# EDUCATION
## *in* THAILAND

# 2001 / 2002

**Title** : Making a Garland

**Artist** : Thanong Kotchompoo

**Technique** : Oil

**Image Size** : 122.5 x 94 cm.

By courtesy of the Association of the Mouth and Foot Painting Artists [mfpa]



## THANONG KOTCHOMPOO

Born in 1966, Thanong left school at grade six. At the age of ten, the disease which incapacitated part of his body began to show symptoms. Because of poverty, he did not receive an appropriate treatment. As a result, by the time he was eighteen, the disease had immobilized his arms and legs ever since. Not disheartened, Thanong developed his ability in painting by using his mouth. He has been a member of the Association of the Mouth and Foot Painting Artists [mfpa] since 1993.

# EDUCATION IN THAILAND

# 2001/2002

Office of the National Education Commission
Office of the Prime Minister
in Cooperation with
Ministry of Education
and
Ministry of University Affairs
Kingdom of Thailand

# Preface

The Office of the National Education Commission (ONEC) in cooperation with the Ministry of Education (MOE) and the Ministry of University Affairs (MUA), takes great pleasure in presenting a national report on educational development, **Education in Thailand 2001/2002**. This report is aimed to create comprehensive understanding of educational development in Thailand and promote international cooperation and exchange in education.

The year 2002 is the most remarkable period for the reform of education in Thailand. In particular, it is the transitional period for the reorganisation of educational administration and management in accordance with the *1999 National Education Act.* So far, considerable progress has been made in many aspects of educational reform, particularly the reform of learning which can be implemented immediately without any required regulation.

As education is the most important factor for the restructuring of the economy and society for sustainable development, it is widely accepted that education reform is now a national agenda. All groups of Thai people share the same objective that education should provide necessary skills and knowledge that prepare all individuals to become productive members of a knowledge-based society. ONEC will therefore continue to encourage public participation from all sectors in moving towards the success of educational reform in line with the 1999 National Education Act.

Rung Kaewdang, Ph.D.
Secretary - General
National Education Commission

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# GLOSSARY OF ABBREVIATIONS

| | |
|---|---|
| **APEC** | Asia - Pacific Economic Cooperation |
| **BMA** | Bangkok Metropolitan Administration |
| **CBE** | Commission for Basic Education |
| **CHE** | Commission for Higher Education |
| **CRC** | Commission on Religion and Culture |
| **DCID** | Department of Curriculum and Instruction Development |
| **DFA** | Department of Fine Arts |
| **DGE** | Department of General Education |
| **DNFE** | Department of Non-Formal Education |
| **DOVE** | Department of Vocational Education |
| **DPE** | Department of Physical Education |
| **IEA** | International Association for the Evaluation of Educational Achievement |
| **MERC** | Ministry of Education, Religion and Culture |
| **MOI** | Ministry of Interior |
| **MOE** | Ministry of Education |
| **MUA** | Ministry of University Affairs |
| **NCERC** | National Council for Education, Religion and Culture |
| **NESC** | National Economic and Social Council |
| **OCBE** | Office of the Commission for Basic Education |
| **OCHE** | Office of the Commission for Higher Education |
| **OCRC** | Office of the Commission for Religion and Culture |
| **OESE** | Office of Education Standards and Evaluation |
| **ONEC** | Office of the National Education Commission |
| **ONESDB** | Office of the National Economic and Social Development Board |
| **ONPEC** | Office of the National Primary Education Commission |
| **OPEC** | Office of the Private Education Commission |
| **ORIC** | Office of Rajabhat Institutes Council |
| **RIHED** | Regional Centre for Higher Education and Development |
| **RI** | Rajabhat Institute |
| **RIT** | Rajamangala Institute of Technology |
| **SEAMEO** | Southeast Asian Ministers of Education Organization |
| **TCSC** | Office of the Teachers Civil Service Commission |
| **UNESCO** | United Nations Education, Scientific and Cultural Organization |
| **VET** | Vocational Education and Training |

## PART 1
## Background and Legal Framework of Education

# 1. General Background

*T*he general background of education in Thailand presented in this chapter includes the following aspects: 1) government and administrative structure and, 2) society and economy.

## 1.1 Government and Administrative Structure

Although the governmental structure of Thailand has undergone gradual and practical evolution following the change from absolute to a constitutional monarchy, the basic concepts of constitutional government and monarchy laid down in the 1932 constitution have remained unchanged.

The first concept is the status of the monarch as Head of State, Head of Armed Forces and Upholder of the Buddhist Religion and all other religions. The second concept concerns the legislative branch. A bicameral *National Assembly* has been created with two categories of members: *Members of Parliament and Senators*. The third concept concerns the executive branch. The Prime Minister is head of the government and chief executive. The *Council of Ministers* is responsible for the administration of 14 ministries, as well as the *Office of the Prime Minister.*

The democratic system in Thailand, however, has recently undergone refinement in response to the specific needs of the nation. The *1997 Constitution* has greatly increased the rights of the people in political participation and also the rights to voice public opinion on major problems as provided in Section 76:

*"The State shall promote and encourage public participation in laying down policies, making decision on political issues, preparing economic, social and political development plans, and inspecting the exercise of State power at all levels"*

**Figure 1.1 Organisation of the Royal Thai Government**

# The People

**LEGISLATIVE    ADMINISTRATIVE    JUDICIAL**

**National Assembly**    **Prime Minister** Council of Ministers    **Courts**

Senate    House of Representatives

Office of the Prime Minister

Ministry of Agriculture and Cooperatives

Ministry of Labour and Social Welfare

Minstry of Defence

Ministry of Transport and Communications

Ministry of Science, Technology and Environment

Ministry of Education

Ministry of University Affairs

Ministry of Commerce

Ministry of Public Health

Ministry of Finance

Ministry of Interior

Ministry of Industry

Ministry of Foreign Affairs

Ministry of Justice

Independent Public Agencies

**The Constitution of The Kingdom of Thailand (1997)**

**Section 2** Thailand adopts a democratic regime of government with the King as Head of State.

**Section 3** The sovereign power belongs to the Thai People. The King as Head of State shall exercise such power through the National Assembly, the Council of Ministers and the Courts in accordance with the provisions of this Constitution.

For effective implementation of the *Constitution*, the *National Economic and Social Council (NESC)* was established on 20 December 2000, as mandated in Section 89 of the *Constitution*, to give advice and recommendations to the *Council of Ministers* on economic and social problems. Among 100 members of the Council, 40 members are representatives of all country areas; another 40 members are representatives of occupations and enterprises; and 20 members represent different fields of knowledge. The national economic and social development plan and other plans are required to obtain the opinions of the *National Economic and Social Council* before they can be adopted.

The country is divided into 75 provinces, excluding *Bangkok Metropolis*. Each province, which is administered by an appointed governor, is sub-divided into districts, sub-districts or tambons (groups of villages) and villages. Only the *Bangkok Metropolitan Administration (BMA)*, which is divided into 50 districts, is administered by an elected governor.

## 1.2 Society and Economy

### 1.2.1 Population and Employment

The total population of Thailand increased from 55.8 million in 1990 to 62.3 million in 2000 and it was estimated to be 63.6 million in 2001. The number of females is slightly higher than that of males (Figure 1.2).

**Figure 1.2   Population Pyramid of Thailand :  1990 and 2002**

1990 = 27,941,000
2002 = 31,629,453

**Age Group**

1990 = 27,898,000
2002 = 31,959,963

2002

1990

| Age Group |
| --- |
| 70+ |
| 65-69 |
| 60-64 |
| 55-59 |
| 50-54 |
| 45-49 |
| 40-44 |
| 35-39 |
| 30-34 |
| 25-29 |
| 20-24 |
| 15-19 |
| 10-14 |
| 5-9 |
| 0-4 |

Population

Population
(Unit : Million)

3   2   1   0   1   2   3
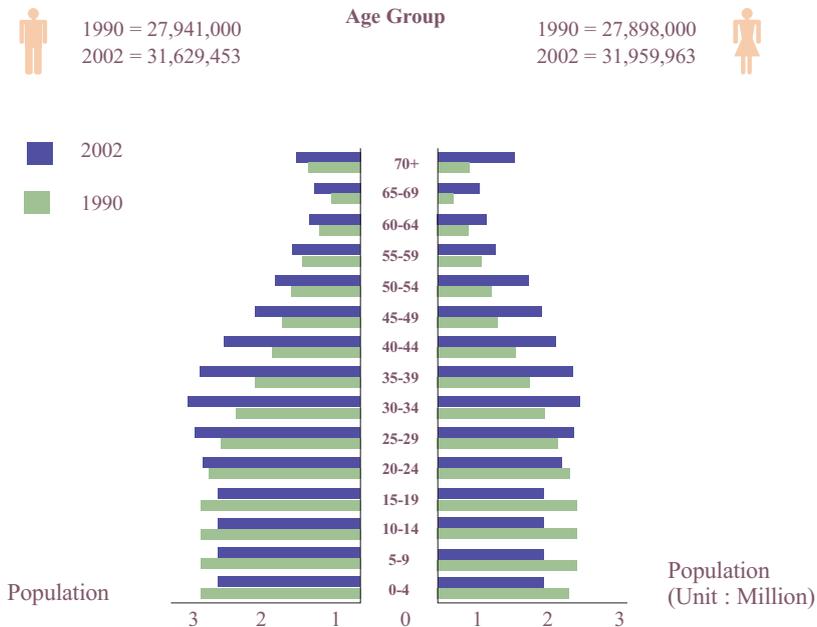
*Source :*   *1990 : National Economic and Social Development Board.*
*2002 : Thailand Population Projection, 1999-2016.*

In November 2000, 53.3 percent of the total population were in the labour force while about 24.8 percent were those over 13 years old but not in the labour force. The rest of the population or about 21.9 percent were still under 13 years old.

Among those who were employed, only about 2.7 percent were employers while 40.3 percent were employees and 57 percent were workers. In 2000, the percentage of employees in both public and private sectors decreased quite distinctly from February to November by 5.6 percent. During the same period, the percentage of own-account workers increased minimally by only 0.1 percent; however, the percentage of unpaid family workers increased more sharply by 6.1 percent. Accordingly, the unemployment rate increased slightly by 0.4 percent, from 3.3 percent in November 1999 to 3.7 percent in November 2000. Among 1.55 million people who were unemployed; the majority were in the Northeast, followed by the North, Bangkok, the South and Central Thailand.

**Figure 1.3    Unemployment Rate by Region**
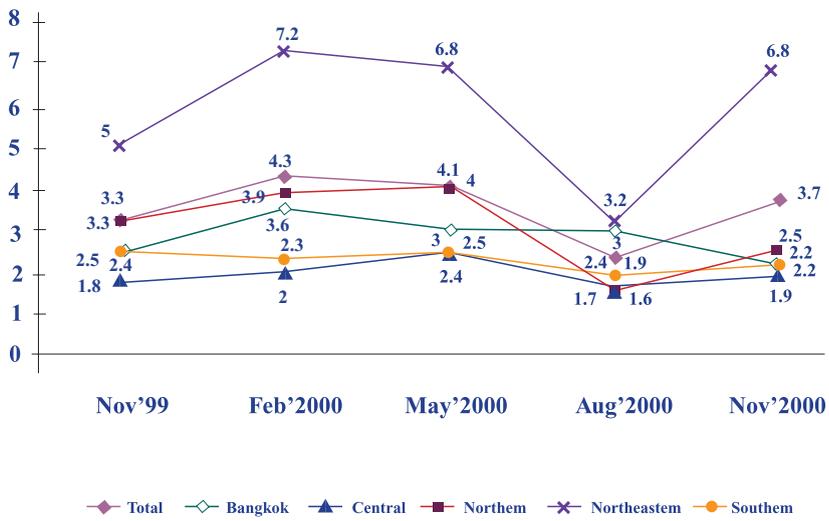


*Source :    National Statistical Office.*

According to the *Thailand Development Research Institute (TDRI)*, the total number of unemployed population, in the third quarter of 2001, was 930,000 people. Among them, 381,000 (41 percent) were new graduates; 325,000 (35 percent) were in the informal sector, such as those who were self-employed and farm workers; and 223,000 (24 percent) were public officials and company employees. The jobless rate is high during the third quarter since it is during the cultivation season.

In 2002, as estimated by the *National Economic and Social Development Board*, the unemployed population will amount to 5 percent of the national workforce of 33 million people. As many as 1.7 million people, including some 500,000 new graduates, are expected to be jobless. This means that only some 200,000 of about 700,000 new graduates will be able to find jobs. The unemployment figures may reach 2 million in the worst situation, i.e. during a period of war. Ministries supervising Labour and Social Welfare, Industry and Commerce as well as concern agencies such as the *Federation of Thai Industries*, and the *Chamber of Commerce*, have made several attempts to minimise the unemployment problem. Among those attempts are various forms of training focusing on promising sectors such as the agro-industrial sector, the markets of which continue to grow.

### 1.2.2  Economic Performance

The Thai political and economic landscape has been profoundly changed. The political reform, as enshrined in the *1997 Constitution*, has established new election rules which have given rise to political consolidation. In the economic area, various measures have been quickly taken by the Government to implement programmes largely targeted at the rural and less-well-to-do people. Examples of such programmes are: health care, debt suspension, a people's bank and the village fund. The hard issues of economic reform and corporate debt-restructuring have also featured in the government's agenda. To stimulate Thai economic growth, the Government has made several attempts including the implementation of a more proactive fiscal policy aimed at stimulating domestic expenditure and the establishment of a special public institution to specifically solve the Non Performing Loans (NPLs) problem.

Nevertheless, external as well as internal factors have adversely affected Thai economic growth. Several threats include the recent turmoil in the United States of America; the slowdown in the United States of America and Japan; oil price instability; the lingering economic crisis in this region; capital outflow; high import value; and the sharp decline of export value. Inevitably, unfavourable challenges such as factory closures, business failures, more bankruptcy cases and unemployment may rise from such threats. All the above mentioned factors will result in the country's economic slowdown in the year 2001, at a rate of less than 2 percent GDP growth.

**Figure 1.4  Real GDP Growth, 1992-2001**

%

| Year | Value |
|------|-------|
| 1992 | 8.1 |
| 1993 | 8.3 |
| 1994 | 8.8 |
| 1995 | 8.7 |
| 1996 | 6.4 |
| 1997 | 0.6 |
| 1998 | -5.5 |
| 1999 | 4.2 |
| 2000 | 4.3 |
| 2001 | 1.5 |
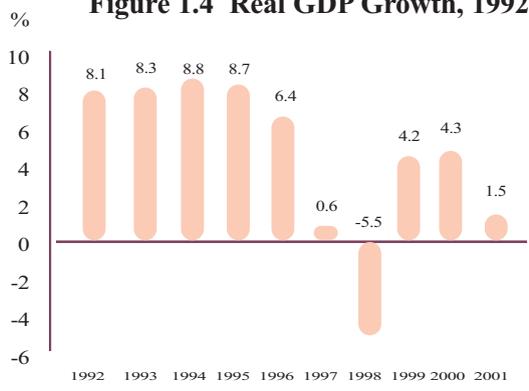
*Source :*     *Bank of Thailand and National Economic and Social Development Board.*

As of September 2001, the *National Economic and Social Development Board* projected that the overall annual growth rate would decrease from 4.3 percent in the year 2000 to approximately 1.5 percent in the year 2001; a decline by 2.8 percent. (Figure 1.4).

### 1.2.3  Development Perspectives

The development pattern of Thailand  has been modeled on many western industrialised countries. The social, cultural and environmental impacts on Thai society as a result of economic - led policy are so evident that there is a need for a new development paradigm to help the country fully realise its economic potential and maintain its social and cultural identity.

Amid fierce competition and striving to gain comparative advantages within the international community, together with the growing competitiveness of neighbouring countries, Thailand will have to move from resource-based and labour-intensive industries to a more advanced and knowledge-based economy.

The future of Thailand, thus, rests with the ability of the Thai people to secure economic prosperity that goes hand in hand with social well-being. The massive influx of foreign culture, coupled with the weakening of traditional Thai values have necessitated a counter-movement for cultural regeneration and the preservation of Thai identity.

Currently, Thailand has entered a period of cultural revitalisation needed as an antidote to the economic crisis and moral confusion. The social order restoration policy implemented throughout the country has been widely supported by the majority of the people. The policy emphasises, in particular, the crackdown on the drug trafficking and smuggling which is now identified as a threat to national security. The crackdown, through strict enforcement of the law which has been likely to deter crime, is one measure of the Government to address social problems.

After Thailand was severely impaired by the 1997 economic crisis, *His Majesty the King* reiterated and expanded on the philosophy known as "Sufficiency Economy." In order to cope with the challenges arising from globalisation and other changes, the philosophy emphasises a resilient and sustainable economic recovery through the balanced development strategy which can be applied from the levels of individuals, families, and communities to the nation itself. The principles of "Sufficiency Economy" may be concluded as follows : 1) the application of knowledge and a balanced approach combining patience, perseverance, diligence, wisdom and prudence; 2) the strengthening of morals, in particular honesty and integrity, which is the standard of conduct to be adhered to by all Thai citizens, especially political and public officials, technocrats, businessmen and financiers; 3) moderation and due consideration in all modes of conduct, as well as the need for sufficient protection from internal and external shocks. This will enable the nation to modernise in line with globalisation while shielding itself against emerging and inevitable shocks and excess such as extensive and rapid socio-economic, environmental and cultural changes.

Consequently, Thailand must radically improve its educational and training systems as the foundation of national development. In order to address the economic and social problems, particularly the anticipated economic slowdown and rising unemployment, the system of education and training must provide Thai people with self-sufficiency and adaptability. It must be, therefore, the kind of education that gives the people not only general and vocational skills, but also adequate learning skills, a love for learning and learning how to acquire skills. It is an education which provides the people with the ability to make rational judgements and choices, prepares them to take up prospective occupations, and gives them a common ground to share with other members of society. This kind of education will pave the way for Thailand to become a learning society.
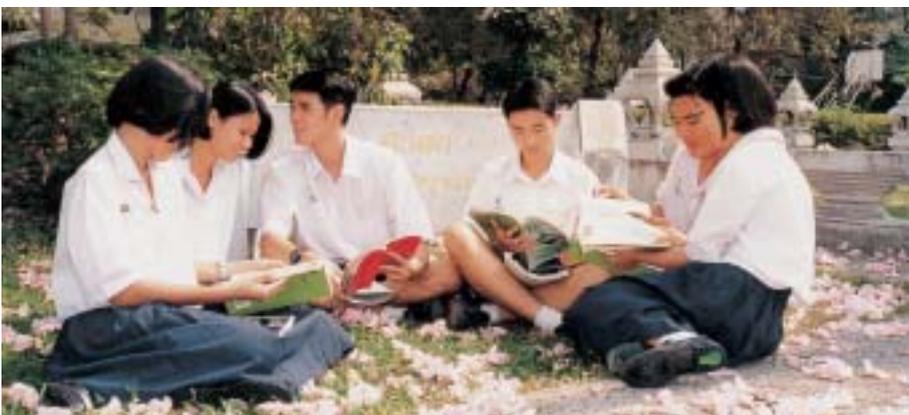
# 2. Legal Framework of Education

*A*t present, the legal framework of education in Thailand is based on the *1997 Constitution* and the *1999 National Education Act*. They provide principles and challenging guidelines for the provision and development of Thai education in order to prepare all Thai people for a learning society in a knowledge-based economy. The provisions in the *Constitution* relating to education and essential features of the *National Education Act* are summarised below. The outcome of their implementation will be presented in the following parts, particularly in Part 3 and Part 4.

## 2.1 The 1997 Constitution of the Kingdom of Thailand

The new *Constitution* promulgated in October 1997 contains several provisions relating to education, religion and culture. It is stated in Section 81 that the State will "improve education to be in harmony with economic and social change", which means that the Government is committed to initiate educational reform whenever it is necessary to keep up with the pace of change.

Besides, it is provided in the constitution for the first time that all the Thai people will have equal rights to receive basic education for at least 12 years, of quality and free of charge (Section 43). This will make it easier to extend basic education to 12 years in order to raise the educational level of the people.

The new *Constitution* ensures that all people will have both the rights and duties to receive education and training (Sections 30 and 69) as well as academic freedom (Section 42). It also includes the right to receive care and education of children, youth, women, the elderly, the under privileged and the handicapped as provided in Sections 53, 55 and 80. These provisions will protect the right to education of all Thai people thereby moving towards a knowledge-based economy.

In providing education, maximum public benefit in national communication resources (Section 40) and the conservation and restoration of local wisdom (Section 46) will be taken into consideration. The role of the private sector in the provision of education at all levels is also emphasized (Section 43). It ensures the right of the local organisations to participate in the provision of education which will facilitate decentralisation of educational management (Section 289). Furthermore, participation of local people and communities in educational provision will be enhanced which will make education both relevant to the needs of the people and responsive to changing environments, demands and opportunities at local levels. These provisions will empower and strengthen the organisation of education in order to provide greater access to education to Thai people through formal, non-formal and informal education which will transform Thai society into a "learning society"

These challenging guidelines mandated by the *1997 Constitution* have been taken for implementation through the *enactment of a national education law* as stipulated in Section 81.

## 2.2 The 1999 National Education Act

In order to meet the requirements of section 81 of the *1997 Constitution*, the first *National Education Act* was promulgated in August 1999 to serve as the fundamental law for the administration and provision of education and training. Essential features of the Act are presented below.

### Chapter 1   General Provisions : Objectives and Principles

● Educational provision will be based on 3 principles: 1) lifelong education for all, 2) participation by all segments of society, and 3) continuous development of the bodies of knowledge and the learning process.

● The principles in organising the system, structure, and process of education are: 1) unity in policy and diversity in implementation; 2) decentralisation of authority; 3) setting of standards and a system of quality assurance; 4) raising the professional standards of teachers, faculty staff, and educational personnel; 5) mobilisation of resources; and 6) partnerships with all sectors of society.

### Chapter 2   Educational Rights and Duties
- At least 12 years of basic education will be provided to all and will be specially provided to persons with special educational needs.
- Parents, individuals, organizations and institutions supporting or providing basic education will be entitled to benefits and tax rebates or exemptions for educational expenditure.

### Chapter 3 Educational System
- Education will be provided in three types: formal, non-formal, and informal education.

- Formal education is divided into 2 levels: basic education and higher education, with 9 years compulsory education.
- Ministries, bureaus, departments, public enterprises, and other public agencies will be authorised to provide specialised education, based on national education policy and standards as well as ministerial regulations.

### Chapter 4   National Education Guidelines
- Education will be based on the principle that all learners *are capable of learning* and self-development, and *are regarded as being most important*.
- The core curricula for basic education will be prescribed by the *Basic Education Commission*. Educational institutions will prescribe curricular substance relating to the needs of the community and society.
- Higher education curricula will emphasise academic development, with priority given to higher professions and research.

### Chapter 5   Educational Administration and  Management
#### Part 1   Administration and Management by the State
Public education will be administered and managed at 3 levels :

**1)   At National Level**

The *Ministry of Education, Religion and Culture* will be established to oversee all levels and types of education, religion, art and culture.

**2) At the Level of Educational Service Areas**

● The administration and management of basic education and higher education at lower-than-degree level will be based on the educational service areas.

● In each educational service area, there will be an *Area Committee for Education, Religion and Culture.*

**3) At the Educational Institution Level**

● In each institution providing basic education and that of lower-than-degree level, there will be a board supervising and supporting the management of the institution.

● The *Ministry of Education, Religion and Culture* will decentralise authority in educational administration and management directly to the Committees and Offices of the educational service areas as well as the educational institutions.

### Part 2 Administration and Management by Local Administration Organisations

● Local administration organisations will have the right to provide education at all levels according to readiness, suitability and requirements of the local areas.



● The *Ministry of Education, Religion and Culture* will prescribe the criteria and procedure for assessing the readiness of the local administration organisations.

## Part 3   Administration and Management by the Private Sector

- Education by the private sector will be administered and managed independently with government overseeing, monitoring and assessment of educational quality and standards.
- The government will provide support to private education institutions.

### Chapter 6   Educational Standards and Quality Assurance

- Quality assurance systems will be established in educational institutions as part of educational administration.
- The *Office of Education Standards and Evaluation* will be established as a public organisation responsible for external evaluation.
- All educational institutions will receive external quality evaluation at least once every five years.

### Chapter 7   Teachers, Faculty Staff, and Educational Personnel

- An organisation and the Funds for the promotion and development of teachers, faculty staff and educational personnel will be established.
- Teachers, administrators of educational institutions, educational administrators and other educational personnel in both the public and private sector, with the exception of faculty staff, institution administrators and administrators for higher education at degree level, are required to have professional licences.
- There will be a central organisation responsible for administering personnel affairs of teachers as well as a law with regard to salaries, remuneration, welfare and other benefits for teachers and educational personnel.

### Chapter 8   Resources and Investment for Education

- Resources and investment for education will be mobilised from all sectors. Government and local administration organisations will be authorised to levy educational taxes.
- There will be a system for auditing, following-up and the evaluation of efficiency and effectiveness in utilisation of the educational budget.

### Chapter 9  Technologies for Education

● The government will distribute frequencies, signal transmission devices and other infrastructure for communication for use in provision of education and the enhancement of religious, artistic and cultural affairs.

● The *Technology for Education Development Fund* will be established, as well as a central unit responsible for proposing policies, plans, promotion and coordination of research, development and utilisation of technologies for education.

*Following the promulgation of the 1997 Constitution which has greatly increased the rights of Thai people to political participation and the rights to voice public opinion on major problems, educational development in Thailand has faced the growing challenges of the reform movements. The 1999 National Education Act, which is now the fundamental law for the administration and management of education and training in line with the new constitution, has introduced new initiatives and provides principles and guidelines for the comprehensive reform of education in Thailand.*

## PART 2

### *Current System and Management of Education*

# 3. Administration and Management

*I*n accordance with the *1999 National Education Act*, the *Ministry of Education, Religion and Culture (MERC)* is scheduled to be established by 20 August 2002. After the reorganisation of the administrative structure; the details of which are mentioned in 9.4, it is expected that public educational administration and management will be decentralised to local organisations and educational institutions. During this transitional period, the current system of educational administration and management in Thailand is summarised as follows:



## 3.1 Administrative Structure

Prior to the establishment of *MERC*, the responsibility for educational administration and management in Thailand is under the mandate of four main ministries: *Office of the Prime Minister, Ministry of Education (MOE), Ministry of University Affairs (MUA)* and *Ministry of Interior (MOI)* as shown on Figure 3.1.

### 3.1.1 At Central or National Level

Educational administration and planning at a central or national level can be divided into two sub-levels: national policy and planning level and ministerial or central level.

- **National Policy and Planning Level**

The government organisations concerned with educational policy and planning are *Office of the National Economic and Social Development Board (ONESDB)*, *Office of the National Education Commission (ONEC)*, and *Bureau of the Budget*. They are all under the *Office of the Prime Minister*, a ministerial organisation.

**Figure 3.1  Educational Administration at the Central Level**
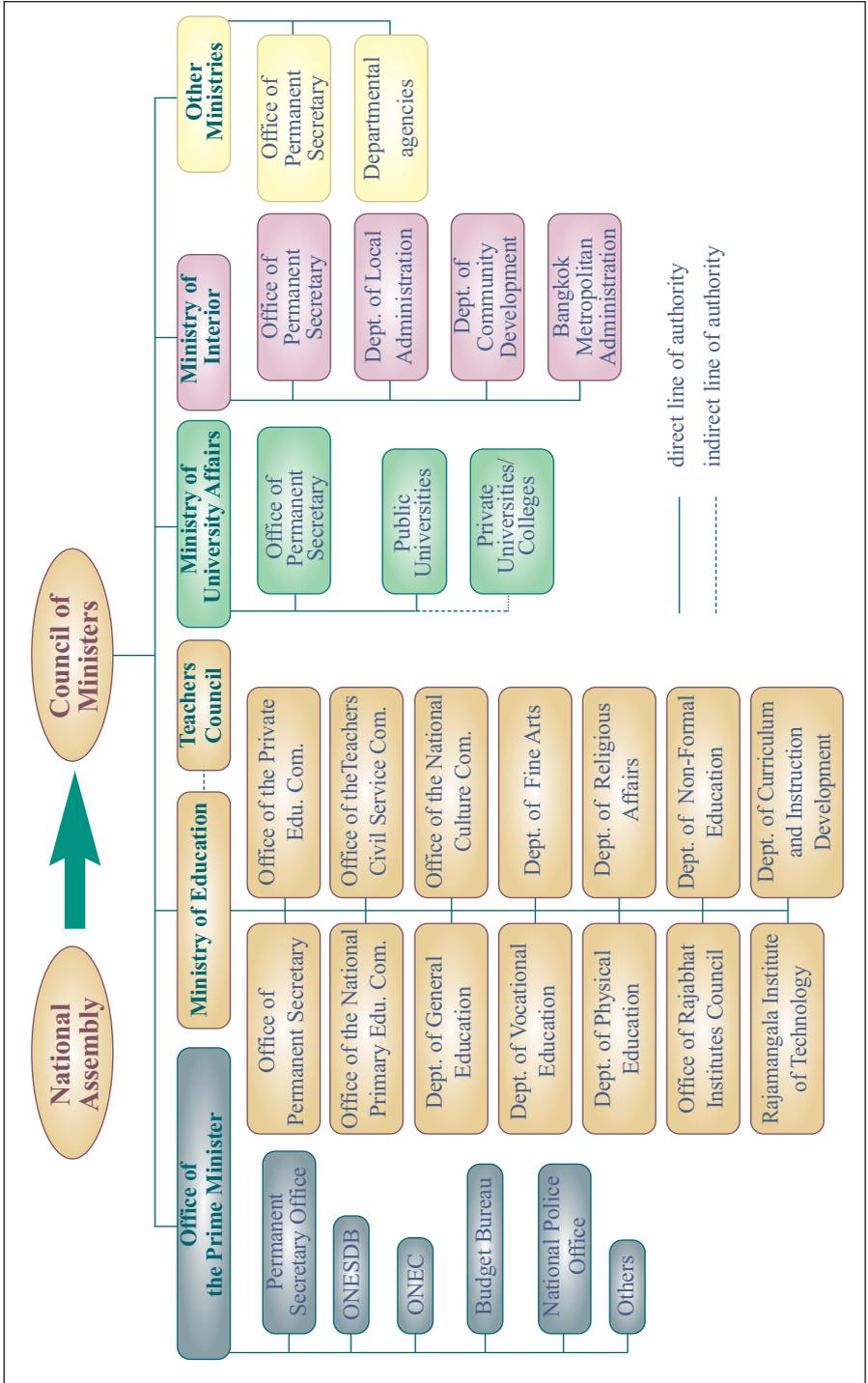
- **Ministerial or Central Level**

At this level, the ministries concerned and the implementing organisations may set their ministries' policies which have to be in accordance with national policy. The major ministries responsible for the management of education are the *MOE*, *MUA* and *MOI*.

In addition, other ministries also take charge of the management of education in specialised fields or for specific purposes.

### 3.1.2  At Regional and Provincial Levels

At regional level, the country is divided into 12 educational regions. In each region, there is a *Bureau of Regional Education, Religion and Culture Development* under the *Office of the Permanent Secretary for Education* to oversee academic matters.

At provincial level, the administration of education can be classified into 2 types:

- Delegation of authority from the *MOE* to the *Provincial Education Superintendent Offices* and the *District Education Offices* under the *Office of the Permanent Secretary*.
- Educational agencies situated in the provinces which report directly to the central departments.

### 3.1.3  At Local Level

The local authorities responsible for the provision of education in their own jurisdiction are the *Bangkok Metropolitan Administration (BMA)* and the municipalities including *Pattaya City*, with financial support from, and under the supervision of, the *MOI*.

- **Bangkok Metropolitan Administration (BMA)**

The *BMA* is responsible for the provision of local education at several levels and in various types. Apart from providing primary education, it also provides pre-primary education, lower secondary education, higher education and non-formal education.

- **Bureau of Local Education Administration**

The *Bureau of Local Education Administration* is the central unit responsible for local education of the *Department of Local Administration*, *MOI*, while the municipalities are in charge of local educational provision in those areas.

### 3.1.4 At Institutional Level

- **Primary School Administration**

School administration is divided into six main areas, namely, academic affairs, clerical and financial management, personnel management, school building and facilities, student affairs and community relations. To control the quality of schools, the administrators have to perform all of these functions putting the greatest emphasis on academic affairs. The other five areas will supplement and strengthen the academic performance of the schools.

- **Secondary School Administration**

The director (for a large school) or the principal of a school, is assisted by 3-4 assistant directors, or assistant principals, in the management and administration of the school. Normally, the administrative functions are subdivided into four sections : academic, student governance, services and administration.

- **Administration of Higher Education Institutions**

Each public university has its own Act empowering the *University Council* to function as the governing body. The President operates the university according to the policy laid down by the *University Council*. At present, an innovative type of university administration has been introduced as a government-supervised public university. Such a university has its own administrative structure and budgeting system for self-governance and full autonomy. The administration of a vocational college, *Rajamangala Institute of Technology*, and each Rajabhat Institute is similar to that of public universities.

## 3.2 Educational Personnel Administration

Present educational personnel administration in Thailand involves various agencies at central, regional/provincial and local levels.

### 3.2.1 Personnel Administration at Central Level

- **Civil Service Commission** takes responsibility of personnel administration for civil servants under the *ONEC*, *Office of the Permanent Secretary for University Affairs*, *Bureau of Local Education Administration*, and those who are non- teachers in the *MOE*.

- **Teachers Civil Service Commission** takes charge of the issuance and amendment of laws, regulations, criteria and procedures for civil service teachers' administration of the *MOE*.

- **University Civil Service Commission** is responsible for personnel administration of civil servants in all public universities. Currently, the bulk of personnel administration has been delegated to the universities or institutions.

### 3.2.2 Personnel Administration at Regional/ Provincial Level

● **Provincial Civil Service Sub-committee** is authorised to take charge of personnel administration of non-teaching officials under the supervision of the provincial governor.

● **Provincial Teachers Civil Service Sub-committee** is responsible for personnel administration of *MOE* teachers in each province.

### 3.2.3 Personnel Administration of Local Organisations

● **Bangkok Metropolitan Civil Service Commission** takes responsibility for personnel administration of administrators and teachers in *BMA* schools.

● **Municipal Civil Service Commission** is responsible for personnel administration of municipal officials including administrators and teachers in municipal schools and officials in the *Division of Education* in each municipality.

# 4. Educational System : Lifelong Learning

According to Chapter 3 of the Act, learning is a continuous lifelong process through 3 types of education : formal, non-formal, and informal. Credits accumulated by learners will be transferable within the same type or between different types of education, regardless of whether the credits have been accumulated from the same or different educational institutions, including learning from non-formal or informal education, vocational training, or from work experience.

## 4.1 Formal Education

Formal education specifies the aims, methods, curricula, duration, assessment, and evaluation conditional to its completion. It can be classified by level and type of education as follows:

### 4.1.1 Level of Education

Formal education is divided into 2 levels: basic education and higher education:

#### 1) Basic Education

Basic education is that provided for 12 years before higher education covering 6-years of primary education, 3-years of lower secondary education, and 3-years of upper secondary education. It also includes early childhood or pre-primary education.

Early childhood and basic education are provided by the following institutions:

*(1) Early childhood development institutions* i.e. childcare centres, child development centres, pre-school child development centres of religious institutions, initial care centres for disabled children or those with special needs or other early childhood development centres.

*(2) Schools* such as public schools, private schools, and those under the jurisdiction of Buddhist or other religious institutions.

*(3) Learning centres* i.e. those organised by non-formal education agencies, individuals, families, communities, community organisations, local administration organisations, private organisations, professional bodies, religious institutions, enterprises, hospitals, medical institutions, welfare institutes and other social institutions.

### 2)  Higher Education

Higher education is provided in universities, institutes, colleges or other types of institutions. It is divided into two levels: lower-than- degree level and degree level.

#### (1) Lower - Than - Degree or Diploma Level

Higher education at lower - than - degree or diploma level is mainly offered by colleges and institutes under the *MOE* i.e. *Rajabhat Institutes*, *Rajamangala Institutes of Technology*, public and private vocational colleges, as well as colleges of physical education, dramatic arts and fine arts. The majority of courses offered are related to vocational and teacher education which require two years of study.

#### (2) Degree Level

The majority of teaching and learning at degree level is provided by the *MUA* and *MOE*. The study programmes require 2 years of study for students who have completed diploma courses, and 4-6 years of study for those finishing upper secondary education or equivalent courses. The first professional qualification is a bachelor's degree obtained after four years of study. In the fields of architecture, painting, sculpture, graphic arts, and pharmacy, five years of study are required for a bachelor's degree. The fields of medicine, dentistry, and veterinary science require six years of study. In some of these professions, additional study is required before professional qualifications allowing the candidate to practise in his or her field are awarded.

## Figure 4.1   Organisation of the Present School System
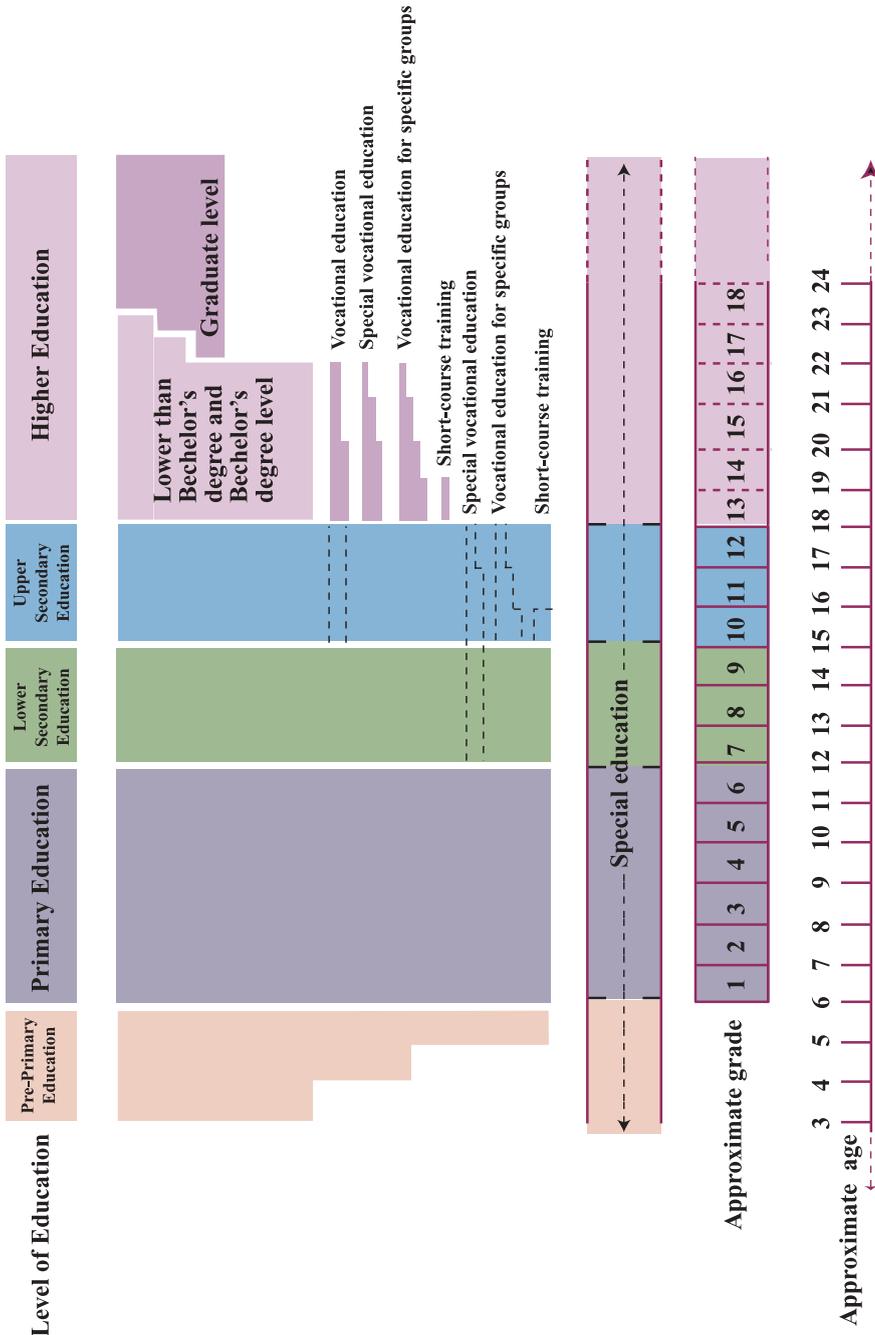
Advanced studies of at least one but generally two years, combined with a thesis, lead to the award of a master's degree. A doctorate is awarded in some fields and requires an additional three years of study following a master's degree.

An advanced diploma or certificate may be obtained after one or two years of course work. It is designed for students who already possess a degree or professional qualification.

### 4.1.2  Types of Education

Formal education at the both basic and higher levels can be of various types depending on the characteristics and needs of target groups, the community and the nation.

#### 1)  Special and Welfare Education

Special education is provided for children who are hearing-impaired, mentally retarded, visually-impaired, physically-impaired and health-impaired. Other groups of children who need special education services are specific learning-disabled, autistic, emotionally/behaviorally disordered, as well as gifted and talented children.

The teaching and learning of special education is organised in both special and inclusive schools. Two types of curricula are used: 1) special curricula offered in special schools such as the School for the Deaf and the School for the Blind; and 2) regular curricula used in inclusive schools which may be adjusted to meet the special needs of children.

Welfare education is provided for those who are socially and culturally disadvantaged. Students are not only provided with free education, but also accommodation, food, clothing, equipment, textbooks and other necessities. They are given special vocational training relevant to the locality of a particular school for future employment.

#### 2)  Vocational Education

In the general stream of basic education, work-oriented education is offered to primary school children to provide them with work experience and basic knowledge for career preparation. Work-oriented education and vocational education are offered as elective, compulsory and free elective courses at both lower and upper secondary levels.

In the vocational stream, vocational education is provided at three levels : upper secondary, leading to the lower certificate of vocational

education; post-secondary, leading to a diploma or the higher certificate of vocational education; and at university level, leading to a degree.

According to the National Education Act, vocational education and occupational training will be provided in educational institutions belonging to the public and the private sectors, enterprises, or those organised through co-operation of educational institutions and enterprises.

### 3)  Special Vocational Education

- **Sports  Schools**

Currently, there are 10 sports schools offering special training for students who have intelligence for learning through body movements, games and athletics. Admission is provided to students with a particular talent in sports from all over the country who are given full financial support from the government until they finish school.

- **Dramatic Arts and Fine Arts Colleges**

The Dramatic Arts and Fine Arts Colleges offer secondary education courses at 2 levels, each of which requires 3 years of study: 1) Lower Dramatic Arts Certificate equivalent to lower secondary education, and 2) Intermediate Dramatic Arts Certificate and Intermediate Fine Arts Certificate equivalent to upper secondary education.

### 4)  Education for Ecclesiastics

General education is also provided to novices and monks in General Ecclesiastic Schools in various Buddhist temples. They are offered lower and upper secondary education curricula equivalent to those provided by the *DGE*. Apart from general subjects, the courses include learning units related to religious practice, the Buddha's doctrine, and the Pali language. There are also 2 Buddhist universities in Bangkok with various campuses in the regions offering courses at undergraduate and graduate levels.

### 5)  Specialised Education

Specialised education, both at basic and higher education levels, is provided by ministries, bureaus, departments, state enterprises, and other public agencies in accordance with their needs and expertise, taking into consideration national education policy and standards.

## 4.2 Non - Formal Education

Non - formal education has flexibility in determining the aims, modalities, management procedures, duration, assessment and evaluation conditional to its completion. The contents and curricula for non-formal education will be appropriate, respond to the requirements, and meet the needs of individual groups of learners.

Non-formal education services are provided by both public and private bodies to those outside the school system i.e. early childhood population, school-age population who have missed formal schooling and over-school-age population:

### 1) *Provision of Non-Formal Education for Pre-School Children:*

- Provision of educational services to 2 - 6 year - old children or from birth to 6 years.
- Early childhood development in centres established by local communities for children aged 3-6 years.
- Family based early childhood development.
- Child development of the private sector organised by the Council of Early Childhood and Youth Development Organisations consisting of 50 member organisations.

### 2) *Provision of Fundamental Education for Literacy*

This educational service is provided to promote literacy for adults aged 14 years and over who are still illiterate. Non-formal activities to eradicate illiteracy are currently organised by the *DNFE* as follows:

- *The Literacy Campaign*, with volunteer teachers and volunteer village tutors, has continued to promote the eradication of illiteracy among the adult population.
- *Functional Literacy Programme*, organised for illiterate adults, emphasises an integration of literacy and problem solving skills for the improvement of quality of life.
- *The Promotion of Thai Language Usage* for Thai Muslims in 5 southern border provinces.
- *Hill Areas Education*, aiming to provide educational services to promote literacy among the hilltribes by using non-formal education volunteer teachers.

### 3) *Provision of General Non-Formal Education*

This educational service, provided as continuing education programmes for those having no chance to study in formal education from primary to higher levels, is normally organised in public schools or

official premises, factories or other organisations. Learners are awarded the same qualifications as those in the formal school system. The learning process is organised in 3 ways: classroom learning, distance education and self-learning.

### 4) *Vocational Non-Formal Education*

- *Training Course for Vocational Certificate*

This programme is designed for primary school graduates who have no chance to study at a higher level. It is organised by the *DNFE* to provide educational opportunities to target populations in rural areas through training in vocational skills and quality of life promotion leading to a certificate equivalent to general lower secondary school.

- *Short-Course Vocational Training*

Short - term vocational courses are provided in many areas such as Industrial Technology, Business and Commerce, Agriculture, and Arts and Crafts for 200 - 300 hours. Pre-employment training for the unemployed and upgrading training for skilled workers who need additional knowledge and skills are provided by various agencies, both public and private, including NGOs.

- *Interest Group Programme*

The *DNFE* organises teaching and learning activities according to individual needs and interests of the general public. Those having the same interests can form a group of 5 - 15 persons and receive training of not more than 30 hours.

- *Non-Formal Programme for Certificate in Vocational Education*

Non-formal education activities leading to the Certificate in Vocational Education are provided through distance learning to lower secondary school graduates, both the unemployed and those working in public organisations and private enterprises. This programme requires at least 3 years of study, except when there is a transfer of academic performance or experience.

### 5) *Quality of Life Improvement Activities*

Training activities concerning quality of life improvement are provided to the general public by *DNFE* and other agencies responsible for education services, welfare and public services.

### 4.3 Informal Education

Informal education will enable learners to learn by themselves according to their interests, potential, readiness and the opportunities available from individuals, society, environment, media, or other sources of knowledge as follows:

● Informal education programmes provided by all types of libraries, museums, as well as science and technology centres, etc.

● Informal education programmes of community learning networks i.e. community learning centres, village reading centres, sub-district health offices, sub-district agricultural offices, as well as natural learning sources in each community.

● Learning from local wisdom which includes culture and the body of knowledge in each community.

● Learning from local media which plays an important role in passing on knowledge and social values through several kinds of performances.

● Informal education programmes provided by mass media i.e. radio, television, newspapers, magazines, etc.

● Learning from families which are learning sources from birth of all people.

● Learning from networking through cooperative activities.

It can be said that all ministries are involved in providing informal education to promote lifelong learning. The services provided include educational activities or academic and professional programmes for different target groups relating to the responsibilities of each ministry.

## 5. Financial Resources for Education

Resources should be mobilised for education from all sectors of the society to allow all actors and stakeholders to fully participate in and to equally share the costs and benefits of education. The current state of cost - sharing between participants in education and society as a whole as well as allocation of resources can be seen as presented below:

## 5.1 Sources and Shares of Educational Resources

Financial resources for education in Thailand are derived from both public and private sources. Public expenditure for education includes the central government budget and subsidies for local funding and private expenditure, while the private sources are expenditure from households and other non-government sources.

### 5.1.1  Public Educational Expenditure

The education sector has received the largest share of total public expenditure for the last decade.  The share of education as a proportion of GDP rose from 2.7 percent in 1990 to 4.0 percent in 2002. In 1998, although the total government budget for education was reduced from the previous year due to the impact of the economic crisis, the share of public expenditure for education rose sharply to 25.2 percent of the national budget reflecting the Government's commitment to education. The size of the education share was largest in the year 2000 at 25.7 percent before declining to 22.1 percent in 2002.

**Figure 5.1    Educational Budget as % of GDP and % of National Budget : Fiscal Years   1990-2002**
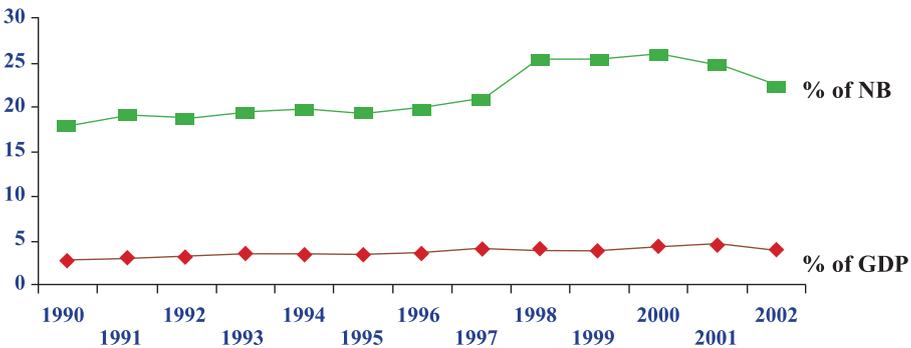


*Source* :     *Bureau of the Budget.*

The major source of local funding for education also comes from central government subsidies. The role of local revenue in the education system remains very small. The current reform proposals thus aim at stimulating greater support for education from local resources, both public and private. At present, the major source of budget for municipal schools still comes from central government subsidies which increased from 4,153 million Baht in 1997 to 4,340.9 million Baht in 2001. The share of central government expenditure for Pattaya City, for example, increased from 77.4 percent in 1999 to 84.6 percent in 2001 (Figure 5.2).

**Figure 5.2    Educational Budget Distribution of the
Municipality of  Pattaya City : Fiscal Years
1997-2001**



**Central government**        **Local government**

The share of local funding for education under the
responsibility of the *BMA* increased from 29.0 percent in 1997 to 37.4 percent
in 2001. However, the proportion of central government subsidies remained
nearly two times higher than the local budget as shown on Figure 5.3.

**Figure 5.3    Educational Budget Distribution of
Department of Education of BMA : Fiscal
Years 1997- 2001**



**Central  government**        **Local  government**
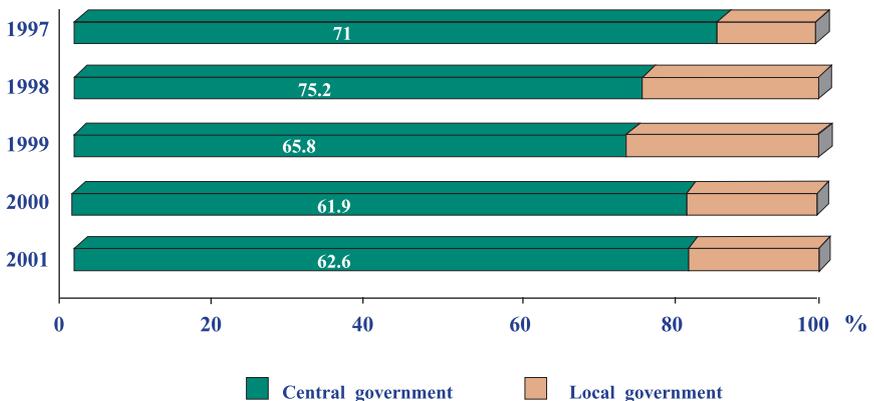
### 5.1.2  Private Expenditure for Education

Private sector expenditure is composed of household expenditure on tuition and other fees as well as contributions from the business sector and other non - government sources.

### 1)  Household Expenditure

Current evidence shows that the level of private expenditure on education is quite high. According to a survey conducted by the Thai Farmers Research Centre in April 2001, families in Bangkok sending children to private schools and universities need at least 25,000 Baht each to cope with expenses for the new school term, i.e. tuition fees and expenses for materials, uniforms and others. The minimum expenses per child varied with the level of education: 13,000 Baht for pre-primary, 11,200 Baht for primary school, 13,600 Baht for secondary school, and 21,400 Baht for university (Figure 5.4). The costs for Bangkok parents were three times higher than for those in provinces.

**Figure 5.4   Estimated Household Expenditure Per Student at the Beginning of School Year 2001**
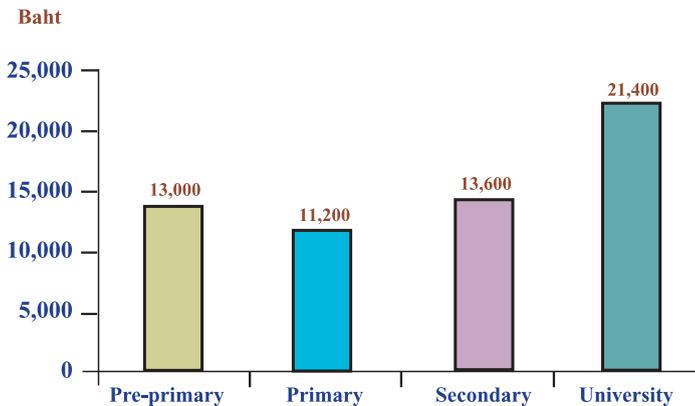


*Source :*   *The Thai Farmers Research Centre.*

### 2)  Costs of Private Education Institutions

Private education has played a significant role in relieving the government burden on financial resources for education. Considering the provision of general education, the private sector helps save a large amount of government budget for capital and operational costs for the first year in establishing public schools as shown on Table 5.1.

**Table 5.1**  **Capital and Operational Costs for Private General Investment Education Calculated in 1999**

*Unit : Million Baht*

| Level of Education Costs | Capital Costs | Operational | Total |
|---|---|---|---|
| Pre-primary | 6,371.21 | 3,912.21 | 10,283.42 |
| Primary | 8,317.32 | 5,746.07 | 14,063.39 |
| Lower Secondary | 2,564.08 | 1,572.87 | 4,136.95 |
| Upper Secondary | 775.04 | 510.89 | 1,285.93 |
| **Total** | **18,027.65** | **11,742.04** | **29,769.69** |

*Source :*    *Office of the Private Education Commission.*

At present, financial support is allocated to private schools as government subsidies as follows:

1) General education schools established before 1974 are subsidized up to 40 percent of the operational costs per student in public schools.

2) Charity schools, special schools, and Islamic private schools funded by a foundation or a mosque are subsidised up to 100 percent of the operational costs per student in public schools.

3) Private schools which have not been subsidised before are subsidised not more than 20 percent of the operational costs per student in public schools starting from the academic year 1999 in Grades 1-2 and Grades 7-8. This scheme has been implemented in Grades 1-4 and Grades 7-10 since the academic year 2000, and in Grade 1 through Grade 12 in the academic year 2001. The calculation of operational cost per student for subsidised private schools is shown on Table 5.2.

**Table 5.2**  **Per Head Expenditure for Subsidised Private Schools By Level: Academic Years 1999-2002**

*Unit : Baht per student per year*

| Level of Education | 1999 | 2000[e] | 2001[e] | 2002[e] |
|---|---|---|---|---|
| Pre-primary | 8,133 | 8,263 | 8,453 | 8,673 |
| Primary | 8,472 | 8,608 | 8,806 | 9,034 |
| Lower Secondary | 9,164 | 9,311 | 9,525 | 9,772 |
| General Upper Secondary | 10,157 | 10,320 | 10,557 | 10,831 |
| Vacational Upper Secondary | 14,283 | 14,512 | 14,845 | 15,231 |

*Note*    [e] *Estimated figures based on inflation rates for 2000-2002 at 1.6, 2.3 and 2.6 respectively.*

*Source : National Institute for Educational Finance Reform, ONEC, 2001.*

As for higher education, a rapid expansion of private higher education under the *MUA* is due to an increase in  social demand for this level of education while public higher educational institutions can absorb only a small number of the students.  However, the financial resources of private higher institutions come only from tuition fees which are much higher than those of public institutions. It is thus essential for the government to provide additional support for private institutions to promote the role of the private sector in educational provision and to relieve the government's burden on educational financial resources.

### 3)  Other Non - Government Sources

Other sources of educational finance include 1) donations made by individuals and communities which vary both in cash and in kind; 2) other revenue of educational institutions, for instance, those from academic services, students' products and property; and 3) foreign loans or international funds such as those come from the *World Bank*, *ADB*, *OECF* and other countries such as France and Germany.

## 5.2 Allocation of Educational Budget

The largest amount of educational funding in 2002 has been allocated to pre-primary and primary education, amounting to 44.0 percent (Figure 5.5). Secondary education and higher education received 24.1 and 14.4 percent respectively, while only 1.5 percent of  the total educational budget was allocated to non-formal education.

**Figure 5.5    Percentage Distribution of Educational Budget by Function : Fiscal Year 2002**
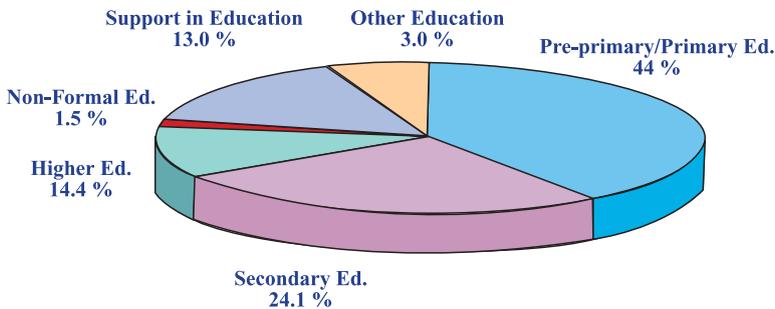


*Source :*   *Bureau of the Budget.*

In terms of operational costs for education, the highest amount of the educational expenditure proposed in the Budget Bill for the fiscal year 2002 is for basic education, with a slight increase from 131,830 million Baht in 2001 to 134,689 million Baht in 2002. It is noted that the  budget allocated for special and welfare education for the disabled and the disadvantaged in 2002 is less than that of the previous year, while other programmes are provided with higher budgets as shown on Table 5.3. This corresponds to the growing trend of providing special education services based on an inclusion model.

**Table 5.3    Operational Costs for Education Classified by Programme : Fiscal Years 2001 - 2002**

*Million Baht*

| Programme | 2001 | 2002 |
|---|---|---|
| ● Basic Education | 131,830 | 134,689 |
| ● Special and Welfare Education | 1,968 | 1,612 |
| ● Vocational Education | 9,708 | 10,280 |
| ● Non - formal Education | 3,238 | 3,429 |
| ● Higher Education | 25,815 | 26,161 |
| ● Educational Administration | 30,865 | 32,838 |
| ● Religious Affairs | 2,349 | 2,502 |
| **Total** | **205,773** | **211,511** |

**Source :**    *Bureau of the Budget.*

# 6. International Cooperation in Education

Cooperation with international and regional organisations as well as other countries has greatly contributed to the development of education in Thailand.

## 6.1 Thailand and International/Regional Organisations in Education

Thailand has cooperated with various international and regional organisations, some of which are presented below.

### 6.1.1  The United Nations Education, Scientific and Cultural Organisation  (UNESCO)

Being a member of *UNESCO* since 1949, the *Royal Thai Government (RTG)* has continuously rendered close cooperation with

*UNESCO*. Apart from incorporating *UNESCO's* Education for All (EFA) policy in its National Education Plan; Thailand has adopted *UNESCO's* World Declaration on Higher Education in 1998. In the following year, the *MUA* organised a meeting to identify directions and actions to follow - up on the World Declaration.

Among various conferences held in Bangkok, the International Conference on Quality Assurance in Higher Education: Standards, Mechanisms and Mutual Recognition was held in November 2000. In the following month, the Sixth UNESCO-ACEID International Conference on Information Technologies in Educational Innovation for Development was organized. It emphasised the interfacing of global and indigenous knowledge and the implications for the content of education and teacher education.

The importance of the issue is still evident in the Seventh UNESCO-ACEID International Conference which is scheduled to be organised in Bangkok between 11 and 14 December 2001 by UNESCO-ACEID, in partnership with the *Office of the National Education Commission (ONEC)*, Thailand. The themes of the Seventh Conference are: 1) Using ICT for quality in the curriculum and in the classroom; 2) Using ICT for teacher education and training; and 3) Using ICT for effective management: innovative approaches and practices.

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

Thailand has cooperated with *IEA* since the 1970s with the *ONEC* as the participating centre represented at the IEA General Assembly. Through different research institutions, Thailand has participated in various important international research projects. Thailand hosted the 41st IEA General Assembly in October 2000. The event emphasised an update of information on IEA projects such as the Second Information and Technology in Education Study - Phase II (SITES-M2).

### 6.1.3  Asia-Pacific Economic Cooperation (APEC)

Thailand has joined *APEC* through representation in *APEC* Human Resources Development Working Group (HRDWG) and Education Network (EDNET). A number of *APEC* projects initiated by Thailand are Modalities of University and Industry Cooperation in the *APEC* Region, *APEC* Youth Networking: Youth Preparation for the *APEC* Society in

the Next Millennium and a Seminar on the Best Practices for Professional Development of Vocational Teachers among *APEC* Economies.

Thailand has also taken part in projects initiated by *APEC* member economies, e.g. *University Mobility in Asia and the Pacific (UMAP)*, Achieving High Performing Schools, Knowledge Sharing Network and *APEC* Cyber Education Cooperation, etc.

There are two centres under the *APEC* umbrella located in Bangkok namely the *APEC Study Centre* which is attached to Thammasat University and the *APEC Centre for Technology Foresight* which is hosted by the *National Science and Technology Development Agency (NSTDA)*.

### 6.1.4  The Asian Institute of Technology (AIT)

The *Asian Institute of Technology* is an autonomous graduate institution offering programmes in science and engineering, development and management, with the goal of addressing the needs of the region and contributing to its sustainable economic growth.

Based in Thailand, with a branch in Vietnam; *AIT* is today one of the region's largest international graduate institutions. It has received generous financial support from the *Royal Thai Government (RTG)* since the inception of the Institute. The present cooperation programmes comprise the following components:

H.R.H. Princess Maha Chakri Sirindhorn visited The Asian Institute of Technology

**1.  Scholarships**

1) *His Majesty The King's Scholarships* are full scholarships for master's degree programmes granted to qualified candidates from Thailand and other Asian countries. Up to May 2001, the total number of *H.M. The King's scholarship* awardees was 377.

2) *Her Majesty The Queen's Scholarships* are provided to qualified students interested in the environment and related fields. Up to January 2001, the total number of *H.M. The Queen's* scholarship awardees was 63.

**2.  General support**

The budget covers operational support for FY2002, including support for operations and campus maintenance, support for fellowships for Thai students, support for joint research with universities in Thailand, and information technology training for executives in the *Royal Thai Government*.

### 6.1.5 Thailand ASEAN Sub-committee on Education (ASCOE)

*Thailand ASEAN Sub-committee on Education (ASCOE)* has been established under the umbrella of the *ASEAN Senior Officials on Social Welfare and Development (ASCOE)*, which is composed of representatives from the Ministries of Education and agencies concerned of the *ASEAN* member countries. It takes the responsibility of enhancing a fruitful collaboration on education as well as formulating, examining and recommending to the *Senior Officials on Social Welfare and Development*, objectives and strategies on collaborative programmes in the field of education. The major agencies involved in the *Thailand ASEAN Sub-Committee on Education* are the *MOE*, the *MUA* and the *ONEC*.

### 6.1.6 The Southeast Asian Ministers of Education Organization (SEAMEO)



Thailand has continuously rendered close cooperation with *SEAMEO*. The most recent example of such cooperation was the First *SEAMEO* Education Congress which was organised in Bangkok between 26 and 29 March 2001. The main theme of the Congress which brought together 400 participants was "Challenges in the New Millennium."

At present, Thailand has hosted three *SEAMEO* centres, namely *Regional Centre for Higher Education and Development (RIHED), Regional Centre for Tropical Medicine and Public Health (TROPMED)* and *Regional Centre for Archaeology and Fine Arts (SPAFA)*.

### 6.1.7 ASEAN University Network (AUN)

The *ASEAN University Network* is under the supervision of *ASEAN*. Composed of seventeen leading universities in *ASEAN* member countries; *AUN* aims to strengthen *ASEAN* awareness and cooperation through major programmes and activities as follows: Student and Faculty Exchange Programme; scholarships for studies at *ASEAN* universities; information networking among *ASEAN* universities; collaborative research; *ASEAN* Studies Programme; and projects with dialogue partners.

Thailand has hosted the permanent office of the *AUN* Secretariat at Chulalongkorn University. The annual contribution from the *Royal Thai Government* amounts to US$ 180,000 for the period from 2000-2005. More information regarding *AUN* activities can be accessed from www.aun.chula.ac.th

## 6.2  International Cooperation and Exchange

### 6.2.1  MOE Student Exchange Programmmes

To encourage understanding of other cultures through first-hand experience, the *MOE* promotes student exchange programmes in cooperation with many foreign governments and international agencies. The major programmes include Rotary, American Field Service (AFS) and Thailand Fellowships, Scholarships and Junior Scholarships.

Fourteen scholarships have also been granted annually by the Thai government, through the *Thai National Commission for UNESCO* to students from foreign countries since 1952. The scholarships are divided into 3 categories:  (1) Fellowships for candidates holding Bachelor's Degree except when the research is in fine arts; (2) Scholarships at undergraduate level (3) Junior Scholarships at post-secondary level.

The *MOE* also promotes the exchange of student's art work, through international painting and art competitions organised by many organisations in other countries.

### 6.2.2  The Thai-French Continuing Vocational Education

In July 2001, the Memorandum of Understanding between the *Government of the French Republic* and the *Royal Thai Government* was signed by the Ambassador of France (Education), French Embassy in Thailand and the Deputy Minister of Education of Thailand as well as the Chairman of the Federation of Thai Industries, the Secretary-General of ONEC, and the Director-General of the Vocational Education Department, Ministry of Education.

The general objectives of the project are to assist Thailand in the establishment of the Thai Vocational Qualification and the development of an efficient system for vocational training and education based on the French experience as well as in the setting up of networks between institutions and companies in the two countries.

### 6.2.3  MUA International Cooperation and Exchange Programmes

- **Cooperation with countries in the Greater Mekong Subregion (GMS)**

In order to strengthen Thailand's relationship with its neighbouring countries in the GMS, the *MUA* has regularly organised, in those countries, seminars and exhibitions on Thai higher education.  The *MUA* also initiated exchange programmes between Thailand and the GMS in 2000.  From 2000-2001,  168 grants were offered to faculty and students from the GMS countries while 69 grants went to those from Thailand.

- **Student / Faculty Exchange Programme**

The *MUA* has encouraged its higher education institutions to exchange their students and staff with countries all over the world under its initiative on Staff and Student Mobility Programme under the *University Mobility in Asia and the Pacific (UMAP)*. The programme will lead to the strengthening of academic standards and the improvement of human resources with widened vision and international competence.



- **Thai University Administrators Shadowing  Programme**

This is designed for university administrators from Thai universities to join other universities abroad in order to gain academic experience in foreign environments.  Under this programme, Canada, France and the United Kingdom send "mentors" to Thailand to jointly plan shadowing activities with "mentees" preceeding the latter's departure for their programme in respective countries.

### 6.2.4  Overseas Studies and Training

The current economic crisis has had an impact on the number of students and government officials going for study and trainings overseas under the supervision of the *Office of the Civil Service Commission*. The total number of scholarships decreased by 3.3 percent or 116 students; from 3,552 students in 2000 to 3,436 students in 2001. The decline was caused by the fact that the percentage of decrease in government scholarships was greater than that of the increase in scholarships from non-governmental organisations. As a whole, the total number of government officials going overseas for study and

training in 2001 increased from the year 2000 by 5.9 percent or 96 government officials. This was due to the dramatic growth in the total number of government officials studying overseas which increased from the year 2000 by 18.8 percent or 205 government officials. On the other hand, the total number of government officials going overseas for training in 2001 had undergone substantial shrinkage by 20.2 percent or 109 government officials, compared with that of the same period in 2000. (Figure 6.1).

**Figure 6.1   Number of Students under the Office of the Civil Service Commission and Government Officials Studying Abroad as of 30 June 2000 and 2001**
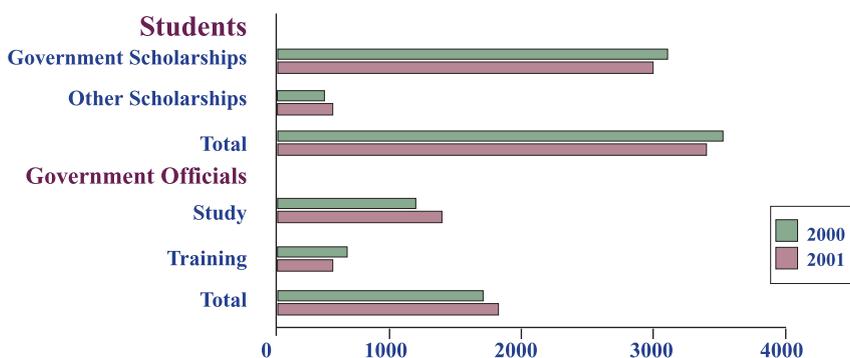


*Source :*    *Office of the Civil Service Commission.*

As of 31 March 2001, there were 2,987 government scholarship students still studying abroad, among whom 65.1 percent were in doctorate degree programmes, 19.9 percent were in master's degree programmes, and 14.4 percent were in undergraduate programmes. The majority of the students (82.9 percent) were studying in the fields of science and technology.

During the same period, the total number of government officials going overseas for study, both at their own expense and by receiving scholarships, was 1,275. Among them, 64.8 percent were in doctorate degree programmes while 32 percent were in master's degree programmes. The majority of the government officials (71.8 percent) were studying in the fields of science and technology while the rest were studying social sciences.

**6.2.5  International Schools and Programmes in Thailand**

**A) International Schools**

The policies, rules, regulations, and standards for the establishment of international schools or colleges are stipulated by the *MOE* in accordance with the Cabinet's resolution.

Some of the main education systems being offered at international schools in Thailand are: The American School System, Advanced Placement Programme (AP), The British National Curriculum, The International General Certificate of Secondary Education (IGCSE), and The International Baccalaureate (IB).

In 2001, there were 56 international schools and colleges in Thailand; 20 of which were in other provinces and the rest in Bangkok. Interestingly, the total number of international schools and colleges in Bangkok increased considerably by 38.46 per cent, from 26 in 1999 to 36 in 2001. According to the International Schools Association of Thailand (ISAT), the approximate proportion of foreign and Thai students was 60: 40 or 11,000: 7,000 while that of foreign and Thai teachers was 85: 15 or 1,615: 288. The estimated figures given by ISAT did not cover the total number of students and teachers in all international schools and colleges in Thailand but represented the figures obtained from its members which cover approximately 46 international schools and colleges.

### B) International Programmes

At present, both Thai public and private universities offer, altogether, 425 international programmes using English as the medium of instruction both at undergraduate and graduate levels, i.e. 143 undergraduate programmes in 70 areas of study in 27 universities; 205 master's degree programmes in 112 areas of study in 27 universities; and 77 doctoral degree programmes in 32 areas of study in 12 universities. Foreign and Thai students can take courses for credits from such programmes.

**Table 6.1   International Schools and Programmes in Thailand**

| | 1999 | 2000 |
|---|---|---|
| **International Schools** | | |
| Bangkok | 26 | 36 |
| Other provinces | 20 | 20 |
| Total | 46 | 56 |
| **Students** | | |
| Foreign : Thai | 70 : 30 | 60 : 40 |
| **Teachers** | | |
| Foreign : Thai | 85 : 15 | 85 : 15 |
| **International Programmes** | | |
| Undergraduate | 122 | 143 |
| Master's degree | 176 | 205 |
| Doctoral | 58 | 77 |

***Source :*** *International Schools Association of Thailand and Ministry of University Affairs.*

## 6.3 International Cooperation for Educational Reform

To enhance international cooperation for education reform, *ONEC* and several international organisations have amicably reached mutual agreement on education policy development. The Korean Educational Development Institute (KEDI) of the Republic of Korea, the Hong Kong Institute of Education (HKIED) of the Hong Kong Special Administration Region, the Australian Council of Educational Research (ACER), the Curriculum Corporation (CC), and Victoria Department of Education, Employment and Training of Australia are examples of well-connected agencies that share their lessons learnt in teacher education and training, school-based management, curriculum development and learning evaluation, etc.

The Memoranda of Understanding (MOU) between *ONEC* and the five organisations mentioned above cover various programmes, ranging from exchange of resource persons and information, training and seminar, to research project. It is hoped that the MOU will technically substantiate concurring plans and programmes of education reform in Thailand as well as in the respective countries.

Examples of Thailand's cooperation with some international and regional organisations are presented below.

### 6.3.1 The First International Forum on Educational Reform: Experiences of Selected Countries

In 1997, *ONEC* took the initial step of conducting documentary research on experiences in educational reform of 11 countries. The initiative provided bodies of knowledge essential for the drafting of the National Education Bill, which was subsequently enacted in 1999. For the Comparative Study, emphasis was placed on the rationales, practicable strategies, and key factors for the successes as well as benefits to all learners in



respective countries. The information gained from these various aspects was adapted to suit the socio-economic, political and cultural context of Thailand.

Between 30 July and 2 August 2001, the First International Forum on Educational Reform: Experiences of Selected Countries was held in Bangkok, Thailand by *ONEC*, in collaboration with UNESCO-ACEID and in association with the *Asian Institute of Technology (AIT)*; the

Australian Embassy; the British Council; the Hong Kong Institute of Education Development (HKIED); the Korean Educational Development Institute (KEDI); the Luxembourg International Foundation for Education (LIFE); the New Zealand Embassy; the National Institute for Educational Policy Research (NIER); SEAMEO Regional Centre for Higher Education and Development (SEAMEO RIHED); Sumitomo Mitsui Banking Corporation; and the Thai International Education Consultants Association (TIECA).

The objectives of this forum were to enable the participants to exchange knowledge and experience and to learn successful strategies for implementing education reform measures. Educational policy makers, administrators, academics, teachers, faculty staff as well as reform advocates in Thailand were also urged to identify ways and means of cooperating and networking with their counterparts from other countries.

Renowned experts were invited from Australia, Cambodia, China and Hong Kong Special Administrative Region of China, Indonesia, Japan, the Republic of Korea, Lao P.D.R., Luxembourg, Malaysia, New Zealand, the United Kingdom, and Vietnam. The overall themes of the forum were as follows: 1) Leadership for Education Reform: Strategic Thinking and Building Public Support; 2) Education Reform at the School Level: From Policy to Practice; 3) Education Reform: How to Make It a National Agenda; 4) Strategies for Systemic Education Reforms: An International Perspective on Asian Experience.

The following are some of the lessons learnt from their experiences in reform efforts: 1) To ensure support and consensus from all stakeholders including the public at the grassroots level and the teachers, a collaborative and consultative approach is needed; 2) Priority areas and continuity should be focused; 3) To ensure high-level ownership of the reform process; the commitment of the political leadership at the highest level is needed; and 4) Do not underestimate the cost and time investment required for the educational reform process.

As anticipated, the intellectual contribution and moral support of the co-hosts as well as the scholars and approximately 500 participants in this forum encouraged the exchange of experiences in relation to education reform among experts in Thailand and participating countries. In this regard, experiences related to strategic planning, implementation, best practices, trends and lessons learnt were of particular

importance and contributed to the  success of the forum which brought forth the appreciation and recognition of education reform as a national agenda.

### 6.3.2  Education Sector Reforms: Learning Reform Schools for Developing Quality of Learners

The objective of the technical assistance rendered under this programme is to strengthen the capacity of the government to carry out the educational reform mandated by the *1999 National Education Act*, including measures to improve teaching and learning, administrative leadership and community accountability. The education improvement model developed by Thai educators will integrate teacher in-service training in the use of new educational technologies, including information technology, with administrative and community support for student learning and modern school-based continuous assessment. The new school model will help raise educational standards by ensuring accountability and the cooperation of stakeholders.

The estimated cost of the technical assistance is US$1,000,000 equivalent. The *ADB* will finance US$700,000 equivalent on a grant basis from the Japan Special Fund, funded by the Government of Japan while the rest (US$300,000 equivalent) will be in kind contribution from the *Royal Thai Government*. The existing Sub-committee on Learning Reform chaired by *ONEC*, which is the Executing Agency for the technical assistance, provided overall guidance as well as forming a working group to oversee the research and development which was conducted over five months, starting early in 2001.

### 6.3.3  Thailand - Australia Capacity Building Facility (CBF)

The Australian Agency for International Development (AusAID) launched the Thailand-Australia Capacity Building Facility (CBF) with the total value of 10 million Australian dollars or more than 200 million Baht in September 2000. The usual cost of the assistance required for individual projects under the CBF is approximately 350,000 Australian dollars or roughly equivalent to less than 8 million Baht per project.

The CBF will cover a period of 3 years (September 2000-September 2003) and will be able to deliver a number of types of assistance-including Australian advisers to work in Thai agencies, short-term training courses in Thailand and Australia, and work attachments with Australian

public and private sector organisations. The goal of the CBF is to strengthen the capacity of Thailand's government agencies for effective policy development and programme implementation so as to contribute to economic and social recovery, primarily by assisting through the economic and social reform agenda.

*ONEC* is now working closely with the CBF office staff in revising 3 modules on capacity building of Thai education reform as follows: 1) School Autonomy and Financing; 2) Quality Assurance and Programme Evaluation in Higher Education; and 3) Educational Technologies.

*The successful implementation of the 1999 National Education Act is expected to introduce a reorganisation of educational administration and management and a new culture of learning. The establishment of the new Ministry of Education, Religion and Culture depends on the passage of the education reform bills proposed by the Education Reform Office. However, the organisation of the educational system and learning process has already been widely implemented by all parties concerned as outlined in the National Education Act.*

# PART 3

## Achievement and Progress :
## Statistics and Indicators

# 7. Access, Participation and Progression

## 7.1 Access to Educational Opportunities

The total student enrolment in formal education gradually increased from 13.8 million in 1998 to 14.0 million in 2001. In 2002, it is estimated that the number of students having access to education will rise to 14.2 million due to an effort to provide greater opportunities at basic education level. The following enrolment ratio present trends in educational access to basic and higher education.

### 7.1.1 Access to Basic Education

At pre-primary level, the proportion of the 3-5 years age group having access to education increased from 94.5 percent in 1998 to 97.0 percent in 2001 (Figure 7.1). It is estimated that all this age-group population will have access to pre-primary education from 2002 onward in line with the target set in the action plan for basic education.

**Figure 7.1 Enrolment Ratio by Level of Education: Academic Years 1998 - 2002**
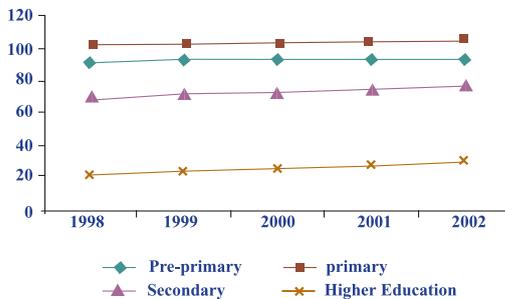


**Source :** *ONEC, Thailand Education Statistics Report 2000 and Thailand Student Enrolment Projection 1999-2016.*

The enrolment rates in primary education have been higher than 100 percent since 1998 as a result of repetition rates as well as the under-age and over-age population of students, and it is estimated to be 103.7 percent in 2001 and 104.1 percent in 2002. However, a lot of children still have no access to educational opportunities at this level, particularly those who live in remote areas and those who are handicapped. The government has consequently

put greater efforts into the provision of basic education to these target groups following the guidelines stipulated by the *1999 National Education Act.*

Enrolment in secondary education gradually increased from 68.0 percent in 1998 to 70.9 percent in 2001 and it is estimated to rise to 72.3 percent in 2002. At lower secondary level, the enrolment rate continuously decreased because of the decline in the 12-14 year old population. However, the proportion of school-age population having access to upper secondary education increased from 52.6 percent in 1998 to 59.2 percent in 2001 and it is expected to rise to 60.1 percent in 2002.

### 7.1.2 Access to Higher Education

The enrolment rate at higher education level continuously increased from 21.2 percent in 1998 to 23.7 percent in the year 2000 and 25.0 percent in 2001 as shown on Figure 7.1. However, these figures do not include the number of students in open universities. In 2002, it is estimated that 26.5 percent of 18-21 year-olds will enrol to study in higher education institutions, which indicates that increasing numbers of young people have access to higher education.

**Figure 7.2    Enrolment Ratio of Secondary Education:
Academic Years 1998 - 2002**
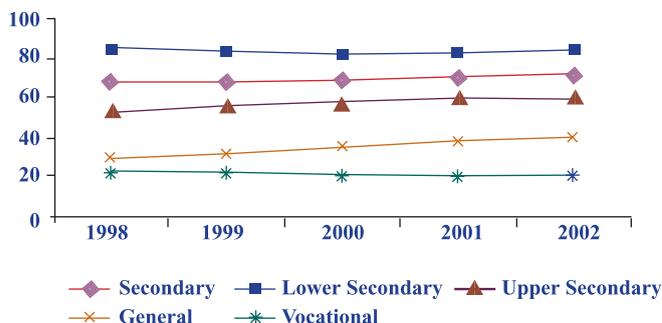


*Source :*    *ONEC, Thailand Education Statistics Report 2000 and
Thailand Student Enrolment Projection 1999-2016.*

### 7.1.3 Enrolment in Private Education

Among the total student enrolments in the academic year 2001, about 16 percent were in private institutions.  The highest proportion of private enrolments was about 29 percent in vocational upper secondary education.  The private sector also played an important role in providing pre-primary education with 25 percent of enrolments.  At a higher level, about 24 percent of students were in private universities, excluding student enrolments in open universities.  The private sector played a minor role in secondary education, particularly in general upper secondary level where only 4 percent of students enrolled in private schools.

**Figure 7.3 Proportion of Students in Public and Private Institutions by Level of Education: Academic Year 2001**

Pre-primary: Public 75, Private 25
primary: Public 86, Private 14
Secondary: Public 91, Private 9
Higher: Public 76, Private 24
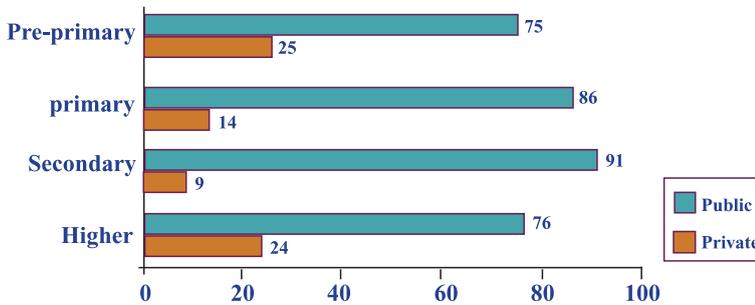
*Source :*  *National Institute for Education Finance Reform, ONEC.*

## 7.2 Participation in Education

### 7.2.1 Average Years of Educational Attainment

One indicator of participation in education of the Thai people is their educational attainment. The average years of education received by those aged 15 and over increased from 6.8 in 1997 to 7.2 in 2000 (Figure 7.4). Although these figures indicate that the educational attainment of the Thai population is relatively low, the trend has shown that they will participate longer in the educational system.

**Figure 7.4 Average Years of Educational Attainment of the Thai Population, 1997 - 2000**

15 and over · 15-21 · 15-59 · 60 and over
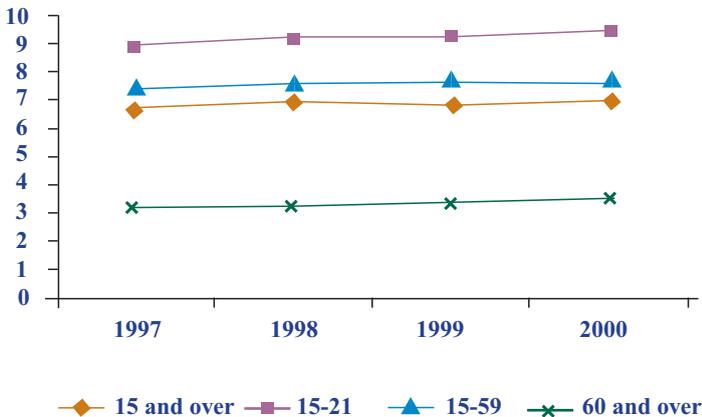
*Source :*  *Educational Information Centre, ONEC.*

For the 15-21 age group who are the school-age population, the average years of education received rose from 9.0 in 1997 to 9.5 in 2000. It can be said that the educational attainment of this age group, on average, was slightly above lower secondary level.

Among the 15-59 age group, considered as the active labour force, the 1997 figure of 7.4 years slightly increased to 7.8 in 2000. This means that the Thai labour force, on average, received education at lower secondary level.

For those aged 60 and over, considered as the inactive labour force, their educational attainment increased from 3.3 years in 1997 to 3.6 years in 2000. In other words, the over 60 age group received only primary education.

A male-female disparity in educational attainment can be found in the year 2000 among those aged 15 and over, the 15-59 age group, and those aged 60 and over. However, for the 15-21 age group, women had a slightly higher educational attainment than men. Disparities were also found in all age groups between those in municipal and non-municipal areas as shown in Table 7.1.

**Table 7.1  Average Years of Educational Attainment of the Thai Population by Gender and Area : Year 2000**

| Age | Gender | | Area | |
|---|---|---|---|---|
| | **Male** | **Female** | **Municipal** | **Non-Municipal** |
| 15 and over | 7.5 | 6.9 | 9.3 | 6.3 |
| 15-21 | 9.4 | 9.7 | 10.4 | 9.0 |
| 15-59 | 8.1 | 7.7 | 9.6 | 6.7 |
| 60 and over | 4.4 | 3.0 | 4.6 | 3.1 |

**Source :**    *Educational Information Centre, ONEC.*

### 7.2.2  Participation in Non-Formal Education

Non-formal education has increasingly provided a second chance to a large number of the out-of school population in Thailand. Starting with the first national campaign in 1938, it has now become a diversified further education programme encompassing general and vocational education.

Higher numbers of the out-of-school population participated in non-formal education. The total number of participants in non-formal education activities under the responsibility of the *MOE*, *BMA* and *Ministry of Labour and Social Welfare* increased from 3.8 million in 1999 to 4.1 million in 2000. The highest percentage of participants were of the *DNFE* and *OPEC* under the *MOE*, particularly in general education programmes. The participants

in non-formal education services provided by the *Community Development Department* of *BMA* and the *Department* of *Skill Development* of the *Ministry of Labour and Social Welfare* also increased.

**Table 7.2    Number and Percentage of Participants in Non-Formal Education by Level and Jurisdiction: Academic Years 1999-2000**

|  | 1999 | | 2000 | |
|---|---|---|---|---|
|  | Number | % | Number | % |
| **Total** | **3,813,677** | **100.0** | **4,131,155** | **100.0** |
| **Ministry of Education** | **3,627,724** | **95.1** | **3,875,324** | **93.8** |
| • DNFE | 2,379,249 | 62.4 | 2,642,418 | 64.0 |
| • DOVE | 204,065 | 5.4 | 141,087 | 3.4 |
| • OPEC | 1,044,410 | 27.4 | 1,091,819 | 26.4 |
| **Bangkok Metropolitan Administration** | **37,273** | **1.0** | **89,366** | **2.2** |
| • Community Development Department | 37,273 | 1.0 | 89,366 | 2.2 |
| **Ministry of Labour and Social Welfare** | **148,680** | **3.9** | **166,465*** | **4.0** |
| • Dept. of Skill Development | 148,680 | 3.9 | 166,465 | 4.0 |

*Source :*   *Ministry of Education; Bangkok Metropolitan*
*Administration; and Ministry of Labour and Social Welfare.*
*\* estimated figure*

## 7.3  Progression through Education

Greater efforts have been made to enhance progression through education. Completion rates of students at all levels were 90 percent and over in the year 2000 and they were estimated to remain high in 2001. In general upper secondary education, the completion rate dropped from 98.05 percent in 1997 to 92.61 percent in 1998, and sharply rose to 99.95 percent in 1999. The lowest completion rate was in vocational upper secondary education which was estimated to be 90.50 percent in 2001 (Table 7.3).

**Table 7.3     Completion Rates by Level: Academic Years 1997 - 2001**

| Level of Education | 1997 | 1998 | 1999 | 2000 | 2001 |
|---|---|---|---|---|---|
| Primary | 97.99 | 98.62 | 98.34 | 98.40 | 98.50 |
| Lower Secondary | 95.80 | 93.95 | 99.51 | 99.50 | 99.50 |
| Upper Secondary | | | | | |
| ● General | 98.05 | 92.61 | 99.95 | 99.90 | 99.90 |
| ● Vocational | 91.80 | 100.06 | 89.32 | 90.00 | 90.50 |

*Source :   National Institute for Educational Finance Reform, ONEC.*

The transition rates of students in lower and upper secondary education have had a tendency to decline since 1997 because many students affected by the economic downturn had to discontinue their studies. The percentage of primary school graduates who proceeded to lower secondary schools decreased from 93.3 percent in 1997 to 89.9 percent in 2000. However, it was estimated to be 92 and 94 percent in 2001 and 2002 respectively.

At upper secondary level, there was also a decline in the transition rate from 87.1 percent in 1997 to 81.9 percent in 2000. However, it is expected to increase to 83 percent in 2001 and 84 percent in 2002. The percentage of lower secondary school graduates who continued studying in general upper secondary education gradually rose from 45.7 percent in 1997 to 52.9 percent in 2000. In contrast, there was a significant decrease in the transition rate in the vocational stream from 41.5 percent in1997 to 29.1 percent in 2000 (Figure 7.5). In consequence, the provision of free basic education in line with the *1999 National Education Act* will cover vocational upper secondary education.

**Figure 7.5   Transition Rate by Level: Academic Years 1997-2002**
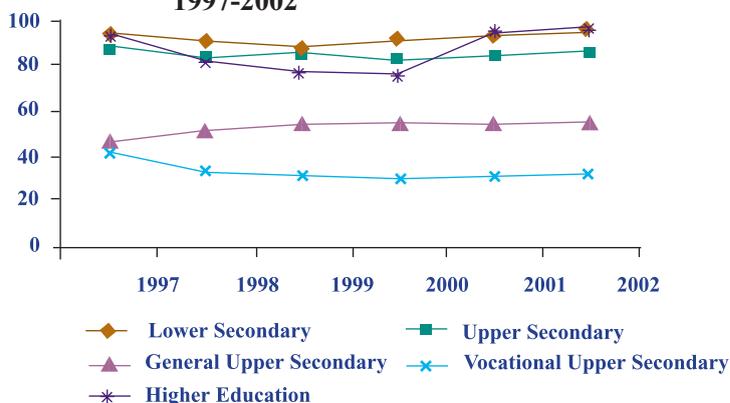


*Source :   National Institute for Educational Finance Reform, ONEC.*

# 8. Quality and Efficiency of Education

## 8.1 Quality of Education

One of the most important measures of educational outcomes is the assessment of the quality of education. In 1999, a national quality assessment of education at upper secondary level (Grade 12) was conducted by the *Department of Curriculum and Instruction Development* in 3 aspects: 1) student achievement; 2) characteristics of learners; and 3) standards of schools in terms of inputs and processes.

### 8.1.1 Student Achievement

The achievement of upper secondary students in Grade 12 throughout the country was rather unfavorable. Among 11 subjects assessed, the highest average score was only 57 percent in Thai Writing. The other two subjects with average scores higher than 50 percent were Thai Language and Vocational Foundation. These results appeared to be lower than the actual capabilities of the students because they did not concentrate on the test which was not relevant to their graduation. However, the quality of education should be improved in all subjects, particularly those with average scores below 40 percent, i.e. Physics, Chemistry, Mathematics and English Writing as shown on Figure 8.1.

**Figure 8.1   Average Score by Subject of Grade 12 Students: Academic Year 1999**
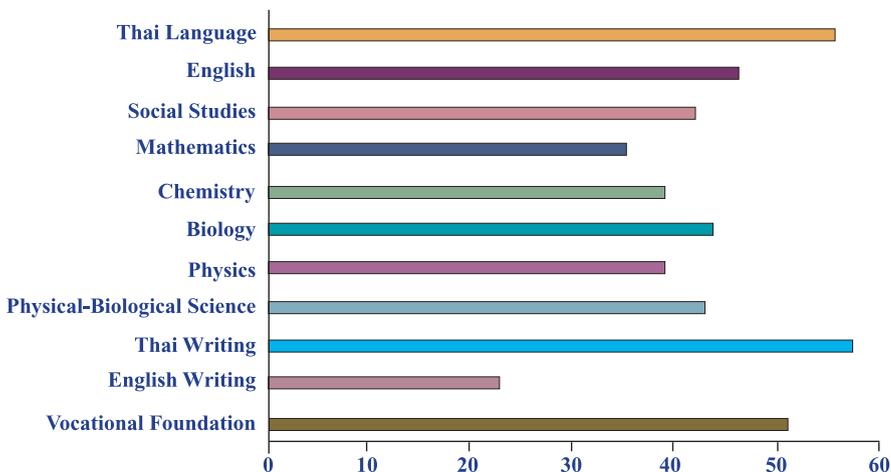


*Source :*   *Ministry of Education,* **Report on Educational Quality Assessment of Upper Secondary Students (Grade 12) : Academic Year 1999.**

Inequalities in educational quality existed among different regions in all subjects (Figure 8.2). The highest average scores in nearly all subjects were found in Bangkok, except those of Thai Writing and Vocational Foundation which were in Education Area 12 (eastern region) and Education Area 9 (northeastern region) respectively. The minimum average scores in Mathematics, Chemistry and Physics were in Education Area 9 which was one of the poorest areas of the country. In Education Area 2 where a large number of students are Muslims, the minimum average scores were found in Thai Language, Social Studies, and Physical - Biological Science.

**Figure 8.2   Comparison of Educational Regions with Maximum and Minimum Average Score by Subject of Grade 12 Students**
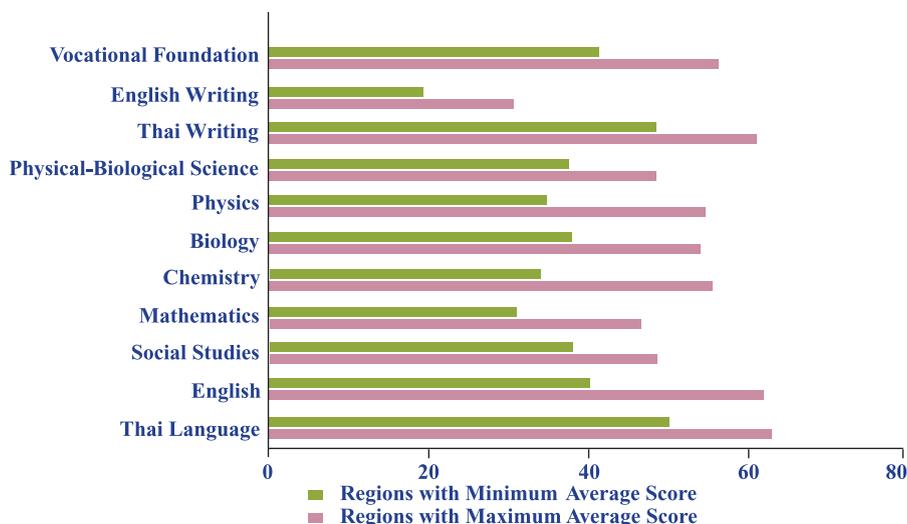
However, the capabilities of Thai students have been improving. The higher standards of Thai education were reflected by the achievement in the international Olympics Competitions in Chemistry, Biology, Physics, Mathematics and Computer Science from 1997 to 2001 as shown on Figure 8.3. Three gold medals, six silver and eight bronze were received in 2001 and a Thai student won the gold medal in Biology with the highest score ever obtained since the competition was established.

**Figure 8.3   Overall Achievement of Thai Youth at the Academic Olympics Competitions, 1997-2001**

**8.1.2   Desirable Characteristics of Learners**

Learners were also evaluated in terms of desirable characteristics by using three forms of evaluation instruments. The first one dealt with the hygienic habits of learners: personal hygiene, food and nutrition, exercise, mental health, environmental hygiene, drug prevention and accident prevention. The second was to measure learning to win or lose and to forgive, to be unselfish, to cooperate with others, to abide by regulations and rules, to love and to be united. Thirdly, general characteristics were evaluated in relation to living together, self-development and future occupation.

The evaluation results showed that the qualities of 88.6 and 83.0 percent of learners were favourable in terms of hygienic habits and sporting spirit respectively. It was found that the general characteristics of 54.5 percent of learners were fair, with only 39.9 percent showing good characteristics (Table 8.1).

**Table 8.1    Quality of Learners in Terms of Desirable Characteristics**

| Desirable Characteristics | % of Students | | |
|---|---|---|---|
| | Improvement needed | Fair | Good |
| 1. Possessing hygienic habits | 0.1 | 11.3 | 88.6 |
| 2. Possessing sporting spirit | 1.2 | 15.8 | 83.0 |
| 3. General characteristics | 5.6 | 54.5 | 39.9 |

*Source :*    *Ministry of Education,* **Report on Educational Quality**
**Assessment of Upper Secondary Students (Grade 12):**
**Academic Year 1999.**

In addition, the favourable characteristics of learners can also be illustrated through the awards won by Thai children in International Children's Art Exhibitions from 1999-2001 as shown in Table 8.2. In 2001, in particular, Thai children won 1,127 awards which was the highest number received out of 67 participating countries at the 31st International Children's Art Exhibition.

**Table 8.2    Number of International Awards Won by Thai Children at the International Children's Art Exhibitions, 1999-2001**

| | 1999 | 2000 | 2001 |
|---|---|---|---|
| **Total Entries from Thailand** | **10,036** | **17,505** | **15,283** |
| **Total Works Awarded** | **1,254** | **708** | **1,127** |
| - Foreign Minister's Awards | 1 | 1 | 1 |
| - Supreme Gold Awards | 24 | 14 | Awards  Cancelled |
| - Gold Awards | 228 | 109 | 166 |
| - Silver Awards | 497 | 238 | 354 |
| - Bronze Awards | 504 | 346 | 606 |

*Source :*    *Princess Maha Chakri Sirindhorn Art Centre.*

### 8.1.3  Standards of Schools
#### A. Evaluation of School Inputs

● **School Administrators** The evaluation showed that 92.2 percent of schools had good administrators in terms of ethics as well as knowledge and capabilities. The quality of school administrators in rural areas was lower than those in Bangkok and urban areas (Table 8.3).

**Table 8.3    Percentage of Schools with "Good" Inputs by Area**

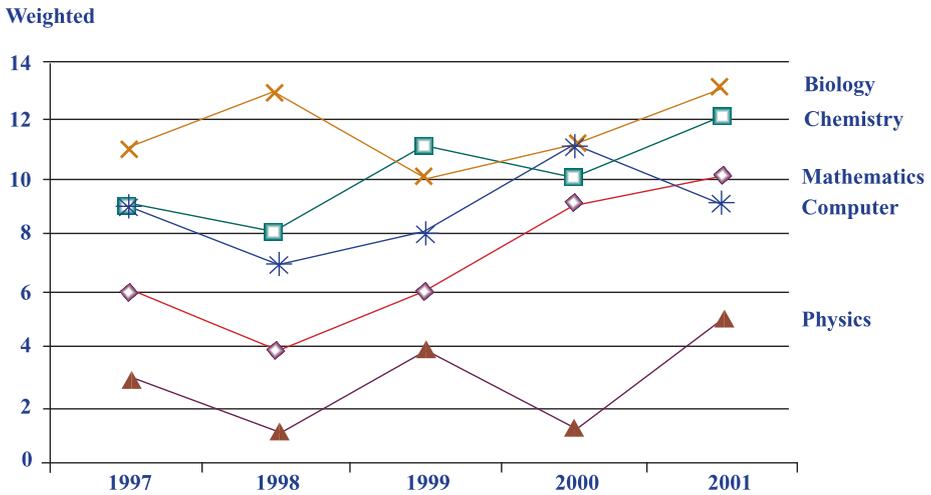| Standards of School Inputs | Whole Country | Bangkok | Urban | Rural |
|---|---|---|---|---|
| **School Administrators** | | | | |
| Standard 1 :  Endowed with ethics | 92.2 | 100.0 | 91.9 | 91.3 |
| Standard 2 :  Capabilities in school management | 92.2 | 100.0 | 93.2 | 90.8 |
| **Teachers** | | | | |
| Standard 3 :  Relevant & adequate qualifications | 95.4 | 100.0 | 97.3 | 94.2 |
| Standard 4 :  Ability to provide student - centred learning | 54.9 | 65.4 | 59.5 | 51.9 |
| Standard 5 :  Being professional & endowed with ethics | 92.8 | 100.0 | 91.9 | 92.2 |
| Standard 6 :  Ability to search for knowledge, think analytically, conduct research and create the body of knowledge | 44.8 | 57.7 | 59.5 | 37.9 |
| **Other Inputs** | | | | |
| Standard 7 :  Readiness of students | 66.7 | 76.9 | 75.7 | 62.2 |
| Standard 8 :  Capacity & support of parents and community | 66.0 | 65.4 | 70.5 | 64.5 |
| Standard 9 :  Curriculum & learning Media | 68.0 | 76.9 | 79.7 | 62.6 |
| Standard 10 : Budget & facilities | 80.7 | 96.2 | 83.8 | 78.0 |

**Source :**  *Ministry of Education, **Report on Educational Quality Assessment of Upper Secondary Students (Grade 12) : Academic Year 1999.***

● **Teachers**

The evaluation results revealed that 95.4 and 92.8 percent of schools have good teachers based on Standard 3 and 5 respectively. In terms of the ability to provide student-centred learning, only 54.9 percent of schools could meet the requirement. Moreover, less than 50 percent of schools had teachers with the ability to search for knowledge, think analytically, conduct research and create their own body of knowledge. The situation was even worse in rural areas. However, all agencies concerned have initiated various efforts for the reform of teachers which will be presented in Part 4.

● **Students**

The evaluation of students as the inputs of schools showed that students in only 66.7 percent of schools were well-prepared for learning. The readiness of rural students was less than those in Bangkok and urban areas.

● **Parents and Communities**

The capacity and support of parents and communities were "good" in 66.0 percent of schools. Although the highest percentage of schools with "good" capacity and support of parents and communities were in urban areas, there was not much difference between Bangkok and rural areas in relation to this indicator.

● **Curriculum and Teaching-Learning Media**

The highest percentage of schools equipped with "good" curriculum and teaching-learning media were in urban areas. The percentage of schools with a good quality of curriculum and teaching-learning media in urban areas and Bangkok was much higher than in rural areas.

● **Budget and Facilities**

The highest percentage of schools with "good" budgets and facilities provided were in Bangkok. Large differences were found between the percentage of schools in rural areas and Bangkok as well as urban areas in terms of budgets, premises, facilities and an environment conducive to teaching and learning.

**B. Evaluation of Processes**

The educational provision processes were evaluated in 6 aspects: administration and management, cooperation, personnel promotion

and development, organisation of learning, provision of student-centred learning activities and provision of services and welfare. The evaluation was based on 7 standards as follows.

Standard 1 : Systematic administration and management of schools.
Standard 2 : Relationships and cooperation between schools and communities.
Standard 3 : Administrative environment conducive to learning.
Standard 4 : Continuous and appropriate development of personnel.
Standard 5 : Provision of teaching - learning in accordance with the curriculum and needs of learners and localities.
Standard 6 : Organisation of student-centred learning.
Standard 7 :  Provision of services and welfare to school personnel.

It was found that the educational provision processes of schools were quite favourable in relation to Standard 3, 4, 6 and 7; in particular, 100 percent of schools in Bangkok were able to meet these standards. In terms of Standard 5, only about one - third of schools could favourably provide teaching and learning in line with the curriculum and needs of learners and localities (Table 8.4). This may result from the fact that only about half of the teachers were able to provide student-centred learning, as mentioned earlier. Differences among areas of schools were found in nearly all standards. However, there were only slight differences between rural and urban areas in standards 1 and 5. In order to improve this situation, the reform of education has been extensively implemented as presented in Part 4.

**Table 8.4    Percentage of Schools with "Good" Educational Provision Processes**

| Standard | Whole Country | Bangkok | Urban | Rural |
|---|---|---|---|---|
| Standard  1 | 76.8 | 76.0 | 78.4 | 76.7 |
| Standard  2 | 70.6 | 64.0 | 81.1 | 68.0 |
| Standard  3 | 85.9 | 100.0 | 86.5 | 83.9 |
| Standard  4 | 92.8 | 100.0 | 91.9 | 92.2 |
| Standard  5 | 34.6 | 32.0 | 41.9 | 32.5 |
| Standard  6 | 92.5 | 100.0 | 97.3 | 89.8 |
| Standard  7 | 81.3 | 100.0 | 89.2 | 75.7 |

*Source :    Ministry of Education, **Report on Educational Quality Assessment  of  Upper Secondary Students (Grade 12) : Academic Year 1999.***

## 8.2 Educational Efficiency

Major indicators that can be used to reflect the efficiency of the educational system in Thailand are student-teacher ratios, dropout rates and retention rates.

**1) Student - Teacher Ratios**

In 2001, the student - teacher ratio at pre - primary education level was estimated at 20:1 which was still below the standard set by the *Teacher Civil Service Commission (TCSC)*. At primary level, one teacher took care of only 19 students while the standard ratio was set at 25:1. In contrast, the student-teacher ratios at both lower secondary and upper secondary levels were higher than the standard set, particularly in the vocational stream (Table 8.5).

**Table 8.5    Student - Teacher Ratios in 2001 as Compared to the Standards Set by TCSC**

| Level of Education | Standards Set | 2001 |
|---|---|---|
| Pre-primary | 23 : 1 | 20 : 1 |
| Primary | 25 : 1 | 19 : 1 |
| Lower - Secondary | 17 : 1 | 21 : 1 |
| Upper Secondary | | |
| • General | 18 : 1 | 21 : 1 |
| • Vocational | 18 : 1 | 31 : 1 |

*Source :*    *Educational Information Centre, ONEC.*

Disparities in student-teacher ratios were found among schools in different departments and areas. It was revealed in a research report that the student-teacher ratio was slightly higher in *DGE* schools providing secondary education than in *ONPEC* schools providing pre-primary, primary and lower secondary education. In the former, a teacher took care of 21 students on average, while in the latter the ratio was 19 students to a teacher. However, the situation was reversed in the South, where the ratio was 23 students to a teacher in *ONPEC* schools but only 17 in *DGE* schools (Table 8.6).

**Table 8.6    Student - Teacher Ratios Classified by Department and Area : Academic Year 1999**

| Area | Total | DGE | ONPEC |
|---|---|---|---|
| Whole Country | 19.5 : 1 | 20.6 : 1 | 19.1 : 1 |
| South | 21.3 : 1 | 17.2 : 1 | 22.8 : 1 |
| North | 17.5 : 1 | 19.5 : 1 | 16.5 : 1 |
| Northeast | 19.9 : 1 | 22   : 1 | 19.2 : 1 |

*Source :*    *Thammasat University,* **The Analysis of School Dropout Situations in Thailand,** *January 2001.*

## 2) Dropout Rates

The information on school dropout is derived from a research report submitted to *ONEC* by the Economic Research and Training Centre, the Faculty of Economics of Thammasat University. The findings showed that the dropout rate in the academic year 1999 in *DGE* schools was 1.63 percent, higher than that in *ONPEC* schools which was 1.03 percent. In the southern provinces, however, the rate was higher in *ONPEC* schools than in *DGE* schools (Table 8.7).

The dropout rates on the whole were not statistically different among regions. However, the research did not include the central region and some parts of the South. It was found that *ONPEC* schools in the South had higher rates than *ONPEC* schools in the north and northeast. The dropout rate of students at lower secondary level in *ONPEC* schools was 2.04 percent, while it was only 0.89 percent for primary level. The southern provinces had higher dropout rates than other regions both at the primary and lower secondary levels. On the other hand, the rates in *DGE* schools were not much different between lower and upper secondary levels (Table 8.6). However, the *DGE* schools in the northeastern area reported higher dropouts in both levels than other regions, but the difference is not statistically significant. Similarly, there was no statistical significance in the difference in dropout rates between lower secondary education of *DGE* and *ONPEC* schools.

For *ONPEC* schools, the most important factors explaining school dropout are migration with parents (26%), students having to help parents earn income (19%) and a lack of funds (18%). The most important reasons for *DGE* schools are lack of funds (24%), poor performance at school (22%) and income earning (17%).

### Table 8.7 Dropout Rates (%) Classified by Department and Level of Education : Academic Year 1999

| Area | DGE | | | ONPEC | | |
|---|---|---|---|---|---|---|
| | Lower Secondary | Upper Secondary | Total | Primary | Lower Secondary | Total |
| Whole Country | 1.52 | 1.76 | 1.63 | 0.89 | 2.04 | 1.03 |
| South | 1.32 | 1.63 | 1.45 | 1.70 | 2.54 | 1.74 |
| North | 1.40 | 1.63 | 1.50 | 0.88 | 2.03 | 1.04 |
| Northeast | 1.62 | 1.85 | 1.72 | 0.60 | 1.99 | 0.79 |

**Source :** *Thammasat University,* **The Analysis of School Dropout Situations in Thailand,** *January 2001.*

More male students have a tendency to drop out from schools than females. It was found that the dropout rates of male students in both *DGE* and *ONPEC* schools were higher than those of female students at all levels of education and in all areas (Table 8.8). As for female students, the highest rate was in lower secondary schools of *ONPEC* in the southern area at 2.51 percent. At other levels, schools and regions, the dropout rates for females are below 2 percent.

The most important reasons for school dropout of *ONPEC* male students in all regions are lack of funds and poor performance. For *DGE* male students, however, poor performance at school is the most important reason for the dropout in all regions. As for female students, lack of funds and getting a job are the main reasons, while getting married is the most important reason for female dropouts in Southern and Northern *DGE* schools.

**Table 8.8  Dropout Rates (%) Classified by Department, Level of Education, Gender and Area : Academic Year 1999**

| Area | DGE | | | | ONPEC | | | |
|---|---|---|---|---|---|---|---|---|
| | Lower Secondary | | Upper Secondary | | Primary | | Lower Secondary | |
| | M | F | M | F | M | F | M | F |
| Whole Country | 2.05 | 1.06 | 2.37 | 1.34 | 1.01 | 0.77 | 2.42 | 1.65 |
| South | 2.06 | 0.63 | 2.36 | 1.17 | 2.06 | 1.32 | 2.56 | 2.51 |
| North | 1.94 | 0.98 | 2.36 | 1.17 | 0.93 | 0.82 | 2.18 | 1.87 |
| Northeast | 2.10 | 1.20 | 2.38 | 1.47 | 0.65 | 0.54 | 2.49 | 1.49 |

*Source :*  *Thammasat University, **The Analysis of School Dropout Situations in Thailand,** January 2001.*

### 3) Retention Rates

During the period from 1998 - 2001, the retention rates in primary, lower secondary and general upper secondary education tended to increase, reflecting improved efficiency in educational provision. At primary level, it rose from 80.3 percent in 1998 to 88.8 percent in 2000, and it is estimated, based on adjusted baseline data, to be 86.2 and 87.5 in 2001 and 2002 respectively (Figure 8.4).  In lower secondary and general upper secondary schools, the retention rates are estimated to be 92.3 and 80.8 percent in 2002 respectively. At vocational upper secondary level, the rate was fluctuating from 75.9 percent in 1998 to 70.3 and 69.2 percent in 2000 and 2001 due to the impact of the economic crisis. It is estimated to be 69.6 percent in 2002,  which would be relatively low.

**Figure 8.4   Retention Rate by Level of Education: Academic
Years 1998-2002**
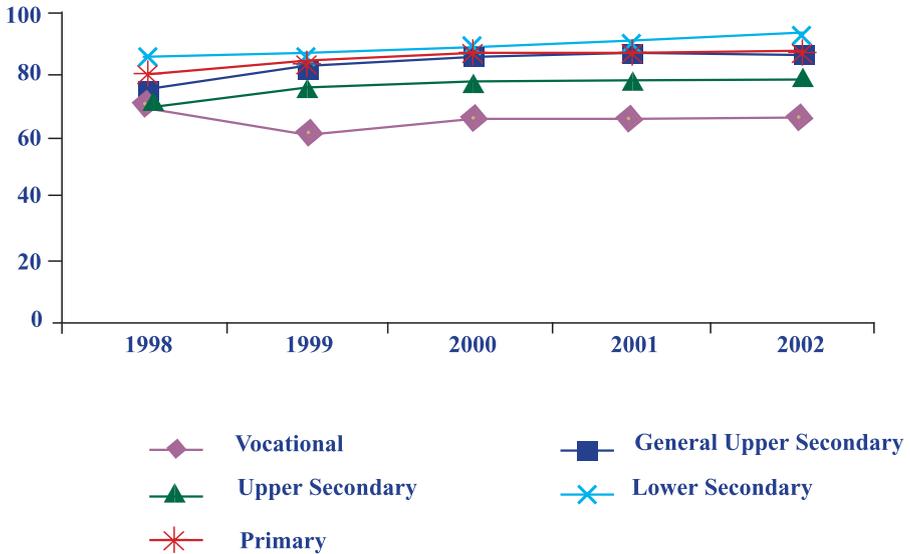
*In conclusion, greater efforts have been made to provide educational opportunities to all people and to raise the standard of education in Thailand. However, the desired improvements in education have not been fully achieved. Consequently, effective policy measures and implementation strategies for educational reform are needed to increase participation in educational services and improving the quality and efficiency of education.*

## PART 4

*Reform of Education :
From Proposals to Actual Practices*

# 9. Significant Progress of Educational Reform

*F*ollowing the promulgation of the *1999 National Education Act,* all agencies concerned are required to carry out educational reform along the lines stipulated by the Act. In accordance with the transitory provisions, the action to be taken immediately is the establishment of the *Education Reform Office* as an ad hoc public organisation, with a nine - member Executive Committee. Its major responsibilities are to submit the reform proposals to the *Council of Ministers* in relation to educational administration and management in Chapter 5; teachers, faculty staff and educational personnel in Chapter 7; and resources and investment for education in Chapter 8 of the Act. In addition, the Office has to submit to the *Council of Ministers* proposals regarding necessary bills for actions as well as amendments to legislation, rules, regulations, statutes and orders to meet the requirements of the Act.

In relation to other chapters of the Act, however, extensive educational reforms have been initiated and implemented by both public and private organisations as well as the general public such as families and communities. Major reform initiatives have been undertaken in accordance with the Act at both policy and planning levels by *ONEC, MOE, MUA, MOI* and other agencies concerned, and at the institutional level or grassroots level by educational institutions, families, individuals and communities.

## 9.1  Ensuring Basic Education for All

In accordance with Section 43 of the *1997 Constitution* and Section 10 as well as Section 72 of the *1999 National Education Act,* at least 12 year basic education of quality and free of charge will be provided equally to all Thai people by 11 October 2002.  Two years after its implementation, considerable efforts have been made by *ONEC, MOE* and all agencies responsible for the provision of basic education as follows:

### 9.1.1  Policy and Action Plan for Basic Education

The action plan for 12-year basic education has been formulated in  line with the policy guidelines approved by the *Council of Ministers.*  Since it will require considerable financial resources, the fiscal impact in providing basic education has been estimated carefully to be submitted to the *Council of Ministers* for approval.  However, the implementing agencies have prepared their own projects and programmes as well as budget appropriation for the fiscal year 2002 based on the draft action plan. Besides, the local authorities responsible for the provision of education have also formulated their own basic education policy, both formal and non-formal.

The provision of basic education will be divided into 4 key stages : 1) primary education grades 1-3, 2) primary education grades 4-6, 3) secondary education grades 7-9,  and 4) secondary education grades 10-12. The ministerial regulations to differentiate the levels and types of basic education have already been drafted to be approved by the *Council of Ministers.*

In addition, guidelines for the provision of 9-year compulsory education have been clearly set. Relevant laws and ministerial regulations on the criteria and methods of calculating children's age for compulsory education have been prepared based on considerable research.

### 9.1.2  Education for the Disabled, the Disadvantaged and the Gifted

At policy level, research and pilot studies have been conducted by *ONEC* in cooperation with schools and agencies concerned with the provision of education for the disabled, the disadvantaged and the gifted. Educational development plans have been formulated with policy guidelines and strategies for providing educational services to these groups. Innovative models to promote the teaching and learning of gifted children have already been developed in 8 subject areas based on research results.

At ministerial and institutional levels, the *MOE* has established a *Committee for Reform of Education for the Disabled, the Disadvantaged, and the Gifted* to implement educational reform for persons with special education needs. Besides, the following efforts have been made :

● Establishing an information centre for planning the provision of services for the disabled. Preparation has also been made to establish a centre for distribution of equipment and media for special education.

● Establishing 13 regional centres and 63 provincial centres for special education which have been in operation since October 2001.

● Providing support for the Education Centres for the Disabled in cooperation with the Parents' Network as well as providing readiness preparation for inclusive schooling for children both at the Centres and at home.

● The ministerial regulations relating to the provision of education for the disabled have already been drafted.

● Pilot studies on the provision of education for the Gifted have been launched in both public and private schools.

### 9.1.3 Alternative Education : Home - Schooling

The *1999 National Education Act* has encouraged families to provide basic education to their own children. Research on the Models and Development of Home-Schooling in Thai Society was conducted by *ONEC* in 2000, followed by a study on the Development of Networks for Home-Schooling in Thai Society undertaken in 2001. There is a trend with families in Thailand who have gathered together into "Home School Groups" which can be classified as follows:

*1) A home-schooling group which is a coordinating network* Its members mainly provide education to their own children. At the same time, they jointly organise learning activities at times and places agreed beforehand.

*2) A group of home-schooling organised in one place* The families with the same objectives and philosophy jointly organise home-schooling in one place. Teachers or organisers may be hired under the supervision of the group.

Around the end of 2000, the Coordinating Centre for Home-Schooling was first established. Three seminars were held as the beginning of home-schooling in Thailand. Key questions and answers on home-schooling were gathered from the studies, exchanges of ideas, and experiences of home-schooling families. There was also a study and collection of experience gained from organising learning activities together and utilisation of learning

sources. Besides, a study was undertaken on the possibility of cooperative provision of education among home-schooling families and educational institutions.

Finally, ministerial regulations on home-schooling have been drafted. Under the draft rule, parents opting for home schooling must submit education plans for their children with nearby state-run schools and education area committees. Home school providers would be consistently evaluated by nearby schools and required to submit reports twice a year.

## 9.2 Reform of the Educational System

Due to the globalisation resulting in on-going economic, social and cultural changes, the educational system in Thailand increasingly needs improvement to meet the demands of a knowledge-based economy. In order to enhance the people's potential and capacity for national development and competitiveness in the international arena, the reform of vocational education and training and the reform of higher education have been initiated.

### 9.2.1 Vocational Education and Training Reform

It is provided in Section 20 of the *National Education Act* that vocational education and training will be provided in educational institutions belonging to the State, the private sector and enterprises in accordance with the *Vocational Education Act* and relevant laws. This provision is leading to the enactment of a special law for vocational education and training (VET) in the near future.

Research for preparation of the *Vocational Education Act* was conducted by *ONEC* based on documentary research on vocational education and training in 12 countries. The research report has provided the principles and guidelines for the reform of vocational education and training in Thailand.

Based on the research results, the *Vocational Education Bill* has been drafted by *ONEC* and *DOVE.* The drafted Bill, which has been submitted by the *Education Reform Office* to the *Council of Ministers,* provides principle guidelines for the reform of vocational education and training in Thailand as summarised below.

**1) Principles for vocational education and training**

(1) Providing opportunities for everyone who is interested in and is capable of learning in vocational education;

(2) Vocational education must be instilled at the basic education level in order to develop appropriate knowledge, attitude and skills;

(3) The provision of VET must give priority to learner's needs and allow an individual to progress to an advanced degree level;

(4) There should be a system of vocational qualifications to bridge between education and work, so that, an individual could enter the world of work and come back to education and training at any time.

**2) Administrative system** should promote

(1) Unity in policy guidelines and variety in management;

(2) Networking between educational institutions, i.e., public institutions, private institutions and industry;

(3) Vocational education administrative system should have two levels:

● National level: there will be the Committee on Technological and Vocational Education;

● Institutional level: there will be networking of vocational education institutions.

**3) Teaching and learning**

(1) The target group for VET will cover the school-age population as well as the labour force who wish to upgrade their knowledge and skills;

(2) Teaching and learning must provide a good proportion between theory and practice and promote the application of universal knowledge in the Thai context;

(3) There should be competency standards for learners at each level;

(4) The evaluation should emphasise application of knowledge more than just theory;

(5) There shall be research and development to promote the transition from vocational education to the world of work.

**4) Cooperation with the community and industry**

(1) The provision of VET must draw community participation at every stage from planning to implementation;

(2) Effective incentives are necessary for private participation, such as, tax incentives, coupon for VET.

**5) Quality and standard**

(1) Licences for vocational education teachers may be required;

(2) Provide continuous and systematic in - service training for vocational teachers;

(3) Establish funds for vocational teacher development;

(4) Develop a vocational qualification framework.

**6) Financing and resource mobilisation**

(1) Resource mobilisation from public and private sectors;

(2) Provide financial support for those who do not wish to continue beyond compulsory education to obtain vocational training of at least one year before entering the labour market.

### 9.2.2 Higher Education Reform

Higher education is currently under the responsibility of 10 ministries and an independent agency. The key factors driving the reform of higher education in Thailand are: 1) an increase in the number of students; 2) the demand for pursuing higher education; 3) advancement in information technology; 4) social expectations of higher education as a key instrument for capacity development of human resources; 5) mismatching of graduate profiles and labour market requirement; and 6) budgetary limitations from the economic downturn. The promulgation of the *1999 National Education Act* is also an important factor contributing to acceleration of higher education reform.

Consequently, a Committee for Preparation of Higher Education Reform Guidelines was established by *ONEC* in order to propose the guidelines for higher education reform as required by the *National Education Act*. Based on the studies, research and extensive brain-storming, the complete report was finally submitted to the *National Education Commission* and the *Executive Committee of the Education Reform Office.* The key principles and guidelines of higher education reform are as follows:

**1) Higher education reform is based on unified policy formulation and diversity of practices/implementations**

● National body to coordinate policy formulation, planning and education standards, resources mobilisation, monitoring and evaluation; and

● Higher education institutions consist of **public** institutions, **private** institutions, **specialised** educational institutions and **local** institutions.

**2) Higher education administrative structure reform**

● Maintaining of unified policy formulation and standards, and delegation of administrative and management responsibility to educational service areas;

● Administration and management divided into 3 levels: national level, educational service areas level and individual institutions.

### 3) Higher Education administration and management reform

#### (1) Education Administration and Management

● Creation of unity and coherence in policy formulation, planning and higher education standards;

● Promotion of lifelong and continuous education, improved access and equity, transfer of credits among institutions, recognition of work experience.

● Development of capability for **autonomy management**; systematic transition of higher education institutions from the civil services to autonomous institutions; development of readiness indices;

● Budget allocation as **block grants** for autonomous higher education institutions; **unit cost** formulation; **performance auditing**;

● Internationalisation of higher education while retaining and improving indigenous capability and knowledge;

● Instituting **good governance** principles and cultivation of **enterprising spirit**;

● Extensive resources mobilisation and cultivation of stakeholder culture;

● Networking of higher education institutions among themselves, and with other education units, public and private sector bodies;

● Academic staff and higher education personnel development; and

● Strengthening higher education institution councils.

#### (2) Academic Management and Teaching Organisation

● Development of curricula and teaching/learning mechanisms to ensure flexibility, diversification to meet demands of learners, and national requirements;

● Adoption of innovation and information technology

● Development of student-centred learning; promotion of analytical skills, critical thinking and learning motivation;

● Placing importance on research, accumulation of knowledge and technology for development of the nation; and

● Development of evaluation and assessment mechanisms.

#### (3) Higher Education Standards and Quality

Setting up of internal and external quality assurance mechanisms as stipulated by the *National Education Act;*

- Setting up of common standards and procedures for accreditation;
- Promotion of professional organisations roles in higher education standards setting and quality assurance; and
- Development of higher education information systems/data bases, quality indicators.

Following the reform of vocational education and training as well as higher education, learners will be allowed to progress through the educational system from basic education to higher education as they wish. In order to meet the various needs of learners, three programmes of higher education will be offered as follows:

**(1) Academic Programme** is organised for general secondary education graduates to further their studies at bachelor degree, master degree and doctorate levels focusing on the production of middle and higher academics and researchers e.g. the Bachelor of Science and Bachelor of Liberal Arts programmes in various universities.

**(2) Professional Programme** which emphasises the creation of specialists, is provided to general secondary school graduates to study at bachelor degree level. The study at higher-than-bachelor degree level in this programme is the specialised Graduate Diploma in different areas such as Medical Science, Health Science, Public Health Science, etc.

**(3) Technology Programme** is organised for both general and vocational secondary school graduates to study at diploma or bachelor degree level, aiming at producing technicians or professional technicians and technologists.

## Figure 9.1  Programmes of Study in Higher Education



*Source : ONEC, **Guidelines for Higher Education Reform in accordance with the 1999 National Education Act,** February 2000.*

## 9.3  Reform of Learning

Of the 9 chapters of the *National Education Act,* Chapter 4 on National Education Guidelines is devoted to learning reform which is at the heart of educational reform and can be implemented without required regulations. As the reform of learning is aimed at providing the highest benefits for all Thai people, it has been implemented widely through various efforts from the policy level to the institutional or grassroots level.

### 9.3.1   Reform of Basic Education Curriculum

In accordance with Section 27 of the *1999 National Education Act,* the *Basic Education Commission* will prescribe the core curriculum for basic education while basic education institutions will be responsible for prescribing curricular substance.   The basic education curriculum has, therefore, been prepared at two levels, national and institutional:

**At National Level**

● The Curriculum Framework for Basic Education has been prescribed by the *MOE* with 3 components:

1) The curricular framework specifying its objectives, standards, as well as assessment and evaluation methods of teaching and  learning.

2) The framework for the national core curriculum to be organised consistently through 4 key stages.

3) The framework for local curriculum providing schools with guidelines for adaptation of learning contents appropriate to their localities.

The subjects are classified into 8 groups: Thai Language; Mathematics;  Science; Social Studies; Religion and Culture; Health Education and Physical Education; Art, Work Education and Technology; and Foreign Languages.

● The Basic Education Curriculum has been approved by the Committee for the Reform of Curriculum and Learning Process following several meetings held for comments and suggestions from all agencies concerned and target groups including the Parents Network, students and the public.  According to the announcement of the *MOE* on 3 November 2001, the reformed curriculum is scheduled to be introduced in the academic year 2002, starting with the first year of each key stage and the second and the third in the following years.

● Guidebooks for introducing the new curriculum have been prepared to provide the details of curriculum contents as well as

guidelines for the organisation of learning activities, measurement, evaluation and the production of learning media, etc.

### At Institutional Level

● Educational institutions have been encouraged to develop the local curriculum. For example, pilot projects on the preparation of local curriculum have been undertaken by schools under *ONPEC, DNFE,* and *BMA.* Training packages were prepared for teachers for the development of school curriculum.

In preparing the school curriculum, each school is required to establish a School Curriculum Committee which is composed of teachers, administrators, scholars, and curriculum experts in each localities or in educational institutions. The responsibilities of the Committee are the planning, supporting, monitoring, evaluation and development of the school curriculum.

● Workshops were organised for teachers to make an analysis of the school curriculum and prepare their teaching plans and teaching media as well as measurement and evaluation. Preparation has been made for 152 pilot schools nationwide to implement the Basic Education Curriculum.

### 9.3.2   Learning through the Learner-Centred Approach

Considerable efforts have been made to reform the learning process. Five learning models were developed by specialists in learning: Happy Learning; Participatory Learning; Thinking Process Development Learning; Aesthetic and Character Development Learning: Art, Music, Sport; and Moral Value Development. There has also been a synthesis of research reports on learning and the development of various models for the organisation of learning through a learner-centred approach. The bodies of knowledge on student-centred learning at early childhood, basic education and higher education levels have been studied. The research reports and documents containing principles, experiences and recommendations on student-centred learning have been published and disseminated to the people concerned such as policy makers, educational administrators, and teachers.

The concept of the learning process through the learner-centred approach has been put into practice by all agencies concerned, both public and private, for example:

● *ONPEC* provides guidelines for schools under its jurisdiction to organise learning activities through the learner-centred approach based on five aspects: happy learning; learning through a holistic approach; learning through analytical thinking and actual practice; learning with others; and learning about one's own learning process.

● The *DGE* disseminate information on organising the learning process through the learner-centred approach. *DGE* has proposed guidelines for their teachers to organise learning activities which enable learners to construct and discover knowledge themselves; interact with a variety of learning sources; have physical participation suitable to their ages and interests; learn different processes; and apply the knowledge gained.

● The *DOVE* allows students a learning process and vocational training so that they acquire knowledge and proficiency in occupational skills through actual experience.

● The *Department of Education of BMA* launched the Project on Strengthening Potentiality of Municipal School Students in the Bangkok Area. It aimed at developing learners' potential through teacher training and organisation of the learning process based on the learner-centred approach.

● The *Bureau of Local Education Administration* has implemented the learning reform through the whole-school approach. Municipalities and *Pattaya City* with schools under their jurisdiction have also been instructed to prepare long-term learning reform plans.

In addition, several non-governmental organisations and the private sector have initiated and promoted development of the learning process through the learner-centred approach, e.g. *Suksapattana Foundation, Thai Education Foundation, Institute for the Promotion of Art and Culture for Development,* and many private schools. Classroom research for developing the teaching-learning process is also being conducted in a number of *ONPEC, DGE, BMA* and municipal schools.

### 9.3.3 Recognition and Rewarding of Outstanding Teachers and Administrators

The most significant agents of learning reform are teachers. In order to recognise the importance of the teaching profession and the quality of teaching and learning, outstanding teachers have been selected and rewarded as National Teachers, Master Teachers, Spearhead Teachers and Thai Wisdom Teachers.

#### 1) National Teachers

The National Teacher Award has been introduced by *ONEC* with a grant to foster innovations to improve the quality of learning. The award consists of three components: 1) a salary supplement; 2) a project grant to accomplish a proposed innovative project; and 3) a grant to the teacher's school to facilitate integration of the teacher's innovation to the school as a whole. Since 1998, 22 national teachers have been awarded and become agents of change for learning reform.

**2) Master Teachers**

The selection of Master Teachers or Model Teachers to be key agents for learning reform has also been initiated by *ONEC*. Each Master Teacher is required to disseminate his/her teaching techniques based on the learner-centred approach to at least 10 of his/her colleagues for 4 months. The teaching models of 326 Master Teachers awarded since 1998 have been compiled and published for dissemination to other teachers as guidelines.

**3) Spearhead Teachers**

In order to expand the network of change agents for learning reform, the *MOE* accepted the idea of recognition of outstanding teachers. Any teacher who is likely to change his/her teaching behaviour based on the learner-centred approach has been selected as a Spearhead Teacher. Under the supervision of National Teachers and Master Teachers, these teachers are supported to attend workshops on student-centred learning. They are required to create increasing agents of change for learning reform through their networks of teachers.

Besides, the Teacher Award has been initiated by *ONPEC* with a view to encourage teachers to develop themselves as models and agents of change for learning reform. These teachers are supposed to be learning sources for the actual implementation of learning reform and expand their networks in all areas. In 2001, about 1,281 awards have been granted to teachers in 18 fields.

**4) Thai Wisdom Teachers**

In order to promote local knowledge and national arts and culture, 30 local knowledge experts have been awarded as "Thai Wisdom Teachers" in 2001. These teachers have accumulated their knowledge and skills over many years and have been recognised for their contribution to the transmission of local knowledge to the community through their own learning centres. The teachers awarded were experts in 9 fields of knowledge, namely agriculture; manufacturing and handicrafts; Thai traditional medicine; natural resources and environment management; community business; traditional art; language and literature; philosophy, religion and tradition; and nutrition. After being selected, they are required to organize a teaching programme of Thai knowledge with financial support from *ONEC*.

**5) Model Administrators**

To recognise the importance of school administrators as key agents for learning reform, *ONEC,* in cooperation with the *Council of Educational Administration Programme Managers in Higher Education Institutions of Thailand,* has initiated the rewarding of Model Administrators. The administrators selected for the first year in 2001 have been limited to those

schools participating in the Learning Reform Schools Project. Among 250 school administrators, about 15 administrators with knowledge, capabilities and outstanding performance in school administration promoting the reform of learning have been awarded.

The Model Administrators will be provided with financial support to a sum of 200,000 Baht for 3 years for carrying out the following tasks:

(1) Development of school administration models or guidelines according to the proposed project.

(2) Building and developing a school administrator's network promoting the reform of learning.

(3) Supervising their network members relating to administration.

(4) Disseminating their achievements to educational administrators and the public.

### 9.3.4 Learning through a Lifelong Process

In order to achieve the stated objectives and principles of education, the implementation of learning reform emphasises the lifelong learning process through formal, non-formal and informal education. Various efforts have been made to enable individuals to learn at all times and in all places as follows:

● Documentary research was conducted by *ONEC* on Lifelong Learning for Thai Society in the 21st Century to provide a body of knowledge and recommendations for the formulation of policy guidelines for promoting lifelong learning. Following a seminar held by *ONEC* and *MOE,* key strategies for the provision of lifelong learning have been proposed:

1) Formulation of clear policy guidelines on lifelong learning or promulgation of a law on lifelong learning;

2) Establishment of a central unit to take responsibility for the coordination and promotion of lifelong learning;

3) Launching a campaign to create understanding of lifelong learning among all stakeholders, both the providers and the target population as well as the public at large;

4) Improving the provision of all types of education to be conducive to lifelong learning;

5) Setting the criteria guidelines for linking all types of education to encourage people to participate in lifelong learning;

6) Developing learning sources in the communities and building learning networks;

7) Building partnerships among all parties concerned, both public and private, as well as the general public;

8) Constructing a media and information technology system to facilitate lifelong learning;

9) Developing the capabilities of the people concerned in the provision of lifelong learning; and

10) Provision, mobilisation and allocation of funding for the promotion of lifelong learning.

● Research and case studies have been conducted by *ONEC* to seek appropriate models for organisation of learning sources to promote lifelong learning.

● The *DNFE* has drafted the criteria and procedures for the transfer of learning outcomes as well as the criteria and procedures for equivalence at different levels of education.

● Various types of non-formal and informal educational activities are provided and enhanced by many agencies, such as the *DGE, DOVE, RIT* and *RIs.*

## 9.4 Reorganization of Administrative Structure

In order to facilitate and realise the reform of learning, educational administration and management in Thailand must be reorganised. The reform of educational administration must be based on the principle of unity in policy and diversity in implementation as well as decentralisation of authority to educational service areas, educational institutions and local administration organisations. The reform proposed by the *Education Reform Office* and the actual implementation are presented below.

### 9.4.1 The Reform Proposals

The *Ministry of Education, Religion and Culture (MERC)* will be established by merging the *ONEC, MOE* and *MUA*. According to the restructuring proposals of the *Education Reform Office* submitted to the *Council of Ministers,* education in Thailand will be administered and managed at two levels:

### At National Level

Educational administration and management at national level will be the responsibility of the *Secretariat of the National Council for Education, Religion and Culture (NCERC)*; *Office of the Commission for Basic Education (OCBE)*; *Office of the Commission for Higher Education (OCHE)*; *Office of the Commission on Religion and Culture (OCRC)*; *Office of the Permanent Secretary for the MERC*; and independent public organisations which are legal entities under the supervision of *MERC.* The new Ministry will be organised as presented in Figure 9.2:

**Figure 9.2 Organisation of the Ministry of Education, Religion and Culture (MERC)**

MERC Minister

Independent Public Organisations

The National Council for Education, Religion and Culture (NCERC)

The Commission for Basic Education (CBE)

The Commission for Higher Education (CHE)

The Commission on Religion Culture (CRC)

Office of the Permanent Secretary of MERC

Secretariat of the NCERC

Office of the CBE

Office of the CHE

Office of the CRC

Council of Teachers and Educational Personel

Office of Education Standards and Evaluation

Institute for Educational Technologies

Institute for Development of Teachers, Faculty Staff and Educational Personnel

Institute for the Promotion of Teaching Science and Technology

National Institute for Educational Testing

Teachers Council

Office of the Area Committee for Education, Religion and Culture

Area Committee for Education, Religion and Culture

Sub-Committee for Teachers and Educational Personnel

Private Educational Institutions

Institutions for Basic Education and Education at Lower-than-Degree Level

Agencies Related to Religion, Arts and Culture

People, Families, Communities, Private Organisations and Social Institutions

**(a) Secretariat of the *NCERC*** : *ONEC*'s original organs and the responsibilities; together with those concerning policies, plans and laws of *MOE* and *MUA,* will be merged into this Secretariat which is a legal entity.

**(b) Office of the *CBE*** : This office will cover original organs and the responsibilities of *DGE*, *ONPEC*, *DCID*, *OPEC* and *TCSC*.

**(c) Office of the *CHE*** : This office will cover original organs and the responsibilities of *ORIC, RIT, Pathumwan Institute of Technology* (originally under *DOVE*) and *Institute of Developmental Arts* (originally under *DFA*) and state educational institutions providing education at degree level.

**(d) Office of the *CRC*** : *Original* organs and responsibilities of the *Religious Affairs Department*; *DFA*; and *Office* of the *National Culture Commission*, will be merged into this office.

The Secretariat of the *NCERC* and the other three offices mentioned above will prescribe the number of their committee members as well as the qualifications, criteria, nomination  procedures, selection of the chairperson and members who shall have a single term of office of three years and shall not serve for more than two consecutive terms.

**(e) Office of the Permanent Secretary for the MERC** : This office will be a central unit responsible for general administration and management. It will oversee, monitor and coordinate the overall administration and management of related affairs within the *MERC* itself as well as between *MERC* and other agencies. The power and duties of this office will cover four types of education (vocational; physical; non-formal; and informal) which are not included in those four agencies as stated above.

**(f) Independent Public Organisations** *(IPOs)* which are legal entities will be established : 1) *Council of Teachers and Educational Personnel* 2) *Office of Education Standards and Evaluation;* 3) *Institute for Educational Technologies;* 4) *Institute for the Development of Teachers, Faculty Staff  and Educational Personnel;* 5) *Institute for the Promotion of Teaching Science and Technology;* 6) *National Institute for Educational Testing, and 7) Teachers Council.*



### At Local Level

Educational administration and management at local level will be under the responsibilities of educational service areas and local administration organisations as well as private and state educational institutions.

### A. Educational Service Areas

At local level, decentralisation of authority in educational administration and management as well as autonomy of private and state educational institutions will be the core of the reform process

(Figure 9.3). The *Office of Area Committee for Education, Religion and Culture* will be established in each educational service area. As for other local administration organisations which have never experienced the provision of education; *MERC* will prescribe the criteria and procedures for assessing their readiness in doing so in the future.

**Figure 9.3 Decentralisation of Educational Administration and Management**
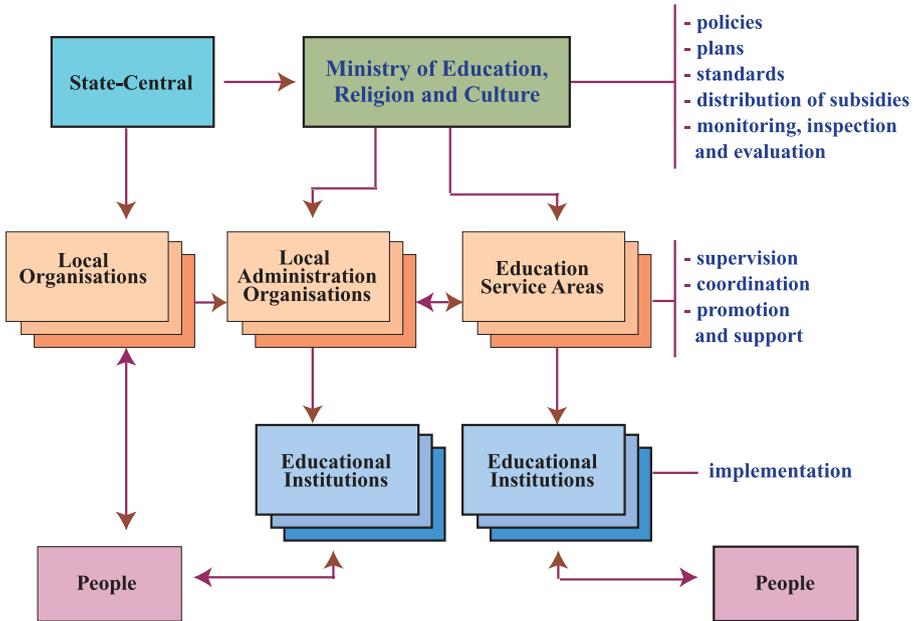
The *Office of the Area Committee for Education, Religion and Culture* will be organised through the merger of the following agencies so as to make them ready for decentralisation from central organisations: *Provincial Education Superintendent's Offices; District Education Office; Provincial Primary Education Commission's Offices; District Primary Education Offices; Provincial General Education Offices;* and part of the responsibilities originally supervised by the *Provincial Non-Fornal Education Centres* related to non-formal and informal education.

In each educational service area, the powers and duties of the *Area Committee for Education, Religion and Culture* and its Director, as well as those of the board members and directors of educational institutions, will be reorganised. The purpose of this reform is to create links between those educational service areas and educational institutions and prepare them for decentralisation from central organisations.

The responsibilities of the *Offices of the Area Committee for Education, Religion and Culture,* after the restructuring, will be as follows: (1) to formulate plans and policies; (2) to promote standards and quality of education provided by state and private educational institutions; (3) to support local administration organisations and concerned agencies in providing education in accord with their readiness, suitability and requirements; (4) to support education related to religion, art and culture; and (5) to support private educational institutions concerning their educational provision.

## B. Educational Institutions
### (1) Institutions at Degree Level

All educational institutions providing education at degree level are legal entities and allowed to function with freedom. Each institution can develop its own administration and management system with flexibility and academic freedom under the supervision of the institutional council empowered by its own Act.

### (2) Institutions at Basic Education or Lower-Than Degree Level

*School Board*

To abide by the *1999 National Education Act,* the *Ministry of Education, Religion and Culture* will decentralise powers in educational administration and management regarding academic matters, budgets, personnel and general affairs administration directly to the educational institutions. Therefore, in each institution providing basic education or education at lower-than-degree level, there will be a board composed of 7-15 members who will be the representatives of parents, teachers, community organisations, local administration organisations, alumni, and scholars. The board of each educational institution will take charge of the following responsibilities:

- Approve the policy, plan and budget of the school/institution;
- Promote academic matters and the development of teachers and educational personnel;
- Mobilise resources for education;
- Promote internal and external evaluation;
- Coordinate and promote relationships between the institution and external organisations;
- Provide suggestions and advice to the administrator;

● Participate in the monitoring, inspection and evaluation of the administrator; and

● Promote and support the performance of the institution/school.

### *School - Based Management*

Following the proposed educational administration reform, all schools are required to take greater responsibility in performing their duties as follows:

● **Academic Matters** Each school can provide any one or all of the three types of education: formal, non-formal and informal education. Schools are required to promote learning reform by changing the teaching-learning method from a teacher-centred to a learner-centred approach. As for the reform of the curriculum, each school will be responsible for prescribing curricular substance relating to the needs of the community and society, local wisdom and attributes of desirable members of the family, community, society and nation.

● **Budget** In order to meet the objective of decentralisation, budget decision making will be delegated to the school. General subsidies will be distributed as per head expenditure directly to schools on an equal basis. Public schools will have the autonomy to utilise the budget allocated in response to their needs, taking into consideration the quality of the education and the efficiency of the administration.

● **Personnel** Schools will be authorised to take responsibility of their own personnel management, including recruitment of teachers as well as appointments, training, rewarding and dismissal. Moreover, they are required to mobilise human resources in their locality to participate in educational provision. These resource providers will contribute their knowledge, experience and expertise to the development of schools in their own communities.

● **General Affairs Administration** Each school will have the autonomy to design its own working system and process without any interference from the Ministry, with the aim of achieving the national education goals. The management of the school will be under the responsibility of its administrator and school board. However, the development of the school will be evaluated every 5 years by the *Office of Education Standards and Evaluation* for the purpose of educational quality assurance.

### 9.4.2 The Actual Implementation

The reorganisation of administrative structure is very difficult and delicate, leading to some groups of people being affected by change. The successful implementation of the reform of educational administration and management, thus, requires strong political support and people participation. The progress so far can be summarised as follows:

**At Policy Level**

● Policy recommendations on educational administration and management by local administration organisations have been proposed.

● Ministerial regulations on criteria and procedures for assessing the readiness of the local administration organisations in providing education have been prepared.

● The Private Education Bill and the Private Higher Education Institution Bill have been drafted.

● Action research on the administration and management of private vocational education has been conducted.

**At the Institutional Level**

● Efforts have been made to decentralise powers in educational administration and management regarding academic matters, budget, personnel and general affairs administration to educational institutions through the introduction of school-based management.

● An institution or school board has been established in each school at basic education level.

● The provision of education for 3-year-old children in specified areas has been transferred to local communities or local administration organisations, while *ONPEC* has been requested to take the responsibility of 4-5 year old children.

## 9.5 Introducing a System of Educational Quality Assurance

Chapter 6 of the *1999 National Education Act* has introduced a new system of educational quality assurance to ensure improvement of educational quality and standards at all levels. Major tasks to be accomplished are 1) setting educational standards,  2) designing and developing a system of internal and external evaluation,  3) setting up the *Office of Education Standards and Evaluation* and  4) conducting external evaluation of all educational institutions, of which the first round is  scheduled to be completed by August 2005.  The progress so far is summarised below.

### 9.5.1 Establishment of the Office of Education Standards and Evaluation

In order to meet the requirements of the Act, the *Office of Education Standards and Evaluation (OESE)* was established in November 2000 with the following objectives, functions and administration:

**Objectives**  To develop the criteria and methods of external provision in order to evaluate the quality of educational institutions, taking

into account the aims, principles and direction for provision at each level of education as stipulated in the *National Education Act*.

**Functions**

● To develop the external evaluation system, set the framework, direction and methods for efficient external evaluation;

● To develop the standards and criteria for external evaluation;

● To certify external evaluators;

● To supervise and set standards for external evaluation conducted by external evaluators as well as to issue certification of standards;

● To develop and train external evaluators; prepare training course curricula and encourage private, professional or academic bodies to participate in the efficient training of external evaluators; and

● To submit annual reports on the evaluation of educational quality and standards to the *Council of Ministers,* the agencies concerned and the public.

**Administration**

The *Executive Committee of the OESE* was established, comprising:

● A chairperson appointed by the *Council of Ministers;*

● Three ex-officio committee members; namely, the Permanent Secretary for *Education, Religion and Culture;* the Chairperson of the *Committee for Development of the Evaluation System of Basic Education Quality;* and the Chairperson of the *Committee for Development of the Evaluation System of Higher Education Quality*; and

● Six scholar members appointed by the *Council of Ministers.* The Director of the Office serves as secretary of the Committee and can appoint an official to serve as assistant secretary.

In order to conduct educational quality evaluation in response to various types of education, a *Committee for Development of the Evaluation System of Basic Education Quality* and a *Committee for Development of the Evaluation System of Higher Education Quality* have been established with the following responsibilities:

● Provide academic support to the *Executive Committee of the OESE.*

● Develop and improve the system and methods of external evaluation and develop standards and criteria for external evaluation of different levels of education.

● Supervise actions to ensure certification of standards and quality assessment of educational institutions at different levels.

### 9.5.2    Basic Education Quality Assurance

A system of internal and external evaluation for basic education has already been designed and developed as follows:

●    **Internal Quality Assurance**

Research and development on internal evaluation at basic education level was conducted for the preparation of guidebooks and an internal evaluation model. Guidelines for internal evaluation of educational institutions have been formulated as presented below:

1) All educational institutions should conduct internal quality assurance annually.

2) The continuous process of internal quality assurance of all educational institutions consists of planning, evaluation and improvement of their performance. Each institution is required to prepare its own education development plan in line with the objectives and principles of the *National Education Act,* the National Education Standards as well as the aims/philosophy/ charter of the institution; clearly determine the time frame of its implementation; continuously follow-up and evaluate its own performance; and finally use the evaluation results to improve and develop the quality of education.

3) At all stages of internal quality assurance, emphasis should be placed on the coordination and participation of all parties concerned, i.e. the institution's personnel, the institution board, the parents, as well as the personnel of various agencies and organisations in the communities, educational service areas and the regions.

4) Each educational institution is required to complete its internal quality assurance report before the beginning of the following academic year, presenting the evaluation results for educational quality as well as guidelines or programmes for improvement and development of educational quality in the following year. The report must be submitted to its parent organisation, the agencies concerned, the *OESE* and be made available to the public.

●    **External Quality Assurance**

The Educational Standards for External Evaluation at basic education level have been developed through brainstorming of scholars, educators and other persons involved, and through public hearings as well. The standards, approved by the *Council of Ministers* in January 2000, will be used as a framework for external evaluation and guidelines for the agencies concerned and all educational institutions to develop the quality of education in the same direction.

The standards to be used for the first round of external evaluation are composed of 14 standards and 53 indicators which can be categorised into 3 groups as follows:

1) *Standards of Learners,* consisting of 7 standards with 22 indicators, aim at physical, spiritual, intellectual and social development.

2) *Standards of Process,* consisting of 3 standards with 21 indicators, focus on administrative and teaching - learning processes.

3) *Standards of Inputs* specify the characteristics or readiness of administrators, teachers and the curriculum. They are composed of 4 standards, with 10 indicators.

In addition, educational standards for the disabled have been developed and the framework for the quality assurance of non-formal and informal education has also been formulated. The *OESE* has been organised training courses for external evaluators for basic education.

### 9.5.3  Higher Education Quality Assurance

It has been the main emphasis of the *MUA* to heighten the quality of higher education. Continuous efforts have been made since the announcement of the Quality Assurance (QA) policy in 1996. After the *OESE* was established, the *MUA* became facilitator and supporter for QA development in higher education institutions. It also serves as the link between the *OESE* and its institutions to ensure that external assessment will be in tune with the existing QA endeavors.

As knowledge on and exposure to QA systems and implementation are essential for the smooth operation of the *MUA* and universities, the *MUA* has commissioned experts to undertake research studies and surveys so that the database on various models of implementation on QA can be shared and the current status of all public universities can be developed and posted on the *MUA* website for the university community and the general public to access. Furthermore, discussion forums have been regularly organised, inviting foreign experts and partner agencies to share their views and experiences. Relevant publications have been written or translated, produced and disseminated to all higher education institutions under the supervision of the *MUA* and those under other ministries.

The *OESE* is currently responsible for the evaluation of educational quality at higher education level in accordance with the indicators, criteria and approaches that have been developed.  The evaluation aims at encouraging quality development of higher education based on the standards set by the *Committee for Development of the Evaluation System of Higher Education Quality*, in line with the missions and varieties of higher education institutions.



- **Internal Quality Assurance**

The *MUA* has focused on the internal QA system.

It has announced 9 aspects of quality factors. They include philosophy, mission, objectives and implementation plan; teaching-learning provision; student development activities; research; academic services to the community; preservation of art and culture; administration and management; finance and budgeting; and QA systems and mechanisms. It should be noted that university autonomy and academic freedom have been stressed, meaning that universities are free to choose their own QA systems as deemed most appropriate to their conditions and requirements. They are, however, requested to ensure that their systems will cover the dimensions of higher education provision.

The internal QA system consists of quality control, quality audit and quality assessment. In 2001, the *MUA* promoted training of internal auditors for universities and institutions. A training curriculum for auditors has already been developed while training for trainers was held, allowing its 12 core universities nationwide, both public and private, to start training auditors for their respective universities and institutions of higher learning within or near their provinces. By so doing, the number of trained auditors has risen from 280 in the year 2000 to 1,070 in 2001.

The pilot project to conduct internal audits of 22 faculties, comprising education, engineering, medical science and nursing will be completed in 2001. It is planned that an evaluation of the overall pilot project will be carried out early in 2002 while exploring the possibility of launching another one on internal assessment.

In relation to internal assessment, a working group has been set up to lay down a broad framework and guidance directions for universities and institutions. At the same time, the flow of communication among the *MUA,* universities and the *OESE* has been enhanced to allow all involved to learn of one another's development so that proper actions can be taken accordingly. An e-group for the internal auditors has been set up for such purposes as well.

- **External Quality Evaluation**

External quality evaluation will be conducted through the initial inspection of annual reports as well as other reports resulting from internal



quality assurance of universities or higher education institutions. The external evaluators certified by the *OESE* will review documentary evidence and data and visit the higher education institutions in accordance with the evaluation process. This will lead to the certification of

quality and standards of higher education institutions based on the standards and performance indicators which have been developed by the Committee.

So far, guidelines for higher education quality assurance and performance indicators have been formulated. Ministerial regulations on the system of internal quality assurance at both basic education and higher education levels have already been drafted.

## 9.6 Enhancing Professionalization and the Quality of the Teaching Profession

Improvement of teaching quality is central to the reform of learning. The *1999 National Education Act* has thus stipulated the development of a new system for management of teachers, faculty staff and educational personnel with a view to enhance professionalism and the quality of the teaching profession. The reform proposed by the *Education Reform Office* and the actual implementation are as follows:

### 9.6.1 The Reform Proposals

The new system for management of teachers, faculty staff and educational personnel proposed by the *Education Reform Office* is based on the principle of a holistic reform as shown in Figure 9.4. It is composed of 4 sub - systems: 1) production system, 2) development and promotion system, 3) professional control system, and 4) personnel management system. The reform proposals can be summarised as follows:
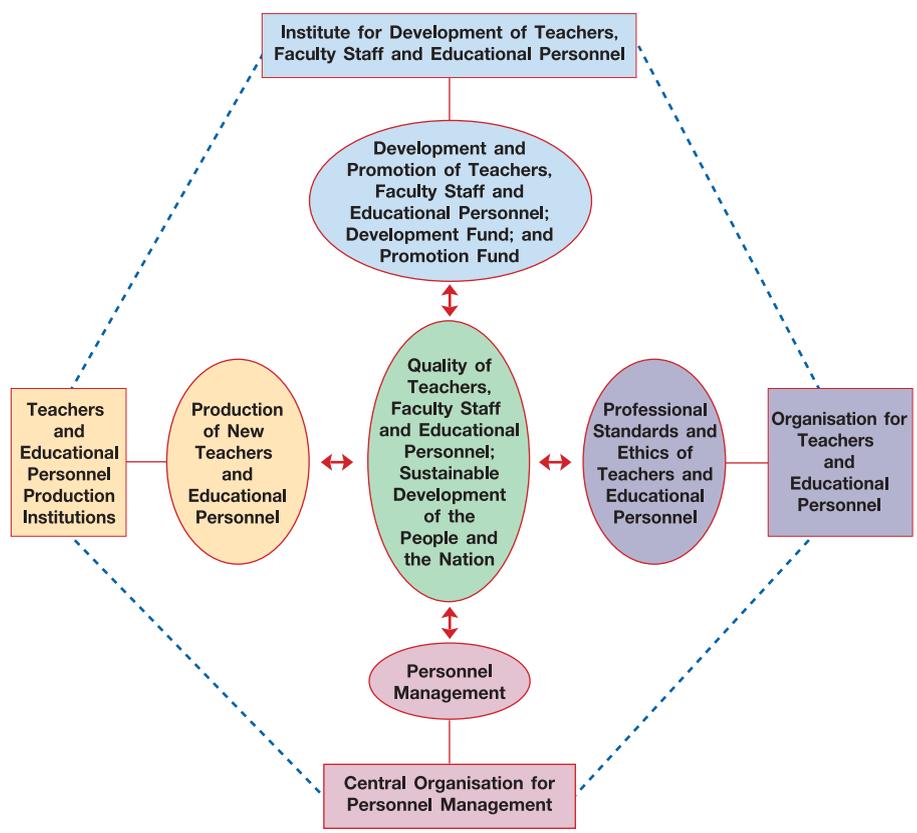
**1) Production System of Teachers and Educational Personnel**

● Setting up a committee for policy and planning on the production of teachers and educational personnel under the *National Council for Education, Religion and Culture.*

● Building confidence and faith in the teaching profession, as well as recruiting and attracting good high achieving students to teacher education.

**Figure 9.4 Organisation of a New System for the Management of Teachers, Faculty Staff and Educational Personnel**



- Upgrading the teacher education curriculum by developing a 5-year teacher education course.
- Enhancing the teacher production institutions to become centres of excellence.

2) **Development and Promotion System for Teachers, Faculty Staff and Educational Personnel**

- Introducing staff development programmes for educational administrators, educational institution administrators, teachers, community leaders, and leaders of local administration organisations as preparation for educational reform.

● Establishment of the *Institute for Development and Promotion of Teachers, Faculty Staff and Educational Personnel* to ensure continuous and systematic development and the promotion of in-service staff.

● Establishment of a *Fund for the Development of Teachers, Faculty Staff, and Educational Personnel,* as well as a *Fund for the Promotion of Teachers, Faculty Staff, and Educational Personnel* to enable these people to create and continuously produce quality work. The funds also provide grants for honouring and rewarding good teachers with outstanding achievements.

### 3) Professional Control System

● Establishment of the *Council of Teachers and Educational Personnel* as a professional organisation responsible for setting professional standards, issuing and withdrawing licences, as well as professional development.

● In the initial period, there will be 2 types of teaching licence:

1) Teaching licences for all teachers and educational supervisors, and

2) Professional licences for the directors of educational institutions and administrators of the *Office for Education, Religion and Culture* of the educational service area.

An assessment is required for renewal of a licence every five years.

● Professional control of university faculty staff is under the responsibility of each university.

### 4) Personnel Management System

● Setting up the "Commission for Teachers and Educational Personnel" as a central organisation responsible for personnel management of teachers and educational personnel for basic education at national level.

● Setting up the "Area Committee for Teachers and Educational Personnel" to take responsibility of personnel management for teachers and educational personnel in each educational service area.

Personnel management for the civil servants in the organisations above educational service areas or in the central organisations responsible for policies, plans and standards is still under the Civil Service Commission. With regard to

the civil servants in higher education institutions under the *Ministry of Education, Religion and Culture,* they are under the personnel management of the University Civil Service Commission.

### 9.6.2 The Actual Implementation

Together with the proposals of the *Education Reform Office* for development of systems of teacher, faculty staff, and educational personnel, the necessary bills have been proposed for action to be taken by 20 August 2002. In the meantime, significant progress have been made by all agencies concerned to raise the status of the teaching profession as follows:

**At the Policy Level**

● Based on research and studies conducted by *ONEC,* a series of policies and plans for teaching profession reform on a holistic basis have been formulated.

● Criteria and procedures for issuing and withdrawing professional licences as well as the development of in-service teachers, administrators, and educational supervisors have been determined.

● The *Council of the Deans of the Education Faculties of Thailand* was established to provide recommendations regarding educational policies, plans and standards as well as to enhance cooperation in relation to the production and development of teachers, faculty staff and educational personnel.

● Preparations have been made for the establishment of the *Council of Educational Administration Programme Managers in Higher Education Institutions of Thailand* with a view to strengthen the institutions responsible for the production and development of teachers.

**At the Institutional Level**

● A strategic plan has been formulated for the teaching and learning development of lecturers in the Faculties of Education of Rajabhat Institutes.

● Educational personnel development plans have been formulated in several universities.

● Local wisemen have been invited to teach in educational institutions at both basic and higher education levels.

## 9.7 Mobilisation of Resources and Investment for Education

Since the finance system is an integral part of any administrative system, new approaches to education finance reforms must be consistent with the reorganisation of the administrative structure in order to mobilise resources and investment for education.

### 9.7.1 The Reform Proposals

The reform proposals in relation to resources of investment for education have also been submitted to the *Council of Ministers* by the *Education Reform Office* and can be summarised as follows :

#### 1) Demand - Side Finance of Education

To achieve the objectives set out in the *1999 National Education Act,* there will be major changes in the allocation of educational resources. Education is currently financed through the "supply-side", that is, the government is the provider of education. The reform initiatives have proposed financing of education through the "demand-side", i.e., those demanding educational services, parents and students.

#### 2) Responsibilities of the Government

##### A. Allocation of Resources for Basic Education

● Distribution of budgetary allocations for capital costs of public educational institutions will be based on the proposed programmes/ projects, taking into consideration the needs of each institution.

● Distribution of budgetary allocations for operating costs will be based on per head expenditure, excluding salaries for public educational institutions, and including salaries for private educational institutions.

##### B. Allocation of Resources for Higher Education

● Provision of matching grants for capital costs of public higher education institutions will be based on a long-term development plan which is in line with the Higher Education Development Plan.

● Distribution of budgetary allocations for operating costs of public institutions will be based on the Relative Funding Model.

#### 3) Participation of Learners and Families

● **Basic Education Finance:** The Government will provide 12 years of quality education, free of charge. However, learners or families will take responsibility for other expenses related to education such as personal expenses or other supplementary educational services. Learners from lower income families will be supported by the Government based on the poverty line.

● **Higher Education Finance:** Learners should be responsible for their educational expenses in response to the high rate of private returns to higher education. A programme of phased increases in tuition fees will be introduced as a mechanism for cost recovery. Scholarships

and loans will be provided to learners who require financial aid in both public and private institutions.

### 4) Contributions from the Private Sector and Society

● Financial institutions will be encouraged to provide low - interest loans to private institutions.

● Financial support for education will be sought from public and private organisations both in Thailand and other countries.

● With additional tax exemption measures, all sectors of society will be encouraged to be educational providers or participate in the provision of education.

● A levy of inheritance tax will be proposed so that its income can be earmarked for educational provision.

● An endowment fund will be established in each educational institution; and donations to the fund can be included in the calculation of tax rebates.

### 5) Management, monitoring, auditing and evaluation in utilisation of budget

● **Budget Management** As a financial entity, each basic education institution will specify its own financial requirements for submission through the educational service area to the *Basic Education Commission* of the Bureau of the Budget will distribute the budget directly to the educational service area for schools to manage by themselves.

At higher education level, requests for government subsidies will be submitted to the *Higher Education Commission.* The budget will be allocated directly to each institution.

● **Accounting System** Each educational institution is required to establish its own accounting system on an accrual basis in order to show its actual performance and financial status.

● **Auditing** Internal auditing will be introduced in terms of financial audit, operation audit and performance audit by internal inspectors and the inspection committee of each institution. External auditing will be under the responsibility of the Office of the Auditor-General of Thailand and licenced auditors.

### 9.7.2 The Actual Implementation

Major activities to be implemented relating to resources and investment for education are the preparation and amendment of legislations and regulations for effective management of educational resources. The achievements so far are the proposed implementation guidelines on the following issues:

- The mobilisation of educational resources and investment through various means such as tax rebates or tax exemption measures, education bonds, etc.

- The promotion and support for public educational institutions to earn interest from their properties.

- The distribution of budget for basic and higher education and calculation of per head expenditure.

- The administration and management of the Fund for the Student-Loans Scheme.

- The calculation of budget adjusted in response to those with special education needs.

- The criteria for distribution of budget to educational service areas and educational institutions.

- The management of the low-interest loans fund to private educational institutions.

- The distribution of subsidies for social institutions providing education based on per head expenditure.

- A new system for educational budget and preparation of ministerial regulations on criteria and procedures for auditing, follow-up and evaluation of educational budget.

## 9.8 ICT for Educational Reform

As technology is a crucial means of improving the quality of teaching and learning, its role has been emphasised by Section 63 through 69 under Chapter 9 of the *National Education Act.* Major activities to be implemented are concerned with the production and refinement of educational media; development of the capabilities of learners and educational personnel

in using technologies for education; research and development on the production and refinement of technologies for education; and the establishment of a Fund and a central unit for development of technologies for education.

In order to enhance the use of information and communication technologies (ICT) for educational reform as provided by the Act, documentary research was commissioned by *ONEC* to provide recommendations for the formulation of policies and strategies for development of information technology for education.



Based on the research results, the *Policies and Strategies for Development of Information Technology for Education, Religion and Culture* has been formulated, covering all provisions in Chapter 9 of the Act. To put the policies into practice, the *National ICT for Education Masterplan* has been drafted by *ONEC* in cooperation with all agencies concerned, both public and private. It includes the vision, objectives, and targets of ICT for education focusing on the development and use of ICT as a "tool" and "means" for learning, in which all learners have the right and opportunity to access information and knowledge at any time and in any place.

For the drafted Masterplan to be complete and practical, all agencies involved have cooperated in conducting a survey research on the status and readiness of educational institutions in using computers. There have also been coordination and arrangements to facilitate the implementation as follows:

### 1) Infrastructure and Education Network System

The National Education Network Project was approved by the *Council of Ministers* on 18 September 2001. It aims to distribute information technology equitably to all educational institutions and allow joint utilisation of educational information resources, with cooperation from the *Telephone Organisation of Thailand* and the *Communications Authority of Thailand.* It is expected that all educational institutions will be provided with telephones by the fiscal year 2002. In relation to the network development, the *MUA* takes responsibility for building the network system, while the *MOE* provides the

necessary equipment for the provincial centres and educational institutions in all areas.

### 2) Development of Software, Media and Learning Content

(1) Support the procurement, development, and promotion of legal utilisation of software.

(2) Encourage teachers, faculty staff and educational personnel to produce software for the support of learning.

(3) Support educational institutions, learning centres, and learning sources to construct their own web sites for exchange of knowledge and information.

(4) Establish the centre of learning media.

(5) Develop a standard system of database.

(6) Organise an educational media and software competition.

### 3) Procurement of Hardware, Computers and Equipment

The guidelines and targets have been set with regard to two aspects: computers and equipment used for teaching and learning and those used for administration, which will be distributed in response to the needs of educational institutions and the working systems of each agency.

### 4) Personnel Development

The *MOE* will provide 6 training programmes for 194,883 teachers and educational personnel : 1) Basic Computer and Internet, 2) Network Administration, 3) Advanced Programme Application, 4) Development of Media and Learning Content, 5) Application of Programmes Developed by *MOE* Departments, and 6) Training of Key Persons in Using ICT for Learning Reform.

In addition, a project will be launched to provide donated computers to schools in rural areas for effective use in teaching and learning.

# 10. Towards the Success of Educational Reform

The implementation of educational reform involves all sectors of society. In moving towards the success of the reform along the lines stipulated by the *1999 National Education Act,* the most effective strategies are: building partnerships and networks, and encouraging people participation.

## 10.1 Building Partnerships and Networks

One of the principles of educational provision mandated in Section 8 of the *National Education Act* requires all segments of society to participate in the provision of education. Partnerships and networks for educational reform have been built at all levels to mobilise participation and support from all groups of stakeholders and the general public.

**Figure 10.1    Partners and Networks of Educational Reform**
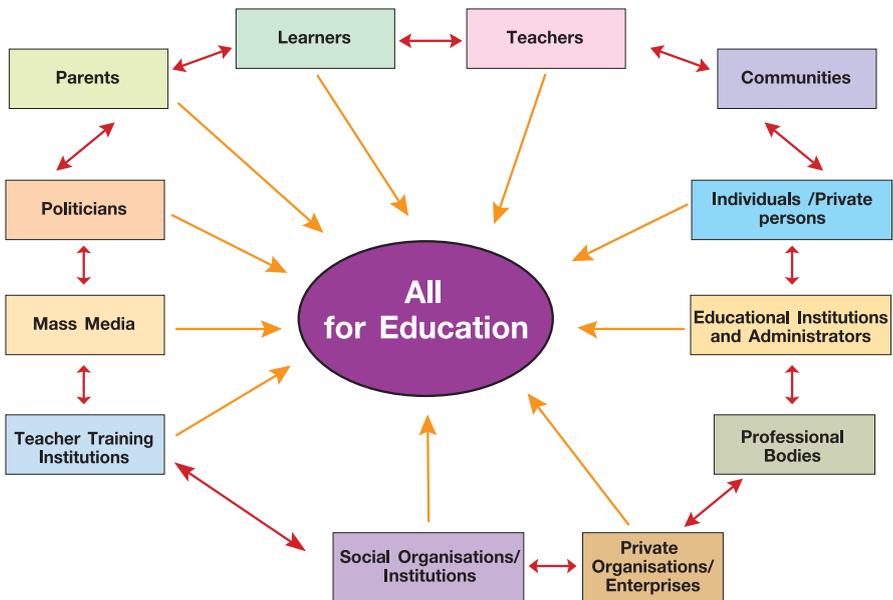
At national level, the Education Cabinet has been set up, comprising the Deputy Prime Minister responsible for education, the Minister of the PM's Office taking charge of education, the *Minister of Education* and the *Minister of University Affairs.* The Education Committee of the House of Representatives and that of the Senate also play an important role in providing support for the reform.

At ministerial level, partnerships have been developed and promoted among various ministries and departments to share responsibility for implementing changes. The Education Reform Committees, comprising representatives from various organisations and groups, have been set up in various ministries and departments to facilitate cooperation and participation.

At institutional or grassroots level, all parties are encouraged to participate in the reform of education, particularly learning reform, even the learners themselves. Within the school, apart from teachers and administrators, there is also a school board where a partnership with parents, community organisations and people at grassroots level is developed. Outside the school, there is a network of parents, local wisemen, community leaders, teachers, training institutions, agencies, organisations and enterprises as well as mass media and other members of the community.

Partnerships between the public and the private sectors have also been developed. For example, *ONEC, MOE,* and *MUA,* in partnership with the Federation of Thai Industries and the Chamber of Commerce organised 9 seminars on the Participative Roles of the Business Sector in Educational Reform in various regions of the country. It was found that the partnership was a good starting point for creating mutual understanding and emphasising the importance of the business sector in educational reform. Through these seminars, groups of personnel in the public and private sectors were allowed to share knowledge and experiences contributing to further cooperation in the reform process.

A concrete example for the implementation of educational reform through partnerships and education networks can be seen from a national pilot study on the Learning Reform Schools for Developing Quality of Learners.

With financial support from an international partner, the *Asian Development Bank,* the objectives of the project are to  1) support schools to develop specific student-centred learning models and professionalise the teaching, school administration and community involvement,  2) promote school - based management for whole-school reform, and  3) enable schools to expand learning reform networks through successful models.

The implementation of this project mobilises participation from all agencies concerned through a Steering Committee chaired by *ONEC.* The Committee comprises representatives of *ONPEC, DGE, DCID, OPEC, BMA, Department of Local Administration, ONESDB* as well as the *Bureau of the Budget* and the *Public Debt Management Office.* Major partners of the project and their contributions are as follows:

*1) Office of the National  Education Commission*

● providing documents relating to learning reform and internal quality assurance and media for the self-development of schools;

● cooperating in development of self-training courses in schools;

● cooperating in the organisation of training of leading schools participating in the project;

● monitoring, evaluating and reporting the implementation of the schools;

● rewarding learning reform schools for developing the quality of learners; and

● promoting the expansion of learning reform school networks.

*2) Parent organisations of schools*

● providing both academic and financial support to schools as well as documents and media relating to the body of knowledge on learning reform and educational reform; and

● monitoring and evaluating the implementation of learning reform schools.

        *3) Local academic support agencies,* such as *Rajabhat Institutes* and public and private organisations, provide the following support :

- documents relating to educational reform and learning reform;
- coordinating in staff development in schools ;
- supporting the development of basic education curriculum contents;
- coordinating in the organisation of meetings and training with the schools;
- monitoring, supervising and collecting information on the implementation of schools;
- evaluating and reporting the implementation of the schools in the responsible areas

        At the school level, there is also a school management team, comprising the principal and the representatives of teachers, students, parents and other local people.

        To sum up, all segments of society have made increasing contributions to the reform of education in order to achieve the objectives of the *1999 National Education Act.* Recently, representatives of students' networks have reached an agreement to establish a central organisation of students, with its network of students in all schools. Besides this, the Network Organisation for the Support of Education Reform has been established to consolidate all education networks to push forward the reform of education. It is composed of networks of several professional organisations, associations, academics, politicians, distinguished scholars, local communities and the public at large.

        The Network Organisation will coordinate all sectors involved in educational reform, create mutual understanding, act as an information centre and promote the setting up of education reform networks. These efforts have greatly contributed to the implementation of the *1999 National Education Act.*

## 10.2  Encouraging Public Participation

        The success of educational reform requires participation of all groups of stakeholders. Therefore, people from all walks of life have been encouraged to join the reform efforts

since the drafting of the *National Education Act.* For the implementation of educational reform, partnerships and education networks have been used as effective mechanisms to facilitate participation of all sectors, both at national and grassroots levels. Public opinion and suggestions for the formulation of policies and plans as well as implementation strategies have been invited by all agencies concerned through seminars, conferences, public forums and mass media. The biggest and most remarkable event has been organised annually in August to mark the promulgation of the *National Education Act.* Its main objectives are to report the progress of educational reform to the public and allow all participants to share their experiences and successes in the actual implementation of reform.

More than 50,000 people who crowded into the *Queen Sirikit National Convention Centre* in Bangkok during 17-19 August 2001 reflected on the success of encouraging people participation in educational reform. The event was organised through the partnership of nearly 50 public and private organisations. Key partners included the *MOE, MUA, ONEC,* the *Education Reform Office,* the *Office of Education Standards and Evaluation,* the *Bureau of Local Education Administration* under the *Department of Local Administration of MOI,* the *BMA* and other public and private institutions.

The participants came from all sectors and levels, ranging from the ministers responsible for education, educational administrators, educators, teachers, parents, monks and novices, students, young pupils and the public at large. The main attractions were demonstrations of best practices particularly of the National Teachers, Master Teachers, Spearhead Teachers and Thai Wisdom Teachers; educational exhibitions, learning clinics, lectures and discussions, as well as forums for exchanging knowledge and experiences. The most attractive issues were those relating to the authentic experiences in learning reform of practitioners working in the schools.

In order to encourage and facilitate the participation of people throughout the country, similar events are scheduled to be held every month in different regions starting from November 2001 in Lampang Province in the

North. The aim is to respond to the enthusiasm of people at grassroots level to share knowledge and experiences relating to the reform of learning. Those participating in this of events are expected to become the agents of change for effective implementation of educational reform.

In addition, the Network Organisation for the Support of Education Reform, mentioned earlier, has organised public forums for educational reform in different parts of the country on a continual basis. Apart from providing public views and suggestions to the government and agencies concerned, the forums aim to follow up the implementation of educational reform as well as create awareness among all groups of people to participate in the reform of education.

## Concluding Remarks

*Since education is the most important factor for empowering all people and improving the competitive advantage of the country, education reform is now a national agenda for Thailand for the restructuring of the economy and society for sustainable development. Most Thai people share the same objective that education should provide the necessary skills and knowledge that prepare all individuals to become productive members of a knowledge-based society. These objectives will be achieved through successful implementation of the 1999 National Education Act which is now the master legislation on education leading to a comprehensive reform of education in Thailand.*

*Significant progress has been made since the enactment of the 1999 National Education Act, particularly the reform of learning which is at the heart of educational reform and can be implemented at all levels by all parties without required regulations. Teachers, learners, educational administrators, parents and all concerned are urged to be appreciative and involved in learning reform based on a learner-centred approach so that learning will be focused on real life. Through a lifelong process, the new*

*culture of learning will lead to the development of learners in all respects - physical, mental or emotional, social and intellectual, thus paving the way for the transformation of Thai society into a learning society.*

*The reforms introduced by the 1999 National Education Act are quite extensive and radical, requiring not only the drafting of new laws, rules and regulations but also a complete change in the behaviour, attitudes and working methods of those in the various levels of educational management. It is an "education-for-all" and also an "all-for-education" way of thinking for educational provision. All Thai people will have the opportunity to access lifelong learning and keep up with the changing world of new knowledge and information technology, with Thai wisdom as an essential basis for human development. Cooperation, participation and contribution from all stakeholders and parties as well as the general public are urgently needed for effective implementation of reform. Consequently, building partnerships and mobilising public participation have been introduced as key strategies in moving towards the success of educational reform for sustainable development of the country.*

# Appendices

# THAILAND PROFILE  2001

| | |
|---|---|
| Area | : 513,115  sq.km. |
| Capital | : Bangkok |
| Climate | : Monsoon with average temperature between 23.7° C  and  32.5° C. |
| Population | : 62.6 million |
| Labour force | : 33.3  million |
| Population growth | : 1.09 % |
| People | : The majority are Thai. The rest includes ethnic Chinese, Malays, Lao, Vietnamese, Indians, and others. |
| Literacy Rate | : 95.3 % |
| Life expentancy | : Male  67.0 (1999) |
| | : Female  72.9 (1999) |
| Religion | : Buddhism, the national religion, is the  professed faith of  95% of the population, but there is absolute religious freedom. |
| Language | : Thai is the national and official language.  Dialects are spoken in rural areas.  Other  languages  are  Chinese, Malay and English. |
| Constitution | : Constitutional Monarchy |
| Currency | : Baht (1 US$ = 44.75 Baht, as of 8 October 2001) |
| GDP (current price) | : 5,091 billion Baht |
| GDP growth | : 2 % (as of September, 2001) |
| Per Capita GNP | : 72,630 Baht (1999) |
| Government expenditure | : 1,023,000 billion Baht |
|    as % of GDP | : 18.2 % |
| Inflation | : 2 % |
| Unemployment rate | : 3.7 % |

## THAILAND 'S EDUCATIONAL PROFILE IN FIGURES : NEW SERIES

### A. School-Age Population
(thousand persons)

| Age Group | 1998 | 1999 | 2000[1] | 2001[1] | 2002[1] |
|---|---|---|---|---|---|
| Pre-primary | 3-5 | 2,904 | 2,889 | 2,892 | 2,906 | 2,961 |
| Primary | 6-11 | 5,786 | 5,820 | 5,838 | 5,835 | 5,820 |
| Secondary | 12-17 | 6,141 | 5,968 | 5,833 | 5,750 | 5,723 |
| - Lower Secondary | 12-14 | 2,910 | 2,846 | 2,827 | 2,845 | 2,881 |
| - Upper Secondary | 15-17 | 3,231 | 3,112 | 3,006 | 2,905 | 2,842 |
| Higher | 18-21 | 4,512 | 4,483 | 4,431 | 4,344 | 4,220 |
| **Total** | 3-21 | 19,343 | 19,160 | 18,994 | 18,835 | 18,724 |

### B. Educational Attainment of Thai Population

| Age | 1998 | 1999 | 2000 | 2001 |
|---|---|---|---|---|
| 15 and over | 6.8 | 7.0 | 7.1 | 7.2 |
| 15-21 | 9.0 | 9.3 | 9.4 | 9.5 |
| 15-59 | 7.4 | 7.6 | 7.7 | 7.8 |
| 60 and over | 3.3 | 3.4 | 3.5 | 3.6 |

### C. Student Enrolment in Formal Education (thousand persons)

| | 1998 | 1999 | 2000[1] | 2001[1] | 2002[1] |
|---|---|---|---|---|---|
| Pre-primary | 2,745.1 | 2,779.7 | 2,769.8 | 2,790.0 | 2,857.0 |
| Primary | 5,936.2 | 5,953.0 | 6,023.7 | 6,051.0 | 60,56.0 |
| Secondary | 4,176.7 | 4,097.8 | 4,064.3 | 4,078.0 | 4,144.0 |
| • Lower Secondary | 2,478.1 | 2,372.4 | 2,340.5 | 2,358.0 | 2,436.0 |
| • Upper Secondary | 1,698.6 | 1,725.4 | 1,723.8 | 1,720.0 | 1,708.0 |
| - General | 984.9 | 1,037.0 | 1,100.8 | 1,123.0 | 1,118.0 |
| - Vocational | 713.7 | 668.4 | 623.0 | 597.0 | 590.0 |
| Higher[2] | 955.0 | 1,006.5 | 1,047.7 | 1,085.3 | 1,118.8 |
| **Total** | 13,813.0 | 13,837.0 | 13,905.5 | 14,004.3 | 14,175.8 |

### D. Enrolment Ratio

| | 1998 | 1999 | 2000 | 2001[1] | 2002[1] |
|---|---|---|---|---|---|
| Pre-primary | 94.5 | 96.2 | 95.7 | 96.0 | 96.5 |
| Primary | 102.6 | 102.3 | 103.2 | 103.7 | 104.1 |
| Secondary | 68.0 | 68.7 | 69.7 | 70.9 | 72.3 |
| • Lower Secondary | 85.2 | 83.4 | 82.8 | 82.9 | 84.6 |
| • Upper Secondary | 52.6 | 55.3 | 57.4 | 59.2 | 60.1 |
| - General | 30.5 | 33.2 | 36.7 | 38.7 | 39.3 |
| - Vocational | 22.1 | 22.1 | 20.7 | 20.6 | 20.8 |
| Higher[2] | 21.2 | 22.5 | 23.7 | 25.0 | 26.5 |

[1] Projection.
[2] Excluding students in open universities.

## THAILAND 'S EDUCATIONAL PROFILE IN FIGURES : NEW SERIES

| | 1998 | 1999 | 2000 [1] | 2001 [1] | 2002 [1] |
|---|---|---|---|---|---|
| **E. Transition Rate** | | | | | |
| Lower Secondary | 90.7 | 87.8 | 89.0 | 92.0 | 94.0 |
| Upper Secondary | 83.4 | 84.7 | 81.9 | 83.0 | 84.0 |
| - General | 50.2 | 52.9 | 52.9 | 53.0 | 53.0 |
| - Vocational | 33.2 | 31.9 | 29.1 | 30.0 | 31.0 |
| Higher [3] | 81.8 | 75.9 | 75.0 | 92.6 | 94.3 |
| ● Diploma | 50.7 | 46.1 | 49.2 | 56.1 | 58.3 |
| ● Undergraduate | 31.1 | 29.8 | 25.8 | 36.5 | 36.0 |

| | 2001 | 2002 |
|---|---|---|
| **F. Student-Teacher Ratio** | | |
| Pre-primary | 1 : 20 | 1 : 20 |
| Primary | 1 : 19 | 1 : 19 |
| Lower Secondary | 1 : 21 | 1 : 21 |
| General upper secondary | 1 : 21 | 1 : 21 |
| Vocational upper secondary | 1 : 31 | 1 : 31 |

| | 1998 | 1999 | 2000 | 2001 | 2002 |
|---|---|---|---|---|---|
| **G. Retention Rate** | | | | | |
| Primary | 80.3 | 83.2 | 85.8 | 86.2 | 87.5 |
| Lower Secondary | 85.9 | 88.2 | 88.9 | 91.9 | 92.3 |
| Upper Secondary | 76.7 | 75.4 | 79.0 | 80.1 | 80.8 |
| - General | 77.3 | 84.3 | 84.8 | 86.7 | 87.0 |
| - vocational | 75.9 | 65.6 | 70.3 | 69.2 | 69.6 |

| | Total | Public | Private |
|---|---|---|---|
| **H. Number of Educational Institutions (1999)** | | | |
| **Whole Kingdom [4]** | 50,402 | 47,290 | 2,112 |
| Pre-primary | 45,577 | 43,123 | 2,454 |
| Primary | 33,840 | 32,343 | 1,497 |
| Lower Secondary | 10,109 | 9,555 | 554 |
| Upper Secondary (General) | 2,563 | 2,416 | 147 |
| Upper Secondary (vocational) | 854 | 542 | 312 |
| Below Bachelor Degree | 573 | 304 | 269 |
| Bachelor Degree | 178 | 145 | 33 |
| Postgraduate Degree | 51 | 31 | 20 |

| | 1998 | 1999 | 2000 | 2001 | 2002 |
|---|---|---|---|---|---|
| **I. Educational Budget** | | | | | |
| Amount (Billion Baht) | 201.7 | 2.7.3 | 220.6 | 224.1 | 226.0 |
| % of GDP | 3.9 | 3.7 | 4.3 | 4.3 | 4.0 |
| % of National Budget | 25.2 | 25.1 | 25.7 | 24.6 | 22.1 |

[3] *Excluding new entrants in open universities.*
[4] *Some institutions may provide more than one level of education.*

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**Prepared by :**

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**Editorial Staff :**

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