

PART

BACKGROUND AND LEGAL FRAMEWORK OF EDUCATION

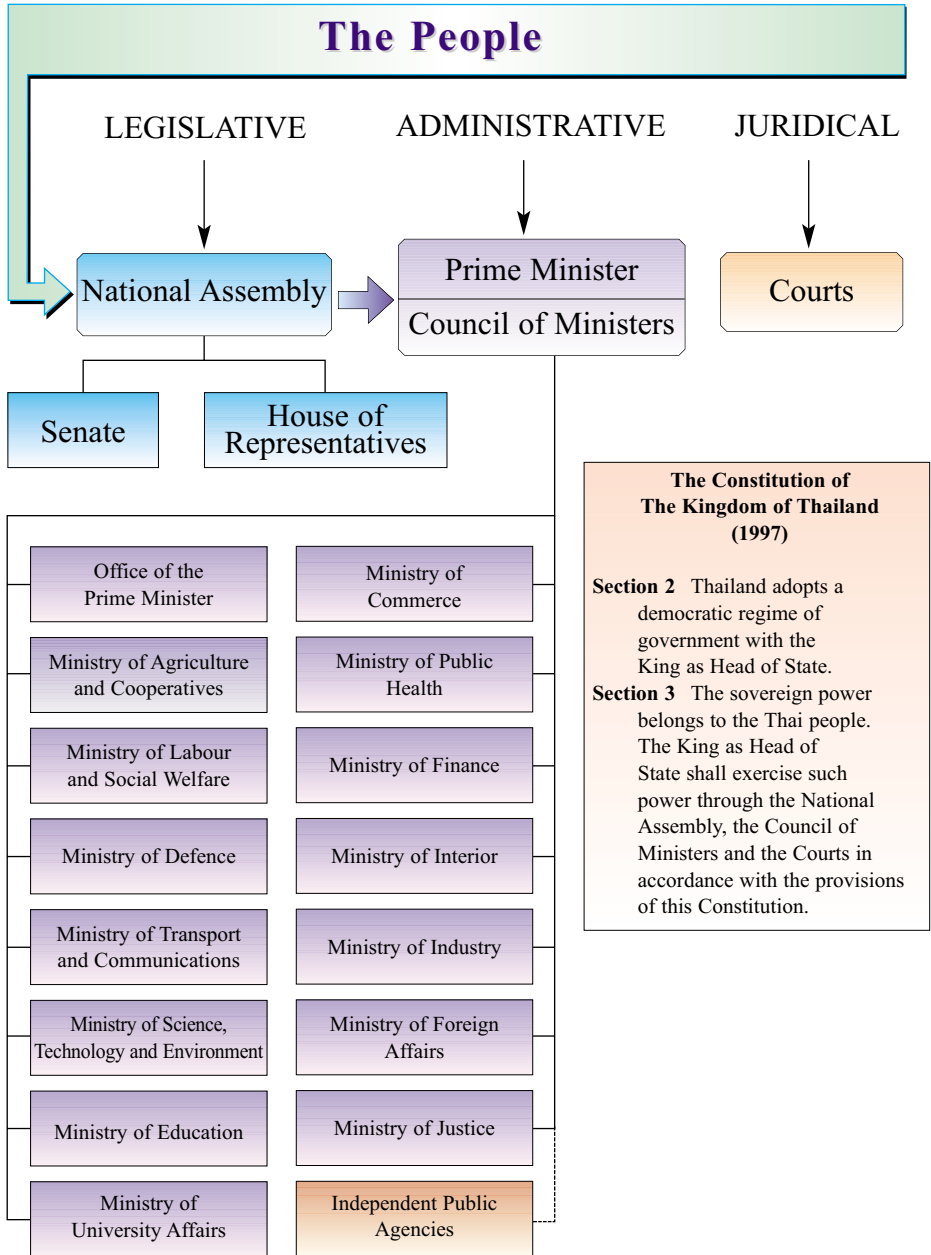
1. General Background

The general background of education in *Thailand* presented in this chapter includes the following aspects : government and administrative structure and society and the economy.

1.1 Government and Administrative Structure

The governmental structure of Thailand has undergone gradual and practical evolution in response to the changing environment.

Figure 1 Organization of the Royal Thai Government



Following the change from absolute to a constitutional monarchy, *His Majesty King Prajadhipok* signed *Thailand's* first constitution on 10 December 1932. Over half a century, the basic concepts of constitutional government and monarchy laid down in the 1932 constitution have remained unchanged.

The first and foremost 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*. Holding the portfolio of “Minister Attached to the Prime Minister’s Office” are a number of ministers who take charge of various responsibilities undertaken by this office which is largely concerned with formulating national policy. In addition, a number of cabinet committees, consisting of relevant ministers, have also been set up to coordinate major policies concerned.

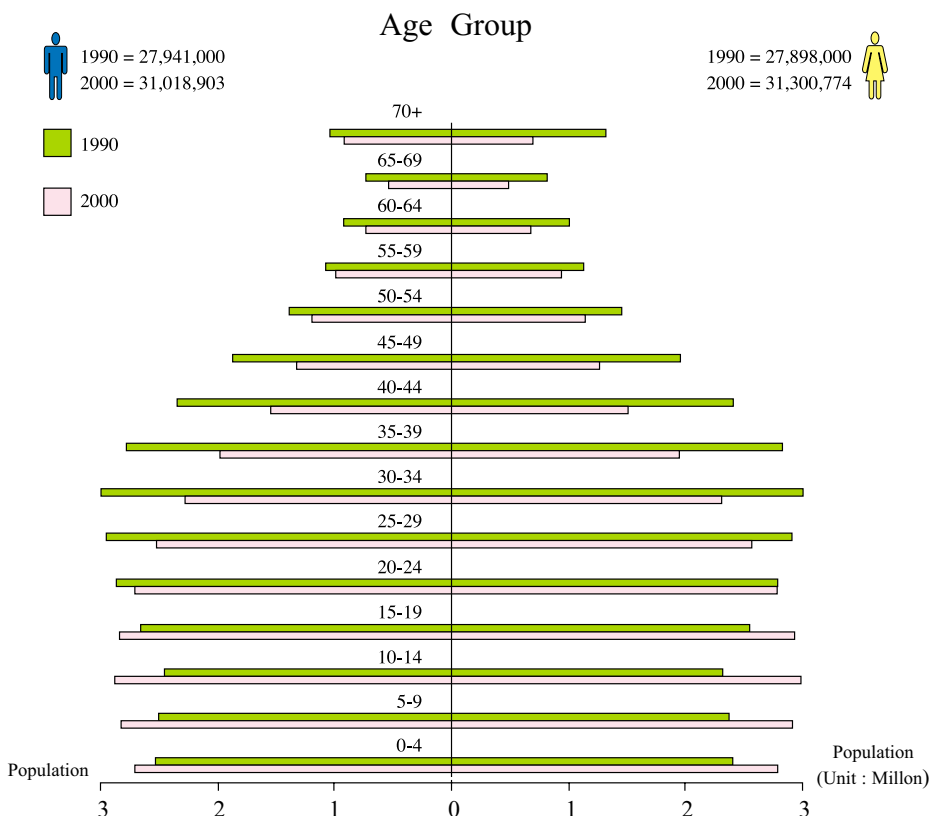
The country is divided into 75 provinces, excluding *Bangkok Metropolis*. Each province, which is administered by an appointed governor, is sub-divided into districts, sub-districts or tambons (groups of villages) and villages. Only the *Bangkok Metropolitan Administration (BMA)*, which is divided into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

1.2 Society and Economy

● Population and Employment

The total population of *Thailand* increased from 55.8 million in 1990 to 61.6 million in 1999 and it was estimated to be 62.3 million in 2000. The number of females is slightly higher than that of males (Figure 2).

Figure 2 Population Pyramid of Thailand : 1990 and 2000



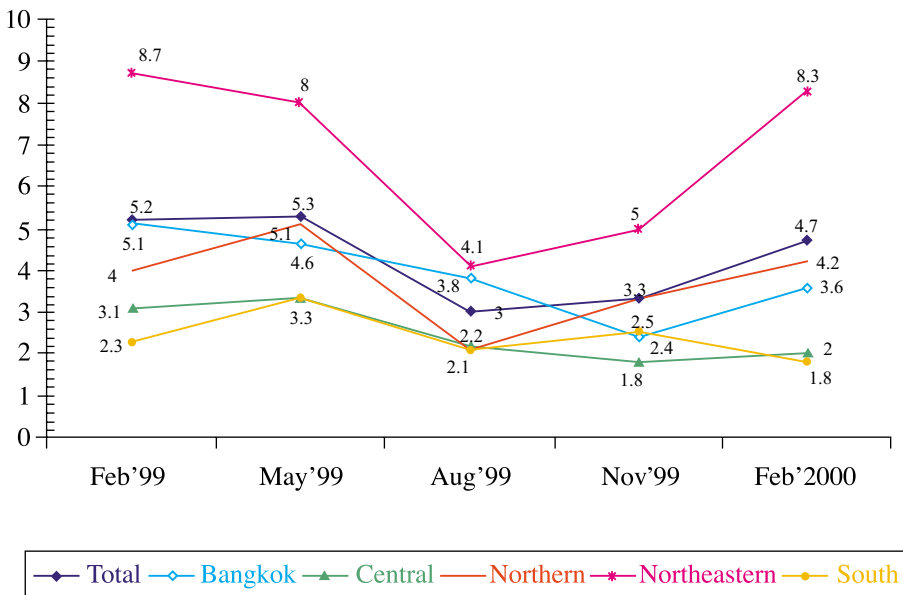
Source : 1990 : National Economic and Social Development Board
2000 : Thailand Population Projection, 1999-2016

In February 2000, 53.2 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 22 percent were still under 13 years old.

Among the total number of employed persons, about 45.9 percent were employees of which 4 in 5 were employed in the private sector where there was an increase. Those in the government sector also rose from 8.8 percent in 1999 to 9.2 percent in 2000.

The percentage of own-account workers and unpaid family workers, on the contrary, faced a decline. The unemployment rate decreased to 4.7 percent with about 1.54 million people unemployed, a decline of 0.5 percent from the same period in 1999. The highest jobless rate was found in the Northeast, followed by the North, Bangkok, Central Thailand and the South.

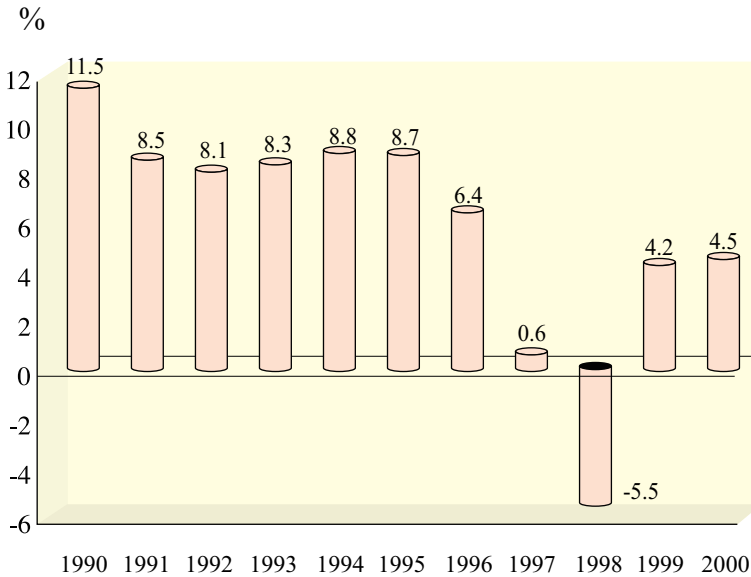
Figure 3 Unemployment Rate by Region



Source : National Statistical Office.

● Economic Performance

After the crisis of over two years, the Thai economy in the year 1999 expanded by 4.2 percent (Figure 4). Improvements were reflected in almost all sectors, both production and demand. Stability remained firm, with a low inflation rate of 0.3 percent and a surplus current account.

Figure 4 Real GDP Growth, 1990-2000

Source : *Bank of Thailand and National Economic and Social Development Board*

Compared with the same period in 1999, the economy during the first quarter of the year 2000 expanded by 5 percent with 30.4 percent growth in exports and 8.8 percent expansion in manufacturing production. Car production and sales grew by 62.1 and 97.3 percent accordingly while iron and steel production also expanded by 26.1 percent. Of particular concern was a narrow-based rebound in the economy which was reflected by a decrease of 0.4 percent in domestic bank credit due to a large number of problem loans. Production in several sectors, including beverage, petrochemicals and textiles fell by 30.8, 5.2 and 0.1 percent accordingly.

According to the Bank of Thailand, the overall annual growth rate for the year 2000 is projected at 4.5 percent. On the production front, contribution to growth stemmed from the manufacturing as well as the agricultural sectors. Stability should remain satisfactory, with a low inflation rate of 2.5-3.0 percent.

2. The National Education Act 1999

In accord with the requirement 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 and the implementation plan of the Act are presented below.

2.1 Essential Features of the National Education Act 1999*

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 organizing the system, structure, and process of education are: 1) Unity in policy and diversity in implementation; 2) Decentralization of authority; 3) Setting of standards and implementing a system of quality assurance; 4) Raising the professional standards of teachers, faculty staff, and educational personnel; 5) Mobilization 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 from the government; and tax rebates or exemptions for educational expenditures.

* The full copy of the Act is accessible through ONEC's
Web Site : <http://www.onec.go.th>

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 year compulsory education.
- Ministries, bureaus, departments, public enterprises, and other public agencies will be authorized to provide specialized education.

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 the society.
- Higher education curricula will emphasize 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.

The new Ministry will consist of four organizations: 1) the National Council for Education, Religion and Culture,



2) the Commission for Basic Education, 3) the Commission for Higher Education, and 4) the Commission on Religion and Culture.

2) At the Level of Educational Service Area

- 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 decentralize 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 Organizations

Local administration organizations 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 to provide education of the local administration organizations and will coordinate and promote the capability of those organizations to provide education in line with the policies and standard required.

Part 3 Administration and Management by the Private Sector

- Education by the private sector will be administered and managed independently with the governments 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.
- An Office for National Education Standards and Quality Assessment will be established as a public organization 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 *Organization for Teachers and Educational Administrators*, the *Fund for the Development of Teachers, Faculty Staff and Educational Personnel*, as well as a *Fund for 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 licenses.

- There will be a central organization 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 mobilized from all sectors. Government and local administration organizations will be authorized to levy educational taxes.

- There will be a system for auditing, following-up and the evaluation of efficiency and effectiveness in utilization 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 utilization of technologies for education.

2.2 Implementation Plan of the National Education Act 1999

Following the promulgation of the National Education Act 1999, all agencies concerned are required to take the following action as provided by the Act including its transitory provisions.

1. Action to be taken immediately :

- Establishment of an Education Reform Office as an adhoc public organization with a nine-member Executive Committee.

2. Action to be taken within one year of the enactment date (by 20 August 2000)

- Issuance of the ministerial regulations to differentiate the levels and types of basic education as well as the ministerial regulations for differentiation or equivalence of the various levels of non-formal or informal education.



3. Action to be taken within three years of the enactment date (by 20 August 2002)

3.1 Educational rights and duties :

- All individuals will have equal rights and opportunities to receive basic education provided by the State free of charge for at least 12 years.

- Education will be compulsory for 9 years.

3.2 Educational Administration and Management

- Amalgamation of the Ministry of Education, Ministry of University Affairs, and the Office of the National Education Commission.

- Establishment of an Office for National Education Standards and Quality Assessment.

- The state educational institutions providing education at degree level will be legal entities and enjoy the status of government or state-supervised agencies except those providing specialized education.

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

- Decentralization of educational administration and management.

- Educational administration and management by local administration organizations.

- Educational administration and management by the private sector.

3.3 Development of a system, including production and further refinement, for teachers and educational personnel.

- *Establishment of the Fund for Development of Teachers, Faculty Staff, and Educational Personnel, as well as a Fund for the Promotion and Development of Teachers, Faculty Staff and Educational Personnel.*

- *Establishment of an Organization for*



Teachers, Educational Institution Administrators, and Educational Administrators.

- Establishment of a central organization responsible for administering personnel affairs of teachers.

- Provision of a law on salaries, remuneration, welfare and other benefits.

- Amendments of the Teachers Act 1945 and Teachers Civil Service Act 1978.



4. Action to be taken within five years of the enactment date (by 20 August 2004)

- Amendments of all legislations, rules, regulations, statutes, announcements, and orders pertaining to education, religion, art, and culture applicable on the enactment date of the National Education Act 1999, to be in line with the Act.

5. Action to be taken within six years of the enactment date (by 20 August 2005)

- *The Ministry of Education, Religion, and Culture* will have completed the first round of external evaluation of all educational institutions.

These reforms are mainly concerned with educational administration and management which require the drafting and amendment of various related laws. The learning reform, however, can be implemented without regulations required, particularly as provided in Chapter 4, National Education Guidelines. All agencies involved will have thus initiated the reform of learning since the drafting of the National Education Act.

In sum, the National Education Act 1999 has become the fundamental law for the administration and provision of education and training in accord with the new Constitution. It has introduced new initiatives and comprehensive reforms of education in Thailand for the new millennium.



PART 2

PRESENT STATUS OF EDUCATION

1. Administration and Management

In accordance with the *National Education Act 1999*, the *Ministry of Education, Religion and Culture* will be established by 20 August 2002 and public educational administration and management will be decentralized to local organizations and educational institutions. During this transitional period, the current system of educational administration and management of education in *Thailand* is summarized for background information as follows:

1.1 Administrative Structure

The responsibility for present 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)*.

A. At the Central or National Level

Educational administration and planning at the 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 Levels

The government organizations 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 *Budget Bureau*. They are all under the *Office of the Prime Minister*, a ministerial organization.

● Ministerial or Central Level

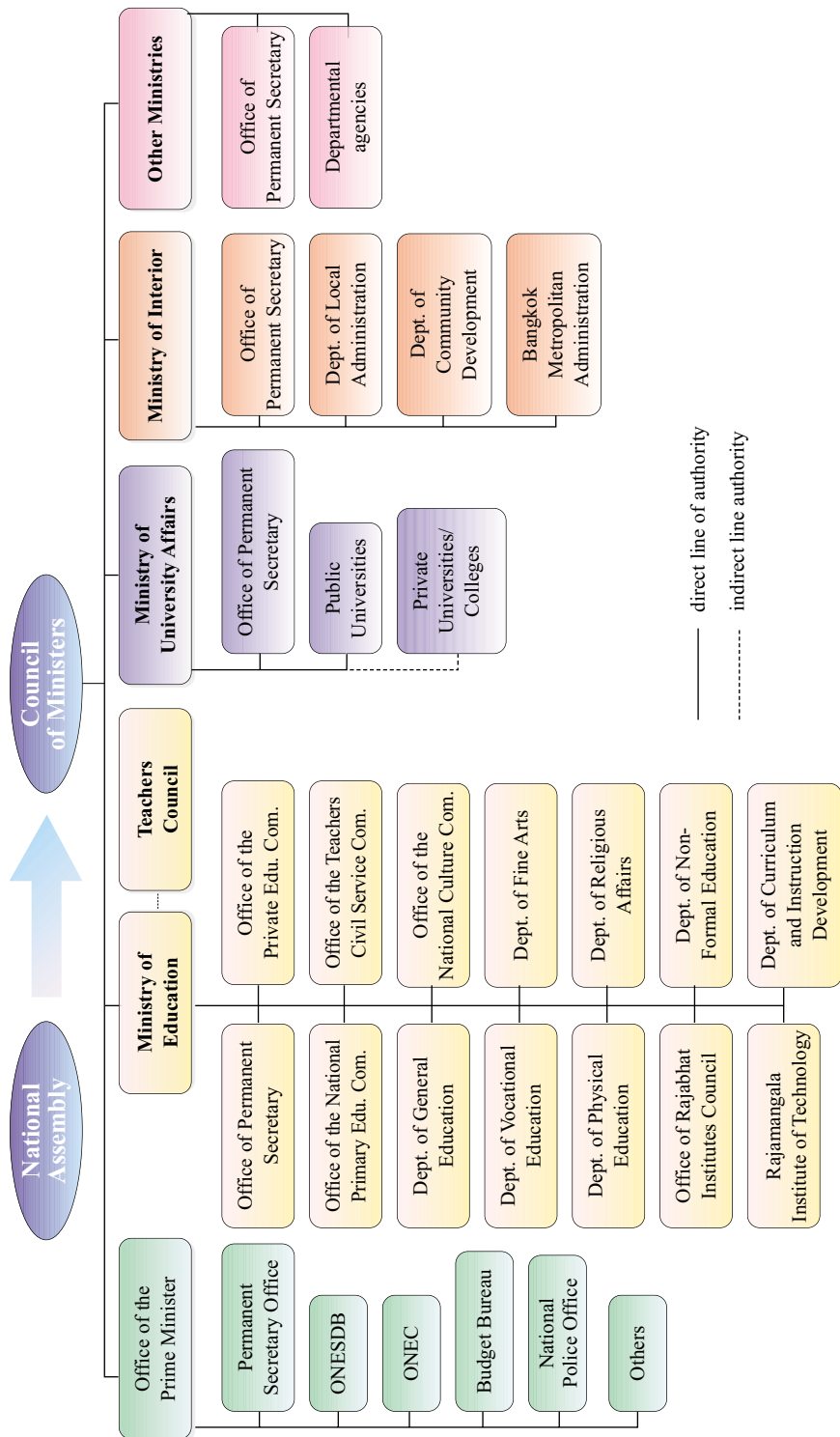
At this level, the ministries concerned and the operational implementing organizations may set their ministries' policies which have to be in accordance with national policy. The major ministries responsible for the management of education are the *MOE*, *MUA* and *MOI*.

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

Ministry of Defence, *Ministry of Public Health*, *Ministry of Transport and Communications*, *Ministry of Agriculture and Cooperatives*, *Ministry of Justice*, *Ministry of Labour and Social Welfare*, and *National Police Office under the Prime Minister's Office* (Figure 5).



Figure 5 Educational Administration at the Central Level



B. 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.

C. 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 Education, *MOI*, while the municipalities are in charge of local educational provision in those areas.



D. 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 of a school (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, students 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 Rector or 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, *RIT*, and each *RI* is similar to that of public universities.

1.2 Educational Personnel Administration

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



(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 majority of personnel administration has been delegated to the universities or institutions.

(2) Personnel Administration at Regional/Provincial Level

- Provincial Civil Service Sub-committee is authorized to take charge of personnel administration of non-teaching officials with the supervision of the provincial governor.

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



Choosri Paipibut, 1999 Master teacher

(3) Personnel Administration of Local Organizations

- **Bangkok Metropolitan Civil Service Commission** takes responsibility for the 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.

2. Education System and Learning Process

Educational provision is currently based on the principle of lifelong learning with 3 types of education : formal, non-formal, and informal. In this chapter, educational systems and learning processes will be presented in terms of the organization of formal education and the promotion of lifelong learning.

2.1 Organization of Formal Education

According to the National Education Act 1999, formal education is divided into 2 levels : basic education and higher education.

1. Basic Education

Basic education comprises pre-primary education, primary education, and secondary education.

A. Pre-primary Education

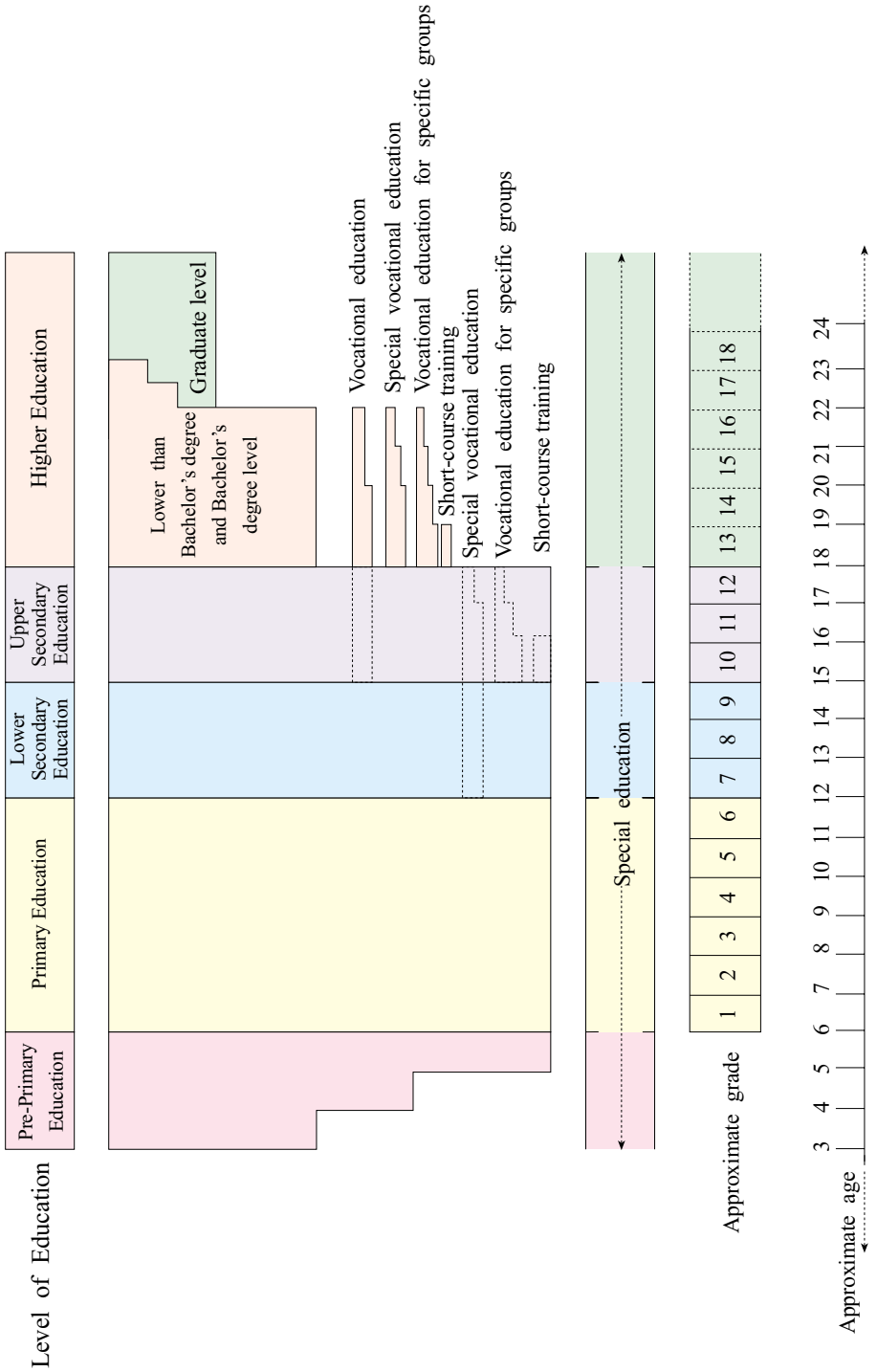
Pre-primary education is organized by various agencies, both public and private, for 3-5 year old children. The courses offered can be classified into 3 types : child development centres, kindergartens and pre-school classes. Normally, the provision of learning experience is organized for the physical, emotional, social and intellectual development of children through everyday activities.

B. Primary Education

Six-year primary education, which is now compulsory, is provided to 6-11 year old children. Public primary schools are mainly organized by the *MOE* through the *Office of the National*



Figure 6 Organization of the Present School System



Primary Education Commission (ONPEC) for nearly 80 percent of the total of primary school age students. In addition, approximately 12 percent of the total enrolment at this level of education are in private schools. Under the *MOI*, the *Bureau of Local Education Administration* and the *BMA* look after municipal schools while the *Border Patrol Police* under the *National Police Office* organize primary schools in remote rural areas. A number of demonstration schools are also organized in various universities and *Rajabhat Institutes (RIs)*.

The primary school curriculum is made up of 5 learning experience groupings as follows:

1) Basic Skills Group, comprising Thai language and mathematics as the tool subjects.

2) Life Experiences, dealing with the process of solving social and daily life problems with an emphasis on scientific process skills for better living.

3) Character Development, dealing with activities necessary for developing desirable habits, values, attitudes and behaviour, which will lead to a desirable character.

4) Work-Oriented Experiences, dealing with general practical work experiences and basic knowledge for career preparation.

5) Special Experience, dealing with activities based on learners' interests provided for those in grades 5-6 only. Each school can organize learning activities according to learners' needs and interests.

C. Secondary Education

● Lower Secondary Education

Education at lower secondary level which requires 3 years of study is mainly provided by the *DGE*, *ONPEC* and private schools. There are also demonstration schools of various universities and *RIs* which are outside the control of the *MOE*. These schools, however, follow the national standard curriculum. Primary schools under the *ONPEC* and *MOI* have also



offered lower secondary classes in accordance with government policy on the expansion of educational opportunities.

● Upper Secondary Education

The three-year upper secondary schooling system is divided into two parallel tracks : general or academic, and vocational tracks. General upper secondary education is provided by the *DGE*, demonstration schools of the *RIs* and universities, and private schools. That of the vocational stream is organized by the *DOVE*, *DFA*, *RIT* and *King Monkut's Institute of Technology North Bangkok*.

The structure of lower and upper secondary school curricula includes 4 components :

1) Core subjects : basic subjects that correspond to life and society in general and must be taken by all students. All of these subjects are prepared by the *Department of Curriculum and Instruction Development, MOE*.

2) Prescribed elective subjects : basic subjects which are different according to local conditions and needs. The local authorities are given an opportunity to choose subjects offered according to the number of credits, or either to prepare subjects offered by themselves in addition to those prescribed by the *Department of Curriculum and Instruction Development*.

3) Free elective subjects : subjects that are open for learners to choose according to their interests, aptitudes and needs.

Students can choose either the subjects prepared by the *Department of Curriculum and Instruction Development* or those created by the local authorities.

4) Activities : All schools are required to organize three types of activities for learners : those organized in accordance with the regulations of the *MOE*; guidance, remedial teaching or



academic development activities ; and independent activities of learners.

D. Higher Education

Higher education is mainly under the responsibility of the *MOE* and the *MUA*. In addition, other ministries and agencies also provide education at this level for their specific needs. It is offered at two levels :

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 Institute 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 2 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.

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.

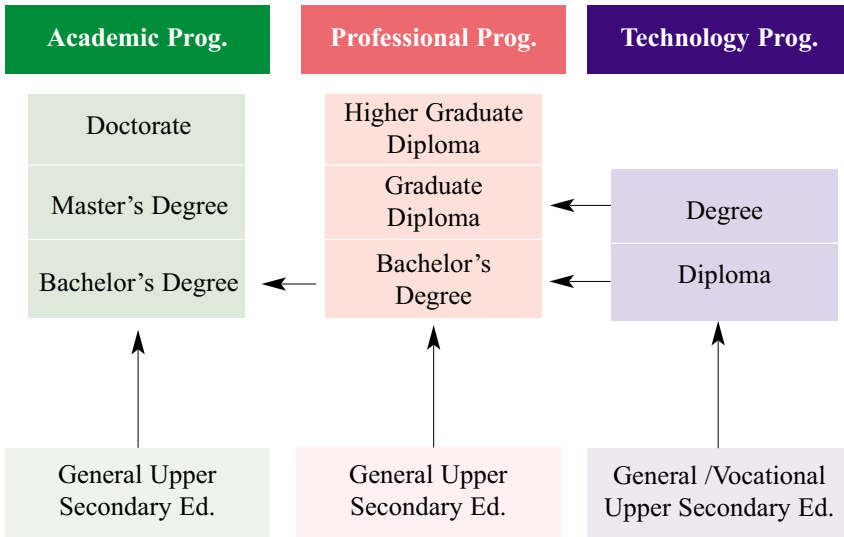
The provision of higher education can be classified into 3 programmes :

1) Academic Programme is organized for general secondary education graduates to further their studies at bachelor's degree, master's 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 emphasizes the creation of specialists, is provided to general secondary school graduates to study at bachelor's degree level. The study at higher- than-bachelor's degree level in this programme is the specialized Graduate Diploma in different areas such as Medical Science, Health Science, Public Health Science, etc.

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



Figure 7 Programmes of Study in Higher Education

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

In addition, special types of educational services are also provided at both basic and higher education levels :

1) Special and Welfare Education

Education for persons with special needs is mainly provided by the *DGE* and *ONPEC*. Other agencies providing special education services include *DNFE*, *DOVE*, some demonstration schools, hospitals, Department of Public Welfare, municipal schools, and private foundations.

Currently, 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 organized 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 ; 2) regular curricula used in inclusive schools which may be adjusted to meet 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) Special Vocational Education

● Sports Schools

Currently, there are six sports schools offering special training for students who have sporting skills. Admission is provided to students with capabilities 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.

3) 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 Pali language. There are also two Buddhist universities in Bangkok with various campuses in the regions offering courses at undergraduate and graduate levels.



4) Education for Specific Purposes

Education is also organized by various agencies to meet their specific needs. For the production of professional soldiers and police, for example, a specific curriculum is offered in the Preparatory School for the Armed Forces Academies requiring 2 years of study after graduation from the fourth year of secondary school. Apart from this, other ministries and non-governmental agencies also provide education at both diploma and degree levels.

2.2 Promotion of Lifelong Learning

In addition to formal education, non-formal and informal education are also provided to promote lifelong learning.

A. Non-Formal Education

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 the centres established by local communities for children aged 3-6 years.

- Child development outside early childhood development centres.
- Child development of the private sector organized by the Council of Early Childhood and Youth Development Organizations consisting of 50 member organizations.

2) *Provision of Fundamental Education for Literacy*

This type of 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 organized 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*, organized for illiterate adults, emphasizes 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 type of educational service, provided as continuing education programmes for those having no chance to study in formal



education from primary to higher levels, is normally organized in public schools or official premises, factories or other organizations. Learners are awarded the same qualifications as those in the formal school system. The learning process is organized in 3 types : classroom learning, distance education and self-learning.

4) Vocational Non-Formal Education

- *The Training Course for Vocational Certificate*

This programme is designed for primary school graduates who have no chance to study at higher level. It is organized 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* organizes teaching and learning activities according to individual needs and interests of the general public. Those having the same interest 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 organizations 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.

B. Informal Education

Informal educational activities are available for self-learning through various sources of knowledge and the environment as follows :

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

2) 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.

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

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

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

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

It can be said that all ministries have been involved in providing educational activities to promote lifelong learning. Their roles can be summarized as follows :



| Ministry | Activities |
|---|--|
| 1. Office of the Prime Minister | <ul style="list-style-type: none"> ● Organizes educational activities for youth and women for the promotion of arts and culture and national identity as well as consumer protection and narcotics control. |
| 2. Ministry of Defence | <ul style="list-style-type: none"> ● Provides academic and professional programmes for enlisted men and service families. |
| 3. Ministry of Interior | <ul style="list-style-type: none"> ● Provides academic and professional programmes for local leaders; sub-district and village headmen, community leaders, public health officers, underprivileged children both in the cities and remote areas, and prisoners. |
| 4. Ministry of Public Health | <ul style="list-style-type: none"> ● Provides academic and professional programmes for voluntary health officers in villages as well as organizing various activities to promote quality of life development and provides information to the people. |
| 5. Ministry of Agriculture and Cooperatives | <ul style="list-style-type: none"> ● Organizes activities to provide academic and professional programmes relating to agricultural, forestry and fishery development for young farmers, farmers and fishermen. |

| Ministry | Activities |
|--|--|
| 6. Ministry of Industry | <ul style="list-style-type: none">● Organizes activities promoting the industrial sector and provides learning opportunities for workers and the general public both in academic and professional programmes. |
| 7. Ministry of Labour and Social Welfare | <ul style="list-style-type: none">● Organizes activities for skills development in rural areas, assessment of skills, child and youth welfare, rehabilitation of the disabled, community services, hilltribe welfare, work safety, etc. |
| 8. Ministry of Transport and Communication | <ul style="list-style-type: none">● Organizes educational activities promoting traffic safety and provides knowledge for drivers as well as hostesses for public transport. |
| 9. Ministry of Science, Technology and Environment | <ul style="list-style-type: none">● Provides knowledge relating to the use of toxic chemicals, pollution control, technology transfer, environmental quality promotion, art environmental training and research, and public relations promotion. |
| 10. Ministry of Commerce | <ul style="list-style-type: none">● Organizes educational activities relating to internal commercial affairs to increase the income of people in rural areas as well as business promotion and development. |

| Ministry | Activities |
|------------------------------------|--|
| 11. Ministry of Justice | <ul style="list-style-type: none">● Provides academic and professional programmes including information and knowledge concerning Juvenile and Family Court affairs, as well as organize activities for criminal control. |
| 12. Ministry of Foreign Affairs | <ul style="list-style-type: none">● Organizes activities promoting educational opportunities for Thai residents overseas. |
| 13. Ministry of Finance | <ul style="list-style-type: none">● Provides knowledge relating to giving credit to farmers in order to increase their productivity and income as well as passing on new agricultural technologies. |
| 14. Ministry of University Affairs | <ul style="list-style-type: none">● Provides educational services, both academic and professional programmes, including quality of life promotion to the people and communities. |
| 15. Ministry of Education | <ul style="list-style-type: none">● Provides children, youth, women and the general public with academic and professional programmes. |

3. Cost and Finance in Education

The sources of educational finance in *Thailand* can be classified into 5 categories: central government budget, local funding, non-governmental budget, foreign loans and technical assistance, and provision of education by the private sector.

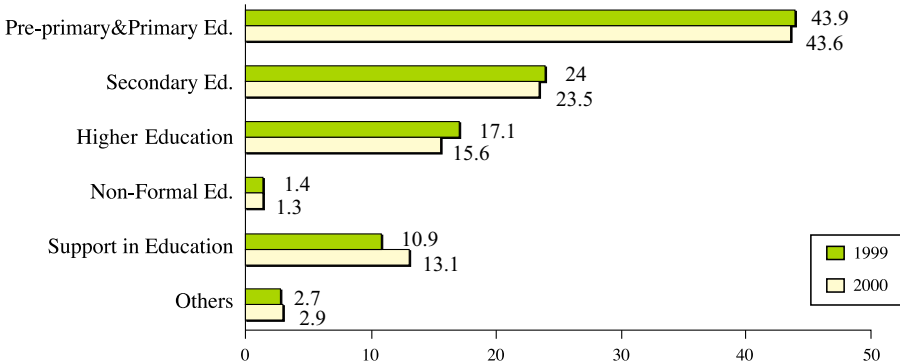
3.1 Central Government Budget

The education sector has received the largest share of total public expenditure for a decade. In the fiscal year 2000, the Government support for education has reached 25.7 percent of the total budget. The budget appropriation proposed for consideration for the fiscal year 2001 is reduced to 24.4 percent of the total budget with the higher amount of 221,649 million Baht.

The largest amount of educational funding in 2000 was allocated to pre-primary and primary education, amounting to 44 percent, as in 1999 (Figure 8). At secondary education level, with 23.5 percent of the total public expenditure for education, general education received a larger share while vocational education was provided with a smaller portion of the budget than in the fiscal year 1999 (Figure 9). Similarly, the shares of higher education and non-formal education in 2000 were slightly less than those in 1999.

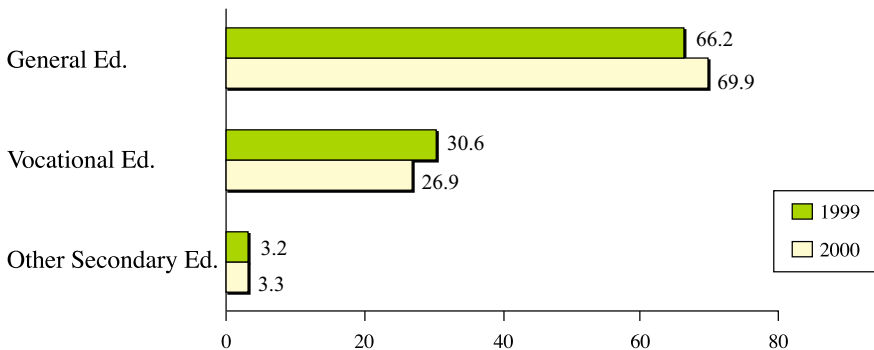


Figure 8 Percentage Distribution of Actual Educational Expenditure by Function : Fiscal Years 1999 - 2000



Source : Budget Bureau and Office of the National Education Commission.

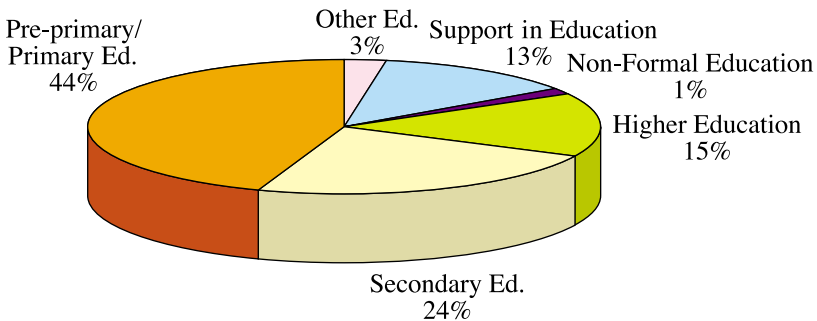
Figure 9 Percentage Distribution of Budget for Secondary Education : Fiscal Years 1999 - 2000



Source : Budget Bureau and Office of the National Education Commission.

As in previous years, the highest percentage distribution of the educational budget proposed in the budget bill for the fiscal year 2001 is for pre-primary and primary education as shown in Figure 10.

Figure 10 Percentage Distribution of the Educational Budget by Function : Fiscal Year 2001

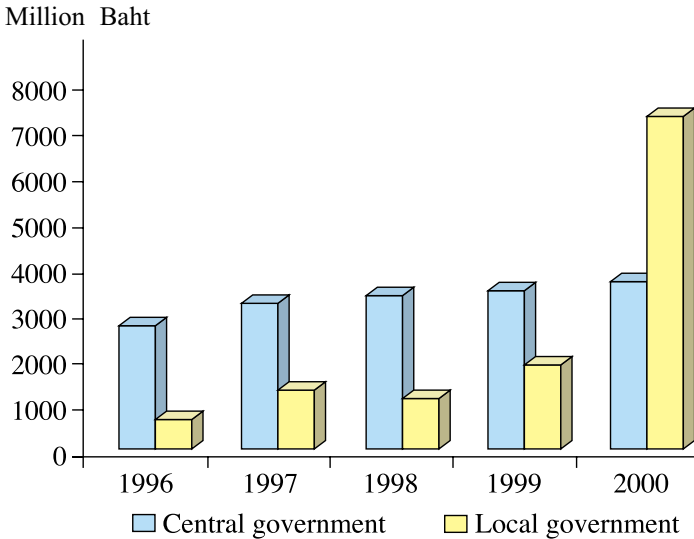


Source : Budget Bureau

3.2 Local Funding

The total educational budget of the *Bangkok Metropolitan Administration* has increased from 2,724.1 million Baht in 1996 to 10,977.9 million Baht in 2000. However, it should be noted that this budget is subsidized by central government which is the major source of educational expenditure of *BMA*. From 1996 to 2000, the share of central government subsidies has become lower. In the year 2000, the share of local budget for education sharply rose to 7,291.2 million Baht or about 66.4 percent of the total educational budget of *BMA* (Figure 11).

Figure 11 Educational Budget Distribution of the Department of Education of BMA : Fiscal Years 1996-2000



Source : Department of Education ,BMA.

The major source of educational expenditure of all municipalities also comes from central government subsidies which increased from 4,153 million Baht in 1997 to 4,343 million Baht in 2000. The largest proportion of the central government subsidies was allocated to the primary education programme.

3.3 Non-Governmental Budget

1) Household Contribution

● Tuition Fees

Another source of income for education comes from tuition fees paid by students' families. They become the revenue of educational institutions which can be used to supplement the government budget revenue. However, there is a considerable difference between tuition fees of public and private schools, and among various levels and types of education in public schools. The proportion of tuition fees currently paid by public university students is relatively less than those of students at other levels.



As a result, tuition fees, especially those for higher education, should be increased to reflect the true cost of education.

In the academic year 2000, the *DGE* launched a free education programme before actual implementation of the free basic education for 12 years in 2002. Starting from this year, all secondary schools under the *DGE* will no longer collect tuition fees from secondary schools students in Grade 7 and Grade 10. The *DGE* will instead provide these schools with a subsidy of 750 Baht and 1,400 Baht per year for each student in Grade 7 and Grade 10 respectively.

However, some schools stated that the government subsidies could not cover their high costs related to building maintenance, supplies, water and electricity. The *DGE*, thus, allowed school officials to seek contributions from parents through school development projects, resulting in extra fees for parents.

3.4 Foreign Loans and Technical Assistance

Foreign loans for educational development in *Thailand* have come from the *World Bank*, *Asian Development Bank (ADB)*, *Japan Bank for International Cooperation (JBIC)* and some countries such as *Austria* and *Denmark*. Technical assistance has been in various forms, for example, services of experts and volunteers, scholarships, equipment and grants.

The current loan projects for education are as follows :

1. Science Education Improvement (RIs)
2. Technical Education (RIT)
3. University Science and Engineering Education (MUA)
4. Thai-Japanese Technology Transfer (Chulalongkorn University)
5. Manpower Development for Production Industry (RIT)

6. Development of Instruments, Equipment, and Staff in Educational Institutions (DOVE)
7. Secondary Education Quality Improvement Project I (ONPEC)
8. Secondary Education Quality Improvement Project II (DGE)
9. Development of Industrial and Agricultural Industry Education (RIT)
10. Vocational Training (DOVE)
11. Non-Formal Education at Secondary Level (DNFE)
12. Postgraduate Scientific and Technological Research Development (MUA)
13. Structural Improvement of Agricultural Education Institutions (DOVE)

3.5 Provision of Education by the Private Sector

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 1.

Table 1 Capital and Operational Costs for Private General Education Calculated in 1999

Unit : Million Baht

| Level of Education | Capital Costs | Operational Costs | 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.

In addition to the contributions of private general schools, there are also a large number of private colleges and universities as well as vocational private schools or colleges. The *OPEC* is given authority to supervise and subsidize private schools and colleges under the *MOE* while the *MUA* is the coordinating unit between the government and private higher institutions. The *Office of the Permanent Secretary* serves as secretariat to the Private University Committee which gives advice to the *Minister of University Affairs* on relevant rules and regulations needed to ensure the standards and accreditation of private higher education institutions. The committee also considers granting approval to the programmes of study offered by these institutions.

Currently, the Government supports and promotes private schools under the *MOE* by: 1) supplying teachers to schools, 2) providing financial support, 3) leasing needed school buildings, and 4) providing educational equipment as well as general support and promotion.

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 subsidized up to 100 percent of the operational costs per student in public schools.

3) Private schools haven't been subsidized before are subsidized 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 in the academic year 2000, and will be implemented in Grade 1 through Grade 12 in the academic year 2001. The calculation of operational costs per student for subsidized private schools is shown on Table 2.



**Table 2 Per Head Expenditure for Subsidized Private Schools By Level :
Academic Years 1997-2000**

Unit : Baht per student per year.

| Level of Education | 1997 | 1998 | 1999 | 2000 |
|--------------------|-------|-------|-------|--------|
| Pre-primary | 7,780 | 7,780 | 7,780 | 8,076 |
| Primary | 7,780 | 7,780 | 7,780 | 8,700 |
| Lower Secondary | 8,400 | 8,400 | 8,400 | 9,500 |
| Upper Secondary | 9,030 | 9,030 | 9,030 | 10,300 |

Source : Office of the National Education Commission, 2000.

As for higher education, a rapid expansion of private higher education under the *MUA* is due to an increase in the social demand for this level of education while public higher educational institutions can absorb only a small number of students. However, 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.

The *OPEC* is now preparing to assume the role of overseeing private investment in education. The *National Education Act* has allowed parents, private and governmental organizations, as well as religious and local administrative bodies to provide educational services. The Commission will be responsible for encouraging investors to support educational projects that need financial assistance, analyzing the feasibility and potential effects of the projects, examining proposals, helping investors attain project licenses and evaluating the results.



A committee of educational investment has been formed to establish the framework and responsibilities of *OPEC* which will become the Educational Investment Promotion Office. The committee is collecting all the information that investors need to decide what type of educational business they should invest in. The information will cover all private and government-run educational institutions, student loans, financial support and all subsidies.

According to the new private education draft bill, all private educational institutions will be allowed to set their tuition fees after 2002 in line with market mechanisms. The Government will then launch a programme to provide private schools with educational coupons offering students 12 years of free education. Each private school can choose between the fee floatation scheme or receiving educational coupons.

With regard to private higher education institutions under the *MUA*, loans are offered for private universities /colleges from the revolving fund of 500 million Baht as a counterpart fund for the construction of buildings and the purchase of educational equipment. A revolving fund amounting to 1 billion Baht is also allocated to support further studies of faculty members of private higher education institutions giving priority to those in regional areas or new private universities-colleges.

In addition, budget is allocated for administrators of private universities/colleges to develop their academic and management capabilities through the sharing of experiences, research studies and textbook development.



4. International Cooperation in Education

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

4.1 Thailand and International/Regional Organizations in Education

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

A. The United Nations Education, Scientific and Cultural Organization (UNESCO)

Thailand has been a member of *UNESCO* since 1949, with the headquarters of *UNESCO PROAP* situated in Bangkok. A year later, the Thai National Commission for *UNESCO* was established. It was in *Thailand* where the World Conference on Education for All (EFA) was organized by *UNESCO* and related agencies in March 1990 and the World Declaration on Education for All (EFA): Meeting Basic Learning Needs was adopted.

Along with other 182 countries, the *Royal Thai Government (RTG)* has incorporated the *EFA* policy in its National Education Plan. In so doing, the *RTG* committed itself to attainment of the following goals: (a) opportunity expansion and an upgrade of basic education; (b) improvement of the quality of educational management; (c) creation of learning networks; and (d) mobilization of all partners concerned.

The World Education Forum (WEF) was organized in Dakar,



Senegal between 26-28 April, 2000 to assess the goals of the EFA Declaration. There were six regional conferences preceding the WEF. One of the conferences was organized in Bangkok between 17 - 20 January 2000 for member countries in Asia and the Pacific. About 400 participants from 41 countries who joined the event had made a new pledge to the *WEF* relating to the extension of the EFA efforts for another 15 years.

Another example of RTG's cooperation with *UNESCO* can be seen from its commitment to the World Declaration on Higher Education adopted in 1998. In the following year, *MUA* organized the meeting to set up the ten-year framework (1999-2009) according to the Declaration.

B. 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.

In October 2000, the 41st *IEA* General Assembly was hosted by *Thailand*, with collaboration between *ONEC* and the Educational Science Faculty of Chiangmai University. About 80 participants participated in the event which emphasized an update in information on *IEA* projects such as the Second Information and Technology in Education Study - Phase II (SITES-M2).

C. Asia-Pacific Economic Cooperation (APEC)

Thailand has been the coordinator of the Education Network (ED Net) for



the *Human Resource Development Working Group of APEC* since 1994. It has participated in such major activities as the *University Mobility in Asia and the Pacific (UMAP)*, *School Education Statistics in the Asia-Pacific Region* and *Improving the Understanding of Cultures in APEC*. At present, 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 *Thailand's National Science and Technology Development Agency (NSTDA)*.



In the year 2000, *Thailand* strengthened its role in sustainable human resource development by implementing a project namely *APEC Youth Networking: Youth Preparation for the APEC Society in the Next Millennium*. With part funding from *APEC*, the *MOU* organized the project which aimed at preparing participants for the new millennium in which trade and investment will be liberalized. Approximately 150 youths from 14 *APEC* member countries participated in the project.

D. The Asian Institute of Technology (AIT)

The Asian Institute of Technology, an international institution offering advanced education in engineering, science, planning and management, has received continuing support from the *Royal Thai Government (RTG)* since the inception of the Institute. The cooperation programme comprises the following components:

1. Regular Subsidies in Cash :

1.1 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 2000, the total number of *H.M. King's scholarships* master's awardees was 362.

2) *H.M. Queen Sirikit's Scholarships* are provided to qualified students interested in the environment and related fields in the School of Environment, Resources, and Development. Up to January 2000, 54 scholars have benefited from this.

3) *The RTG-HRD Scholarship* programme functions in addition to the above programmes.

1.2 Supportive Budget for Operations

The budget covers *AIT* operational support, including the regular maintenance of existing facilities and equipment, updating of library materials, *RTG* fellowship programme and an allocation for an *AIT* staff member to act as a coordinator between *RTG* and *AIT*.

The *RTG* has granted a special privilege of tax and duty reimbursements to the Institute since 1968; however, starting from the Fiscal Year 2001, the *RTG* financial support in the form of income tax reimbursement is abrogated, and is now classified as supportive budget for operation.

E. Thailand ASEAN Sub - Committee on Education (ASCOE)

Thailand ASEAN Sub-Committee on Education (ASCOE) has been established under the umbrella of the *ASEAN Committee on Social Development (COSD)*. *ASCOE*, which is composed of representatives from the *Ministries of Education* and agencies concerned of the *ASEAN* member countries, takes the responsibility of enhancing a fruitful collaboration on education as well as for formulating, examining and recommending to the *COSD*, 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*.

F. The Southeast Asian Ministers of Education Organization (SEAMEO)

The *SEAMEO* is governed by the Southeast Asian Ministers of Education Council with its Secretariat located in Bangkok serving as the executive arm of the Council and the Headquarters of the Organization. Scattered throughout the region and closely linked to the educational environment of the host country are *SEAMEO* specialist institutions on the following areas: (1) Tropical Biology; (2) Educational Innovation and Technology; (3) Science and Mathematics Education; (4) Language; (5) Training; (6) Higher Education; (7) Graduate Study and Research in Agriculture; (8) Archaeology and Fine Arts; (9) Community Nutrition; (10) Microbiology, Parasitology and Entomology; (11) Public Health; (12) Tropical Medicine; (13) Learning; (14) Vocational and Technical Education and Training; and (15) History and Tradition.



G. ASEAN University Network (AUN)

The *ASEAN University Network* which is under the supervision of *ASEAN* is composed of seventeen leading universities in *ASEAN* Member countries. It aims to strengthen *ASEAN* awareness and cooperation through the promotion of the exchange of students, faculty members and resources among the participating universities.

The permanent office of *AUN* is at Chulalongkorn University in Bangkok, Thailand. The annual contribution from the *Royal Thai Government* amounts to US\$ 180,000 for the period from 2000-2005.

Major *AUN* programmes and activities are: 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.

4.2 International Cooperation and Exchange

A. MOE Student Exchange Programmes

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, AFS and Thailand Fellowships, Scholarships and Junior Scholarships.

Thailand Fellowships, Scholarships and Junior Scholarships within the UNESCO Programmes

Fourteen scholarships have 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 for undergraduate level (3) Junior Scholarships for post-secondary level.

The *MOE* also promotes exchange of students' art works, through international painting and art competitions, organized by many organizations in other countries.

B. MUA International Cooperation and Exchange Programmes

● Cooperation with the Greater-Mekong Subregion (GMS)

In order to strengthen *Thailand's* relationship with its neighbouring countries in the *GMS*, the *MUA* has regularly organized, in those countries, seminars and exhibitions relating to higher education in Thailand. Apart from this, the *MUA* has also supported exchange programmes between *Thailand* and the *GMS*. In the first phase, scholarships were granted to 144 teachers and students; half of which were Thai.

● Student / Faculty Exchange Programme

The *MUA* has encouraged its higher education institutions to exchange their students and staff with countries in different regions of the world. 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 (TUAS) Programme

It is designed for university administrators from Thai universities to join other universities abroad. Under this programme, Canada, France and the United Kingdom send “mentors” to Thailand to jointly plan Shadowing activities with “mentees” preceding the latter’s departure for their programme in respective countries.

C. Regional and International Conferences

The International Conference on Quality Assurance in Higher Education: Standards, Mechanisms and Mutual Recognition was organized by the *MUA*, *UNESCO PROAP* and *SEAMEO RIHED* in collaboration with various concerned agencies between 8-10 November, 2000 in Bangkok. The purpose of the Conference is, among other things, to explore and promote the cooperation in improving quality



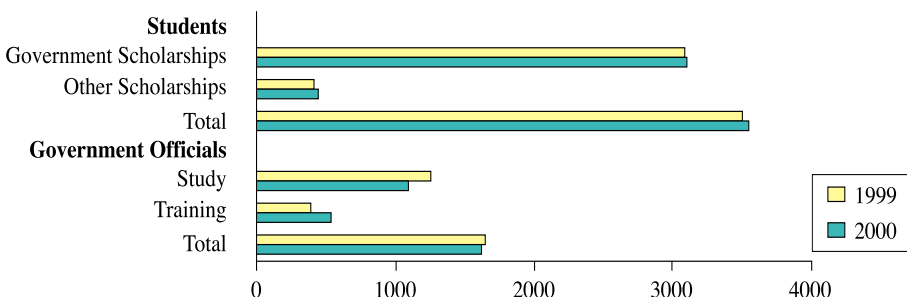
assurance at regional as well as international levels.

Between 12-15 December 2000, *UNESCO-ACEID* in collaboration with the *ONEC of Thailand*, the *Hong Kong Institute of Education* and the *Center for Learning and Teaching Styles*, the *Philippines* is organizing the *Sixth UNESCO-ACEID International Conference on Education* “Information Technologies in Educational Innovation for Development: Interfacing Global and Indigenous Knowledge” in Bangkok. The purpose of this Conference is to undertake an in-depth analysis into the role of information technologies in educational innovation for development which focuses on the interfacing of global and indigenous knowledge as well as its implications to the content of education and teacher education and its profound impact on learning and teaching in almost all countries in the Asia - Pacific region.

D. Overseas Studies and Training

The current economic crisis has an impact on the number of students and government officials going for study and training overseas under the supervision of the *Office of the Civil Service Commission*. The number of students increased from 3,504 in 1999 to 3,552 in 2000 or only about 1.4 percent. With respect to government officials going for study and training overseas in 2000, there was a decrease from 1999 at 1 percent (Figure 12).

Figure 12 Number of Students under the Office of the Civil Service Commission and Government Officials Studying Abroad as of 30 June 1999 and 2000



Source : Office of the Civil Service Commission.

As of 31 March 2000, there were 3,132 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 all the students (83.6 percent) were studying in the fields of science and technology.



About 54.6 percent of government officials going overseas to study in 1999 under the supervision of the Office of the Civil Service Commission, both at their own expenses and by receiving scholarships, were in doctorate degree programmes and 39.2 percent were in master's degree programmes. The majority of them (68.2 percent) were in the fields of science and technology while the rest were in social sciences.

The Royal Golden Jubilee Ph.D. Programme

In order to compensate for the decreasing number of scholarships for overseas studies as a result of the economic crisis, the Thailand Research Fund, in cooperation with the *MUA* and the *National Science and Technology Development Agency*, has initiated the Royal Golden Jubilee Ph.D. Programme to mark the 50th anniversary of His Majesty the King's accession to the throne. The Programme aims to produce 5,000 Ph.D. graduates of international standard in the next 15 years. Grants are awarded to Ph.D. advisers with a good research record and having co-advisors or collaborators in recognized universities abroad. Students who wish to receive the fellowships are required to apply for doctorate study and scholarships as research assistants to the advisers. Up to 30 September 1999, 226 and 113 scholarships have been granted for the year 1998 and 1999 from a total of 262 and 210 respectively. For the year 2000,

the Ph.D. advisers have approved a total of 250 fellowships.

The Collaborative Ph.D. Programmes Among Thai and Foreign Universities:

So far, the *MUA* has initiated 44 courses under the programmes, of which the fellowships offer some parts of the study in *Thailand*.

F. International Schools and Programmes in Thailand

1) 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 1999, there were 46 international schools and colleges in Thailand of which 26 were in Bangkok and the rest in other provinces. The proportion of foreign and Thai students in 1999 was 70 : 30 and foreign and Thai teachers was 85: 15.

2) International Programmes

At present, both Thai public and private universities offer, altogether, 387 international programmes using English as the medium of instruction both at undergraduate and graduate levels, i.e. 128

undergraduate programmes in 70 areas of study in 26 universities; 190 master's degree programmes in 112 areas of study in 26 universities; and 69 doctoral degree programmes in 32 areas of study in 12 universities. Foreign and Thai students can take courses for credits from such programmes.



G. Education for Thai Residents Overseas

The provision of education for Thai residents overseas has been initiated by the Faculty of Education, Chulalongkorn University, since 1984 in the U.S.A. at the Thai Temple in Los Angeles. The policy on the provision of education, religion and culture for Thai children and youth overseas was approved by the Council of Ministers in December 1993. The *DNFE* has been authorized to organize supplementary schools and summer schools primarily in countries that are ready and have a large number of Thai children such as the *U.S.A.*, *Australia* and *France*. In addition, officials from public agencies and state enterprises are allowed to teach in those schools.



In 1999, there were 8 Thai temples in the *U.S.A.* with 474 students and one in Australia with 100 students enrolled in non-formal education courses at primary and secondary levels. The teaching and learning process follows the Thai Language and Culture Programme for Thai Students Overseas prepared by the Faculty of Education, Chulalongkorn University, in cooperation with the *DNFE*. The curriculum is open and flexible, focusing on the development of language skills for students using Thai as a second language, knowledge about Thailand and Thai culture. Special activities are also organized according to the interests of students and important events of Thailand.

By August 19, 2002, the Thai education system will be fully under the operation of the new Ministry of Education, Religion and Culture in accordance with the National Education Act 1999. However, during this transitional period, all agencies concerned have put all of their efforts in providing educational services to the Thai people and at the same time have fully worked towards the comprehensive reform of education.



A seminar on “The Learning of Nations” held in Bangkok by ONEC in cooperation with the Asian Development Bank Institute.

PART

ACHIEVEMENT AND PROGRESS

1. Access and Participation

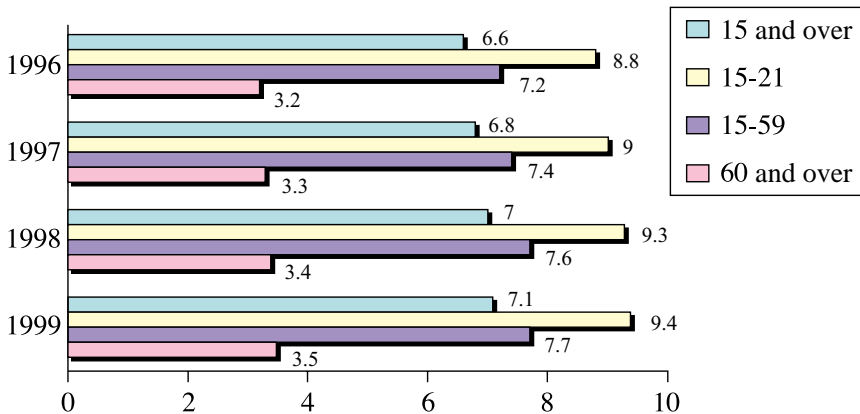
Since education is seen as a mechanism for instilling democratic values, as well as the means for developing the productive and social capacity of the people, an increase in access to and participation in all types of educational activities has been a major goal of the Thai Government.

1.1 Access to Formal Education

A. Increasing Educational Attainment

Greater efforts by all agencies to the expansion of educational services in *Thailand* have resulted in a higher level of educational attainment of the people. It was found that the average years of educational attainment of Thai people aged 15 years and over rose from 6.6 years in 1996 to 7.1 years in 1999 (Figure 13).

Figure 13 Average Educational Attainment of the Thai Population, 1996 - 1999



Source : Educational Information Centre, ONEC.

However, the total student enrolment in formal education including graduate students faced a decrease from 14.4 million in 1997 to 14.3 million in 1999, resulting from a decline in student intake due to the impact of the economic crisis. In the academic year 2000, the total number of students participating in formal schooling was about 14.2 million (Table 3) and it is projected to be 14.1 million in 2001.

Table 3 Number and Increasing / Decreasing Rate of Students by Level of Education : Academic Year 1999 - 2000

| Level of Education | 1999 | 2000 | Increasing/ Decreasing Rate (%) |
|------------------------|-------------------|-------------------|---------------------------------------|
| Pre-primary | 2,716,600 | 2,748,350 | 1.2 |
| Primary | 5,832,023 | 5,757,376 | -1.3 |
| Secondary | 4,070,930 | 3,975,651 | -2.3 |
| • Lower Secondary | 2,428,611 | 2,348,405 | -3.3 |
| • Upper Secondary | 1,642,318 | 1,627,246 | -0.9 |
| - General Education | 932,963 | 934,077 | 0.1 |
| - Vocational Education | 709,355 | 693,169 | -2.3 |
| Higher Education | 1,631,673 | 1,722,635 | 5.6 |
| • Diploma | 460,587 | 521,656 | 13.3 |
| • Undergraduate | 1,100,599 | 1,126,704 | 2.4 |
| • Graduate | 70,488 | 74,276 | 5.4 |
| Total | 14,251,226 | 14,204,012 | -0.3 |

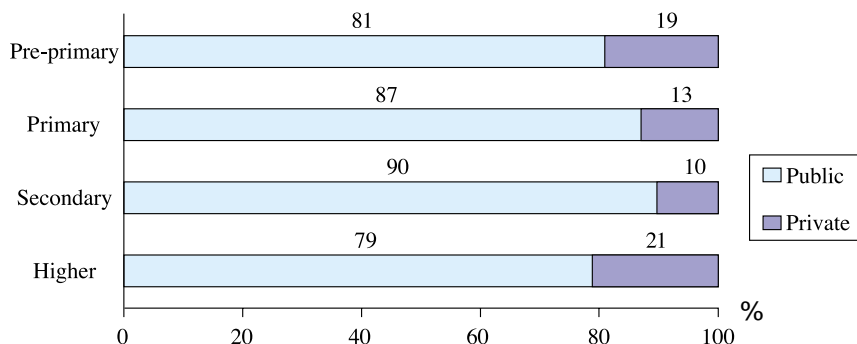
Source : Thailand Student Enrolment Projection 1999-2016.

While there was a slight decrease in the number of students at primary and secondary school levels in the academic year 2000, more children and youth had access to pre-primary and higher education than the previous year.

B. Participation of the Private Sector

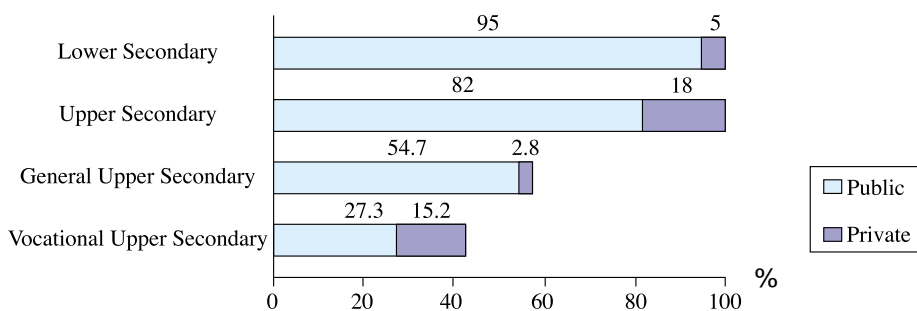
Among the total student enrolments in the academic year 2000, about 15 percent were in private institutions. The private sector plays an important role in providing greater access to children and youth, particularly at vocational upper secondary, higher, and pre-primary education levels (Figure 14).

Figure 14 Proportion of Students in Public and Private Institutions by Level of Education : Academic Year 2000



Source : Educational Information Centre, ONEC.

Figure 15 Proportion of Students in Public and Private Institutions for Secondary Education : Academic Year 2000



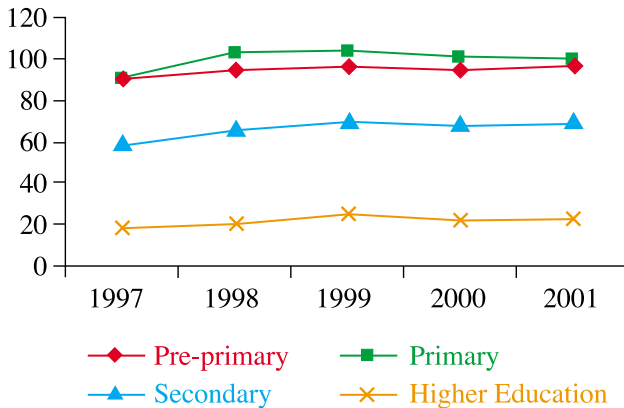
Source : Educational Information Centre, ONEC.

C. Enrolment Ratio

Pre-Primary Education

The proportion of the 3-5 years age group in pre-schooling increased from 90.8 percent in 1997 to 95 percent in 1999. It was estimated that a higher number of this school - age group will have greater access to pre-primary education in the academic year 2001 (Figure 16).

Figure 16 Enrolment Ratio by Level of Education : Academic Years 1997 - 2001



Source : Educational Information Centre, ONEC.

Primary Education

The enrolment rate in six-year primary education for the 6-11 years age group was 90.7 percent in 1997 and increased to 101.2 percent in the academic year 2000. The enrolment ratio at primary level is more than 100 percent as a result of repetition rate as well as the under - age and over - age population of students. However, there are still a lot of children who are not in primary school, particularly those who live in remote areas or those who are handicapped. In 2001, it is projected that 99.6 percent of the 6-11 years age group will have access to primary education.

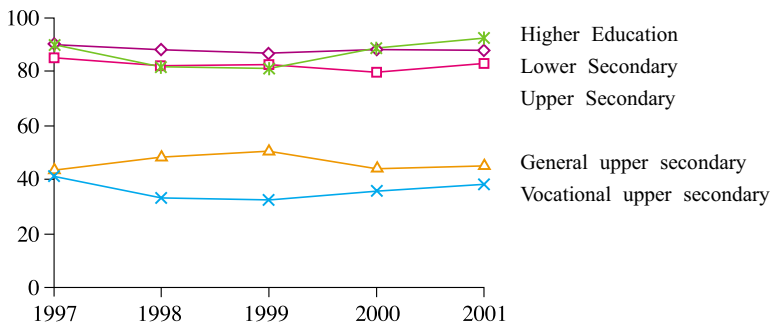
Secondary Education

Enrolment in secondary education has gradually risen from 59.8 percent in 1997 to 68.2 percent in 2000. However, about 30 percent of 12-17 year olds still have no chance to participate in secondary education.

Although greater efforts have been made to increase participation in secondary education, the transition rate of students completing primary education who proceeded to lower secondary education faced a slight decrease, from 90.9 percent in 1997 to 88 percent in 2000 and it is estimated to remain the same in 2001.

At upper secondary level, only 54.1 percent of the age-group participated in formal education in 2000. It is noticeable that there was a decline in the transition rate from lower secondary to upper secondary level from 85.4 percent in 1997 to 79.8 percent in the academic year 2000, while nearly half of the school-age population still had no access to upper secondary education. In the vocational stream, in particular, there was a significant decrease in the transition rate from 41.4 percent in 1997 to 32.5 percent in 1999 as a result of the economic crisis and it rose to 36 percent in the academic year 2000. In 2001, it is projected that more students will continue their studies at upper secondary level.

Figure 17 Transition Rate by Level of Education : Academic Year 1997 - 2001



Source : 1997-1999 : Educational Information Centre, ONEC.

2000-2001 : Thailand Student Enrolment Projection 1999 - 2016.

Higher Education

In 1998 and 1999, there was a sharp decrease in the number of upper secondary school graduates who continued studying at a higher level. However, the transition rate at higher education level rose to 89 percent in the academic year 2000 and it is projected to be 92.6 percent in 2001. However, only 23.6 percent of the 18 -21 year - olds have access to formal education at this level.

1.2 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.

In 1999, the total number of participants in non-formal education activities under the responsibility of the *MOE*, *MOI* and *Ministry of Labour and Social Welfare* was around 3.8 million. The majority of activities were provided by the *MOE* with 95 percent of the total participants. Over 50 percent of the activities are general education programmes provided by *DNFE* and *OPEC* to the out-of-school population.

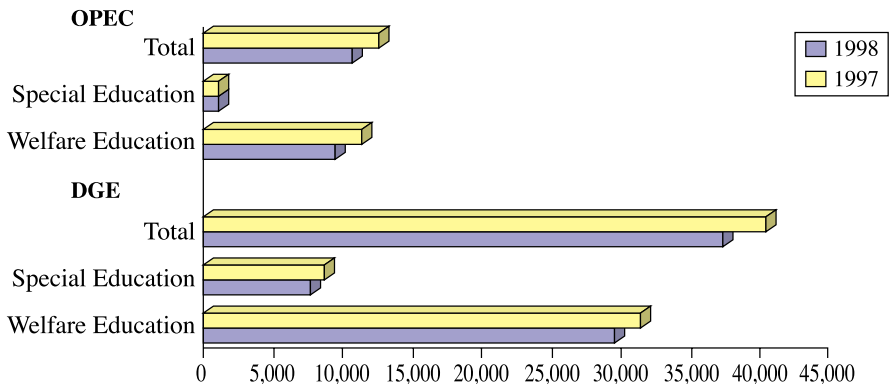


1.3 Access to Special and Welfare Education

Both public and private sectors have made greater efforts to expand educational opportunities and services to the handicapped and the disadvantaged such as the poor and those living in remote rural areas, in slums or on the streets as well as children without a birth certificate.

In 1998, more children had access to special and welfare education provided by the *Department of General Education* and the *Office of the Private Education Commission*. Nevertheless, there was a decline in the number of students in special schools under the *OPEC* from 1,301 in 1997 to 1,190 in 1998 (Figure 18).

Figure 18 Number of Students in Special and Welfare Education : Academic Years 1997 and 1998



Source : Department of General Education, MOE.

1.4 Participation in Education for Ecclesiastics and Laymen

The disadvantaged, especially boys from poor families in rural areas, have benefited greatly from education provided for ecclesiastics by going into the monkhood. Formal general education for monks and novices is organized at lower and upper secondary levels. The number of monk and novice students at both levels increased from 55,528 in 1995 to 78,555 in 1999; an increase of 41.5 percent. Apart from the study of Buddhism on Dharma and Pali provided for monks and novices, the teaching of Dharma was also offered to an increasing number of laymen.

At higher education level, the number of monk students at bachelor and master degree levels increased sharply from 4,669 in 1995 to 9,786 in 1999, an increase of over 100 percent. The highest increase rate was at master degree level at approximately 600 percent.



2. Quality and Efficiency of Education

Improving the quality and efficiency of education is one of the most important policy issues of the Government. Thus, greater efforts have been put into raising the level of educational quality and efficiency.

2.1 Quality of Education

A. Achievement of Students

One of the most important measures of the outcome of education is the examination result of students. National educational quality assessments have been conducted by the *Department of Curriculum and Instruction Development* at primary level (Grade 6), lower secondary level (Grade 9), and upper secondary level (Grade 12).

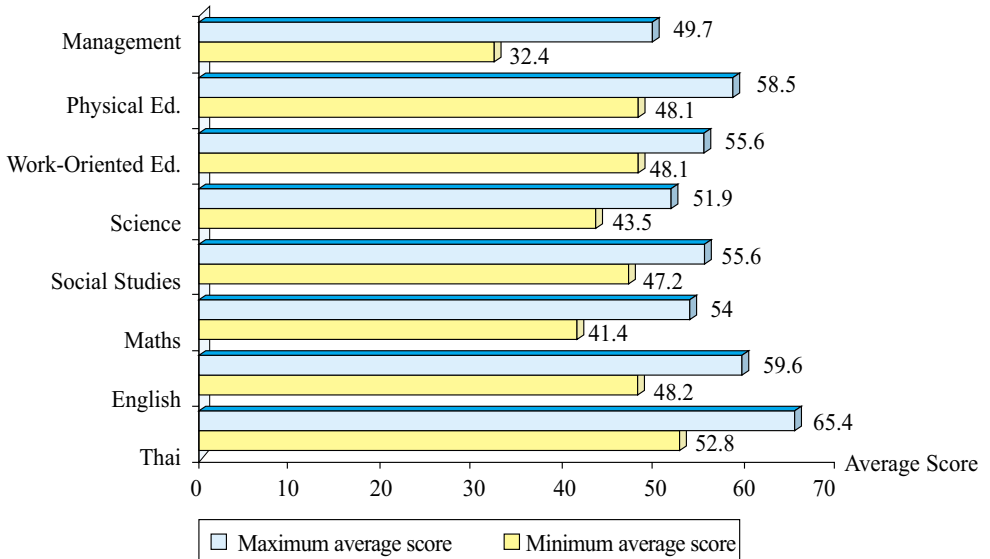
Primary Education

The assessment of primary school student's knowledge in Thai Language, English, Mathematics, Social Studies, Science, Work-Oriented Education, Physical Education, and Management revealed that the quality of primary education was satisfactory in all subjects. The numbers of Grade 6 students with good and fair performance were around 18-20 percent and 62-69 percent respectively. The number of students that had to improve their performance were about 12-17 percent, particularly in English.

There are, however, differences in educational quality among all educational regions including Bangkok. High differences of student performance were found in proficiency in Thai, English, Mathematics, Physical Education, and Management (Figure 19).



Figure 19 Comparison of Educational Regions with Maximum and Minimum Average Score by Subject of Primary School Students Grade 6



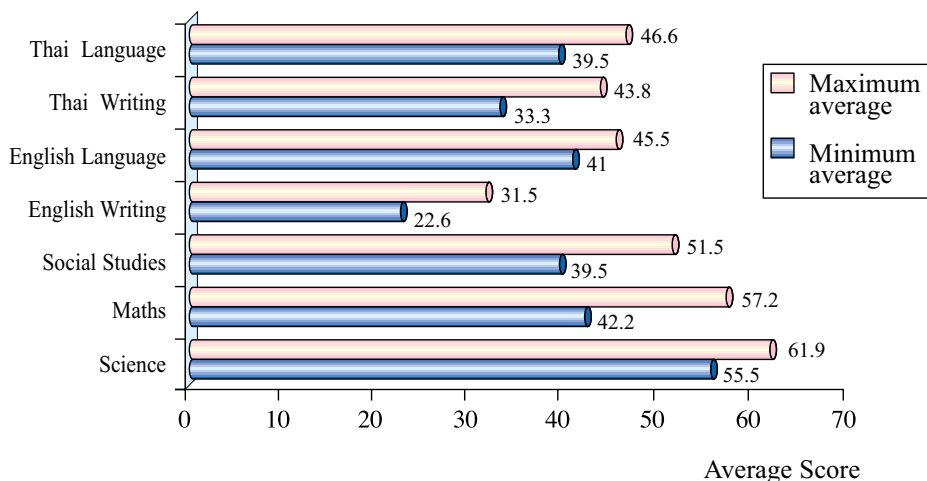
Source : Department of Curriculum and Instruction Development, MOE.

Lower Secondary Education

The achievement of lower secondary students in Grade 9 in Thai Language, Thai Writing, English Language, and Science was favourable, with the majority of students passing the assessment criteria. The proficiency in English Writing, Mathematics, and Social Studies had to be improved to raise the level of educational quality.

Considering the inequalities in educational quality, the greatest difference was in Thai Writing with the highest average score in Educational Region 7 in the central area and the lowest percentage of average score in Educational Region 3 in which a large number of students are Muslims (Figure 20).

Figure 20 Comparison of Educational Regions with Maximum and Minimum Average Score by Subject of Lower Secondary School Students Grade 9



Source : Department of Curriculum and Instruction Development, MOE.

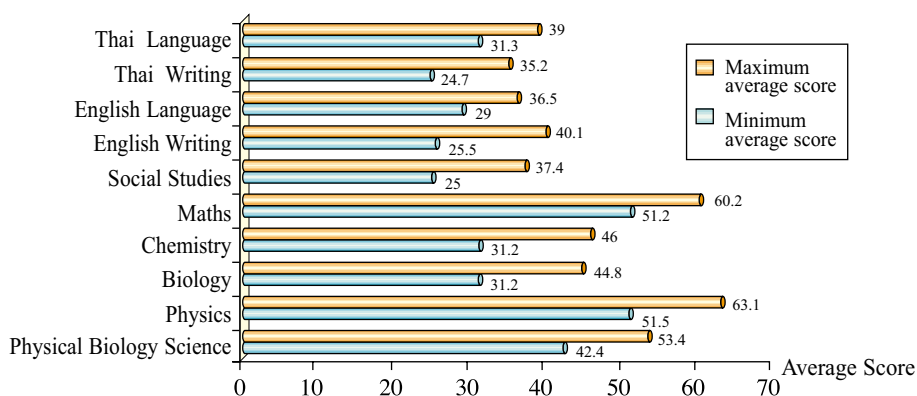
Upper Secondary Education

Achievement of upper secondary students in Grade 9 was rather unfavourable, particularly in English, Mathematics and Science subjects such as Chemistry, Biology, Physics, and Physical-Biological Science. There were high percentage of students that had to improve their performance in nearly all subjects.



Among all educational regions, inequalities in educational quality still existed. Differences between regions with highest and lowest average score were found in all subjects, particularly in Thai, English, Mathematics, Chemistry, and Physics (Figure 21).

Figure 21 Comparison of Educational Regions with Maximum and Minimum Average Score by Subject of Upper Secondary School Students Grade 12

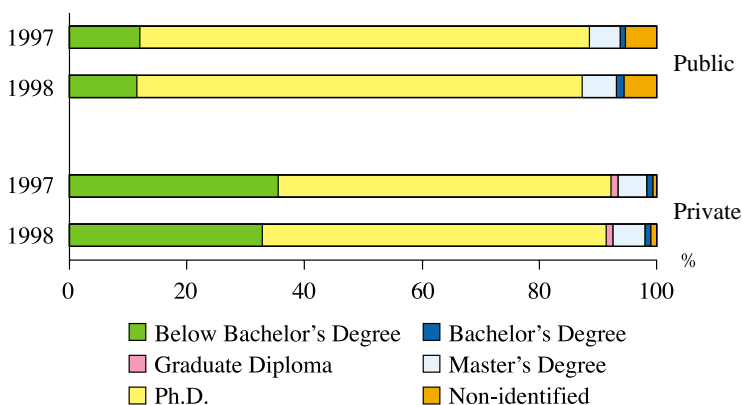


Source: Department of Curriculum and Instruction Development, MOE.

B. Qualifications of Teaching staff

The total number of teaching staff in *Thailand* in 1998 was 684,638 with about 86.1 percent in public institutions and 13.9 percent in private schools and universities. The majority of teaching staff have bachelor's degree and below. With a rising percentage of higher qualified teachers and faculty staff, the qualifications of teaching personnel are improving both in public and private institutions (Figure 22).

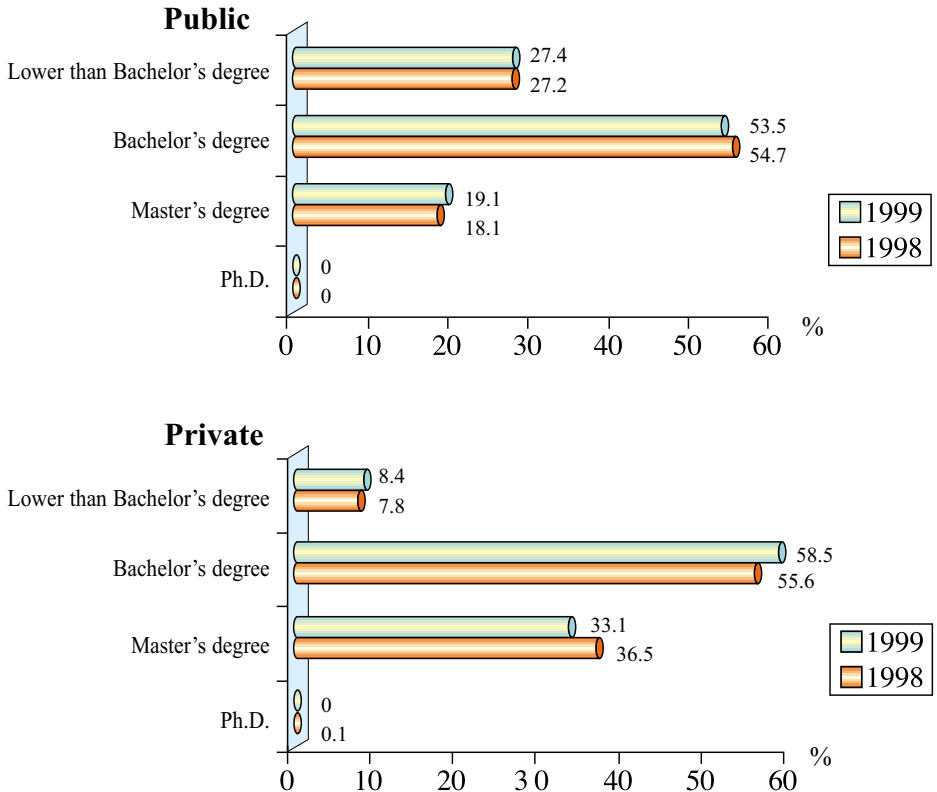
Figure 22 Percentage of Teacher in Public and Private Institution by Qualification: Academic years 1997-1998



Source: Thailand Education Statistics Report 1999.

Qualifications of teaching staff in public universities are higher than those in private institutions. The majority of faculty staff in public universities have bachelor’s degree and master’s degree. In 1999, however, more improvement in qualifications of teaching staff was found in private institutions than in public universities, illustrated by a higher percentage of teaching staff with master’s degree and Ph.D. (Figure 23).

Figure 23 Percentage of Teaching Staff in Public and Private Universities under MUA by Qualification, 1998-1999

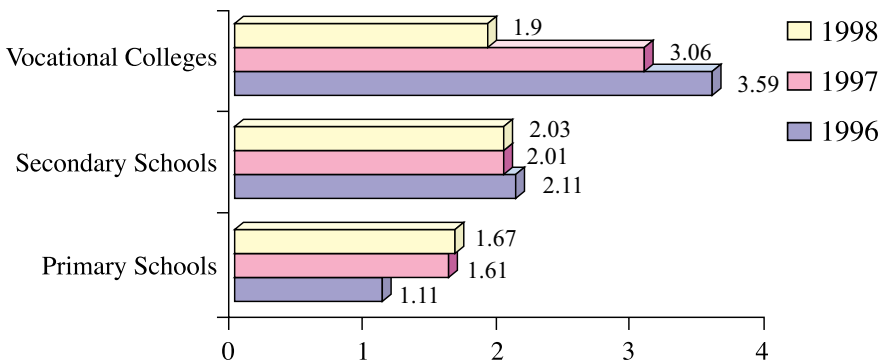


Source : Ministry of University Affairs.

A. Teacher - Classroom Ratio

Teacher-classroom ratio is important in terms of educational quality. If the teacher-classroom ratio is less than one, there are not enough teachers to cover every classroom, which can adversely affect the quality of learning. The total teacher-classroom ratios in primary and secondary schools as well as in vocational colleges in Thailand from 1996-1998 were more than one indicating an adequate number of teaching staff (Figure 24).

Figure 24 Teacher-Classroom Ratio at Primary and Secondary Levels and in Vocational Colleges : 1996-1998



Source : Educational Information Centre, ONEC.

2.2 Educational Efficiency

In order to improve the quality of education, the issue of educational efficiency has been addressed both in terms of internal and external efficiency.

2.2.1 Internal Efficiency

In Thailand, major indicators that can be used to reflect the internal efficiency of the educational system are student-teacher ratio, retention rates and dropout rates.

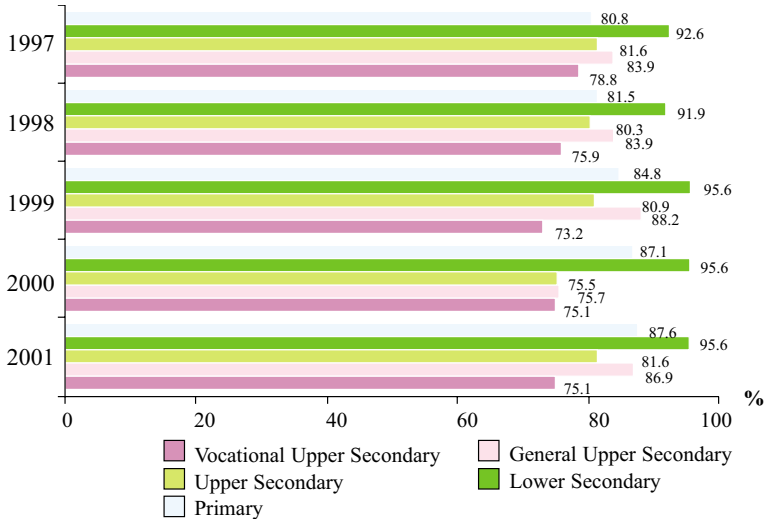
A. Student-Teacher Ratio

At pre-primary level, the student-teacher ratio decreased from 26:1 in 1997 to 20:1 in 1998 which was below the standard set by TCSC at 23:1. The student-teacher ratio at primary level was only 21:1 in 1997 and 18:1 in 1998 which was below the standard, set at 25:1.

B. Retention Rates

In 1999, retention rates increased from the previous years at nearly all levels reflecting improved efficiency in educational provision. The exception was at lower secondary level where the retention rate of grade 9 students tended to decrease which, may be the result of increasing drop-outs (Figure 25).

Figure 25 Retention Rates by Level of Education : Academic Year 1996-1999



Source: Thailand Education Statistics Report 1999.

C. Dropout Rates

Statistics on dropouts is a controversial subject for debate due to poor database setup and management. Caution should be taken when identifying causes and interpreting dropout rates because students leave school for a variety of reasons.

Before the economic crisis in 1997, dropouts in primary education accounted for 2.4 percent. In 1998, one year after the crisis, dropout figures equaled 148,819 or 2.5 percent. At lower secondary education level, the dropouts rose from 3.2 percent in 1997 to 3.6 percent in 1998 or an equivalent number of 89,523. There were also higher dropouts in upper secondary schools, both general and vocational, reaching 8.7 percent in 1998 (Table 4).

Table 4 Number and Percentage of School Dropouts, 1997 and 1998

| Type of Education | 1997 | | | 1998 | | |
|------------------------|-----------|----------|-----|-----------|----------|-----|
| | Students | Dropouts | | Students | Dropouts | |
| | | Number | % | | Number | % |
| Primary | 5,927,940 | 144,185 | 2.4 | 5,936,174 | 148,819 | 2.5 |
| Lower Secondary | 2,462,631 | 77,536 | 3.2 | 2,426,905 | 89,523 | 3.6 |
| Secondary & Vocational | 1,620,434 | 121,862 | 7.5 | 1,676,974 | 146,214 | 8.7 |

Source : Educational Information Centre, ONEC.

2.2.2 External Efficiency : Education and Employment

External efficiency of the educational system can be realized through the relevance of education to the socio-economic conditions of the country. The ability of graduates to enter the labour market following the completion of education can be seen as an indicator of educational efficiency.

The distribution of employed persons by level of education from 1996 to 2000 illustrates that the percentage of persons with higher qualifications has been rising continuously which corresponds to higher educational attainment of the Thai people. The percentages of employed persons with lower qualifications tended to decrease (Table 5).

Table 5 Percentage of Employed Persons by Level of Educational Attainment, (Round 1 : February)

| Level of Educational Attainment | 1996 | 1997 | 1998 | 1999 | 2000* |
|---------------------------------|------------|------------|------------|------------|------------|
| ● None | 4.4 | 4.3 | 3.8 | 4.1 | 3.5 |
| ● Less than Grade 4 | 2.6 | 2.8 | 2.4 | 2.3 | 2.4 |
| ● Lower Primary (Grade 4) | 46.9 | 45.3 | 43.8 | 13.3 | 40.6 |
| ● Upper Primary (Grade 7) | 22.6 | 22.3 | 21.2 | 20.3 | 21.7 |
| ● Lower Secondary | 9.6 | 10.0 | 11.5 | 12.0 | 12.2 |
| ● Upper Secondary | 3.3 | 3.8 | 4.4 | 4.8 | 5.6 |
| ● Vocational | 2.8 | 3.0 | 3.1 | 3.1 | 3.1 |
| ● University | 5.6 | 6.4 | 7.4 | 7.8 | 8.8 |
| - Academic | 3.6 | 4.2 | 4.9 | 5.2 | 5.8 |
| - Technical Training | 2.0 | 2.2 | 2.5 | 2.7 | 3.0 |
| ● Teacher Training | 2.1 | 2.0 | 2.3 | 2.2 | 2.0 |
| ● Others | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 |
| Total | 100 | 100 | 100 | 100 | 100 |

Source : Labour Force Survey : Round 1 , February 2000, National Statistical Office.

*Preliminary data

Round 3 of the Labour Force Survey in August 1999 revealed that the unemployment rates of persons with different levels of education were less than those in the same period in 1998. In 1999, the unemployment of primary and lower secondary school graduates remained at the same rates as in 1998 (Table 6).

Table 6 Unemployment Rates by Level of Educational Attainment

| | 1997 | | 1998 | | 1999 | |
|---------------------------|------------|------------|------------|------------|------------|------------|
| | Feb | Aug | Feb | Aug | Feb | Aug |
| ● Below Grade 4 | 1.6 | 0.6 | 3.3 | 1.9 | 3.6 | 1.5 |
| ● Lower Primary (Grade 4) | 1.3 | 0.4 | 2.8 | 2.0 | 3.1 | 1.5 |
| ● Upper Primary (Grade 7) | 3.5 | 1.0 | 7.8 | 4.1 | 8.5 | 4.2 |
| ● Lower Secondary | 3.1 | 1.3 | 5.8 | 4.2 | 6.6 | 4.2 |
| ● Upper Secondary | 2.2 | 1.3 | 6.0 | 5.5 | 7.0 | 4.9 |
| ● Vocational Education | 2.7 | 1.7 | 4.1 | 6.3 | 5.7 | 4.4 |
| ● University : Academic | 1.8 | 1.7 | 3.5 | 6.0 | 5.4 | 4.8 |
| ● University : Technical | | | | | | |
| Vocational | 3.0 | 3.9 | 5.1 | 9.2 | 8.0 | 2.9 |
| ● Teacher Training | 2.8 | 1.4 | 2.7 | 3.2 | 3.1 | 1.0 |
| Total | 2.2 | 0.9 | 4.6 | 3.4 | 5.2 | 3.0 |

Source : Labour Force Survey : Round 1, February 2000, National Statistical Office.

The impacts of the economic crisis have affected entry into the labour market of persons who have completed different levels of education, particularly university graduates. The survey of the *Department of Employment* conducted in 1997-1999 shows that over half of the graduates in Engineering, Fine and Applied Arts and Architecture are unemployed (Table 7).

Table 7 Percentage of Employed Persons with Bachelor's Degree by Field of Study, 1997-1999

| Field of Study | % |
|---|-------|
| 1. Medicine and related fields | 92.79 |
| 2. Education and Teacher Training | 64.42 |
| 3. Agriculture, Forestry and Fishery | 57.78 |
| 4. Business Administration and Commerce | 57.18 |
| 5. Social Sciences | 55.29 |
| 6. Humanities, Religion, and Theology | 54.22 |
| 7. Social Behavioural Science | 52.57 |
| 8. Mathematics and Computer Science | 51.92 |
| 9. Mass Communication and Documentation | 49.46 |
| 10. Natural Science | 49.86 |
| 11. Home Economics | 48.61 |
| 12. Engineering | 48.51 |
| 13. Fine and Applied Arts | 45.86 |
| 14. Architecture | 38.15 |

Source : Department of Employment, Ministry of Labour and Social Welfare.

In conclusion, greater efforts have been put to provide educational opportunities to all people and to raise standards of education in Thailand. However, the desired improvements in education have not been fully achieved. Consequently, effective policy measures and implementation strategies are needed for increasing participation in educational services and improving the quality and efficiency of education.



Performance of students from Chiang Mai College of Dramatic Arts.



PART

FUTURE PERSPECTIVES OF THAI EDUCATION

1. Administration and Management

In accord with the *1999 National Education Act*, administration and management of education in *Thailand* will be reorganized in terms of administrative structure, personnel management and financial management .It will be based on the principles in organizing the system,structure, and process of education as provided by the Act.

1.1 Reorganization of Administrative Structure

By 20 August 2002, the *Ministry of Education, Religion and Culture (MERC)* will be established by merging the *ONEC* under the *Prime Minister's Office*, *MOE* and *MUA*. Currently, the process of organizing the structures, organs and division of responsibilities is still in its initial stages. However, the Executive Committee of the *Education Reform Office* has so far agreed that education in *Thailand* will be administered and managed at two levels :

1) At National Level

The educational administration and management at the national level will be the responsibilities of *Office of the National Council for Education, Religion and Culture (ONCERC)*; *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 organizations which are legal entities under the supervision of *MERC*. The new Ministry will be organized as presented in Figure 26 :

(a) **Secretariat of the NCERC** : *ONEC*'s original organs and 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 responsibilities of *DGE*, *ONPEC*, *DCID*, *OPEC* and *TCSC*.

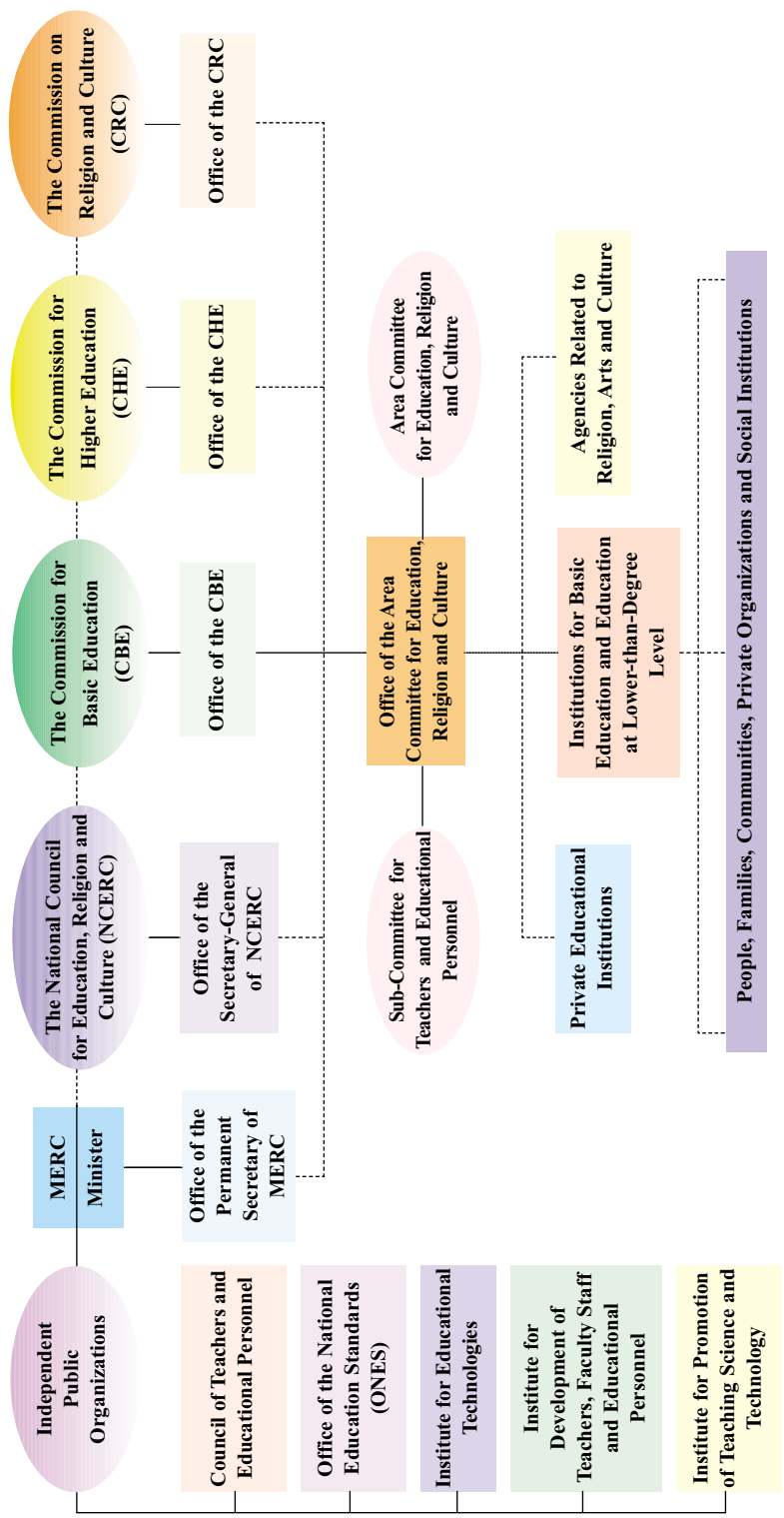
(c) **Office of the CHE** : This office will cover original organs and responsibilities of *ORIC*, *ORIT*, *ORIP* (originally under *DOVE*) and *Institute of Developmental Arts* (originally under *DFA*) and state educational institutions providing education at degree level.

(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.



Supat Gricharkom, 1999 Master Teacher.

Figure 26 : Organization of the Ministry of Education, Religion and Culture (MERC)



The Secretariat of the *NCERC* and the other three offices mentioned above shall 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 shall be a central unit responsible for general administration and management. It shall 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 Organizations (IPOs)** which are legal entities shall be established. Meanwhile, the Executive Committee of the *Education Reform Office* has agreed upon the establishment of three IPOs as follows : (1) *Office of National Education Standards*; (2) *Institute for Educational Technologies* and (3) *Institute for the Development of Teachers and Educational Personnel*. Other IPOs are under consideration.



2) At Local Level

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

A. Educational Service Areas

At local level, decentralization 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 27). The *Office of*



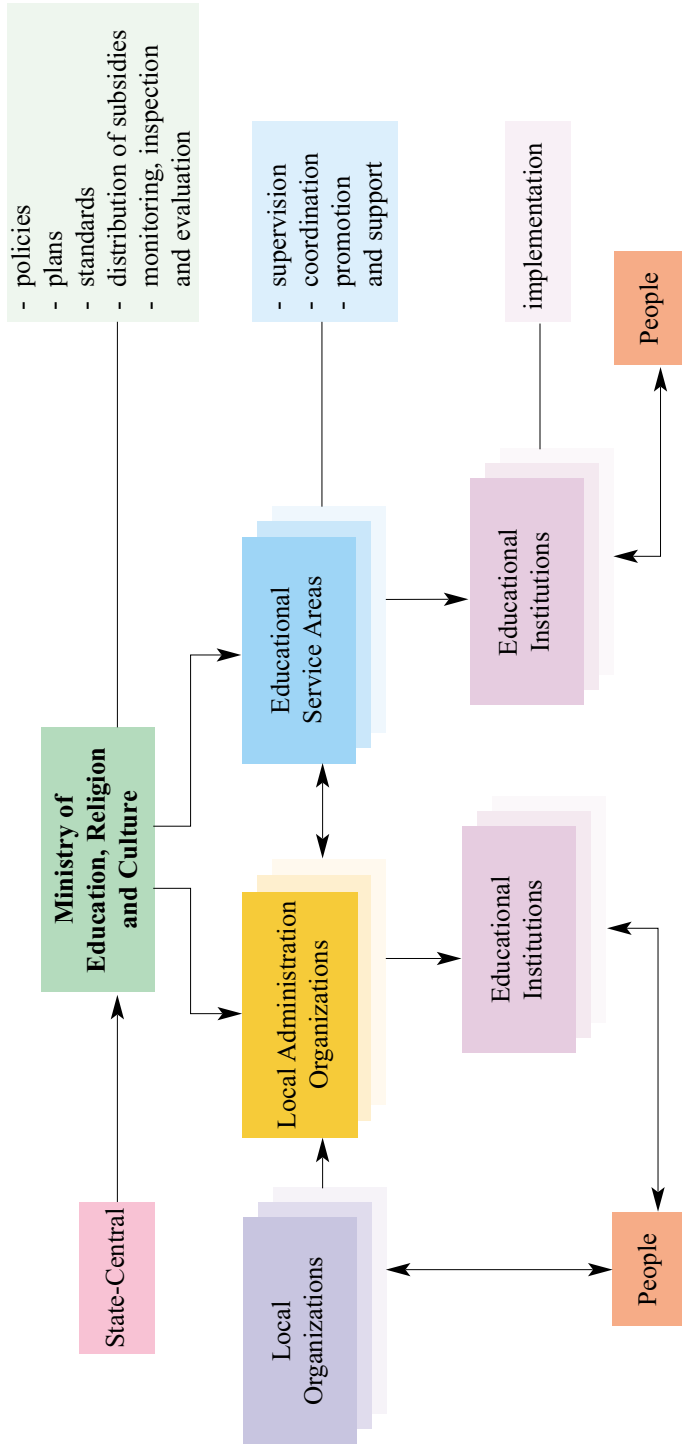
All agencies concerned reported their progress to the public after one year of the enactment of 1999 National Education Act.

Area Committee for Education, Religion and Culture will be established in each educational service area. As for other local administration organizations 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.

The *Office of the Area Committee for Education, Religion and Culture* will be organized through merger of the following agencies so as to make them ready for decentralization from central organizations: *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 NFE Centres* related to non-formal and informal education.

In each educational service area, the powers and duties of the *Area Committees for Education, Religion and Culture* and their Directors, as well as those of the board members and directors of educational institutions, will be reorganized. The purpose of this reform is to create links between those educational service areas and educational institutions and prepare them for decentralization from central organizations.

Figure 27 : Decentralization of Educational Administration and Management





Ampa Buisirirak ,1999 Master Teacher.

The responsibilities of the Offices of 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 the local administration organizations 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

To abide by the *National Education Act 1999*, the *Ministry of Education, Religion and Culture* will decentralize powers

in educational administration and management regarding academic matters, budget, personnel and general affairs administration directly to the educational institutions. Therefore, in each institution providing basic education or education lower-than-degree level, there will be a board supervising and supporting the management of the institution.

Responsibilities of Educational Institutions

Following the school-based management model, the institution providing basic education or education at lower-than-degree level will have the following responsibilities:

- Formulate policy and development plan of the institution/school;
- Develop the local curriculum;
- Provide an appropriate environment and climate for teaching and learning;
- Submit budget requests and take charge of the institution's or school's expenditure;
- Supervise, follow up and evaluate school performance as well as make decisions on matters relating to promotion, development and the discipline of teachers and educational personnel;
- Mobilize resources for education; and
- Establish a quality assurance system in each institution/school and cooperate in external evaluation of educational quality as well as submit the report to the board.





The Institution/School Board

Responsibilities :

- Approve the policy, plan and budget of the institution/school;
- Promote academic matters and the development of teachers and educational personnel;
- Mobilize resources for education;
- Promote internal and external evaluation;
- Coordinate and promote relationships between the institution and external organizations;
- Provide suggestions and advice to the administrator;
- Participate in monitoring, inspection and evaluation of the administrator; and
- Promote and support the performance of the institution/school.

Composition : The board will be composed of 7-15 members who are representatives of parents, teachers, community organizations, local administration organizations, alumni, and scholars.

1.2 Educational Personnel Management

According to the *National Education Act 1999*, the *Office of Education Reform* has proposed a system for administering personnel affairs of teachers, faculty staff and educational personnel. The new system is based on the principle of decentralization, taking into consideration the issues of standards, efficiency, and participation of teachers and educational personnel.

● Classification of Educational Personnel

1) **Teaching Staff** include in-service teachers who are required to have professional licenses.

2) **Administrative Staff** include educational institution administrators and educational administrators in local education areas. These administrators are required to have professional licenses.

3) **Educational Support Staff** include those providing direct support to teaching and learning e.g. educational supervisors; those who prepare and develop educational media; those responsible for the inspection, monitoring and evaluation of educational institution, including registration and report. Professional licenses are required for some of these staff.

4) **Other Educational Support Staff** refers to those who are not directly involved in the teaching and learning processes e.g. nurses, general administrative staff and accounting staff. These

personnel are not required to have professional licenses.

● Structure of Personnel Management for Basic Education

1) At National Level

Apart from the *Institute for the Development of Teachers and Educational Personnel* and the *Council of Teachers and Educational Personnel* proposed to be established at the



national level, there will be a central organization responsible for the management of educational personnel for basic education, the *Commission for Teachers and Educational Personnel (CTEP)*.

2) At Local Level

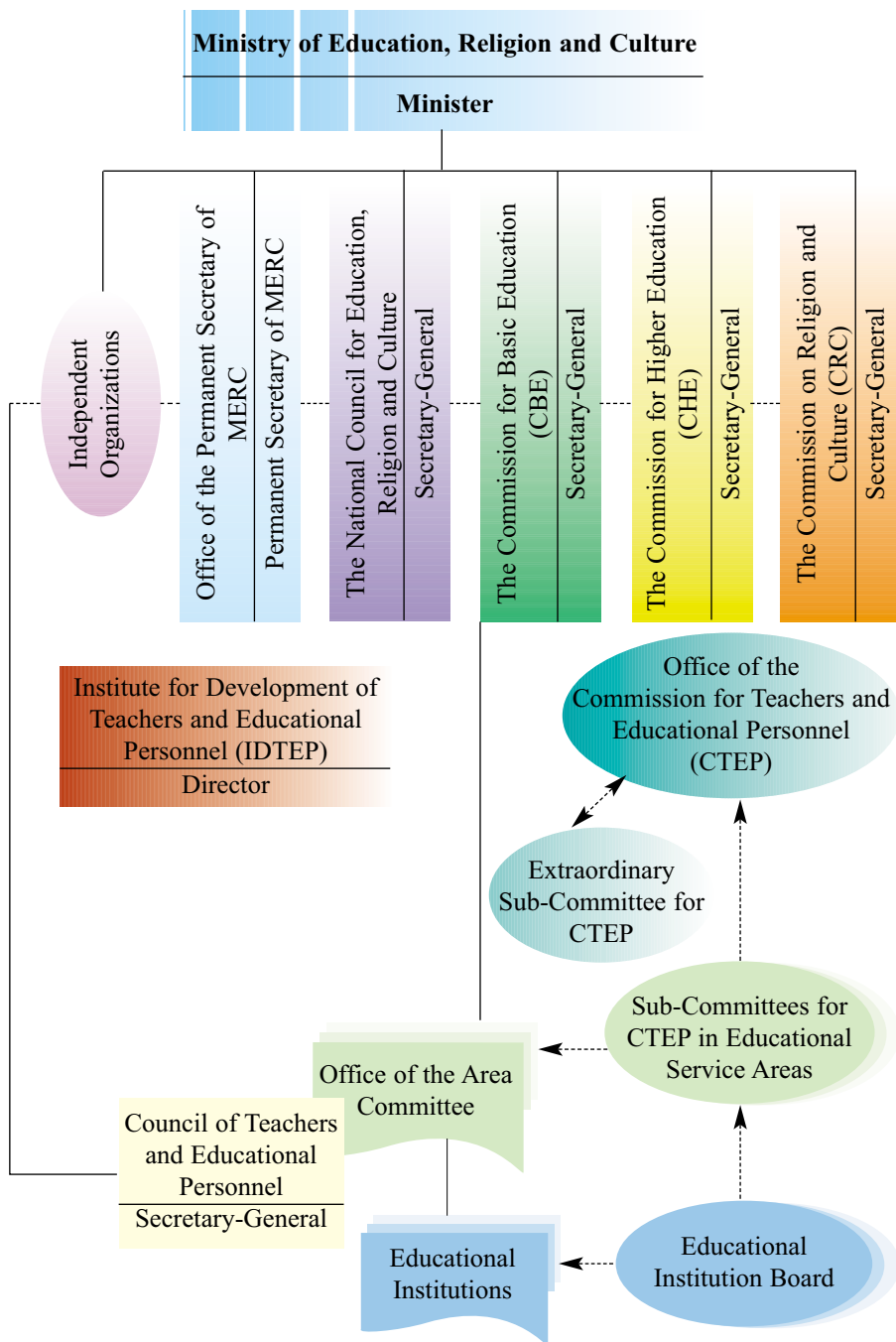
Under the *Office of the Area Committee for Education, Religion and Culture*, there will be an organization responsible for overseeing personnel management for teachers and educational personnel in the educational service area called the *Area Committee for Teachers and Educational Personnel (ACTEP)*.

Personnel management in an educational institution is the responsibility of the educational institution committee or school board and administrator of each institution. The personnel administration of other agencies under the supervision of education service areas is under the responsibility of the administrator of each organization.



Teacher students in Rajabhat Institute of Nakorn Rachasima

Figure 28 Structure of Personnel Management for Basic Education



1.3 Financial Management

1) Demand - Side Finance of Education

To achieve the objectives set out in the *National Education Act 1999*, there will be major changes in the allocation of educational resources. Education in *Thailand* 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. Accordingly, the government subsidies will be provided to learners instead of educational institutions.

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 grant 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, and 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 organizations both in *Thailand* and other countries.

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

- Levy of inheritance tax will be proposed so that its income can be earmarked for educational provision.

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





5) Management , monitoring, auditing and evaluation in utilization 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*. The *Budget Bureau* will distribute the budget directly to the educational service area for schools to manage by themselves.

At higher education level, request 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** The 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 licensed auditors.

2. New Culture of Learning

As learning reform can be implemented without required regulations, and the improvement of learning process is considered to be extremely important, various efforts have been initiated and carried out in parallel with the drafting of the *National Education Act* in order to move towards the new culture of learning.

2.1 Learners as the Centre of Learning

According to Section 22 of the *National Education Act 1999*, all learners are capable of learning and self - development and are regarded as being most important. To ensure desirable characteristics of future learners, child - centred learning has been promoted by all agencies concerned. Both teachers and learners are currently encouraged to change their roles. Teachers must change themselves from “tellers” to “facilitators”, while learners are encouraged to learn by themselves with the help of teachers.

- **Change Agents for the Learning Reform**

The most significant agents of teaching and learning reform are teachers. Therefore, *ONEC* initiated the National Teacher and Master Teacher Awards in 1998 in order to recognize and reward outstanding teachers and set them as models for other teachers in terms of teaching- learning reform.

The *MOE* has currently accepted the idea of learning reform through national teachers and master teachers. Any teacher who is likely to change his teaching



Master teachers and their networks of teachers

behaviour according to the child - centred concept will be selected as Spearhead Teacher. This type of teacher will attend workshops on child-centred learning, under the supervision of national teachers and master teachers. These teachers will create increasing agents of change for learning reform through their networks of teachers.

● **Research and Development on Learning Process**

Research and development projects on teaching - learning processes are essential for the success of learning reform. Teaching staff in all faculties of education and educational institutions as well as personnel in other public and private organizations will be encouraged to conduct R&D projects with financial support from the *Thailand Research Fund*.

The objectives of the R&D projects are to develop basic education institutions through participation of all parties concerned, focusing on the learning process reform of the whole school. The expected outcomes of the R&D projects are as follows:

- Changes in paradigm and learning process,
- Development of learners in line with standards set,
- Body of knowledge on research and development,
- Development of research skills and utilization of research as an instrument in work development and building the body of knowledge,
- Community participation in learning process,
- Networking of cooperation for development.





● **Leading Schools for Learning Reform**

In order to promote and support schools or basic education institutions that are in the process of teaching and learning reform or want to initiate the reform of learning, *ONEC* has launched a project to select 1,000 schools to be leading schools for learning reform. These schools will be

provided with documents on educational reform and learning reform, support for personnel development, and a part of financial support for reform of learning. They are required to improve the quality of education to conduct research and development on teaching and learning in their schools, and finally, create networks by providing knowledge and experience to other schools. This project is expected to effectively encourage more schools to participate in the reform of learning in line with the *1999 National Education Act*.

2.2 The Reformed Curriculum for Basic Education

To achieve the objectives of learning reform, the curricula at all levels of education will be diversified and commensurate with each level. Both academic and professional substance will aim at human development with a desirable balance regarding knowledge, critical thinking, capability, virtue and social responsibility. As a result, the existing curricula for basic education have been developed and redesigned by *MOE* to ensure effective reform of learning.

A. Curriculum Framework for Basic Education

The new Curriculum Framework for Basic Education has been developed based on the comments of all educational personnel,

both public and private. The framework consists of concepts and principles, curriculum structure, objectives, basic education standards, standards of groups of learning contents, assessment of learning contents, organization of learning, as well as monitoring, inspection, evaluation and report.

Standards of subject groups and their indicators have been drafted in line with four key stages of basic education : 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 subjects are classified into 8 groups : 1) Health Education and Physical Education; 2) Art, Music and Dramatic Arts; 3) Mathematics; 4) Thai Language; 5) Social Studies 6) Science and Technology; 7) Foreign Languages; and 8) Career and Work Education.

The prescribed standards and indicators have been used for development of the national core curriculum which will provide the guidelines for all schools to prepare their learning contents in detail relevant to local conditions and wisdom.

The Curriculum Framework for Basic Education has been prescribed in line with Section 27 of the *National Education Act 1999*, 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 organized consistently through 4 key stages.

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





B. Preparation of National Core Curriculum

Concepts and guidelines for curriculum management including strategies for the introduction of the new curriculum have been developed as follows:

1) Key structures of the core curriculum have been developed comprising 8 subject groups.

2) Four strategies have been set out for effective implementation of the new curriculum:

- A strategy for curriculum development includes a trial of curriculum management; research studies on the curriculum implementation process; improvement and development of curriculum implementation; curricular personnel development; and introduction of the new curriculum.

- A strategy for curriculum management includes public relations; guidance; academic networking system; supervision; monitoring, inspection and evaluation.

- A strategy for organization of learning experiences includes learning resources; professional associations, classroom research, development of learning media, and promotion of Master Teachers.

- A strategy for assessment of educational quality which sets out that all educational institutions are required to establish their own quality assurance system, with inspection and review as well as

the intervention of agencies concerned in their educational areas. Each educational institution must request evaluation of its quality, both internal and external.

C. Implementation Plan for the Reformed Curriculum

The new curriculum for basic education will be introduced in the academic year 2002. It will start with the first year of each key stage and the second and the third for the following years as follows:

Academic Year 2002 : Grades 1, 4, 7 and 10.

Academic Year 2003 : Grades 2, 5, 8 and 11.

Academic Year 2004 : Grades 3, 6, 9 and 12.

2.3 A System of Educational Quality Assurance

To ensure improvement of educational quality and standards at all levels, a system of educational quality assurance has been initiated, with both internal and external evaluation.

1) Internal Evaluation

As internal quality assurance must be regarded as part of educational administration, educational institutions and agencies have been encouraged to conduct internal evaluation to improve the quality of education. So far, research and development on internal evaluation has been undertaken in 30 schools by *ONEC* for the preparation of guidebooks and internal evaluation models. *ONEC* has also conducted research on the status of internal evaluation in educational institutions so as to promote internal evaluation and prepare all schools for external evaluation.





Sumalee Suntravirat, 1999 Master Teacher

2) External Evaluation

The *National Education Act 1999* requires that each educational institution will receive external quality evaluation at least once every five years and the evaluation results will be submitted to the relevant agencies and made available to the general public. The first round of external evaluation of all educational institutions will be completed by 20 August 2005.

The *Office of the National Education Standards* has been established as an independent public organization since 4 November 2000. The major role of the Office is to promote and set educational standards as well as to organize a system for quality assurance, evaluation and monitoring the educational standards of both public and private institutions. It will design a system of external and internal evaluation and prepare and implement a major reform of educational testing and measurement.

In order to achieve these reform objectives, understanding and support of all parties concerned and the general public are most essential. Consequently, measures and strategies to mobilize public participation should be urgently introduced to move forward the reform of education for the new century.