine, pharmacy, and veterinary science. In

some fields, a practicum is required before the degree is awarded.

- **Master's Degree Level:** This level of education specifies more depth of the more specific scope of study than the bachelor's degree level. At least one year of study is required while in general two years of study are required. Students are required to write a thesis, or independent study, relevant to their fields of study before the degree is awarded.

- **Doctorate Degree Level:** This level of education requires an additional three years of study following the master's degree. Certain fields of study offer the doctorate degree level.

In addition, the other two types in higher education are Graduate Diploma, the education which is higher than bachelor's degree but lower than master's degree and Post Graduate Diploma, the education which is higher than master's degree but lower than doctorate degree.

In 2018, there were 155 higher education institutions under the jurisdiction of the Office of the Higher Education Commission. Among these institutions, there were 24 autonomous universities, 10 public universities, 38 Rajabhat Universities, 9 Rajamangala Universities, 1 Institute of Community College (there are 20 community colleges in different parts of Thailand), and 73 private higher education. Moreover, other higher educational institutions and specialised higher educational institutions are under the supervision of ministries and agencies other than the Office of the Higher Education Commission.



As for the Institute of Community College, there are campuses in 20 provinces nationwide. These are to comply with the government's policy to promote community colleges to be higher educational institutions offering diploma, and academic and vocational education and training with curricula that correspond with the demands of each community. In addition, community colleges are encouraged to promote lifelong learning, career development, and improvement of quality of life of individuals and groups of individuals in communities.

### 2.3 Educational Standards and Quality Assurance

According to *the National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2545 [2002])*, educational structuring and administration must uphold the main principles of educational standards and provision of quality assurance in all levels and all types of education. In addition, the Act also specifies that the Ministry of Education has responsibility for the supervision of all levels and all types of education, stipulation of education policies, plans, and standards. Therefore, educational standards are defined in order to set up different aspects of educational quality assurance such as desired learner attributes, curriculum, and teaching-learning process. Once there is the decentralisation of power in educational administration and management of both regional and institutional levels, it is necessary to specify educational standards and quality assurance for the overall educational development.

This chapter reports the national education standards, standards for internal educational quality assurance and

external educational quality assurance, and educational qualifications standards as follows:

### 2.3.1 National Education Standards

The Office of Education Council, Ministry of Education, draws up *the National Education Standards B.E. 2561 (2018)* to replace the one written in 2004. The Standards aim to be the guidelines for all educational institutions to develop learners to achieve desired learning outcomes. The supervising agencies can also use the Standards as the educational goals by specifying desired learning outcomes of students in accordance with their ages in each level and type of education and ensuring that educational institutions can conveniently carry out duties to achieve the set goals. In addition, another purpose of the Standards is for all relevant bodies responsible for educational management to use as guidelines on the promotion of supervision, monitoring, evaluation, and quality assurance.

These sets of standards are in the Desired Outcomes of Education (DOE Thailand) which means characteristics of the Thai people 4.0 that correspond to the vision of development towards security, prosperity, and sustainability.

Educational institutions and education provision-related agencies can use the desirable education outcomes as guidelines for the provision of education and educational standards necessary for each level and type of education. As a result, this will generate and lay foundation of the desired attributes in learners during and after their education. The national education standards have another significant aim which is giving freedom to educational

institutions to provide education in accordance with their context and students' competencies in order to comply with *the Ministerial Regulation on the Education Quality Assurance B.E. 2561 (2018)*.

### 2.3.2 Internal Quality Assurance

According to Section 48 of *the National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2545 [2002])*, parent agencies with jurisdiction over educational institutions and educational institutions themselves shall establish a quality assurance system in the institutions. Internal quality assurance shall be regarded as part of educational administration which must be a continuous process. This requires preparation of annual reports to be submitted to parent agencies with jurisdiction over these institutions and relevant agencies, and made available to the general public for purposes of improving the educational quality and standards and providing the basis for external quality assurance.

In 2018, *the Ministerial Regulation on the Education Quality Assurance B.E. 2561 (2018)* was stipulated by the Ministry of Education. It specifies that each educational institution carries out an internal quality assurance system. The specification of educational standards of each educational institution must comply with the educational standards of each level and type of education as stated by the Ministry of Education. In addition, each educational institution must develop an educational development plan with the aim to improve its quality according to educational standards and implement as planned. The educational institution must carry out assessment and auditing the internal educational

standards; follow up the results in order to develop the educational institution to achieve the quality according to educational standards; and submit an annual self-assessment report to the parent agency with jurisdiction over the institution and the supervising agency.

In addition, the Ministry of Education has issued, on 6 August 2018, *the Announcement of the Ministry of Education on the Implementation of Educational Standards of Pre-Primary Level, Basic Education Level, and Basic Education Level in Special Education Centres*. This announcement is to be implemented by educational institutions at pre-primary level, basic education level, and basic education level in special education centres. This announcement will serve as means for equivalency for educational institutions, supervising agencies, and primary and secondary educational service area offices to develop, promote, support, supervise, and monitor educational standards according to the internal quality assurance.

As for higher education level, the Ministry of Education has issued *the Announcement of the Ministry of Education on Standards of Higher Education B.E. 2561 (2018)* to use as a mechanism to promote the educational quality assurance which covers five educational qualities: namely, learners' outcomes, research and innovation, social academic services, art and Thainess, and administration. These qualities aim to produce graduates of higher education level who acquire characteristics of Thai people that are in accordance with the national strategy and who will provide significant manpower to the development of Thailand towards security, prosperity, and sustainability.

### 2.3.3 External Quality Assurance

As for the external quality assurance, external quality assessment has a significant concept, i.e., the assessment shall be connected with the internal quality assurance system within educational institutions. The assessment shall also be connected with parent agencies with jurisdiction over these institutions who carry out their responsibilities to achieve the set goals and standards and to take responsibility for the existing education management. The Office for National Education Standards and Quality Assessment (Public Organisation), or ONESQA, has been established as the main organisation responsible for the quality assessment of educational administration, monitoring, and auditing the educational quality and standards of educational institutions every five years.

From 2001 to 2015, the Office for National Education Standards and Quality Assessment conducted three rounds of external quality assessment. The third round of the external quality assessment revealed that the quality of education was assured in 96.81 percent of educational institutions at pre-primary level; 77.47 percent at primary and secondary levels; 79.49 percent at vocational level; 95.27 percent at higher level; and 98.81 percent of District Non-Formal and Informal Education Centres.

As for the fourth round of the external quality assessment at all levels of educational institutions, the Office for National Education Standards and Quality Assessment will consider operational outcomes following the standards of each educational institution that are specified and designed by that specific institution based on their educational context that accords with *the National Scheme of Education* and



policy or focus of the parent agency. Five levels of quality are classified, which are excellent, very good, good, fair, and need improvement.

### 2.3.4 Educational Qualification Standards

Thailand has formulated and developed the qualifications frameworks for the Thai education system, with a view to developing manpower to meet both nationally and internationally comparable standards of knowledge, skills, and competences, as well as to promoting the system of quality assurance in education. Thailand has prepared the National Qualifications Framework, the Thai Qualifications Framework for Higher Education, the Thai Qualifications Framework for Vocational Education, and the National Qualifications Framework for Basic Education.

*The National Qualifications Framework (NQF)* was established by the Office of Education Council and was approved by the Cabinet on 8 January 2013. The National Qualifications Framework Committee was later appointed with the Deputy Prime Minister supervising the education qualifications/occupation qualifications who acts as the president and the Minister of Education as the vice president. The objectives of the National Qualifications Framework have been specified in *the National Qualifications Framework (Thailand NQF) Revised Edition* as follows:

- 1) To serve as a mechanism for the education reform by connecting demand for quality manpower of the manufacturing and service sector to education qualifications system in order to cope with changes in career. This can be achieved by means of quality assurance system and educational standards that can upgrade the educational

standards to reach the level of universality, transparency, and international comparability;

2) To promote lifelong learning and widen education participation necessary for creating manpower with potential for the economic and social development of the country;

3) To connect with overseas qualifications frameworks in which it will be a mechanism for creating the country's manpower competitiveness, promoting the mobility of manpower and student;

4) To upgrade the value of those who have capabilities or operational competencies and want to heighten their educational qualifications through the Recognition of Prior Learning (RPL) as well as to elevate the connection of learning paths with progress in various careers of individuals.

In addition, educational agencies, occupational standards agencies, as well as educational and training institutions shall develop curricula, educational personnel, educational standards, and occupational standards to comply with the specifications stated in *the National Qualifications Framework* in order to make the educational qualifications and skills comparable.

Apart from *the National Qualifications Framework*, educational organisations also specify the educational qualifications framework which can be divided into three levels as follows:

*The National Qualifications Framework for Higher Education* has been established by the Office of the Higher Education Commission following *the Announcement of the Ministry of Education on the National Qualifications*

*Framework for Higher Education B.E. 2552 (2009).* Higher education institutions can use the Framework as the guidelines for the development or improvement of their curricula and provision of teaching-learning. Therefore, the quality of graduates from the same department/subject area shall be comparable at both the national and international levels. There are six levels of qualifications/standards, which are Diploma, Bachelor's Degree, Graduate Diploma, Master's Degree, Postgraduate Diploma, and Doctorate Degree, each of which has its own details of components of qualification levels/learning outcome standard levels that correspond with *the National Qualifications Framework*.

*The National Qualifications Framework for Vocational Education* has been established by the Office of Vocational Education Commission. There are five levels of title of qualifications/standards which are Certificate of Specific Vocational Education 1 (short course), Certificate of Specific Vocational Education 2 (short course), Certificate of Lower Vocational Education, Certificate of Higher Vocational Education, and Bachelor's Degree (technological or operational stream). *The National Qualifications Framework for Vocational Education* specifies an approval of qualification standards of quality graduates. Graduates of all qualifications, all subject areas, and all departments must cover at least three aspects, namely desired characteristics, core and general competencies, and occupational competency.

All graduates of all levels must pass the vocational assessment criteria before being awarded with a qualification. This can be done by means of self-assessment every year and assessment conducted by parent agency with

jurisdiction over the institution every three years. The assessment will emphasise the quality of operational process because it will significantly affect the quality of learners. In addition, there is also the external quality assurance conducted by the Office for National Education Standards and Quality Assessment, leading to receiving different types of support, student loans, and promoting personnel's academic standing and meritorious performance.

*The Qualification Standards for Basic Education* has been established by the Office of the Basic Education Commission. Teaching-learning is conducted on the basis of *the Basic Education Core Curriculum B.E. 2551 (2008)* which comprises three levels: primary education level, lower secondary education level, and upper secondary education level. There are two levels of education - lower secondary education level and upper secondary education level, which can be comparable with *the National Qualifications Framework*.

Furthermore, other agencies include the Office of the Non-Formal and Informal Education that classifies levels of qualification based on *the Curriculum for the Non-Formal Education at Basic Education B.E. 2551 (2008)* and *the Certificate in Vocational Education B.E. 2556 (2013)*, both of which focus on the provision of education that corresponds with lifelong learning. The levels of qualification are divided into three levels, which are the lower secondary education (comprising primary and lower secondary education levels), higher secondary education level, and certificate in vocational education. Similarly, the Office of the Private Education Commission has provided teaching-learning based on the Office of the Basic Education Commission and *the National*

*Qualifications Framework for Vocational Education.* The levels of qualification are divided into four levels, which are the lower secondary education, upper secondary education, certificate in vocational education, and certificate in higher vocational education.





# Chapter 3

## Educational Administration and Provision and Educational Participation

The Ministry of Education is the main governmental body responsible for education work, promoting and controlling all levels and types of education provided by the State and private sectors. Educational administration and provision by the State are divided from central agency of the Ministry of Education to educational institution level. In 2016, there was a change in the educational administration and management structure at the regional and provincial level to have unity in education reform.

Moreover, local administrative organisations under supervision of the Ministry of Interior have a pivotal role in overseeing educational institutions in local areas. Meanwhile, other agencies apart from the Ministry of Education provide education in the system and produce qualified personnel to fulfil the specific needs of each agency, such as the Ministry of Defence, Royal Thai Police, Ministry of Transport, Ministry of Public Health, Ministry of Agriculture and Cooperatives,

Bangkok Metropolitan Administration, etc. Each agency is responsible for educational provision according to the needs and demands of that agency or organisation. There are various curricula from secondary to higher education.

### **3.1 Educational Administration and Provision by the State**

Educational administration and provision by the State in this chapter mean administration and provision by the Ministry of Education which is divided into the following: educational administration and provision at the central government level, educational administration and provision at the regional level, and educational administration and provision at the educational institution level.

#### **3.1.1 Educational administration and provision at the central government level**

For educational administration and provision at the central government level, the Ministry of Education has the powers and duties relating to the promotion and supervision of education of all levels and types, determination of policy, plans and educational standards, support of resources for education, promotion and cooperation of religion, art, culture, and sport for education as well as monitoring, examining, and evaluating of educational provision, and other official services in accordance with the law prescribed under the power and duty of the Ministry or a government sector affiliated with the Ministry.

According to the educational administration and provision system at the central government level of the Ministry of Education, there are, **as of August 2018**, five main divisions: 1) Office of the Permanent Secretary, Ministry of Education; 2) Office of the Education Council; 3) Office of the Basic Education Commission; 4) Office of the Vocational Education Commission; and 5) Office of the Higher Education Commission, which has powers and duties as follows:

**Office of the Permanent Secretary, Ministry of Education** has powers and duties relating to general administration, cooperation within the Ministry, operations through a chain of command prescribed by law as well as budgeting, creating an action plan, expediting, following up, and evaluating the performance according to policy, guidelines and action plans and operating in line with the ministerial regulations on organisation of the Ministry.

**Office of the Education Council (OEC)** is the main agency that has duties: 1) to formulate and implement educational policies, schemes, and standards and enhance human resource development; 2) to carry out research to develop policies, plans, and standards for quality education and human resource development; 3) to monitor, evaluate, and develop an evaluation system for educational provision and human resource development; 4) to carry out legal work related to education and human resource development; and 5) to encourage collaboration to drive education and human resource development.

**Office of the Basic Education Commission (OBEC)** has the following functions and duties: 1) considering a proposal of policy, educational development plan, educational provision standards, and a central curriculum of

basic education; 2) providing resource support for education and managing the budget to provide basic education; 3) developing administration system, promoting and coordinating information network; 4) developing educational innovations; 5) monitoring, examining, and evaluating of basic education; and 6) carrying out secretarial duties of the Basic Education Commission.

**Office of the Vocational Education Commission (VEC)** is the main governmental body responsible for: 1) providing, promoting, and developing quality and standards of vocational education and professional training; 2) upgrading the quality and standards of vocational education manpower to meet international standards; 3) expanding the vocational education opportunity; 4) being a centre in vocational education and professional training; 5) building cooperating networks in the development of vocational education provision and professional training; 6) conducting research and innovation and managing knowledge for professional development and quality of life; and 7) promoting and developing vocational education teachers and personnel.

**Office of the Higher Education Commission (OHEC)** is responsible for: 1) formulating policy recommendations, higher education standards, and higher education development plans, including carrying out public relations activities with foreign institutes; 2) setting principles and guidelines to provide resource support and providing the budget for higher education institutions and community college; 3) cooperating and promoting human resource development and student potential as well as promoting and supporting research; 4) providing recommendations on the establishment, dissolution, amalgamation, upgrading, and

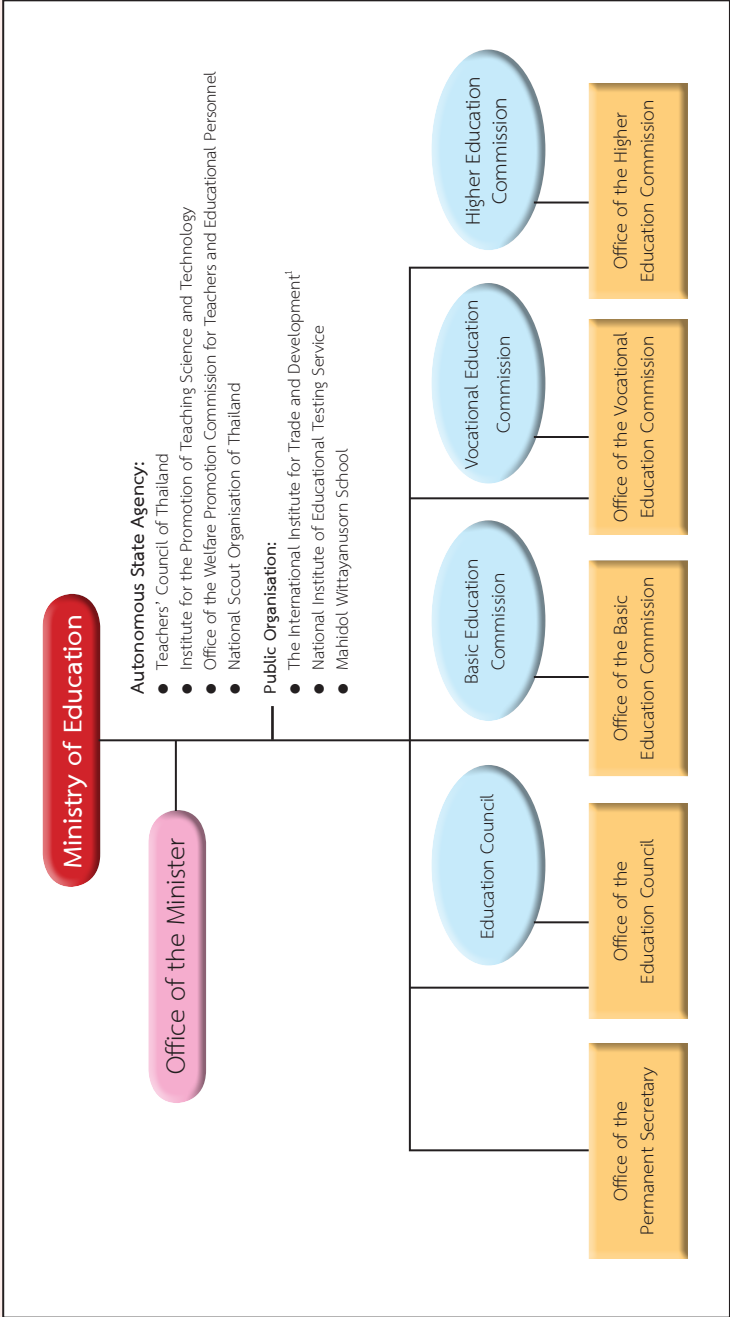
closing down of higher education institutions and community colleges; 5) implementing follow-up, examination, and evaluation of higher education provision; and 6) collecting data and managing information regarding higher education.

In addition, there are seven independent agencies under the supervision of the Ministry of Education: four of them – the Teachers’ Council of Thailand (Khurusapha), the Institute for the Promotion of Teaching Science and Technology, the Office of the Welfare Promotion Commission for Teachers and Educational Personnel, and the National Scout Organisation of Thailand – are autonomous state agencies, and three of them – the International Institute for Trade and Development, the National Institute of Educational Testing Service, and Mahidol Wittayanusorn School – are public organisations.

The administration structure of the Ministry of Education at the central level is, **as of August 2018**, shown in Figure 3.1 below.



Figure 3.1 The Administration Structure of the Ministry of Education at the Central Level (As of August 2018)



<sup>1</sup>As a regional training centre established by the Royal Thai Government and UNCTAD

.....Section 32 of the National Education Act B.E. 2542 and Amendments (Second National Education Act B.E. 2545) states that "In regulating a government administration in the Ministry, there shall be four main organisations in a form of council or commission."

Another important educational agency, whose duties includes external quality assessment that can reflect education quality and provide recommendations for national education quality improvement, is the Office for National Education Standards and Quality Assessment (Public Organisation) under the supervision of the Office of the Prime Minister.

This organisation will conduct an external quality assessment every five years and send a report to related agencies. This external quality assessment will compel all agencies responsible for educational provision and educational institutions to evaluate themselves and develop their education quality continuously.

### **3.1.2 Educational Administration and Provision at the Regional Level**

Basic educational administration and provision structure of the Ministry of Education at the regional level before the restructuring in 2016 followed educational service area under the supervision of the Office of the Basic Education Commission. Each Educational Service Area was divided by the number of educational institutions, the number of population, culture, and other suitability, except for the provision of basic education under the law on vocational education. In each of the Education Service Areas, there is a Committee on Educational Service Area having powers and duties to supervise, establish, dissolve, merge, or close down basic educational institutions in the education service area, coordinate, promote, and support private educational institutions in the Education Service Area, coordinate and promote local administrative organisations to be capable of providing education according to the policy and

educational standards, and promote and support educational provision in various types in the Education Service Area.

In 2016, there was a restructuring of educational administration structure of the Ministry of Education at the regional level to propel education reform in the region with efficiency and great benefits to the country. There is a Committee for Education Reform of the Ministry of Education with Minister of Education as chairperson. The Committee is responsible for determining the direction of education operation of the Ministry at the regional or provincial level, managing personnel administration, budgeting, appointing, transferring, and relocating administrators of educational institutions, administrators of educational service areas, and educational personnel of regional or provincial agencies as well as dismissing or depriving and other duties as stated in the Government Gazette.

There was an establishment of 18 Regional Education Offices under the supervision of the Office of the Permanent Secretary, Ministry of Education to perform the Ministry's duties at the regional level, formulate and implement education at the regional and provincial level, formulate educational strategies and regional development according to the direction of country's development, policies and strategies of the Ministry of Education and strategies for provincial cluster development. The regional superintendent is in charge of the Regional Education Office.

In addition, each province will have Provincial Education Committee with a Provincial Governor or Vice-Governor of each province as chairperson and a Regional Superintendent as vice-chair. One of its important duties is the operation which formerly was under the Committee on

Educational Service Area and the Teacher Civil Service and Educational Personnel Sub-Commission of Educational Service Area. Besides, the Provincial Education Committee has other important responsibilities, such as formulating strategies and guidelines of educational provision; promoting and supporting every level and type of education; coordinating and promoting educational administration and provision by local administrative organisations; considering and endorsing education development plan, etc. The Provincial Education Office performs the Ministry of Education's duties in the region as prescribed by law and the Regional Superintendent as chair. The restructuring at the regional and provincial level resulted in the dissolution of the Committee of Educational Service Area and the Teacher Civil Service and Educational Personnel Sub-Commission of Educational Service Area; therefore, their duties were transferred to the Provincial Education Committee which has duties and responsibilities as mentioned above. However, other duties remain under the supervision of the Director of Educational Service Area Office.

### 3.1.3 Educational Administration and Provision at Educational Institution Level

Educational administration and provision at educational institution level can be divided into two levels as follows.

#### 1) *Basic Education Level*

*The National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2545 [2002])* stipulates that the Ministry of Education shall decentralise the power in educational administration and management in aspects of academic, budget, personnel

administration, and general administration to the basic educational institution. Each educational institution, in both general and vocational streams, will have the Basic Education Institute Committee responsible for supervising, promoting, and supporting the operation of the institution and supervising personnel administration as prescribed by the regulations on government teacher and educational personnel. The educational institution with fewer than 300 students shall have nine Committee members, while the institution with more than 300 students shall have 15 Committee members. The Basic Education Institute Committee comprises representatives from the parents, from the teachers, from the community organisations, from the local administrative organisations, from the educational institution alumni, from monks and/or from other religious organisations in the area, and other qualified persons. the administrator of that educational institution shall be a member and secretary of the Committee.

The basic educational institution has juristic status and therefore has flexibility and freedom in management governed by the Basic Education Institute Committee. The administrative structure of an educational institution comprises academic, budget, personnel, and general administrative departments.

## ***2) Higher Education Level***

In the beginning, universities that were established were government universities and had status as government departments. Each university will receive a budget for their administration and management each year. The personnel, budget, and general administration of the universities still use the government administration system.

Section 36 of *the National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2545 [2002])* stipulates that “The public educational institution providing education in degree level is a juristic person and may be categorised as government sector or agency under the supervision of the State except for the specialised educational institution under Section 21. Such educational institution has freedom in operation, can develop its own administration system and management, has flexibility, academic freedom, and is under the control of the education council in accordance with the law on the founding of such educational institution.”

Thereupon, many public universities have reformed to autonomous universities which have their own administrative structure, freedom in budgeting, and decision in administration. However, the government still provides financial support for those universities.

Public and autonomous universities have their laws for administration and management, which add more freedom and flexibility in administration. The universities can manage their own internal operations under the supervision of the university council under the law. Each higher education institution can set up its own internal sectors, as necessary. The laws relating to personnel administration of public higher education institutions were amended to increase the efficiency of personnel administration systems. According to statistics from the Office of the Higher Education Commission, in 2018, 24 public universities have been transformed into autonomous universities, and the number of universities which will transform into autonomous universities has also increased.



## 3.2 Educational Administration and Provision by Local Administrative Organisations

In Thailand, the local administrative organisations are divided into four types: Provincial Administrative Organisation, Municipality, Subdistrict Administrative Organisation, and Special Administrative Organisation (Bangkok Metropolitan Administration and Pattaya City) as detailed below in Table 3.1.

**Table 3.1 Type and Number of Local Administrative Organisations**

Type of Local Administration	Unit
Provincial Administrative Organisation (Not including Bangkok and Pattaya)	76
Municipality	2,441
Subdistrict Administrative Organisation	5,333
Special Administrative Organisation (Bangkok and Pattaya City)	2
<b>Total</b>	<b>7,852</b>

*Source:* Department of Local Administration

*Note:* Retrieved 1 December 2017

*The National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2545 [2002]) stipulates that the local administrative organisations have a right to provide education at any or all levels in accordance with availability, suitability, and demand inside the local areas. The Ministry of Education determines policy, plan, and education standards, evaluates the availability of local administrative organisations in educational provision as prescribed by the Ministerial Regulation on the Prescribing of Criteria and Procedures of Evaluation of the Availability of*

*Local Administrative Organisations in Educational Provision*, and supports potential development of educational provision according to the prescribed policies and standards. The Ministry also provides recommendations on budgeting for administration.

In addition, *the Constitution of the Kingdom Of Thailand (B.E. 2560 (2017))* stipulates that local administrative organisations have the powers and duties relating to the provision of public services and activities for the benefit of the people in local areas as well as the promotion and support of educational provision to people in the local areas.



It is noticeable that most of the schools under local administrative organisations are the schools providing compulsory education, but the number of schools providing upper secondary education, both general and vocational, is not high. During 2013-2017, the number of students in basic education institutions under local administrative organisations increased in every level as shown in Table 3.2.

**Table 3.2 Number of Students in Basic Education Institutions under Local Administrative Organisations (Academic Years 2013-2017)**

Level of Education	Academic Year				
	2013	2014	2015	2016	2017
Pre-Primary	1,162,113	1,158,981	1,162,259	1,048,538	1,003,592
Primary	504,345	507,824	509,478	306,501	429,930
Lower Secondary Education	195,613	195,339	196,492	166,145	169,444
Upper Secondary Education	87,161	87,338	85,215	78,910	78,099
- General	84,750	84,291	82,130	75,476	74,822
- Vocational	2,411	3,047	3,085	3,444	3,277
Total	1,949,232	1,949,482	1,953,444	1,600,104	1,681,065
Percentage of all students nationwide	16.0	16.4	16.5	13.66	15.35

**Source:** Educational Research and Development Bureau, Office of the Education Council

**Note:** Data of academic years 2016 and 2017 updated on 3 August 2018

Local administrative organisations play an important role in the educational provision in local areas. Apart from formal education in a school system, local administrative organisations also provide non-formal and informal education in various forms of activity such as a development centre for pre-school children, a lifelong learning centre, an occupation training, and quality-of-life development training. Many administrative organisations can efficiently provide education and promote quality-of-life development for people in the community with efficient educational resources and the

number of schools that is suitable with the area; therefore, they manage and supervise educational provision thoroughly. In addition, local administrative organisations can manage curricula according to flexibility, demand, and a community's way of life.

### 3.3 Educational Administration and Provision by Other Organisations Apart from the Ministry of Education

Other state agencies apart from the Ministry of Education also provide education in the school system, at basic education and higher education levels in both general and vocational streams. Such agencies are the Ministry of Tourism and Sports, the Ministry of Culture, the Bangkok Metropolitan Administration, the Ministry of Social Development and Human Security, the Royal Thai Police, and local administrative organisations under the Ministry of Interior as stated in Section 3.2.

Statistical data updated on 3 August 2018 by the Educational Research and Development Bureau, Office of the Education Council, show that in the academic year 2017, 28 educational institutions provided basic and higher education under the Ministry of Tourism and Sports, 16 institutions under the Ministry of Culture, 440 institutions under the Bangkok Metropolitan Administration, two institutions under the Ministry of Social Development and Human Security, and 407 institutions under the Royal Thai Police.

In addition, some agencies provide specialised education to produce personnel with specific knowledge and skills to fulfil the specific needs of each agency under national

education policies and standards. These agencies have specialised educational institutions under their supervision and design their curriculum for students graduating from primary and upper secondary schools in both general and vocational streams. From the data in *the Situation of Specialised Educational Provision in Thailand 2014–2016: Personnel Preparation* by the Office of the Education Council, specialised education provision can be divided into three groups as follows:

### 3.3.1 Military or Police Education and Training

The Ministry of Defence provides education from upper secondary to higher education level. For bachelor's degree and graduate level, graduates will become commissioned officers such as at Chulachomklao Royal Military Academy and Royal Police Cadet Academy. For lower than bachelor's degree or upper secondary level, graduates will become non-commissioned officers such as at Armed Forces Academies Preparatory School and the Naval Rating School. Apart from the Ministry of Defence, the Royal Thai Police also provides education under the Police Education Bureau, Royal Thai Police.

### 3.3.2 Medical and Nurse Education

The medical and nurse education is provided by Phramongkutklao College of Medicine, the Royal Thai Army Nursing College, the Royal Thai Air Force Nursing College, the Royal Thai Navy Nursing College, the Police Nursing College, the Naval Operational Medicine School, The Collaborative Project to Increase Production of Rural Doctor Faculty of Medicine Vajira Hospital, Kuakarun Faculty of Nursing, Praboromarajchanok Institute of Health Workforce Development, and the Thai Red Cross Institute of Nursing.



### 3.3.3 Other Academic/Vocational Education According to Operation of Organisation/Agency

This group is included the Civil Aviation Training Centre, the Merchant Marine Training Centre, the Railway Technical School, the PEA Electric Vocational School, the Thai Meteorological Department School, the Postal School, and the Thai Bar Under the Royal Patronage.

Table 3.3 shows the number of students under each organisation providing specialised education in 2016.



**Table 3.3 Number of Educational Institutions Providing Specialised Education and Number of Students by Organisation (2016)**

Organisation	Number of Institutions	Number of Students
● Ministry of Defence	35	10,644
● Royal Thai Police Office of the Prime Minister	12	6,657
● Ministry of Interior	1	165
● Ministry of Transport	3	3,198
● Ministry of Digital Economy and Society	2	233
● Ministry of Public Health	72	13,604
● Bangkok Metropolitan Administration	2	1,357
● The Thai Red Cross Society	1	759
● The Thai Bar Under the Royal Patronage	1	No data

*Source: Educational Research and Development Bureau, Office of the Education Council*

### 3.4 Participation in Educational Provision of Private Sector

The private sector is an important mechanism to drive educational provision at all levels and types. Private sector organisations participating in educational provision include non-governmental organisations, private educational institutions, private organisations, family, and religious institutions.

### 3.4.1 Educational Provision by Private Educational Institution

The State has duties to supervise and monitor educational administration and provision, quality, and standards of every private educational institution in both general and vocational streams. Section 43 of *the National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2545 [2002])* stipulates that “An educational administration and provision by private sector shall have freedom with supervision, monitoring, and quality and educational standard evaluation from the State, and shall administer in accordance with the criteria on quality and educational standard evaluation, the same as public educational institution.” Currently, basic educational institutions by the private sector are established and administered under *the National Education Act*, the *Private School Act B.E. 2550 (2007) as Amended by the Private School Act (No. 2) B.E. 2554 (2011)*, and other regulations on formal and non-formal education provision.

For the administration and management of private institutions of basic education or private schools, the *Private School Act* stipulates that a formal school shall have a management board comprising the licensee, manager, director, representative of teachers, representative of parents, and qualified persons as members. The management board has the powers and duties as follows: 1) Formulating rules and regulations of the formal school; 2) Considering and endorsing the policy and education development plan of the formal school; 3) Providing recommendations on the formal school administration and management on the aspects of personnel,

work plan, budget, academic work, students' activities, buildings, and community relations; 4) Supervising the quality assurance system in the formal school, etc. The statistical data of private education by the Office of the Private Education Commission show that in the academic year 2017, there were 12,743 formal and non-formal private schools. The data from the Office of the Vocational Education Commission show that in the academic year 2016, there were 484 formal private vocational schools.



Private institutions of higher education play an important role in higher education promotion and provision for Thai youth and considerably share the cost of the State on educational provision. The participation in the educational provision of private institutions of higher education literally started in 1969 after the promulgation of *the Private College Act B.E. 2512 (1969)*. All private institutions of higher education established at that time had status as a college. In 1979, *the Private Institution of Higher Education Act B.E. 2522 (1979)* was promulgated; higher education institutions are divided into three types, university, institution, and college. The objectives are to allow the private institution of higher education to change its status to university and to extend the missions of private institution of higher education to cover four aspects:

teaching, research, academic service, and culture and art preservation. In 1984, some colleges with the capability to cover those missions changed their status to university. The promotion of participation in the educational provision of private institution of higher education was enhanced, and the number of private institutions of higher education increased to meet the demand and drive the national education development.

Section 45 of *the National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2545 [2002])* stipulates that “... the private educational institution providing education in degree level shall operate its business with freedom, be capable of developing its own administration and management system, be flexible, have academic freedom and be under the supervision of the institution council in accordance with the law on private institution of higher education.” Therefore, *the Private Institution of Higher Education Act B.E. 2546 (2003)* was promulgated to stipulate that the educational administration and provision by the private sector shall have freedom with supervision, monitoring, and quality and educational standards evaluation from the State.

The establishment of a private institution of higher education should be in accordance with *the Private Institution of Higher Education Act*. The private institution of higher education has rights and powers to provide education, the same as public institutions of higher education and, in consequence, has freedom and flexibility in operation and administration system development, has academic freedom in educational provision under the control of the university

council. The fund of a private institution of higher education mostly comes from tuition fees of students and the funds provided by the owner or licensee of the institution. The State has also allocated the budget by establishing a working capital fund in order to develop the private institution of higher education since 1989. The objectives are to provide a loan to an institution to support the provision of the educational equipment and building construction; to develop education quality and standards and be able to provide the courses in demanding fields of the labour market; and to provide a loan to an institution to support instructor development.

In the academic year 2016, there were 11,256,456 students at all levels of education in public educational institutions, while there were 2,769,737 students in private educational institutions. In the academic year 2017, there were 11,103,945 students in public educational institutions, while there were 2,767,302 students in private educational institutions.

From the academic years 2014 to 2017, the number of students in private educational institutions slightly increased, respectively. Considering the levels of education, the record shows that the number of students in upper secondary schools of private vocational institutions was the highest, compared to the number of students at other levels of private institutions as shown in Table 3.4.

**Table 3.4 Percentage of Students, University Students in Each Education Level, Public and Private Educational Institution (Academic Years 2013-2017)**

Level of Education	Academic Year							
	2013		2014		2015		2016	
	State	Private	State	Private	State	Private	State	Private
Pre-Primary	76.7	23.3	78.1	21.9	76.6	23.4	76.6	23.4
Primary	78.9	21.1	78.8	21.2	77.9	22.1	77.8	22.2
Lower Secondary Education	86.0	14.0	86.4	13.6	85.9	14.1	85.9	14.1
Upper Secondary Education	80.5	19.5	81.3	18.7	81.1	18.9	81.3	18.7
- General	87.5	12.5	87.9	12.1	87.4	12.6	87.3	12.7
- Vocational	66.0	34.0	67.4	32.6	68.4	31.6	69.7	30.3
Higher Education	84.5	15.5	83.9	16.1	83.6	16.4	83.0	17.0
<b>Total</b>	<b>80.8</b>	<b>19.2</b>	<b>81.2</b>	<b>18.8</b>	<b>80.4</b>	<b>19.6</b>	<b>80.3</b>	<b>19.7</b>
							<b>80.1</b>	<b>19.9</b>

*Source: Educational Research and Development Bureau, Office of the Education Council*



### 3.4.2 Educational Provision by Private Establishment

Section 12 of the *National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2545 [2002])* stipulates that “... a person, family, community organisation, private organisation, professional organisation, religious institution, establishment, and other social institutions have a right to provide basic education ...”; therefore, many private establishments and organisations have established educational institutions to provide education and training for students and university students. In addition, some private establishments also provide education for their employees.

*The Promotion of Labour Skills Development Act, B.E. 2545 (2002) and B.E. 2557 (2014) (No. 2)* promotes the participation of private establishments on labour skills development by providing some benefits such as an income tax exemption and deduction from the arrangement of labour skills training for employees. The main content of this Act comprises labour skill enhancement, pre-employment training, and training for occupational change. The Promotion of Labour Skills Development Act stipulates the establishment of a Labour Skill Development Fund by the Department of Skill Development with the purpose to be the revolving fund for expenses relating to the promotion of labour skills development. A business operator or employer must remit the contribution to the fund as prescribed by the law.

In Thailand, many establishments provide education for their employees. Some of them provide upper secondary education, while some provide vocational education, equivalent to upper secondary education focusing

on courses or curricula related to their work such as industrial machinery maintenance, welding, retail business, hotel management, and food processing industry, to meet the demand of the labour market. Some organisations have established their own educational institutions; for example, Vidyasirimedhi Institute of Science and Technology is dedicated to educational provision of science, engineering, and technology to achieve international standards, Panyapiwat Institute of Management is a higher education institution focusing on retail education and research to produce graduates with academic quality and competency by using a work-based learning system, and Boonthavorn Technology College aims to provide knowledge and professional skills to students by learning through experience and preparing to be a proprietor or for their careers.

### 3.4.3 Homeschooling

To promote educational provision by persons or organisations apart from the State, *the National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2545 [2002])* stipulates that “educational provision is based on a principle that society participates in the provision” which includes home education or homeschooling. A family has a right to provide basic education in accordance with Section 12 of the National Education Act. In addition, to promote homeschooling, the State also allocates a subsidy for education held by a person and family as appropriate and necessary as prescribed in Section 61 of the National Education Act.



However, some families have started homeschooling before the promulgation of the *National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2545 [2002])*; after the Act was promulgated, a family could provide basic education for their children more systematically. A family providing education must ask for permission and must conduct learning assessment and evaluation in accordance with the criteria and procedures of the basic education curriculum. When the students pass the assessment and evaluation, they will receive a certificate or a certificate of achievement. In case the students fail, the family needs to provide remedial education and re-evaluate within the prescribed period of time.

### 3.4.4 Educational Provision by Religious Institution

Thailand provides religious freedom for all Thai citizens, and religious institutions of each religion participate in educational provision for their believers.

#### 1) *Educational Provision by Buddhist Institution*

Some of Buddhist temples in Thailand provide religious education or Phra Pariyattidhamma, while some also provide general education for monks, novices and laypersons.



- *Phra Pariyattidhamma Education, Dhamma-Pali Division*

Phra Pariyattidhamma education is the education in accordance with the curriculum of Phra Pariyattidhamma, Dhamma and Pali Division. Dhamma Division is divided into Dhamma for monks and novices, and Dhamma for laymen and laywomen which has three levels, Elementary, Intermediate, and Advanced. This type of education cannot be used in equivalency.

- *Phra Pariyattidhamma Education, General Division*

Phra Pariyattidhamma Education, General Division is provided by many temples. These temples establish Phra Pariyattidhamma schools to provide basic education for students; monks and novices or students studying Phra Pariyattidhamma, General Division, which includes core subject area, Buddhism and Pali subject area.

The data from 31 May 2018 show that there were 409 Phra Pariyattidhamma schools, General Division, with 27,421 monks in the lower secondary level, 12,258 monks in the upper secondary level, 2,214 teachers, and 2,032 tutors.

- *Sangha University (Buddhist University)*

Now, there are two Sangha universities in Thailand, providing higher education for monks, novices, and laypersons.

*Mahamakut Buddhist University* offers bachelor's degree, master's degree and doctoral degree programs. Their four faculties are Religion and Philosophy Faculty, Humanities Faculty, Social Sciences Faculty, and Education Faculty. In addition, the university also offers academic training programs to students, executives, university personnel, and the public such as teachers' training program, moral training program, Buddhism teaching for youth program, etc.

*Mahachulalongkornrajavidyalaya University* offers certificate, bachelor's degree, graduate certificate, master's degree, and doctoral degree programs in four faculties: Faculty of Buddhism, Faculty of Education, Faculty of

Humanities, and Faculty of Social Sciences. The university also has the International Buddhist Studies College which offers master's degree and doctoral degree programs to monks, and the general public, both Thai and foreigners.

- *Informal Education in Buddhism*

Buddhist Sunday School provides education on dhamma principles of Buddhism for children and the general public and promotes propagation of Buddhism. The school teaches many subjects relating to Buddhism from the beginning, intermediate, and advanced levels.

## ***2) Educational Provision by Islam Institution***

The Islam Institution plays an important role in formal, non-formal, and informal education provision for Muslim children and youth in Thailand especially in the five southern border provinces of Yala, Pattani, Narathiwat, Satun, and Songkhla.

In 2017, in the southern border provinces of Thailand, 489 Islamic boarding schools or Pondok were registered as a Pondok Institute under the supervision of the Office of the Private Education Commission with 43,767 students and 1,802 teachers. These schools provide traditional Islamic education. There were 156 Islamic charity schools established by a foundation providing general education from pre-primary to upper secondary education and Islamic studies. There were 2,117 TADIKA schools or Mosque-Based Islamic Educational Centres.





Some schools also provide non-formal education focusing on vocational and Islamic education. Muslims of all ages and genders must follow and practice Islam in daily life; therefore, it is necessary that all Muslims receive religious education which can be informal education by parents in a family or in Islamic school nearby.

### ***3) Educational Provision by Christian Institution***

Christian institutions play an important role in formal, non-formal, and informal education provision for Christian communities in Thailand. In the aspect of formal education, Christianity, both Roman Catholicism and Protestantism, have established schools that are open for Christian and other religious believers. In the aspect of non-formal education, Christianity accepts any person who wants to be a priest in their religion. Christian institutions also provide informal education in their institutions for Christians who want to study principles of Christianity.

#### **4) Educational Provision by Sikh Institution**

Now, there are 24 religious places of Sikhism, around 70,000 Sikhs, and three basic formal educational institutions by Sikhs in Thailand. Sikh education uses Punjabi in teaching for non-formal education and formal education for any person who wants to be a Granthi and for any Sikhs who want to study principles of Sikhism.

#### **5) Educational Provision by Hindu Institution**

In Thailand, there are approximately 10,000 Hindus and one school administered by a Hindu temple. Specific Hindu religion education is informal. And in Thailand, many Royal ceremonies and other beliefs in society are influenced by Hinduism.

### **3.4.5 Educational Provision by Private Organisation**

In Thailand, both private and international organisations make a major contribution to the promotion of basic education provision. *The National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2545 [2002])* grants the rights to provide basic education to many sectors including private organisations as prescribed in the ministerial regulations. Now, *the Ministerial Regulation on the Rights of Community and Private organisations in Basic Education Provision in Learning Centre B.E. 2555 (2012)* stipulates that private organisations, which include associations, foundations or private organisations under other names registered as juristic persons to hold activities for the public interest, can provide basic education in the form of non-formal education and informal education through learning centres for those who cannot attend formal schools, such as the Foundation For the Better Life of Children, Foundation for Children, Children and Youth Development Foundation, etc.



# Chapter 4

## Budget Allocation and Investment in Education

Budget allocation and investment in education and educational administration are important mechanisms of effective educational development and reform. *The Constitution of the Kingdom Of Thailand (B.E. 2560 (2017))* stipulates in Section 54 that “The State shall ensure that every child receives a quality education for twelve years from pre-school to the completion of compulsory education free of charge” and further stipulates about financial support: “To ensure that young children receive care and development or to provide the people education, the State shall provide the financial support for educational expenses to persons with insufficiency in accordance with their aptitude.”

Section 58 of *the National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2545 [2002])* stipulates that “There shall be a mobilisation of resources and investment of budget, finance, and property



from the State, local administrative organisations, person, family, community, community organisation, private organisation, professional organisation, religious institution, establishment, other social institution, and foreign country in order to provide education.” According to the government policy, the educational budget will be allocated to be consistent with the needs of learners and the environment of the educational institutions or the location of the institutions.



#### 4.1 Budget Allocation for Education

In terms of allocating budget for education, the State allocates the budget according to the functions of education; that is, pre-primary education, primary education, secondary education, higher education, nonspecific level education, educational support services, educational research and development, and other education types. Table 4.1 shows details of budget allocation from 2014-2018.

**Table 4.1 Budget Expenditure on Education by Function  
(Fiscal Years 2014-2018)**

Unit: Million Baht

Function	Fiscal Year				
	2014	2015	2016	2017	2018
Pre-Primary, Primary, and Secondary Education	383,557.2	387,886.6	388,080.0	376,124.3	325,295.8
Higher Education	87,721.9	97,725.7	106,829.1	112,975.0	108,340.9
Nonspecific Level Education	2,720.3	2,780.7	9,214.5	3,116.8	3,780.4
Educational Support Services	23,508.6	22,521.1	25,386.7	15,219.8	47,466.3
Educational Research and Development				1,455.3	6,964.1
Other Education Types	21,011.1	20,130.7	20,197.0	27,840.8	31,721.9
<b>Total</b>	<b>518,519.1</b>	<b>531,044.8</b>	<b>549,708.1</b>	<b>536,732.0</b>	<b>523,569.4</b>

*Source: Bureau of the Budget*

The table above shows that the government has prioritised budget allocation for basic education expenditure (pre-primary, primary, secondary education) as it had the largest allocation every fiscal year. However, it was noticeable that since the fiscal year 2017, educational research and development was added to the allocation, which indicates the priority of the government to provide more support research and educational development activities. This was consistent with one of the emphases and development issues in *the Twelfth National Economic and Social Development Plan (2017-2021)* which was promotion and support of science,

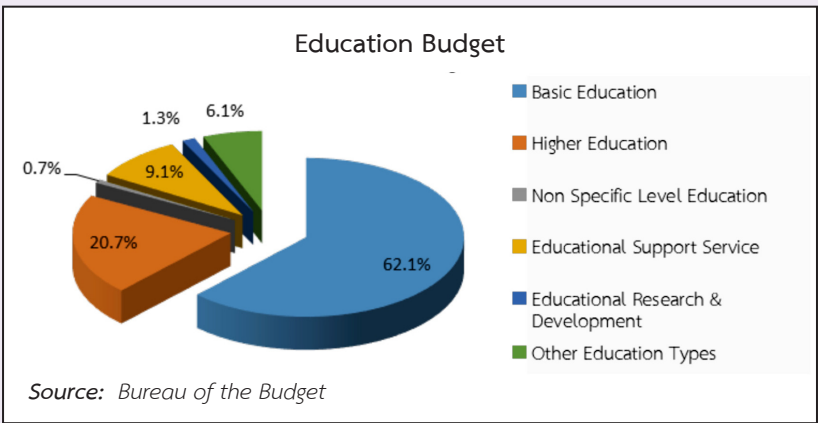


technology, and innovation development by supporting research and development, modifying and developing strategic technology as well as connecting production sectors with research and education institutions, accelerating the development of researchers in the fields of STEM (Science, Technology, Engineering, and Mathematics), supporting the networks among research institutions, education institutions, public sector, private sector, and civil society/communities, and adjusting the mechanisms of the national research and development system. It was also consistent with the strategy to produce and develop the workforce, research, and innovation to build national capability in competitiveness as indicated in *the National Scheme of Education B.E. 2560-2579 (2017-2036)*. This strategy aims to produce and develop the potential workforce to meet the needs of the labour market and national economic and social development, promote the utilisation of research and innovation to increase value and productivity, as well as productivity of the national workforce.



Figure 4.1 shows the proportion of budget allocation for education by function, of which basic education has the largest proportion.

**Figure 4.1 Percentage of Budget Allocation for Education by Function (Fiscal Year 2018)**



In terms of the administration of budget expenditure on education, *the National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2545 [2002])* stipulates that there shall be a budget administration system as well as examination, monitoring, and evaluation of the budget expenditures in educational provision to be consistent with educational principles, guidelines for educational provision, and educational standards. Therefore, the Ministry of Education and the Bureau of the Budget have developed a system to examine, monitor, and evaluate budget expenditures allocated to develop education efficiently and worthy of the most benefit for Thai education.



## 4.2 Investment in Education

The budget expenditure allocation of the fiscal year 2018 for administration including education was focused on building a sustainable foundation for the nation, reinforcing domestic economic strength, reducing educational inequality, improving quality of life as well as enhancing national capability in competitiveness, promoting lifelong potential development for people, and formulating a strategy of budget expenditure allocation by the government. The investment in education by the government is under the strategy on development and potential reinforcement of human resources. The strategy on budget expenditure allocation was consistent with objectives and issues in *the 20-Year National Strategy B.E. 2561-2580 (2018-2037)*, *the Twelfth National Economic and Social Development Plan (2017-2021)*, *the National Security Policy B.E. 2558-2564 (2015-2021)*, other Master Plans, and government policies to continuously drive the government administration with concrete results.



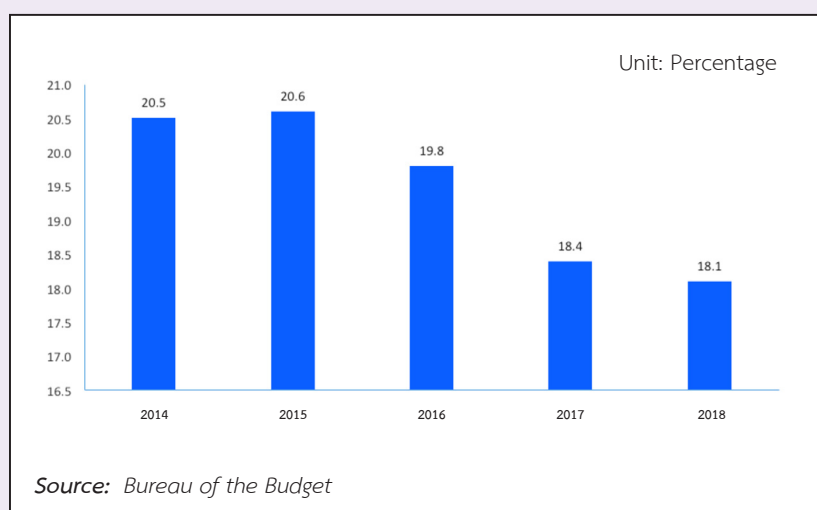
In the fiscal year 2018, the government allocated 523,569.4 million baht or 18.1 percent of all budget expenditure to educational administration. It indicated the government's intention to improve education quality and promote lifelong learning focusing on curriculum development, learning and teaching, and the learning process; to improve educational quality assessment system and standards; to promote teacher preparation and develop the quality of teacher and education personnel to be consistent with the policy of teacher preparation and development to meet the quantitative and qualitative needs; to promote production and development of manpower to be consistent with the direction of the country's development, including increasing opportunity to access educational services and lifelong learning without exception and with quality. Although the percentage of budget expenditure on education decreased from the previous years, it was still high compared to other functions.



However, when compared to the previous years, since the fiscal year 2015, the percentage of education budget compared to national budget decreased every year. But most of the decreased budget items were administration expenses, cost of land and building, and other expenses which were not related directly to quality development of education.

Figure 4.2 shows the percentage of education budget compared to national budget from the fiscal year 2014 to 2018.

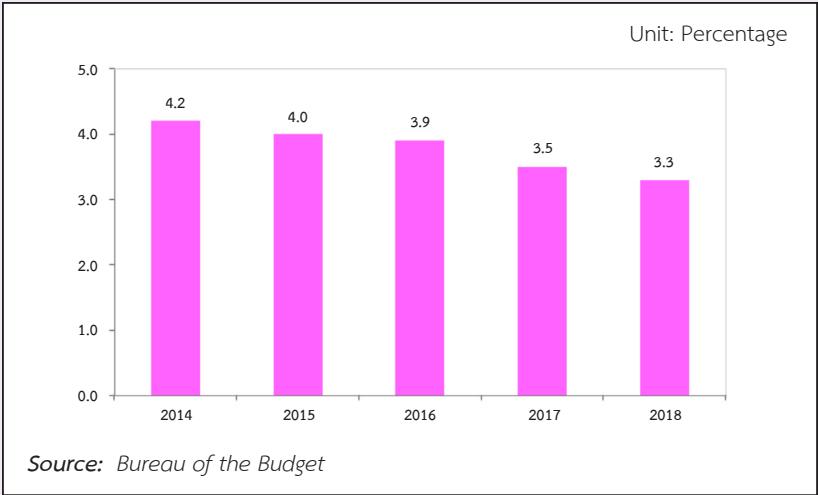
**Figure 4.2 Percentage of Education Budget Compared to National Budget (Fiscal Years 2014-2018)**





Considering the importance of education in the country’s development, each government allocated a great amount of budget to develop the education of Thailand. Each fiscal year, the government allocated budget expenditure no less than three percent of Gross Domestic Product on education since the fiscal years 2014-2018 as shown in Figure 4.3.

**Figure 4.3** Percentage of Education Budget Compared to Gross Domestic Product: GDP (Fiscal Years 2014-2018)



When comparing the national budget allocation by function, the budget expenditure on education was third following general administration and economy as shown in Table 4.2.



**Table 4.2 Budget Expenditure by Function  
(Fiscal Year 2018)**

Unit: Million Baht

Function	Amount	Percentage
General Administration	621,743.0	21.4
National Defence	217,312.2	7.5
Domestic Public Policy	185,687.0	6.4
Economy	614,136.1	21.2
Environment	8,571.9	0.3
Housing and Community	72,325.4	2.5
Public Health	302,057.7	10.4
Religion, Culture and Recreation	21,242.8	0.7
<b>Education</b>	<b>523,569.4</b>	<b>18.1</b>
Social Work	333,363.5	11.5
<b>Total</b>	<b>2,900,000.0</b>	<b>100.0</b>

*Source: Bureau of the Budget*

To reduce educational inequality and create opportunities to access basic education of an individual, to promote human resource development to be consistent with the needs of learners, and to reduce the education expense for learners, the government has continuously provided financial support for basic education until the present day. The State provides 15-year basic education free of charge which includes pre-primary to secondary education (Anubal to Mathayomsuksa 6) or vocational certificate (Voc. Cert. 3) or equivalent vocational education as well as welfare education. Fee types that receive financial support in basic education are tuition, textbooks, school uniforms, learning equipment, the cost of student improvement activities, etc.

**Table 4.3 Financial Support in Basic Education Provision in Formal School (Per Head/Year) (Fiscal Year 2018)**

Unit: Baht

Fee Type Receiving Financial Support	Education Level			
	Pre- Primary	Primary	Lower Secondary	Upper Secondary
Tuition	1,700	1,900	3,500	3,800 (Voc. Cert. 1-3 provided by establishment 11,736 Baht)
Textbook	Textbooks' cost is different in each level as shown in Table 4.4			
School Uniform	300	360	450	500 (Voc. Cert. 1-3 provided by establishment 900 Baht)
Learning Equipment	200	390	420	460 (Voc. Cert. 1-3 provided by establishment 460 Baht)
Student Improvement Activity	430	480	880	950 (Voc. Cert. 1-3 provided by establishment 950 Baht)
Subsidy for Underprivileged Students	-	1,000	3,000	-
Subsidy per Student for Small Schools	500	500	1,000	1,000
Subsidy per Student for Opportunity Expansion Schools	-	-	1,000	-

*Source: Office of the Basic Education Commission*

**Table 4.4 Financial Support for Textbooks in Basic Education by Level of Class (Per Head/Year) (Fiscal Year 2018)**

Unit: Baht

Level of Class	Amount
Pre-Primary	200
Primary 1	625
Primary 2	619
Primary 3	622
Primary 4	673
Primary 5	806
Primary 6	818
Secondary 1	764
Secondary 2	877
Secondary 3	949
Secondary 4	1,318
Secondary 5	1,263
Secondary 6	1,109
Voc. Cert. 1-3 (Establishment)	2,000

*Source: Office of the Basic Education Commission*

In addition to financial support for basic education provision to students in schools and normal educational institutions including special education schools and welfare schools, the government also provides financial support for students receiving basic education by family and establishments. There is also a financial measure to help students in private schools by providing a subsidy per person.



The mobilisation of resources for investment in the educational provision comes not only from the budget expenditure on education that the government has allocated to the Ministry of Education and from other government agencies as well as local administration, but also from household and private sectors such as scholarships from private organisations, private companies, communities, international organisations, and the establishment of private educational institutions, etc.

The educational expenditure of the household sector in 2015 was 170,851 million baht in total, of which 17,026 million baht was the expenditure after deducting the stipend from the Student Loan Fund (Student Loan Fund: SLF and Thailand Income Contingent Allowance and Loan: TICAL). When divided by levels of education, the household with children studying at bachelor's degree level spent 71,385 million baht (41.78 percent), the highest expense, while

primary level was 33,481 million baht (19.60 percent) and pre-primary level 20,364 million baht (11.92 percent), respectively. The lowest expense was the household with children studying in high vocational certificate and diploma level, 3,726 million baht (2.18 percent).

The educational expenditure of the household sector in 2015 by activities shows that the household sector spent 113,831 million baht (66.63 percent) for education support functions (tuition fee/annual fee/education service fee) and 57,020 million baht (33.37 percent) for education opportunity expansion activities (uniforms/textbooks/other educational equipment) and transportation fee (money deducted from the Student Loan Fund).

The educational expenditure of the household sector in 2015 by types of educational institution show that the households with children studying in private educational institutions spent an average of 28,217 baht/person/year while the households with children studying in public educational institutions spent an average of 6,943 baht/person/year.

The educational expenditure of other sectors comprises three main sectors as follows.

***1) The expenditure of the nonprofit organisation***

The organisation therein means educational organisation including private schools providing all levels of education, special education schools for persons with disabilities as well as religious schools and private institutions of higher education providing nonprofit education which, in 2014, spent 5,025.75 million baht.

**2) Educational subvention from overseas** In 2015, Thailand received educational subvention from overseas in the amount of 6.70 million dollars or 235.16 million baht. The United States of America provided the highest amount of educational subvention which was 33.57 percent or 78.95 million baht.

**3) Donation from natural persons and juristic persons** In 2015, the donation amount by natural persons (for educational support) was 2,412.40 million baht and by juristic persons (educational expenses) was 1,409.04 million baht. The amount of donation for education was the data of the tax deduction from the Revenue Department according to *the Royal Decree No. 420 issued under the Revenue Code Governing Exemption of Taxes B.E. 2547 (2004)*. The expenses for supporting education must be the expense for the programmes approved by the Ministry of Education and the expenses prescribed in the Royal Decree.

There were many expense activities for education of other sectors which are educational provision; education opportunity expansion; student improvement activity; learning and teaching development; teacher, instructor and executive development; administration and management; research and development; academic services; and personnel development. In 2015, the highest donation was for educational provision which was 5,786 million baht, for administration and management 1,103 million baht, and for student improvement activities 1,015 million baht, respectively.





To promote the participation of the private sector in supporting education development, the government offered a tax reduction measure for any person who supports education. In the Cabinet meeting on 19 April 2016, the Cabinet approved a tax measure to support education by expanding the period of tax benefit for the donation to support education from 1 January 2016 to 31 December 2018. This measure motivates the private sector to support education more and more and also creates educational opportunities in human resource development which is the foundation to drive the country in the future. It also helps to reduce the budget expenditure on education by the government.

## 4.3 The Mobilisation of Resources to Increase Educational Opportunity

Education is an essential factor in human resource development to support the country, and each government has tried to provide the opportunities to access to education by all people in Thailand by the mobilisation of resources to increase educational opportunity. This chapter will mention Student Loan Fund and the establishment of Equitable Education Fund as detailed below.

### 4.3.1 Student Loan Fund

The Student Loan Fund shall be a juristic person under The Ministry of Finance and have the objectives of providing educational opportunities by providing financial support to students to use for tuition fees, expenses related to education and expenses necessary for living during their studies from secondary education in both general and vocational streams to higher education without interest during their studies. The loan should be repaid within two years after graduation. The rate of interest will be one percent per year, and the repayment period must not exceed 15 years in total. The Fund now manages two main funds:

1) *The Student Loan Fund (SLF)* is the fund to provide loans to destitute students at secondary education level in both general and vocational streams to higher education level with one percent interest per year. The loans are for their tuition fees, expenses related to education. When a borrower has already graduated or terminated the study for two years, the borrower has the duty to repay the loan within 15 years. In academic year of 2016, there were 521,224 borrowers, with

the amount of 21,688.65 million baht from 3,851 educational institutions.

2) *Thailand Income Contingent Allowance and Loan (TICAL)* is the fund for students at High Vocational Certificate level in every programme and from diploma to bachelor's degree level in national required programmes with one percent interest per year and without the restricted income of borrower's family. When the borrower has income from 16,000 baht per month or 192,000 baht per year, the borrower has to repay the loan within 15 years since the first day of repayment. In academic year of 2016, there were 96,079 borrowers, with the amount of 6,541.95 million baht from 281 educational institutions.

Currently, *the Student Loan Fund Act B.E. 2560* was promulgated and published in the Government Gazette which stipulated that the Fund is under the supervision of the Minister and shall be a juristic person, not a government agency. There is the integration on administration and management of SLF and TICAL with unity under the same law and adding measures to manage the fund more efficiently.

One of the main issues of this Act enforces the rule that the employer from government and private organisations deduct the salary of an employee who is a loan borrower to repay to the Fund in case that a borrower does not repay a large amount of money. Formerly, it was a request to the employer to deduct the money.

#### 4.3.2 Equitable Education Fund

To reduce education inequality which affects the economic sentiment and social confidence in Thailand, Section 54 of *the Constitution of the Kingdom Of Thailand*

(B.E. 2560 (2017)) stipulates that “A fund shall be established for the purpose of assisting persons with insufficiency, reducing the educational inequality and promoting and improving the quality and efficiency of teachers for which the State shall allocate budget to such fund or use tax measures or mechanisms, including providing a tax reduction to persons who donate properties into the fund, as provided by the law; such law shall, at least, prescribe that the management of the fund shall be independent and shall be disbursed to implement such purpose.”

Therefore, the Independent Committee for Education Reform (Details in Chapter 9) approved *the Equitable Education Fund Act B.E 2560 (2017)* which was published in *the Government Gazette* on 13 May 2018 and came into force as of the day following the date of its publication which was 14 May 2018. The transitory provision of this Act stipulates that Office of Promotion of the Learning Society and the Quality of Youth shall be transformed into the Quality Learning Foundation with following duties:

- 1) Promote childhood development and preparation of children to enter education system by supporting and cooperating with the government, private, and civil society organisations.
- 2) Assist and support destitute children to complete basic education.
- 3) Promote and support destitute people of all ages to develop in accordance with their capability.
- 4) Promote quality and capability of teachers so they can provide education for children according to their differences of background and potential.

5) Study and research on Master Teacher development.

6) Promote educational institutions to support learner development according to their aptitude.





# Chapter 5

## Quality Development of Learning and Teaching

The quality development of learning and teaching is crucial in creating a generation of Thai people with potential and in creating a prosperous society for the nation by focusing on the learner as the centre of quality development of learning and teaching. Moreover, the government has established the policy of education reform and learning to encourage learners to fully develop their own potential. As a result, many projects and key activities have been organised to develop quality of learning and teaching to be consistent with the direction of quality development of education in Thailand nowadays. *The Performance Report on Government Policy Plan 3<sup>rd</sup> Year (12 September 2016 – 30 September 2017)* reveals the following important key results:



## 5.1 Development of Early Childhood Education Provision

Early childhood is the most crucial age in all aspects of development and is a foundation of life development for individuals, which results in utmost national security. *The Constitution of the Kingdom Of Thailand (B.E. 2560 (2017))* emphasises the importance of early childhood development; Section 54 stipulates that the State shall ensure that every child receives a quality education for 12 years from pre-school to the completion of compulsory education free of charge. The State shall ensure that young children receive care and development prior to education under paragraph one to develop their physical body, mind, discipline, emotion, society, and intelligence in accordance with their age, by promoting and supporting local administration and the private sector to participate in the operation. The key message of this section is to reduce education inequality, ensuring that every child receives basic education with quality free of charge and obliging the State, local administration, and private sector to participate in educational provision.

In *the 20-Year National Strategy (2018-2037)*, the third strategy for human resource development and potential enhancement according to a guideline of lifelong potential development focuses on quality development of all ages. In early childhood development, it prescribes to prepare the parents from the pre-pregnancy stage, promote maternal and infant welfare during pregnancy, promote healthy child birth, promote breast feeding campaign, and provide enough nutrients for a child's brain development and invest in early childhood development for suitable progress in all aspects.



*The Twelfth National Economic and Social Development Plan (2017-2021)* regulates the promotion of early childhood children to have proper brain and social skills development by setting several administrative guidelines, for example, providing knowledge of adequate nutrition to parents or care taker, developing a curriculum based on academic research, improving early childhood development centres to meet the standards focusing on development of important skills and encouraging the establishment of a law for early childhood development to cover learning skills development, proper development for all ages, social skills preparation, etc.

*The National Scheme of Education B.E. 2560-2579 (2017-2036)* aims to provide access to quality standards of education to all citizens. The plan is set to prepare early childhood children to have a proper development by setting the percentage of early childhood students to increase to 90 percent.



According to *the Constitution of the Kingdom Of Thailand (B.E. 2560 (2017))* along with related policies and strategies focusing on early childhood education, the related agencies in educational provision shall accelerate quality development of early childhood education. The educational provision of early childhood is integrated among various agencies, including the Ministry of Education, local administrations, and private educational institutions. The Provincial Education Office will work on the integration plan and evaluation. The curriculum of early childhood education of the Ministry of Education shall be used in learning and teaching.

Nowadays, *the Early Childhood Curriculum B.E. 2560 (2017)* has been issued. It was developed from *the Early Childhood Curriculum B.E. 2546 (2003)* for children from birth to six years olds. The curriculum structure is divided into two age ranges. The first curriculum is for children under three years old, for parents, caregivers, or those related to parenting and child development. This age range consists of two sub-age ranges; from newborn to two years old, which is about parenting practice on daily lifestyle; and the age range of 2-3 years old, which involves parenting and promotion of learning and development of children to achieve good physicality, mentality, happiness, good communication skills, and learning motivation. The early childhood curriculum for children aged 3-6 years old is educational provision on the nature of parenting and education so that children shall develop physical, intellectual, emotional, and social skills in accordance with their age and capabilities.



Besides, there is, as of August 2018, also *the Draft of Early Childhood Development Act B.E.* ... that mainly focuses on early childhood development. When this draft is completed, it will ensure that all children have protection, receive care and develop in all four aspects, physical, mental, emotional, and social aspects in accordance with their age and consistent with the provisions of *the Constitution of the Kingdom of Thailand*.





The work on early childhood development is integrated in four ministries, the Ministry of Education, the Ministry of Social Development and Human Security, the Ministry of the Interior, and the Ministry of Public Health, co-signing a Memorandum of Understanding (MOU) on Integration and Cooperation in Lifelong Human Resource Development. For the early childhood group, it operates under the vision that Thai people are qualified human beings. They are disciplined citizens, eager to learn and be involved in lifelong self-learning. They have knowledge, skills, and attitudes of good virtues. They are physically and mentally healthy. They have spiritual growth, public consciousness, and provide social benefits. They are Thai, ASEAN, and world citizens. World citizens under the framework of Integration and Cooperation in Lifelong Human Resource Development in early childhood 4H's comprises: 1) Heart (good and disciplined); 2) Head (good); 3) Hand (diligent and skilled); and 4) Health (strong).

## 5.2 The Driving of “Moderate Class More Knowledge” Policy into Practice

The “Moderate Class More Knowledge” project is one of the policies that the government has implemented as a direction of education reform in order to prepare learners to enter the learning of the 21<sup>st</sup> century.

The class manual for “Moderate Class More Knowledge” of the Office of Basic Education Commission has defined the definition of “Moderate Class” as the reduction of time spent on academic lecturing and reduction of time for learning activities where the learners receive knowledge such as lecturing, demonstrating, or studying the knowledge sheet. “More Knowledge” means the increasing of time and opportunities

for learners to act, have direct experiences, analytically think, work as a team and learn by themselves from various creative activities.

The objectives of “Moderate Class More Knowledge” are as follows:

1. To drive the effective implementation of institutional curriculum according to *the Basic Education Core Curriculum B.E. 2551 (2008)*

2. To allow educational institutions to appropriately manage their curricula, to promote and develop students to reach the standards of learning quality, and to equip students with analytical thinking skills and develop them to their full potential in accordance with individual interests

3. To allow institutions to appropriately manage learning time and activities of “Moderate Class More Knowledge” in both academic learning and practical usage in order to develop students to their full potential in accordance with individual interests

4. To develop students to meet learning standards, to have ability to think critically and to promote self-development according to personal interests to the fullest potential as well as to be happy in the learning process

5. To let the parents, guardians, and education management parties be involved in educational planning and be satisfied with the education provided by the school





The Office of the Basic Education Commission, as a responsible organisation for the implementation of the “Moderate Class More Knowledge” policy, has adjusted the curriculum management and operational guidelines as follows:

1. Adjustment of learning time: For primary education level, the total learning hours are up to 1,000 hours per year. For lower secondary school, the total learning hours are up to 1,200 hours per year. However, the adjustment has become more flexible for each educational institution to manage their learning and teaching time effectively.

2. Identifying the “must-know” and “should-know” indicators of the eight learning content groups in order to reduce duplication of content, workload/work and serve as a national framework for learner evaluation

3. Organising intensive learning on the topics of history and geography

4. Modifying the activities in “More Knowledge”

5. Including time for activities of “More Knowledge” in the regulated learning structure

6. Organising “More knowledge” activities as both compulsory and elective courses.



To drive the “Moderate Class More Knowledge” policy to prevail in concrete results, the following activities have been implemented:

1. Organising a pilot project in the schools under the Office of Basic Education Commission: In the second semester of the academic year 2015, there were 4,100 schools participating in the project. Later in the first semester of the academic year 2016, 17,317 additional schools participated in the pilot project.

2. Publishing the Class Manual for “Moderate Class More Knowledge” as a framework for schools and teachers in achieving the goals of the project

3. Selecting and praising the teachers for Active Teacher Award

4. Organising OBEC Active Learning Camp in the level of educational service area: The camp includes 15 activities designed by the Office of the Basic Education Commission and other activities as desired. The top five of the most popular camps are art camp, volunteer for the King camp, moral camp, life skills camp, and foreign language camp.

For the non-formal and informal education institutions, learning activities of Science, Technology and Environment promote the quality of the student according to the policy “Moderate Class More Knowledge”. As of February 2017, there are 19 science centres across the country, providing services to 372 target schools with a total of 139,601 participating students.



### 5.3 The Development of Learning and Teaching English Language

Currently, education reform has pursued the development of English skills so the students are able to communicate better in the world without boundaries, and can use English to pursue knowledge for self-development. It also promotes the competitive ability of the country. In addition, English skill is the important skill identified as a driver of Thailand 4.0. During 2016-2017, there were implementations to develop and improve English learning and teaching as follows:

- 1) Development of English learning and teaching for the general public, students, and teachers using the application called “Echo English,” which is a partnership between the Ministry of Education and the private sector. The application will help the general public as well as students and teachers to access the knowledge source to practice English easily (via smartphone / tablet) free of charge. The lessons in this application have been designed to be consistent with the basic course focusing on developing skills in real-life situations through the medium of video with audio and pictures. The lessons are designed to be helpful to practice listening, speaking, reading, and writing skills and are divided into categories such as basic English expressions, general situation, tourism, business, professional, and others. The application was developed to meet the government policy that expects Thai people to have English proficiency to meet with global standards.



Furthermore, in school, there is the English learning development curriculum called “Echo Hybrid” which is intended to be implemented in over 10,000 schools nationwide. “Echo Hybrid” is designed to promote English learning through both smart phones and tablets. All students will undergo assessment for proficiency in English language before learning. By using this new trend of English learning and teaching innovation, students can practice communication and correct English pronunciation. It also encourages students to have a good attitude towards learning English since it is learning with fun. Also, it fosters a learning group and creates harmony for mutual learning. The teachers will have a role in monitoring, supervising, evaluating, and controlling quality apart from their usual teaching role.

2) Developing master teachers in English learning and teaching with intensive English language development camp (Boot Camp) nationwide: The important models of Boot Camp training are divided into five aspects: being an intensive camp, having preparation of master teachers for extending results across the country, training with instructors from the United Kingdom, using English as the main language throughout the course in order to improve English proficiency and English teaching techniques of teachers as well as activities and context that need English to communicate. Moreover, there is an evaluation of listening, speaking, reading, and writing skills. There were 20,000 participants in the fiscal year 2018.

3) Improvement of English language standards in higher education institution. The Office of Higher Education Commission has announced *the Higher Education Commission Announcement on English Standards Improvement Policy in Higher Education Institutions* in order to improve the English learning and teaching in higher education and to provide students with English proficiency to use as a tool to research for global knowledge and keep updated with the world. Besides, it will gear up the readiness to enter the ASEAN community and enhance the competitiveness of the nation. The implementation of this policy involves the following mandates:



- The higher education institution shall set policies and goals in improvement of the English language standards in all programmes and all levels of education. It will serve as guidelines to develop the English of the students and to be graduates with academic and professional knowledge and English communication skills that are applicable in the workforce (Working Knowledge).

- The higher education institution shall set a plan to comply with the policies and goals with clear indicators and assessment.

- The higher education institution shall consider the use of extracurricular activities, media, and the environment that enhance opportunities and incentives for students to develop English skills.

- The higher education institution shall provide students a standardised English Proficiency Test that institutions created or selected tests that are compatible to the Common European Framework of Reference for Languages (CEFR) or other standards. The test aims to determine the skill level of each student. The higher education institution may consider including the test result in the transcript or present certificates to students.

The operation has begun since the academic year of 2016 for freshman students. The implementation for other students is at the discretion of each university.



4) Development of English learning and teaching in non-formal education to enhance the English language skills to the general public who want to learn English but who lack of opportunity to study in the school system. The Office of the Non-Formal and Informal Education conducted the English Programme based on *the Non-Formal Basic Education Curriculum B.E. 2551 (2008)*. The course was the same as normal learning and teaching (Thai language) but using English as the medium of instruction. The programme is designed based on learners' background in the language, readiness, and interest in learning English as well as the potential and age of the learners such as project-based learning, integrated teaching, teaching that focuses on practice, and self-learning for holistic knowledge. Besides, there are activities such as English camp, computer camp, and formal and informal fieldtrips. In the academic year of 2017 the programme was conducted in both primary and secondary level with 980 students in English programme.

In addition, there is the English for Communication Programme for professional groups corresponding to services, shops, and tourism business. The instructors will come from the teacher training program for English teachers (Boot Camp) by the Office of Basic Education Commission. The programme focuses on simple English for daily communication.

## 5.4 Vocational Education Curriculum Development

To ensure the quality of learning and teaching in vocational education to meet the standards that are internationally recognised, the Office of the Vocational Education Commission has developed a vocational program for Thailand with two major projects as follows:

1) The KOSEN curriculum development to develop the KOSEN Model in Thailand: KOSEN is a vocational college focusing on technology and engineering to produce students to become engineers who are critical to national and international industries. Their majors include Mechanical Engineering, Computer and Electronic Engineering, System and Information Control Engineering, and Chemical Engineering. The college produces engineers with creativity and excellence in practicality. To develop the KOSEN Model in Thailand, there are two majors of engineering courses – Electronics and Mechatronics Engineering majors with five years of study according to the KOZEN standards to produce a skillful and knowledgeable workforce to the industrial sector in the country. The results of the operation are as follows:

1.1) Preparation of five consecutive years of courses according to KOSEN standards on two majors, Electronic and Mechanical Engineering Lab including recruitment of instructors, the curriculum, teaching methods, and lesson plans: It was scheduled to open in the academic year 2018.

1.2) Organising Japanese language camp for students in two pilot colleges, which are Science-based Technology Vocational College (Chonburi) and Suranaree Technical College (Nakhon Ratchasima)

1.3) Comparing the KOSEN curriculum and science-based curriculum and structuring of the two major curricula - Electronics and Mechatronics

1.4) Planning of the overall course curriculum and individual courses both in Thai and in English

2) German-Thai Dual Excellence Education (GTDEE): GTDEE was established to develop and expand dual vocational education as well as set up measures to encourage private sector participation in development. As of September 2017, there were six educational institutions in the dual education program with a total of 560 students. The operating results are as follows:

2.1) Developing vocational teachers by cooperation with the Embassy of Thailand in Berlin, Germany, with total of three sessions with 54 teachers in each group

2.2) Conducting examination according to German standards by the German-Thai Chamber of Commerce in both theoretical and practical examination: During the years 2015-2017, 200 people underwent the examination and passed the evaluation.



## 5.5 Learning via Information Technology Network

Nowadays, information technology is an important tool for increasing the efficiency of education provision. It creates opportunities to access education for learners of all ages. During fiscal year 2017, implemented projects with interesting results are as follows.

1) Accelerating the improvement of curriculum and learning and teaching in distance education via satellite by preparing the training curriculum of distance learning provision (Distance Learning Television: DLTV) for 204 border patrol schools across the country and organising the training of distance learning provision for 509 mid-sized schools in the five southern border provinces.



2) Inter-University Network (UniNet) is a project set up to provide a high-speed transmission circuit for the connection of information networks and communication of higher education institutions in order to support the whole education system. The project is under the responsibility of the Office of the Higher Education Commission by creating a high-speed network to link all types and all levels of educational institutions and to establish a domestic and international communication circuit to service educational institutions and other concerned agencies. The record of the Office of Information Technology Administration for Educational Development, in 2018, shows that there are 10,629 educational institutions and organisations registered as members of UnitNet network. Besides, network members also have an Internet connection channel for research use with international access between the countries for which UniNet is the only domestic agency with the access such as the Internet Research Studies Network of the United States or the JGN Research Network of Japan, etc.

3) Thailand Cyber University Project is a project established to provide learning through electronic means (e-Learning) to the general public via UniNet, to increase opportunities for the people to access higher education and to achieve a society of learning. Thailand Cyber University acts as a centre of education through computer networks. There are courses and lessons covering the comprehensive content of formal, non-formal, and informal education that allows everyone to learn. The project allows transferring credits from one educational system to another with the integration of all

education systems. It creates an education system that serves the lifelong learning of people. According to data from 8 August 2018, there were 512,299 learners registered to the Thailand Cyber University. The university offers 17 programmes with 867 lessons. Forty-seven educational institutions participated in the project.





# Chapter 6

## Development of Teaching Profession and Educational Personnel

In Thailand, the development of the status and quality of teachers and educational personnel is emphasised because these personnel have important roles in the development of the learning and teaching process as well as the quality of learners. In addition, teacher and educational personnel are important factors in improving educational quality and preparing Thai citizens in the future.

### 6.1 Development Policy of Teaching Profession and Educational Personnel

In Thailand, the Development Policy of Teaching Profession and Educational Personnel of each government has focused on improving and increasing the quality of teachers and educational personnel which directly affects the quality of learners. The important issues on quality development of teachers which are consistent in each government are mentioned below;

- 1) Promoting smart and good persons with virtue to enter teaching profession
- 2) Preparing teachers of quality to meet international standards
- 3) Developing quality of teaching consistently
- 4) Improving salary payment system and compensation for teachers
- 5) Developing system of teacher progress
- 6) Developing information system for teacher distribution
- 7) Eliminating teacher shortage problems for core subjects
- 8) Reducing non-teaching workloads of teacher
- 9) Applying information technology and all appropriate tools for learning and teaching process as teacher-assisting tools or self-learning tools
- 10) Improving system of performance evaluation that mainly reflects the efficiency of learning and teaching management, and quality development of teachers
- 11) Solving problem of teacher debt by suspending repayment and restructuring debt according to the government policy of household debt problem-solving



In the *20-Year National Strategy (2018-2037)*, the third Strategy of development and reinforcement of human resources mentions the guidelines of learning reform, which will totally change in order to develop a learning system responding to the changes of the 21<sup>st</sup> century. The reform must *change the role of “teacher” to a modern teacher* by changing from a “teacher” to be a “coach” or a “knowledge facilitator” with responsibilities of encouraging and igniting inspiration, guiding learning and knowledge-organising methods, designing activities, and creating learning innovation for learners, and being a researcher of learning process for student academic achievement as well as improving the system of teacher preparation and development in terms of persuasion and selection of high-performance personnel to be a high-quality teacher. There shall be a system to develop teacher potential continuously and cover the salary, professional path, instructional media, and a network of teacher development to exchange knowledge among teachers.





Among national development strategies, the strategy of reinforcement and development of human capital potential stated in *The Twelfth National Economic and Social Development Plan (2017-2021)* mentions that one of guidelines to improve education quality and lifelong learning is the change in the teacher preparation curriculum. It should focus on producing teachers with capabilities, with teacher spirit, who can advise and encourage the learning of learners. There should be persuasive measures to attract high-performance personnel to be teachers, an adjustment in the evaluation system of professional academic standing to connect with the development and learner achievement. There should be a network to exchange the knowledge of the learning and teaching process which helps to develop teacher potential continuously.

In *the National Scheme of Education B.E. 2560-2579 (2017-2036)*, the third strategy – developing potential of people of all ages and the formation of a learning society – specifies that the system of preparation and development of teachers, lecturers, and educational personnel of all levels and ages should be improved, so there will be good teachers with knowledge, skills, and capabilities in teaching and learning provision, including spirit of teacher to develop learner potential.

## 6.2 Status of Teachers and Educational Personnel

During the academic years of 2013-2017, the number of teachers in basic education institutions has dramatically and continuously decreased. However, as shown in Table 6.1, in the academic year 2017, the numbers of teachers slightly increased from the previous year.

**Table 6.1 The Number of Teachers in Basic Education Institutions (Academic Years 2013-2017)**

Institution	Academic Year				
	2013	2014	2015	2016	2017
Ministry of Education	632,400	611,842	627,465	603,519	609,648
Ministry of Sport and Tourism	576	657	940	897	476
Ministry of Culture	1,040	974	1,062	932	866
Ministry of Interior	84,577	91,443	88,984	82,489	88,984
Bangkok Metropolitan Administration	16,397	15,331	16,800	15,076	14,158
Ministry of Social Development and Human Security	54	53	10	20	6
Royal Thai Police	1,638	1,648	1,727	1,700	1,456
<b>Total</b>	<b>736,672</b>	<b>721,948</b>	<b>736,988</b>	<b>704,633</b>	<b>715,594</b>

**Source:** Educational Research and Development Bureau, Office of the Education Council

**Note:** Data of academic years 2016 and 2017 updated on 3 August 2018



In terms of higher education, both public and private institutions, from information of the Office of the Higher Education Commission, between the academic years 2015-2017, the number of academic personnel and teaching supportive personnel increased every year. In the academic year 2015, there were 68,453 persons; in 2016, there were 77,888 persons; and in 2017, there were 79,990 persons.

From Table 6.1, in the academic years 2013-2016, the number of teachers in basic education institutions was insignificantly different in each year. When considering the overall aspects, it seemed there was no shortage of teachers if calculating the ratio of teacher per student (1:16.3 in the academic year 2017). However, according to *The Study on Status of Teacher Preparation and Development in Thailand*, Thailand still had a problem of teacher shortage in some academic fields, and the majority of teachers were concentrated in large schools located in urban areas, but there was a shortage in local schools located in rural areas. The top five academic fields affected by the teacher shortage were mathematics, foreign languages, Thai language, sciences, and social studies.



There are two major causes of teacher shortage, which are 1) Early retirement and return of manpower policy; during 2000-2006, 74,784 teachers and educational personnel retired, but only 20,836 positions were filled and after 2013, the return rate was at only 20 percent of retired teachers; 2) No systematic plan of teacher demand and teacher preparation, which has caused the inefficient teacher distribution.

The problem of teacher and educational personnel shortages is a major factor as to why the quality of educational provision decreased, because teachers have to do extra workloads apart from teaching such as management tasks, administrative tasks, academic document preparation, and additional activities both in school and community. Some teachers have to teach the courses that do not match with their expertise.



One possible solution of teacher shortage is a modification of personnel recruitment criteria to be appointed as government officers in the positions of teachers and educational personnel by allowing persons with a specific vocational diploma or of any deficient fields to be teachers without studying in a bachelor's degree level, and developing assistant teachers, who do not have teacher professional license, to be promoted government officers after they pass the examination. In 2017, 2,000 assistant teachers were appointed in positions of teachers to replace the retired teachers.

### 6.3 Student Admission System of Teacher Preparation Institution

*The Study on Status of Teacher Preparation and Development in Thailand* found that currently, there is no specific institute for teacher preparation. In the past, there were teachers colleges and educational colleges that had the specific duty of teacher preparation. Nowadays, teacher preparation is available as a faculty programme or as curriculum of higher education institution or of the former teachers colleges that have transformed to universities. As a result, teacher preparation was a responsibility of the university's Faculty of Education. According to information of the Office of the Higher Education Commission, there were 34,427 bachelor's degree graduates from the Faculty of Education in 2016. The information of the Teachers' Council of Thailand showed that in 2018, there were 131 universities and institutes in Thailand that provided curriculum on education.

Currently, there are three types of teacher preparation curriculum in Thailand:

1) Bachelor's degree curriculum in basic education teacher preparation (five years curriculum) – This curriculum focuses on teacher preparation with intense four years of theoretical and professional experience as well as one-year teaching experience in educational institutes certified by the Teachers' Council of Thailand. This curriculum is five years in total. After students pass the evaluation, they will be qualified in applying for a professional teaching license. This is a major curriculum of teacher preparation.

2) Bachelor's degree curriculum in basic education teacher preparation (two years curriculum) – All bachelor's degree graduates from other fields of study, who desire to be a teacher, can attend this curriculum of teacher profession for one year, and another year of teaching experience in educational institutes certified by the Teachers' Council of Thailand. This curriculum is two years in total.

3) Master's degree curriculum in teaching profession (three years curriculum) – All bachelor's degree graduates from educational program or other fields of study can attend this curriculum of teaching profession for two years, and another year of teaching experience in educational institutes certified by the Teachers' Council of Thailand. This curriculum is three years in total. After students pass the evaluation, they will be qualified in applying for teaching professional license.



## 6.4 Operation for Development of Teachers and Educational Personnel

The operation for development of teachers and educational personnel in Thailand has been performed for several years in order to elevate teacher profession and to meet the qualifications for teachers. *The Report on the Education Situation of Thailand 2016/2017* shows that currently, during Thailand 4.0, the met qualifications of teachers are as follows. Teachers should be able to encourage students in searching for knowledge and applying all knowledge in real life for their own and social benefits. Therefore, teachers have to adjust the learning and teaching process to suit each learner, and have to take care of learners individually so the learners could be able to meet their full potential. Teachers could be able to develop learning and teaching process effectively if they are supported to develop themselves.



#### 6.4.1 Quality Development of Teachers and Educational Personnel

In the budget year 2017, there were several operations for quality development of teachers and educational personnel to create high-quality teachers. The operations comprised the following actions;

1) The Teacher Development Institution was established by the Committee of the Teachers' Council of Thailand to be an advanced academic institute under the supervision of the Teachers' Council of Thailand. This operation could be referred to as the practical operation of the Teachers' Council of Thailand in order to strengthen the standards of the educational profession.





2) Potential development of sciences, mathematics, and technology teachers in primary school, lower secondary school, and upper secondary school to ensure teachers can correctly and effectively hold STEM educational activities in the classroom by using the remote training for teachers through remote communication technology for education and broadcasting to 527 training centres throughout the country. The Institute for the Promotion of Teaching Science and Technology (IPST) has worked as the main instructor and a centre for coordinating and developing training courses. The training sessions were done through several forms of information technology such as teleconference. All training participants receive handbook and documents related to the holding of STEM educational activities in the classroom depending on the context of each school. The evaluation is performed online.



3) Development of class teachers was done by using system of coupons for teacher development that was a complete system for teacher development. The coupon was used to develop teachers under the Office of the Basic Education Commission by giving 10,000 Baht per year for each teacher to spend on training courses in which they were interested. All knowledge is applied for self-development and for learning and teaching management. This system is linked with criteria of application or promoting of academic standing as stated in the new criteria that teachers had to attend training for self-development at least 12-20 hours per year. The Teachers' Council of Thailand established the Teacher Development Institute to certify curriculum for teacher development proposed by both government and private sectors to develop 400,000 teachers all over the country.

4) Development of teachers in the Professional Learning Community (PLC) aims to assemble teachers of all fields in order to develop knowledge from learning and teaching process that would lead to learning community of each field of study in the future. In 2017, 245 networks of teachers and educational personnel development proposed the project for support, comprising 98 networks of educational professional personnel, 65 networks of educational institutes, and 82 networks of teacher professional members. All educational areas appointed the committee for propelling PLC to educational institutes.

5) Development of vocational education teacher accordingly to criteria specified by the Office of the Teacher Civil Service and Educational Personnel Commission (OTEPC). In 2017, 1,170 vocational education teachers

attended training sessions for more experience in working establishments, and 2,162 vocational education teachers attended the training at various professional clubs and associations.

6) Development of educational personnel for higher education was done by distributing scholarships for study of doctoral degree under a project of strategic networks for teachers' preparation and development in higher educational institutes. The objective of this project was to prepare and develop teachers in higher educational institutes to have more doctoral degrees. There were 1,264 scholarships distributed from 2006-2008, and there were 1,072 graduates under these scholarships.

#### 6.4.2 Teacher Preparation and Development Project

From past to present, Thailand has established several projects for teacher preparation in order to recruit good and smart persons to be good and efficient teachers and to have true teacher spirit with teaching capability. The project participants are guaranteed that they will have jobs after graduation, and there are scholarships for all courses in some projects. Some projects have been completed, but some are still in operation. According to information from the document *Teacher Preparation Project for Locality Development* of the Office of the Higher Education Commission and from the article *Good Practices of Teacher Preparation Project of Higher Education Institute in Thailand*, the overall aspects of the operations are summarised below.

**1) The projects that were started before the education reform in 1999 and already completed.** The important projects were:

- The Rural Area Teacher Preparation Project was operated during 1955-1962 to prepare teachers in rural areas to have more knowledge and capability in teaching, skills for evaluation, skills for creating and applying teaching media, skills for setting additional activities of curriculum, good attitude towards teachers, and ability of being a community leader to elevate socioeconomic status of the community.

- The Gurudhayadha Teacher Preparation Project was operated during the academic year of 1987-1995 to specifically produce teachers to develop the teaching profession and to replace deficient teachers in some fields of study

- The National Project on the Acceleration of Mathematics Undergraduate Production and Development [NPAMUPD] was operated during 1994-1996 to develop and encourage persons with mathematics expertise to choose mathematics as their field of study, and to accelerate the production of researchers and scholars in mathematics for teaching in all levels from elementary school, lower and upper secondary school, and higher education.

- The Southern Border Gurudhayadha Teacher Preparation Project was operated during 1994-1996 to solve the problem of the teacher shortage and relocation of teachers in the five southern border provinces, namely Yala, Pattani, Narathiwat, Satun, and Songkhla.

**2) The projects that have started before the education reform in 1999 and still operate now. The important projects are:**

- The Petnaitom Project has been initiated since 1986 until now. This project expands educational opportunities for students, with good school records, but their families were poor, to have a chance to study Bachelor's degree of Teaching Profession, Education Program of Education Faculty, Srinakharinwirot University. Apart from the regular curriculum, extra activities are added in the curriculum so that students are able to apply all knowledge when they are teachers, social developer, or chief of community.

- The Project of the Promotion of Science and Mathematics Talented Teachers (PSMT) has been operated to produce teachers with science and mathematics talents to solve problems of the science and mathematics teacher shortage in terms of quality and quantity, to develop personnel in science and mathematics fields, and to improve the standards of national education of science and mathematics.

**3) The projects that have been initiated when there was the education reform in 1999. The important projects are:**

- *The New Generation Teacher Preparation Project* – The Project for Bachelor Degree Teachers Preparation for Basic Education (Five-Year Curriculum) was operated under the first phase of the New Generation Teacher Preparation in order to produce professional teachers with academic knowledge, vocational expertise, and teacher professional spirit by intense curriculum, learning process, and training.



- *The Project of Professional Teacher* – This project was a continuous project along with the New Generation Teacher Preparation with the goal of producing 30,000 teachers during the academic year 2011-2014. Teachers in this project had academic knowledge, vocational expertise, and teacher professional spirit and should be in the field subjects and the areas that needed teachers. After graduation, all graduates of this project would be appointed as civil teachers.

- *The Teacher Preparation Project for Locality Development Project* – This was formerly the Gurudhayadha Teacher Preparation project. The operation time is during 2016-2029. The first three years (2016-2018) of this project have been completed. The next phase (2019-2029) will be specified in National Reform Plan of Thailand. The early phase will be a pilot project for teacher preparation with limited admission (closed system) in the programme and in areas where the educational agencies need teachers, which are the Office of the Basic Education Commission, the Office of the Vocational Education Commission, the Bangkok Metropolitan Administration, and the Office of the Non-Formal and Informal Education. All good and smart persons will be persuaded to study the teaching profession with curriculum and process focusing on practice and intense training. After graduation, they will be teachers with academic knowledge, vocational expertise, and teacher professional spirit, and will be appointed as civil teachers in their local area to develop local community and decrease the problem of relocation. The project aims to produce 48,374 teachers in total within 10 years.



# Chapter 7

## Access to Education and Educational and Learning Achievement

This chapter presents educational statistics of Thailand which show the access to education of learners in all levels and types from basic education to higher education, formal and non-formal, as well as the educational statistics of learners with special needs in basic education.

In addition, the educational achievement will be presented. It will show the progress of education quality development in Thailand at the policy level, educational institution level, and community level. It will be presented in the statistics of graduates, education attainment of Thai people, promotion of human resource development, and education capability of Thailand at the international level.

## 7.1 Access to Basic Education

Basic education in Thailand covers pre-primary to upper secondary education in both general and vocational streams. Table 7.1 shows the percentage of students in basic education at all levels nationwide compared to the population aged 3-17 years in the academic years 2013-2017.

**Table 7.1 The Number of Students Who Studied in Basic Education Level (Academic Years 2013–2017)**

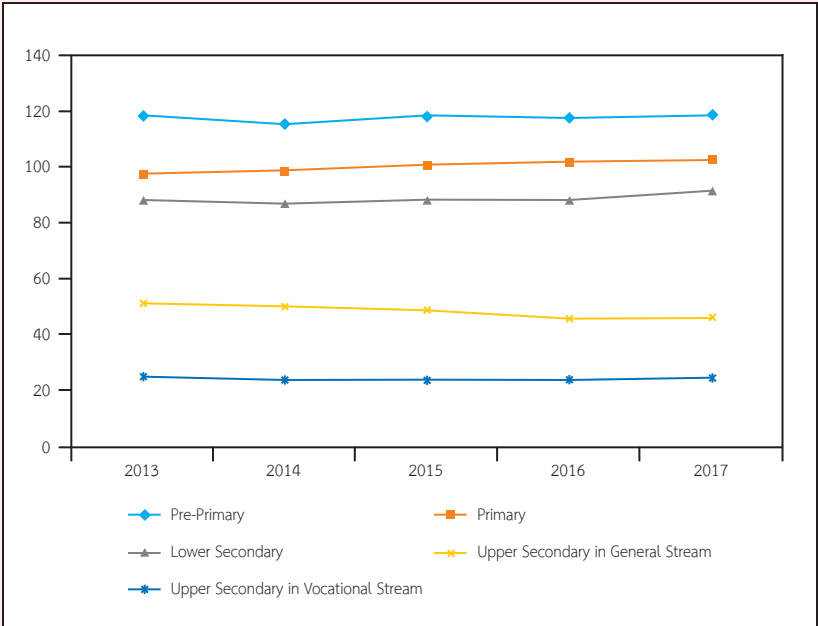
Academic Year	Population Aged 3-17 Years	Number of Students	Percentage of Students Per Population Aged 3-17 Years
2013	12,607,577	12,151,467	96.4
2014	12,436,848	11,925,070	95.9
2015	12,469,766	11,874,205	95.2
2016	12,357,779	11,710,846	94.8
2017	12,130,226	11,765,273	96.9

**Source:** Educational Research and Development Bureau, Office of the Education Council

**Note:** Data of academic years 2016 and 2017 updated on 3 August 2018

Figure 7.1 shows the ratio of students per the population at the same age studying in basic education from pre-primary, primary, lower secondary, and upper secondary level, both general and vocational programmes.

Figure 7.1 The Ratio of Students Per Population by Education Level (Academic Years 2013-2017)



**Source:** Educational Research and Development Bureau, Office of the Education Council

**Note:** Data of academic years 2016 and 2017 updated on 3 August 2018

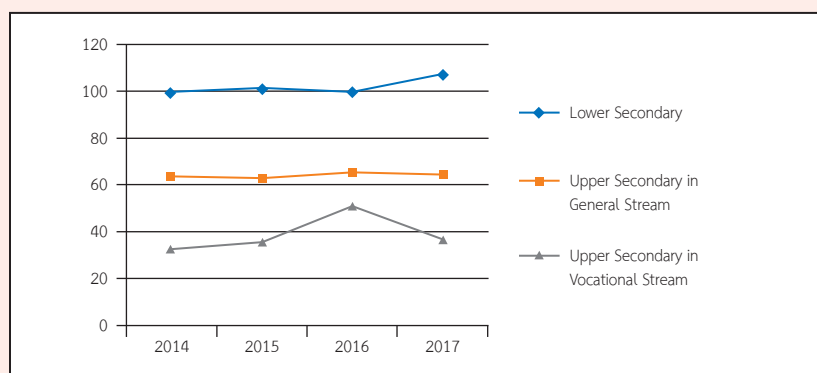
According to Figure 7.1, during the academic years 2013-2017, the ratio of students in pre-primary, primary, and lower secondary level increased every year because of the policy to expand the period of basic education and compulsory education as well as the government policy to provide financial support in educational provision from pre-primary to completion of basic education for all students. It provides Thai people more opportunities to access education.





Considering the percentage of transition, the students in lower secondary level had a higher transition rate than upper secondary level in both general and vocational streams. In the academic year 2017, the transition rate of the lower secondary level was more than 100 percent (107.5 percent) because there were more new enrolled students in the academic year 2017 than the graduates in the academic year 2016 as shown in Figure 7.2.

**Figure 7.2 The Transition Rate of Students in Basic Education (Academic Years 2013-2017)**



**Source:** Educational Research and Development Bureau, Office of the Education Council

### 7.1.1 Access to Pre-Primary Education

The provision of pre-primary education is administered in a development centre for early childhood and a nursery with a one-year period of learning as well as educational provision in a kindergarten which has two curricula: a two-year and a three-year curriculum. *The Constitution of the Kingdom Of Thailand (B.E. 2560 (2017))* gives priority to the provision of pre-primary education as stipulated in Section 54 and provides the opportunity for public institutions to provide pre-primary education to students free of charge which helps to reduce education inequality and provide more educational opportunities to young children in remote areas.



As shown in Table 7.2, the number of students in pre-primary level of educational institutions nationwide from the academic year 2016 to 2017 increased from 118.0 percent to 119.1 percent.

Besides, the ratio of students per population was more than 100 percent because there were over-age children and children aged under three years old in the development centre included at this level.

**Table 7.2 The Ratio of Students in Pre-Primary Level per Population Aged 3-5 Years Old (Academic Years 2013-2017)**

Academic Year	Population (Aged 3-5 Years)	Number of Students	Percentage
2013	2,264,774	2,734,911	120.8
2014	2,290,736	2,653,368	115.8
2015	2,283,392	2,700,778	118.3
2016	2,287,851	2,700,769	118.0
2017	2,268,362	2,701,172	119.1

**Source:** Educational Research and Development Bureau, Office of the Education Council

**Note:** Data of academic years 2016 and 2017 updated on 3 August 2018

### 7.1.2 Access to Primary Education

During the academic years 2013-2017, the percentage of students in primary education in educational institutions nationwide increased every year. The number of students since the academic year 2015 was more than 100 percent because the students aged under or over 6-11 years old were included in this primary level as shown in Table 7.3.

**Table 7.3 The Ratio of Students in Primary Education per Population Aged 6-11 Years Old (Academic Years 2013-2017)**

Academic Year	Population (Aged 6-11 Years)	Number of Students	Percentage
2013	5,008,099	4,903,579	97.9
2014	4,917,167	4,861,811	98.9
2015	4,825,068	4,866,449	100.9
2016	4,729,741	4,817,882	101.9
2017	4,667,488	4,794,485	102.7

**Source:** Educational Research and Development Bureau, Office of the Education Council

**Note:** Data of academic years 2016 and 2017 updated on 3 August 2018

### 7.1.3 Access to Compulsory and Secondary Education

**1) Compulsory Education:** Compulsory education is a part of basic education which obliges Thai people to complete, at least, lower secondary education and must enroll in school at the age of seven at the latest. The students in compulsory education are mostly from 6-14 years old. During the academic years 2013-2017, the students in that age group increased. In the academic year 2017, the percentage of students in compulsory education nationwide in all educational institutions was 98.8 percent as shown in Table 7.4.

**Table 7.4 The Ratio of Students in Compulsory Education per Population Aged 6-14 Years Old (Academic Years 2013-2017)**

Academic Year	Population (Aged 6-14 Years)	Number of Students	Percentage
2013	7,706,326	7,279,575	94.5
2014	7,574,148	7,176,766	94.8
2015	7,438,384	7,174,888	96.5
2016	7,298,461	7,088,588	97.1
2017	7,191,425	7,102,637	98.8

**Source:** Educational Research and Development Bureau, Office of the Education Council

**Note:** Data of academic years 2016 and 2017 updated on 3 August 2018



**2) Lower Secondary Education:** During the academic years 2014-2017, the percentage of students in lower secondary education nationwide in all educational institutions compared to the population aged 12-14 years old increased continuously as shown in Table 7.5.



**Table 7.5** The Ratio of Students in Lower Secondary Education per Population Aged 12-14 Years Old (Academic Years 2013-2017)

Academic Year	Population (Aged 12-14 Years)	Number of Students	Percentage
2013	2,661,167	2,375,996	89.3
2014	2,656,981	2,314,955	87.1
2015	2,613,316	2,308,439	88.3
2016	2,568,720	2,276,593	88.6
2017	2,523,937	2,287,269	90.6

**Source:** Educational Research and Development Bureau, Office of the Education Council

**Note:** Data of academic years 2016 and 2017 updated on 3 August 2018

**3) Upper Secondary Education:** During the academic years 2013-2016, the percentage of students in upper secondary education in both general and vocational streams nationwide compared to the population aged 15-17 years old decreased continuously but slightly increased in the academic year 2017 as shown in Table 7.6.



**Table 7.6 The Ratio of Students in Upper Secondary Education per Population Aged 15-17 Years Old (Academic Years 2013-2017)**

Academic Year	Population (Aged 15-17 Years)	Number of Students	Percentage
2013	2,743,829	2,136,981	77.9
2014	2,777,864	2,065,762	74.4
2015	2,747,990	1,998,539	72.7
2016	2,711,467	1,921,483	70.9
2017	2,670,439	1,899,635	71.1

**Source:** Educational Research and Development Bureau, Office of the Education Council

**Note:** Data of academic years 2016 and 2017 updated on 3 August 2018

As shown in the above table, the number of students in upper secondary education was lower than the number of students in lower secondary education because some students who completed compulsory education wished to enter the workforce rather than to study in upper secondary education. It is concerning that the decrease in the number of students in upper secondary education can lead to a shortage of skilled labour in the future.

## 7.2 Access to Basic Education of Learners with Special Needs

This section will present statistics of access to basic education of students with special needs, especially underprivileged students and students with disabilities. Each government has given priority to this group of students and has tried to improve equality to access quality basic education for students of every social status and all types of disabilities. Section 27 of *the Constitution of the Kingdom Of Thailand (B.E. 2560 (2017))* stipulates the measures to eliminate obstacles or to promote persons' ability to exercise their rights or liberties on the same basis as other persons or to protect or facilitate children, women, the elderly, persons with disabilities or underprivileged persons. And Section 71 stipulates that "... The State should provide assistance to children, youth, women, the elderly, persons with disabilities, indigent persons and underprivileged persons to be able to have a quality living, and shall protect such persons from violence or unfair treatment, as well as provide treatment, rehabilitation, and remedies to such injured persons."

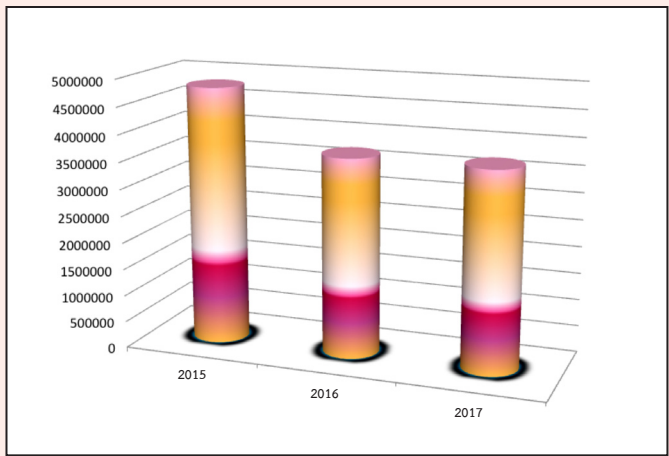
### 7.2.1 Special Education for Underprivileged Students

Most underprivileged students study in regular public school, or called “Inclusive School,” while others study in “Welfare Education School,” which is a special school that provides education for underprivileged persons who need support from the State. It aims to create educational equality for underprivileged or disadvantaged persons.



During the academic years 2015-2017, the number of underprivileged students studying in Inclusive Schools under the Office of the Basic Education Commission was 4,802,767, 3,702,319, and 3,701,223 by year respectively as shown in Figure 7.3.

**Figure 7.3 The Number of Underprivileged Students Studying in Inclusive Schools under the Office of the Basic Education Commission (Academic Years 2015-2017)**



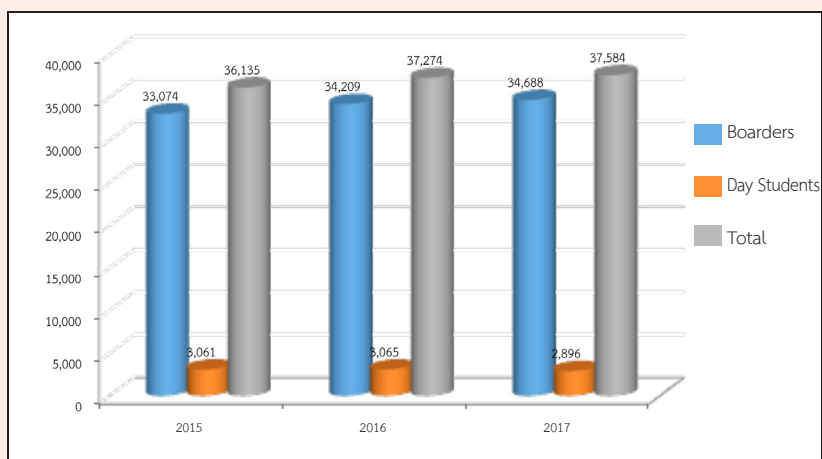
*Source: Office of the Basic Education Commission*

In the academic year 2017, among the underprivileged students in Inclusive Schools under the Office of the Basic Education Commission, 3,660,764 students are destitute children, 17,898 are orphans, and 11,131 are children of minority groups.



In the academic year 2017, there were 37,584 underprivileged students in Welfare Schools. Boarders account for 34,688 students, and 2,896 are day students as shown in Figure 7.4.

**Figure 7.4 The Number of Underprivileged Students in Welfare Education Schools under the Office of the Basic Education Commission (Academic Years 2015-2017)**



**Source:** Special Education Bureau, Office of the Basic Education Commission

**Note:** Data of the academic year 2017 on 10 June 2017



The data from the National Education Information by the Ministry of Education show that in the academic year 2017, there were 26,087 underprivileged students in Border Patrol Schools. Most of those students are from minority groups and were not included in 11 underprivileged types of the Office of the Basic Education Commission.

### 7.2.2 Special Education for Students with Disabilities

According to *the National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2545 [2002])* and *the Education Provision for Persons with Disabilities Act B.E. 2551 (2008)*, persons with disabilities or students with disabilities in Thailand have the right to receive an education free of charge at all times of their study from birth or upon the finding of disabilities throughout their life. They shall also receive financial support in basic education and educational equipment suitable for their disabilities.



Moreover, they have the right to receive an education suitable for their disabilities in various educational institutions. They can study in normal schools or educational institutions, which is inclusive education, or in special education institutions. Persons with disabilities can choose the type of education that is suitable for them: formal, non-formal, or informal education. Besides, they can further their study in higher education according to their individual abilities, interests, aptitude, and disabilities.

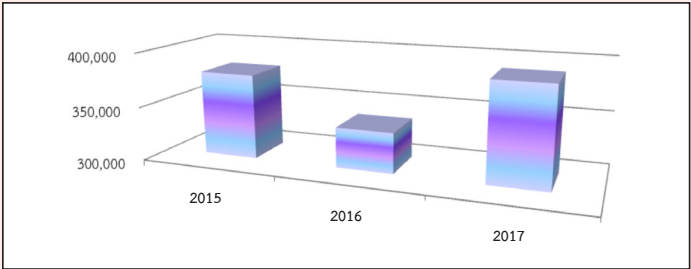
Besides, there is *the 5<sup>th</sup> National Plan on the Empowerment of Persons with Disabilities B.E. 2560-2561 (2017-2018)* issued by the National Committee for Empowerment of Persons with Disabilities. This plan consists of strategies related to educational provision for persons with disabilities which are: 1) Strategy on empowerment of persons with disabilities and persons with disabilities organisation; 2) Strategy on quality management, elimination of discrimination on access to the rights of persons with disabilities; 3) Strategy on the promotion of understanding and creative attitude toward persons with disabilities and the disability; and 4) Strategy on environment creation and public services provision that is accessible and practical for all.

The data from the Report on Disability Situation in Thailand, as of 25 June 2017, by the Department of Empowerment of Persons with Disabilities, Ministry of Social Development and Human Security, show that there were 1,194,415 persons with disabilities receiving an education: 989,347 persons in primary education, 133,763 persons in secondary education, and 25,095 persons in vocational education.

The data from 10 June 2018 by the Special Education Bureau of the Office of the Basic Education Commission show that in the academic year 2017, there were students with disabilities studying in schools under the Office of the Basic Education Commission, from primary to secondary education level. 390,247 students studied in Inclusive Schools, while 12,880 students were in Special Education Schools, and 3,948 students were in Welfare Education schools. Most of the students with disabilities in Inclusive Schools were students with learning disabilities, 329,274 students, followed by 24,799 students with intellectual disabilities.

Normally, the number of students with disabilities in basic education who study with normal students in inclusive schools are higher than the number of students in Special Education Schools. The data from the Special Education Bureau show that, in the academic year 2015, there were 378,588 students with disabilities in Inclusive Schools, 337,144 students in 2016, and 390,247 students in 2017 as shown in Figure 7.5.

**Figure 7.5** The Number of Students with Disabilities in Inclusive Schools under the Office of the Basic Education Commission (Academic Years 2015-2017)

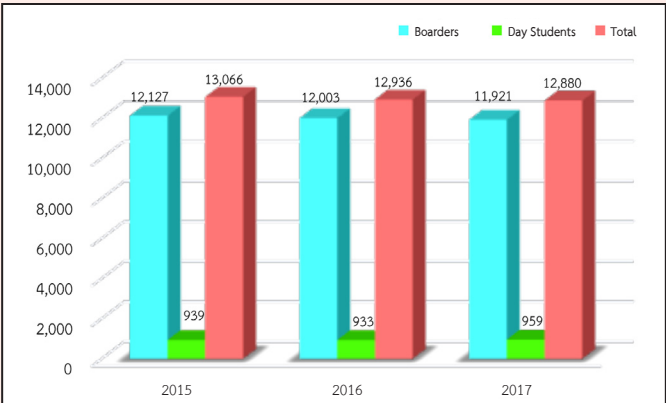


**Source:** Special Education Bureau, Office of the Basic Education Commission

**Note:** Data of academic year 2017 on 10 June 2017

In Special Education Schools under the Office of the Basic Education Commission, most of the students are boarders as shown in Figure 7.6.

**Figure 7.6 The Number of Students with Disabilities in Special Education Schools under the Office of the Basic Education Commission (Academic Years 2015-2017)**



*Source: Special Education Bureau, Office of the Basic Education Commission*

*Note: Data of academic year 2017 on 10 June 2017*

In addition to the basic education provision for students with disabilities in Special Education Schools, there is non-formal education provision in the Special Education Centres nationwide. The data as of February 2018 show that there were 77 Special Education Centres and 25,752 students in those centres. Besides, there are non-formal and informal education provision for persons with disabilities in the provinces and education provision for children with chronic illnesses in the hospital.



### 7.3 Access to Higher Education

Higher education is important for national development, both in economic and social fields, and plays a vital role in creating technology, knowledge, and innovation. It also plays a role in the promotion of national competitiveness by producing manpower with working skills that are consistent with the needs of the country, business sector, and industrial sector at local and community level. Table 7.7 shows that the number of students in higher education institutions increased every year during the academic years 2016-2017.

**Table 7.7 The Number of Students in Higher Education Institutions (Academic Years 2013-2017)**

Level of Education	Academic Year				
	2013	2014	2015	2016	2017
Below Undergraduate	316,288	312,770	344,377	348,060	329,673
Undergraduate	1,881,816	1,843,477	1,851,653	1,780,382	1,715,976
Graduate Diploma	5,399	3,829	7,788	8,226	10,689
Master Degree	200,304	188,327	179,245	147,096	131,511
Higher Graduate Diploma	1,442	1,523	1,438	1,025	1,761
Doctorate	25,394	24,487	24,742	23,995	24,472
<b>Total</b>	<b>2,430,643</b>	<b>2,374,413</b>	<b>2,409,243</b>	<b>2,309,384</b>	<b>2,234,082</b>

**Source:** Educational Research and Development Bureau, Office of the Education Council



Studying at higher education level, students with disabilities have an equal chance to receive education services along with the general population. *The Regulations of the Committee for the Promotion of Educational Provision for Persons with Disabilities on Higher Education Provision for Persons with Disabilities B.E. 2552 (2009)* prescribes that every higher education institution has the duty to accept a proper proportion or number of persons with disabilities to study in their institution. The educational institution that accepts persons with disabilities is entitled to receive financial support according to *the Committee for the Promotion of Education Provision for Persons with Disabilities Announcement on Criteria, Rate, and Lists of Education Support for Persons with Disabilities in Higher Education* which has been issued in 2017.

The Report on Disability Situation in Thailand as of 25 June 2017 published by the Department of Empowerment of Persons with Disabilities, Ministry of Social Development and Human Security, showed that at the diploma level, there were 2,557 students with disabilities, 15,932 undergraduate students, and 2,370 higher than undergraduate students.

Realising the importance of educational opportunities in higher education for persons with disabilities, the Office of the Higher Education Commission proposes policies, strategies, and standards of education provision for persons with disabilities or persons with special needs in higher education level. It helps persons with disabilities to have equal educational opportunity and services with the general population as well as drive the higher education institution to provide opportunities and accept persons with disabilities to study at higher education level. In addition, it also supports the higher education institution to establish Disability Support Service Centre, or DSS Centre, which is a service centre for students with disabilities to facilitate their learning effectively. Now, there are more than 38 DSS centres in higher education institutions.

The data from the Higher Education Information (Academic Years 2012-2016) of the Office of the Higher Education Commission present the number of students with disabilities in higher education institutions as shown in Table 7.8.

**Table 7.8 The Number of Students with Disabilities in Higher Education Institutions (Academic Years 2012-2016)**

Type of Disabilities	2012	2013	2014	2015	2016
Hearing impairments	591	571	504	625	657
Language and/or speech impairments	79	86	80	83	83
Visual impairments	1,650	1,427	1,462	1,513	1,541
Physical and/or health impairments	1,100	1,664	1,032	1,156	1,245
Intellectual disabilities	137	136	113	87	105
Multiple disabilities	278	303	219	218	187
Learning disabilities	100	100	96	93	109
Emotional and/or social impairments	41	39	46	60	61
Autism	73	85	77	106	100
<b>Total</b>	<b>4,049</b>	<b>4,411</b>	<b>3,629</b>	<b>3,941</b>	<b>4,088</b>

*Source: Office of the Higher Education Commission*

## 7.4 Access to Non-Formal Education

Besides access to formal education in the system which includes basic education and higher education in both general and vocational streams, Thailand also promotes people who do not have a chance to study in the school system to learn and receive education in the form of non-formal education.



The provision and promotion of non-formal and informal education to people consists of four types: 1) Promotion of Literacy, 2) Educational Provision in Highland Areas, 3) Continuing Education (General Programme), and 4) Vocational Education. They are under the responsibility of many agencies including the Office of the Non-Formal and Informal Education as detailed in Table 7.9.



**Table 7.9 The Number of Students in Non-Formal Education by Level and Type of Education (Academic Years 2013-2017)**

Level/Type of Education	Academic Year				
	2013	2014	2015	2016	2017
1. Promotion of Literacy	269,146	762,888	301,473	302,175	83,996
2. Educational Provision in Highland Area	81,902	169,433	90,840	91,178	38,933
3. Continuing Education (General Programme)	1,652,554	2,188,302	1,239,311	2,271,551	2,150,413
- Primary Level	191,151	211,003	116,117	173,115	154,373
- Secondary Level	1,461,403	1,977,299	1,123,194	2,098,436	1,996,040
4. Vocational Education	4,593,687	3,911,972	4,047,211	2,169,957	3,402,000
- Special Curriculum (Office of the Vocational Education Commission)	1,161,962	724,018	1,065,485	219,077	282,991
- Curriculum proposed by Private Sector (Office of the Private Education Commission)	885,479	822,708	1,065,715	38,213	-
- Short Course of Vocational Program (BMA)*	14,678	18,939	19,776	6,494	19,392
- Community College, Short Course (Office of the Higher Education Commission)	24,726	23,139	21,053	19,350	27,079
- Profession Education Group (Office of the Non-Formal and Informal Education)	2,506,842	2,323,168	1,875,182	1,886,823	3,072,538
<b>Total</b>	<b>6,597,289</b>	<b>7,032,595</b>	<b>5,678,835</b>	<b>4,834,861</b>	<b>5,675,342</b>

**Source:** Educational Research and Development Bureau, Office of the Education Council

**Note:** \*BMA is Bangkok Metropolitan Administration

## 7.5 Educational and Learning Achievement

Educational and learning achievement in *Education in Thailand 2018* will present statistics and data of graduation, level of education, education attainment, human resources promotion and development and educational capability of Thailand on the international level.

### 7.5.1 Graduation

Considering the graduation rate, educational achievement is at a satisfactory level. As shown in Table 7.10, during the academic years 2013-2015, the number of graduates at primary level from educational institutions increased continuously. The number of graduates in the academic year 2016 decreased but it was slightly different from the academic year 2015. At the higher education level, the number of graduates increased from the academic years 2013-2016 as shown in Table 7.11.

**Table 7.10** The Number of Graduates in Basic Education Level by Level of Education (Academic Years 2013-2016)

Level of Education	Academic Year			
	2013	2014	2015	2016
Primary	776,561	780,501	785,598	744,815
Lower Secondary	705,107	707,653	667,128	657,273
Upper Secondary	635,258	609,754	555,663	504,336
- General	439,917	423,519	427,650	381,732
- Vocational	195,341	186,235	128,013	122,604

**Source:** Educational Research and Development Bureau, Office of the Education Council

**Table 7.11 The Number of Graduates in Higher Education Level by Level of Education (Academic Years 2013-2016)**

Level of Education	Academic Year			
	2013	2014	2015	2016
Below Undergraduate	119,049	132,609	120,975	93,291
Undergraduate	174,628	249,359	267,741	308,422
Graduate Diploma	49,530	2,420	1,216	4,642
Master Degree	24,362	24,397	38,394	34,182
Higher Graduate Diploma	155	195	751	259
Doctorate	1,320	1,417	2,740	3,989
<b>Total</b>	<b>369,044</b>	<b>410,397</b>	<b>431,817</b>	<b>444,785</b>

*Source: Educational Research and Development Bureau, Office of the Education Council*

In terms of vocational education, the government prioritises the quality development of vocational education because the labour market and the entrepreneurial sector need skilled labourers, and vocational education plays a vital role in increasing the competitiveness of the nation. The government has policies to support and increase the number of students in vocational education to meet the needs of manpower to develop the economy of the nation. It leads to cooperation between government and private sectors in producing vocational manpower of 10 main industries. The focuses are the quality development of learner standards and the upgrade of teacher standards as well as an attempt to continuously improve the image of vocational education to

persuade lower secondary students to study in upper secondary education, vocational programme. Considering the number of students in vocational education, during the academic years 2013-2017, there were more than 950,000 students in each year, and there were more than 1,000,000 students in some years as shown in Table 7.12. This is a result of government promotion. The government encourages more students to study in vocational education because vocational education plays an important role in producing skilled and professional manpower to meet the needs of the labour market nowadays.

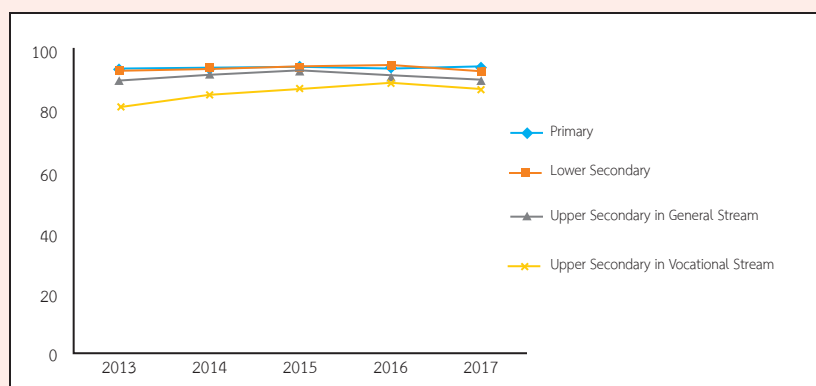
**Table 7.12 The Number of Students in Vocational Education (Academic Years 2013-2017)**

Level of Education	Academic Year				
	2013	2014	2015	2016	2017
Vocational Certificate (Voc. Cert.)	699,029	667,944	654,476	650,884	657,556
High Vocational Certificate (High Voc. Cert.)	301,566	299,547	331,713	434,596	337,159
Higher Diploma in Teaching Technology (Higher Dip. Teach.)	1,266	1,266	3,703	-	-
<b>Total</b>	<b>1,001,861</b>	<b>968,757</b>	<b>989,892</b>	<b>1,085,480</b>	<b>994,715</b>

**Source:** Educational Research and Development Bureau, Office of the Education Council

During the academic years 2013-2017, the retention rate of students in basic education at a different level increased and decreased alternately as shown in Figure 7.7. However, the number was still satisfactorily high which indicated the progress of government implementation in providing educational opportunities to every person. It can be seen in the roadmap of 15 years of free education to provide access to basic education with quality and equality to all learners. The main reasons for the sudden resignation of students are poverty problems, family problems, student's adaptation problems, health problems, emigration with parents, and entering into the labour sector to make a living.

**Figure 7.7 The Retention Rate of Students in Basic Education (Academic Years 2013-2017)**



**Source:** Educational Research and Development Bureau, Office of the Education Council

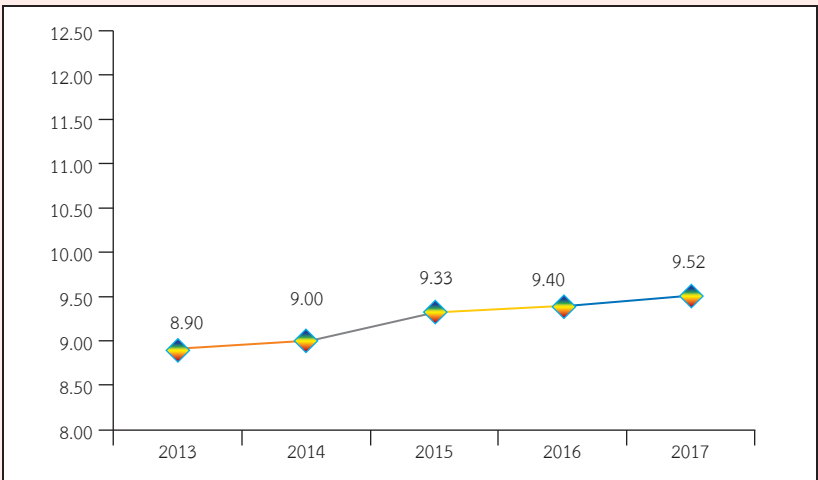


### 7.5.2 Educational Attainment of Thai Population

The study of the mean years of schooling of the Thai population aged 15-59 years old indicates a satisfactory result that the mean years of schooling tended to increase. As shown in Figure 7.8, from 2013-2017 the mean years of schooling were 8.90, 9.00, 9.33, 9.44, and 9.52 years respectively, which was equal to lower secondary education. This was a result of an attempt to provide educational access to all people in form of formal and non-formal education.

However, the mean years of schooling of work-force age, 15-59 years old, is one of the indicators of access to education mentioned in *the National Scheme of Education B.E. 2560-2579 (2017-2036)*. The Thai population in the 15-59 age groups should have the mean years of schooling at 12.5 years within 2036. It needs the cooperation of different sectors to promote and drive people in Thailand to have opportunities to access a higher level of education including formal, non-formal, and informal education.

**Figure 7.8 The Mean Years of Schooling of Thai People (2013-2017)**



**Source:** Educational Research and Development Bureau, Office of the Education Council

The comparison of the mean years of schooling of Thai population in the 15-59 age group by province (three years average since 2015, 2016 and 2017) by the Educational Provision Evaluation Bureau, Office of the Education Council, found that five provinces with the highest mean years of schooling were 1) Bangkok (11.57 years), 2) Nonthaburi (11.42 years), 3) Pathumtani (10.92 years), 4) Phuket (10.53 years), and 5) Samutprakarn (10.50 years). The number was equal to lower secondary level.

Overall, most Thai people of work-force age completed primary education. The number of those who completed upper secondary and higher education tended to increase every year from 2015 to 2017. It was shown that the percentage of Thai people of work-force age who completed upper secondary education was 20 percent in 2015, 20.24 percent in 2016 and 20.53 percent in 2017 while the percentage of Thai work-force age who completed higher education was 21.67 percent in 2015, 21.81 percent in 2016, and 22.39 percent in 2017.

In addition, the the Labor Force Survey 3<sup>rd</sup> Quarter from July to September during 2013-2017 by the National Statistical Office shows that most of the employed persons completed primary education. However, it was noticeable that during 2013-2017, employed persons tended to complete a higher level of education. As shown in Table 7.13, the percentage of employed persons with primary education tended to decrease, but those with upper secondary and higher education tended to increase continuously.

**Table 7.13 The Percentage of Employed Persons by Level of Graduation Attainment (2013-2017)**

Level of Graduation Attainment	Year				
	2013	2014	2015	2016	2017
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
None	3.2	3.4	3.3	3.1	2.9
Below Primary	22.5	21.9	21.7	21.0	19.9
Primary	25.1	22.8	22.1	22.3	22.2
Lower Secondary	16.6	16	15.7	16.3	16.8
Upper Secondary	15.0	15.1	15.8	16.1	16.3
Higher Education	17.2	19.9	20.4	20.5	21.2
Other (included short course of vocational education)	0.1	0.3	0.3	0.2	0.3
Unknown	0.5	0.6	0.5	0.5	0.5

*Source: National Statistical Office*

### 7.5.3 The Promotion of Human Resources Development

*The 20-Year National Strategy (2018-2037)* has set up a strategy to develop and reinforce human resources potential by focusing on the quality development of people of all ages. The objectives are to produce human resources with potential, skills, and ability to live a valuable life and to improve the potential, skill, and capability of the workforce to be consistent of the needs of the labour market and lead the nation to Thailand 4.0 with the value-based economy.

The National Statistical Office studied the labour market trend in Thailand during 2017-2021 and found that the educational attainment of employed persons, which the labour market would need, would increase. They were workers who completed a higher level of education than a bachelor's degree (Master's degree and Doctorate degree), labour who completed upper secondary education, labour who completed a bachelor's degree, and labour who completed vocational certificate (voc. cert.) respectively. However, when comparing the labour market trend in Thailand during 2011-2016 and 2017-2021, it shows that the needs of the labour market as to labour with vocational certificate increased more than other education levels which indicated that the labour market now and in the future would need more graduates with vocational skills.

Higher education plays a vital role in national competitiveness reinforcement by providing education to develop human resources to be manpower with knowledge and skills and be ready to enter the market in the business and industrial sectors as well as supporting research and development to create innovation that will affect the economy and society in the era of Thailand 4.0.





Cooperative education plays an important role in producing graduates with the knowledge and working skills and with capability according to the labour market demands, and economic and social development of the country. This education system focuses on practical work experience in an establishment, combining learning and teaching in an educational institution with practical work experience in an establishment as a temporary employee so the student can develop many skills. Cooperative education creates cooperation between the educational institution and the establishment in developing curriculum to be updated and consistent with the labour market demands.

Vocational education also plays a crucial role in producing and developing human resources with different working skills, preparing manpower responding to the demands of many industries of the country, providing various learning programmes to meet with the demands of production and service sectors of the country.



Dual education contributes to producing and developing human resources with working skills in accordance with the labour market demands that will lead the country to the era of Thailand 4.0. Therefore, the Office of the Vocational Education Commission has expanded and improved dual vocational education provision to develop a management system, increase the number of students and promote the participation of entrepreneurial and other sectors in the provision of dual vocational education in various forms, covering all regions and to provide educational opportunity in vocational education to underprivileged persons. The employees in the establishments also have the opportunity to increase their education, professional skills, and capabilities according to professional qualifications. In 2018, there were 139,727 students in the dual education system of public education institutions.



To promote human resources development with proficiency and working skills, the Department of Skill Development, Ministry of Labour, cooperates with the Office of the Vocational Education Commission, Ministry of Education, to offer training and skill standards testing to the previous-year students in vocational certificate (voc. cert.) and high vocational certificate education (high voc. cert.). During 2014-2017, 12,681 students passed the test. The skill standard testing is the main mechanism to drive the development of workforce of Thailand to meet international standards according to Thailand 4.0 policy. The agencies under the Office of the Vocational Education Commission are allowed to open Skill Standards Testing Centres of the Department of Skill Development to test skill standards of students in vocational certificate and high vocational certificate education and the general public. There are 166 centres (48 branches) in total.

Important projects show the determination of the government to prepare human resources with knowledge and working skills to meet the demands of the business and industrial sectors to drive the traditional economy to the new economy by innovation according to Thailand 4.0 policy and *the 20-Year National Strategy*. Those projects are the New Generation of Vocational Student Project (2018-2022) and the New Generation of Graduates Project (2018-2026) which were approved by the Cabinet on 24 April 2018. The projects aim to initiate the operation in the first semester of the academic year 2018. The projects are divided into two levels:

1) *Project at vocational education level* aims to produce and develop a new generation of vocational students who are technicians or highly skilled technologists. Specialists from many establishments and instructors from universities will work together to provide Work Integrated Learning, or WIL. There is also cooperation with domestic establishments that have specific labour demands and cooperation with overseas educational institutions to provide teaching and learning with international standards. The teaching quality will be monitored and controlled. Besides, there should be intensive training for teachers in vocational institutions, in order to provide teaching and learning and evaluate students and to reduce the problem of high-quality teacher shortage in vocational education. The Office of the Vocational Education Commission has developed pilot curricula to meet the international standards in six fields: Aircraft Mechanics, Rail Transit System, Industrial Robotics, Mechatronics and Robotics, Logistics, and Advanced Agriculture.

2) *Project at higher education level* aims to produce a new generation of graduates and manpower with high capability and potential to work in New S-Curve industries according to Thailand 4.0 policy and higher education reform. The students should learn in class and have practical work experience in the industrial sector not less than 50 percent of the total time. The focus is on science and technology. The curriculum is consistent with the demands of the main industries which are mechanisms of New Growth Engines of the country. Those industries are Next-Generation Automotive, Smart Electronics, Agriculture and Biotechnology, Food for the Future, Industrial Robotics, Aviation and Logistics, Biofuel and Biochemical, and Digital Industry.

Non-formal education and informal education also contribute to the drive of *the 20-Year National Strategy* for development and reinforcement of human resources potential and the drive of Thailand 4.0 policy. The Office of Non-Formal and Informal Education provides education to develop the quality of life of people at all ages such as a short vocational courses of vocational training centres of the community which provide vocational education in the form of groups with similar interests, a vocational class of basic occupation to persons who want to have new job and improve their career. This type of education is provided based on the consistency of context in the area and the approach of society and economy that is driven by innovation according to Thailand 4.0 policy.

In addition to the promotion of literacy and skills for living and working to people, non-formal education also promotes learners to have information technology skills for learning and living, consistent with the current situation of Thailand. The promotion is done through the digital community centre, which is the knowledge source of technology in sub-district for people in the community, farmer groups, Small and Micro Community Enterprises, Small and Medium Enterprises (SME's) in sub-districts or sub-district SME's.

In 2017, the Office of Non-Formal and Informal Education had digital community centres in 7,424 sub-districts nationwide with 9,567 projects under the digital centres. There were 316,953 participants in the project, and 42,000 of them could improve their career.



In addition, the Office of the Vocational Education Commission provides vocational training in the form of non-formal education with the flexibility to set up objectives, format, methods, time, assessment, and evaluation. The content and curriculum should be appropriate and consistent with the problems and the needs of each group. The educational institution will develop and approve the curriculum and will cooperate in curriculum development with the establishments, the profession experts, and the related communities. The curriculum is based on the implementation of quality of life development, part-time job, career change, career development, occupational competency standards testing, skill standards testing, and admission to vocational certificate programmes, high vocational certificate programmes, and bachelor of technology programmes. The short vocational course should not be less than six hours, and a short vocational course certificate will be provided.



Besides, to achieve the objective of manpower development according to the strategy of *the National Scheme of Education B.E. 2560-2579 (2017-2036)*, the government supports the implementation of educational qualification system and occupational standards which includes the National Qualifications Framework, the Thai Qualifications Framework for Higher Education, the Thai Qualifications Framework for Vocational Education, the Thai Qualifications Framework for Basic Education, the National Occupational Skill Standards (by the Department of Employment), the Occupational Standards and Professional Qualifications (by Thailand Professional Qualification Institute [Public Organization]), the ASEAN Common Competency Standards for Tourism Professionals (by the Ministry of Tourism and Sports), and other professional standards (by professional organisations).

#### **7.5.4 Education Capability of Thailand at International Level**

*The Education Situation of Thailand 2016/2017* prepared by the Educational Provision Evaluation Bureau of the Office of the Education Council shows the results of the competitiveness of Thailand and other countries between 2016-2017 conducted by renowned international organisations. The surveys comprise the World Competitiveness Talent Rankings by the International Institute for Management Development (IMD), the Global Competitiveness Report by World Economic Forum (WEF), and the QS World University Rankings by Quacquarelli Symonds (QS).

Those competitiveness ranking results reflect the situation and competency of education in Thailand at the international level. They are also important data for the analysis and planning for quality development of education in Thailand to be equal to the international level.



### 1) World Competitiveness Talent Rankings by IMD

From the World Competitiveness Talent Rankings by IMD in 2017, Thailand placed 54<sup>th</sup> rank. Considering the evaluation framework ranking of 18 performance indicators of IMD, Thailand had a better rank in six performance indicators. Two of those indicators were data from different organisations which were: 1) The ratio of students per teacher in primary school, and 2) Academic achievement of higher education. The other four indicators were from the opinion survey of business executives which were: 1) Science teaching in school, 2) The response to the economic competitiveness

of higher education, 3) Education management to meet the demands of the business sector, and 4) Language skills to meet the demands of entrepreneur.

## **2) Global Competitiveness Report by WEF**

During 2017-2018, WEF ranked competitiveness of 137 countries using 12 pillars as indicators. The WEF ranked educational competitiveness by using the score of two pillars, which were the fourth Pillar – Health and Primary Education comprising two indicators: 1) Quality of Primary Education, and 2) Net Enrollment Rate of Primary Education; and the fifth Pillar – Higher Education and Training comprising eight indicators: 1) Secondary Education Enrollment, 2) Higher Education Enrollment after Graduation of Secondary Education, 3) Quality of Education System, 4) Quality of Mathematics and Science Education, 5) Quality of Educational Institutions Providing Management Program, 6) Internet Access in Schools, 7) Useful Training Service, and 8) Scope of Training. The score of these indicators was based on the statistics of the country and the opinion survey of business sectors.

When comparing the rank of WEF during 2016-2017, Thailand placed higher rank during 2017-2018 in six indicators as follows.

- Quality of Primary Education: Thailand ranked 89<sup>th</sup> from 90<sup>th</sup> in the previous year.

- Secondary Education Enrollment of population aged 12-17 years: Thailand had abundantly higher secondary education enrollment rate of 129 percent from 86.2 percent in 2016-2017. Thailand ranked eighth in the world and first of ASEAN.

- Quality of the Education System: Thailand ranked 65<sup>th</sup> this year from 67<sup>th</sup> last year. The score of this indicator was from the opinion of the business sector toward the quality of the education system which responds to the market needs.

- Internet Access in Schools: From a satisfaction survey of Internet Access in Schools, Thailand ranked 48<sup>th</sup>, better from 51<sup>st</sup> last year.

- Local Availability of Specialised Training Services: From a satisfaction survey of Specialised Training Services, Thailand ranked 90<sup>th</sup>, better from 93<sup>rd</sup> last year.

- Extent of Staff Training: From a satisfaction survey of Training, Thailand ranked 47<sup>th</sup>, better from 54<sup>th</sup> last year.

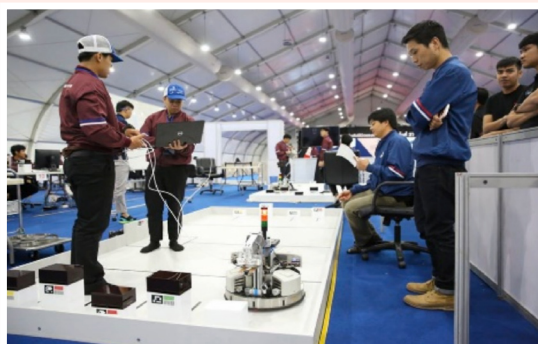
### **3) The QS World University Rankings**

QS, or Quacquarelli Symonds, is a British company arranging the World University Rankings and in Asia of the year 2017-2018 by accessing data through an Internet system of 4,388 universities worldwide in 84 countries. The rankings are based on six performance indicators: 1) Academic Reputation, 2) Citations per Faculty, 3) Employer Reputation, 4) Faculty Student, 5) International Faculty Ratio, and 6) International Students Ratio.

When considering the world rankings, there were eight universities in Thailand ranked within the first 1,000 rankings of the year 2017 and 2018 which were Chulalongkorn University, Mahidol University, Chiang Mai University, Thammasat University, Kasetsart University, Khon Kaen University, King Mongkut's University of Technology Thonburi, and Prince of Songkla University.



The results of the educational competitiveness and the World University Rankings drive the educational agencies, especially the Ministry of Education, to accelerate the improvement of educational competitiveness of the country. Education is the potential to develop the country and helps to produce and develop manpower with knowledge, expertise, and professional skills to work in the business and industrial sectors. The indicators used in the educational competitiveness rankings will be considered, as well as the development of an educational database to be complete and linked with others and the integration among the main educational agencies to be consistent in the same direction.



## Chapter 8

### International Education in Thailand and International Cooperation in Education

This chapter will present the overall image of international education in Thailand, which is continuously growing in number and in popularity nowadays. International education attracts not only the target group of foreigners but also the Thai parents who realise the importance of foreign languages, especially English. Parents are sending more children to international schools. Some of the international schools teach the curriculum based on renowned and internationally recognised schools. Some schools have increased the number of branches and open schools in urban areas for their target group. Nowadays, many international schools are located in the suburbs and provincial areas. In higher education, many public and private universities offer more international programmes.

In addition, the topic of international cooperation in education will be presented to provide information on the operation of international networking and development which

helps to develop the quality of education in Thailand in many ways.

## 8.1 International Education in Thailand

International education has been growing continuously every year since the member countries of the World Trade Organisation (WTO) need to follow the obligations and commitments in the process of trade opening and services in different fields including education. Besides, the fact that Thailand has entered into the ASEAN community is the main reason that affects the business expansion of international education. The number of Thai and foreign students enrolling in international educational institutions for basic and higher education in Thailand has been increasing. Analysis of the Office of Service Trade Promotion, Department of International Trade Promotion, shows the strength of Thailand which promotes the continuous growth of the business of international education as follows.

- 1) There are many choices of educational institutions and various curricula.

- 2) The readiness of personnel and facilities in educational institutions sufficiently supports international students.

- 3) The education expenses and cost of living in Thailand is not high while the quality of education is internationally recognised.

- 4) The location, the weather, and courtesy of Thai people are favourable to foreigners.

- 5) The quality of educational institutions in Thailand is high.



In Thailand, international schools providing basic education and international programmes in higher education institutions use English as the primary medium of instruction. However, some schools may use other languages as a medium of instruction such as Mandarin or French. Government and private organisations that support the business of international education in Thailand are the Office of the Private Education Commission, the Office of the Higher Education Commission, the Office of the Basic Education Commission, the Department of International Trade Promotion, the Department of Trade Negotiations, the International Schools Association of Thailand, and the Association of Private Higher Education Institutions of Thailand.

### 8.1.1 International Schools Providing Basic Education in Thailand

International schools in Thailand are under the supervision of the Office of the Private Education Commission, Ministry of Education, which is responsible for setting policy,



criteria, rules, and standards of the establishment of an international school. The curriculum that international schools in Thailand use can be divided into four main types: 1) American curriculum; 2) British curriculum; 3) International Baccalaureate (IB) curriculum; and 4) other national curricula of other countries such as Korea, Canada, France, Japan, Germany, Singapore, Switzerland, Australia, India, etc.

The data on investment in the business of international schools by the International Schools Association of Thailand shows the number of international schools is increasing every year. In 2017, the number increased 18-20 percent. There is cooperation with international schools in other countries and with leading universities, both domestic and overseas, to prepare for educational business expansion to support the ASEAN Economic Community (AEC). Besides, there are capitalist groups investing in educational business in Thailand. The first top five countries are China, Japan, Indonesia, Russia, and England.





The number of international schools in Thailand has also increased continuously since the academic years 2013 to 2017. In the academic year 2013, there were 143 international schools; in the academic year 2017, there were 182 international schools. It is noticeable that the number of international schools throughout the regions of Thailand has considerably increased. The analysis of the Office of Service Trade Promotion, Department of International Trade Promotion, shows that international schools tend to expand to the provinces with abundant foreigners working or doing business. Besides, some provinces that already have international schools tend to have more of them such as Surat Thani and Kon Kaen because these provinces have economic potential, and there are a great number of foreigners working or doing business there as shown in Table 8.1.

**Table 8.1 The Number of International Schools Providing Basic Education (Academic Years 2013-2017)**

Academic Year	Number of International Schools		
	Bangkok	Regions	Total
2013	93	50	143
2014	95	59	154
2015	95	66	161
2016	96	79	175
2017	94	88	182

*Source: Office of the Private Education Commission*

According to statistics of the Office of the Private Education Commission, in the academic year 2017, there were 4,658 teachers in international schools located in Bangkok and other provinces as shown in Table 8.2.

**Table 8.2 The Number of Teachers in International Schools Providing Basic Education (Academic Years 2013-2017)**

Academic Year	Number of Teachers in International Schools		
	Bangkok	Regions	Total
2013	2,020	4,156	6,176
2014	4,471	2,081	6,552
2015	4,247	2,651	6,898
2016	4,864	2,530	7,394
2017	2,965	1,693	4,658

*Source: Office of the Private Education Commission*

Table 8.3 shows the number of students in international schools providing basic education from the academic years 2013-2017. It is clear that the number of students in international schools has increased every year and has tended to increase continuously because of the value of sending children to international schools.



**Table 8.3 The Number of Students in International Schools Providing Basic Education (Academic Years 2013-2017)**

Academic Year	Number of Students in International Schools		
	Bangkok	Regions	Total
2013	29,123	12,901	42,024
2014	30,206	13,261	43,467
2015	27,257	17,240	44,497
2016	32,828	18,130	50,958
2017	33,969	19,785	53,754

**Source:** 1) Office of the Private Education Commission  
 2) Educational Research and Development Bureau, Office of the Education Council

### 8.1.2 International Programmes in Higher Education Institutions

In Thailand, many public and private institutions of higher education offer international programmes in various fields with academic cooperation between higher education institutions in Thailand and overseas. For some programmes, a student will receive two degrees, one from the higher education institution in Thailand and one from the higher education institution under the agreement which is called a Double Degree Programme, or a Dual Degree Programme. For some programmes, a student will receive a single degree from both universities, which is called Joint Degree Programme. In addition, there are a National Degree Programme and a Triple Degree Programme. Data from the Office of the Higher Education Commission show that in 2017, higher education institutions in Thailand cooperated with higher education institutions overseas and offered 138 collaborative degree programmes which included 77 Double Degree Programmes, 8 Joint Degree Programmes, 51 National Degree Programmes, and 2 Triple Degree Programmes.

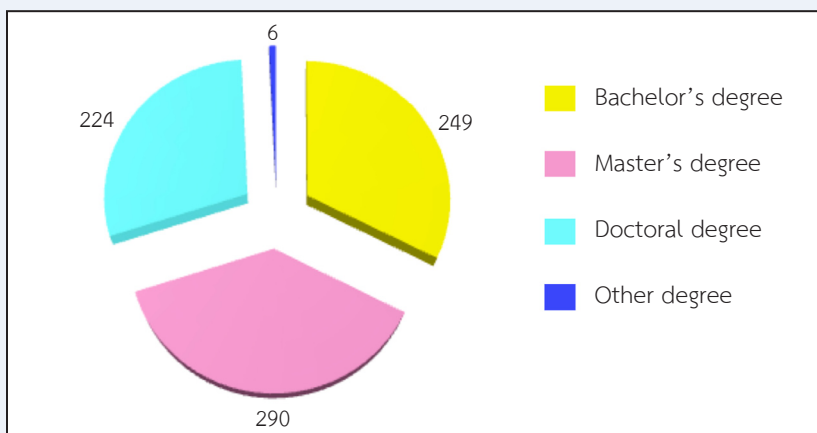
Many universities in Thailand have also established an international college within their university to provide an opportunity for Thai and foreign students to study in any programme they want. In addition, some universities provide a dormitory within the campus for Thai and foreign students so they can exchange their experiences, learn to live together, and join many activities in the university where they study.

Since Thailand has entered the ASEAN Community, international programmes have grown in popularity. International education produces personnel who can move to work within member countries of the ASEAN Community and all over the world, with English as the main medium of communication. It also increases the competitiveness of learners when entering the labour market after graduation. Studying international education provides a vision of learning with knowledge and new innovation in different fields. Besides, learners have a chance to learn from foreign experts in each field, including lecturers or guest lecturers from universities overseas. Most international programmes are cooperative endeavors between Thai universities and universities overseas.

In 2017, there were 769 international programmes offered by public and private institutions of higher education: 249 bachelor's degree programmes, 290 master's degree programmes, 224 doctorate degree programmes, and 6 other degree programmes as shown in Figure 8.1. The top five most popular courses among foreign students were Business Administration, International Business, Health and Science, Thai Language, and English Language. There were 16,910 international students, the highest number being Chinese (37.85 percent), then Burmese (6.48 percent), Cambodian (5.34 percent), Vietnamese (4.87 percent), and Lao (4.40 percent), respectively.



**Figure 8.1 The Number of International Programmes of Higher Education by Level of Education (2017)**



*Source: Office of the Higher Education Commission*

## 8.2 International Cooperation in Education

In the education sector, international cooperation is an important tool in searching for education networks and partnerships in order to create, share, and develop innovations, data, and knowledge in Thai education society to develop the quality of education. Therefore, Thai educational organisations realise the importance of international cooperation in education and have established multilateral and bilateral cooperation.

### 8.2.1 Multilateral Cooperation in Education

Multilateral cooperation in education is usually in the form of cooperation with a group of countries at the regional or international level, including the cooperation of international educational organisations.

Thailand has many cooperation projects in education with international organisations. The main objective is to develop the quality of education in each aspect. In this chapter, the important cooperative projects between Thailand and international educational organisations will be presented. Those organisations include the following:

***1) United Nations Educational, Scientific and Cultural Organisation (UNESCO)***

Thailand and UNESCO have established cooperation in education for a long time. After becoming a UNESCO member in 1949. The Cabinet of the Thai government appointed the Thai National Commission for UNESCO and established an agency to coordinate with UNESCO, which is the Secretariat of the Thai National Commission for UNESCO. The secretariat office is located at the Bureau of International Cooperation, Office of the Permanent Secretary, Ministry of Education. The Thai National Commission for UNESCO is chaired by the Minister of Education and Permanent Secretary of the Ministry of Education as a vice-chairperson. The cooperation involves international conferences on education, academic collaboration, anniversaries of great personalities, and historic events such as:

- **UNESCO Associated Schools Project (ASP):**

ASP is a program established in 1949 to educate children and young people about the problems of the world and different countries and to encourage learning of different nations to achieve peace and international understanding. There are member schools in around 181 countries worldwide. Thailand became a member in 1958 and now there are more than 100 educational institutions of primary education, secondary education, and higher education, both public and private,

participating in this project. Thailand supports member schools to hold co-curricular and extracurricular activities. The interesting topics for the activities are human rights and peace studies, education for sustainable development, exhibitions, competitions, celebrations of anniversaries, national and international youth camps, national and regional meetings, training sessions or conferences, etc.

- Sustainable Development Goals (SDGs): In Thailand, the Ministry of Education was assigned to be the main organisation to achieve Goal 4 and coordinate with UNESCO in appointing SDG 4 Coordination Focal Point of Thailand. There were also conferences related to implementation to achieve Goal 4 such as:

- The 3<sup>rd</sup> Asia-Pacific Meeting on Education 2030 during 4-6 July 2016 to discuss the progress of implementation to achieve Goal 4 Quality Education.

- The National Workshop on Potential Reinforcement of Thailand to Achieve Sustainable Development Goals 1930 on 12 June 2017.

- The Youth Workshop to provide knowledge and realise the importance of sustainable development goals. Fifty representative students from UNESCO Associated Schools Project Network gathered to prepare guidelines to achieve Sustainable Development Goals within 2030.

- Attendance of the General Conference of the UNESCO every two years. The Minister of Education as a chairperson of the Thai National Commission for UNESCO will be the head of Thai representatives to attend the General Conference of UNESCO. The latest was the 39<sup>th</sup> Session during 30 October - 14 November 2017 at the headquarters in Paris, France.

## 2) ASEAN Community or Association of South East Asian Nations (ASEAN)

To establish cooperation in education within the framework of the ASEAN community, Thailand participates in many activities and projects to promote and build strength to become the ASEAN community such as ASEAN curriculum development, and the ASEAN Credit Transfer System between universities of member countries within the ASEAN University Network (AUN).



During 2016-2017, member countries of the ASEAN community issued *the ASEAN Work Plan on Education 2016-2020*, the second plan of *the ASEAN Five-Year Work Plan on Education 2011-2015*. The objectives of *the ASEAN Work Plan on Education 2016-2020* are to promote and operate according to the vision for ASEAN education after 2015; to be a foundation of reinforcement, expansion, and establishment of educational cooperation with the partnership to be

widespread; and to expand educational cooperation and allow ASEAN member countries to strongly cooperate in the same direction, which will allow ASEAN to play a role in world education. Thailand is also a host to operate eight projects in the work plan:

- 1) Prepare operational guidelines of ASEAN Studies Centre as well as determine visions, missions, projects/activities, and participants of the activities under ASEAN Studies Centre in the region.

- 2) Prepare guidelines for projects/activities including setting definitions, activity outlines, and expected results of the ASEAN Studies Centre.

- 3) Prepare *ASEAN Declaration on Strengthening Education for Out-Of-School Children and Youth*.

- 4) Improve/upgrade cross-border projects in the field of vocational training.

- 5) Develop/operate academic exchange programmes in the field of vocational education.

- 6) Study and research interdisciplinary studies of social sciences and sustainability to create an understanding of economy, society, environment, and economy with the effect of ASEAN integration including significance analysis of government policies of member countries.

- 7) Manage quality assurance in education at the regional level as well as link data in the region.

- 8) Reinforce the strength of quality assurance in higher education of ASEAN nowadays.

There are also many meetings under the ASEAN community framework, such as the ASEAN Ministerial Meeting on Education, the ASEAN Senior Officials Meeting on



Education, and the ASEAN Plus Three Senior Education Officials Meeting, etc.

Another important cooperative endeavour with the ASEAN community is the preparation of the ASEAN Qualifications Reference Framework (AQRF). The objectives of AQRF are to support recognition of qualifications at ASEAN level and to facilitate learner and worker mobility by support recognition of educational and vocational qualifications of member countries. Thailand participates as one of four pilot countries in a project of comparisons of the National Qualifications Framework (NQF) and ASEAN Qualifications Reference Framework. The four countries are the Philippines, Malaysia, Indonesia, and Thailand. At present, the ASEAN Qualifications Reference Framework has been put into practice; during 14-16 May 2018, the Office of the Education Council and related agencies joined the ASEAN Secretariat in the Fourth AQRF Committee Meeting and NQF Phase IV Workshop in Bangkok, Thailand.



The Fourth AQRF Committee Meeting and NQF Phase IV Workshop  
14-16 May 2018, Bangkok, Thailand

It aimed to create awareness of the members in driving the work at the national and regional level, report the operation progress as well as exchange experience in reporting the comparisons of ASEAN Qualifications Reference Framework of pilot countries which helps to develop the member country's potentials.

### ***3) Southeast Asian Ministers of Education Organisation (SEAMEO)***

The missions of SEAMEO are to enhance cooperation in Education, Science, and Culture among member countries; to develop the quality of life and reinforce the educational potentials of member countries including Thailand by setting up networks and cooperative endeavors in different fields and setting up academic conferences; and to promote sustainable human resource development. SEAMEO also has SEAMEO Regional Centres and Networks, which have duties to develop human resources in the region, and promote academic and capability development, which is useful for developing member countries. They are also important organisations to drive the policy of educational cooperation in different fields to be more substantial.

Thailand is the location of SEAMEO Secretariat by the approval of the Cabinet in 1967. The Ministry of Education is assigned to be responsible for the operation. Besides, Thailand is also a location of three SEAMEO regional centres: SEAMEO Regional Centre for Higher Education and Development (SEAMEO RIHED); SEAMEO TROPMED Regional Centre for General and Tropical Medicine, Tropical Pediatrics (SEAMEO TROPMED/Thailand); and SEAMEO Regional Centre for Archaeology and Fine Arts (SAEMEOP SPAFA). There is

also a SEAMEO network which is SEAMEO Regional Tropical Medicine and Public Health Network (TROPMED)

The main cooperative endeavours between Thailand and SEAMEO include:

- *Pre-Service Student Teacher Exchange in Southeast Asia (SEA-Teacher Project)*: It has been initiated since October 2015. The objectives of the project are to provide an opportunity to pre-service student teachers from universities in ASEAN including Thailand to have teaching experience in classrooms of different countries in ASEAN, practice English skills, as well as allow the pre-service student teachers to gain a broader regional and world view and use experiences to apply in their teaching. In 2017, there were 584 students from more 30 universities in Thailand, Indonesia, and the Philippines participating in this project.

- *SEAMEO Community Involvement Programme*: It has been initiated since 1996 by selecting primary schools in the community to receive necessary help and operate with sustainability, for example, providing scholarships and training for school personnel, providing books and equipment for a school library, taking care of students' health. There are three schools in Thailand selected for this project: Suksasongkroh Bangkruai School, Nonthaburi; Ban Pruewai School, Chachoengsao; and Ban Subsanoon, Saraburi.

- *Princess Maha Chakri Award (PMCA)*: The Secretariat Office of the Teachers' Council of Thailand proposed to establish an international award in honour of Her Royal Highness Princess Maha Chakri Sirindhorn for her outstanding achievements in the field of education and to

honour highly dedicated teachers whose accomplishments make significant contributions to education and human development. Her Royal Highness Princess Maha Chakri Sirindhorn also granted the name of “Princess Maha Chakri Award.” In the beginning, this award was given to teachers from 11 SEAMEO member countries. The Ministry of Education will be responsible for selecting one awardee in each country in accordance with the criteria for the award nomination. The awardees should be persons whose outstanding achievements have generated benefits to education and human development in ASEAN. However, the selection criteria can be adapted or changed in accordance with the context of each country. The first award ceremony was held on 2 October 2015, on the auspicious year of the 60<sup>th</sup> birthday anniversary of Her Royal Highness Princess Maha Chakri Sirindhorn.





#### *4) International Association for the Evaluation of Educational Achievement (IEA)*

The Office of the Education Council has worked as the National Research Coordinator of IEA with the approval of the Cabinet since 21 November 1978. The Secretary-General of the Education Council is a representative of Thailand for the meeting of the IEA General Assembly to be informed of the operation of the association and the progress of evaluation of educational achievement projects.

The National Research Coordinator of IEA, the Office of the Education Council, plays a major role in the promotion and support of involved institutions to participate in IEA projects. The main IEA project in which Thailand now participates is Trends in International Mathematics and Science Study (TIMSS). The Institute for the Promotion of Teaching Science and Technology (IPST) is an organisation participating in this project to evaluate, every four years, educational achievement in Mathematics and Science of students in Primary 4 and Secondary 2. The evaluation of the year 2015, which was the year that IPST joined the TIMSS project, shows that the average score in Mathematics and Science was higher when compared to the year 2011.

#### **8.2.2 Bilateral Cooperation in Education**

Thailand has international bilateral cooperation in education, which includes cooperative endeavors between two countries to build various educational networks with the objective to develop education in Thailand and to develop a good relationship with the cooperating countries. Within 2017-2018, Thailand had many cooperation projects which include:



1) Thailand–Vietnam educational cooperation: The Vietnamese government is willing to cooperate by sending experts to recommend teaching and learning methods to the schools that offer the Vietnamese language in Thailand. In 2017, there were 47 schools. Vietnam is also willing to accept teachers selected by the Ministry of Education to be trained in Vietnam. In addition, the Vietnamese government offers to provide Vietnamese language training to Vietnamese who migrate to Thailand especially in the provinces on the side of the Mekong River.

2) Thailand–Japan educational cooperation: The Ministry of Education, Culture, Sports, Science and Technology of Japan having discussed with the Thai Ministry of Education proposed Thailand to provide an exchange program for Japanese teachers to travel to Thailand, and Japan will also provide the same to Thai teachers. The project is called the “International Educational Exchange Programme” with 30 participants. Thailand is also willing to accept the cooperation proposal of Japan while Thailand has also suggested Japan to consider a Sister School Programme that allows the exchange of learning experiences related to curriculum, learning, and teaching with morality and discipline building that should be adapted within a Thai context.

3) Thailand–China Vocational Education Cooperation: The Vocational Education Institution and the Institute of Vocational Education Coordination Centre cooperate with the Confucius Institute, China, to develop vocational teachers and upgrade the potential of vocational personnel to meet the Thailand 4.0 policy.

4) Franco-Thai Cooperation Programme in Higher Education and Research / Franco-Thai Mobility Programme / PHC SIAM: This is a cooperative endeavor between Thailand's Office of the Higher Education Commission and France since 1999 to develop human resources in mutual research fields and promote research cooperation under the mutual framework in the form of networks of higher education institutions in Thailand and France.

5) Thailand–Germany Cooperation: This exchange programme is a cooperative endeavor between the Office of the Basic Education Commission and Youth for Understanding (YFU) in Germany. The German Youth for Understanding and Learning International Company, Ltd., a representative of YFU Thailand, selects students under the Office of the Basic Education Commission to participate in the programme for two weeks. It aims to provide Thai students with the understanding of German language and culture, allowing Thai students to learn the German language for daily life and to publicise and exchange Thai culture with German culture.

6) The 1<sup>st</sup> Thai–Russian Roundtable: Collaboration on Gifted Education and Research: The Office of the Education Council as the key organisation on education and guidelines on development and promotion of gifted children and related agencies and educational institutions held the meeting during 18-19 August 2018 at Vidyasirimedhi Institute of Science and Technology, Rayong, with the objectives to:



- Study, collect, and analyse the data of the situation of educational provision for talented persons consistent with research development of Thailand.
- Present study results and exchange learning experiences in educational development for talented persons and research between Thailand and Russia.
- Develop academic cooperation and develop networks of Thai and Russian cooperation.



## Chapter 9

### Direction for Operation of Education Reform of Thailand

In Thailand, education reform has been operating continuously from past to present in order to develop overall education quality of Thailand. Currently, there are several challenging situations occurring as stated in Chapter 1 which affect educational conditions that have to be adjusted to respond and support the challenging occurrences. Education has to be reformed so that the education system can be a national driving mechanism.

Education reform is a field of operation for national reform as stated in *the Constitution of the Kingdom of Thailand (B.E. 2560 (2017))*, Section 258. The major targets of national reform are as follows:

- 1) The country has peace and order, harmony, sustainable development under the sufficient economy principle, and the balance between material development and spiritual development.



2) The society has peace and happiness, justice and equal opportunities for elimination of wealth disparity.

3) The people have happiness, good life quality, and participation in the development of the country and administration under the democratic system with the monarch as the Head of State.



*The Constitution of the Kingdom of Thailand (B.E. 2560 (2017))* gives precedence to education reform with the target to encourage Thai people to have efficient lifetime learning capability. All children shall receive 12-year compulsory education. The people are developed according to their potentials or as to their desires. As a result, the Constitution has prescribed guidelines for education reform as stated below.



1) There should be the operation that small children are taken care of and developed before education enrollment as mentioned in Section 54, second paragraph. Small children should be developed in terms of physical, mental, manner, emotional, social, and intellectual developments appropriate for their age, free of charge.

2) There should be the operation of legislating the law of fund establishment as mentioned in Section 54, sixth paragraph. The fund establishment has to be completed within one year since the promulgation date of this constitution.

3) There should be a mechanism and system of preparation, screening, and development of teachers and educational personnel in order to obtain the individuals who truly have teacher spirit and knowledge. Teachers should receive appropriate compensation with their capability and efficiency of teaching. The mechanism for creating a morals system in personnel administration of teacher should be developed.

4) There should be the improvement of learning and teaching management of all levels so that students are able to choose to study according to their aptitude. The structure of all related sectors should be improved to support achievement of the mentioned targets. The operation should be accordingly performed at both national and local levels.



According to *the 20-Year National Strategy (2018-2037)* prescribed in Section 65 of *the Constitution of the Kingdom Of Thailand (B.E. 2560 (2017))*, the national strategy has to operate in order to be the target for national sustainable development and to be the frameworks to manage other plans with consistency and integration for supporting target achievement. The vision is that Thailand will be a secure, prosperous, and sustainably developed country by the developments in accordance with the philosophy of Sufficiency Economy. The third strategy was mentioned about development and enhancement of human resources potentials. The directions for development that can drive the education reform in seven aspects are mentioned below.

1) The changing of values and culture should be emphasised that social institutions should be a part to instill the desirable cultural values with the integration between family, community, religion, education, and media.

2) The lifetime development of human potentials focuses on the qualitative development at all ages from pregnancy to the elderly in order to create potential human resources with knowledge and capability to have valuable living.

3) There should be reform of the learning process that responds with changes in the 21<sup>st</sup> century. It emphasises that learners should have learning skill and should be willing to learn at all times. The learning system is redesigned. Teacher's roles are changed. Efficiency of educational management system is increased. Lifetime learning system is developed.

4) The multiple intelligences of human beings such as language, logic and mathematics, music, and sport should be recognised for enhancing the potentials of the individuals with special abilities to extend their scope of abilities for securing occupation.

5) Thai people should be encouraged to have good health in terms of physical, mental, wisdom, and social health. All sectors should participate in encouraging Thai people to have good health.

6) There should be the suitable environment for development and enhancement of human resources potentials by promoting participating roles of the government sector, private sector, family, and community in development of human resources potentials. The indoctrination and outside classroom skill development should be implemented. The database system for human resources should be developed.

7) There should be the enhancement of sport efficiency in order to create social value and for country development.



*The National Scheme of Education B.E. 2560-2579 (2017-2036)* was issued by the Office of the Education Council after *the National Scheme of Education, Revised Version (B.E. 2552-2559) (2009-2016)* ended. According to the Cabinet resolution of the meeting on 14 March 2017, there was a master plan for education that was important for driving education reform. This plan is consistent and compatible with *the 20-Year National Strategy*. The main objective of *the National Scheme of Education* is to set the target framework and directions of educational provision in Thailand. Education is provided to Thai people so that everyone can access the opportunity and equality for quality education. The educational management system should be developed effectively. Manpower should be developed to have working performance consistent with the demands of the labour market and national development.

This *National Scheme of Education* mentions the strategy for educational development under six core strategies that are consistent with *the 20-Year National Strategy*. The details are as follows:

1) The First Strategy: Educational provision for securities of society and country.

2) The Second Strategy: Preparation and development of manpower, research, and innovation to create competitiveness of the country.

3) The Third Strategy: Development of human potential at all age ranges and creation of learning society.

4) The Fourth Strategy: Creation of opportunity, equity, and equality of education.

5) The Fifth Strategy: Educational provision for supporting quality of life that is environment-friendly.

6) The Sixth Strategy: Efficiency development of education management system.

In addition, the follow-up and assessment process of the operation according to *the National Scheme of Education* will be done occasionally.





Section 261 of the *Constitution of the Kingdom of Thailand (B.E. 2560 (2017))* stipulates that there should be an independent committee of reform according to Section 258 about education. Therefore, on 30 May 2017, the Cabinet appointed 25 members of the “Independent Committee for Education Reform (ICER)” with the Secretary-General of the Education Council as the secretary of the Independent Committee for Education Reform. The operating agenda is two years. The important missions are to study and prepare proposals and draft of laws concerning the operation to achieve the goals.



The duties of the Independent Committee for Education Reform are stated below:

1) Study and recommend to the Cabinet in order to propose policy, guidelines, and criteria of the operation for small children to receive the developments of physical body, mind, discipline, emotion, society, and intelligence.

2) Study and recommend to the Cabinet the mechanism and production system, classification and development of teachers.

3) Study and recommend to the Cabinet the criteria, regulations, and methods on education management improvement of all levels so learners are able to learn according to their proficiency.

4) Study and recommend to the Cabinet the criteria, regulation and methods on restructuring of educational sectors related to education reform in both national and local scales.

5) Draft the laws to establish a fund for assisting people with deficiency to reduce education inequality and to support and develop quality and potential of teachers to the Cabinet.

6) Request the officials or related persons to clarify or express their opinions for consideration.

7) Appoint a subcommittee or operation committee to perform the tasks as assigned.

8) Perform other duties as assigned by the Cabinet.

The Independent Committee for Education Reform has guidelines and implementations on education reform as stated below:

1) The achievements of students, teachers, and school directors are the focus. Schools are independent to arrange effective management to meet international standards. The government sector has to change its role to be a supporter by establishing curriculum, and learning and teaching institution as a central organisation to develop curriculum, learning, and teaching management methods, assessment, and evaluation of basic education. The institution also provides assistance and development of internal school management, issues guidelines for online learning and teaching management and application of Digital Learning Platform to provide knowledge to students and schools.

2) Schools that are the innovation area will be integrated by applying the principles of civil society and the assembly to help these schools with government support and higher education institutions must adjust their roles in helping schools.

3) Education is changed to be education for profession and education for life by considering the relationship between the labour market and market mechanisms as the driving force.

4) Higher education is reformed to be higher education 4.0 to support the production of high-level human resources. Knowledge base and innovation should be produced to support country development. There should be: 1) Policy of higher education and plan of national higher education; 2) Identity of higher education institutions; and 3) Quality control of education.

5) The preparation of important education laws are, **as of August 2018**, as follows:

- *Equitable Education Fund Act B.E. 2561 (2018)* promulgated on 14 May 2018 according to Section 54, Paragraph six, of *the Constitution of the Kingdom Of Thailand* which stipulates that the fund is established to help people with deficiency, reduce education inequality, and reinforce and develop quality and efficiency of teachers.

- *Draft of National Education Act B.E. ...* is the highest goal of the Independent Committee for Education Reform and can be considered as an important tool for national education reform.

- *Draft of Early Childhood Development Act B.E. ...* which will supervise and develop children since they are fetus until eight years old. There are four ranges of children's ages: 1) Before being delivered or fetus in mother's womb; 2) New born to three-year-old, small children; 3) three years old to before six years old, pre-school children or kindergarten; 4) six years old to before eight years old, transition between kindergarten and primary school children.

- *Draft of Innovation Education District Act B.E. ...*

There shall be special education areas which allows basic education institutions according to laws of basic education within the innovation education district to participate as a pilot education institution with independence of curriculum management, teaching and learning management, and flexible education institution management. As a result, teachers shall have time to train, teach, and develop students effectively.

- *Draft of Royal Degree on Establishment of National Curriculum, and Learning and Teaching Institution (Public Organisation) Act B.E. ...* This institution shall be a central organisation for the development of curriculum, teaching, and learning management including the assessment and evaluation of basic education level.





Education reform has to be performed continuously to be in accordance with and suitable for all changes occurring in Thailand. The operational cooperation from all sectors is very essential for making education to be important basic factor for human resources development in order to produce quality personnel of all fields that will develop the country to be a secure, prosperous, and sustainable country.



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